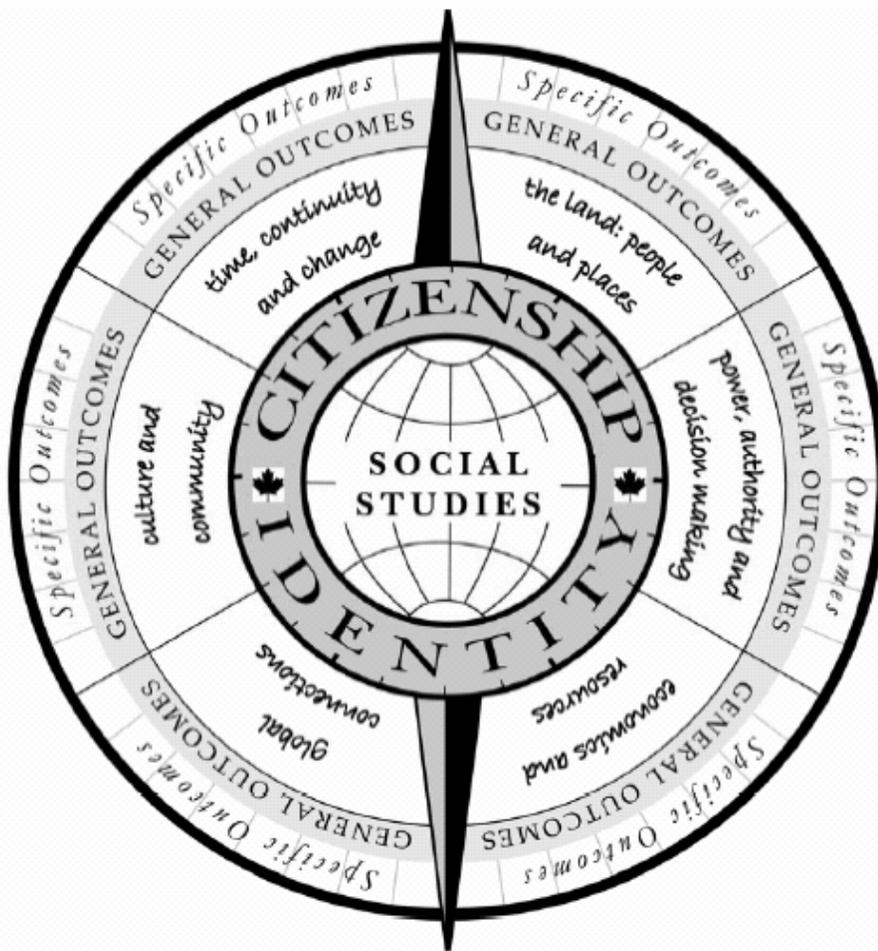


Literature Connections to The New Social Studies Curriculum Grade 1

...a sampling of quality literature and associated outcomes



Calgary Board of Education



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Alberta Initiative For School Improvement

**Resource Connections to
The New Social Studies Curriculum
K-3, 2006**

Rationale

Alberta Education has identified basic resources for use with each grade level in the new Social Studies Program of Studies. They continue to encourage teachers to integrate literature and supplementary resources to create a rich, deep and engaging curriculum.

The purpose of this document is to:

- ❖ Provide a number of exemplary literature-based resources that best support the Social Studies curriculum outcomes.
- ❖ Assist school staff in making informed decisions regarding literature resources connected to the new Social Studies curriculum outcomes.
- ❖ Guide and build capacity for educators to continue to identify quality literature through the lens of the Social Studies criteria.
- ❖ Assist educators with identifying key words and concepts of the Social Studies Program of Studies.

This document is not intended to be a comprehensive list, but rather a listing of some of the types of books that best meet the criteria as outlined below.

We have attempted to include a variety of titles. We have chosen new literature and but also included some resources that already reside in many school libraries, some of which may now be out of print.

The criteria used in selecting the materials includes:

- 1) *Evaluation and Selection Criteria for Learning Resources*, Calgary Board of Education, March 1998. (available for purchase from the Calgary Board of Education, Media Services).
- 2) Social Studies Program of Studies Skills and Outcomes alignment , *Social Studies K-12, Program of Studies* September 2005, Alberta Education (template included).
- 3) Aboriginal consultation and verification, Curriculum Support Services, Calgary Board of Education.
- 4) Francophone consultation and verification, Curriculum Support Services, Calgary Board of Education.

The following people contributed to the writing of this document:

- ❖ Andrea Cartwright, Social Studies Consultant, Curriculum Support Services, Calgary Board of Education.
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- ❖ Jacqueline Vincent, AISI Teacher-Librarian Consultant, Calgary Board of Education.
- ❖ Cathy Yusep, Teacher-Librarian Specialist, Professional Learning Centre, Calgary Board of Education.

Thanks to all of the Calgary Board of Education teacher-librarians and teachers who have provided their time and ongoing guidance and support in the reviewing of these resources.

Availability:

Prices have been included in this document to assist with selection decisions, however, these prices may vary over time and depending on the source.

Resources are available for purchase from many booksellers throughout the province of Alberta such as United Library Services.



(click on logo) <http://www.uls.com/ULS/cbesocialstudies>

Screening Literature Through the Lens Of Social Studies

The following templates have been used by teachers to help identify literature, videos, pictures and music that best meets the learning outcomes of the new program of studies. Teachers have been encouraged to use or adapt the templates as a tool to assist them with material selection.

Templates:

- Connecting to the Strands
- Connecting to the Learner Outcomes :
 - values and attitudes
 - knowledge and understanding
 - skills and processes

Template for Screening Literature Connections for Social Studies

Title (Book, video, song etc.) _____

General Outcome Connection _____

Social Studies Outcomes (Specific Learner Outcomes)	Which Outcomes connections can be identified in this story, video or song? (Record specific Outcomes and keywords to explain how the resource best connects to the Program of Studies)
<i>Values and Attitudes</i>	
<i>Knowledge and Understanding</i>	
<i>Skills and Processes</i>	
Dimensions of Thinking	
<i>Critical and Creative Thinking</i>	
<i>Historical thinking</i>	
<i>Geographic Thinking</i>	
<i>Problem Solving and Decision Making</i>	
Social Participation as a Democratic Practice	
Research for Deliberative Inquiry	
Communication	

This resource/story highlights the strands of: (Place a checkmark beside the appropriate strand)

LPP (), CC (), GC (), TCC (), ER (), PADM (), C (), I ()

Are multiple perspectives represented in this resource: (e.g. Aboriginal, Francophone etc.) _____

Template for Screening Literature Connections for Social Studies

Title (Book, video, song etc.) [Picture Book – *Two Homes* by Claire Masurel](#)

General Outcome Connection [1.1 My World: Home, School and Community](#)

Social Studies Outcomes (Specific Learner Outcomes)	Which Outcomes connections (where applicable) can be identified in this story, video or song? (Record specific Outcomes and keywords to explain how the resource best connects to the Program of Studies)
<i>Values and Attitudes</i>	1.1.2 – to share and cooperate with others
<i>Knowledge and Understanding</i>	1.1.3 – Community , Belonging 1.1.4 – living together peacefully - how people cooperate
<i>Skills and Processes</i>	
Dimensions of Thinking	
<i>Critical and Creative Thinking</i>	
<i>Historical thinking</i>	
<i>Geographic Thinking</i>	
<i>Problem Solving and Decision Making</i>	
Social Participation as a Democratic Practice	
Research for Deliberative Inquiry	
Communication	

This resource/story highlights the strands of: (Place an X beside the appropriate strand)

LPP (), CC ([X](#)), GC (), TCC (), ER (), PADM (), C (), I ([X](#))

Are multiple perspectives represented in this resource: (e.g. Aboriginal, Francophone etc.) No

1.1 My World: Home, School, and Community

General Outcome

Students will demonstrate an understanding and appreciation of how identity and self-esteem are enhanced by their sense of belonging in their world and how active members in a community contribute to the well-being, growth and vitality of their groups and communities.

