

ACCOUNTABILITY

	<p>Equitable Schools: It's in Our Hands (© 2005) (coiled)</p> <p>This resource invites all those who work with students to join together to identify and implement the practices and behaviours that foster inclusion in our schools. This booklet contains tools and resources for schools to examine the supportiveness of their school culture, evaluate their progress in implementing the TDSB Equity Foundation Statement, and plan school improvement initiatives that respond to the needs and aspirations of their diverse communities.</p>	\$ 8.00 ea.
Limited quantities	<p>A Teaching Resource for Dealing with Controversial and Sensitive Issues in Toronto District School Board Classrooms (© 2003) (saddle-stitched)</p> <p>This document is intended to help teachers and students understand and deal confidently with bias and controversial issues. It supports a cross-curricular approach to equity education and recognizes human rights in the school environment and in the community.</p>	\$ 10.00 ea.
ARTS / DRAMA / DANCE		
	<p>An Annotated Bibliography, Grade 11 Dramatic Arts Curriculum (© 2002)</p> <p>This annotated bibliography supports the Grade 11 Dramatic Arts curriculum, both Open and University/College. The document is divided into six sections: General Reference, Single Plays, Play Collections, Drama Techniques and Skills, Careers, and Plays by themes. Canadian plays are indicated with a flag.</p>	\$ 2.75 ea.
Limited quantities	<p>Curriculum in Motion: Dance techniques to extend story and drama in the classroom <i>Junior/Intermediate</i> (© 2002) (Coiled booklet, DVD)</p> <p>Designed to help Junior/Intermediate elementary generalist classroom teachers integrate dance into their drama and language arts programs.</p>	
	<ul style="list-style-type: none"> • Booklet 	\$ 20.00 ea.
	<ul style="list-style-type: none"> • DVD 	\$ 10.00 ea.
	<ul style="list-style-type: none"> • Set 	\$ 25.00

	<p>Drama and Dance / Movement: A Beginner's Handbook (Grades 1–8) (© 2001) (<i>shrink-wrapped and binder ready</i>)</p> <p>This resource is a compilation of activities derived from previously published Board documents, as well as a variety of newly developed lesson plans and support materials. It provides teachers with a variety of drama and dance/movement teaching strategies that can be used and adapted at all grade levels, to introduce students to the fundamental components of an exemplary drama/dance program. Throughout this document, teachers are provided with the connections to <i>The Ontario Curriculum: Drama and Dance, 1998</i> and <i>The Treasure Chest</i>, Toronto District School Board, 1998. This handbook is intended to be used in conjunction with <i>The Treasure Chest</i> to provide students with rich learning experiences that integrate drama, dance, and language learning. Teachers are also provided with valuable lists of resources and reproducible assessment tools for drama and dance/movement.</p>	\$ 10.00 ea.
Limited quantities	<p>Finding Our Voices (Grade. 9) (© 2002) (<i>saddle-stitched</i>)</p> <p>A framework is provided for students to explore and use a variety of dramatic forms as they learn stories and anecdotes conveying different voices, ideas, customs, concepts, and memories from various cultures. The final and culminating activity allows students to communicate their knowledge and understanding of universal themes and issues in dramatic structures.</p>	\$ 10.00 ea.
Limited quantities NEW	<p>HANDS ON! Drawing: Visual Arts in the Classroom, Grades 1–8 (© 2017) (<i>in colour, coiled, with tabs</i>)</p> <p><i>HANDS ON! Drawing</i> outlines detailed instructions related to specific drawing techniques. The handbook introduces a range of drawing practices, procedures, and approaches that can be adapted across the grades. An annotated list of artists and their artworks is included. The document includes many photos of students engaged in the creative process, as well as samples of finished artwork by students from Grades 1–8.</p>	\$ 35.00 ea.
Limited quantities NEW	<p>HANDS ON! Painting: Visual Arts in the Classroom, Grades 1–8 (© 2017) (<i>in colour, coiled, with tabs</i>)</p> <p><i>HANDS ON! Painting</i> outlines detailed instructions related to specific painting techniques. The handbook introduces a range of painting practices, procedures, and approaches that can be adapted across the grades. An annotated list of artists and their artworks is included. The document includes many photos of students engaged in the creative process, as well as samples of finished artwork by students from Grades 1–8.</p>	\$ 30.00 ea.
NEW	<p>Treasures for Teaching (K–3): Story, Drama, and Dance in the Primary Classroom <i>K–3</i> (© 2015, 3rd Edition) (<i>coiled, with tabs</i>)</p> <p>This updated document, based on <i>The Ontario Curriculum, Grades 1–8: The Arts</i>, 2009, provides a collection of integrated lesson maps (Grades K–3), designed to help you incorporate drama and dance into your literacy program and other curriculum areas. Templates and tools for gathering evidence of student learning have been added to reflect current practices in assessment as and for learning. Includes a Music Sampler CD and an Arts Integration CD, which contains an Introduction to Arts Integration and five comprehensive units based on picture books.</p>	\$ 30.00 ea.

	<p>Treasures for Teaching (Grades 4–8): Story, Drama, and Dance in the Junior/Intermediate Classroom (© 2014, 3rd Edition) (coiled, with tabs)</p> <p>This updated document, based on <i>The Ontario Curriculum, Grades 4–8: The Arts</i>, 2009, provides a collection of integrated lesson maps (Grades 4–8), designed to help you incorporate drama and dance into your literacy program and other curriculum areas. Templates and tools for gathering evidence of student learning have been added to reflect current practices in assessment as and for learning. Includes a Music Sampler CD and an Arts Integration CD, which contains an Introduction to Arts Integration and five comprehensive units based on picture books.</p>	\$ 35.00 ea.
Limited quantities	<p>Treasures for Teaching – Arts Integration Units (Primary/Junior/Intermediate) (© 2014) (saddle-stitched books, CD)</p> <p>These units integrate dance, drama, visual arts, and literacy and can be adapted for use across all elementary grades. Teachers are encouraged to use these units in a variety of ways. For example, in divisional planning meetings, teachers may decide to use these fully developed units to anchor learning across curriculum areas for a term. Alternatively, teachers may choose to dip into a unit, and focus in on the dance, drama, or visual arts activities for a shorter period of time.</p> <p>Also included on the CD are supplementary materials which include critical literacy, drama and dance units published by the Council of Ontario Drama and Dance Educators (CODE) and Visual Arts units published by The Ontario Art Education Association (OAEA).</p> <p>These are being made available as shrink-wrapped sets and also as a CD, and contains an Introduction to Arts Integration and five comprehensive units based on picture books:</p>	<p>Shrink-wrapped set: \$ 25.00 ea.</p> <p>CD: \$ 10.00 ea.</p>
Limited quantities	<ul style="list-style-type: none"> • Can One Person Make a Difference? <i>Primary/Junior</i> (© 2014) Based on the picture book <i>The Flower</i> by John Light. 	
Limited quantities	<ul style="list-style-type: none"> • Discovering Beauty <i>Junior</i> (© 2014) Based on the picture book <i>Something Beautiful</i> by Sharon Dennis Wyeth. 	
Limited quantities	<ul style="list-style-type: none"> • Embracing Difference <i>Junior/Intermediate</i> (© 2014) Based on the picture book Wings by Christopher Myers. 	
Limited quantities	<ul style="list-style-type: none"> • Seeds of Hope <i>Primary/Junior</i> (© 2014) Based on the picture book <i>A Child's Garden</i> by Michael Foreman. 	
Limited quantities	<ul style="list-style-type: none"> • What Does It Mean to Belong? <i>Primary</i> (© 2014) Based on the picture book <i>Hook</i> by Ed Young. 	

	<p>Visual Arts Resource Guide, Kindergarten to Grade 8 (© 2004) (coiled) This curriculum guide presents K–8 teachers with one approach to designing a program in Visual Arts. It is for teachers who want to implement a strong art program while also recognizing ways to meaningfully connect student learning in art to other areas of the curriculum.</p>	\$ 20.00 ea.
CO-OP / GUIDANCE / CAREER EDUCATION / EXPERIENTIAL LEARNING		
	<p>Build Character, Build Success: Character Development School Resource Guide K–12 (© 2008) This resource is meant to assist all school teams with the implementation of their Character Development programs. The implementation of Character Development may involve reaffirming already successful school practices and/or assessing the effectiveness of existing programs.</p>	\$ 10.00 ea.
	<p>Career Studies Teacher Resource 2009 (GLC2O) <i>Grade 10, Open (© 2009) (coiled or punched)</i> The <i>Career Studies Teacher Resource 2009</i> is designed to help teachers in the delivery of the GLC2O Career Studies curriculum. Teachers may need to supplement this resource with additional materials to meet the needs of all students. Please specify <u>coiled</u> or <u>punched</u> version.</p>	
	<ul style="list-style-type: none"> • Coiled 	\$ 25.00 ea.
	<ul style="list-style-type: none"> • Punched 	\$ 25.00 ea.
	<p>Career Studies Credit Recovery Course (GLC2O) (© 2008) (price includes single-site licence) The <i>Career Studies Credit Recovery Course</i> has been designed to accommodate all types of learners. The approach, Layered Curriculum, is a form of differentiated instruction that takes into account different ways of learning, higher-level thinking, as well as the element of choice. The course is divided into nine modules based upon the nine Overall Expectations from GLC2O. Finally, students will choose one of three Culminating Activities to complete.</p>	\$ 12.00 ea.
	<p>Designing Your Future <i>Grade 11, GWL30 (© 2003) (coiled)</i> This resource package has been developed for teachers to use in a practical and useful manner in the classroom. The activities in each unit represent some of the ways that teachers may organize and develop activities to enable students to demonstrate the achievement of expectations set out in the Course Profile.</p>	\$ 15.00 ea.

