



the Bookmark

SUMMER 2011 VOL 51 ISSUE 1

BRITISH COLUMBIA TEACHER LIBRARIANS

Diversity and the Magic of Three

The classroom teacher, the teacher-librarian and the writer or illustrator

By Vi Hughes
Vice President - Children's Writers
and Illustrators of BC Society

We naturally think of diversity when we plan a unit for a group of students. Students are unique in many ways: in their background knowledge, learning styles, interests, level of language, abilities and special needs. In every classroom there is also a range of reading levels – from the non English-speaking student and non-reader to the



student reading well beyond grade level.

Teaching to that diversity requires a variety of resources. In all curricular areas and especially in the content areas of Math, Social Studies, and Science, students may not be able to access information from a textbook. When a struggling reader picks up a text they encounter two things they must do. First they must be able to read. Then they must be able to understand the textbook features and the content vocabulary and concepts, often presented in dense text with no supports such as you'd find in a story plot.

Accessing library resources supports the learning of these students and enriches the learning of the more able student. Lots of resources and of different types: trade books written on the subject, graphic books, content area journals and magazines, visual presentations, films, dvds, music, information from the internet, and more.

The teacher-librarian can be a powerful partner, in accessing these resources and in collaborative planning and teaching. Teacher-librarians bring their knowledge of the school's library collection and how it supports the curriculum goals into that planning. They have the ability to integrate skills in information literacy into the classroom content. They can be the connection to learning through technology. And they can be the connection to another great resource- the writer and illustrator.

Consider the trade books out there – the books written by writers and illustrators who are knowledgeable and skilled in their topic area. Those writers and illustrators are valuable resources and can be collaborative planners too. They are available for classroom visits and can address the diversity in the classroom by making presentations tailored to a particular group of students.

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BCTEACHERLIBRARIANS' NETWORK

<http://bcteacherlibrarians.ning.com>

@BCTLA- TWITTER...

<http://twitter.com/#!/bctla>

BCTLA- WEB HOME

<http://www.bctf.ca/bctla>

bcteacherlibrarians
British Columbia Teacher-librarians' Association

Angie MacRitchie

SENIOR EDITOR

Once again it is June and I find myself reflecting on this year as well as thinking about how I might begin things in my school library for next year. How should I start the first term with my students? How will I keep up with the high level of collaboration expected? What curricular changes do I need to be aware of? What will I do for my summer professional development?

Then I remember, I need to stop and enjoy some of our summer first! Yes, like most of you, I love my job and relish the planning that goes into it. I always look to improve my teaching and planning practices and hope the students I work with will benefit in some way. Toward that end, one thing I've done and urge you to do is read this issue of *The Bookmark*.

This issue contains several inspiring articles. A new regular contributor, CWILL president, Shar Levine shares some of her top Science picks as well as some great ideas to inspire young scientists in the classroom. I love CWILL VP, Vi Hughes' contribution entitled, Diversity and the Magic of Three. It is a fresh look at collaboration which includes the author/illustrator. I look forward to more articles from members of CWILL in the future. Our guest contributor, Dr. Andrew Shenton, a TL from the north-east coast of England, describes his program at Monkseaton High School. Karen Lindsay, former BCTLA executive

member, now teaching in Tunisia, shares her creative approach to a Living Books Festival. In Cruchley's Corner, Diana has not one but three books to share with fabulous lesson ideas to help get your year started. Margriet Ruurs has contributed a wonderful interview with Canadian author, Michael Kusugak. Formerly of Nunavut, Kusugak now resides in BC. Finally, don't forget to enjoy our regular columns from Stew Savard and John Goldsmith as well as our book reviews section.

I have been Senior Editor of *The Bookmark* for three years and it has been a wonderful learning experience where I have had the pleasure of meeting many interesting people. With Al Smith's help, I have seen the journal go through a dramatic transition but have decided to let someone else continue as I think the journal now needs some fresh ideas and someone new to implement them. Your new Senior Editor is a teacher-librarian from Maple Ridge, Suzanne Hall. Enjoy your summer and this issue of *The Bookmark*!

Angie MacRitchie, Senior Editor
✂

Enjoy this issue, send feedback to the contact information below, and stay tuned for upcoming issues.

<http://bctf.ca/bctla/index.html>

As you enjoy this issue of *The Bookmark*, I invite you to consider sending in some feedback or blog articles at: <http://bcteacherlibrarians.ning.com/profiles/blogs/thebookmark-bctla>

BIO



Angie MacRitchie is a teacher-librarian at Rutland Elementary, SD #23, Kelowna.

Angie MacRitchie

is a teacher-librarian at Rutland Elementary School in SD 23, Kelowna, BC. She has been a BCTLA executive member for several terms as Vice President, Chapter Relations. This is her second term as Senior Editor of *The Bookmark*.

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Al Smith is a teacher-librarian at Kelowna Secondary School, SD #23, Kelowna.

Al was the past BCTLA web-

master, Recording Secretary and publications staffer since 2007. He is an active member of COTLA and the TL community. His passion is climbing, flyfishing and photography.

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BCTLA Executive 2011

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a Provincial Specialist Association of the BC Teachers' Federation.

Join or renew your membership!

Now ONLINE!

<http://bctf.ca/bctla/info/membership.html>

Contact Kam at kampurewal@shaw.ca for all questions.



From Your President **HEATHER DALY**

IN CIRCULATION: <http://bctlaincirculation.blogspot.com/>

Spring 2011 brings conclusion to BCTLA's 2008-2011 Action Plan. Over the past three years, BCTLA has risen to the challenge, modernizing our governance and operations, adding new systems and resources, supporting teacher-librarians in schools and districts, and leading the way. Indeed, now, having emerged responsive, powerful, and capable, no challenge seems too large. We are moving into the future with passion and purpose, bolstered by the recent BC Supreme Court decision that may have a significant impact in our efforts to restore school library programs and services for every student and staff member in the province.

Some highlights from 2010-2011:

Executive and Council Meetings

- BCTLA Executive meetings were held on September 18 (all day), on October 22, on January 22 (all day), and on April 15.

- Chapter Councillors met on October 23 and April 16.

Advocacy

- For the third consecutive year, Canadian Library Month posters were sent to all public schools in the province with the help of the Public Library Services Branch.

- The colloquium/webcast, "E-texts, E-books: Are We at a Tipping Point?", involving BCTLA promotion, was held at UBC on October 28 in celebration of National School Library Day.

- The fourth Drop Everything and Read (DEAR) challenge was

coordinated and promoted, both here in BC and by the Manitoba School Library Association.

- BCTLA

Executive mem-

bers helped to

staff the BCTF

booth at Word

on the Street on

September 26

and staffed a dis-

play table at the

BCTF New and

Student Teachers'

Conference on

February 26.

- Additional initia-

tives included "Love Your School

Library" in February and recognition

of the Day of Pink and Freedom to

Read Week.

Working and Learning Conditions

- Teacher-librarian bargaining priori-

ties were prepared and sent to the

BCTF Executive.

- The 2009-10 Working and

Learning Conditions survey report

was released, accompanied by a

BCTF news release and media

events.

Professional Publications

- The Points of Inquiry: A

Framework for Information Literacy

and the 21st-Century Learner was

released in October 2010.

- The Bookmark continued to be an

important professional resource.

Collaboration

- BCTLA's President attended

the Washington Library Media

Association (WLMA) conference, and the WLMA President Elect

attended our conference in October.

- BCTLA was invited to be part of the Ministry of Education's event celebrating the 100th anniversary of public library service in BC, and to present on school libraries to library technician students at Langara College.

- Representatives of BCTLA provided support on a number of committees, including the Red Cedar Book Awards (YRCA), the BC Digitization Coalition, and BCLA YAACS (Young Adult and Childrens' Services).

Communication and Awards

- There was regular communication with Chapter Councillors and with BCTLA members through the BCTLA Forum, the BCTLA blogs and Twitter.

- In February 2011, an online Communications and Professional Development



survey was sent to members, who responded regarding their preferences.

- Awards were presented to a number of amazing teacher-librarians, and Chapter Grants were awarded to the Delta and Langley Teacher-Librarians' Associations.

Professional Development

- With thanks to the Central Okanagan Teacher-Librarians' Association, the "Kelowna Fresh" Conference was very successfully held in October.

- The BC Teacher-Librarians Ning, our new collaboration portal, was developed and launched.

- Online membership registration was implemented.

- Contact was established with teach-

er-librarians in districts where there are no BCTLA Chapters, including SD34 (Abbotsford) and SD91 (Nechako Lakes).

- Work commenced in Northern BC to reconstitute Chapters including in SD82 (Coast Mountains).

Thank you to the 2010-2011 BCTLA Executive: Jeff Yasinchuk, Bonnie McComb, Halia Hirniak, Chris Evans, Amanda Hufton, Lynn Turner, Angie MacRitchie, Moira Ekdahl, Kam Purewal, Arlene Anderson, Patricia Baisi, and Val Hamilton. I would also like to thank the incomparable Al Smith, who has supported the BCTLA Executive in every endeavour! Thank you also to the BCTLA Chapter Councillors, to all of our

2009 -10 FINANCIAL STATEMENT FOR BRITISH COLUMBIA TEACHER-LIBRARIANS' ASSOCIATION

INCOME ACCOUNTS

99921	Income Surplus (deficit), June 30, 2009	\$56,628.61
99930	Membership/subscriptions fees	\$12,366.80
99931	BCTF grant 295 @ \$18.50 (\$4,750 min.)	\$ 5457.50
99932	Advertising	
99940	Other (conference money, seed money)	\$ 10,760.53
	Other	\$ 3,058.19
TOTAL INCOME		\$88,271.63

EXPENSES ACCOUNTS

99950	Meetings – executive	\$ 9889.66
99958	TTOC expenses	\$ 6177.15
99960	Publication – journal	\$ 5163.12
99962	Publication – other	\$ 1263.10
99970	Operating	\$ 286.68
99972	Chapter support	\$ 12,811.92
99974	Curriculum development	\$ 99.72
99979	Miscellaneous	\$ 10,031.39
99998	Conference – hold, future expenses	\$ 0.00
	Conference – award winners	\$ 150.00
	<u>Conference - misc.</u>	\$ 27.99

TOTAL EXPENDITURES	\$ 45,900.73
Income this year – expenditures this year	(\$14,257.71)
Income surplus (deficit) as of June 30, 2010	\$42,426.88
The association will present its 2009/2010 financial statement (as of June 30, 2010) to its members at its AGM April 16, 2011, at the BCTF building in Vancouver.	

BIO



Heather Daly is the current President of the BCTLA and a District Librarian, Coquitlam

School District #43.

My educational background includes a Bachelor of Science (Cell Biology and Genetics), a Bachelor of Education (Middle Years - Science), a Diploma of Education (Teacher-Librarianship), a Master of Library and Information Studies, and a Master of Archival Studies, all from UBC. I started my career as a teacher-librarian working 0.4 at Millside Elementary School in Coquitlam. A few months after starting at Millside, a 0.6 position at Panorama Heights Elementary School, also in Coquitlam, became available and I became 1.0.

For the past few years, I have been the Library and Information Coordinator for School District #43 (Coquitlam). I work within the district's Staff Development Department on a variety of initiatives and in a variety of areas, all related to library and information. Much of my role involves supporting new teacher-librarians.

<http://public.sd43.bc.ca/district/library>

Chapter Executive members, to our formal liaison representatives to other associations and agencies, and to all of our committee members, including those on the K-12 Information Literacy Project team (Moira Ekdahl, Lynn Turner, Julie Robinson, and Michele Farquharson). Last but not least, thank you to all of the teacher-librarians in BC for everything you do, and to all of those locally and abroad who have provided support to us in our efforts, but most especially to our Members. ✨

BLOG THIS

<http://bcteacherlibrarians.ning.com/profiles/blogs/incirculation-by-heather-daly>

Meet Our Stars

Arlene Anderson

PASSION - COMMITMENT - PROFESSIONAL

Our “Star” this issue is our new BCTLA Professional Development Chairperson: Arlene Anderson

bcteacherlibrarians
British Columbia Teacher-librarians' Association

Our star this issue is Arlene Anderson, one of the newest additions to the BCTLA executive. Arlene Anderson is a teacher-librarian at Rockridge Secondary School in West Vancouver where she has taught for the past twenty years. She credits Rockridge's former TL, Anne MacDonald, with inspiring her to pursue a career in the library.

“Anne seemed to know in advance what staff needed and how to support our lessons,” says Arlene.

“I was attracted to the collaborative aspects of the job.”

When Ms. MacDonald retired seven years ago, Arlene applied for her position and got it. Two years later she completed her Masters of Education in Teacher Librarianship at UBC.

“Some might think they are too old to begin a new career at the age of fifty,” says Arlene, “but I have never looked back. I love the library.”

For Arlene, becoming involved in

the BCTLA seemed natural. She served as co-chair of her district library committee for two years and during that time became a Chapter Councillor.

“There is only one librarian in my school,” she points out. “I needed to meet other professionals in the field and learn from them.” Last year, Arlene joined the executive of the BCTLA, taking on the education portfolio.



Arlene Anderson, Teacher-Librarian
Rockridge Secondary School, West Vancouver, BC

BLOG THIS

<http://bcteacherlibrarians.ning.com/profiles/blogs/meet-our-stars-arlene-anderson>

PROFILE

<http://bcteacherlibrarians.ning.com/profile/3ig950t2qri46>

...Magic of Three

Every book has a dimension beyond the printed page. The author and illustrator can bring it all to life.

book for choosing during sustained silent reading, a book for teaching a concept, a book to support the English language learner, graphic books, map books, funny books, scary books, books to take home when you need to know everything about a subject. These are the wonderful books written and illustrated by BC Children's Writers and Illustrators. Get connected to these people and their books. The Language Arts curriculum is a natural place for trade books but don't forget the writers and illustrators who have contributed so much in the content areas such as Social Studies and

And book a visit. Most author / illustrators have their own website but they are also listed on the CWILL website.

Books by BC writers and illustrators.

Have a look. Extend an invitation.

Some new titles by CWILL BC writers and illustrators are included here. They particularly support the Social Studies and Science PLO's.

The Weber Street Wonder Work Crew by Maxwell Newhouse.
Tundra Books. ISBN: 978-0-88776-913-9

Grades 1-4

The Weber Street Wonder Work Crew is a group of kids who have lots to offer their neighbours: from babysitting cranky toddlers to lending a hand in a garden, even helping an elderly lady who needs support to keep up with her friends online.

Lively folk-style paintings work with a simple text to inspire kids to take part in helping in their own communities.

50 Poisonous Questions by Tanya Kyi. Illustrated by Ross Kinnaird.

Annick Press. ISBN 9781554512805

Grade 4 and up

It's a toxic world out there!

Venomous creatures, poisonous leaves, and noxious fumes are all around us. But even though poisons can be the death of us, they're also useful -- some can soothe pain or cure disease.

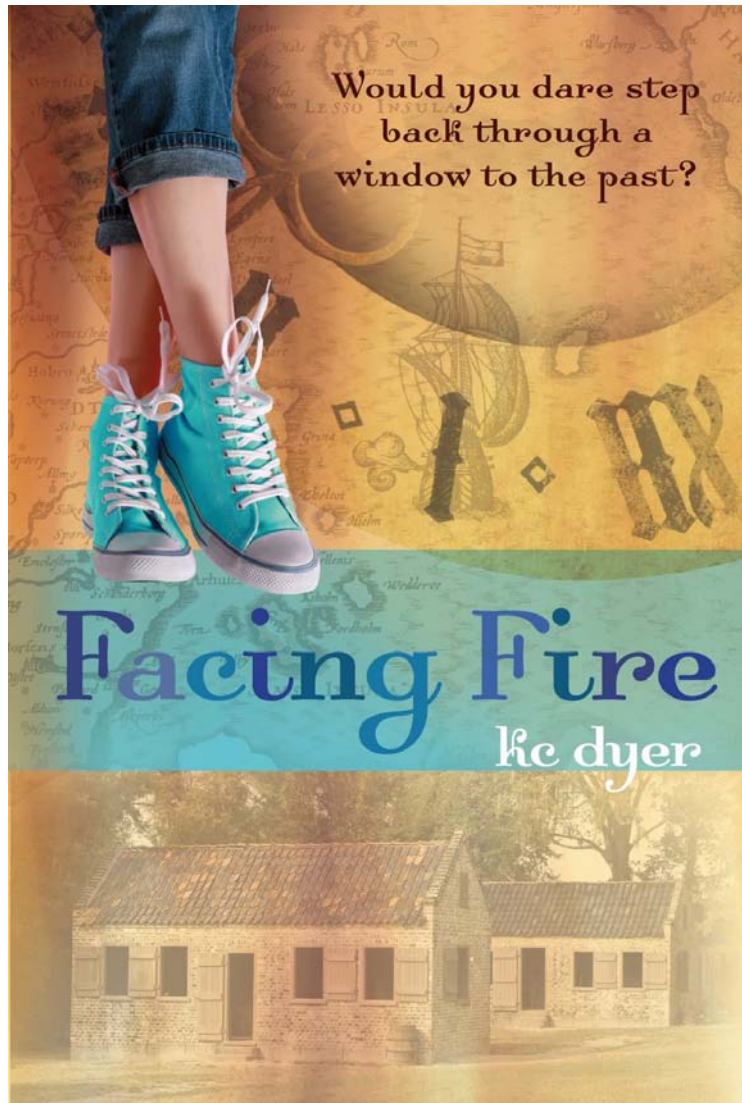
Lizards in the Sky: Animals Where You Least Expect Them by Claire Eamer.

Annick Press.

Softcover ISBN 13:

9781554512645. Hardcover

ISBN 13: 9781554512652



Their research and knowledge about a subject extends far beyond what they included in the book. Invite them into your school to share that extensive knowledge.

Together, a teacher, a teacher-librarian and an author or illustrator can make magic.

Authors and illustrators have created books for all purposes- a book to be enjoyed for its story or poetry or visual effects, a book to inspire young writers and illustrators, a perfect book for a 'read aloud', a

Science.

The Children's Writers & Illustrators of BC Society (CWILL) has 160 members throughout the province who collectively have over 1,400 books published. On the CWILL web site www.cwill.bc.ca, you will find member author and illustrator names, titles of books published, awards won, and contact information. Ask your school's learning resource committee or your teacher-librarian to order the books that support your teaching goals.



Grade 5 and up
Lizards in the Sky examines how animals adapt to their habitats by looking at extreme forms of adaptation: flying snakes, diving deer, birds that hunt on stream bottoms, worms that live in glaciers, and salamanders that live deep in caves and can go for a decade without a meal.

Shot at Dawn
by John Wilson.

Scholastic.
ISBN: 978-0-545-98595-6

Ages 9-12

Part of the series 'I am Canada', this story tells of a Canadian boy's disillusion when he goes off to fight in the First World War.

This Child, Every Child (A Book About the World's Children) by David J. Smith.

Illustrated by Shelagh Armstrong.

Kids Can Press.

ISBN: 10: 1554534666, ISBN-13: 978-1554534661
Middle grades

This book contains statistics and stories comparing the lives of children around the world.

Facing Fire by kc dyer.
Doubleday.

ISBN : 978-0-385-66637-4
Middle Grades and up

This book is one of a series of Canadian time travel stories interspersing contemporary issues with vignettes illustrating how different families came to Canada.

In *Facing Fire* the main character winds up at Fort Frontenac in 1758, in the middle of a group of Acadians fleeing a British attack during the Seven Years' War.

Munsch at play, Eight Stage

Adaptations for Young Performers by Irene N. Watts. *Original Stories* by Robert Munsch. Illustrations by Michael Martchenko.
Annick Press. ISBN 13: 9781554512300
For elementary and junior secondary students.

"...Canadian time travel stories interspersing contemporary issues with vignettes illustrating how different families came to Canada..."