Specific Outcomes

► Values and Attitudes

Students will:

1.1.1 value self and others as unique individuals in relation to their world:

- appreciate how belonging to groups and communities enriches an individual's identity (I)
- appreciate multiple points of view, languages, cultures and experiences within their groups and communities (C, CC)
- demonstrate respect for their individual rights and the rights of others (C, I)
- recognize and respect how the needs of others may be different from their own (C)

1.1.2 value the groups and communities to which they belong:

- demonstrate a willingness to share and cooperate with others (C, PADM)
- appreciate how their actions might affect other people and how the actions of others might affect them (C)
- demonstrate a willingness to resolve issues and/or problems peacefully (C, PADM)
- assume responsibility for their individual choices and actions (CC, I)

► Knowledge and Understanding

Students will:

1.1.3 examine how they belong and are connected to their world by exploring and reflecting upon the following questions for inquiry:

- What different types of communities or groups do you belong to? (CC)
- What helps us to recognize different groups or communities (e.g., landmarks, symbols, colours, logos, clothing)? (CC)
- In what ways do we belong to more than one group or community at the same time? (CC, I)
- In what ways do we benefit from belonging to groups and communities? (C, CC, I)
- What are our responsibilities and rights at home, at school, in groups and in communities? (C, CC, I)

1.1.4 determine what makes their communities thrive by exploring and reflecting upon the following questions for inquiry:

- In what ways do people cooperate in order to live together peacefully? (C, I)
- How do groups make decisions? (PADM)
- In what ways do people help one another at home, at school and in groups to ensure the vitality of their community? (C)

	C	Citizenship		I	Identity		
ER	Economics and Resources	LPP	The Land: Places and People	GC	Global Connections		
CC	Culture and Community	PADM	Power, Authority and Decision Making	TCC	Time, Continuity and Change		

- How do our actions and decisions contribute to the well-being of groups and communities? (C, I, PADM)
- How does caring for the natural environment contribute to the well being of our community? (C, LPP)

1.1.5 distinguish geographic features in their own community from other communities by exploring and reflecting upon the following questions for inquiry:

- What are some familiar landmarks and places in my community? (CC, TCC)
- Why are these landmarks and places significant features of the community? (CC, I, TCC)
- What are some differences between rural and urban communities? (CC, LPP)
- Where is my community on a map or on a globe? (LPP)

	C	Citizenship		I	Identity	
ER	Economics and Resources	LPP	The Land: Places and People	GC	Global Connections	
CC	Culture and Community	PADM	Power, Authority and Decision Making	TCC	Time, Continuity and Change	

1.2 Moving Forward with the Past: My Family, My History and My Community

General Outcome

Students will demonstrate an understanding and appreciation of how changes over time have affected their families and influenced how their families and communities are today.

Specific Outcomes

► Values and Attitudes

Students will:

1.2.1 appreciate how stories and events of the past connect their families and communities to the present:

- recognize how their families and communities might have been different in the past than they are today (CC, TCC)
- appreciate how the languages, traditions, celebrations and stories of their families, groups and communities contribute to their sense of identity and belonging (CC, I, TCC)
- recognize how their ancestors contribute to their sense of identity within their family and communities (TCC, I)
- appreciate people who have contributed to their communities over time (CC, I, TCC)
- recognize how diverse Aboriginal and Francophone communities are integral to Canada's character (CC, I)
- acknowledge and respect symbols of heritage and traditions in their family and communities (CC, I, TCC)

► Knowledge and Understanding

Students will:

1.2.2 analyze how their families and communities in the present are influenced by events or people of the past by exploring and reflecting upon the following questions for inquiry:

- How have changes affected my family over time (e.g., births, deaths, moves)? (CC, TCC)
- What is my family's past in our community? (CC, I, TCC)
- In what ways has my community changed over time (e.g., original inhabitants, ancestors, generations, ways of life)? (CC, TCC)
- How have changes over time affected their families and communities in the present? (I, TCC)
- In what ways have Aboriginal, Francophone and diverse cultural groups contributed to the origins and evolution of their communities over time? (CC, I, TCC)
- What connections do we have to the Aboriginal, Francophone and diverse cultures found in our communities? (CC, I, TCC)
- What are some examples of traditions, celebrations and stories that started in the past and continue today in their families and communities? (CC, I, TCC)

	C	Citizenship		I	Identity		
ER	Economics and Resources	LPP	The Land: Places and People			GC	Global Connections
CC	Culture and Community	PADM	Power, Authority and Decision Making			TCC	Time, Continuity and Change

Grade 1

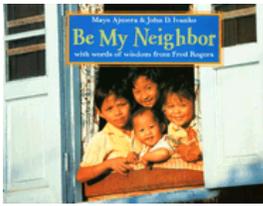
Outcomes: Keywords

Keywords were chosen to help make connections with the Program of Studies outcomes and also can be searchable in the CBE online catalogue (WebCat) in the Evaluation Centre.

- Aboriginal
- Acceptance
- Appreciation
- Belonging
- Change
- Citizenship
- Community: home, school
- Contributions
- Cooperation
- Cultures: clothing, traditions, languages, celebrations, story, beliefs
- Decision-making
- Diversity
- Environment: local viewpoint
- Francophone
- Gifts
- Identity
- Languages
- Multiple Points of View
- Origins
- Participation
- Peace
- Perspective
- Respect
- Responsibility
- Rural
- Story
- Symbols and Landmarks
- Uniqueness
- Urban



Canadian Author



Ajmera, Maya. (2004) *Be my neighbours*. Watertown, Mass.: Shakti for Children/Charlesbridge.

\$23.95

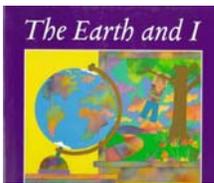
ISBN 1570915040

This book celebrates communities through bright, rich, colourful photographs and text explaining how all around the world children play, go to school, shop, worship and live in neighbourhoods. Book features bold text headings that both summarize and lead readers into more detail.

Words of wisdom by Fred Rogers and a current world map are featured. CORE. Previewed by (SSS) AISI Curriculum Support.

Outcomes: 1.1.3, 1.1.4 Community, Belonging, Multiple Points of View

Also listed in Grade Three



Asch, Frank. (1994) *The earth and I*. San Diego: Harcourt Brace & Company.

\$22.95

ISBN 0152004432

A young boy celebrates his friend, the earth. Like other friends, they do things together: go for long walks, talk together, sing and dance, and, of course, play. Simply drawn shapes are executed in vibrant watercolour washes.

Responsibility and caring for the environment is very simply, though powerfully, expressed through the text – both words and art. Previewed by (SSS) Evaluation/Selection.

Outcomes: 1.1.4 Environment, Caring

Also listed in Kindergarten



Baker, Jeannie. (2004) *Home*. New York: Greenwillow Books.

\$23.99

ISBN 0066239354

This is a wordless picture book with beautiful, detailed, collage illustrations that tell the story of baby Tracy and her neighbourhood. The story is told on double page spreads in which we look through a window and see what is happening in Tracy's neighbourhood. At first the view is very unpleasant with garbage and graffiti spoiling the surroundings. As Tracy grows up we see that the people in the community are making changes for the better. Plants and trees are growing and the birds are returning. By the time Tracy has her own family her neighbourhood

is a beautiful place. This is a marvellous book with illustrations that you can look at over and over again and discover something new each time. Perfect for discussions about neighbourhood, caring for the environment. Previewed by Hawkwood Elementary.

Outcomes: 1.1.5, 1.2.2 Change, Community: home, school

Also listed in Historical Thinking



Baker, Jeannie. (1991) *Window*. New York: Greenwillow Books.

\$25.89

ISBN 0688089186; ISBN 0140548300

Using the metaphor of an open window that overlooks a natural space, this uncaptioned story illustrates the changes that humans make to transform a place over period of time equal to the childhood, adolescence and young adulthood of the newborn Sam in the first scene. As time passes, the natural space is changed from essentially undisturbed rural land to congested urban living. By the time Sam has a newborn of his own, there does not seem to be any space that is not populated by human activity. The author's note indicates that the pace of change will consume all but designated preserves by the year 2020. Using

illustration techniques typical of animated film, this story seeks to challenge us to be responsible citizens of the planet. Previewed by AISI Teacher-Librarians.

Outcomes: 1.2.2, 1.1.4 Change, Community: home, school

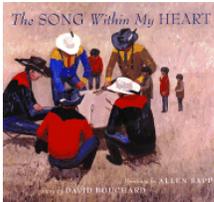
Also listed in Historical Thinking



Barber-Starkey, Joe. (2000) *Jason's new dugout canoe*. Maderia Park, BC: Harbour Publishing. **\$18.95 **ISBN 1550172298****

This informational literature explains the purposes and types canoes used by the First Nations people of the Northwest coast. The illustrations accompanied by the text also demonstrate the history, culture and traditions of these Aboriginal people. Due to the length of the book, it will require multiple sittings to complete a reading to students. Previewed by Somerset Elementary.