	<p>Essential Skills Lesson Materials for Use in “Discovering the Workplace” (GLD2O) <i>Grade 10 (© 2008) (binder, CD)</i> The materials in this binder were created to accompany the Ministry of Education’s Course Profile for “Discovering the Workplace” (GLD2O). The Course Profile provides teachers with all of the lesson plans required for an entire course; this resource provides all of the activity cards, overhead templates, worksheets, and signs to make these lesson plans come to life! A CD of all materials is provided with the booklet handouts.</p> <p>Please provide names of schools to be covered.</p>	\$ 5.00 ea.
	<ul style="list-style-type: none"> • Single-site Licence (school only) 	\$ 50.00 ea.
	<ul style="list-style-type: none"> • Board Licence (minimum 3 schools) 	\$ 30.00 ea.
	<ul style="list-style-type: none"> • Additional binder(s) with purchase of copyright 	\$ 10.00 ea.
	<p>Essential Skills Lesson Materials for Use in “Navigating the Workplace” (GLN4O) <i>Grade 12 (© 2008) (binder)</i> The materials in this binder were created to accompany the Ministry of Education’s Course Profile for “Navigating the Workplace” (GLN4O). The Course Profile provides teachers with all of the lesson plans required for an entire course; this resource provides all of the activity cards, overhead templates, worksheets, and signs to make these lesson plans come to life! A CD of all materials is provided with the booklet handouts.</p>	\$ 5.00 ea.
	<ul style="list-style-type: none"> • Single-site Licence (school only) 	\$ 50.00 ea.
	<ul style="list-style-type: none"> • Board Licence (minimum 3 schools) 	\$ 30.00 ea.
	<ul style="list-style-type: none"> • Additional binder(s) with purchase of copyright 	\$ 10.00 ea.
<i>Limited quantities</i>	<p>Experiential Learning: Steps to Success (© 2006) (binder) A resource for both teachers of MID students and students enrolled in Discovering the Workplace (GLD2O) that includes descriptions, facilitation notes, and worksheets for all stages of experiential learning, i.e., work-site visits, job twinning, and work experience. This resource contains copies of all mandated forms and lesson plans, which are presented in two formats: one for special education classes and one for the Grade 10 Guidance course GLD2O. Suggested supports from the Cooperative, Career, and Business Education Department are referenced.</p>	\$ 10.00 ea.

	<p>Focus on My Success: A Series of Six Group Counselling Sessions for Grades 9/10 Transition Students <i>Grades 9–10 (© 2007) (coiled)</i> This resource provides a series of six group counseling sessions for Grades 9/10 students who are not experiencing success. <i>Focus on My Success</i> can easily be incorporated into the GLS/GLE program.</p>	\$ 10.00 ea.
Limited quantities	<p>School-to-Work Connections (Grades 9–12) <i>(© 2004) (coiled)</i> A resource package created by the TDSB Career Centres to help teachers infuse career education into their subject areas and thereby increase students' understanding and awareness of the association between school-based learning and the world of work.</p>	\$ 10.00 ea.
	<ul style="list-style-type: none"> • Posters (set of 29 colour, 13¼" x 19¼") 	\$ 20.00/set
Limited quantities	<p>Turn Yourself Around! Overcoming Roadblocks to Success: A Series of Six Group Counselling Sessions for Middle Level Students <i>Grades 6–8 (© 2005) (coiled)</i> This is a resource for schools to use with students who are not achieving to their potential. This document offers a guide, blackline masters, and step-by-step instructions to support at-risk students through six group sessions to support them with their learning. Learning styles, study skills, and other topics of interest are explored.</p>	\$ 10.00 ea.
Limited quantities	<p>Who Am I? A Self-Awareness Inventory <i>(© 1998–2000)</i></p>	
Limited quantities	<ul style="list-style-type: none"> • Part 1: Inventory <i>(© 2000) (consumable)</i> Provides 120 statements, and users are asked to rate how true each statement is for them. The scale is 3 = always true for me; 2 = usually true for me; 1 = sometimes true for me; and 0 = never true for me. There are 20 items for each of the six Groups: Doer, Thinker, Creator, Helper, Persuader, and Organizer. At the end of Part 1, users total their scores and record the names of their three highest Groups. 	\$ 23.00/ Pkg. of 35
Limited quantities	<ul style="list-style-type: none"> • Part 2: Understanding Who Am I? Results <i>(© 2000) (consumable)</i> Presents detailed information about each of the six Groups. Information is organized into Interests, Skills and Abilities, Personal Style, and Values typical for the Group. Sample occupations are also listed. At the end of Part 2, users prepare for "Discovering Occupations" by combining their three highest Groups into all six possible combinations. A worksheet is provided for recording occupations of interest found in Part 3, the Occupations Directory. The language level of Parts 1 and 2 is Grade 6 based on the Flesch Readability Scale. Users at stages 3 and 4 (intermediate and advanced) of second-language acquisition should be able to deal with the content without assistance. 	\$ 23.00/ Pkg. of 35

Limited quantities	<ul style="list-style-type: none"> • Part 3: Occupations Directory (© 2000) Details occupations organized by each Group Combination (e.g., Doer/Thinker). Both Groups listed (e.g., Doer and Thinker) are considered to have characteristics which would suit individuals working in the listed occupations. The first Group (e.g., Doer) would generally be more significant than the second (e.g., Thinker). The NOC (National Occupational Classification) number is given for each occupation, with the exception of emerging occupations, which are not yet classified in the NOC. The second half of Part 3 lists all occupations alphabetically. 	\$ 20.00/ Pkg. of 10
Limited quantities	<ul style="list-style-type: none"> • Sample Set One each of Parts 1, 2, and 3. 	\$ 10.00/set
Limited quantities	<ul style="list-style-type: none"> • A Guide to Who Am I? for Professionals (© 1998) Teacher resource for the implementation of Parts 1, 2, and 3. 	\$ 6.00

CREDIT RECOVERY

	<p>Career Studies Credit Recovery Course (GLC20) (© 2008) (<i>price includes single-site licence</i>) The <i>Career Studies Credit Recovery Course</i> has been designed to accommodate all types of learners. The approach, Layered Curriculum, is a form of differentiated instruction that takes into account different ways of learning, higher-level thinking, as well as the element of choice. The course is divided into nine modules based upon the nine Overall Expectations from GLC20. Finally, students will choose one of three Culminating Activities to complete.</p>	\$ 12.00 ea.
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EARLY YEARS

Limited quantities	<p>All About Me – Hercules: My Year in Kindergarten <i>K–3 (© 2014) (11" x 8½" full-colour, softcover booklet, 28 pages)</i> This picture book is about Hercules Stergiou, a five-year-old boy with Cerebral Palsy, and his first kindergarten experience. Through this story, Hercules introduces us to his family. He shares with us some of the highlights of school life, his teachers, friendships, people who care for him, and ultimately his excitement, joy, and sense of accomplishment in completing kindergarten! Inspired by Hercules's ability to successfully integrate into his new school and classroom, Principal Thelma Sambrook and Teacher Patrick Murtaugh were motivated to write and document his story.</p> <p>\$3.00 from the sale of each book will be donated to Sick Kids Hospital.</p>	\$ 10.00 ea.
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	<p>Home Oral Language Activities (HOLA) Program (© 2010)</p> <p>The Home Oral Language Activities (HOLA) Program is a joint venture by the departments of Early Years, English as a Second Language, and Speech-Language Pathology. The goal of the program is to support parents/guardians, caregivers, and family members of young students as they participate in oral language, early literacy, a social-communication activities with their child in the home language, as the foundation for school success. Activity suggestions for home use are provided in 12 languages: <u>Arabic</u>, <u>Bengali</u>, <u>Chinese</u>, <u>English</u>, <u>Farsi</u>, <u>Gujarati</u>, <u>Korean</u>, <u>Somali</u>, <u>Spanish</u>, <u>Tamil</u>, <u>Urdu</u>, and <u>Vietnamese</u>.</p>	<p>SEE PRICING AT END OF CATA- LOGUE</p>
	<p>Kindergarten Units (© 2006) (<i>saddle-stitch</i>)</p> <ul style="list-style-type: none"> • Assessment in the Kindergarten Program • Blocks in the Kindergarten Program • Dramatic Play in the Kindergarten Program • Sand in the Kindergarten Program • Visual Arts in the Kindergarten Program • Water in the Kindergarten Program 	<p>\$ 5.00 ea.</p> <p>\$ 5.00 ea.</p> <p>\$ 5.00 ea.</p> <p>\$ 5.00 ea.</p> <p>\$ 5.00 ea.</p> <p>\$ 5.00 ea.</p>
ENGLISH / LITERACY		
	<p>Cross-Curricular Literacy: Key Strategies for Improving Middle Level Students' Reading and Writing Skills, Grades 6–8 (© 2003) (<i>coiled</i>)</p> <p>This resource document provides practical classroom lessons to support cross-curricular literacy instruction, Grades 6–8. Section one provides teaching/learning suggestions on how to enhance students' comprehension before, during, and after reading, with mini-lessons related to subject-specific content. Section two demonstrates how to help students become more proficient in a variety of writing forms across the curriculum.</p>	<p>\$ 10.00 ea.</p>
	<p>Cross-Curricular Literacy: Key Strategies for Improving Secondary Students' Reading and Writing Skills (© 2001) (<i>coiled</i>)</p> <p>Provides secondary teachers of all subjects with a wide range of effective strategies that can be used across the curriculum to improve students' reading and writing skills. The document is divided into two sections. Section one, "Reading," provides a wealth of before-, during-, and after-reading "mini-lessons" that teachers can use to improve students' reading comprehension. Section two, "Writing," demonstrates how to help students master the most common forms of writing featured in all academic disciplines in secondary school, including the writing forms tested in the Ontario Secondary School Literacy Test.</p>	<p>\$ 10.00 ea.</p>