In this book, Irene Watts has adapted eight Munsch stories for drama. This book especially supports the student who learns best through physical activity and active engagement with the text. The

stories included in the collection are:

- * Angela's Airplane
- * 50 Below Zero
- * Millicent and The Wind
- * Mortimer
- * Mud Puddle
- * Murrel, Murrel, Murrel
- * The Paper Bag, Princess
- * Stephanie's Ponytail

Once Upon A Bathtime by Vi Hughes. Illustrations by Elizabeth Shefrin

Tradewind Books

ISBN: 978-1-896580-54-8

A cumulative storybook for preschool and early primary.

A little girl takes her night time bath and is joined by her favourite fairytale characters.

A shared reading teaching plan is available on request.

BIO



Vi Hughes is an educator and writer, who lives on the north shore who is a literacy consultant

and past Vancouver administrator. Her recent book is a read aloud for children *Once Upon a Bath Time*.

<http://vihughes.com/>
<http://www.cwill.bc.ca>

BLOG THIS AT

<http://bcteacherlibrarians.ning.com/profiles/blogs/diversity-and-the-magic-of>



Living Books Festival

Karen Lindsay

Living Books Festival by Karen Lindsay

In every school library across the land the questions ring out: How do we demonstrate our relevance? How do we create excitement about research? How do we make the connection between people and information, and make it fun?

Last year, Australian exchange teacher Wendy Rutten wrote an article for *The Bookmark* about a Living Books event she had held at her host school, Parkland Secondary in beautiful Sidney by the sea. The idea seemed to answer these questions, so I decided to give it a try in my own library this year.

For those who might have missed the article http://virtualbookmark.typepad.com/the_virtual_bookmark/2010/06/the-living-librarywendy-rutten.html

, here's the concept. Gather together a bunch of interesting experts from one's community, catalogue them like books, and circulate them to classes in a day-long celebration of rich learning. Human beings are plentiful, legitimate sources of information and yet students very rarely contact experts in their community when they are asked to do research. So why not plant the seed of including people in the information seeking process by making an event out of it?

I called my event the Living Books Festival. I started by running the idea past our school literacy committee. What did they think about organizing a day where we would invite experts from our community to bring their expertise to our students? Teachers would have to be willing to give up one precious hour of their curriculum, and we would do our best to make sure that

there was something for everyone on the day. Right away, the committee began generating ideas for speakers and offering to contact people they knew. One knew a professional actress, another's husband would be back from being an events organizer at the Olympic Games, another knew two tri-athletes who might come; I kicked in my brother who is a research psychologist who specializes in memory function. Given their level of enthusiasm and energy, I knew I was on to something.

From there, we sought the understanding and support of our principal, then our staff committee, and finally the staff. Those hurdles met, we were off.

I contacted the University of Victoria Speaker's Bureau, a brilliant outreach program that connects professors willing to share their expertise with organizations who would like to hear what they've got to say. Within a week, I had seven speak-

ers. The groundwork had been laid. Over the next three or four weeks, the rest of the committee came through with a wide variety of interesting people. We had an impressive roster of speakers to present to our colleagues.

On the day, I was as busy as a one-armed paper-hanger, so I didn't get to see any more than five minutes of a few presentations as I ran



around taking pictures, but my favourites were these: Dr. Robert Gifford, an environmental psychologist who brought a video of inside the International Space Station. Every known clip of the ISS had been skillfully edited so that it appeared to be a complete tour of the facility. Dr. Gifford had used this film as a basis for a study on livable environments which was completed in 2007. Once the students had viewed the tape, Dr. Gifford had them fill out questionnaires about whether or not they would be willing to go, how long they thought they could live there, what they thought would be fun and what would be problematic for them. Although his study on the habitability of the ISS is complete, he was making them think and giving them the experience of participating in a research study. He gave those physics students an experience like no other. The other memorable "Living Book" for me was tri-athlete Jasper

Blake whose mother was diagnosed with MS in 1992. She had always wanted to hike in the Himalayas, and the diagnosis seemed to end that

government. We also got in some retired teachers.

◇Once you know who your speakers are and what period(s) they can come, draw up



a grid and post it in some central location for staff members to sign up. (This is where I learned that they hadn't really understood the concept very well.) Don't despair if it doesn't

Brandon begins his session on Compassionate Listening and Non-Violent Communication.

dream. In 2007, Jasper and a team of friends created Rise about Barriers and using a specially modified wheel chair, took Pippa Blake on the three-week trek to Mount Everest base camp. His slides and story were beautiful, moving and inspiring. The powerful love between those people allowed them to give more than they knew they had, and Pippa to accept that love and help with an open heart. I wondered which was harder to do - the giving or the receiving? Music maker Louise Rose held seventy band students in the palm of her hand while she talked about what life-long learning means to her - and should to them. It was an amazing day.

Since the devil is in the details, here is what I found to be keys to a successful event.

◇Delegate, delegate, delegate. Put someone in charge of creating a welcoming space in the library for the speakers, someone else in charge of refreshments, and another responsible for rounding up thank you gifts and cards.

◇If you have a university or college in your town, see if they can provide speakers. The Chamber of Commerce is another possible source, as are the various levels of

immediately fill up. I let my committee have first dibs so they could model the behaviour.

◇Follow up with individuals to encourage their participation. (Hey, chemistry teacher! Why haven't you grabbed Dr. X for your Chem. 12 class? That talk titled Chemicals: The good the bad and the just plain ugly has your name written all over it.)

◇Find out from each speaker what their equipment needs are, and make the classroom teacher responsible for assuring that what they need is in the room ahead of time.

◇A week before, communicate with each teacher who booked a session and confirm date, time and equipment needs. I avoided some serious embarrassment in this way. ("Did I do that? How silly; it's my spare.")

◇Have speakers meet in the library and have coffee, tea, juice and snacks out for them. If money is tight, have the person in charge of refreshments ask your local grocer or coffee shop if they would like to sponsor the event. Starbucks is a great supporter of literacy, and provided us with two "travelers", enough coffee, cream and sugar to get us through the whole day.

◇Take lots of pictures, both in the library and in classes.

◇Have a student from the class they are going to address come and pick up their guest. I had some fun with this. I created a bar-coded MARC record in a lanyard for each speaker and scanned each one out to the teacher who had booked them and back in again at the end. This simple thing made them come back at the end instead of just leaving, and gave me a chance to thank them and give each one a little gift of a school pen and mug.

◇After the day, make sure you write an article for the school newsletter so that parents get the flavour of the event. Next year, put out a call for presenters to them!

The conversations in the library between classes and all through lunch created a wonderful energy. Most speakers arrived early and stayed for a while after their sessions. They really enjoyed the chance to talk to each other about their plans and experience. I saw cards being exchanged, too, and that made me feel very good.

But the best was the buzz in the school. Kids were poured out of rooms still talking about their speaker's topic, and asking friends they met in the halls if they'd also had a speaker in their class. It was completely random, of course. Some students had a day entirely filled with Living Books, which was a bit much for them. Others didn't get to experience even one, which was a pity. The committee intends to make the LBF an annual event, and the staff is enthusiastic about that. Now that they've seen how it all works, I know they'll be more engaged in the planning process.

Me? I intend to give it a go at my new school in Tunis. I'll let you know how it goes. -Karen

BLOG

<http://bcteacherlibrarians.ning.com/profiles/blogs/living-books-festival-by-karen>



Invite an Author or Illustrator INTO YOUR SCHOOL

A letter from Shar Levine

President of the Children's Writers & Illustrators of BC Society (CWILL BC Society)

Dear Teacher-librarians,

As the President of the Children's Writers & Illustrators of BC Society, I would like to thank you for this opportunity to tell you something about our organization and our members. The Children's Writers & Illustrators of BC Society has 160 members throughout the province who have collectively had over 1,400 books published. On our web site <http://www.cwill.bc.ca>, you will find member author and illustrator names, titles of books published, awards won, and contact information.

According to teachers and librarians "school author visits promote reading and books! The positive impact of meeting and talking to an author is evident in the students' enthusiasm for reading. The lessons learned, the enthusiasm generated and the increase in books borrowed indicates that an author visit is worthwhile for any school."

"To see the process of preparing illustrations for picture books from start to finish was enlightening. It underscored the value of representing ideas in a variety of forms, and the challenges inherent in doing so."

One of our members says that an author visit to his grade 4 classroom inspired him to become a writer.

Children are thrilled to meet authors and illustrators and they are amazed to find that these talented people live in a community near them.

If you have never had a writer or illustrator visit your school, and you don't have a budget, we can offer you suggestions on how you can find funding.

Here how to find funds for author and illustrator school visits:

Artists in Education 1 – Grants to Districts

Did you know that your district already receives government funding for author and illustrator classroom workshops and presentations? All grants are available through ArtStarts.

A district can apply for a CWILL BC author or illustrator to give an hour-long workshop or presentation in the school classroom and be eligible for funding to cover up to 60% of the CWILL BC member's fee!

As a teacher, all you need to do is send a request for Artstarts funding along with the CWILL BC member's curriculum vitae to your district contact.

You can find more information here: www.artstarts.ca - (apply for funding on pull-down menu.)

Artists in Education 2- Grants to Schools
There's no need to go through your

district; there are grants available to teachers!

As a teacher, you can apply for a CWILL BC author or illustrator to come into your school for a long-term residency (a week or more). That residency could be three hours a day, from Monday to Friday, for one or more specific classes of students. The funding your school would then be eligible for would be 60% of the CWILL BC member's fee.

To apply, fill out the application here: <http://www.artstarts.ca> and submit it to Artstarts (see link for specific instructions). Along with the application, you must include the CWILL BC member's curriculum vitae.

Watch for application deadlines! Introduce your students to some of the remarkable writers and illustrators in their midst. It will change the way they see books. It will change the way they read.



Thank you for supporting BC writers and illustrators. If you have any questions, please feel free to contact us at membership@cwill.bc.ca
Shar Levine-

President
- CWILL

<http://paolasportfolio.blogspot.com/p/storytelling.html>

BC Society

BLOG THIS:

<http://bcteacherlibrarians.ning.com/profiles/blogs/letter-from-shar-levine-cwill>

BEST CANADIAN CHILDREN'S SCIENCE BOOKS AND SCIENCE WRITERS AS CHOSEN BY CANADIAN CHILDREN'S SCIENCE WRITERS

By Shar Levine

Who better to recommend science books for children than authors who specialize in writing science books for children?

Authors from across Canada were asked to name their favorite science book or science writer, and while most were probably tempted to add their names to the list, they put aside any attempt to stack the deck with their own works, and came up with this list. It should be noted that some titles may be out of print but many authors will be moving to ebooks or print on demand. If you cannot find a book but you would like a copy of it, please write to the author and check the status of the book in question.

Also - the list only represents one book from each author. Please go to the author's web site for a more up to date or complete list. If you would like to recommend a Canadian author or illustrator, please email sharlevine@shaw.ca

Marilyn Baillie -
www.mapletreepress.com,
Amazing Things Animals Do

Bayrock, Fiona -
www.fionabayrock.com -
Bubble Homes and Fish Farts

Bartholomew, Alan-
Electric Gadgets And Gizmos: Battery-Powered Buildable Gadgets That Go!

Bateman, Robert -
www.robertbateman.ca -
Birds of Prey

Becker, Helanie -
www.helainebecker.com -
The Insecto-Files

Berkowitz, Jacob -
www.jacobberkowitz.com -
Jurassic Poop

Bogart, Jo Ellen -
www.canscaip.org/bios/bogart.
Big and Small, Room for All

Bondar, Barbara -
www.barbarabondar.com -
On the Shuttle:Eight Days in Space

Bortolotti, Dan -
www.danbortolotti.com -
Wild Blue

Bosak, Susan -
www.legacyproject.org -
Science Is

Bourgeois, Paulette -
www.paulettebourgeoiswriter.com -
The Dirt on Dirt

Bowers, Vivien -
www.vivienbowers.com -
Crime Scene

Brewster, Hugh -
www.hughbrewster.com
Dinosaurs in Your Backyard

Conlan, Kathy, Under the Ice
Christie, Peter, Animal Snoops

Cumbaa, Stephen -
www.kidscanpress.com,
Sea Monsters

De Vries, Maggie -
www.maggiedevries.com,
Tale of a Great White Fish: a Sturgeon Story

Drake, Jane and Ann Love -
www.janedrake.ca,
Alien Invaders: Species That Threaten Our World

Eamer, Claire -
www.claireeamer.com,
Spiked Scorpions & Walking Whales:
Modern Animals, Ancient Animals, and Water

Forsyth, Adrian-
How Monkeys Make Chocolate

Flatt, Lizann -
www.lizannflatt.com
The Nature Treasury

Helm, Charles-
Daniel's Dinosaurs: A
True Story of Discovery

Hickman, Pamela-
Turtle Rescue:
Changing the Future for
Endangered Wildlife

Hodge, Deborah -
www.deborahhodge.com ,
Up We Grow! A Year in the Life of a Small,
Local Farm

Galat, Joan Marie -
www.joangalat.com ,
Dot to Dot in the Sky, Stories of the Moon



Ingram, Jay -
www.jayingram.ca ,
The Science of Everyday Life
Isabella, Jude -
www.judeisabella.com,
Hoaxed! Fakes and Mistakes in the World
of Science

Johanson, Paula-
HIV and AIDS (Coping in a Changing
World)

Jones, David-
Mighty Robots: Mechanical Marvels that
Fascinate and Frighten

Kaner, Etta -
www.bookcentre.ca/directory/etta_kaner,
Who Likes the Sun?

Kelsey, Elin -
www.elinkelseyandcompany.com ,
Watching Giants

Kyi, Tanya -
www.tanyalloydkiy.com,
50 Burning Questions

Lee, Cora -
www.cwill.bc.ca, link to author, The Great
Motion Mission: a surprising story of phys-
ics in everyday life

Levine, Shar and Leslie Johnstone - www.sciencelady.com
The Ultimate Guide to Your Microscope

Macleod, Elizabeth-
Why Do Horses Have Manes?

MacDonald, Bob -
www.cbc.ca/quirks,
Measuring the Earth With a Stick

Mason, Adrienne -
www.adriennemason.com,
Robots: From Everyday to Out of This
World

McMahon, Peter-
Future Machines: Ultimate Trains

Miles, Victoria -
www.magnifico-victoria-miles.blogspot.com,
Sea Otter Pup

Orenstein, Ronald-
New Animal Discoveries

O'Reilly, Gillian and Cora Lee-
The Great Number Rumble: A Story of
Math in Surprising Places

Pearce, Jacquie -
www.jacquelinepearce.ca,
The Truth about Rats (and Dogs)

Pratt Nicolson, Cynthia -
www.kidscanpress.com/Canada,
The Jumbo Book of Space

Richardson, Gillian -
www.bookcentre.ca/directory/gillian_richardson, Kaboom! Explosions of All Kinds

Ritchie, Scot -
www.scotritchie.com,

Romanek, Trudee -
www.canscaip.org/bios/romanekt, Squirt!
The Most Interesting Book You'll Ever Read
About Blood

Rondina, Catherine -
www.canscaip.org/bios/rondinaThe 10
Worst Things About the Internet,

Ruurs, Margriet -
www.margietruurs.com
Amazing Animals: The Remarkable Things
That Creatures Do

Sasaki, Chris -
www.chrissasaki.com Constellations: A
Glow-in-the-Dark Guide to the Night Sky

Shell, Barry -
www.science.ca/scientists/scientistprofile,
Great Canadian Scientists

Slavin, Bill and Slavin, Jim, Transformed:
How Everyday Things are Made

Spencer, Bev-
Made in Canada-101 Amazing
Achievements

Strauss, Rochell -
www.rochellestrauss.com, One Well

Swanson, Diane -
www.canscaip.org/bios/swanson Animals
Aha!: Thrilling Discoveries in Wildlife
Science

Tanaka, Shelley -
www.writersunion.ca,
Climate Change

Thomas, Keltie -
www.keltiethomas.com
How Figure Skating Works

Thornhill, Jan -
www.janthornhill.com
I Found a Dead Bird

Ting-Xing Ye,
The Chinese Thought of It: Amazing
Inventions and Innovations

Wiese, Jim, Head to Toe Science

Willet, Edward,
www.edwardwillett.com, Understanding the
Elements of the Periodic Table

Wilson, John,
www.johnwilson-author.blogspot.com
Dancing Elephants and Floating Continents

Wyatt, Valerie -
www.kidscanpress.com
The Math Book for Girls



BLOG

http://virtualbookmark.typepad.com/the_virtual_bookmark/2011/06/best-canadian-childrens-science-books-and-science-writers.htm

Practice What You Teach

BY NICOLA KUHN

Evidence based practice: an inquiry into the role of teacher-librarians

by Nicola Kuhn, Teacher-librarian,
Rossland Secondary School

The link in my inbox takes me directly to a Youtube video. A group of students congregate around a computer terminal discussing relevant information to include in the power point presentation opened in Google docs. Across the room, two girls access information from the school's streaming video to include in their research. Preparation begins for the Skype interview with one of the nation's leading neurologist later that day.

A few others continue their quest to find reliable and relevant information using the district's database, providing peer-reviewed research, for their inquiry unit on diseases and infections for Biology 11. The parting scene is the teacher talking to the camera, "It's almost like I have to unteach everything they've been taught – deprogram them. If we started teaching like this from an earlier age they would know how to talk to each other; they would know how to collaborate; they would know how to give feedback. They would know how to learn." (adapted from "YouTube - Learning to Learn (revised)," n.d.)

In an age where information is ubiquitous, educators can no longer be the conveyors of all knowledge. The learning needs of our students are rapidly changing and the focus is no longer simply about con-

tent but acquiring the skills and learning dispositions to "focus on knowledge construction and human understanding through inquiry based framework" (Todd, 2001, p.3). Decades of research by Carol Kuhlthau (2007) on guided inquiry outlines both the cognitive and metacognitive dimensions of the research process wherein "students, teachers and librarians collaborate and work together on ideas. Students work as a community of learners. The teachers and librarians do the same" (Kuhlthau, Maniotes, Caspari, 2007, p.5). Teacher-librarians play a key role in such a framework by supporting teachers and students as they access and explore a variety of sources and construct new knowledge. So why then are teacher-librarians continuously at risk during budget reviews? (Harada, 2006, p.25)

The school libraries that seamlessly integrate today's information literacy skills with the curriculum through collaboration often have the most difficulty providing direct evidence

of their valuable contribution to student learning (Lee, Klinger, 2011, p.26). When administration and school boards meet to discuss funding, they allocate money to programs that directly affect student learning. Teacher-librarians need to practice what they teach and use evidence-based practice to provide data that supports their role as central to student success. It is not enough to tout research findings that demonstrate the relationship between student success and a school library



with a trained teacher-librarian. Nor is it enough to present circulation statistics or the number of collaboratively planned lessons as evidence of increased student learning. These examples focus on the input of teacher-librarians rather than on the learning outcomes of students. As Todd (2007)

notes, these are "tell me" examples rather than more powerful "show me" evidence (p. 58). By employing evidence-based practice, teacher-librarians will "move away from advocating the value of school libraries and start



documenting tangible outcomes” (Todd, 2003, p.2).

Evidence Based Practice

Simply put, evidence-based practice (EBP) is using evidence as a basis for what we do in our libraries to

improve student learning. “EBP combines professional wisdom, reflective experience, and understanding of students’ needs with the judicious use of research-derived evidence to make decisions about how the school library can best meet the instructional goals of the school” (Todd, 2008a, p.38). It is suggested, “evidence based practice in education operates at two levels. The first is to utilise evidence from world wide research and literature on education; the second is to establish sound evidence, by systematically collecting information about particular phenomena. A school which wishes to use evidence in order to improve practice needs to do both” (Groundwater-Smith, 2000). So where to find current research focusing on the role of the teacher-librarian in student learning?