Outcomes: 1.2.1, 1.2.2 Symbols and Landmarks, Cultures: traditions, Change, Aboriginal



Bouchard, Dave. (2002) *The song within my heart*. Vancouver: Raincoast Books. **\$21.95 **ISBN 1551925591****

Renowned Cree painter Allen Sapp's inspired and stunning artwork beautifully complements this sweet story of a young First Nations boy preparing for his first powwow. The young boy's Kokum, his beloved grandmother, guides him through the exciting day and watches over him as events unfold. David

Bouchard's rhythmic and informative text is based on remembrances from Allen Sapp's childhood. 2003 Governor General's Literary Award - Children's Literature, Illustration - English. Previewed by Crossing Park Elementary.

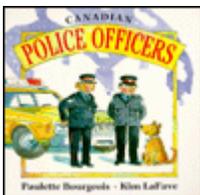
Outcomes: 1.2.1 Cultures: traditions, Aboriginal Also listed in Grade Two



Bourgeois, Paulette. (1991) *Canadian fire fighters*. Toronto: Kids Can Press. **\$6.95 **ISBN 1550741373****

Using delightful cartoon-style illustrations, this explains the work of fire fighters in urban and rural communities in Canada. Included are details about responding to a fire alarm, fighting a blaze, clean-up and return to the fire hall. There is also a brief description of fire fighting on the water and in forests, as well as fire prevention and safety in the home, using entertaining means to educate young readers about the importance of fire fighting in their communities. Previewed by AISI Teacher-Librarians.

Outcomes: 1.1.3 Symbols and Landmarks, Community, Identity

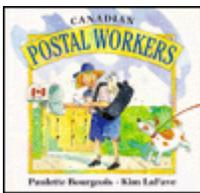


Bourgeois, Paulette. (1992) *Canadian police officers*. Toronto: Kids Can Press. **\$6.95 **ISBN 1550741330****

Colourful cartoon-style illustrations present the role of Canadian police officers in story form. A young girl named Natalie assists police officers in apprehending a bicycle thief after a rash of thefts in the neighbourhood. Readers are introduced to the court system when the case is brought to trial. The book

includes an overview of the different types of police work and concludes with safety tips. Previewed by Social Studies Team, Curriculum Support

Outcomes: 1.1.3 Symbols and Landmarks, Community, Identity

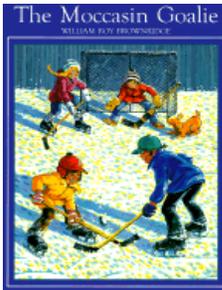


Bourgeois, Paulette. (1992) *Canadian postal workers*. Toronto: Kids Can Press. **\$6.95 **ISBN 1550741357****

When a young boy named Gordon sends his grandmother a birthday card, the reader is taken on a descriptive journey through each stage of the Canadian postal system. This book explains everything from how to address a letter properly, how the mail is sorted, what happens at the plant, to the role of the

letter carrier. Bright cartoon-style illustrations support the text. Previewed by Social Studies Team, Curriculum Support

Outcomes: 1.1.3 Symbols and Landmarks, Community, Identity



Brownridge, William Roy. (1995) *The moccasin goalie*. Victoria, B.C.: Orca Book Publishers.

\$8.95

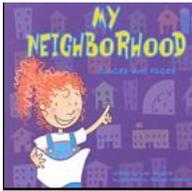
ISBN 1551430541

The story of a young boy who wants to be on the local junior hockey team but does not make it, as the coach feels he cannot skate. Then a player is injured, the boy is asked to play, and he saves the game. A good hockey story where "the underdog" wins the game because of his determination, skill, and courage. Coach uses gender exclusive language "girls don't play hockey" - this could provoke discussion. Bright, realistic watercolour illustrations "dotted" with colourful splashes. Previewed by Southwood Elementary.

Outcomes: 1.1.1, 1.1.2

Citizenship: belonging and connecting, Community

Also listed in Kindergarten



Bullard, Lisa. (2003) *My neighbourhood*. Minneapolis, MN: Picture Window Books.

\$23.95

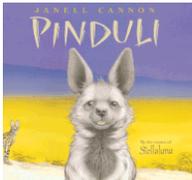
ISBN 1404800476

Libby takes us on a trip around her neighbourhood, to show her new neighbour, Michael, her favourite spots. Highlighting aspects of belonging to a community and responsibilities of various members of that community allow young readers to compare to their own community and experiences. Previewed by (SSS)

Evaluation/Selection.

Outcomes: 1.1.4 Cooperation, Community

Also listed in Kindergarten



Cannon, Janell. (2004) *Pinduli*. Orlando, Florida: Harcourt Books.

\$22.95

ISBN 0152046682

One afternoon, while she is off on her own, Pinduli, the hyena, meets a pack of wild dogs that make fun of her ears. Then she meets a lion that makes fun of her fur and a zebra that doesn't like the look of her stripes. Pinduli does what she can to fix herself up but the other animals don't recognize her and think she is a ghost!

Pinduli teaches everyone a lesson about teasing and liking yourself for who you are. A great read-aloud to initiate discussions on identity, acceptance and respect. Previewed by Hawkwood Elementary.

Outcomes: 1.1.1, 1.1.2

Uniqueness, Acceptance, Respect



Carrier, Roch. (2004) *The flying canoe*. Toronto: Tundra.

\$22.99

ISBN 887766366

This is the story of an enchanted space ride of an adventure in a canoe involving an eleven-year-old boy and a group of lumberjacks. Children will be enthralled when they experience the retelling of this French Canadian classic of Quebec folklore, La Chasse - galerie. It is New Year's Eve, 1847, and young Baptiste and the lumberjacks are in the woods of the Ottawa Valley. They are all homesick. As

midnight fast approaches, they devise a plan to get them home to their friends and families in time to greet the New Year. It is all aboard a magical canoe. They soar through the night sky and over villages before eventually arriving at their home. The illustrations are digital colourings of pencil drawings by Shelon Cohen. They boggle the imagination. They capture the reader's attention and absorb the imaginations of young minds. Through this story we are able to appreciate many aspects of Francophone life. Previewed by (SSS) Evaluation/Selection.

Outcomes: 1.2.1, 1.2.2

Francophone, Cultures: story, beliefs; Uniqueness

Also listed in Kindergarten; Grade Two



Carrier, Roch. (1984) *The hockey sweater*. Montreal: Tundra Books.



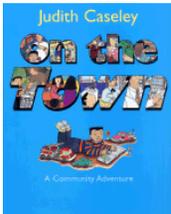
\$17.99

ISBN 887761690

Growing up in rural Quebec in the 1940s, young Roch and his friends were hockey fanatics who idolized Maurice (Rocket) Richard, number 9 of the Montreal Canadiens hockey team. The boys followed the career of the Rocket passionately, modelling their lives on his style. When Roch outgrew his number 9 hockey sweater, his mother ordered a replacement from the Eaton's catalogue. After it arrived by mail, Roch was devastated to find that a Toronto Maple Leafs sweater had been substituted in the order. Wearing it to play hockey made him a target, he believed. In a fit of temper, he broke his stick on the ice, and was sent by the young priest to the church to pray for God's forgiveness. Instead, Roch prayed that God would send one hundred million moths to eat up his Toronto Maple Leafs hockey sweater. Richly illustrated with colourful drawings, this delights readers with its verve and authenticity. Previewed by AISI Teacher-Librarians.

Outcomes: 1.1.2, 1.1.3 Belonging, Community, Culture, Francophone, Identity, Perspective, Symbols

Also listed in Kindergarten; Grade Two



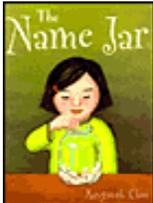
Caseley, Judith (2002) *On the town: a community adventure*. New York: Greenwillow Books.

\$23.99

ISBN 0060295848

For a homework assignment Charlie must explore his community. His mother accompanies him as they visit people and places in his neighbourhood – post office, flower shop, train station, pizza parlour, pharmacy and so on. Colourful, detailed illustrations will intrigue children. Useful as a read aloud with Grade 1: My World, Home, School, Community. Could be a motivator for children to explore their own communities. Previewed by Hawkwood Elementary.

Outcomes: 1.1.3 Community



Choi, Yangsook. (2001) *The name jar*. New York: Knopf.

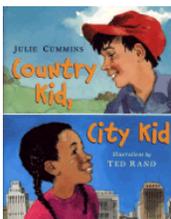
\$24.95

ISBN 037580613X

Unhei, a young girl newly arrived in America from Korea, thinks she should change her name to fit in better with her new friends at school. Her friends try to help her by putting suggestions for American names in a jar that she keeps on her desk. Eventually Unhei decides that she is proud of her name and culture and decides to keep her Korean name. An excellent read aloud and great story to start discussions with children about culture, traditions and the origin and uniqueness of family names. Previewed by Hawkwood Elementary.