	<p>Grades 7 and 8 Remedial Literacy Support Materials (© 2002) (coiled)</p> <p>This document provides support for teachers of after-school remedial literacy programs. However, teachers may find these materials helpful in a variety of contexts, such as withdrawal remedial support, summer school programs, regular classroom programs. The document consists of three modules that provide students with opportunities to learn about and practise essential reading, writing, and oral language skills and strategies. Module 1 focuses on reading to identify the main ideas, summarizing, and writing a summary. The focus of Module 2 is writing different types of paragraphs, and Module 3 focuses on using reading strategies to monitor understanding and on expressing an opinion in writing.</p>	\$ 10.00 ea.
<p><i>Limited quantities</i></p> <p>NEW</p>	<p>International Languages Elementary Curriculum JK–8 (© 2021) (coiled with tabs, colour)</p> <p>This document contains skill-based language learning levels for students who are progressing through the International Languages Elementary program. Here you can see the progression of learning through Oral communication, reading and writing for students simplified into skill sets they require at the Beginner, Intermediate or Advanced level of their learning. Samples of lesson plans, activities and strategies to use in the language learning classroom are provided. All ILE instructors at TDSB should be using this document for planning in their ILE classrooms.</p>	\$ 30.00 ea.
	<p>Just the Facts? Teaching Non-Fiction, Grades 4–8 (© 2003) (coiled)</p> <p>This document provides instructional support for teaching a variety of non-fiction text forms and genres, including articles, opinion paragraphs, reports, explanations, brochures, diagrams, charts, graphs, diagrams, newspapers, magazines, and websites. The teaching/learning activities are supported by student writing samples and checklists that illustrate the characteristics and qualities of different non-fiction writing. The suggested activities can be clustered and sequenced to provide a continuum of learning experiences for students as they practise their reading and writing skills in context across the curriculum areas, Grades 4–8.</p>	\$ 15.00 ea.
	<p>Language Arts Unit Featuring Non-Fiction Texts, Grades 1 and 2 (© 2001) (price includes single-site licence)</p> <p>This Language Arts unit of study serves as a model to help teachers understand how to integrate Language Arts and Science and Technology, using non-fiction texts. Features of the unit include: suggested extensions for six texts that help develop oral and visual communication, reading, writing, and science-related knowledge and skills; suggestions for assessment; sample anecdotal observation sheets; sample integrated timetable for Grades 1 and 2; sample 3-week framework for integration; ideas for classroom centres; recommended resources.</p>	\$ 5.00 ea.

	<p>Literacy Assessment Manual – Primary (LAMP) <i>K–3 (© 2003) (coiled)</i></p> <p>The <i>Literacy Assessment Manual – Primary (LAMP)</i> is intended for use by teachers of Kindergarten to Grade 3. It provides detailed descriptions of a variety of assessment tools that can be used to capture student progress in reading, writing, and oral and visual communication. The manual includes samples of completed assessment tools and descriptions of: how to use the assessment tools; when to use them; what information can be gathered; and how to link the assessment information with instruction. The manual also includes a section on ESL/ELD students and assessment, as well as an Appendix with blank, reproducible forms of some of the tools described.</p>	\$ 15.00 ea.
	<p>Media Studies K–12 <i>(© 2005) (coiled)</i></p> <p>Teacher-friendly and practical, this book provides K–12 teachers with both theoretical and concrete approaches to enhance their students’ media studies. Includes tips for reading a variety of media, including textbooks, educational videos, and websites. The appendix includes reprinted study guides that connect media studies to Halloween, fads, TV storytelling, ESL/ELD learners, back-to-school rituals, and news of global conflicts.</p>	\$ 15.00 ea.
Limited quantities	<p>A Novel Idea <i>Grades 7 and 8 (© 2004) (CD)</i></p> <p><i>A Novel Idea</i> provides an annotated list of 280 novels suitable for use in Grades 7 and 8 classrooms. Each database entry provides the following information: title, author, ISBN, the date of publication, genre, mature subject matter or sensitive-issue warnings, difficulty-of-text rating, related novels, and cross-curricular connections. Accompanying the database is a booklet, <i>About Novel Units</i>, which includes a sample thematic novel unit called “Who Am I? How Do I Fit into the World?,” suggesting how teachers can use five novels to explore the theme of cultural identify, with ideas for structuring the classroom and grouping students, and suggests small-group and whole-class instructional strategies and learning opportunities such as read-alouds, literature circles, Reader’s Theatre, and personal-response journals.</p>	\$ 5.00 ea.
	<p>Teaching Children to Read & Write <i>JK–6 (© 2000) (shrink-wrapped and binder ready)</i></p> <p>A descriptive overview of the literacy program is presented. Lessons are given from topics ranging from printing and cursive writing to guided and independent reading. Sections containing information on assessment and evaluation for learning expectations and supporting literacy in the home through various training sessions for parents, are also included.</p>	\$ 25.00 ea.

	<p>Teaching Phonics in the Primary Grades: K–2 (© 2002) (<i>coiled</i>)</p> <p>This document provides teachers of Kindergarten to Grade 2 with comprehensive support for the teaching of phonics within the context of authentic reading, writing, and oral language instruction, based on the assessment of students’ needs. Each section of the document provides a wealth of practical classroom support, as well as the theoretical underpinnings to help teachers understand the “why” and the “when” behind the “how” of phonics instruction. Photographs, classroom scenarios at different grade levels, planning sheets, and strategies for linking assessment with the instruction are also included to support both beginning and experienced teachers. A comprehensive index provides valuable resources, including an annotated bibliography of carefully selected literature that offers natural opportunities for phonics instruction.</p>	\$ 10.00 ea.
<p>NEW <i>Limited quantities</i></p>	<p>Urban Voices/L’écho de la ville <i>K–8 (© 2019) (Collection of poetry and illustrations by TDSB students)</i></p> <p>The nineteenth edition of this annual district-wide publication of poetry and illustrations by students, in Kindergarten to Grade 8, from across the Toronto District School Board.</p>	\$ 5.00 ea.
<p>NEW <i>Limited quantities</i></p>	<p>Urban Voices/L’écho de la ville <i>K–8 (© 2018) (Collection of poetry and illustrations by TDSB students)</i></p> <p>The eighteenth edition of this annual district-wide publication of poetry and illustrations by students, in Kindergarten to Grade 8, from across the Toronto District School Board.</p>	\$ 5.00 ea.
<p>NEW <i>Limited quantities</i></p>	<p>Urban Voices/L’écho de la ville <i>K–8 (© 2017) (Collection of poetry and illustrations by TDSB students)</i></p> <p>The seventeenth edition of this annual district-wide publication of poetry and illustrations by students, in Kindergarten to Grade 8, from across the Toronto District School Board.</p>	\$ 5.00 ea.
<p><i>Limited quantities</i></p>	<p>Urban Voices/L’écho de la ville <i>K–8 (© 2016) (Collection of poetry and illustrations by TDSB students)</i></p> <p>The sixteenth edition of this annual district-wide publication of poetry and illustrations by students, in Kindergarten to Grade 8, from across the Toronto District School Board.</p>	\$ 5.00 ea.
<p><i>Limited quantities</i></p>	<p>Urban Voices/L’écho de la ville <i>K–8 (© 2014) (Collection of poetry and illustrations by TDSB students)</i></p> <p>The fourteenth edition of this annual district-wide publication of poetry and illustrations by students, in Kindergarten to Grade 8, from across the Toronto District School Board.</p>	\$ 5.00 ea.
<p><i>Limited quantities</i></p>	<p>Urban Voices/L’écho de la ville <i>K–8 (© 2013) (Collection of poetry and illustrations by TDSB students)</i></p> <p>The thirteenth edition of this annual district-wide publication of poetry and illustrations by students, in Kindergarten to Grade 8, from across the Toronto District School Board.</p>	\$ 5.00 ea.