There is currently a flurry of activ-

ity in the field of library research that focuses on demonstrating “the unique value of school librarians in the lives of learners” (Whelan, 2010, p.32). Rutgers’ Center for International Scholarship in School Libraries (CISSL) focuses on evidence-based practice, guided inquiry and international school librarian-



ship with research being conducted by Ross Todd and Carol Gordon. The Center for Digital Literacy (CDL) examines the impact of information technology and media literacies. Rounding off the research, is Florida State’s Partnerships Advancing Library Media (PALM) with a mandate to examine the impact of media specialists on technology. These three are referred to as the “golden triangle of school library research” (Whelan, 2010, p.32) and emphasize evidence-based practice. It is important for educators to employ scientifically derived research in making decisions regarding best practice rather than simply relying on hunches or what has worked in the past without empirically derived evidence. It also helps to “avoid fad, fancy, and personal bias” (Todd, 2007, p.60). In addition, articles discussing current research can be accessed through online databases

available in many school districts, public libraries and university libraries.

Once familiar with the research, teacher-librarians will need to draw on their professional wisdom and judgement to mesh findings with student learning and outcomes. “It is about using research evidence, coupled with professional expertise and reasoning to implement learning interventions that are effective” (Todd, 2007, p.62). Reflecting upon findings will enable educators to identify learning needs of students, as well as gaps that need to be addressed. Ultimately, this type of reflective practice helps school libraries “actively contribute to fulfilling the school’s mission and goals” (Todd, 2008b, p.19). As learning leaders in their schools and districts, teacher-librarians must share the research with their colleagues to help them make informed decisions regarding curriculum instruction and student learning.

Action Based Research

Collecting data from students to use as evidence of and for learning through action based research comes naturally when using an inquiry framework. Guided inquiry is well suited for action research because it is a process of continual assessment to determine where students need guidance and what they have learned. Various forms of data can be gathered throughout the inquiry process. ‘Exit slips’ can be used to determine the effectiveness of a day’s lesson. Have students write one reason why sources need to be cited or 3 ways to assess reliability of a website (Bates, McClure, Spinks, 2010). Pre and post tests can reveal how well students learn particular skills needed for inquiry learning. By gathering meaningful evidence of instructional strategies and their impact on student achievement, teacher-librarians will be able

to show how their roles influence, and directly effect student learning. Action based research is a tool for EBP “where day-by-day professional work is directed toward demonstrating the tangible impact and outcomes of sound decision making and implementation of organizational goals and objectives” (Todd, 2003, p.53).

Action based research is a natural fit for teacher-librarians, requiring them to be directly involved in the same types of research in which students are engaged (Gordon, 2007). Those who are best suited to teach it to both students and teachers are internalizing the research process. Working with classroom teachers to design authentic learning tasks through guided inquiry works as a platform for EBP, creates a community of learners and demonstrates how action based research can be used to determine the effectiveness of the collaboration. “The contributions of the school library move beyond observation to powerful evidence about its central role in the school” (Todd, 2003, p.3).

Reflective Practice

Evidence based practice also encourages continuous reflection and begs the questions, “What can be improved next time?” “What did the students learn?” “What do they still need to understand?” The data collected through action research, employing guided inquiry as a framework, is ultimately used to improve student achievement and opportunities for success. Teacher-librarians become familiar with the body of research surrounding the role of school libraries in student learning and use it in practice, while the research in which they engage demonstrates the effectiveness of collaborative guided inquiry and is used for continuous improvement. Teacher-librarians, by nature, are

life-long learners and must stay abreast of current research and apply their findings to their own practice. As Todd notes, “a profession without reflective practitioners willing to learn about the advances in research in the field is a blinkered profession, one that is disconnected from best practice and best thinking, and one that by default often resorts to advocacy and position as a bid for survival” (2007, p.65). The reflective nature and data derived from the process will inform and improve practice; increase collaboration; establish the school library as central to teaching for understanding by

of the learning community (Levitov, 2007). Presenting data derived from your own school library, coupled with research from the professional learning community, informs stakeholders of the importance of a teacher-librarian in incorporating information literacy skills with the content area curriculum. “Library media specialists have a clear motive for engaging in such practices, because they provide a mechanism for improving the effectiveness of their programs, eliminating unnecessary work, and gaining support from teachers and education leaders during a time when it is needed

more than ever” (Bates, McClure, Spinks, 2010, p.27). Teacher-librarians can be agents of change by sharing their findings with administration and colleagues “so that they will develop an understanding of the value of the library media curriculum as it



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integrating information literacy skills with the curriculum; and develop the disposition in students to pursue knowledge and engage in inquiry throughout their lives.

Conclusion

When teacher-librarians collaborate with colleagues to implement inquiry based learning, then the stage will be set for evidence based practice and action research. EBP provides the vehicle for moving the school library program forward to a center

intersects with the school content area curricula” (Pappas, 2008, p.23). Employing an inquiry framework to our own professional development not only provides evidence of the effectiveness of the school library in student learning but allows the teacher-librarian to “connect the mastery of disciplinary knowledge with the process of critical thinking” (Zmuda, Harada, 2008, p.64) Practicing what we teach allows us to connect with our students during their inquiries and equips us to guide them through their learning,

while using the same information literacy skills we impart to them.

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BLOG

<http://bcteacherlibrarians.ning.com/profiles/blogs/practice-what-you-teachby>



Greetings from Shar Levine, Guest Columnist

Welcome back to a new term at school. You are probably as excited as your students are to get back to the classroom. As you begin to plan your lessons, take a moment to consider some new ways of looking at science, and in particular hands-on activities.

Children love science. They love to see how it relates to their everyday lives. When asked how they got their start, many famous scientists say that they had science hobbies when they were children. Some had chemistry sets, microscopes, or telescopes, many collected rocks or stones, while others made crystal radios. These scientists began exploring, measuring, observing and categorizing when they were young.

Children don't suddenly begin to love science when they are in university. That fascination or inspiration can start with a teacher when they are in elementary school.

But here's the problem: if science isn't your favourite subject, it probably won't be your student's favourite subject. Many educators don't have strong backgrounds in science and they may feel overwhelmed when it comes to teaching the subject. They feel more comfortable with language studies, art, geography, or history. Are you the kind of educator that feels that science is intimidating or unknown territory?

Now, let's take a moment to consider the text books you are using in your classroom. History doesn't change. Confederation was 1867 and WW1 ended on Nov. 11th 1918. The capital of Canada is Ottawa, and any book that has that in it will not need to be replaced. A dangling participle will always be a dangling participle; however, science changes, and it changes quickly.

But.... And here's the really important thing, the science text books



don't change. Schools may buy new science books once every 10 or even 15 years. And, don't forget, it may have taken several years to write the text. The science in these books may be 20 years old. Consider this:

Fifteen years ago, there weren't that many people on the internet. People who were surfing the net used dial up connections. Cell phones were huge and expensive. The cheapest digital camera only took photos with 2 mega pixels and those cameras cost a thousand dollars. Ipods, iPhones and I pads had not been invented and the first hand-held video game players were just released.

We have reached an age with huge leaps in technology that occur on a daily basis.

So how do you teach science when you don't have a strong background in it, the texts that you are using are out of date, and you have students who may be more internet savvy than you? How do you help create the scientists of tomorrow?

The internet can be your best and sometimes your worst friend. Look to kid-friendly and legitimate web sites from universities, schools and science museums to help you find up to date and interesting science activities. Check out www.scienceinseconds.com for some great science videos. Or if you have internet access in your classroom, check out Brain Pop for fun science facts. If

you have any doubts about the information on the internet, make certain you check with several sources before trying an activity.

It's really not that difficult to become a science cheerleader. It's all about attitude. Science is fun and if you can inspire children to take an active interest, then the rest is easy. It is not important that you know all the answers. It is important that you help your students ask the questions and find the answers.

What you teach children today will help influence who they will be as adults. And despite the popularity of certain books, not a single child will ever grow up to be a wizard or a vampire.



Diana Bondar Studios <http://diannabonder.com/>

Have a great spring term. Make science activities part of your classroom and not just book work. Turn science into a "verb". Remember: the children

in grade 1 today will be employed as adults in professions that have not yet been invented and MANY of those jobs will be in science and technology.

Here are some simple things you can do in your classroom to spark an interest in science.

1. Weather



Accuweather (www.accuweather.com) Print out the forecast for the week and have student create a chart to see how closely the weather prediction matched what temperature or weather conditions actually occurred. Hang an outdoor thermometer by the classroom window. Measure the temperature outside each day, and see how often the predictions were correct. Create a graph of the highs and lows each day and the time it was recorded.



Scott Ritchie Illustration & Design
http://scotritchie.com/html/kids/kids_39.htm

Thunder and lightning activity

Blow up a paper bag and burst it to show how sound is made. Or when the weather is dry, create a static charge by blowing up a balloon, rubbing it over the head of a child with dry, clean hair, and watching how the hair raises and sticks to the balloon.

Use a straight sided container and a ruler to make a rain gauge and measure the rainfall. Create a graph showing the amount of rainfall each day. What is the difference between a cm of rain and a cm of snow that has melted?

In the winter you might want to take measurements of snow and create snow gauges to measure the snow fall. You could even melt the snow to show how some kinds of snow have more water content than other kinds of snow.

Hang a picture of different types of clouds and see who can match the picture to the clouds in the sky. If you have a wind vane or make one you can record which way the wind is blowing at the same time each day.

2. Make a sundial. Have students use a stick and rocks to create their own sundial. You can even have children take turns being a gnomon (the part of the sundial that sticks up) and the hour markers. Make different kinds of sundials

and compare the time on the sundial to the time on your watch. Don't forget to adjust the time for longitude. You can find simple directions on making sundials by Googling "sundials".

Ask children what "A.M." and "P.M" means. Ante Meridian Latin = "before midday", P.M. Post Meridian Latin = "after midday"

Great Canadian Scientist- Sir Stanford Fleming and time zones. Have children research and write a story about Sir Stanford Fleming and his creation of time zones. Why are time zones important and what made him create time zones?

3. Biodiversity Walk out to a grassy section of the schoolyard and measure off 1 sq metre. Have the children draw or record all the different animals, plants, or other things they see living in that area. Don't forget to lift rocks.

Study different areas around your school. What different things can you find?

4. Bird watching Here's how to create ornithologists in your class and you won't have to leave the school. You can have children draw or you might even photograph the different birds that visit your feeders.

Bird feeder – make suet feeders and hang for birds, great for fall and winter.

Bird bath - make one for outdoors by inverting a large clay pot and putting a large rimmed plate on top of the pot.

Bird identification - have a book on hand, look for footprints and document what you see or use a digital camera to photograph birds in your area. Do the kinds of birds you see change with the season?

Have a designated ornithologist each day. Bring in feathers and pictures of eggs or actual eggs to study. Roll an egg and see where it goes. Test the strength of eggs using 4 identical egg cups and placing an egg in each one. Position the cups so that you can rest a book on top of the 4 points of the eggs. Gently put a book on the eggs, how much weight can be put on the book before the eggs crack?

5. Worm Composter Do something good for the environment and have a science lesson at the same time. Make a worm composter for the classroom and get rid of leftover fruit, vegetables, bread and other lunch items. Study worms and use the compost mixture to grow plants in the classroom. Use a magnifying glass to look at the segments and to watch how a worm breathes.

Find out if worms like fruits more than vegetables. Place vegetables on one side of the composter and fruit on the other. Which gets eaten first? Put a worm on a piece of aluminum foil and listen to it move.

6. Seasons Here is something that is easy and inexpensive to introduce into your classroom. Start a collection related to each season. In the fall, you could create a display of leaves showing the dif-



ferent shapes, sizes and colors, with labels showing the kind of tree the leaf came from. Each child could even start their own book. If you have a digital camera, you can even take photos of a deciduous and a coniferous tree throughout the school year and document how the tree changes throughout the seasons.

7. Surprise!

And now for a special October treat. Scary Science, Scholastic Books, is the latest book written by my writing partner, Leslie Johnstone and me. Here is one chapter that did not make it into the book because of space. Check out this great hands-on science book when it comes out this fall!

Jack O'Lantern-
From the original Manuscript of Scary Science- Shar Levine and Leslie Johnstone, Scholastic Books, Canada, 2010

Unless you are frightened by the idea of the tooth fairy sneaking in to steal your teeth, Halloween is probably the scariest thing that happens to you each year. Have you ever helped carve a pumpkin to make a Jack O'Lantern for Halloween? If you have, then you have been part of a very old tradition. In Britain and Ireland lanterns were made when coals were placed into carved turnips. When colonists reached America they began to use pumpkins instead, and we have been carving them ever since. Let's see what makes pumpkins such a special fruit.

You Will Need

Washable marking pen

Pumpkin

Knife (to be handled by an adult)

Metal spoon

Two bowls

Tea light (either a battery operated one, or if the candle type have an adult light it and supervise)

Oven, cooking oil, salt, cookie sheet (optional)

Small container with potting soil and water (optional)

What To Do

1. Use a marking pen to draw a circle with about a 6 inch (15 cm) diameter around the stem of the pumpkin. Then draw shapes for the eyes, ears, nose, and mouth. Don't forget to add scary teeth and maybe a scar or two if you like.

2. When you are satisfied with your design have an adult cut around the circle you drew on a 45 degree angle to remove the top of your pumpkin.

3. Use your spoon to scrape the seeds and pulp out of the inside of the pumpkin. Put the insides of the pumpkin into one bowl, and carefully remove the seeds to place in the other bowl.

4. When the inside of the pumpkin is clean and smooth have an adult cut out the eyes, ears, nose and mouth you drew. Place a tea light inside the pumpkin and look at it in a dark room. Did you make it very very scary?

5. If you like you can roast the pumpkin seeds. Just toss them with about 1 tablespoon (15 mL) of cooking oil and sprinkle on some salt. Spread the seeds on a cookie sheet and have an adult cook them in a hot oven (about 425 degrees F) stirring them every five minutes until they become brown and toasted. Let them cool a little then enjoy!

6. If you don't want to cook the seeds you could try planting a few of them to grow new pumpkins. Put some potting soil in a small container with a drainage hole in the bottom. Poke a few holes about 1 inch (2.5 cm) deep in the dirt with your finger and place a seed in each hole. Cover them with soil. Water the container a little every day and watch the seedlings appear. When they have a few leaves on them you can move them to the garden or a larger pot.

WOW! What Happened?

You made a Jack O'Lantern!

Pumpkins, like their cousins the zucchini are members of the cucurbitaceae family of squashes. What makes pumpkins so terrific for carving is their size (some of them can weigh more than 1000 lbs. (450 kg)), and their thick orange skin. At one time the skin was cut off the fruit, pressed, and made into floor mats

so as you can see it is very strong. If you don't pick the pumpkins their flesh rots which gives the seeds lots of nutrients so that new pumpkins can grow every year. The seeds have a thick outer husk that protects the delicate seed inside until it is time for the seeds to germinate or begin to grow into new plants.

Did You Know?

There was a Jack that gave his name to the Jack O'Lantern. In an old Irish legend it was said that Stingy Jack tricked the Devil into refusing to accept his soul when he died. He was such a bad man that he was also refused entrance to heaven so he was condemned to wander the world until the end of time. The Devil took pity on Jack and gave him a burning coal in a carved out turnip to light his way. Jack became called Jack of the Lantern, or Jack O'Lantern. Carved pumpkins with scary faces are supposed to scare Jack away.



BLOG THIS

http://virtualbookmark.typepad.com/the_virtual_bookmark/2011/06/letter-childrens-writers-illustrators-of-bc-society-.html.html



Ken Haycock Award Report

STORYTELLING BY CHERIEE WEICHEL

By Cheriee Weichel
(Recipient, BCTLA Ken Haycock Award)

Stories wished their way into existence as pencils scratched across paper. For Five minutes the children wrote. Afterwards nearly every child in the room was ready to stand up in front of the group to tell and retell his or her story.

We observers were transfixed by how quickly and seamlessly the children, as though enchanted, were led into a world of risk taking and make believe. For two hours they engaged unabashedly in storytelling, drama, discussion, writing, and sharing. In the midst of this enchanted space they made astute connections from the story of Little Red Riding Hood to their own lives and that of the roles of women and girls. The pied piper leading us into this magical kingdom where anything was possible was Jack Zipes. Jack was visiting Vancouver from Minneapolis and luckily for me, worked with a class of grade five students at Charles Dickens School where I am teacher-librarian. When he explained how fairy tales and stories could be used to empower children in this way, I wanted to know more. Maybe it was that the stars aligned, perhaps some fairy dust was sprinkled in our path, perhaps it was just serious planning and scheming – but on July 10th, my friend, Annie, and I arrived in Minneapolis for two weeks to take a summer course with Jack before he retired. Officially the course was titled Storytelling, Critical Literacy, and Creative Drama, but unofficially became Storytelling as a Subversive Activity. The syllabus encompassed such academic topics as: “the development of the oral folk tale and literary fairy tale and how they inter-

sect in our lives; ... how fairy tales and folk tales can be changed and used so that teachers and children can explore important social issues and aesthetic questions connected to literacy through fairy tales; ... how storytelling is connected to critical literacy and how storytelling can help develop the critical literacy of children in all aspects of writing, reading, thinking, and speaking.” At times it was a real slog – four and a half hours of class a day and then another four to six hours of readings after that. Rodari’s *The Grammar of Fantasy*, and Zipes’ *Creative Storytelling: Building Community, Changing Lives, The Great Fairy Tale Tradition: From Straparola and Basile to the Brothers Grimm*, and *Speaking Out: Storytelling and Creative Drama for Children* saturated our poor brains with a surfeit of questions and possibilities. Our class was split into cooperative groups. Each group met to discuss the readings and big ideas connected to the course. Each was responsible for taking a group of Grade Five summer school students through the process. My group, “Lost in Academia,” was scheduled to go first. The original Grimm version of Hansel and Gretel and Rodari’s counter version “Nino and Nina” were our assigned texts. We had in-class time to plan and organize ourselves, but spent much time outside contemplating how our social, literary, and theatrical goals could be seamlessly embedded into the process (as well as practicing our storytelling and keeping on top of our reading.) In spite of the fact that we were prepared, and the students were kind and open to a new experience, it was still nerve racking to be working with a group of new students with a collection of adults at the back observing us. Thank goodness, we not only survived, but at the end of our session one of the lovely rabble rousing boys told us

that we deserved applause. I cannot begin to reveal how much I learned. As is the way with most important things, learning took place at multiple levels. I came to understand that in as much as the devil may be in the details, there is a pattern to the process. Part one includes improvisational story telling, student writing and sharing. Part two is composed of reconfiguring the classroom, the telling of two contrasting versions of a tale, and the chair story telling game, with discussions punctuating each. In part three the students turn the three stories from the previous section into short plays. Part four consists of reconfiguring the classroom and a final writing game with more sharing. At times theater games may be used to teach specific skills, build background knowledge, or further engage the students in the stories. Each session begins with a fantastic binomial (or other writing game from Rodari.) The storyteller tells a story (with student input) from the list of generated words. Students then write their own stories and are invited to share their work. They might be asked to put the paper on the floor and retell the story from another point of view, or add more details about setting or character or whatever the writing goal for the day might be. At this point the classroom is transformed. (The movement of the desks or tables to the side of the room to create a new empty space signifies a transformation in the space from classroom to a world of enchantment owned by the children.) At this time two different versions of the same story are told. Each is followed by questions from the storyteller and/or the children. The juxtaposition of two contrary stories is critical to enable students to examine the role and impact of the tales on their lives. Next comes the chair

game. A group of students sits facing the rest of the group. The first sentence or two of a story is told to the first child. He or she repeats the story and adds a sentence or two. Then the next person retells the story and adds his or her bit. This continues until the person at the end finishes the story. Again there is a time for questions and comments.

Next, established groups of students set off to turn these three stories into plays. They are given permission to change their story in any way they wish. After five or six minutes of rehearsal the group comes together and the skits are performed. Each performance is followed by time for discussion. We were constantly amazed at how evidence of critical thinking was revealed in these plays. Questions that seemed to go nowhere in the discussions following the storytelling reemerged and resonated with possibility here.