Outcomes: 1.1.1 Uniqueness, Cultures

Also listed in Kindergarten



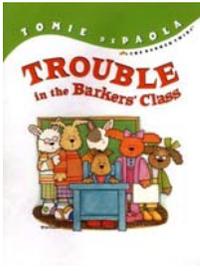
Cummins, Julie. (2002) *Country Kid, City Kid*. New York: Henry Holt and Company.

\$23.95

ISBN 0805064672

Ben and Jody seem to lead entirely different lives. Ben lives on a farm in the country where he is surrounded by cows, trees and lots of space to play. Jody lives in the city where she is protected by wire fences, wakes to the sound of honking horns, and stays inside to escape the heat. They meet at summer camp, and begin to notice that they aren't so different after all. Realistic illustrations assist readers in exploring differences in geographical regions, and ways that that physical geography of each community shapes its identity. Previewed by Somerset Elementary.

Outcomes: 1.1.5 Community: Urban, Rural *Also listed in Grade Two*



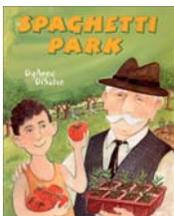
De Paola, Tomie. (2003) *Trouble in the Barkers' class*. New York: G. P. Putnam's Sons.

\$22.50

ISBN 0399241647

When Carol Anne comes as a new student to the Barker twins' class, they are eager to greet and have a new friend. However, when Carol Anne causes trouble by pushing in line, making faces and throwing Morgie's special dinosaur book into the bushes, the children begin to wonder how anybody can be friends with her. They decide on a way to deal with the new bully, but Morgie discovers the real reason behind Carol Anne's behaviour and soon problems are resolved and new friendships begun. De Paola offers an understanding look at newcomers to school and feelings which may reside behind some bullying behaviours. Illustrations are simple, classic De Paola. Another in the Barker Twins series. Curriculum Fit with Social Studies: Kindergarten - I Belong; Grade 1 - My World; and with Health and Life Skills: Primary. Elementary and Primary CORE Collections. Previewed by Hillhurst Elementary

Outcomes: 1.1.1, 1.1.2, 1.1.4 Belonging, Cooperation, Decision-making



Di Salvo, DyAnne. (2002) *Spaghetti Park*. New York: Holiday House.

\$27.95

ISBN 0823416828

Angelo, his grandfather and a neighbourhoods group are determined to clean up their local park and reclaim it from the gangs who have ruined it. They plant a garden, pick up trash and build a bocce court. But they keep having setbacks - the graffiti returns, the garden is ruined. Eventually they succeed when they get the vandals involved in creating something, rather than ruining it. A good read aloud to initiate discussion on community, cooperation and caring for the environment. Previewed by Hawkwood Elementary.

Outcomes: 1.1.4 Community, Cooperation, Environment



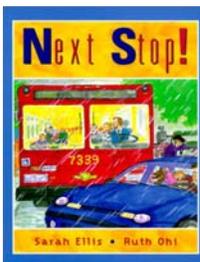
Einerson, Earl. (2004) *The Moccasins*. Penticton, B.C.: Theytus Books Ltd.

\$10.95

ISBN 1894778146

This is an endearing story of young Aboriginal foster child who is given a special gift by his foster mother. Her gift of warmth and thoughtfulness helps her young foster children by encouraging self-esteem, acceptance and love. The character of the foster mother advocates pride: "She told me that my background was Native and that it was a good thing to be". This book will pull your heartstrings, similar to Robert Munsch's classic children's story *Love You Forever*.

Outcomes: 1.1.1, 1.2.2 Identity, Belonging, Community: home, Aboriginal



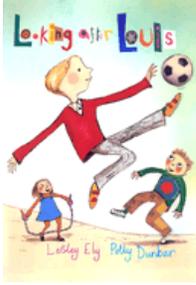
Ellis, Sarah. (2000) *Next stop!* Toronto: Fitzhenry & Whiteside.

\$17.95

ISBN 1550415395

On Saturday, Claire rides the bus and helps the driver. Whenever he announces a particular street location, Claire announces what landmark is to be found there – Moss Road means the Museum, Green Lane means the Mall. People from the community get on and off the bus each with a particular need and destination in mind. In the end, a smiling woman boards the bus (Claire's mother) and kisses the bus driver (Claire's father). The next stop, Peter Gardens, means home for them. Colourful paintings by Ohi illustrate the array of community members – old, young, multicultural, physically challenged and the activity of their daily lives. Repetitive phrasing. Fun read aloud. Children will enjoy studying the pictures for detail, imagining what the characters are each up to. Previewed by Hillhurst Elementary.

Outcomes: 1.1.5 Community



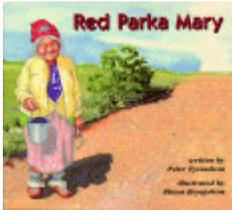
Ely, Lesley. (2004) *Looking after Louis*. Morton Grove, Ill.: A. Whitman. \$23.95 ISBN 0807547468

This is a sensitive story from the point of view of a little girl who sits next to an autistic boy in school. Louis, who repeats words he hears and has little interaction with his peers, gets away with behaviour that the other children cannot, such as mimicking the teacher. The narrator eventually comes to the understanding that we may have to make special allowances for special people. Though the story depicts a fairly innocuous display of autism, which may mislead some readers about the disorder, the main focus is on the development of sensitivity in the other students. Childlike paintings add to the story. An afterword

by a child psychologist offers some information on autism. Highly recommended. Previewed by Evaluation/Selection & Ernest Morrow Junior High.

Outcomes: 1.1.1, 1.1.2, 1.1.3 Citizenship: belonging and connecting, Community

Also listed in Kindergarten



Eyvindson, Peter. (1996) *Red parka Mary*. Winnipeg: Pemmican Publishers.

\$12.25

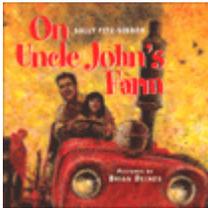
ISBN 0921827393

A young boy is apprehensive of his neighbour, Mary, until she gives him some blackberries to take to his mother. He gets to know her and appreciate her friendship. At Christmas the boy gives Mary a special gift and she gives him something valuable in return. A heart-warming story to read aloud as a

springboard to discussions of tolerance, understanding, respect and acceptance. Previewed by Hawkwood Elementary.

Outcomes: 1.1.1 Respect, Acceptance, Belonging

Also listed in Kindergarten



Fitz-Gibbon, Sally. (2005) *On Uncle John's farm*. Markham, Ont.: Fitzhenry and Whiteside.

\$19.95

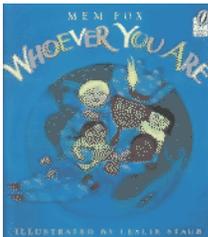
ISBN 155041691X

In beautiful, descriptive language a young girl relates her day on her uncle's farm. She plays in the yard and the barn and goes out in the field with her uncle.

Gorgeous oil paintings on rough, grainy paper accompany the lyrical text. This is a wonderful book to read to children to give them a sense of the beauty of life in

the country. Previewed by Hawkwood Elementary.

Outcomes: 1.1.5 Rural, Symbols and Landmarks



Fox, Mem, 1946- *Whoever you are*. San Diego: Harcourt Brace, 1997.

\$24.00

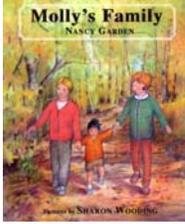
ISBN 0152164065

A loving look at children around the world as told in Mem Fox's trademark repetitive language, and illustrated in bold oils by Leslie Staub. The book begins by looking at our differences: superficial things like houses, landscapes, skin colour. Then, it quickly moves into our similarities: our hearts, our smiles, our laughter, our hurts, our joys, and our pains. Beautiful treatment of

multiculturalism. Would lead to deep classroom discussions of similarities in the world, and in the classroom. The unusual childlike illustrations would appeal to children. Previewed by Simons Valley Elementary.

Outcomes: 1.1.1 Belonging, Multiple Points of View

Also listed in Grade Three



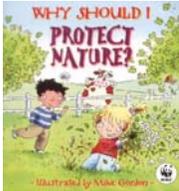
**Garden, Nancy. (2004) *Molly's family*. New York: Farrar Straus Giroux.
\$24.00 ISBN 0374350027**

In preparation for Open School Night, Molly's class draws pictures of their family. When Molly draws a picture of Mommy, Mama Lu and her puppy, other students tell her that she can't have a mommy and a mama. After talking to her parents, Molly decides that each family is different and she can have a mama and a Mama Lu and still be part of a loving, happy, family. This book may be of a controversial topic but demonstrates multiple points of view, respect and diversity. Previewed

by Somerset Elementary.