	<p>Writing in the Elementary Grades: A Resource for K–8 Teachers <i>K–8 (© 2002) (shrink-wrapped with tabs, binder ready)</i> This document provides comprehensive support for developing exemplary writing programs in the elementary grades. It includes detailed information on all aspects of classroom programming, including the following topics: stages of development, classroom environment, the writing process, mini-lessons, links with <i>First Steps</i>®, assessment and evaluation, and recommended resources. Student samples, graphic organizers, and sample assessment instruments are incorporated throughout the document to illustrate each topic. The document also includes excellent sections that help teachers develop a strong theoretical base, and link theory with best practice in the classroom.</p>	\$ 25.00 ea.
EQUITY		
	<p>Ableism Education Resource Guide <i>K–12 (© 2006) (coiled)</i> This resource guide is intended for use in the integration of ableism education into curriculum planning, programming, and implementation. This resource guide offers teaching/learning strategies, sample lesson plans, curriculum resources, community organization contact information, titles of print and video resources, and websites to educators, administrators, and school communities in the Toronto District School Board.</p>	\$ 10.00 ea.
NEW	<p>Addressing Anti-Asian Racism Resource Booklet <i>JK–12 (© 2021) (Saddle-stitch)</i> Addressing Anti-Asian Racism: A Resource for Educators provides a foundation for reflection, discussion, and social justice action. It was created by a team of educators of Asian descent whose lived experiences, both personal and professional, knowledge and passion for social justice are reflected in its pages. It is our hope that this resource is shared widely and used to build capacity among staff and educators across Ontario to effectively understand, respond, intervene, and act when issues of injustice, human rights, equity and oppression arise.</p>	\$ 6.00 ea.
	<p>African Heritage: Activities and Resources for the K–8 Classroom <i>K–8 (© 2002) (coiled)</i> This project is a compilation of lesson plans and support materials, including a rationale and context for the integrated study of African Heritage, grade-by-grade activities across various subject areas such as Language, Mathematics, Social Studies, and Drama, and a comprehensive annotated bibliography.</p>	\$ 10.00 ea.
	<p>African Heritage Resource Guide 2006 <i>K–12 (© 2006) (coiled)</i> This resource guide offers daily announcements; instructional strategies; web calendar; programs; presenters/speakers; artists; performers; community bookstores contact information; titles of print and video resources; and websites for educators, administrators, and school communities of the Toronto District School Board.</p>	\$ 8.00 ea.
<i>Limited quantities</i>	<p>All About Me – Hercules: My Year in Kindergarten See <u>EARLY YEARS</u> section for additional information.</p>	\$ 10.00 ea.

	<p>Anti-Homophobia Education Resource Guide (© 2006) (coiled)</p> <p>This resource guide on anti-homophobia education and sexual orientation equity offers instructional strategies, curriculum connections, programs, presenters/speakers, performances, community organization contact information, titles of print and video resources, and websites to educators, administrators, and school communities of the Toronto District School Board.</p>	\$ 5.00 ea.
	<p>Asian Heritage: Activities and Resources for the K–8 Classroom (© 2003) (coiled)</p> <p>This project is a compilation of lesson plans and support materials, including a rationale and context for the integrated study of Asian Heritage, grade-by-grade activities across various subject areas such as Language, Mathematics, Social Studies, and Drama, and a comprehensive annotated bibliography.</p>	\$ 15.00 ea.
	<p>Asian Heritage Resource Guide 2006–2007 (© 2006) (coiled)</p> <p>This resource guide offers instructional strategies, curriculum connections, programs, presenters/ speakers, performances, community organization contact information, titles of print and video resources, and websites to educators, administrators, and school communities of the Toronto District School Board.</p> <p>As a supplement to the TDSB <i>Asian Heritage: Activities and Resources for the K–8 Classroom</i> curriculum document, this resource guide assists both elementary and secondary panel teachers to integrate Asian heritage into curriculum. The Equity Department encourages all educators to use the <i>Asian Heritage</i> curriculum document and resource guide throughout the school year in their planning and programming.</p>	\$ 8.00 ea.
Limited quantities	<p>Census Portraits: Understanding Our Students’ Ethno-Racial Backgrounds (© 2011) (folder with reports)</p> <p>This is the last in a series of reports that have been published based on the data collected in recent years through the Toronto District School Board (TDSB) Student and Parent Census. The Census Portraits folder contains an individual portrait for each racialized group represented in the TDSB’s student population. Each individual Census Portrait describes the ethno-racial and family background, experiences in and outside of school, and achievement levels of the major ethno-cultural subgroups within each racialized group in the TDSB student population. The purpose is to provide a better understanding of the similarities and differences within each racialized group in order to target interventions to ensure the needs of all students are addressed effectively and equitably. There are eight Census Portraits: Aboriginal Students, Black Students, East Asian Students, Latin American Students, Middle Eastern Students, South Asian Students, Southeast Asian Students, and White Students.</p>	\$ 25.00/set
	<p>Challenging Class Bias (Grades 7–12) (© 2005) (coiled)</p> <p>This is a curricular resource in six parts for Grades 7–12 teachers and classrooms to integrate work on challenging socio-economic class bias. Activities can be used to enrich the regular classroom curriculum or advisory/mentoring periods. Samples of cross-curricular expectations are listed for each part.</p>	\$ 20.00 ea.

	<p>Days of Significance Curriculum Resource Guide 2007–2008 <i>K–12 (© 2007) (coiled)</i></p> <p>The Toronto District School Board’s <i>Days of Significance Curriculum Resource Guide 2007–2008</i> is a collection of dates that are notable for either an equity or educational focus, recognized by the United Nations, the City of Toronto, and the Multifaith Council of Ontario. This resource has been developed as a source of curriculum support for classroom teachers and school administrators in order to provide information for school-based initiatives, announcements, events, and classroom programming, lessons, and activities. TDSB Library Learning Resources has provided easy-to-reference lists of recommended titles of books, videos, and Internet resources for each of the included Days of Significance.</p>	\$ 8.00 ea.
<i>Limited quantities</i>	<p>Equitable Schools: It’s in Our Hands <i>(© 2005) (coiled)</i></p> <p>This resource invites all those who work with students to join together to identify and implement the practices and behaviours that foster inclusion in our schools. This booklet contains tools and resources for schools to examine the supportiveness of their school culture, evaluate their progress in implementing the TDSB Equity Foundation Statement, and plan school improvement initiatives that respond to the needs and aspirations of their diverse communities.</p>	\$ 8.00 ea.
	<p>Equity Foundation Statement and Commitments to Equity Policy Implementation <i>(© 2000) (saddle-stitched)</i></p> <p>The Equity Foundation Statement and the Toronto District School Board’s five Commitments to Equity Policy Implementation express this Board’s commitment to equity. Equity education and practices are the best long-term strategies to achieve an inclusive learning and work environment. It is essential that this Board’s teaching methods and management practices support the values embodied in this document.</p>	\$ 10.00 ea.
	<p>Gender Equity Resource Guide <i>K–12 (© 2006) (coiled)</i></p> <p>This resource guide on gender equity offers instructional strategies, sample lesson plans, significant male and female Canadians and their contributions to society, programs, community organization contact information, titles of print and video resources, and websites to educators, administrators, and school communities of the Toronto District School Board.</p>	\$ 15.00 ea.

<i>Limited quantities</i>	<p>Guidelines & Procedures for the Accommodation of Religious Requirements, Practices, and Observances, 2nd Edition (© 2010)</p> <p>Explains in detail the religious accommodations that are necessary in schools in the Toronto District School Board. Many religions' prayer, diet, attire, and holiday laws and observances are explained in order for schools to make appropriate accommodations for students. <u>French version</u> available.</p> <ul style="list-style-type: none"> • Print with binder • Coiled booklet • Board Adaptation Rights 	<p>\$ 35.00</p> <p>\$ 25.00</p> <p>\$ 2500.00</p>
<i>Limited quantities</i>	<p>Out in Good Company (© 2006) (colour poster)</p> <p>A Canadian perspective on Lesbian, Gay, Bisexual, Transgender, Two-Spirited, and Queer Leaders and Events. Includes Gay Rights Timelines and Significant LGBTQ Canadians. The glossy, colour poster measures 27" x 39".</p>	\$ 3.00 ea.
	<p>PEACE TREE RESOURCES</p> <p>Notes:</p> <ul style="list-style-type: none"> ❖ Proceeds from the sale of these Peace Tree resources will go toward War Child Canada and UNICEF Canada. ❖ Mayor John Tory proclaimed June 1, 2006, as Peace Tree Day, a celebration of peace and diversity through the arts, culture, and literacy! Children and youth will be inspired to create more inclusive and peaceful schools that celebrate diversity. 	
<i>Limited quantities</i>	<ul style="list-style-type: none"> • Celebrating the Peace Tree Spirit! <i>K-12 (© 2009) (coiled)</i> <p>This is a comprehensive teaching resource that highlights unique and innovative ideas to integrate peace, diversity, and equity education into the classroom over the school year. It includes visually intriguing graphics reflecting diversity, as modeled around the award-winning film, <i>The Peace Tree</i>, and outlines detailed previewing and post-viewing lessons, literary connections, handouts, stencils, evaluation charts, and resources that focus on peace, diversity, and equity. The resource also highlights how to create a Peace Tree, celebrate Peace Tree Day, create a Peace Tree Centre and a Peace Tree Stand, and provides information for students to join the international Peace Tree Ambassadors Network, a forum for students to share their vision and ideas to promote peace. Included is a CD with the song "I Dream of the Day...."</p> <p>Organizational licence available for educational institutions and school boards.</p>	\$ 50.00 ea.

