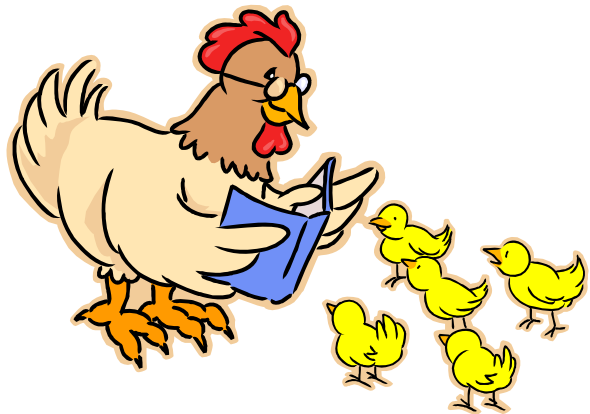


# English Language Arts 1-5:



## Recommended Resources for the Renewed Curricula

*A list of professional materials available for borrowing  
from the Stewart Resources Centre – January 2012*

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## The STF Stewart Resources Centre – CHECK US OUT!

In order to serve you better, we have compiled the following list of resources that directly address some of your professional needs. We hope you find this publication helpful, and we would be pleased to hear from you if you would like us to continue producing more specialized resource lists, or if you have suggestions on how we can improve our service to you. We want to serve you better!

We make it easy for you to use the Stewart Resources Centre:

- For rural schools, we mail our resources directly to you and provide a postage-paid mailing label for you to use to mail the resources back to us. (Audio-visual resources are excluded from the Canada Post library mailing rate, so you will need to pay postage to return these items.)
- For schools in Saskatoon, your resources arrive at your school through the weekly inter-school mail delivery. Materials may also be returned to us using this courier system.
- You don't need to know the exact titles for resources you need. Provide a topic and an approximate grade level at which you would like to use the materials, and we will do the rest!
- We are accessible 24 hours a day through the STF website: [www.stf.sk.ca](http://www.stf.sk.ca) You may search our catalog online or email us your resource requests at: [src@stf.sk.ca](mailto:src@stf.sk.ca)
- Call us! STF members may call the Stewart Resources Centre toll-free at 1-800-667-7762, ext. 6323, or we can be reached at 373-1660, ext. 6323 for local calls.
- Visit us in person! We are open 8:30 a.m. to 5:00 p.m. from Monday to Friday.





## **ENGLISH LANGUAGE ARTS GRADE 1**



Indicates item is a Ministry of Education's Core Learning Resource.

421.1 G981

**ABC of Canada** / Gurth, Per-Henrik. Bellefontaine, Kim.

Toronto, ON: Kids Can Press, 2002.

Subjects: English language – Alphabet – Juvenile literature. Canada – Juvenile literature.

Summary: From “A is for Arctic” to “Z is for Zamboni”, young children will learn about Canada as they enjoy this alphabet book. Students will visit Canadian landmarks, such as Peggy’s Cove or enjoy a Canadian pastime, such as the Calgary Stampede. This is a resource to encourage reading as well as interest in Canada.

811.54 L477

**Alligator pie** / Lee, Dennis.

Toronto, ON: Macmillan, 1974.

Subjects: Nonsense-verses.

Summary: Children will identify with the universal themes in Lee’s poetry. The delights, fears, and interests of a young child are explored in the variety of verses found in this anthology.

372.13 C388

**The art of inquiry : questioning strategies for K-6 classrooms (2<sup>nd</sup> ed.)** / Cecil, Nancy Lee.

Pfeifer, Jeanne.

Winnipeg, MB: Portage & Main Press, 2011.

Subjects: Questioning. Elementary school teaching.

Summary: Asking questions is one of the most essential functions of teaching. In this book, the author shows teachers how to develop both their own questioning skills and those of their students. The author explains how to model provocative, open-ended questions, and provides many useful teacher- and student-directed questioning strategies.



372.623 S387

**Basic tools for beginning writers : how to teach all the skills beginning writers need, from alphabet recognition and spelling to strategies for self-editing and building coherent text** / Schultze, Betty.

Markham, ON: Pembroke Publishers, 2008.

Subjects: English language – Composition and exercises – Study and teaching (Primary). English language – Writing – Study and teaching (Primary).

Summary: This book offers teachers strategies for helping children grasp the pencil, print legibly, spell, punctuate, and create sentences that contain complete thoughts and link together logically. It includes background information, lesson ideas, and suggestions for student review, extensions, and modifications that lead to best practices in developing writing consistency.

- Annotations have been excerpted from book descriptions provided by the publishers and from bibliographies distributed by the Saskatchewan Ministry of Education.



372.6 B561

**Best practices in literacy instruction (3<sup>rd</sup> ed.)** / Gambrell, Linda B. Morrow, Lesley Mandel. Pressley, Michael (Eds.).  
New York, NY: Guilford Press, 2007.