Following the performances the classroom is reconfigured. Another writing activity ensues followed with more sharing and retelling by students. At times throughout the process theater games may be used to teach specific skills, build background knowledge, or further engage the students in the stories. At the end of the session the children are left with two stories to work on. Classroom teachers are expected to help the students develop them until the storyteller returns the following week and two more are generated.

The specificity of the details throughout the process cannot be understated. The category of nouns that are generated, the language used as stories are told, the questions posed and the interspersed theater games become an invisible thread sewing everything together. Stitch by stitch they enable the creation of a safe fantasy world where imagination rules, yet at the same time supports academic growth and enables a critical stance on the world outside this space.

In Minneapolis and in many other cities in the US, this process takes place under the auspices of the Neighborhood Bridges Program.

Once a week a teaching artist works with the classroom teacher and his/her group of students. It requires commitment by these teachers who meet with the teaching artist once a week for an hour out side of class time to plan together how to best integrate the process into classroom curriculum. In addition, there are numerous other meetings with parents and program leaders. Throughout the year children are exposed to different variations of fairytales, legends, trickster and tall tales, and myths. At least one of their stories will be included in a class anthology. They participate in writing and producing a couple of plays; one is presented at the school level, the other at a childrens' theater company. The process of community building and making connections across communities is an embedded integral part of the program.

The Neighborhood Bridges Program continues to grow and receive funding because it is successful. Working only in inner city schools, students from the classrooms where the program has been implemented consistently score as high if not higher than students in more prestigious areas on state writing tests. Additional evaluations of the program by the University of Minneapolis show that students are engaged in different levels of critical thinking throughout the sessions. Minneapolis is a marvelous city. It abounds with lakes and green areas as well as numerous cultural spaces. We visited the Walker Museum and the famous Guthrie Theater - a place of pride recommended by many locals. We spent hours walking the tree-lined streets of Dinkytown, a community of picturesque, if slightly shabby, older homes and apartment buildings where we stayed near the university. The campus, situated in park like settings, inhabited by majestic historic buildings, straddles the Mississippi river. As the famous river wends its way through the urban setting, numerous bridges - many just for pedestrians and bikers, crisscross it. Of course we found some time for shopping. Friends took us for a very short (thank goodness) excursion to the Mall of

America. At the nearby coffee shop I was delighted to find hard copies of *The Onion* to read and bring home as presents for my family.

We were surrounded by fascinating companions. At the house where we stayed we met students from all over the world - England, Taiwan, India, Brazil, Victoria, and even Minneapolis! (They were all impressed that there was an actual course in fairytales and storytelling at the university and that we had come all the way from Vancouver, Canada to take it.) Our classmates came from as far away as England. We were a motley crew of undergrads, graduate and post doctoral students. We were professional storytellers, teachers and actors all thrown together. As is the way with such a diverse group, we learned as much from each other as we did from our professors.

As we look toward the future, Annie and I are excited about bringing a version of this program into our school this coming year. Our primary goal is to begin working with a few classes focusing on the basic process I have outlined here - incorporating Canadian versions of the tales and stories that represent our student population as much as is possible. We plan to do some informal writing assessments to compare students we work with to other children in the same age group at our school to see how effective the program might be here. Eventually we hope to get funding in place to bring in artists out side the school system and establish a program similar to Neighborhood Bridges here in Vancouver.

My thanks to Laurie Scholfield, Randy Rotheisler, and Allyn Shellshear who were kind enough to read this and give me some advice on my writing.

-Cheriee Weichel



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<http://bcteacherlibrarians.ning.com/profiles/blogs/storytelling-by-cheriee>



BCTLA Grant Report

JEFF YASINCHUK AND JANINE CORNWALLIS-BATE

Illuminate Project Report
by Jeff Yasinchuk, and Janine
Cornwallis-Bate. SD8

In the spring of 2009, Jeff Yasinchuk and Janene Cornwallis-Bate wrote a proposal for a grant from the BCTLA.

We requested \$4000.00 to help us better utilize the Illuminate program provided free to BC educators to communicate and advocate in our geographically challenging district.

Our idea was to learn to use Illuminate, have our local teacher-librarian meetings via this program as well as to travel to each school meeting with the teacher-librarian and show them how to collect monthly usage statistics using their computerized cataloguing program. Because we misread the application, we applied for the amount allocated for the entire province. Luckily, the BCTLA believed so strongly in the program, they gave us half of the allocated amount and the two BCTF locals also contributed money to this project based on advocacy by our district librarian, Wendy West. We felt very humbled and strove to spend the money as efficiently as possible. Jeff coined the term "Active Advocacy" to describe our project.

During the school year good progress was made. As part of Ms. West's annual visit, statistics were

<http://sd8teacherlibrarians.ning.com>

collected and teacher-librarians were introduced to the project. We had one face-to-face session where teacher-librarians were trained to use Illuminate by our district technology support teacher. We held three meetings throughout the year with participation from teacher-librarians one time change, one mountain pass and one 40-minute ferry ride away. Our goal has been to keep the meetings short and interactive and yet to provide time for people to talk if they wanted to. We recorded the meetings and made the link available to the TLs.

As part of our advocacy project, we presented our project during a trustee meeting. During the presentation, Janene and Jeff introduced the project then Jeff left the room to conduct the session from another room. Ms. West signed in as a participant from her office in another building. One discussion point was on the value of having a teacher-librarian available in the school to discuss book purchase decisions. Jeff

also introduced his NING (<http://www.sd8teacherlibrarians.ning.com>) ; another tool to support and advocate for teacher-librarians. Jeff currently has over 30 members for his NING, including several from out-of-district and out-of-province.

He invites you to join the discussion! Our presentation was very well received by the trustees, and topics stemming from the meeting centred on the use of technology and new learning tools available to learners. This year we are going to continue to meet using Illuminate and Ms. West has structures in place to collect usage statistics. We believe these statistics are key in driving home the importance of the library to the school. We foresee using the statistics to show how important the services we provide are to students and staff. One of the main features of our project is to continue to focus on positive, welcoming and interactive communication with teacher-librarians in our district. We believe that their role in the school is important, even if they only get 30 minutes of library time per week, as some of them do. We want the teacher-librarians to believe in the value of their positions, no matter what.

We are currently planning our presentation for the October, 2010 Kelowna TL conference where we hope to inspire and link our work with others who have the same needs and issues.

For more details about our project or how to use digital meeting resources like NING and Illuminate, feel free to contact Jeff at jyasinchuk@sd8.bc.ca.

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<http://bcteacherlibrarians.ning.com/profiles/blogs/illuminate-project-report-by>



Join DEAR this year ...

British Columbia Teacher-Librarians' Association
Celebrates
Canadian National School Library Day
with
Drop Everything and Read 2011!

For Immediate Release
Ministry of Education, British Columbia Media Outlets

Nelson, BC--

In conjunction with Canadian **National School Library Day** on **Monday, October 25th**, the British Columbia Teacher-Librarians' Association (BCLTA) sponsored its fourth annual province-wide **DROP EVERYTHING AND READ (DEAR)** event. With over 65 000 students and nearly 19 000 teachers, parents, and school volunteers participating this year, DEAR has become a regular celebration of literacy in the province. The (former) Minister of Education, Margaret MacDiarmid, issued an official press release indicating public support of literacy, school libraries, teacher-librarians, and the importance of reading.

The BCLTA will continue to lobby the BC liberal government, local members of the legislative assembly, and the new Minister of Education, to have the fourth Monday of every October recognized as BC School Library Day. The group also plans to continue its outreach work by connecting with parent groups around the province including local DPACs (District Parent Advisory Committees) and the provincial association, BCCPAC.

In the future, the BCLTA hopes to bring **Drop Everything and Read** to a country-wide event highlighting the importance of national literacy.

For all the details about DEAR 2010, visit their blog at <http://bctladear.blogspot.com>. You can also follow the group on **Twitter @BCLTA_DEAR** and find them on Facebook, too.
<http://www.facebook.com/group.php?gid=163360659697>

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<http://bcteacherlibrarians.ning.com/profiles/blogs/join-dear-this-year-bclta>

Helping Schools Enhance the Health Literacy of BC's Youth and Rethink Their Approach to Drug Education

by Cindy Andrew

The Centre for Addictions Research of BC has developed Helping Schools to help schools and their partners understand and address the range of multi-level factors that influence students' physical and mental health, including their choices and behaviours related to using alcohol and other drugs. A key element of Helping Schools is the iMinds learning resource which has been developed to support the classroom related efforts of teachers of grade 6 through 10.

Each iMinds unit addresses multiple prescribed learning objectives including English.

For example, the grade 9 unit features the use of Deborah Ellis' Lunch with Lenin and Other Stories (available from Fitzhenry & Whiteside or on loan from the Centre for Addictions Research of BC) and

helps students strengthen their understanding of the literary forms of short story and parallel poem, while exploring contemporary issues surrounding the use of alcohol and

What makes this resource unique?

Educating our school-aged children



University of Victoria

Centre for Addictions Research of BC

other drugs. Through the content of the stories, and by working collaboratively to generate ideas and compare and contrast experiences, students develop empathy for others while learning to think critically about personal choices they make.

Based on the pilot phase, here's why teachers like iMinds:

- ◇ It responds to the real-world needs of teachers while providing quality, theory-based resources that meet PLOs within the BC curriculum
- ◇ Teachers are not required to be "experts" on substance use or mental health
- ◇ It includes everything they need including lesson plans, masters and rubrics, and is free of charge
- ◇ Its constructivist approach really worked well in engaging students in a meaningful way.

to embrace their health involves much more than teaching them not to use drugs. Rather than follow the traditional approach, which focuses almost exclusively on how an individual's choices and behaviours may impact on their health and well-being, this resource puts much of its focus on the complex network of social and environmental factors that influence health, particularly in the area of drug-related choices and behaviours.

For more information about Helping Schools and iMinds, visit www.carbc.ca or contact Cindy Andrew, Helping Schools Program Consultant, at ciandrew@uvic.ca.



BLOG

<http://bcteacherlibrarians.ning.com/profiles/blogs/helping-schools-enhance-health>



Study Centre to Dedicated Library

BY DR. A.K. SHENTON

FROM STUDY CENTRE TO DEDICATED LIBRARY: AN ENGLISH EXPERIENCE By Dr. Andrew K. Shenton

Monkseaton High, situated on the north-east coast of England, is no ordinary suburban secondary school. On the contrary, it is frequently described as “forward-looking”, “pioneering”, “innovative” or even “revolutionary”. I have worked in the organisation for some six and a half years now, and, thanks to the vision of the Headteacher, Dr. Paul Kelley, the school has in this time introduced various groundbreaking initiatives that have made headlines in the local and national press alike. Each of these could easily form an article in itself. Here, however, I will restrict myself to covering my own work and the nature of the school’s library/resources areas.

Phase One: 2004-2009

After being appointed to the staff as a Curriculum and Resource Support Officer in August 2004, I found myself based in a spectacular glass pyramid structure known, almost universally, as “The Study Centre”, which served as a combined library and ICT area. Frequently described as the “hub of the school” by senior staff when giving tours of the premises to prospective students, The Study Centre formed a resource open to all members of the organisation. Located at the heart of the school geographically, it formed a natural venue for students wishing to work, socialise, play computer games, e-mail friends or pursue information in

support of personal interests. The room housed several thousands of books in addition to over eighty networked computers, yet the former always appeared to attract very limited attention. The ICT workstations, meanwhile, seldom went unoccupied. Throughout the working day, they would be used by classes, and students would enter in droves to exploit them under a casual access arrangement before and after school and during break and lunch times.

Although some of my duties related to the whole area, I benefited significantly from the flexible leadership provided by the Study Centre Manager, Diane Bondi, who gave me particular responsibility for the library element. In this capacity, I worked in concert with the Library Assistant, David Johnson, who



held a City and Guilds Qualification in library practice. David and I instituted a number of significant changes in the five years in which we were employed together.

When I joined Monkseaton

High School, non-fiction books in The Study Centre were arranged in broad subject groups. This was intended to facilitate ease of retrieval but in practice there were too many volumes that did not fit comfortably into any given category and the form of organisation in operation provided inadequate training for the students to use libraries of other types. It was also difficult for youngsters unfamiliar with the layout of the book stock to navigate to the section that they wanted. Thus, David and I reclassified all the “information books” according to the Dewey Decimal Classification Scheme and created a detailed subject index.

We changed the way in which fiction books were organised, too. Originally, these were ordered in a single A to Z

sequence by author surname. However, after noticing the frequency with which we were asked for books with a certain theme, David and I replaced this arrangement with a category-based method. Rather

than impose a set of predetermined genres, we developed headings from the individual volumes on the basis of their content and, in defining the scope of the emerging groups,



paid special attention to the fiction queries that had been presented to us in recent months. This system of “reactive classification” has attracted considerable attention beyond the school and led to the publication of a paper that has been translated into Italian. We felt vindicated in making the change when, in a survey undertaken some months after the innovation, nearly 40% of student respondents indicated that they preferred a category-by-category arrangement, whilst only 27% claimed to favour the old, A to Z by author approach. User-friendliness in the environment was enhanced with the introduction of improved signage and shelf labelling, and a new suggestions system gave

the students greater ownership of the resource. David and I were nonetheless concerned that, since our overall number of borrowers was still by no means staggeringly high, issue figures – one of the conventional library performance measures – painted only a moderate picture of the value of our resource. We thus devised a more qualitative evaluation method that emphasised the importance of the service to our regular users and, in particular, conveyed to scrutineers some impression of the difference that the library made to the life of these individuals.

Many of our other innovations related to promotion and awareness-raising. With help from a capable ICT technician, Andrew Johnson, who would later become the Network Manager, we created a section for the library on the school’s intranet. Book-related competitions and weekly displays, each showing the work of a different writer, became a feature of the collaborative work of David and me. In addition, again each week, we publicised a par-

ticular volume, usually via a review. Where possible, we selected the book carefully to link with a prominent news story or a dramatised production currently appearing in the cinema or on television. It was important, too, to bestow an emphasis on books in other dimensions of school life. When we introduced a new system of rewards for students, which involved exchanging points they had received from teachers for various goods or services, it was



ensured that one of the items offered took the form of a voucher for a local bookshop.

By no means all my work in The Study Centre related to books, however. On many occasions I helped the Head teacher with his own research, and, as I was based in an environment where ICT provision was important and I found myself witnessing from a detached perspective various lessons taking place in computer zones within The Study Centre, I was asked to serve on a school working party that identified good practice in ICT teaching and safe use of the Internet. The result was a set of guidelines for teachers. My colleagues in the group were the Network Manager, the Deputy Head teacher, an Assistant Head teacher and the Head of ICT so I felt that the invitation I had been given to take part itself amounted to a personal vote of confidence from the school’s senior management.

Phase Two: 2009-
With time, it became increasingly

apparent that our 1970s buildings were inadequate for the needs of a modern, twenty-first century school. Corridor space was at a premium, roofs leaked and the overall appearance was hardly inspiring for learners. The premises drew criticism in an otherwise largely positive report by inspectors, who visited the school in December 2008. By then, however, the decision had already been taken to move the school into a new, more suitable building, whose construction would cost around £20 million. Whilst the premises were still being designed, I was asked by the Head teacher to provide various documents for consultation. Two of the most important were those in which I set down my vision for a library in the new building and my perspective on how independent learning could be fostered across the school. When the premises opened in September 2009, the library would take a very different form from previously. On this occasion, it was a much more traditional area for reading and studying. There were no computers to detract from the books and, as well as being used for its primary purposes, this “Reading Room” became a popular venue for teachers wanting to mark work or undertake one-to-one tasks with students.

Establishing such an area from scratch was far from easy, however. I brought with me much of the best book stock from The Study Centre but the new space also had to accommodate material donated by the mentoring team and the English, PE and Music Departments, as well as collections associated with two of the school’s flagship projects, which involved, respectively, studying for Open University Foundation degrees in schools and two of our staff teaching foreign languages in local primary schools. Integrating such a diverse stock to form a cohesive whole taxed my linguistic abilities when writing a policy statement for the new Reading Room! In addition, all the material had to be classified and catalogued. I was persuaded by the school’s Network Manager that a database, constructed in-house via Microsoft Access, would be able to deliver all the functionality I required and could be specifically tailored to my needs. I, myself, was in no doubt as to the queries, forms and reports



that were necessary and the specifics of creating the database were handled by the school's technicians. We were also able to mount the catalogue on to Microsoft SharePoint so that it could be accessed by all students from any networked computer in the school.

I introduced another new initiative, Open Books@Monkseaton, at the instigation of the Head teacher and targeted staff initially. Over time, it was widened to include the student community. In the first instance, though, it was staff members who were encouraged to bring to school books from home that were no longer needed. All donations were left at a central point, with staff invited to take any book that aroused their interest. After reading it, they could choose to return the item, keep it or pass it to another individual whom they felt would appreciate it. The recycling scheme was partly the result of environmental concerns and, in particular, my Head teacher's discovery that a 500-page paperback accounts for around 2.5 kilograms of carbon dioxide emissions per copy.

One of the most rewarding aspects of my work lies in helping students at very different stages in their development. Over recent months, I have run sessions for high achieving Sixth Formers tackling Extended Project Qualifications, whilst also providing material for younger students who have yet to master even the rudiments of reading. In the latter situation, much depends on being able to match the right book to the right student, given the particular personal interests and ability level of the learner involved. On occasion, however, it is possible to design individual materials that are of benefit to students of a tremendous range of age and ability. A guide to finding and using information that I intended for Year Nine students (i.e. thirteen- to fourteen-year-olds) new to the school provides a case in point. Some weeks after its dissemination, I was surprised and delighted when I learnt from an English teacher that she had used some of the content with her Sixth Form group. I also acquire for staff material that may otherwise be unavailable to them. I have, for example, exploited my continuing links with Northumbria University to obtain journal articles for my Head teacher and

have been able to offer Sixth Form teachers books of help to them in developing a new course in critical thinking.

Final Thoughts

At a time when many schools in Britain are dismantling or at least downsizing their libraries, I count myself fortunate to have moved into a new building at work that includes a dedicated space for reading and studying. My own perspective has been broadened appreciably through seeing two very different models of information provision – an integrated independent learning area and a more traditional book room, and I have no doubt benefited from seeing the strengths and weaknesses of their respective characteristics in practice. During my time at Monkseaton, the school has been at the forefront of much of the more radical thinking in British education. I look forward to playing a role in the initiatives still to come.



Dr. Andrew K. Shenton is a former Lecturer in the School of Computing, Engineering and Information Sciences, Northumbria University. He

has had well over a hundred papers published in the USA, Canada, Italy and his native Britain. They have been widely cited in books, periodical articles, conference papers, reports, dissertations and student seminar presentations, as well as forming recommended reading for many university courses. Dually qualified in education and information science, Andrew currently divides his time between writing, mentoring higher degree students and working in the Reading Room of Monkseaton High School in the United Kingdom.

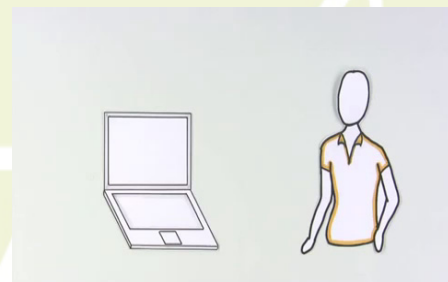
✎

BLOG

<http://bcteacherlibrarians.ning.com/profiles/blogs/study-centre-to-dedicated>

INTERACTIVE CORNER

BIT TORRENT



<http://www.youtube.com/embed/NYTvTPrgSiM>

BitTorrent is one of the most-used, but least understood technologies on the web. This video explains how it enables the fastest file downloads from the Internet

- How files are shared on the web and what makes BitTorrent different
- The BitTorrent application and how it's used
- How trackers, peers and hosts work together to deliver "pieces" of files
- How anyone can use BitTorrent to share or download files

<http://www.commoncraft.com/bittorrent-video>

Category: Education
Tags:

commoncraft torrent BitTorrent plainenglish community

Michael Kusugak

Author Interview By Margriet Ruurs



I was spending a week in Rankin Inlet, Nunavut to conduct readings in the local school for Canadian Children's

Book Week.