Outcomes: 1.1.1, 1.1.4

Multiple Points of View, Respect, Diversity, Identity, Community: home, school, Cooperation

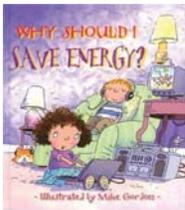


**Green, Jen. (2002) *Why should I protect nature?* New York: Barron's Educational Series Inc.
\$8.50 ISBN 0750236833**

This book is written in a simple, child-friendly format that gives students many reasons to respect natural habitats. This book is a general resource that teaches students to demonstrate care for the environment. Previewed by Somerset Elementary.

Outcomes: 1.1.4 Environment

Also listed in Grade Two

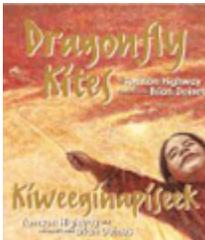


**Green, Jen. (2001) *Why should I save energy?* New York: Barron's Educational Series Inc.
\$8.50 ISBN 0764131567**

The children in this story take electricity for granted, until one day their community has a blackout. They realize the seriousness of using up natural resources and how they can't easily be replaced. Demonstrates importance of caring for the environment. Previewed by (SSS) AISI Curriculum Support.

Outcomes: 1.1.4 Environment

Also listed in Grade Two



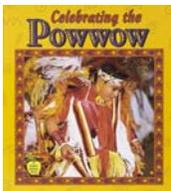
**Highway, Tomson. (2002) *Dragonfly kites*. Toronto: HarperCollins. 
\$19.99 ISBN 0002255278**

Joe and Cody, Cree brothers from Northern Manitoba, live isolated from other people so they make friends with sticks and stones and wildlife. Some of their favourite "pets" are dragonflies. They play with them and even dream about them. This could be read aloud to children to introduce them to a different type of Canadian community. A wonderful piece of Canadian literature offered in both English and Cree. English Language Arts; Dual Language. Previewed by

Hawkwood Elementary.

Outcomes: 1.1.4 Community: Home, School

Also listed in Kindergarten



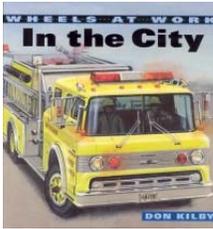
**Kalman, Bobbie. *Celebrating the Powwow*. New York: Crabtree Publishing Company.
\$25.95 ISBN 865056404; ISBN 865057400**

This book chronicles the terminology, traditions, and culture around Powwows. Included in the book is a table of contents, glossary and index. The author uses labelled diagrams, and photographs making it an excellent visual resource.

Previewed by Somerset Elementary.

Outcomes: 1.2.1 Cultures: traditions, celebrations, Aboriginal

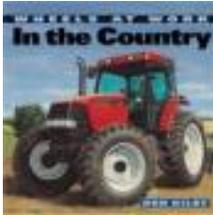
Also listed in Grade Two; Grade Three



Kilby, Don. (2004) *In the city*. Toronto: Kids Can Press.  ISBN 1553374711 \$16.95

Vehicles shown are less unique to the city (e.g. fire truck, delivery truck, bucket truck) but the artist's careful rendition of the setting makes this an excellent resource for comparisons between rural and urban life. Brief description of the work encourages the reader to take time to examine what is happening. With support, young children can read the text. Previewed by Cecil Swanson School.

Outcomes: 1.1.5 Community, Urban



Kilby, Don. (2004) *In the country*. Toronto: Kids Can Press.  ISBN 155337472X \$16.95

Vehicles unique to rural life are shown, in two-page spread acrylics and a paragraph of text about each. Brief description of the work encourages the reader to take time to examine what is happening. The setting as well as the vehicle will be useful for discussion/comparisons between rural and urban life. With support, a young child can read the text. Previewed by Cecil Swanson

School.

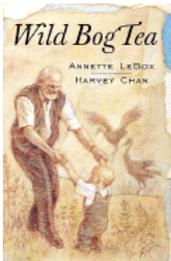
Outcomes: 1.1.5 Community, Rural



Lavallée, Calixa. (2003) *O Canada: our national anthem*. Markham, Ont.: North Wind Press.  ISBN 0439974577 \$19.99

The words of our national anthem, each line on a two page spread, are combined with striking photographs of Canada. A good cross-section of geographic regions, and urban and rural areas are interspersed with multicultural faces. This lovely picture book would help all students understand the words in our anthem. Canadian Studies, Grades 2-6, multiple forms of representation. Highly recommended. Elementary and Primary CORE Collections. Previewed by Simons Valley Elementary

Outcomes: 1.1.3 Belonging, Citizenship, Identity, Symbols and Landmarks

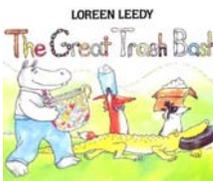


LeBox, Annette (2001) *Wild bog tea*. Toronto: Douglas and McIntyre.  ISBN 0888994060 \$18.95

The narrator of the story looks back on times that he shared with his grandfather in a wild Canadian bog. He recalls how he and his grandfather got to know the many animals and plants of the bog and how they made bog tea from sprigs of Labrador that they picked. This is an interesting look at a unique Canadian habitat. This story helps to develop historical thinking. A read aloud for younger children. Previewed by Hawkwood Elementary.

Outcomes: 1.2.2 Change (over time), Community: home, school

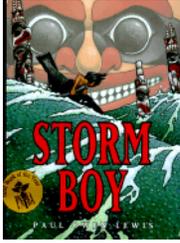
Also listed in Kindergarten; Grade Two; Grade Three; Historical Thinking; Geographical Thinking



Leedy, Loreen. (1991) *The great trash bash*. New York: Holiday House. ISBN 823408698 \$26.95

Speech bubbles and cartoon-like illustrations will hold the reader's attention as the animals of Beaston take steps to "bash the trash" and change their habits to ensure the future of their community. Readers will see the value in working together to resolve issues, the need to assume responsibility for their own actions, and the importance of belonging. Previewed by Somerset Elementary.

Outcomes: 1.1.2, 1.1.3, 1.1.4 Cooperation, Community, Belonging, Decision-making



Lewis, Paul Owen. (1995) *Storm boy*. Hillsboro, Or.: Beyond Words Pub. ; [Emeryville, Calif.]: Distributed to the book trade by Publishers Group West. \$8.95 ISBN 1552852687

Filled with native Northwest Coast motifs in bold, well-defined paintings, this traditional Haida tale is the story of a chief's son caught in a storm. His people believe he is lost at sea but he actually passes only one night in an undersea world of enormous human-like creatures that welcome him for a celebration. When the chief of undersea tribe notices that the boy is homesick, he rides on the chief's staff shaped like a killer whale fin to his village. This spiritual adventure addresses aboriginal identity through the art of storytelling. Previewed by Curriculum Support.

Outcomes: 1.1.1 Identity, Aboriginal



Loewen, Iris. (1993) *My kokum called today*. Winnipeg: Pemmican Publications. \$12.25 ISBN 0921827369

A Cree girl, who lives in the city, is invited by her 'kokum' (grandmother) to visit her on the reserve for a round dance. She reminisces about the things that she does with her grandmother and the roles that her grandmother plays on the reserve. Also some simple details about the round dance are written. Previewed by Curriculum Support.

Outcomes: 1.1.1, 1.1.5 Respect, Rural, Urban, Aboriginal

Also listed in Kindergarten; Grade Two

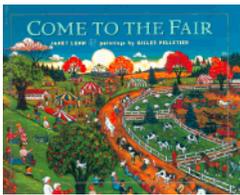


London, Jonathan. (1995) *The sugaring-off party*. Toronto: Lester Publishing. \$8.95 ISBN 1895555892

On the eve of his first sugaring-off party, Paul's grandmother describes her first experience sixty years previously. Her aunt Loulou's sugar shack was filled with family and friends who had come to eat a hearty meal, dance to fiddle music and participate in rendering maple sap into maple syrup. The children especially looked forward to making *la tire*, maple taffy, by drizzling thick maple syrup onto clean snow. The colourful folk-art illustrations show the excitement and joy of this family tradition of which Paul will now become a part. Included is a glossary of French-Canadians words used in the text. Previewed by AISI Teacher-Librarians; Curriculum Support.