<p>Limited quantities</p>	<ul style="list-style-type: none"> Just a Little Red Dot (© 1997) (DVD, 35 minutes) A 35-minute docudrama based on a true experience of racism that occurred in the multicultural mosaic of Canada. The Indian cultural symbol, the bindi, becomes the symbol for creating peace, hope, and respect for children of diverse backgrounds in a Toronto school. This film has won 12 international awards, including Most Popular Film at the Chicago International Children's Film Festival, Gold World Medal at the New York Festivals, Best Multicultural Film, Best Short Film at the 10th International Film Festival for Children and Young People in India, and Best Live Action Short at the Korean Family Film Festival. <p>Organizational licence available for educational institutions and school boards.</p>	<p>\$ 30.00 ea.</p>
<p>Limited quantities</p>	<ul style="list-style-type: none"> The Peace Tree DVD for Social Change! (© 2005) (47 minutes) (available in English and French) It's Christmas Eid! When a little Muslim girl and a young Christian girl dream of celebrating each other's festivals, Christmas and Eid, they run into problems at home trying to convince their parents that it's really all about peace. Through their struggles, they create a unique symbol—the Peace Tree, a tree that highlights the symbols of all our cultures and faiths, to reflect the beauty of “diversity in unity.” <p>Organizational licence available for educational institutions and school boards.</p>	<p>\$ 39.00 ea.</p> <p>Please specify English or French version.</p>
<p>Limited quantities</p>	<p>Rainbows and Triangles: A Curriculum Document for Challenging Homophobia and Heterosexism in the K–6 Classroom (© 2002) (coiled) This is a joint publication between the TDSB Equity Department and the Elementary Teachers of Toronto. It is a compilation of lesson plans and support materials, including definitions, FAQs, and text, video, and community contact information. This resource provides teachers with a variety of age-appropriate teaching strategies that can be used with students in the primary and junior divisions. The document introduces students to the concepts of diverse family structures, human rights, discrimination, homophobia, and strategies for challenging discrimination in all its forms. It provides links to The Ontario Curriculum. Through the use of an integrated teaching approach, the lessons combine critical-thinking skills, language acquisition, and skill development across the curriculum.</p>	<p>\$ 10.00 ea.</p>
	<p>Teaching about Human Rights: 9/11 and Beyond (Grades 7–12) (© 2003) (coiled) A resource package that helps teachers and students to critically explore the events and aftermath of September 11, 2001. The major focus of this resource is human rights, especially children's rights.</p>	<p>\$ 15.00 ea.</p>
<p>Limited quantities</p>	<p>A Teaching Resource for Dealing with Controversial and Sensitive Issues in Toronto District School Board Classrooms (© 2003) (saddle-stitched) This document is intended to help teachers and students understand and deal confidently with bias and controversial issues. It supports a cross-curricular approach to equity education and recognizes human rights in the school environment and in the community.</p>	<p>\$ 10.00 ea.</p>

	<p>Tools for Equity: A Resource for Best Practices (Grades 7–12) (© 2006) (coiled)</p> <p>This is a compilation of 20 sets of teaching/learning strategies for Grades 7–12 classrooms that assist teachers, students, schools, and community partners to examine the five areas of the TDSB Commitments to Equity Policy Implementation: ethnocultural, gender, sexual orientation, socio-economic equity, and equity for persons with disabilities.</p>	\$ 15.00 ea.
ESL/ELD		
Limited quantities	<p>Home Oral Language Activities (HOLA) Program (© 2010)</p> <p>See the <u>EARLY YEARS</u> section for additional information.</p>	SEE PRICING AT END
	<p>Let's Learn English for School: A Picture Dictionary for the Ontario Curriculum, Grades 4–8 (© 2003) (saddle-stitch)</p> <p>This new, full-colour picture dictionary introduces students in Grades 4 and up to some of the basic terms they will need to participate in school subjects such as Science and Technology, Social Studies, Mathematics, Visual Arts, Music, Physical Education, and Drama and Dance. The dictionary can be used with newly arrived students who are just beginning to acquire vocabulary. It also contains numerous discussion and vocabulary practice activities for reading and writing that are appropriate for small-group and pair work. For use by students, teachers, parents and guardians, and tutors. Available in the following bilingual editions: <u>Bengali, Chinese, English, Farsi, Hungarian, Korean, Russian, Spanish, Tamil, and Urdu.</u></p>	\$ 5.00 ea.
	<p>Welcome to Toronto: A Picture Dictionary for Newcomers (all grades) (© 2001) (saddle-stitched)</p> <p>Intended to stimulate conversation, reading, and writing activities for new learners of English. At the same time, they can learn about their new city and school environment. For use by teachers, parents, guardians, and tutors, as well as students. Available in the following languages: <u>Albanian, Arabic, Bengali, Chinese, Czech, English, Farsi, Hungarian, Korean, Portuguese, Punjabi, Russian, Somali, Spanish, Tagalog, Tamil, Tibetan, Turkish, Urdu, and Vietnamese.</u> For languages other than English, both the English and the translation into the other language are included.</p>	\$ 5.00 ea. Please specify languages.
	<p>Your Home Language: Foundation for Success (DVD) (© 2006)</p> <p>Research shows that children who have a strong foundation in their home language achieve greater success at school. This video suggests some of the many home language activities that parents/guardians, family members, and caretakers can enjoy together to encourage children's language development and success at school. One DVD contains versions in English (one with captions, one without) and 12 other languages: <u>Bengali, Farsi, Gujarati, Hungarian, Korean, Mandarin, Punjabi, Russian, Somali, Spanish, Tamil, Urdu, and Vietnamese.</u></p>	\$ 20.00 ea.

HEALTH & PHYSICAL EDUCATION

<i>Limited quantities</i>	<p>Chair Aerobics Resource Cards for Daily Physical Activity, Grades 1–8 (© 2006)</p> <p>On October 5, 2005, Daily Physical Activity for all Ontario students in Grades 1 to 8 was mandated. Chair aerobics is one activity that can be performed to meet this provincial mandate of 20 minutes moderate to vigorous physical activity each day. The <i>Chair Aerobics Resource Cards</i> include sample exercises with pictures and instructions that can be used to create and perform chair aerobics routines.</p>	
	<ul style="list-style-type: none"> • Chair Aerobics Posters: Workout 1 	\$ 2.00 ea.
	<ul style="list-style-type: none"> • Chair Aerobics Posters: Workout 2 	\$ 2.00 ea.
<i>Limited quantities</i>	<p>Circuit Mania – HPE Circuit Project K–8 (© 2006)</p> <p>The Primary (K–3), Junior (Gr. 4–6), and Intermediate (Gr. 7/8) circuit resources have been written for teachers for the delivery of DPA (Daily Physical Activity). There are three components to each of these resource documents:</p> <ul style="list-style-type: none"> • a Teacher’s Resource Guide designed to give teachers background information in the use of circuits. Included in this Guide are the: Use of Circuit Training, Safety, Equipment, Inclusion of all Students, and Assessment & Evaluation • Teacher’s Circuit Lessons which include a Warm-up, a variety of Circuit Stations, and a Cool-Down • Activity Cards that supplement the circuit stations. The students will be able to follow cartoon figures (after teacher instruction) to be able to participate in the activities in a fun way. 	
	<ul style="list-style-type: none"> • Primary (K–3) 	\$ 10.00 ea.
	<ul style="list-style-type: none"> • Junior (Gr. 4–6) 	\$ 10.00 ea.
	<ul style="list-style-type: none"> • Intermediate (Gr. 7/8) 	\$ 10.00 ea.

	<p>Circuit Mania II <i>K–8 (© 2009)</i> The Primary (K–3), Junior/Intermediate (Gr. 4–8) circuit resources have been written for teachers for the delivery of DPA (Daily Physical Activity). There are three components to each of these resource documents:</p> <ul style="list-style-type: none"> • a <i>Teacher’s Resource Guide</i>, designed to give teachers background information in the use of circuits. Included in this Guide are the: Use of Circuit Training, Safety, Equipment, Inclusion of all Students, and Assessment & Evaluation • Teacher’s Circuit Lessons which include a Warm-up, a variety of Circuit Stations, and a Cool-Down • Activity Cards that supplement the circuit stations. The students will be able to follow cartoon figures (after teacher instruction) to be able to participate in the activities in a fun way. 	
	<ul style="list-style-type: none"> • Primary (K–3) 	\$ 15.00 ea.
	<ul style="list-style-type: none"> • Junior/Intermediate (Gr. 4–8) 	\$ 15.00 ea.
	<p>Class Management in Physical Education <i>K–8 (© 2000)</i> Assists teachers with class management while they are teaching physical education. This resource explains how to properly establish an effective learning environment, various management strategies, and appropriate methods of discipline.</p>	\$ 5.00 ea.
	<p>Climbing Apparatus: Supplement to the TDSB Gymnastics Document <i>K–8 (© 2001)</i></p>	\$ 5.00 ea.
Limited quantities	<p>Co-operative Games & Activities <i>K–8 (© 2000)</i> A description of appropriate activities and games for students in Kindergarten to Grade 8. The overall expectations for this particular curriculum are to demonstrate a positive attitude towards the students and their peers, while at the same time identifying and utilizing social skills.</p>	\$ 5.00 ea.
Limited quantities	<p>Dance to the Music <i>K–8 (© 2000)</i> Promotes the importance of dance for elementary and middle school students. This resource explains various steps and dances that are appropriate for students of all ages. There is also a separate assessment and evaluation recording chart for students at three different grade levels: 1–3, 4–6, and 7/8.</p>	\$ 5.00 ea.
	<p>DPA Supplementary Handbook <i>Grades 1–8 (© 2007) (coiled)</i> The <i>DPA Supplementary Handbook</i> is intended to assist elementary schools with the implementation of the policy on daily physical activity outlined in Ontario Provincial Policy/Program Memorandum No. 138, “Daily Physical Activity in Elementary Schools, Grades 1–8,” October 6, 2005. Within this handbook are alternative activities for Primary (Gr. 1–3), Junior (Gr. 4–6), and Intermediate (Gr. 7 and 8) students to those compiled in the <i>Daily Physical Activity in Schools 2005 Resource Guide</i>.</p>	\$ 15.00 ea.