Local author, and Canadian icon, Michael Kusugak picked me up for a tour on his beloved tundra. He handed me a huge down jacket and told me to climb on the back of his snowmobile. For several hours we jarred and bumped over the frozen, rocky tundra, spotted molting ptarmigan and marveled at the haunting beauty of this wilderness. Now Michael has traded in the land of his childhood for a milder, southern climate. He recently moved to Vancouver Island. I was curious about this transition and asked him some questions:

Margriet: You grew up and lived most of your life in Nunavut. How did your cultural background contribute to your life as a storyteller?

Michael: It was in the mid-80s, when my boys were little, that I realized there was nothing to read to them that had any relevance to where we lived. Not only that but there were hardly any Canadian children's books. So, one day, I told them a story. That story became *A PROMISE IS A PROMISE* with a little tinkering from Robert Munsch. And then, I realized there was all this culture that I grew up with that was being upstaged by TV, a culture rich in real life lessons that were buried in wonderful stories.

Margriet: Tell us how you became a published author.

Michael: I learned English in school. We studied grammar. We studied literature. We studied poetry. I loved it. I read and read and wrote essays, short stories and poetry in school. My first published stories and poetry were in my high school yearbook in Saskatoon. So I have always loved to write and tell stories.

Margriet: Recently you moved to BC. How do you like it here? Is it hard for you to adjust to life in the south?

Michael: Yes, we now live on Vancouver Island. The summers are nice but it rains all the time in winter. There are too many trees. I get claustrophobic. But I will be fine as soon as I have a boat. Soon, I can't wait to fish. The people are nice and I am adjusting nicely. But I love it back home, the wide open spaces, the cold clear weather and the food. I spend a lot of time up there anyway so I am fine. I love going out on my snowmobile on a beautiful day whether it is 10 below or 40 below. I love to chisel my way through 8 feet of ice to fish in the lakes. But here, I can wear shorts and sandals and a summer coat all year long and the food is really cheap. No \$8.00 for 2 litres of orange juice, no \$16.00 jugs of milk, no \$104.00 turkeys. And it does not cost \$3,000.00 every time I fly out and back again.

Margriet: You visit many schools. What do you generally do during an author visit?



Michael: I talk about what it was like to travel by dog sled, to live in igloos and to listen to all those wonderful stories my grandmother used to tell me. I talk about Inuit: we live in Siberia, Alaska, northern Canada and Greenland. We all speak Inuktitut and we share the same stories that have been passed down to us over thousands of years. I talk about my books, where the inspiration comes from and I play with toys (a bone toy and a piece of string). Once in Winnipeg, a couple of little boys started arguing, "That string is not magic!" "Yes it is magic!" "Not!" This went on until the dissenter finally agreed the string was truly magic.

Margriet: What kind of role have libraries played in your life?

Michael: Libraries have been wonderful. They offer the greatest venue because they not only invite whole school classes but, because they are public, many adults and people come. In Medicine Hat, Alberta, the library advertised my reading in the local paper a week before I came and put another ad in on the day of my reading. Over 250 people came. It was incredible. I have had some really big audiences in libraries all over the country.

Margriet: Which is your latest title? Are you working on a new book?

Michael: My latest book is *THE LITTLEST SLED DOG*, published by Orca. I am working on the next *Marble Island* story, a sequel to *THE CURSE OF THE SHAMAN* an ABC book about the 3 territories and another book about my little dog.

Margriet: What are you currently reading?

Michael: I keep buying second hand books. I am rereading *HUCKLEBERRY FINN*.

But I also read books I can discard like *THE LOST SYMBOL* by Dan Brown on airplanes. I am also reading a new translation of *LES MISERABLES*. Michael Kusugak might not take me on any more snowmobile rides, but I'm waiting for an invitation to go fishing - just so I can listen to more of his stories. ʘ

For more information on Michael Kusugak, his books and his school visits, see:

http://michaelkusugak.com/wordpress/?page_id=4
or storyteller@michaelkusugak.com
Margriet Ruurs is the BC based children's writer of 27 books. Her newest title is *AMAZING ANIMALS (Tundra)*. Her website is: <http://www.margietruurs.com>

BLOG

<http://bcteacherlibrarians.ning.com/profiles/blogs/interviewmichael-kusugak-with>



Inquiry-based Learning for Classroom and School Libraries



The BCTLA has developed and published a scholarly document that supports personalized learning and concepts central to the 21st C Learner.

Be sure to visit online to download the paper and the wealth of support documents and templates provided.

Elementary Resources

- Elementary Planning Package
- Elementary School Planning Sheet
- Primary:
- K-3 Benchmarks
- Primary Subject Integration Planning Sheet
- Primary Collaborative Planning Sheet
- Primary Information Literacy Program Planning Sheet
- Intermediate:
- K-3 Benchmarks | 4-7 Benchmarks
- Intermediate Subject Integration Planning Sheet
- Intermediate (Gr 4-7) Collaborative Planning Sheet
- Intermediate (Gr 4-7) Information Literacy Program Planning Sheet
- Blank Subject Integration Planning Sheet
- Inquiry-Based Learning and the Development of Self Regulation video
- Inquiry Questions Wiki (Langley Teacher-Librarians)

Middle/Junior Secondary Resources

- Middle/Junior Secondary Planning Package
- Middle/Junior Secondary School Planning Sheet
- K-3 Benchmarks | 4-7 Benchmarks

- | 8-12 Benchmarks
- Middle/Junior Secondary Subject Integration Planning Sheet
- Intermediate (Gr 4-7) Collaborative Planning Sheet
- Intermediate (Gr 4-7) Information Literacy Program Planning Sheet
- Blank Subject Integration Planning Sheet
- Inquiry Questions Wiki (Langley Teacher-Librarians)

Secondary Resources

- Secondary Planning Package
- Secondary School Planning Sheet
- K-3 Benchmarks | 4-7 Benchmarks | 8-12 Benchmarks
- Secondary Subject Integration Planning Sheet
- Secondary Collaborative Planning Sheet
- Secondary Information Literacy Program Planning Sheet
- Blank Subject Integration Planning Sheet
- Inquiry Questions Wiki (Langley Teacher-Librarians)

With thanks to teacher-librarians Michele Farquharson (Vancouver),



Julie Robinson (West Vancouver), Lynn Turner (Terrace) working with Heather Daly (Library and Information Coordinator, Coquitlam; President, BCTLA) and Moira Ekdahl (Teacher-Librarian Mentor, Vancouver; Liaison Chair, BCTLA). Adapted, with permission, from article by Barbara Stripling, Director, NYC School Libraries: "Using Inquiry to Explode Myths about Learning and Libraries" in CSLA JOURNAL (28:1. Fall 2004. 15-17).

BLOG THIS:

<http://bcteacherlibrarians.ning.com/profiles/blogs/inquiry-based-learning-for>

<http://bctf.ca/bctla/pub/index.html#points>

Professional Development OPPORTUNITIES

The Burnaby Teacher-Librarians' Association
hosts the
B.C.T.L.A. Provincial Conference
October 22, 2011.

<http://sites.google.com/site/btla2011/>

Burnaby 2011 will offer a vital and fresh program of:
keynote speakers, plenary sessions and firstclass hospitality.

Tweet PD HOT PICKS from @BCTLA



CULTURE OF YES
Chris Kennedy

The BCTLA encourages members to utilize the Twitter network to engage in the most current professional dialogue around. Discover terrific support, blog authors and fellow colleagues. Follow experts as little or as frequent as you desire. Look for hashtags like #bced to acquire new ideas or sources concerning Education in BC.

Follow us at :
<http://twitter.com/#!/bctla>



<http://cultureofyes.ca/2011/05/23/my-take-on-librarians/>
<http://www.slideshare.net/chrkennedy>
<http://twitter.com/#!/sljournal>
http://twitter.com/#!/LMC_Magazine
<http://theunquietlibrarian.wordpress.com/>
<http://twitter.com/#!/buffyjhamilton>
<http://twitter.com/#!/tlspecial>
<http://twitter.com/#!/bctla/bc-school-libraries>
<http://twitter.com/#!/bctla/bctla-members>



Contributors

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New on the Net

NEW ON THE NET

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Blog: <http://www.detoos.ca>

ART

Open Studio

<http://blogs.getty.edu/openstudio/>

The Open Studio Project was conceived by Los Angeles artist Mark Bradford, and is the inaugural effort of the Getty Artists Program, an extension of the Museum's education department. The Open Studio Project makes it possible for more schools to have an artist-in-residence, virtually. Any K-12 art classroom with an Internet connection can bring in art-making activities created by a roster of international artists. (Linda Hof: Webbits)

EDUCATION

BBC Learning

<http://www.bbc.co.uk/learning/>

The aim of BBC Learning is to work with some of the BBC's best known programs and brands to maximize their learning value and take advantage of the revolution in technology

that is bringing, radio, television and the internet ever closer. Providing resources for students and teachers continues to be critical to the work of BBC Learning, with Bite size

Clickweb

<http://www.crickweb.co.uk/>

Clickweb is another British site with a wealth of primary resources including 206 free educational inter-



the key offering for young people alongside sites for teachers, parents and adult learners. But increasingly we are drawing on the BBC's best-known talent to enrich online content and provide a bridge to mainstream programs. (JDG: Diigo)

active resources for primary schools, 30 free to use fun games for kids aged 4 – 11 and 120 plus links to free interactive, image and software resources.

Ide@s: A database of resources by Wisconsin teachers.

<http://www.educationworld.com>



com/awards/2008/r0208-08.shtml

This is a great starting point for teachers looking for classroom lesson plans or other curriculum materials and resources. Grade levels include pre-kindergarten through adult/continuing education.

There are twenty-five subject areas including everything from agriculture

and dance to special education and theatre with each having several sub-categories. The Videoid@s section offers more than 160 videos on such topics as acid rain, the Bernoulli effect, carbon dioxide, circuits, pendulums and more. (Education World Newsletter)

Kids Know it Network

<http://www.kidsknowit.com>

This is another omnibus education sites that seem to have something on everything such as animals, astronomy, biology, chemistry, geography, history, spelling and more. There are games, video clips and lots of educational resources. The site seems appropriate for elementary aged students. (JDG: Diigo)

Moviesheets.Com

<http://moviesheets.com/index.php>

This site contains a multitude of worksheets created by educators that center on a particular Hollywood film. The point is to use the film as an innovative way to demonstrate various concepts and expose common misconceptions while providing a thought provoking change of pace for students. (JDG: Diigo)

Key Seeker

<http://www.annrymer.com/keyseeker/>

Key Seeker is a free, online, interactive learning tool to help kindergarten-aged children recognize the letters of the keyboard and use the correct hand to strike the key. (JDG: Diigo)

Progressive Phonics

<http://www.progressivephonics.com/>

Progressive Phonics is an all-in-one reading program that is easy, fun, and totally free. The purpose of the site is to assist anyone; parent, teacher, volunteer in teaching a child to read and write in

just a few minutes a day. The site has downloadable book, which can be read online or printed, plus matching handwriting worksheets and activity sheets for each book. (JDG: Diigo)

Teachers on Target

<http://www.teachersontarget.com/index.htm>

Teachers on Target contains a wealth of free professional development activities and strategies. The content is grouped into four categories: Professional Development Activities, Classroom Activities, Activities for Administrators, and Collegial Circles. Professional development activities include a wide range of topics such as classroom management, discipline, planning, knowledge building, professional strengths and others. Each topic includes a collection of activities that teachers can use in a variety of ways to improve teaching competence, build collegiality, and better understand the art of teaching. Classroom activities include a host of strategies that can be used in any classroom to keep students engaged in learning. (Education World Site Reviews)

ENGLISH

Children's Library

<http://www.archive.org/details/iacl>

Drawing on materials from the New York Public Library, the National Yiddish Book Center, and the

University of California Libraries, the Internet Archive has created this trove of digitized children's books. Currently, there are over 2,700 books available here and they include works like "Infant's cabinet of birds & beasts" from 1820 and "What the Moon Saw: And Other Tales" from 1866. Visitors are also welcome to receive updates from their forum here, and they can also chime in with their own questions. (Linda Hof: Webbits)

Knoword

<http://knoword.org/>

Knoword is a game of quick thinking, smart decisions and great words. Players begin with one randomly generated dictionary definition along with the first letter of its corresponding word. From that, they must fill in the rest of the word to experience a gain in points and an added time bonus. Players will start off with one minute before the game ends, and every word is an opportunity to extend their time. If players get stuck on a word, they can hit the skip button and a new puzzle will present itself. (JDG: Diigo)

Young Adult Book Central

<http://www.yabookscentral.com/>

According to the web site, Young Adult Book Central is, first and foremost, a place for people who love books. Founded in 1998 by (now author) Kimberly Pauley as a basic stopover for people looking for information on young adult books, it has since evolved into one of the largest sites targeted towards tween and teen readers. You can find book reviews, author interviews & bios, press releases, industry news and much more on both children's and YA books. The site is constantly evolving and being added to, so stop by frequently. (Education World Site Reviews)

Silly Books

<http://www.sillybooks.net/default.htm>

This site provides a wealth of reading materials for children. The books are animated and colorful and include music, sound effects, and voices. As children follow along, the words are highlighted as they are read aloud, providing hours of educational fun. In addition to the books, children will find cartoons, music, puzzles, games, and jokes. The Classroom section provides some lesson plans for teachers and other support materials. Writing contests are also available, and the stories are published on the site. This could be a great motivator for the classroom. (Education World Site Reviews)

LIBRARY

Ouch!

<http://www.bbc.co.uk/ouch/>

Ouch! Is a BBC companion website to the Ouch! Talk show. Both the website and talk show focus on disabled people, and it is also for those who hold an interest in the disabled, such as family, friends, and professionals. There are articles, podcasts, blogs and a message board. Episode is broadcast about twice per month. The topics range from DadaFest, the world's biggest disability arts festival, dating websites, live musical performances by disabled musicians, and the Blind Football World Cup. (Linda Hof: Webbits)

Rijksmuseum Museum: Amsterdam
<http://www.rijksmuseum.nl/index.jsp>

The Rijksmuseum Museum is in Amsterdam and their elegant website has many multimedia features of note. Visitors should definitely start by going to "The Masterpieces of

the Rijksmuseum" link. Once there, visitors can view the Masterpieces of the Golden Age in several different ways, such as on a "Timeline", via a 3D interactive panorama of the Philips Wing (QuickTime is required) or through an online presentation. Visitors who are visually impaired can also listen to any of the webpages read by a digitized voice. (Linda Hof: Webbits)

MATHEMATICS

Aplus Math

<http://www.aplusmath.com/>

This web site was developed to help students improve their math skills interactively through exciting games like Matho and Hidden Picture. Students can also test their math skills with Flashcards! Or the Math Word Find puzzle. Students can also create and print their own set of flashcards online using the Flashcard Creator! The Worksheets section is where students can print worksheets to practice offline and try the Homework Helper to check student homework solutions. Elementary Mathematics
<http://www.bcps.org/offices/lis/curric/elem/mathematics.html>
The web site, created by the Baltimore County Public Schools contains a wealth of math activities and resources divided by grade level. (JDG: Diigo)

Hooda Math

<http://hoodamath.com/>

The Hooda Math web site can be used in a number of ways. The online math games can be used for computer lab activities with/without our free math worksheets. The math games can also be used with interactive whiteboards. Middle and Highschool students can do Math Movie projects with xtranormal.com and submit them to us for publication. A classroom teacher favorite

is the free online math tool, Math Timed Tests that emails individual reports back to teachers and students. (JDG: Diigo)

Illuminations: Resources For Teaching Math

<http://illuminations.nctm.org/>

The web site, sponsored by the National Council of Teachers of Mathematics was developed to support teachers so that they can provide mathematics learning of the highest quality for all students. Their mandate is to provide Standards-based resources that improve the teaching and learning of mathematics for all students. (JDG: Diigo)

Math ABC

<http://www.mathabc.com/>

This site contains more than 1200 math interactive, online practice problems for students in Kindergarten through to Grade 6. (JDG: Diigo)

Mathcasts

<http://math247.pbworks.com/w/page/20517498/FrontPage>

"Mathcasts are screencasts (screen movies) which are created and shared to improve the learning and teaching of mathematics." Narration is combined with screen writing to demonstrate a variety of mathematical concepts. This site contains a collection of mathcasts that have been submitted by teachers, students, professionals, and children. Both teachers and students of grades four through twelve will find these useful in demonstrating and understanding mathematical concepts. Topics include everything from reading and writing whole numbers to calculus. Information on how these may be used in the classroom is available as well as information on how users can create their own mathcasts. (Education World Site



Reviews)

Math Is Fun

<http://www.mathsisfun.com>

A site filled with free, math related games, puzzles, worksheets and more.

(JDG: Diigo)

Mrs. Glosser's Math Goodies

<http://www.mathgoodies.com>

Math Goodies is free math help with more than 500 pages of activities for students, educators and parents. The interactive lessons, puzzles and worksheets are self-paced learning modules ideal for students of all ages and abilities. There are also complete scope and sequence, which includes extensive libraries of interactive lessons, worksheets and puzzles. (JDG: Diigo)

NRICH

<http://nrich.maths.org>

NRICH is a joint project between the Faculties of Mathematics and Education at The University of Cambridge. It provides free and interesting mathematical games, problems and articles, support for Math teachers and a safe online space where educators can meet others with similar interests. (JDG: Diigo)

Number Nut

<http://numbertnut.com/>

This site offers an introduction to mathematics and its variety of topics. It's not just for kids; it's for everyone (even if you aren't a number nut). The site is divided into three main topic areas, basic math, advanced math and pre algebra. Each topic has a number of sub topics. Within basic math there's shapes & colors, numbers & counting, addition, subtraction, multiplication, and division. (JDG: Diigo)

Planet Orange

<http://www.orangekids.com/>

Planet Orange is a site created by the ING Bank to introduce young people to the world of business, finance and investing. The site is very colourful and animated with resources for students, teachers and parents. (JDG: Diigo)

Virtual Math Museum

<http://virtualmathmuseum.org>

I'm not really sure what the "Virtual Math Museum" is about and the statement on the home page doesn't help much, "The group in charge of the 3D-XplorMath software development project and the related Virtual Mathematics Museum website project is the 3DXM Consortium, an international volunteer group of mathematicians." What did impress me about this site was the amazing number of simulations. Students could enter in various values and an animated wave, spiral or circle would result. (JDG: Diigo)

SCIENCE

Anatomy Arcade

<http://www.anatomyarcade.com/>

Anatomy Arcade makes basic human anatomy come alive through awesome free flash games, inter-actives and videos. Anatomy Arcade is perfect for the novice teenager in the classroom, right through to students and professionals of health care looking for a fun way to revise. (JDG: Diigo)

Beyond Penguins and Polar Bears

<http://beyondpenguins.nsd.org/>

Beyond Penguins and Polar Bears is an online magazine integrating science, literacy, and the Polar Regions. In each thematic issue, teachers & students can explore the Arctic and Antarctica regions, learn science concepts and literacy strategies, read about misconceptions, equity, and

technology, discover lessons and unit plans aligned to national standards and listen to podcasts and electronic books, or browse the photo gallery. (Education World Site Reviews)

BioED Online

<http://www.educationworld.com/awards/2008/r0208-13.shtml>

BioEd Online is a site designed to "enhance the skills and knowledge of science educators" and it provides the materials and information to do just that. The Presentations area offers streaming video presentations on topics such as research lab techniques, inquiry science, and assessment as well as presentations for teachers in training. Teachers will especially appreciate the Slide Library where they will find hundreds of searchable slides that can be downloaded and used to customize their own lesson plans and activities. Each slide includes talking points and references. The Teacher Resources area includes ready-to-go lessons and instructional. There is also a separate section for K-5 educators that includes presentations, slide sets, teacher resources and professional development appropriate for elementary teachers. Additionally, the site offers the latest news, free online courses, discussions and information on hot topics. (Education World Site Reviews)

Digital Library for Earth System Education

<http://www.dlese.org>

The Digital Library for Earth System Education (DLESE) is a distributed community effort involving educators, students, and scientists working together to improve the quality, quantity, and efficiency of teaching and learning about the Earth system at all levels. DLESE supports Earth system science education by providing access to high-quality collections



of educational resources, access to Earth data sets and imagery, including the tools and interfaces that enable their effective use in educational settings, support services to help educators and learners effectively create, use, and share educational resources. DLESE resources include electronic materials for both teachers and learners, such as lesson plans, maps, images, data sets, visualizations, assessment activities, curriculum, online courses, and much more. (JDG: Diigo)

EcoKids

<http://www.ecokids.ca>

EcoKids is a free, environmental education program that offers curriculum-linked materials and activities for Canadian elementary schools to engage in environmental action. The website is the centerpiece of the program. The site offers topical information about the environment through interactive, fun, educational games and activities that utilize participants' willingness to learn. (JDG: Diigo)

MarineBio

<http://marinebio.org>

"The tagline of the MarineBio site is "sharing the wonders of the ocean to inspire conservation, education, education, research, and a sea ethic." It's a well-thought out statement of purpose and direction, and they have a cornucopia of material on various marine species, ocean conservation, research projects, and habitat conservation. First-time visitors to the site will note that there are fifteen sections along the left-hand side of

the site that include "A Sea Ethic", "Marine Biodiversity", and "Alien Species". The "Ocean Life News" area of the site is a fine way to stay abreast with current developments



dealing with the world's oceans. Moving along, visitors can use two drop-down menus on the homepage to learn about key marine species. The site is rounded out by the "Deep Resources" area, which is a clearinghouse of information and academic resources that include relevant journals and online databases." (Linda Hof: Webbits)

PhET: Interactive Simulations
<http://phet.colorado.edu>

PhET is a university consortium headed by a group at the University of Colorado (Boulder). Their focus is to provide fun, interactive, research-based simulations of physical phenomena for free.