Outcomes: 1.1.1, 1.1.3, 1.2.1, 1.2.2 Belonging, Change, Community, Culture, Francophone, Identity

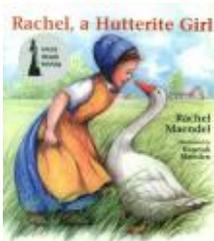
Also listed in Kindergarten; Grade Two; Grade Three



Lunn, Janet Louise Swoboda. (1997) *Come to the fair*. Toronto: Ont.: Tundra Books. \$17.99 ISBN 0887764096; ISBN 0887765769

Canadian author Janet Lunn describes an old-fashioned country fair from the opening parade to the food tent, the animal tent, the craft displays, the country dance and the fireworks. Brilliantly coloured and detailed folk art paintings complement the nostalgic style of this picture book. A pleasant look at rural life in the past to share with children. Previewed by Hawkwood Elementary.

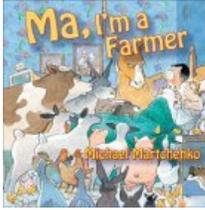
Outcomes: 1.1.5 Community, Rural



Maendel, Rachel. (1999) *Rachel, a Hutterite girl*. Waterloo, ON: Herald Press. \$24.95 ISBN 0836191196

Brought up in a Hutterite colony in Manitoba, the author tells her story in the third person, giving many details of daily life. Commentary is matter of fact, with gentle humour in the case of the geese plucked too soon! German words are explained in the text, and the story is long enough to give a good picture of the roles of adults and children. Pencil sketches alternating black-and-white with color are soft and appealing. Previewed by Cecil Swanson School.

Outcomes: 1.1.1 Community, Identity, Respect



Martchenko, Michael. (2003) *Ma, I'm a farmer*. Toronto: Annick Press.

\$18.95

ISBN 1550376977; ISBN 1550376969

A very funny book about careers. Fred doesn't care for his city job so he decides to become a farmer--but this turns out to be more work than expected. Fred resolves to put his unique spin on operating a farm. Similar to Robert Munsch-style humour. Martchenko has illustrated most of the Munsch books.

Great tie-in with early primary study of careers. Highly recommended. Elementary and Primary CORE Collections. Previewed by Crossing Park Elementary.

Outcomes: 1.1.5 Rural, Urban, Occupations



Masurel, Claire. (2001) *Two homes*. Cambridge, Massachusetts: Candlewick Press.

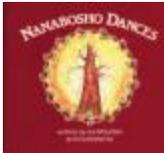
\$22.99

ISBN 0763605115

Alex's parents live apart, giving Alex two homes to describe. Comparisons are only in the pictures; one or two lines of text on each page are simple to read, and are non-judgmental. Alex clearly has two parents who love him, and provide a happy environment. The message is one of comfort and security,

providing an opportunity to discuss how lifestyles may vary and still be harmonious. Previewed by Cecil Swanson School.

Outcomes: 1.1.3, 1.1.4 Community: home, Cooperation, Peace



McLellan, Joseph. (1991) *Nanabosho dances*. Winnipeg: Pemmican Publications.

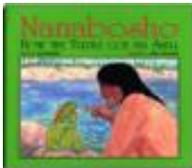
\$12.25

ISBN 0921827148

While explaining how important it is to take care of their clothing for the spring powwow, ni mishomis, Nonie's and Billy's grandfather, tells them the story of the first hoop dance. Long ago, Nanabosho hunted a bear for the food and pelt it would provide. He carelessly left behind his tobacco pouch. That meant that he was unable to give proper thanks to Kitchi Manitou and to the bear. While thinking about this problem, he began fashioning hoops from willow branches. The hoops reminded him of the four winds, and as he danced with the hoops, he thought first of a tree, then an eagle, a wolf, a butterfly and then the nest of the Thunderbird. His experience transformed him. When he stopped dancing, Nanabosho noticed new tobacco plants growing at his feet. Billy's grandfather explained that the hoops were a means to know himself, Mother Nature and the gifts of Kitchi Manitou. Illustrated with delicate watercolours, each framed by natural symbols, this story reveals how important it is to recognize and learn from nature. Previewed by AISI Teacher-Librarians.

Outcomes: 1.2.1 Culture: traditions, Aboriginal

Also listed in Grade Three



McLelland Joe. (1994) *Nanabosho: how the turtle got its shell*. Winnipeg: Pemmican Publications Ltd.

\$12.25

ISBN 0921827407

A "pourquoi" story about Turtle who had no shell long ago and how it came to be that he has one today. When Turtle helped Nanabosho find the fish, Nanabosho was so grateful that he rewarded the turtle with a shell fashioned from a round

stone, meant to keep him from harm. This is a traditional Cree story told in simple language with lovely colour symbols on pages. Soft watercolours illustrate and extend the text. Previewed by AISI Curriculum Support.

Outcomes: 1.1.4 Cooperation, Environment



Milich, Zoran. (2002) *City signs*. Toronto: Kids Can Press.

\$16.95

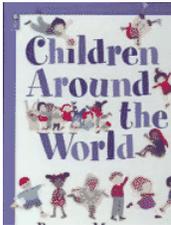
ISBN 1553377486; ISBN 1553370031

In this book, the real life colour photographs show places and signs in the city. All photos contain one or two words. Highly visual pictures with common neighbourhood vocabulary. Opportunities to extend into further discussion. Previewed by Janet Johnstone Elementary.



Outcomes: 1.1.5

Symbols and Landmarks, Urban



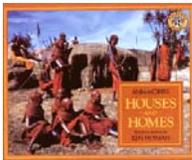
Montanari, Donata. (2001) *Children around the world*. Toronto, Ont.: Kids Can Press. \$15.95 ISBN 1553376846

In bright, splashy felt artwork and friendly, readable text children from twelve countries of the world are introduced. Two pages at the beginning introduce “samenesses”, followed by a map of the world identifying countries represented. On each two pages thereafter, the first-person narrative tells about a child from that country. Adam, an Inuit child, represents Canada. Two final pages celebrating childhood invite young readers to “hop on a rainbow and fly around the world!”

Previewed by Cecil Swanson School.

Outcomes: 1.1.1

Cultures: traditions, languages, celebrations, story, beliefs, Multiple Points of View



Morris, Ann, 1930- (1992) *Houses and homes*. New York: Lothrop, Lee & Shepard Books.

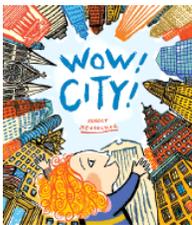
\$25.99

ISBN 0688101682

The full-coloured photographs with simple captions tell the story of different kinds of houses and what makes them homes to the people occupying them. Photos of houses from around the world are featured. A photographic index provides additional information about the houses and the countries in which the photos were taken. A world map is included. This book is excellent for supporting the development of the concepts of urban and rural, community and multiple perspectives. Previewed by Curriculum Support.

Outcomes: 1.1.5

Urban, Rural, Community: Home, Multiple Points of View



Neubecker, Robert. (2004) *Wow! City!* New York: Hyperion Books for Children.

\$23.99

ISBN 0786809515

Riding on her father’s shoulders, Izzy visits the city and is enthralled with the marvellous sights around them. Each scene is shown in an out-sized double-page spread of vibrant colours and busy activity, captioned with two words, “Wow!” and the “activity”: Wow! Airport!; Wow! Park! Young readers will enjoy searching for Izzy and her father in each scene, while exploring with them the buildings, vehicles and human activity found there. This is an excellent book to support visual literacy as students explore the concept of urban, signs and symbols. Previewed by AISI Teacher-Librarians; Curriculum Support Services.

Outcomes: 1.1.5

Community, Urban, Landmarks

Also listed in Grade 2



Nicolai, Margaret. (1998) *Kitaq goes ice fishing*. Anchorage: Alaska Northwest Books.

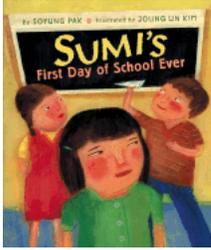
\$11.95

ISBN 0882405691

Kitaq cannot wait for his grandfather to take him ice fishing. Readers gain knowledge about clothing, tools, food, and traditions of the Yupik people from the 1950s. Inuit words with definitions in brackets are embedded in the text. Vibrant, realistic watercolours add to the interpretation and enjoyment. Uses the term “Eskimo” and not a Canadian Community, but can be easily adapted. Previewed by Somerset Elementary and (AIS) Curriculum Support.