<i>Limited quantities</i>	<p>Fitness <i>(Gr. 1–8) (© 2000)</i></p> <p>Designed to introduce, develop, and maintain students’ love for physical activity. The use of a variety of ideas and methods helps promote physical activity. These fitness activities helps students’ motor development, assists in the cognitive development of understanding and following instructions, and helps facilitate social interaction among students and their peers.</p>	\$ 5.00 ea.
	<p>Gymnastics <i>K–8 (© 2001)</i></p> <p>Provides a framework for the development of fundamental movement skills that are not addressed in most other physical education activities. Teachers are encouraged to use the TDSB Climbing Apparatus supplementary document and the TDSB/OPHEA grade-by-grade documents, which are excellent resources to support this gymnastics unit.</p>	\$ 1.00 ea.
<i>Limited quantities</i>	<p>Healthy Active Living <i>Grade 9 (© 1999)</i></p> <p>A description of appropriate activities and games for students in Kindergarten to Grade 8. The overall expectations for this particular curriculum are to demonstrate a positive attitude towards the students and their peers, while at the same time identifying and utilizing social skills. Price includes single-site licence.</p>	\$ 15.00 ea.
	<p>Parachutes <i>K–8 (© 2002)</i></p> <p>The parachute is a unique piece of large equipment that provides students with various opportunities to improve their upper-body strength, as well as develop many of the basic fundamental movement skills. The ’chute is versatile in the Physical Education program.</p>	\$ 5.00 ea.
	<p>Planning Your H. & P.E. Program <i>K–8 (© 2000) (price includes single-site licence)</i></p> <p>This resource provides hands-on information to plan a quality Physical Education program. Background information on characteristics of learners, assessment and evaluation, program accommodations, teaching/learning strategies in P.E., and other considerations are provided to help teachers plan active, developmentally appropriate P.E. programs. Sample long-range plans, recommended equipment lists, and suggested resources are also included.</p>	\$ 5.00 ea.
	<p>Playground Games and Activities <i>(© 2000) (price includes single-site licence)</i></p> <p>This resource provides games and activities for use on playgrounds. Instructions and variations of hopscotch, rope, ball, and game activities and jumpsies are included.</p>	\$ 5.00 ea.

INTERDISCIPLINARY STUDIES

	<p>Biotechnology (IDC4U) <i>Grade 12 (© 2010) (price includes single-site licence)</i></p> <p>This course will help students to investigate biotechnology developments, theories, products, careers, and practical applications, with particular reference to laboratory work. Students will use diverse resources and an interdisciplinary approach to understand how the biotechnology industry operates; particularly how industry, government, and other stakeholders create partnerships (successful and unsuccessful), and how companies research and develop a product from concept to market. In addition, students will explore models (successful and unsuccessful), innovative thinkers, and their texts. Using diverse resources and research methods, students will also evaluate the economical, political, social, cultural, environmental, and ethical issues raised in this developing field. Students will be asked to demonstrate the essential skills required in the workplace, as this course builds on the interdisciplinary expectations.</p>	\$ 15.00 ea.
	<p>Creative Learning in the Information Communication Age (IDC40) <i>Grade 12 (© 2010)</i></p> <p>This specific Interdisciplinary Studies course explores the impact of the information communication technology age on society, education, and culture, with particular focus on empowering students to contribute to learning and teaching in their own school. Using the approaches, strategies, and sources characteristic of the discipline of Interdisciplinary Studies, students examine the nature, application, and significance of ICT-assisted learning in many contexts.</p>	\$ 30.00 ea.
	<p>Criminology and Criminal Justice (IDC4U) <i>Grade 12 (© 2010)</i></p> <p>Criminology and Criminal Justice will focus on crime, criminal behaviour, and the legal institutions in our society. The diverse aspects of crime will be examined from sociological, biological, and psychological perspectives. Using crime statistics and data analysis, students will understand a current and quantitative view of crime in our society. Forensic investigations, the role and importance of the police function, and correctional services within our society will be studied.</p>	\$ 15.00 ea.
	<p>ICT and Innovative Learning (IDC4U) <i>Grade 12 (© 2010)</i></p> <p>This specific Interdisciplinary Studies course explores the impact of new information communication technologies for innovative learning, with particular focus on empowering students to contribute to learning and teaching in their own school. Using the approaches, strategies, and sources characteristic of the discipline of Interdisciplinary Studies, students examine the nature, application, and significance of ICT-assisted learning in many contexts.</p>	\$ 30.00 ea.

<i>Limited quantities</i>	<p>Making Connections: A Guide to Interdisciplinary Studies for Ontario Schools (Grades 11–12) (© 2007) (includes binder, CD, posters)</p> <p><i>Making Connections: A Guide to Interdisciplinary Studies in Ontario Schools</i> will open new possibilities in learning and clarify interdisciplinary policy and practice in secondary schools. The comprehensive binder of over 200 pages is divided into convenient tabbed sections that provide: summaries of Ontario policy and sample courses; assistance with designing interdisciplinary courses; workshop activities for teachers to develop understanding; classroom activities for students to meet specific expectations.</p> <p>Special features include: charts and checklists that clarify Interdisciplinary Studies; key interdisciplinary readings; resource lists, and Internet links; four full-colour posters to promote Interdisciplinary Studies. An added bonus is a full-colour CD with selected <i>Guide</i> text, matching slide presentations, and an application in <i>Word</i> to help make writing Course Outlines easy and compliant with policy.</p>	\$ 15.00 ea.
	<p>Sports & Entertainment Marketing (IDC40) <i>Grade 12, Open</i> (© 2008) (price includes single-site licence)</p>	\$ 15.00 ea.
LIBRARY / INFORMATION STUDIES		
<i>Limited quantities</i>	<p>Canadian Copyright and Fair Dealing Guidelines for Teachers (© 2016) (11" x 17" colour poster)</p> <p>Fair dealing for the purpose of research, private study, criticism, review, news reporting, education, parody, or satire does not infringe copyright. This 11" x 17" colour poster describes the Fair Dealing Guidelines as they apply to educational/ school institutions and includes the following categories: Audiovisual (Film, DVD, YouTube), Drama, Internet, Music, New Works, Perceptual Disabilities, Photographs and Images, Print, Software, Television and Radio. The poster provides a brief overview of the copyright activities that are permitted.</p>	\$ 4.00 ea.
	<ul style="list-style-type: none"> • Single-site licence. Email address required. PDF and copyright letter to be sent via email. 	\$ 30.00 ea.

	<p>Developing School Library Collections: A Community Guide (Revised Edition) (© 2017)</p> <p>This 12-page <i>Guide</i> supports communities in understanding how quality school library collections are developed and maintained. Teacher-librarians and central staff will appreciate a handy way to communicate information to parents and teachers on how school library staff use clear, professional mission, goals, and criteria to build collections, select learning resources, and deselect (“weed”) material in a sequence of steps that involve the community. Also included in the <i>Guide</i> are the Toronto District School Board’s criteria for assessing and selecting learning resources, a flow chart of the de-selection process, and frequently asked questions (FAQs) from parents and teachers about de-selection.</p>	
	<ul style="list-style-type: none"> • Single-site licence (includes one hard copy) 	\$ 10.00 ea.
	<ul style="list-style-type: none"> • Board licence (minimum 3 schools) 	\$ 5.00 ea.
	<ul style="list-style-type: none"> • Additional binder(s) with purchase of copyright 	\$ 0.75 ea.
	<p>Genre Gems: Using Genre Books to Develop Independent Reading Skills and to Promote the Lifelong Reading Habit <i>Grades 4–8 (© 2004) (coiled)</i></p> <p>This document has been developed as a teacher resource to help teachers and teacher-librarians to assist students in finding the “just-right” books. It contains explanations of various genres, lists of recommended books by genre, and instructional strategies.</p>	\$ 10.00 ea.
	<p>Imagine the Learning! @ Your Library: Getting Started with Inquiry and Research (© 2019) (<i>shrink-wrapped, binder-ready package</i>)</p> <p>This resource is a major revision of <i>Imagine the Learning! @ Your Library: Elementary Research Guide</i>. It has been developed by the TDSB Library Learning Resources Department as a practical guide to inquiry, to support educators and learners who are newer to inquiry. <i>Imagine the Learning!</i> Provides a guided approach to inquiry, grounded in the Ontario School Library Association’s four-phase Model for Inquiry. Teacher-librarians and teachers may choose to move through the Guide in sequence or target specific areas/skills. This Guide features “An Introduction to Inquiry,” “Teacher Pages,” and “Student Activity Pages.”</p>	\$ 8.00 ea.
	<ul style="list-style-type: none"> • Single-site licence (school only) 	\$ 100.00 ea.
	<ul style="list-style-type: none"> • Board licence (per school) 	\$ 75.00 ea.
	<ul style="list-style-type: none"> • Additional binder(s) with purchase of copyright 	\$ 15.00 ea.