To help students visually comprehend concepts, PhET has created a number of simulations which animate what is invisible to the eye through the use of graphics and intuitive controls such as click-and-drag manipulation, sliders and radio buttons. In order to further encourage quantitative exploration, the simulations also offer measurement instruments including rulers, stop-watches, voltmeters and thermometers. As the user manipulates these interactive tools, responses are immediately animated thus effectively illustrating cause-and-effect relationships as well as multiple linked representations (motion of the objects, graphs, number readouts, etc.) To ensure educational effectiveness and usability, all of the simulations are extensively tested and evaluated. All PhET

simulations are freely available from the PhET website and are easy to use and incorporate into the classroom. (JDG: Diigo)

Physclips

<http://www.animations.physics.unsw.edu.au/mechanics/>

This Australian site offers teachers and students a wealth of physics video clips and animations on related topics such as acceleration,

momentum, rotation, gravity, etc. As well as multimedia materials, the site also has lots of downloadable resources to help teachers use these multimedia assets in their classroom. (Education World Site Review ` Science360: Chemistry <http://science360.gov/topic/Chemistry/>

Have you ever wondered about the chemistry of a cheeseburger? Well you are in luck because that is one of the subjects covered on the topical and delightful “Chemistry” section of the popular Science360 website. As it states on the site, “everything you hear, see, taste, smell and touch involves chemistry and chemicals”, and here visitors can watch videos and learn about the molecular structure of water, the science behind glass blowing, and how a curious mud-like mixture is being used to soak up oil spills and insulate homes. Currently, there are about fifteen videos on the site, and visitors can sign up via a host of social media (Twitter, Facebook, and so on), to stay abreast of new additions to the site. Teachers will find that this material can be integrated into the classroom quite easily, and everyone else will just enjoy wandering through these offerings. (Linda Hof: Webbits)

Science Courseware
<http://www.sciencecourseware.com/>

The Virtual Courseware Project produces interactive, online simulations for the life science laboratory or for earth science field studies. The activities are designed to enhance an existing curriculum and include online assessments. They can be used by students ranging from middle school, high school, or college classrooms.



Treehugger
<http://www.treehugger.com>

While not an education site, the Treehugger does have a huge amount of resources on the topic of OD sustainability, environmental awareness and ecology. Topics on the site include “How Togo Green”, “Green Buying Guide” and “Green Basics”. (JDG: Diigo)

SOCIAL STUDIES

Earth Science Teaching Plans and Classroom Activities
<http://geology.com/teacher/>

Teachers looking for materials to help out in the classroom will find this well-organized site most useful. Created by the folks at Geology.com, Christy Pratt compiled the site’s materials, and they are organized into nine thematic areas. These areas include “Volcanoes”, “Water”, “Weather”, “Erosion”, and “Plate Tectonics”. The resources featured within each section are taken from high-quality institutions and organizations, including the Smithsonian, Harvard, and the National Science Foundation. Each area also includes a “News” area, which features topical news updates and briefs. Visitors can share these sites with other colleagues and friends via Twitter, Facebook, and other social media platforms. (Linda Hof: Webbits)

Facing History And Ourselves
<http://www.facinghistory.org>
This website has created to help and support educators combat bigotry and nurture democracy. The creators of this site work with educators throughout their careers to improve their effectiveness in the classroom, as well as their students’ academic

performance and civic learning. Through a rigorous investigation of the events that led to the Holocaust, as well as other recent examples of genocide and mass violence, students in a Facing History class learn to combat prejudice with compassion, indifference with participation, and myth and misinformation with knowledge. (JDG: Diigo)

Games in a Flash
<http://gdavies.theclc.net/whiteboard.html>

A web site containing dozens of free flash based games to help students learn mathematical concepts such as angles, shape and area, co-ordinates, fractions, decimals and much more (JDG: Diigo)

The Geological Society of America
<http://www.geosociety.org/educate/resources.htm>

The Geological Society of America maintains a large educator resource are on its web site. There are lesson plans and additional resources on a wide variety of topics such as general earth science, earthquakes & volcanoes, mapping & geography plus much more. This site also has a link to an image gallery, which can be freely used, by educators plus an electronic newsletter with updates for the world of geoscience. (JDG: Diigo)

Incorporated Research Institutions for Seismology
<http://www.iris.edu/hq/>
Incorporated Research Institutions for Seismology (RIS) founded in 1984 with support from the National Science Foundation, IRIS is a consortium of over 100 US universities dedicated to the operation of science facilities for the acquisition, management, and distribution of seismological data. IRIS programs contribute to scholarly research, education, earthquake hazard

mitigation, and verification of the Comprehensive Nuclear-Test-Ban Treaty. For teachers and students, this site contains a wealth of knowledge, information and resources on topics such as earthquakes, volcanoes and other seismic activity (Earth Science Sites of the Week)

Show Me The Future

<http://showmethefuture.org/game/index.cfm>

“Show Me the Future” is an education simulation game in which students create a whole new identity including occupation, income, married or single, kids and more. Students also have a checking account with a register, which will contain the money they have earned in their new identity. Naturally, there are many decisions to be made such as, the kind of house they want to live in and what they are going to eat, how they will dress, transportation, etc. Every choice costs money, which is deducted from the checking account. The object to the game is to see if students can make ends meet and still have some cash at the end. (JDG: Diigo)

Spent: An Online Simulation About The Homeless

<http://playspent.org/>

This free, online simulation was created through an unlikely partnership of a US Urban Ministry and large insurance company. Its purpose is to raise awareness for homelessness and poverty, especially those who are unaware of the difficulties of low-income life. (JDG: Diigo)

Virtual Serengeti

<http://www.serengeti.org/>

A website where students can virtually tour the famous Serengeti National Park in Africa and learn about the history of the region, the rivers, forests, plains, woodlands,

volcanic regions, wildlife, and more. Each time you click on a new section, watch for underlined words and icons in the text. If you click on them, new pages open with incredible detail supplied through photographs, sound, and video clips. Not only does the site contain a wealth of scientific, historical, and cultural information, it's also beautiful in design and artwork. (Clickschooling)

TECHNOLOGY & THE INTERNET

Teach IT Now

<http://www.teachit-now.org>

The purpose of this web site is to provide K-8 technology teachers with meaningful technology course materials that weaves together terminology, tools, how things work, inventors, history, trends, and engineering career opportunities to help them help their students have the tools to succeed in every day life and the ability to take it to the next level if they choose. This site will help students to be more technically aware, better prepared in life by understanding the technology they already use, more competitive in a world that is becoming more technologically savvy, and get a great introduced to career opportunities in technology and engineering.

WEB LINK SOURCES

The above web links were gathered from the following sources that have given their permission to use these resources.

“ClickSchooling”, Diane Flynn Keith. ClickSchooling-subscribe@yahoo.com

“Educational Cyberplayground/NetHappenings” <http://www.educyberpg.com>

“Educator-Gold” David Dillard: Educator-Gold@yahoo.com

BIO



NEW ON THE NET John Goldsmith

John is a regular contributor who focuses on vetting new online resources for teacher-librarians. John Goldsmith

is currently working as an online educator with the Fraser Valley Distance Education School, a position he assumed after working many years as a Junior and Senior Secondary Teacher Librarian.

cyberjohn@detools.ca
<http://www.detools.ca>

BLOG THIS

<http://bcteacherlibrarians.ning.com/profiles/blogs/new-on-the-net-a-column>

“EDTECH”, <http://www.h-net.msu.edu/~edweb>

“Education World Newsletter”, <http://www.educationworld.com/maillist.shtml>.

“Librarians’ Internet Index”, <http://lii.org/pub/htdocs/subscribe.htm>

“LM_NET” http://www.eduref.org/lm_net/archive/

“Neat New Stuff I Found This Week”, Marylaine Block. <http://marylaine.com/neatnew.html>

“Site of the day”. <http://www.refdesk.com>

“The Teacher List”, Peter MacKay. pete@resco.ca

“Thinkport”, <http://www.thinkport.org/default.tp>

“Webbits”, Linda Hof. linda_hof@sfu.ca

Savard's Stars

Literature Selections and Acquisitions

Science Fiction has Space Opera?

by Stew Savard
Comox Valley

What kind of tempo does a Space Opera have? Space Operas are actually not a musical form. It is the term used to describe the big-picture, melodramatic Science Fiction stories which many readers looking for a comfortable read, full of page turning adventure, want to find in libraries. It is a good bet that your library has Space Opera, although it might not be called that.

Odds are that Space Opera novels are amongst some of the most frequently read Science Fiction novels in a library.

Paul Kincaid, at www.sfsite.com, describes it this way: "There is something juvenile Amazon.ca in it...You certainly don't turn to space opera for literary respectability, for fine honed characters, for searching insights, for any sort of subtlety." That is the just the point readers enjoy, these reads are just plain entertaining. And that can draw readers into our libraries. In libraries that I've worked in, some of the most popular Space Opera – which have been likened to Soap Operas and old-fashioned Westerns – have been the Star Trek and Star Wars series. This material, which often attracts male readers, doesn't aspire to be anything beyond one adventure yarn followed by another

adventure yarn. They don't take themselves too seriously – although they usually try to get the science part of a story right (or at least in line with the rest of the science found within a story arc). Thus Warp travel and the Holodeck consistently exist, even though our present understanding of Science makes them unlikely. One frequent element in Space Opera is that many novels contain a romantic theme. This can broaden their appeal. Space Opera probably has its roots in dime store detective, adventure and western novels.

Some of the best known early series include E.E. 'Doc' Smith's Lensman Series and Edgar Rice Burroughs Warlord of Mars. Some early series were crossovers from other media. Buck Rogers, for example, started off in the pulp magazine *Amazing Stories* before it crossed over to become a comic strip, a radio series, novels, several television series, and even the basis for a series of video games on several different platforms. Flash Gordon, another early series, morphed from comic books, to radio, to movie serials, and on to television. Lightly written adventure novels can be used to promote reading. In the last sixty years many of the best known Science Fiction authors have written material that falls

within the broad definition of Space Opera. Robert Heinlein's juvenile novels including *Have Space Suit-Will Travel*, *Red Planet*, *Citizen of the Galaxy*, and *Starship Troopers* all involved teenagers and coming-of-age issues set within big picture themes. Asimov's *Foundation* series serves as another example of stories spanning wide swaths of the galaxy and time. While modern libraries may not have some of the works of early writers, they will

have Space Operas. Some of the works of Frank Herbert – the *Dune* series, Anne McCaffrey – *Rowan*, David Weber – *Honor Harrington*, David Drake – *Hammer's Slammers*, and Orson Scott Card – *Ender* are usually considered to fall within the sub-genre of Space Opera. Writing Space Opera does not preclude an author from writing other material for other audiences. Asimov, with over 400 publications holds, perhaps, the greatest record. In addition to his fictional writing, he wrote non-fictional material in all of the Dewey classifications except the 100s (Philosophy and Psychology). Orson Scott Card, more recently, has written on religion, history and the craft of writ-



SAVARD'S STARS....

ing in addition to creating Science Fiction, Fantasy, Historical Fiction, and Adventure novels.

Libraries looking to expand their collections might consider some of the works of current authors including: Canadian authors Julie E. Czerneda – *Species Imperative*,

examples of how the stories found within a movie and a TV series can cross genre. Other stories that have crossed over include *Stargate*, *Battlestar Galactica*, *Andromeda*, and *Babylon 5*. Where traditional Space Opera was typically associated with a specific author, crossover

interesting avenues to readers looking for their libraries to provide materials. Librarians looking for more authors or attempting to stay abreast of the latest in a series might turn to a search within the different Amazon sites: *amazon.ca* (has 3,544 results) , *amazon.com* (has

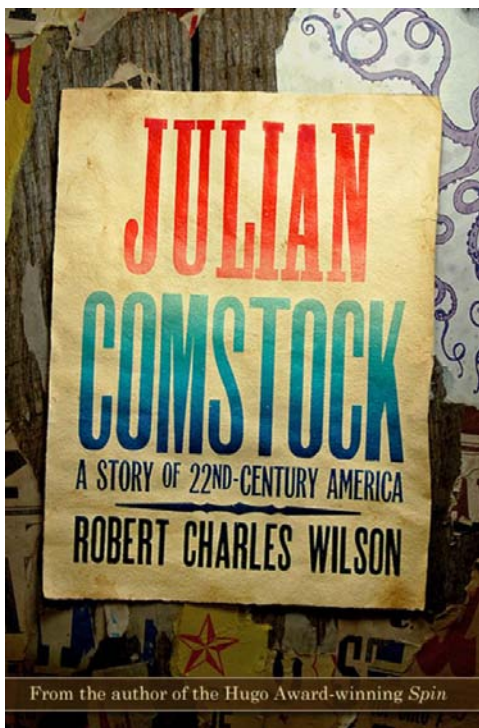
“...melodrama themes found in traditional Space Opera can be found in books originating from traditional tabletop wargames, roleplaying games, and computer games...”

and Karen Lowachee – *Warchild* and Jack Campbell – *The Lost Fleet*, Ian Douglas – *The Legacy Trilogy*, Peter F. Hamilton – *Commonwealth Saga*, Sharon Lee and Steve Miller – *Liaden Universe*, Lois McMaster Bujold – *Vorkosigan Series*,

Elizabeth Moon – *Vatta's War*, Graham Sharp Paul – *Helfort's War*, and Jon Scalzi – *Old Man's War*. Space Opera contains many crossover series: series that began life in another medium and that have moved into a fictional reading format. In some cases this has happened in both a novel and a graphic

novel form. The *Star Wars* (with at least 12 subseries) and *Star Trek* (with 3 subseries) novels are

novels and graphic material can be grouped, for ease of access, by the series – multiple authors are the norm for many of these books. Elements of the big-picture, melodrama themes found in traditional Space Opera can be found in books



originating from traditional tabletop wargames, roleplaying games, and computer games. Readers looking for crossover material, which can, at times, stretch the definition of Space Opera, can find material grouped by the original game title. Examples include: *Warhammer 40000*, *Battletech*, *Horus Heresy*, *Halo*, and *Gears*

of War. Adventure novels, using a Space Opera theme, are likely to provide

3,195 results), or *amazon.co.uk* (with 5,372 results), Search under Books › Science Fiction & Fantasy › Science Fiction › Space Opera. With this many choices, Space Opera is likely to have a tempo and tune that readers will find popular for years to come.

2010 Nominees and Award Winners The short-listed and winning novels below may be a useful tool in searching out Science Fiction and Fantasy authors. Not all should be considered appropriate for all levels of school libraries. Students and staff may find this list helpful when looking for new authors to read or new works by their favourite authors.

AURORA – ENGLISH (Canada)
Based on fan votes

Leslie Carmichael - *The Amulet of Amon-Ra**

Robert J. Sawyer - *WWW: Wake*
Barbara Galler-Smith and Josh

Langston – *Druids**

Hayden Trenholm - *Steel Whispers**

Edward Willett - *Terra*

Insegura

AURORA – FRENCH (Canada)
Based on fan votes

Michele Laframboise - *L'axe de Koudriss**
Fortin Mathieu - *Le protocole Reston**
Laurent McAllister - *Suprématie**
Francine Pelletier - *Un tour en Arkadie*
Elisabeth Tremblay - *Filles de lune 3. Le talisman de Maxandre**

ANDRE NORTON AWARD (YA Novels)
Novels voted on by other authors

Kage Baker - *The Hotel Under the Sand*
Sarah Beth Durst – *Ice*
Malinda Lo – *Ash*
Lisa Mantchev - *Eyes Like Stars*
John Scalzi - *Zoe's Tale*
Rebecca Stead - *When You Reach Me*
Catherynne M. Valente - *The Girl Who Circumnavigated Fairyland in a Ship of Her Own Making*
Scott Westerfeld – *Leviathan*

HUGO AWARD
Based on fan votes

Paolo Bacigalupi - *The Windup Girl* (Tie)
China Mieville - *The City & the City* (Tie)
<http://www.amazon.com/gp/search?keywords=Bacigalupi+The+Windup+Girl&index=books&linkCode=qs&tag=locusmagazine>
Cherie Priest - *Boneshaker*
Robert J. Sawyer - *WWW: Wake*
Robert Charles Wilson - *Julian Comstock: A Story of 22nd-Century America*
Catherynne M. Valente – *Palimpsest*

NEBULA AWARD
Novels voted on by other authors

Paolo Bacigalupi - *The Windup Girl* (Winner)
Christopher Barzak – *The Love We Share Without Knowing*
Laura Anne Gilman – *Flesh and Fire*
China Mieville - *The City & the City*
Cherie Priest - *Boneshaker*
Jeff VanderMeer – *Finch*

WORLD FANTASY AWARD
Winners determined by judges

James Enge – *Blood of Ambrose*
Caitlin R. Kiernan – *The Red Tree*
China Mieville - *The City & the City* (Winner)
Jeff VanderMeer – *Finch*
Kit Whitfield – *In Great Waters*

* As of March 7, 2011 this book is not available in an eBook format from one or both of Kobobooks.com or Amazon.com. All other novel can be found in an eFormat. Many eBooks allow for the free download of a chapter for preview before possible purchases.

BIO



Stewart Savard
is a teacher-librarian in the Comox Valley. He maintains the

Courtenay Middle School library website and has a passionate interest in Science Fiction, Fantasy and Historical Fiction. Stew has also been known to enjoy road biking. He is, however, still trying to learn to: “Stay on the bike. Stay ON the bike!”

BLOG

http://virtualbookmark.typepad.com/the_virtual_bookmark/2011/06/science-fiction-has-space-opera.html

<http://bcteacherlibrarians.ning.com/profiles/blogs/science-fiction-has-space>

CRUCHLEY'S COLLECTION



Diana Cruchley is an award-winning educator and author, who has taught at elementary and secondary levels. Her workshops are practical, include detailed handouts, and are always enthusiastically received.