Outcomes: 1.1.4

Rural, Aboriginal



**Pak, Soyung. (2003). *Sumi's first day of school ever*. New York: Viking.
\$24.00**

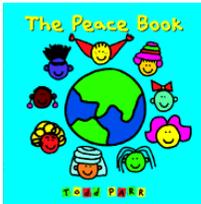
ISBN 067003522X

In this book, we experience the first day of elementary school for a Korean student--a scary place for her. We experience America through her eyes, where everything is new and different and everyone speaks a different language. A great book for all elementary schools and helps to teach sensitivity to culture, new people and promotes friendship and other perspectives. English as a Second Language. Highly recommended. Elementary and Primary CORE

Collections. Previewed by Crossing Park Elementary.

Outcomes: 1.1.1, 1.1.2, 1.1.3 Citizenship: Belonging and Connecting, Community

Also listed in Kindergarten



Parr, Todd. (2004) *The peace book*. New York: Little, Brown.

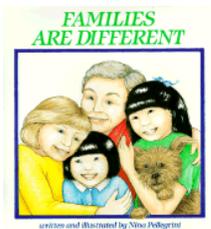
\$23.99

ISBN 0316835315

Peace can mean many different things - making new friends, sharing a meal, feeling good about oneself. Each page has strong, brightly coloured drawings, and one large print sentence suggesting ways children can experience and bring about peace. Highly recommended. Previewed by (SSS) Evaluation/Selection.

Outcomes: 1.1.4 Peace, Cooperation

Also listed in Kindergarten



**Pellegrini, Nina. (1991) *Families are different*. New York: Holiday House.
\$26.95**

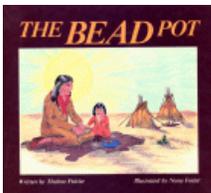
ISBN 0823408876

A young girl named Nico discovers that her family is not so different from her classmates. They also come from a variety of families. She and her sister Angel were both adopted from Korea and do not resemble their parents. As she reflects on her feelings about "being different", she comes to the realization that families take many forms and are held together by a special kind of glue called love. This evocative children's book encourages self-acceptance of self

and family. Colourful pictures support the text and portray different kinds of loving families.

Previewed by AISI Teacher-Librarians; Curriculum Support.

Outcomes: 1.1.1 Cooperation, Identity, Multiple Points of View



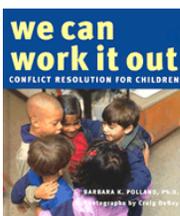
Poirier, Thelma. (1993) *The bead pot*. Winnipeg: Pemmican Publications.

\$9.95

ISBN 092182730X

A young girl learns the ways of women in her culture through the mentoring of her great-grandmother. When the great-grandmother passes on, the girl inherits the great-grandmother's bean pot and sews beads on moccasins each day. Each night the bead pot is empty. Every morning the bead pot is full. The cycle of the bead pot as empty and full continues all through the woman's lifetime through marriage and rearing her own family. As she nears her end, she waits for her great-granddaughter to come to take the bead pot to carry on the tradition. The story is simply told and the illustrations are pencil prints and extend the text. Previewed by AISI Curriculum Support.

Outcomes: 1.2.2 Change



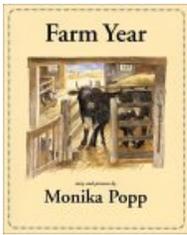
Pollard, Barbara Kay. (2000) *We can work it out: conflict resolution for children*. Berkeley, Calif.: Tricycle Press.

\$20.95

ISBN 1582460310

Colourful two-page spreads present discussion questions on a series of topics such as teasing, lying, excluding, criticism. Each "conflict" two-page spread is followed by a "resolution" two-page spread that gives suggestions for dealing with the conflict. For example, teasing is paired with kindness. Criticism is paired with compliments, blaming is paired with taking responsibility. A useful tool for teachers to work with children on conflict resolution. Previewed by Hawkwood Elementary.

Outcomes: 1.1.2 Cooperation

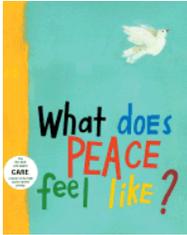


Popp, Monika. (2002) *Farm Year*. Toronto: Douglas and McIntyre.  \$18.95 ISBN 0888994524

This is a gentle story of Anna, a Holstein calf that is purchased at auction and taken to live on a beef farm. Anna's life over her first year is described in lovely, rich language that evokes wonderful images of a Manitoba farm through the four seasons. Watercolour illustrations add to the warmth of this story. A good read aloud to give children a sense of rural life. Previewed by Hawkwood Elementary.

Outcomes: 1.1.5 Rural

Also listed in Grade Two



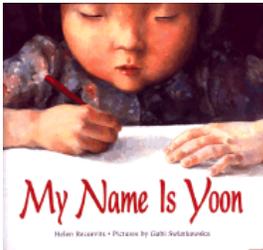
Radunsky, V. (2004) *What Does Peace Feel Like?* New York: Antheneum Books for Young Readers. \$22.50 ISBN 0689866763

In question-and-answer format, thoughts and feelings about peace are expressed by young people from around the world. The topic is explored through the five senses – what does peace smell like? taste like? look like? and so on. The responses are creative and poetic and the child-like pastel drawings are appealing. Includes a list of the word for peace from every country in the world.

This book is sure to spark some excellent discussion when used as a read aloud.

Would be an excellent pattern for children to write their own thoughts about peace. Previewed by Hawkwood Elementary.

Outcomes: 1.1.4 Cooperation



Recorvits, Helen. (2003) *My name is Yoon*. New York: Frances Foster Books. \$22.50 ISBN 0374351147

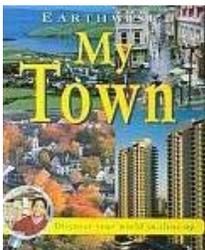
Disliking her name as written in English, Korean-born Yoon, or Shining Wisdom, refers to herself as Cat, Bird and Cupcake, as a way to feel more comfortable in her new school and new country. "I wanted to go back home to Korea...everything was different here". Yoon doesn't want to learn the new ways. Her simple, first-person narrative stays true to a small immigrant

child's bewildered viewpoint, and Swiatkowska's beautiful paintings, precise and slightly surreal, capture her sense of dislocation. A powerful and inspiring picture book. Highly recommended.

Elementary and Primary CORE Collections. Previewed by (SSS) Evaluation/Selection.

Outcomes: 1.1.1, 1.1.3 Citizenship, Belonging, Uniqueness

Also listed in Kindergarten

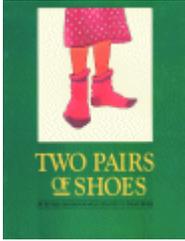


Robson, Pam. (2005) *My town*. Manako, MN: Aladdin Books. \$28.45 ISBN 1932799494

Readers of this informational literature will discover similarities in the places we live, from small villages and towns to giant cities. Find out about all the services and people that help make up "My Town". Large text is effectively interspersed with captioned photographs and organized in an easily accessible manner for younger learners. Magnifying glass cues readers to look for specific things in their town or city. Paintbrush boxes contain activities that relate to their locality.

Contains table of contents, index, glossary, and headings to aid information gathering. Previewed by Somerset Elementary.

Outcomes: 1.1.1 Belonging, Community



Sanderson, Esther. (1990) *Two pairs of shoes*. Winnipeg: Pemmican Publications.

\$10.95

ISBN 0921827156

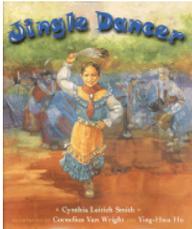
Maggie receives a pair of patent leather shoes for her birthday. She can't wait to show them to her Kokum, her grandmother. Although Kokum is blind, she appreciates the pride that Maggie has in her new shoes. To her surprise, Maggie's Kokum presents her with a beautiful pair of beaded moccasins and asks Maggie to think about "when and how to wear each pair". The writing in this story

is not strong and the ending is weak but it should spark good discussion about identity, belonging, and the difficulty of trying to live in two cultures.

Previewed by Hawkwood Elementary.

Outcomes: 1.1.1, 1.1.3 Belonging, Aboriginal, Cultures: clothing

Also listed in Kindergarten



Smith, Cynthia Leitich. (2000) *Jingle Dancer*. New York: Morrow Junior Books.

\$23.99

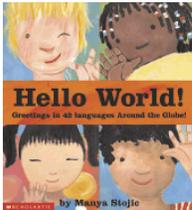
ISBN 068816241X; ISBN 0688162428

Jenna, a Native-American child, wants to perform at the Muscogee-Creek Nation powwow but needs jingles for her dress. She borrows rows of jingles from different friends and relatives. In doing so, not only does she dance the powwow for herself, but also for all the women whose jingles make Jenna's dress sing.