	<p>Implementing Student Inquiry, K–12: A Quick Reference Guide (© 2017) (<i>saddle-stitched, colour</i>) <i>Implementing Student Inquiry, K–12: A Quick Reference Guide</i>, written by the Library Learning Resources and Global Education department, addresses how and why to implement student inquiry, drawing upon key understandings from inquiry texts, grounded in evidence-based practice, which are referenced throughout. The guide is intended as a K to 12 reference to support implementing student inquiry and speaks to multiple audiences: individual teachers, teacher-librarians, grade/subject and professional learning teams. Organized into four sections (What Is Inquiry?; Getting Started; Assessment and Evaluation; and Going Deeper into Implementation), the guide is supplemented by an appendix, Inquiry Planning Template, and Sample Lesson Plans.</p>	\$ 6.00 ea.
	<ul style="list-style-type: none"> • Single-site licence (includes one hard copy) 	\$ 100.00 ea.
	<ul style="list-style-type: none"> • Board licence (per school) 	\$ 75.00 ea.
	<ul style="list-style-type: none"> • Additional binder(s) with purchase of copyright 	\$ 10.00 ea.
	<p>Improving Student Achievement @ Your Library (© 2004) (<i>saddle-stitch</i>) This handbook, based on provincial, national, and international resources, has been developed to assist school administrators in taking the leadership role in supporting, directing, and shaping the school library program to meet the needs of the students and teachers at their schools. This handbook clarifies the role of the teacher-librarian; summarizes the research on the positive relationship between effective school libraries and student achievement; provides hiring guidelines; addresses staffing and timetabling issues and concerns; explains concepts of library design; outlines the central services provided by the TDSB Library and Learning Resources central department; and provides a checklist to assist with supporting the program.</p>	\$ 5.00 ea.
<i>Limited quantities</i>	<p>Library and Learning Commons K–12 Teaching and Learning Expected Practice <i>K–12 (© 2014)</i></p>	\$ 4.00 ea.

	<p>Research Success @ Your Library: A Guide to Inquiry and Research for Intermediate and Secondary Students <i>Grades 7–12 (© 2017) (saddle-stitched)</i> This resource, developed by the TDSB Library Learning Resources and Global Education Department to support inquiry-based learning and the implementation of the Ontario school curriculum, has been fully revised and updated. The Guide provides a focused approach to the inquiry and research process, applicable in all subject areas. The Guide includes valuable advice from teacher-librarians, checklists, graphic organizers, and rubrics for use by students, teachers, and teacher-librarians.</p> <p>Note: Please provide names of schools to be covered by copyright. Previous copyright purchases do not apply.</p>	\$ 2.25 ea.
	<ul style="list-style-type: none"> • Single-site licence (includes one hard copy) 	\$ 100.00 ea.
	<ul style="list-style-type: none"> • Board licence (per school) 	\$ 75.00 ea.
	<ul style="list-style-type: none"> • Additional binder(s) with purchase of copyright 	\$ 3.00 ea.
MATHEMATICS / NUMERACY		
	<p>Key Ideas of the Ontario Curriculum, Revised 2005, Kindergarten–Grade 8 <i>K–8 (© 2009)</i> This document highlights the “important” mathematical ideas within Ontario’s curriculum across the continuum of the grades. It is designed to support teachers in seeing trends across the grades for the purposes of focusing instruction, designing assessment and evaluation around key concepts and skills, and to help teachers plan for combined-grade classrooms.</p>	\$ 1.00 ea.
<i>Limited quantities</i>	<p>Mathematics Career Posters <i>(© 2005)</i> Choose either:</p>	
	<ul style="list-style-type: none"> • 16 colour posters per set 	\$ 3.00 ea.
	<ul style="list-style-type: none"> • Box of 10 sets of 16 posters (160 posters) 	\$ 15.00 ea.

MUSIC

	<p>Music for Every Classroom: Kindergarten (© 2004)</p> <p>This resource is intended to provide suggestions and practical ideas to make music teaching and learning a positive, meaningful experience. The ideas presented are organized to meet current provincial policy and provide the foundation for a balanced, well-rounded Music program for Kindergarten.</p>	\$ 20.00 ea.
	<p>Music for Every Classroom: Grade 1 (© 2004) (coiled)</p> <p>This resource is intended to provide suggestions and practical ideas to make music teaching and learning a positive, meaningful experience. The ideas presented are organized to meet current provincial policy and provide the foundation for a balanced, well-rounded Music program for Grade 1.</p>	\$ 20.00 ea.
	<p>Music for Every Classroom: Grade 2 (© 2004) (coiled)</p> <p>This resource is intended to provide suggestions and practical ideas to make music teaching and learning a positive, meaningful experience. The ideas presented are organized to meet current provincial policy and provide the foundation for a balanced, well-rounded Music program for Grade 2.</p>	\$ 20.00 ea.
	<p>Music for Every Classroom: Grade 3 (© 2004) (coiled)</p> <p>This resource is intended to provide suggestions and practical ideas to make music teaching and learning a positive, meaningful experience. The ideas presented are organized to meet current provincial policy and provide the foundation for a balanced, well-rounded Music program for Grade 3.</p>	\$ 20.00 ea.
Limited quantities	<p>See, Hear, Feel: Music of the World Grades 1–8 (© 2000) (coiled)</p> <p>The World Music Learning Resource features the musical genres of Ghana, the former Soviet Republic of Georgia, and Java (the most densely populated island of the Indonesian archipelago). Each musical genre is given extensive attention with respect to dancing, song, and poetry. Ghana: Grades 1–3; Georgia: Grades 4–6; Javanese music of Indonesia: Grades 7–8.</p>	\$ 20.00 ea.
Limited quantities	<p>Sounds of Change: Part 1: Love Songs for a Small Planet Grades 7–8 (© 2005) (includes coiled book, score, and CD)</p> <p><i>Sounds of Change: Part 1: Love Songs for a Small Planet</i> introduces students to prominent Canadian composer Alexina Louie, and through activities, examines her composition “Love Songs for a Small Planet.” Students will explore Louie’s music by studying the score and listening and responding to the music. They will investigate a variety of sound sources, traditional and non-traditional notation, and do graphic notation. This will develop their musical knowledge and skills and prepare them for the culminating task of composing their own “earth music.”</p>	\$ 25.00 ea.

OCCUPATIONAL THERAPY / PHYSIOTHERAPY

<i>Limited quantities</i>	<p>Promote, Imagine, Realize: A Resource Manual to Enhance the Art of Living (© 2005) (binder)</p> <p>This resource manual provides access to information and resources to professional support service staff and special educators, who assist and support our students with special needs and their families as they transition throughout their school years and beyond. The manual will enhance the abilities of our special student population in the following areas: Education; Family Support Services; Financial Assistance; Government Programs; Health, Disabilities, and Disorders; Hospital and Medical Rehabilitation Services; Housing Options and Attendant Care; Recreation and Leisure; Transportation/Driver Education; and World of Work.</p>	\$ 15.00 ea.
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SOCIAL, CANADIAN, & WORLD STUDIES

<i>Limited quantities</i>	<p>Aboriginal Voices in the Curriculum: A Guide to Teaching Aboriginal Studies in K–8 Classrooms (© 2006, Revised) (coiled)</p> <p>This curriculum resource assists teachers in integrating Aboriginal Studies into the Ontario Curriculum from Kindergarten to Grade 8.</p>	\$ 35.00 ea.
<i>Limited quantities</i>	<p>CGC1P – Accommodated Applied Geography for Special Needs Grade 9 (© 2006)</p> <p>This document is an updated and revised resource based on the new expectations in the <i>Ontario 2005 Revised Canadian & World Studies</i> policy document. The teaching/learning, assessment, and evaluation strategies align with new Ministry policies, and incorporate best practices that were developed in the TDSB’s <i>Geography of Canada (Applied – Special Needs)</i>, 1999 and <i>Geography of Canada: ESL/ELD Resource Guide for Geography</i>, 2002. This resource provides sample scaffolding strategies to support students at risk, and will be a useful reference for new teachers and Credit Recovery teachers, as well as teachers of Applied Geography classes.</p>	
	<ul style="list-style-type: none"> • Hard Copy 	\$ 10.00 ea.
	<ul style="list-style-type: none"> • CD 	\$ 2.00 ea.
	<p>CHC2P – Accommodations – Special Needs to the Grade 10 Applied History Course Profile CHC2P (Based on Revised 2005 Expectations for Canadian History Since World War I) (© 2006)</p> <p>This resource package provides engaging student activities that teachers will find very useful. The teaching, assessment, and evaluation strategies in this document represent samples of best practices that will provide some scaffolding for students with a range of challenges, but who are capable of doing work in the Grade 10 Applied program.</p>	\$ 15.00 ea.
	<p>CHV2O – Grade 10 Civics: Accommodations for Special Needs (© 2006, Revised)</p> <p>This resource package is based on the revised Canadian and World Studies 2005 expectations, and updates the original resource published in 2000. The teaching, assessment, and evaluation strategies support and scaffold learning for students.</p>	\$ 15.00 ea.

