

How to Use the *Voices of Alberta, People, Places and Possibilities* Teacher Resource Binder

Step #1	Examine the chapter outcomes and look for what the major focus on the Value/Attitudes, Knowledge/Understanding and Skills/Processes will be. (For example in Chapter #3, the majority of skills will be utilizing the research and communication skills while examining the natural resources of Alberta.)
Step #2	Examine the Inquiry Focus questions and the Dominant Strand Focus of the chapter. This too will give the "big picture" of what this chapter is all about.
Step #3	Examine the Assessment BLMs to see what kinds of activities will be required of students to show evidence that outcomes have been met. (Backwards by design.) Also look at the BLMs to see what activities the students will be engaging in throughout this chapter.
Step #4	Examine the Student text to see what activities the students will be engaging in. (Steps #1-4 again emphasize the focus of each chapter.)
Step #5	Go through the Teacher's Resource and check off the activities that you will probably do with your students. Focus on Engage, Explore and Elaborate activities . The Extend activities are excellent for DI of individual students, small group or whole class activities. But remember to monitor your outcomes and you can't do every activity even though they are all great!
Step #6	As you check off activities, look to see how the activities flow and consider the needs of your students when choosing the activities.
Step #7	As you check off activities, using the chapter short range template, circle the Instructional Strategies you will use and decide if any of the activities will be used as Assessment For Learning activities or Assessment Of Learning activities.
Step #8	Record all assessment activities in the appropriate columns. When it is mentioned to use a BLM - then again consider how you will use this BLM. (You'll have more assessment for learning activities than assessment of learning activities.)
Step #9	Record any new vocabulary that your students will need to know. Students have the opportunity to utilize a BLM that supports vocabulary enrichment. This is found on page 388 in the Inquiry Journal Project section.
Step #10	Inquiry is a key element to the Pearson Resource. Consider how your students, (either individually, in small groups) will continue to inquire about Alberta—its people, places and possibilities. Re-examine the Inquiry Journal Project templates and consider how these templates will support the needs of your students.
Step #11	Don't forget that Pearson has other support documents to help you plan. There is the Catholicity Document, the grade 4/3 Combined Grades Document , the Curriculum Correlation Document and of course there are all of the program components that will support you as well. (Photo cards, Audio CD, Multimedia CD, Alberta Albums)
Step #12	Lastly, all of the chapter short range templates will be available on the Pearson site for you to utilize and modify in order to meet your professional needs.