Using colourful illustrations, this book explores the blending of contemporary and traditional aspects of Native-American life. Previewed by Curriculum Support.

Outcomes: 1.1.1 Uniqueness, Culture, Aboriginal

Also listed in Kindergarten; Grade Two



Stojic, Manya. (2002) *Hello world! : Greetings in 42 languages around the globe!*. New York: Scholastic.

\$23.99

ISBN 0439362024

Illustrations rich in colour and texture, and words of children from 42 languages around the world - with phonetic pronunciations. Diversity demonstrated in accepting way. Children depicted - equal gender representation. Highly recommended. Elementary and Primary CORE Collections. Previewed by

Coventry Hills Elementary.

Outcomes: 1.1.4 Cooperation, Peace



Taylor, C. J. (1992) *Little Water and the gift of the animals*. Westmount, Quebec: Tundra Books.

\$7.99

ISBN 887764002

From a Native American legend of the Seneca tribe, this illustrates the high regard for animals and nature. In the legend, a young hunter named Little Water is so attuned to the animals and the forest that his people believe he can talk to the animals. He is asked to find out the secrets of the animals in order to cure his tribe

of a terrible sickness. With beautiful autumn illustrations, this story reminds us of the interconnectedness among the land, animals and people. Previewed by Curriculum Support.

Outcomes: 1.1.4 environment

Also listed in Grade Two; Grade Three



Uegaki, Chieri. (2003) *Suki's kimono*. Toronto: Kids Can Press.



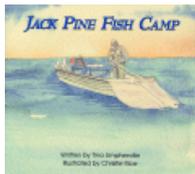
ISBN 1553370848

Suki's favourite thing is the blue kimono that her grandmother gave her and she wants to wear it to school on the first day. Her sisters tell her that people will think she's weird, but Suki wears her kimono anyway. The other students notice that Suki looks different, but they are able to appreciate the special traditions that Suki shares with them. A lovely story with charming watercolour and ink illustrations that complement the text perfectly. A wonderful read aloud that is sure to spark

discussion about "being different", family traditions. Highly recommended. Elementary and Primary CORE Collections. Previewed by Hawkwood Elementary.

Outcomes: 1.2 Community, Respect, Uniqueness

Also listed in Kindergarten



Umpherville, Tina. (1997) *Jack Pine Fish Camp*. Winnipeg: Pemmican Publishers.



\$9.95

ISBN 0921827563

The story details the customs and traditions of a Cree village in northern Manitoba, as experienced through the eyes of a young Cree girl. Her family moves to the fish camp for the summer where life involves fishing with large nets.

The young girl's summer activities are described by the author who once lived there. The story conveys a way of life for the northern Cree and provides a sense of community. The text is extended with soft watercolours. Previewed by AISI Curriculum Support.

Outcomes: 1.1.1 Responsibility, Community



Umpherville, Tina and Rice, Christine. (1995) *The spring celebration*. Winnipeg, Manitoba: Pemmican Publications Inc.



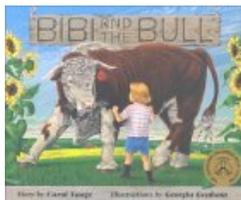
\$9.95

ISBN 0921827466

As signs of spring start happening around her village, a young Cree girl looks forward to the time of celebration with her people – a time when her world in the

far north warms up after a long winter. This book tells the story of social life and customs in the northern Cree world and details the girl's thoughts and feelings. This is a first novel for the author and is not strong writing but it does offer the reader a view of life in a village in northern Manitoba based on the author's own experiences. Illustrations are soft watercolours, lending a gentle quality to the story. Previewed by AISI Curriculum Support

Outcomes: 1.2.1 Community, Culture, Tradition, Aboriginal



Vaage, Carol. (1995) *Bibi and the bull*. Edmonton, AB: Dragon Hill Publishing.



\$8.95

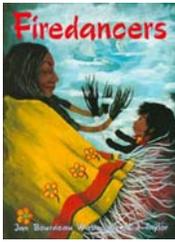
ISBN 889951780

Set in Central Alberta during the month of July, this tells the story of Bibi and her mother's visit to grandparents on the farm. Grandpa warns Bibi of all the dangers in the farmyard. But when they reach the bull pen, Grandpa warns the bull about Bibi! Beautiful, evocative colour illustrations on full-page

spreads with some small insets, recreate life on the farm and the love between grandfather and granddaughter. Is based on an actual event. The illustrations are reminiscent of those by Yvette Moore and Joanne Cuygnet, and they are the focal point of the book. Previewed by Beddington Heights Elementary.

Outcomes: 1.1.5 Rural

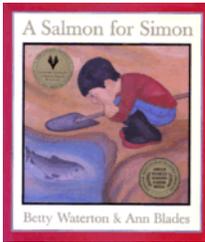
Also listed in Grade Two



**Waboose, Jan Bourdeau. (1999) *Firedancers*. Toronto: Stoddart Kids 
\$19.95 ISBN 0773731385**

The past and present blend together when a young Ojibway girl and her grandmother pay a nighttime visit to Smooth Rock Island. The author's figurative language adds a touch of mystery as the child watches the grandmother do the ceremonial dance of her ancestors. She joins in and does the firedance with her grandmother and their ancestors who appear in the firelight. Both author and illustrator are First Nations Canadians. Colourful illustrations by C.J. Taylor complement the author's very descriptive story, and are in her very distinctive style. Native Folklore / Canadian. Highly recommended. Previewed at Sam Livingston Elementary.

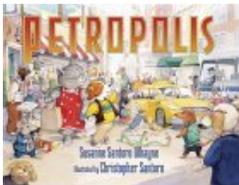
Outcomes: 1.2.1 Identity, Cultures: traditions, Aboriginal



**Waterton, Betty. (1996) *A salmon for Simon*. Toronto: 
Douglas and McIntyre, 1996.
\$14.95 ISBN 0888992653; ISBN 088899107X**

This is a revised edition of this classic title which has been out of print for some years. Tells the moving story of a small boy torn between his desire to catch a fish and his sympathy for the creature's need to be free. A simple story told in expressive language and illustrated with full-page, evocative watercolour paintings of the Northwest Coast. Winner of the 1978 Governor General's Literary Award for Children's Literature (Illustrations - Previewed by (SSPS) Evaluation/Selection.

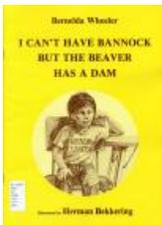
Outcomes: 1.1.3 Community: home, school



**Whayne, Susanne Santoro. (2004) *Petropolis*. New York: Handprint Books.
\$23.95 ISBN 1593540019**

Max the dog sets off on an adventure in the big city. Younger students will enjoy this story about the dog that gets lost. As a class project, students could map the adventure on a chart and help Max to get home again. Told as a story in rhyme, this provides an excellent opportunity to discuss the many signs and labels, landmarks and strategies people might use if they did get lost. This helps to introduce and reinforce very early geographic thinking skills. Previewed by Curriculum Support.

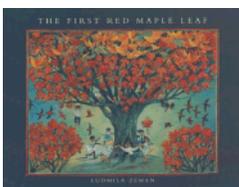
Outcomes: 1.1.5 Community: Urban Also listed in Geographical Thinking



**Wheeler, Bernelda. (1984) *I can't have bannock but the beaver has a dam*. Pemmican Publications.
\$11.00 ISBN 1553790022**

A cumulative story in which a young boy keeps asking questions to find out why he cannot have some bannock. His mother repeats the series of events that occurred that prevent her from making the bannock. The book concludes with a recipe for bannock. The black and white illustrations are less than inspiring but the story makes an enjoyable read aloud. Previewed by Hawkwood Elementary.

Outcomes: 1.1.4 Cooperation, Environment



**Zeman, Ludmila. (1997) *The first red maple leaf*. Toronto, Ont.: 
Tundra Books.
\$9.99 ISBN 0887764193**

A wonderful Canadian folktale explains how the first red leaf came to be. The tale is set in a time when Iceheart ruled, and darkness reigned. During a terrible storm, a boy finds a Canada goose pinned to a log, and frees him. The bird in turn leads the people south where there are trees to shelter them. But Iceheart shakes the leaves off the trees. Although Iceheart can never be vanquished, there is a promise of a return to summer. Exquisite, coloured illustrations truly enhance the story. The flyleaf is an inviting invitation of what is to come. The border around the printed text, and the storyboard on the opposite page complement the tale. The Canadian content is one that students can identify with. Highly recommended. Previewed at Prince of Wales Elementary.

Outcomes: 1.1.3 Communities, Symbols and Landmarks, Identity