	<p>Civics Exemplar (CHV2O): A Written Response to Two Different Viewpoints on an Issue <i>Grade 10 (© 2009)</i> This resource provides a rich performance task, scoring rubric and checklist, pre-task activities, scaffolding templates, and two samples of student work at each Level of achievement from one through four from students in Grade 10 Open Civics classes in the TDSB. Students were asked to read and analyze two articles on the same topic written from different points of view and defend their position on the issue at this point in time, based on the arguments and the evidence presented by the two writers of the articles. This task can be repeated for different topics and different units in the Grade 10 Civics course, and a student's performance and improvement can be tracked over time with multiple performances.</p>	\$ 8.00 ea.
	<p>Family Studies Integrated Curriculum (Grades 6, 7, and 8) <i>Grades 6–8 (© 2010)</i> This document provides Elementary Family Studies teachers with curriculum-linked activities to use with students in Grades 6, 7, and 8. The program incorporates lessons, assessment strategies, and accompanying blackline masters. The areas addressed in each grade are Food and Nutrition, Clothing and Design, and Consumer Studies.</p>	\$10.00 ea.
	<p>Genocide and Crimes Against Humanity (CHG38) <i>Grade 11, University/College (© 2009)</i> This Course Profile provides detailed lesson guides and extensive resource lists in six units for this TDSB locally developed Grade 11 University/College History course.</p>	\$100.00 ea.
	<p>History Exemplar (CHC2P): Historical Perspective Taking Through a Letter in Role <i>(© 2009) (price includes single-site licence)</i></p>	\$ 5.00 ea.
	<p>History Grade 10 Applied/Academic Exemplar: Historical Benchmark, Historical Significance <i>(© 2007)</i></p>	\$ 10.00 ea.
	<p>History of Africa and Peoples of African Descent (CAS331) <i>Grade 11, Open (© 2009)</i> This Course Profile provides detailed lesson guides and extensive resource lists in seven units for this TDSB locally developed Grade 11 Open History course.</p>	\$ 50.00 ea.
	<p>Safety in the Family Studies Classroom <i>(© 2003) (DVD)</i> This instructional video outlines all of the safety procedures necessary for students to know while participating in the practical aspects of the Family Studies program. It is divided into three segments: 1. General Safety in the Family Studies Classroom; 2. Safety in the Family Studies Food Lab; and 3. Safety in the Family Studies Clothing Lab.</p>	\$ 25.00

	TDSB Curriculum Exemplars – Elementary -- Grade 3:	
<i>Limited quantities</i>	<ul style="list-style-type: none"> • Creating a Map of Your Improved Community with an Urban/Rural Collage Border (© 2009) Strand: Canada and World Studies: Urban and Rural Connections 	\$ 10.00 ea.
	TDSB Curriculum Exemplars – Elementary -- Grade 6:	
	<ul style="list-style-type: none"> • Creating a Picture Book Jacket with Inside Flaps and Back Cover Describing a Global Issue and Actions Taken to Address the Issue (© 2010) Strand – Canada and World Connections: Canada’s Links to the World. This exemplar presents a rich performance task and samples of student work at four levels of achievement, with teacher comments. 	\$ 8.00 ea.
	TDSB Curriculum Exemplars – Elementary -- Grade 7 Geography	
<i>Limited quantities</i>	<ul style="list-style-type: none"> • Making Neighbourhood Decisions: Writing a Feature News Article and Designing a Thematic Map (© 2004) (coiled) Strand – The Themes of Geographic Inquiry 	\$ 10.00 ea.
	TDSB Curriculum Exemplars – Elementary -- Grade 7 History	
<i>Limited quantities</i>	<ul style="list-style-type: none"> • Writing a Letter to Argue for the Creation of a Loyalist Vignette (© 2004) (coiled) Strand – British North America 	\$ 10.00 ea.
	TDSB Curriculum Exemplars – Elementary – Grade 8 Geography:	
<i>Limited quantities</i>	<ul style="list-style-type: none"> • Creating a Poster to Illustrate How Migration Has Shaped Canada (© 2006) (Unit – Migration) Students demonstrate their understanding that migration affects people and places by designing a poster that illustrates how migration has shaped Canada. 	\$ 5.00 ea.
	TDSB Curriculum Exemplars – Elementary – Grade 8 History:	
<i>Limited quantities</i>	<ul style="list-style-type: none"> • Expressing the Opinion of a Historical Figure Unit – <i>The Development of Western Canada</i> (© 2006) (coiled) After studying “The Development of Western Canada,” students reflect on events of this era and on the contributions made by various individuals. Students will use different literacy strategies and the skills of historians to interpret written, graphic, and artistic texts. In conclusion, they will express the opinions of a series of diverse personalities who played significant roles in Western Canada. 	\$ 5.00 ea.

	<p>Teaching the Holodomor in Ukraine in Grade 12 History and Politics (© 2010)</p> <p>This resource provides strategies to integrate the Holodomor into the CHY4 and CPW4 courses. Detailed lesson plans and assessment and evaluation strategies for units and courses are suggested, along with excellent resources.</p>	\$ 75.00 ea.
SPECIAL EDUCATION / SPECIAL NEEDS		
	<p>Advanced Learning Strategies: Skills for Success after Secondary School (Support Document for Special Education Teachers) <i>Grade 12, GLE30/40 (© 2002)</i></p> <p>Since the introduction of the secondary curriculum under secondary restructuring, Guidance staff have worked with Special Education to develop a number of support documents delivered through workshops. This comprehensive synthesis of these key messages and implementation strategies to support course delivery has now been developed to assist teachers to use the continuum of <i>key learning areas</i> for students in the GLE version of Learning Strategies courses. This document reviews the fundamental differences in delivery between the GLS and GLE versions of the course. In addition, it demonstrates how the course can be delivered for credit purposes at the same time as individual student needs are met.</p>	\$ 5.00 ea.
<i>Limited quantities</i>	<p>All About Me – Hercules: My Year in Kindergarten See <u>EARLY YEARS</u> section for additional information.</p>	\$ 10.00 ea.
<i>Limited quantities</i>	<p>I Hear What You Say—Mainstreaming Hearing Impaired Students in the 90s (© 1994) (DVD, 24 minutes)</p> <p>The intention of this video is to increase the understanding of administrators and educators who have hearing impaired students in their schools and classrooms. The video emphasizes the importance of establishing specific teaching strategies and suggestions, as well as building a partnership between the teacher and the student.</p>	\$ 15.00 ea.
<i>Limited quantities</i>	<p>Look Beyond the Labels (© 1996) (DVD, 24 minutes)</p> <p>Developed for educators to expand their knowledge on children with autism. The primary goal of the video is to assist teachers in applying appropriate accommodations in the classroom for these special students.</p>	\$ 15.00 ea.
	<p>My Disability Is Not Me (© 1994) (DVD, 19 minutes)</p> <p>The intention of this video is to increase the understanding of administrators and educators who have students with disabilities in their schools and classrooms. The video emphasizes the importance of establishing specific teaching strategies and suggestions, as well as building a partnership between the teacher and the student.</p>	\$ 15.00 ea.
	<p>The Vision Video (© 1994) (DVD, 21 minutes)</p> <p>The intention of this video is to increase the understanding of administrators and educators who have visually impaired students in their schools and classrooms. The video emphasizes the importance of establishing specific teaching strategies and suggestions, as well as building a partnership between the teacher and the student.</p>	\$ 15.00 ea.

SPEECH-LANGUAGE PATHOLOGY

<i>Limited quantities</i>	<p>Home Oral Language Activities (HOLA) Program (© 2010) <i>See the EARLY YEARS section for additional information.</i></p>	SEE PRICING AT END
	<p>Snacks Are for Talking Too: The KELI Cookbook! (© 2004) The Kindergarten Early Language Intervention (KELI) Program, an oral language enhancement program for students from high-need schools, is pleased to share a new cookbook of simple recipes based on stories for young children. Recipes include “Grassy Tacos,” related to the story The Three Billy Goats Gruff, and “Preposition Toast,” related to the story We’re Going on a Bear Hunt. The KELI staff from ten sites developed the recipes, and hope that kindergarten and primary teachers and parents will enjoy the snack ideas and help children expand their oral language, literacy, and social communication skills. Coiled.</p>	\$ 15.00 ea.



– TDSB EXTERNAL ORDER FORM –

The Home Oral Language Activities (HOLA) Program is a joint venture by the departments of Speech-Language Pathology, Early Years, and English as a Second Language. The goal of the program is to support parents/guardians, caregivers, and family members of young students as they participate in oral language, early literacy, and social-communication activities with their child in the home language, as the foundation for school success. Activity suggestions for home use are provided in 12 languages: Arabic, Bengali, Chinese, English, Farsi, Gujarati, Korean, Somali, Spanish, Tamil, Urdu, and Vietnamese.

Note: The material on this order form does not constitute the complete *HOLA Program*. The purchaser is responsible for buying the additional materials needed (e.g., storybooks, toys), as described in the Teacher Manual.

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Note: The cost of the *HOLA Program* set provides school copyright (single-site licence).

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<i>HOLA Program</i> – Teacher Manual + CD with PDFs + 6 Parent Manuals (6 different stories, each in 12 languages, + activity cards accompanying 4 of the stories) → (Provided in a transparent polyethylene bag with plastic handles with a hook that allows you to hang and display the material, with Parent Manuals provided in smaller, separate bags)	\$150.00/set _____ sets	_____

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• <i>Goldilocks and the Three Bears</i> (with activity cards)	\$ 25.00 each	_____	_____
• <i>Ten, Nine, Eight</i> (with activity cards)	\$ 30.00 each	_____	_____
• <i>The Three Billy Goats Gruff</i> (with activity cards)	\$ 25.00 each	_____	_____
• <i>The Very Hungry Caterpillar</i> (with activity cards)	\$ 25.00 each	_____	_____
• Set of 6 Parent Manuals – one of each title (with activity cards as noted above)	\$100.00/set	_____	_____
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- <i>Goldilocks and the Three Bears</i> (with activity cards)		_____	
- <i>Ten, Nine, Eight</i> (with activity cards)		_____	
- <i>The Three Billy Goats Gruff</i> (with activity cards)		_____	
- <i>The Very Hungry Caterpillar</i> (with activity cards)		_____	
• Teacher Manual (no CD, no bag)	\$ 20.00 each	_____	_____
• Teacher Manual (with CD & large bag)	\$ 30.00 each	_____	_____

Additional Components:

<i>Snacks Are for Talking Too: The KELI Cookbook!</i>	\$ 15.00 each	_____	_____
<i>Your Home Language: Foundation for Success</i> (DVD)	\$ 20.00 each	_____	_____

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