(H. Diana Cruchley©2006, 604-464-7058, dcruchley@shaw.ca.)

THE PERFECT SWORD



Masa and his apprentice Michio make a “perfect sword” and then seek the person worthy of it: someone kind, who doesn’t automatically reach for a sword to solve

help others, and who is noble. Like a fairy tale, this one takes FOUR tries until they find the right candidate.

Scott Goto, Charlesbridge, ©2010, ISBN 978-1-57091-697-7

THE STORY OF THE PERFECT...

It would be fun to write a story about something like the “perfect sandwich”. What would it have in it? Who would be worthy of it? Which characters would like it and why do you turn them down? Who gets it?

There are lots of opportunities to tell a story of the Perfect....

LISTENING FOR THE ANSWER

This is a really good book for constructing a chart. Give students a page with four columns:

1. The candidates for the sword (who are they)
2. The qualities the apprentice thinks might make them worthy.
3. The reason they are turned down: or accepted in the case of the last one.
4. What the apprentice thinks might be the lesson to be learned

PERSONAL WRITING

A springboard from a picture book to personal writing should provide at least three topics if possible. Here are some ideas:

1. The story of a person who taught you a great skill and how he/she did it and what you learned by it. (typing, how to ride a bicycle, piano, ice-skating, karate, etc.)
2. A story about an encounter with a bully.
3. The story of something you lost, or had stolen.
4. An anecdote about something that happened to you that taught you a lesson.
5. A story about teaching something to someone else.
6. What is honour? - what do you think are the important elements of being an honourable person and why you think so?

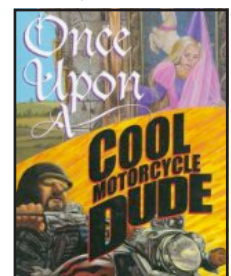
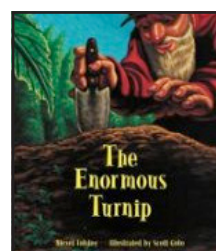
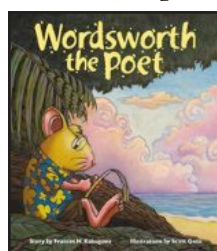
VOCABULARY: JAPANESE WORDS

Any difficult words in the story relate to Japanese culture during the Tokugawa period in Japan, from 1603-1867.

1. A *sensai* is a master of a skill, and a teacher
2. A *samurai* is a member of the warrior class, the ones with the topknot of hair who carried two swords: a short one and a long one.
3. *Bushido* is a code of conduct for samurai, like a knight’s honour.
4. *Ronin* were masterless samurai who worked for pay, or who had been disgraced.

SCOTT GOTO'S BOOKS

Scott Goto is an illustrator and fine artist who lives in Hawaii. As far as I can tell, this is the first book he has both written and illustrated. Books he has illustrated that look interesting are: *Once Upon a Cool Motorcycle Dude*, *The Enormous Turnip*, and *Wordsworth the Poet*.



THE PERFECT SWORD, P. 2



CULTURAL SYMBOLISM IN THE ILLUSTRATIONS

The background illustrations for each of the characters who are considered for the perfect sword is a traditional Japanese symbol that represents the person's character.

The symbols include:

- The warrior represented by a tiger
- The lord represented by a fan
- The ronin represented by the oak
- Takeshi represented by bamboo
- Sensai Masa and Michio represented by water.

STUDYING THE TOKUGAWA PERIOD

In a study of Japan in Grade 6 it would be interesting to look at the Tokugawa period to understand the roots of modern Japan...beside the fact that it is a very interesting period in itself. This is a period in Japan of 250 years of great stability. The daimyo (or lords) owned property and ruled the people in their territory. They employed samurai warriors (7% of population) who defended the property from other lords and collected taxes from the farmers.

Bushido was the name for the code of conduct developed for the samurai in the 1500's. It was based on Confucian values defining the perfect gentleman as:

- *Gensei*: using good judgment
- *Yuuki*: courage
- *jingi*: kindness
- *Sonkei*: respect
- *Seijitsu*: honesty
- *Meiro*: honour
- *Chuugi*: loyalty

Give students the list of qualities and ask students to discuss how Takeshi shows these qualities. Are these worthy qualities for the good human being today? Would they add any? How are they shown today? Can you write a story where a character slowly reveals these qualities?

A knight of the Middle Ages in Europe had a similar code and a similar role. He was bound to a specific lord who owned the property and his job was to protect against attacks from other lords (usually not tax collection though).



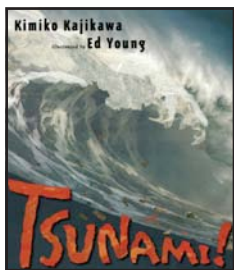


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TSUNAMI



In Japan, the oldest wealthiest man in the village lives on the hill in his rice farm. One day he senses a problem, and when he sees the waters recede realizes a tsunami is coming. To draw the village to him, he sets his rice farm on fire and saves them all at the cost of his personal wealth.

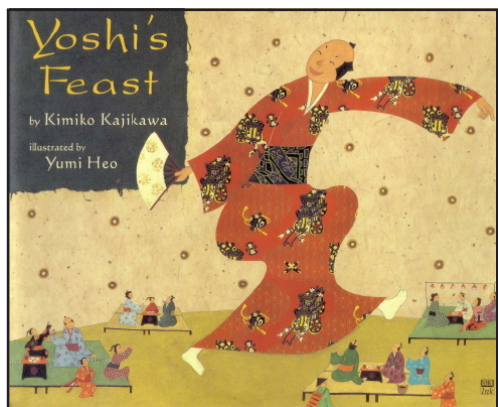
Kimiko Kajikawa, Philomel Books, ©2009, ISBN 978-0-399-25006-4



KIMIKO KAJIKAWA'S BOOKS

Kimiko Kajikawa has been a writer since she was 6 and published an article for *Seventeen* magazine when she herself was in her teens.

The author of a half dozen or so books, Kimiko is also the author of *Yoshi's Feast* which is a famous Japanese folktale told for the English-speaking audience.



PERSONAL WRITING

A springboard from a picture book to personal writing should provide at least three topics if possible. Here are some ideas:

1. A time when "something didn't feel quite right".
2. A story about your grandparent.
3. A story about the advantage of experience.
4. A story of an earthquake, fire, falling tree, high wind in your life.
5. Giving up something for someone else.
6. A present that involved a sacrifice..giving up something you wanted.
7. Methods you can think of to honour someone.
8. Identify a special someone in your life who helps others and write what they do.

TSUNAMI

This is a good time to study the science of the tsunami. These giant waves form where tectonic plates collide, where there is a gigantic (frequently underwater) eruption of a volcano, or after a meteor impact. 86% of all tsunamis' come from underwater volcanoes or seismic shifts. These displace huge quantities of water suddenly. The water rushes in to fill the vacuum (thus explaining why the "tide" seems to go out suddenly and unusually far) and then rushes back out again in the form of a huge wave.

There are many websites with great information including that of the Tsunami Institute.

STUDENT TSUNAMI REPORTS

Students could research and prepare powerpoint presentations on aspects of tsunamis:

1. The causes of the Tsunami.
2. The destruction of Santorini 3600 years ago that destroyed the Minoan civilization across the Mediterranean.
3. The 2004 Tsunami.
4. The eruption of Krakatoa in 1883.
5. The Alaska Earthquake and Tsunami in 1946 (most websites are American in origin, and ignore the damage and death in BC communities.)
6. A timeline of known tsunamis, especially featuring ones not researched by other groups.

TSUNAMI, P. 2

PERSONIFICATION AND SIMILES

There are many opportunities to discuss and study simile, metaphor, and personification as figures of speech. Provide students with a typed version of the words of the book and ask them to seek them out. They should be able to find:

1. *golden rice fields waiting for harvest*
2. *a long, slow, spongy motion*
3. *the sea was running away from the land*
4. *tsunami - the monster wave*
5. *stalks caught like tinder*
6. *like a swarm of ants*
7. *the sky roared*
8. *as high as a cliff*
9. *as wide as the sky*
10. *heading for the village with lightning speed*
11. *jolt mightier than any thunder*
12. *The mountain shuddered*
13. *spray shot up the mountain like a dark cloud*
14. *the angry white sea swallowing up the village*
15. *the sea drew back, roaring, tearing out the land as it went*
16. *the furious sea devoured the village*
17. *still raging as after a typhoon*

TORN PAPER ILLUSTRATION

The book is illustrated with torn paper and pieces of cloth or woven straw. This is an easy style of illustration for students to copy in their own published book.

THE TRUE STORY

This book is based on a story in the 1897 publication by Lafadio Hearn called *Gleanings in Buddha-Fields*. The original wise wealthy man of the village was Hamguchi Goryo and there is a Japanese museum dedicated to him. (He was 35, not an old man, when it happened but the story is still wonderful. Making him older makes it possible for “experience” to tell him what to do.) Ask students to research the real person at locations such as www.town.hiragawa.wakayama.jp/

THE WORD TSUNAMI

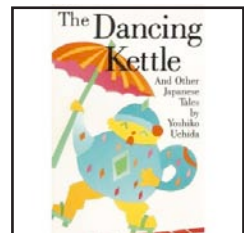
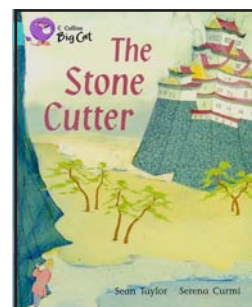
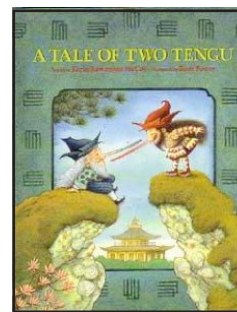
In Japanese *Tsu* means port and *nami* means wave. The first time it was used in English was in 1897 in Lafcadio Hearn’s “A Living God” in *Gleanings in Buddha-Fields*.

JAPANESE FOLKTALES

This might be a good time to study Japanese folktales in general. Students would read the story, write their own version, and tell them to the rest of the class as an easy oral presentation. (You could teach some of the skills of story-telling as well.) Some famous examples in picture book form include:

1. *The Dancing Kettle and Other Japanese Folktales*
2. *A Tale of Two Tengu*
3. *Japanese Children’s Favorite Stories*
4. *The Two Frogs*
5. *The Mirror of Matsuyama*
6. *The Stonecutter*

There are many more available on the internet, or in picture book form.



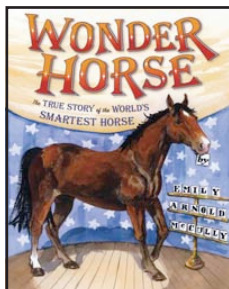


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WONDER HORSE



Subtitled *The True Story of the World's Smartest Horse*, this is the story of how Bill Key, former slave, found and trained his horse Jim Key to recognize the alphabet and colours using only kindness.

Bill and his horse had a huge influence on the movement to more humane treatment of animals.

Emily Arnold McCully, Henry Holt, ©2010, ISBN 978-0-8050-8793-2

FAMOUS ANIMALS

Jim Key is the story of both an amazing horse and an amazing owner. Give students a list of famous animals and ask them to prepare a quick research report of about 4 paragraphs (with an illustration if possible from the internet) to make an 11 X 17 poster set of displays for the class.

Working in pairs, students could then make an oral presentation (or a powerpoint presentation about their particular horses)..length 2 minutes to a maximum length of 5 minutes.

VOCABULARY

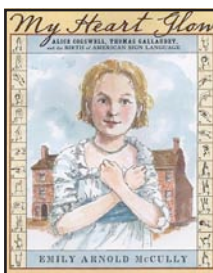
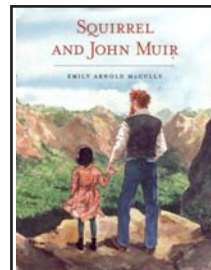
The words students might find difficult are: colic, profile, console, antics, equine, and linament. This might be a good time to explore vocabulary about horses as a theme. (See the included page.)

FOUNDING OF THE RSPCA

Students might be interested in the fascinating story of the founding of the RSPCA and how, in fact, it led to the founding of acts against cruelty to children. Google History of the RSPCA (Royal Society for the Prevention of Cruelty to Animals.)

EMILY ARNOLD MCCULLY'S BOOKS

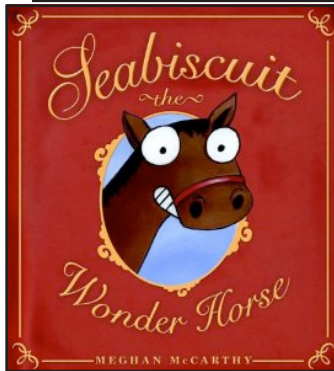
Emily Arnold McCully is New York born and the daughter of a theatre producer and an actress. She is a prolific author and many of her books deal about non-fiction interesting historic characters, many of them women. *My Heart Glow* is about the woman who "inspired" American Sign Language, *Squirrel and John Muir* is about John Muir (the first Yosemite naturalist) and the daughter of his "boss", and *Marvelous Mattie* is about Margaret E. Knight who invented the brown paper bag (among other things) and is the first woman to hold a patent in her own name. *Beautiful Warrior* is the Chinese Legend of a nun who taught kung fu. *Mirette on the High Wire* is a Caldecott winner.



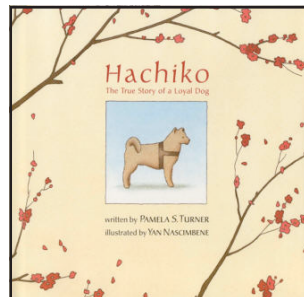
PERSONAL WRITING

A springboard from a picture book to personal writing should provide at least three topics if possible. Here are some ideas:

1. Bill Key has a "gift" with animals. Tell anecdotes about something you are really good at.
2. Tell stories about things you were taught, and how.
3. Anecdotes of smart things your pet has done.
4. Anecdotes about smart things your little brother or sister does.
5. Examples and opinions about kindness to animals.



AMAZING ANIMALS



1. Commando the Pigeon (60 WWII Missions)
2. Francis the Talking Mule
3. Washoe (the sign language chimp)
4. Alex (African grey parrot)
5. Trigger (Roy Rogers' horse)
6. Clever Hans (the counting horse)
7. Big Ben (Canadian Show Jumper)
8. Bucephalus (Alexander the Great's horse)
9. Incitatus (Roman Emperor Caligula's horse)
10. Black Beauty (famous fictional horse)
11. Rex, the Wonder Horse
12. Darley Arabian and Godolphin Arabian
(sires of thoroughbred line)
13. Secretariat (famous race horse)
14. Mike (the headless chicken)
15. Lassie (TV star)
16. Rin Tin Tin (Canadian dog movie star)
17. Badjo the Cacadu Parrot (can sew)
18. Phar Lap (Australian racing horse)
19. Man O War (won 20 of 21 races)
20. Fritz (stunt horse for silent film star
William S. Hart)
21. Citation (famous race horse)
22. Seabiscuit (famous race horse)
23. Canadian parliamentary cats
24. Peabody ducks (live in the Peabody hotel)
25. Buddy (the first seeing eye dog)
26. Endal (labrador retriever guide dog)
27. Hachiko (the loyal Japanese dog)
28. Greyfriars Bobby (slept on his master's
grave)

HORSE WORDS

AGES OF HORSES

- **FOAL** (under 1 year old)
- **YEARLING** (between 1 and 2 years old)
- **COLT** (a horse under 4 - usually male)
- **FILLY** (a female horse under 4)
- **MARE** (a female horse over 4)
- **STALLION** (an uncastrated male horse over 4)
- **GELDING** (a castrated male horse over 4)

ENGLISH SADDLE



WESTERN SADDLE



Place the following labels with a line to the correct part of the picture:

- **MANE** (the longer hairs on the neck)
- **TAIL**
- **WITHER** (where the neck meets the back)
- **HAUNCH** (raised part behind the saddle)
- **FLANK** (where the back leg meets the stomach)
- **POSTERN** (the small lump above the ankle)
- **BRIDLE** (with the bit, used when riding)
- **REIN** (guides the horse, held by the rider)
- **CROP** (small whip with no lash)
- **MARTINGALE** (strap from saddle, across the chest of the horse, under the legs to the girth, keeps the horses head from flipping up and hitting the rider)
- **GIRTH OR CINCH**, strap holding the saddle on
- **STIRRUP** (the feet rest in them)



Gait (the way a horse moves) - to see the gaits in action there is a short movie at each Wikipedia site describing each gait.

- **GALLOP** (all 4 legs off the ground, fastest speed)
- **CANTER** (at each step 1 leg is on the ground, on the fifth all are off the ground)
- **TROT** (the diagonal legs move together, pause beat between steps)

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book-reviews-june-2011.html](http://virtualbookmark.typepad.com/the_virtual_bookmark/2011/06/bctla-book-reviews-june-2011.html)

Book Reviews

FIC BEL

Bell, Joanne. *Juggling Fire*. Orca Book Publishers, 2009. -176pp.- ISBN 978-1-55469-094-7 \$12.95

This story is about Rachel, who is an introspective girl in her early teens. One night her father left home and never returned. After a search-and-rescue team could not locate him at their old cabin or in the surrounding forest, Rachel's sister and mother are willing to accept the situation. Rachel, however, is haunted by the question of why her father disappeared. Despite the fact that he suffered from bouts of depression, most of Rachel's memories of him are fond ones. She sets off on a two week journey with her loyal dog Brooks to discover what happened to her father.

Joanne Bell does a marvellous job of describing scenes in nature. Living in log cabins for years has provided her with a talent for bringing the wilderness alive in the reader's imagination. This book would appeal to those individuals involved in outdoor groups or activities. Also kids who have a deep appreciation for nature and enjoy such things as camping or hiking would like this tale.

The main character, Rachel, goes through the motions of working out inner anxiety due to a tragic event. A reader in their early teens might find this helpful if they are going through a similar issue. For much of the story Rachel travels alone with her dog and her thoughts, so there isn't a lot happening. This is not so much a story of action and entertainment as it is an account of surviving outside city limits. The main character shows a desire for growth and independence by seeking out answers on her own. Maturation takes place when she is eventually able to come to terms with her father's disappearance.

Recommended for ages twelve and up.

Reviewed by Cheri Szilagyi,
Circulation and Reference Assistant,
Thompson Nicola Regional District
Library System.

FIC CIT

Citra, Becky. *Sam's Ride*. Orca Book publishers, 2009. 64 pages. ISBN 978-1-55469-9 \$6.95



Sam's mother has taken him to spend two weeks at his grandfather's interior ranch. Sam, who is seven, does not know his grandfather well. Grandpa presents Sam with a lot of rules and a huge horse named Lightning Bolt. Sam is frightened of the big horse. From Grandpa, Sam learns a lot about his father, who died when he was a baby. He also learns a lot about

himself when he is forced to overcome his own fears to seek help for his grandfather.

Becky Citra had written a number of books for early readers. She uses her own life experiences on her ranch in the interior of British Columbia for her stories. She uses crisp, clear characterization for Grandpa, Sam, and Dr. Mckinnon.

Recommended for early readers grades 1-2

Reviewed by Gloria Reinheimer
-retired teacher-librarian, Surrey SD
#36.

FIC DEM

DeMeulemeester, Linda. *The Secret of Grim Hill*. Lobster Press, 2007. -187 pp. - ISBN 978-1-897073-53-7 \$10.95

Cat Peters is new to Darkmont High

“...the author delivers an exciting and fast-paced story that engages the reader. This fantasy has many elements that would hold young peoples’ attention...”

and can't wait to leave. It's tough being the new kid in school, especially when the rules are different and the teachers aren't very friendly. So when the opportunity to win a scholarship to Grimoire High, the private school at the top of Grim Hill, is announced, Cat jumps at the chance. All she has to do is win the Halloween soccer match against the Grimoire soccer team.

As Cat makes the team and begins her practices, she notices that the behaviour of the whole school and town changes, everyone is friendlier and obsessed with the upcoming soccer match; everyone that is, except for her younger sister Sookie. One day as Sookie waits for Cat's soccer practise to end, she meets a strange girl named Cindy who warns her that Grimoire High has dark secrets. Sookie tries to tell Cat of these warnings, but is brushed aside (as sometimes happens to little sisters). Jasper, their neighbour, also tries to warn Cat that something is definitely amiss at Grimoire after he discovers a mysterious journal from 70 years ago that told of a very similar soccer match.

A strange spell is cast over the town, a spell that is causing Cat's mother to forget her daughter Sookie. Cat discovers three special white feathers that have the ability to see through the fairy enchantment and she soon realizes her little sister is missing. Cat and Jasper do some research and discover that none of the soccer team from 70 years ago were ever

heard of again...they had vanished and no one seemed to notice.

Cat becomes aware that Sookie and the long-ago missing girls have been turned into slave fairies and are trapped in the basement of Grimoire High so the evil fairies can harness

the energy of their youth. She soon finds the secret passageway that leads to Sookie and with the help of her teammates, they set about rescuing Sookie and the long-lost soccer team just in the nick of time to break the spell the town has been shrouded in.

This is the first book in the series about Grim Hill by Linda DeMeulemeester. The language and writing style of the book are fairly simple and make it easy to read. The plot moves along with an exciting and satisfying conclusion that will sit well with the younger readers.

Recommend for an intermediate audience in an elementary library.

Reviewed by Michele Frater, Teacher-Librarian, SD #82

FIC DEM

DeMeulemeester, Linda. *Grim Hill: The Secret Deepens*. Lobster Press, 200. -185 pp. - ISBN 978-1-897073-97-1 \$10.95

Cat, the soccer-loving grade 8 student at Darkmont High, and her plucky younger sister Sookie encounter more mystery and danger in this second installment of the Grim Hill series.

All is not completely safe in their small town, even though the two sisters have already managed to rescue the stolen children and lock

the wicked fairies in Grim Hill during the recent Halloween soccer match. Now, weeks later, emotions are running high for Cat's soccer team when they challenge the boys to a soccer match to see who will represent Darkmont High at the Intramurals.

As Cat focuses on soccer, Sookie dives into her new hobby: magic. She and her new friend Skeeter discover an old trunk in the attic containing exotic clothes and a turban that is the perfect prop to wear when she practices her magic tricks. However, it turns out the turban is more than it appears. Strange things are happening, the town is hit with a strange cold snap and many of Sookie's classmates are afflicted with a mystery malady and nobody knows what to do. Jasper and Cat come to realize that only those children that were Sookie's magical assistants are hit by this mysterious sickness and they have a feeling that there is a diabolical force at work. Father Winter is working through the turban and Sookie to do his evil bidding, casting a winter spell over the whole town to keep the door open between the fairy realm and the real world.

With the help of the enchanted white feathers that they used to combat the Grim Hill fairies at Halloween and some of her friends, Cat heads to the Fairy side of Grim Hill and does battle with the Holly King - Father Winter – the most powerful fairy lord, on the evening of winter solstice, and luckily, our young heroine prevails and breaks the winter spell before the day ends.

Again, the author delivers an exciting and fast-paced story that engages the reader. This fantasy has many elements that would hold young peoples' attention: magic, quests, mystery and friends. The reading level and writing style are very manageable for intermediates

students.

Recommended for elementary school libraries.

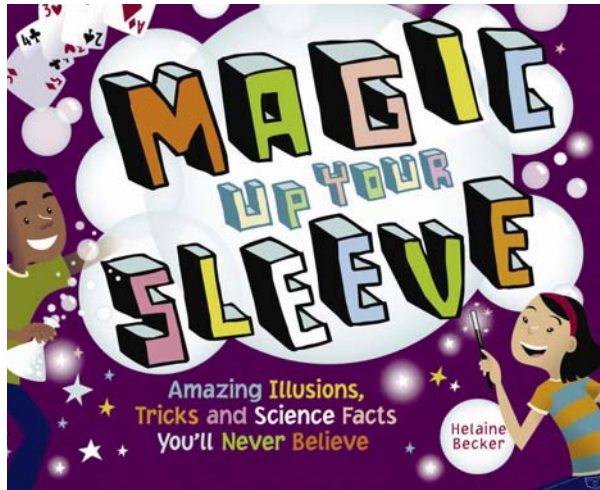
Reviewed by Michele Frater, Teacher-Librarian, SD #82

FIC HAN

Handy, Femida and Carole Carpenter. *Sandy's Incredible Shrinking Footprint*. Second Story Press, 2010. – 24pp. – ISBN 978-1-897187-69-2 \$15.95

“Shrinking” can be described as something that gets smaller. “Footprint” is a mark we leave behind as we walk. So, how can Sandy make a “shrinking footprint”? The highlight of Sandy’s summer vacation is the time she gets to spend with her grandpa who lives by the ocean. Sandy and her dog Pepper love to explore the seashore, looking for treasures. But this summer things have changed. There’s garbage everywhere! As Sandy sets about cleaning up she meets the “Garbage Lady” her grandpa had told her about. In her conversation with the lady, Sandy learns how she can “shrink her footprint” - not her actual footprint, but her ability to make changes in her own life that will have a positive effect on the environment. Authors Femida Handy and Carole Carpenter have written a book that opens the door for teachers and parents to discuss the importance of environmental responsibility. If our eco-footprints are to shrink, we must all take an active part in the

process. A list is included at the end of the book-“WAYS TO SHRINK OUR FOOTPRINTS”. And keeping with environmental responsibility, illustrator Adrianna Steele-Card has created collages using natural or recycled materials. Do not skip over these pages, study them and you will find many hidden treasures! Recommended for grades 1-4



Reviewed by K. Schweitzer, Retired, SD #61

FIC REE

Reece, PJ. *Roxy*. Tradewind Books, 2009. – 190pp. – ISBN 978-1-896580-

01-2 \$12.95

Roxy is the newly pregnant seventeen year old protagonist in this young adult novel of family secrets. Roxy’s actress mother, Maddy, was raised by a paternal aunt, Gretchen, because her mother died in childbirth. The aunt dies as the novel begins. As the funeral ends, Maddy receives a phone call from Greece. Her father’s lawyer has called to inform her that her father is dying. He has had nothing to do with the family since he left his baby daughter with Gretchen years before. Roxy travels to Corfu to see the famous author who is hiding secrets of his past. A determined Roxy eventually worms information out of her grandfather’s friends and her grandfather himself. Mistakes of the past have caused heartbreak and dysfunction, but eventually a determined Roxy finds out the unexpected truth. She has learned about her family and has met a good-looking young fisherman who could be part of her future. There are wonderful descriptions of Greece, the culture of

Kashmir and the cultivation of apricot trees. It is an enthralling story and will be enjoyed by girls from the ages of 14 - 18.

Highly recommended for grades 9-12

Reviewed by Pat Parker, Retired teacher-librarian

FIC WIN

Winters, Kari-Lyn. *On My Walk*. Tradewind Books, 2009 -24pp ISBN 978-1- 896580-6-16 \$16.95

Kari-Lyn Winters has written a delightful book for the pre-kindergarten age group. Have you got your “science eyes and ears” ready? That’s all that’s needed when you take a walk with Kari-Lyn Winters. There’s the wonderful sound of a frog-“frippity-frop” and the sight of a bug- “hippity-hop”. So many rhyming words for the ear of the young listener! And then as the story is ending, the retracing of the walk and the sounds heard, as mother and child quickly race home to try and beat an unexpected rainstorm. Including rich language, easy story line and a memory challenge, what comes next? Great fun! Christina Leist’s illustrations will definitely catch the attention of the young audience listening to this story. There’s something unique to look for on each page, allowing the reader to ask, “Can you see...”?

Recommended for Pre-school

Reviewed by K. Schweitzer, retired, SD #61

FIC WIS

Wishinsky, Frieda, *Stop that Stagecoach!* Illustrated by Jean-Paul Eid. Maple Tree Press, 2009. – 71p. – ISBN 978-1-897349-63-2. \$7.95



Emily and Matt are eager to learn about the pioneers arriving and traveling in Canada during the early 1800s. In this latest “Canadian Flyer Adventure”, they are transported on their magic sled back to this important historical period. Landing in Montreal with the many immigrants just disembarking off a ship from Great Britain, they begin to learn of the hardships they face. Many people in the city are already ill with cholera. Anxious to leave the city and head for Upper Canada, Emily and Matt meet an Irish boy their age, Thomas O’Brien, and his mother who are traveling to meet his father who came ahead to start homesteading. Climbing into a waiting stagecoach, they begin the bumpy journey together.

Rattling along roads filled with potholes, the long, slow ride wasn’t the glamorous adventure that Emily and Matt had expected. At the inns where they stopped each night, the food was terrible, and they often slept outside rather than endure being crowded onto one room with many other noisy travelers. Finally they are transferred to a steamer riding along Lake Ontario, then onto a large flat-bottomed rowboat heading up the river towards Peterborough, the O’Brien’s destination. But soon the oarsmen refuse to tackle the rapids and the tired group, including Mrs. O’Brien, who is imminently expecting a baby, is forced to struggle on by foot. How far is their new homestead? Will they find a farmhouse in time?

Telling the story through the adventures of Emily, Matt and Thomas, the author is able to accurately portray the hardships that the new settlers endured as well as their strength of character to persist. Young readers will enjoy the action and fast pace. Appropriate and appealing black and white illustrations, with characters in period dress, will enhance the reader’s historical knowledge of the 1800s in Canada. More impor-

tant facts are included at the end of the story. There is also a Teacher Resource Guide available online at: www.mapletreepress.com/canadian-flyeradventures

Recommended for grades 2-5

Reviewed by Carolyn Cutt, retired teacher-librarian, Vancouver SD#39

FIC YOU

Young, Beryl. *Charlie: a home child’s life in Canada*. Key Porter Books, 2009 111 pages ISBN 978-1-55470-200-8 \$19.95

Charlie Harvey’s father ran a sweet shop in Southampton. His favourite candy was humbugs. Charlie’s family of nine, parents and seven children, lived in rooms above the store. He was 10 and his favourite sibling, Arthur, was four, when their father suddenly died of pneumonia. Since the youngest child was only three months old their mother could not support them. In 1910 there were few options for the family. The oldest girls went into service in grand houses while Charlie and the others were placed in orphanages. Charlie went into a Dr. Barnardo home in London. These homes provided orphaned and abandoned children ages 8-14 with food, shelter, schooling and training in the trades. From 1860 -1934, 100,000 children were sent to Canada. As late as the 1960’s many others were still sent to British Colonies such as Australia.

Most of these home children became farm labourers. Charlie spent his first year in Canada missing his family, while working long hard hours for an uncaring couple. They gave him little food, while he slept in an unheated porch. Thankfully, the second year he was placed in a loving family home. Charlie Harvey was a very lucky home child. He knew his family and regularly communicated

with them, especially his mother. He was also able to return to England, first as a soldier in WW1 and then again to help care for his elderly mother. He was also able to bring brother, Arthur, to Canada. He left farm work behind him for a long career with the RCMP.

Beryl Young has written this factual story of her father’s life. She has included family photos, documents and letters. Beryl has also provided statistical information from Barnado files. Beryl says that descendants of home children are 12% of the Canadian population or about 4 million people. She did not learn of her father’s early life until she was 20. Being placed in orphanages embarrassed many home children. Beryl Young wants her readers to know that her father succeeded here in Canada.

This is a great biography in its own right, but could also be used as support for the many fictional stories of home children.

Highly recommended for grade 5 and up.

Reviewed by Gloria Reinheimer -retired teacher-librarian, Surrey SD #36.

428.2 RIC

Richler, Howard. *Strange Bedfellows: The Private Lives of Words*. Ronsdale Press, 2010. 152p. ISBN 978-1-55380-100-9. \$19.95

Emphasizing that the English language has never been known for purity, thus the title: *Strange Bedfellows*, author, Howard Richler promises some unexpected liaisons in English etymology. Many word origins are quite surprising and many words have strange associations with other words.



Be prepared for some fascinating and humorous findings as you delve into this intriguing world of words.

The text is divided into many sections for easy perusing. Part 1, titled Words Stranger than Fiction, is divided into chapters containing ten words: for example, “Ten Words You Never Knew Came from Foods”, “Ten Words You Never Knew Came from Our Vices”, etc. Part 2, titled Strange and Exotic Bedfellows of English, contains chapters such as, “Ten Words you Never Knew Came from French,... Yiddish/Hebrew”, etc. Part 3 is titled Fifty-Five Words Whose Pedigree Will Delight and Amuse You. This accessible format allows the reader to quickly examine any section of particular interest. The lyrical style is humorous, flows well and holds the reader’s attention. The text is complete with a table of contents, bibliography and index. For students researching unusual word derivations, and for the interested adult reader, this text is highly recommended. It should prove to be an interesting addition to a high school library collection as well.

Recommended for grade 8 and up.

Reviewed by Carolyn Cutt, retired teacher-librarian, Vancouver SD #39

743 BOU

Boustin, Arnaud. *My Beastly Book of Monsters*. Owlkids Books, 2010. 120 pages. ISBN 978-1-897349-81-6 \$13.95

My beastly book of monsters has 150 large line drawings of monsters. Children are invited to doodle, draw, colour, and cut out the various monsters. They are asked to use their imaginations to complete the pictures, adding more eyes, more monsters and making paper airplanes. Arnaud Boutin lives in France and

attended an art school there. He has created this book for young children and early readers. It may be used to help children with their fear of monsters. Presented as a consumable book, which does not instruct how to draw, this book asks its readers to use the book for enjoyment. As such, this book is not suitable for libraries but would make a great gift for pre-school children and beginning readers.

Recommended for ages 3-5 with parental help, and ages 5-6, early readers.

Reviewed by Gloria Reinheimer -retired teacher-librarian, Surrey SD #36.

793.8 BEC

Becker, Helaine. *Magic Up Your Sleeve: amazing illusions, tricks, and science facts you'll never believe*. Maple Tree Press, 2010. -64pp.- ISBN978-1-897349-76-2 \$12.95

There’s definitely a lot of “magic” up the sleeve of author Helaine Becker as she expertly draws the reader in with her delightful “bag of tricks”.

“...Helaine Becker and Claudia Davila have succeeded in making the world of science magical...”

Add to the mix, illustrator Claudia Davila and you have a book that will delight all who read it.

Using humor and facts, Helaine Becker reveals the science that is hidden in magic tricks. She has incorporated dozens of activities that show the reader how the world of magic is able to baffle audiences by simply manipulating the simple scientific principles of illusion and perception. Illustrator Claudia Davila presents the information in a fun and imaginative manner.

Tricks are clearly explained, easy to perform and require only a few household items. They have been given a difficulty rating, as well as a sidebar “What’s Going On? This

explains the science behind each trick.

Magic Up Your Sleeve is a complete book. From the Getting Started Magician’s Kit, to the Magician’s Survival Guide, to information about the lives of professional magicians, everything is covered.

Yes, Helaine Becker and Claudia Davila have succeeded in making the world of science magical.

Recommended for grades 3-6

Reviewed by K. Schweitzer, Retired, SD #61

940.53 KAC

Kacer, Kathy, *Restitution: a family's fight for their heritage lost in the Holocaust*. Second Story Press, 2010. 311 pages ISBN 1-897187-75-3. Pb. \$19.95

Karl Reiser lived with his family; parents, sister and dogs in a Czech town called Rakonik. His father, Victor, was a wealthy businessman who travelled all over Europe. His

family had leant another family member money to start his business, but his art gallery had failed and to repay the debt Mr. Schmahl gave

the Reisers four valuable eighteenth century paintings. Karl’s mother, Marie, grew to love the large works of art. The Reisers were one of the few Jewish families in the village. Mostly life was normal but as war loomed in the late 1930’s, the family became uneasy. Marie especially wanted to leave Czechoslovakia. She began changing money into foreign currencies. To protect the paintings she loved, she asked her husband’s business partner to look after them until it was safe for the family to return. The family fled to Prague. With her husband already safe outside the country, Marie began to collect the



papers they would need. She used her foreign money to bribe officials for the right documents to get them out of the country. Once they were safe in Switzerland, the Reisers were granted permission to immigrate to Canada.

From great wealth to refugees, the family took on menial jobs and began to rebuild their lives. Marie, however could not forget the paintings she had left behind. To her they represented all that she had lost; family, business and houses. After the war, she returned to Czechoslovakia to confront Mr. Jirak demanding he return her paintings. The former partner claimed one of the paintings as a reward for keeping the artwork safe. Marie refused and began a lawsuit only to have to leave the country again as the Communists were taking control. She never saw her paintings again. Even after his parents' death and the growth of his and Hana's Canadian families, Karl did not forget his mother's beloved paintings. In 1989 many decades after leaving them behind, Karl was astounded to receive word of their whereabouts from none other than Mr. Alois Jirak's grandson. Karl Reiser embarked on a quest to restore the paintings to his family. He needed the help of the grandson, an art dealer come smuggler and a Canadian diplomat who wanted to see the Reisers (Canadian spelling) have their belongs back.

Kathy Kacer has written this Holocaust story, a subject she has written about before. Kathy used her mother's war experiences in the young adult novel, *Gabi's Dresser*. *Restitution* covers the Reiser family during the war, and far beyond to the many years they struggled to regain the paintings. To tell this story she has used Reiser's pictures, copies of the documents that Marie bribed officials for, and their permits to live in Canada. This non-fiction book tells how the events of WWII reached well into the following

decades. The majority of this story does not dwell on the Holocaust but describes the twists and turns, luck and bravery that it took to return the paintings to their owners.

Highly recommended for grade 8 and up.

Reviewed by Gloria Reinheimer
-retired teacher-librarian, Surrey SD #36.

971.1'0209 FER

Ferguson, Julie H. *James Douglas: Father of British Columbia*.
Dundurn Press, 2009. -240pp. – ISBN 978-1-55488-409-4 \$19.99

James Douglas: Father of British Columbia is one of those biographies that makes one want to know more about the person, the time, and the places. Julie Ferguson has recreated Douglas' letters and journals to recreate a time in our province's history and make it real. Douglas was the illegitimate child of a part-black Barbados native and a wealthy Scottish trader. He was educated in Scotland and then indentured to the North West Company. He worked his way up in the company (which merged with the Hudson's Bay Company) through determination, grit and a bit of luck. He married a Métis woman and together they had thirteen children, of whom seven lived to maturity.

This book is a well-written story of a man of strength and character. It tells of his struggle through difficult times in the early fur trade to difficult times governing a new province. We learn of the relationships in his personal life and business life. The times were demanding for the women who had to support their men and raise families in primitive conditions. In this book we are given a "bird's-eye view" of the creation of British Columbia.

There are black and white pho-

tographs, a chronology of James Douglas, a bibliography, and an index to make it a useful source in any history class.

James Douglas: Father of British Columbia is one of a series developed by Dundurn Press.

Highly Recommended for grade 5 and up

Reviewed by Pat Parker, retired teacher-librarian

BLOG

BLOG REVIEWS AT

http://virtualbookmark.typepad.com/the_virtual_bookmark/2011/06/bctla-book-reviews-june-2011.html

<http://bcteacherlibrarians.ning.com/profiles/blogs/bctla-reviews-june-2011>



The Spring 2011 issue of School Libraries in Canada, "Exploring the World," is now available at:

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<http://clatoolbox.ca/casl/slicv29n2/292cover.html>

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Judith Comfort

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- 1) acts as a communication vehicle for ideas, trends and new developments in the field; 2) supports a professional network of teacher-librarians who are committed to resource-based learning and cooperative planning and teaching;
- 3) disseminates information on British Columbia learning resources; and
- 4) promotes reading and the development of literacy.

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