Subjects: Language arts. Reading comprehension. Literacy.

Summary: This evidence-based book distills the latest knowledge about literacy teaching and learning into strategies for helping all children succeed. Within a comprehensive conceptual framework, the field's leading authorities provide practical recommendations to guide instructional decision making. The book includes current research findings, policy issues, and program innovations. It offers coverage of assessment, motivation, approaches to integrating different kinds of texts and multimedia resources, and adolescent literacy.



372.4 S999

**Beyond leveled books : supporting early and transitional readers in grades K-5 (2<sup>nd</sup> ed.)** / Szymusiak, Karen. Sibberson, Franki. Koch, Lisa.  
Portland, ME: Stenhouse, 2008.

Subjects: Reading (Elementary). Children – Books and reading. Individualized instruction.

Summary: Suggestions and resources are provided to assist teachers to understand and to meet the needs of transitional readers. The book contains examples of classroom instruction, sample mini-lessons, strategies for small group instruction, assessment techniques, and student work.

372.6 B573

**Beyond reading and writing : inquiry, curriculum, and multiple ways of knowing** / Bergoff, Beth.

Urbana, IL: NCTE, 2000.

Subjects: Language arts (Elementary). Language experience approach in education. Multiple intelligences. Cognitive styles. Cognitive styles.

Summary: The authors examine the theory of inquiry and multiple ways of knowing, which put the learner at the centre of curriculum. Because of their experiences in the classroom, the authors are able to provide insight into how a curriculum works in day-to-day situations, offer suggestions on how educators can support and understand their students, and suggest theory-into-practice techniques.

535.6 C848

**The black book of colors** / Cottin, Menena. Faria, Rosana.

Toronto, ON: Groundwood Books, 2008.

Subjects: Colors – Juvenile literature. Touch – Juvenile literature. Blind – Books and reading – Juvenile literature.

Summary: This book invites readers to imagine living without sight through remarkable illustrations done with raised lines and descriptions of colors based on imagery. Braille letters accompany the illustrations and a full Braille alphabet offers sighted readers help reading along with their fingers.

970.00497 B867

**A broken flute : the Native experience in books for children** / Doris Seale, Doris. (Ed.). Slapin, Beverly. (Ed.).

Berkeley, CA: Oyate, 2005.

Subjects: Indians of North American – Juvenile literature – Book reviews. Children's literature, American – History and criticism.

Summary: This resource is a collection of reviews that critically evaluate children's books about Native Americans written between the early 1900s and 2003. Stories, essays and poems accompany each review. The authors reviewed over 600 books and the titles are arranged alphabetically.



## Collections 1

### Emergent (Orange) Mini-Theme Books

428.6 C697

**One in the sun** / Benson, Ron.

**Time to play** / Benson, Ron.

**Too silly!** / Benson, Ron.

**Up the hill** / Benson, Ron.

**Collections 1 : emergent (orange) level : teacher's resource book** / Benson, Ron.

### Emergent (Yellow) Mini-Theme Books

428.6 C697

**I'm busy** / Benson, Ron.

**Once upon a time** / Benson, Ron.

**Under my hood** / Benson, Ron.

**Where do words go?** / Benson, Ron.

**With a friend** / Benson, Ron.

**Collections 1 : early (yellow) level : teacher's resource book** / Benson, Ron.

### Emergent (Green) Mini-Theme Books

428.6 C697

**Around my place** / Benson, Ron.

**It looks like ...** / Benson, Ron.

**Ways to go** / Benson, Ron.

**Collections 2 : early (green) level : teacher's resource book** / Benson, Ron.

Scarborough, ON: Prentice-Hall, 1998.

Subjects: Readers (Primary).

Summary: The student resources consist of twelve mini-theme books and three theme libraries at various reading levels and different text types. The teacher resource books contain information about the emergent and early levels of reading and provide teaching plans for the mini-theme books.

179.9 R815

**Cookies : bite-size life lessons** / Rosenthal, Amy Krouse.

New York, NY: HarperCollins, 2006.

Subjects: Conduct of life – Juvenile literature. Virtues – Juvenile literature. Manners and customs – Juvenile literature.

Summary: The author explains character traits in a non-didactic way that young children can easily understand - through cookies. For example, “respect” means offering the first cookie to your grandmother, and “greedy” means that one person hoards all the cookies.

372.623 H161

**Crafting writers, K-6** / Hale, Elizabeth.

Portland, ME: Stenhouse, 2008.

Subjects: English language – Composition and exercises – Study and teaching (Elementary).

Summary: How do we teach elementary students to independently use the different elements of craft that are discussed and taught in lessons? We begin by honouring the reality that terms like voice, sentence fluency, and writing with detail are descriptions of where we want our students to be. Elizabeth Hale shows how to identify specific elements of craft when assessing student work and planning instruction, and use them to teach students the specific craft techniques that will move them forward as writers.

791.4334 C975

**The curious garden [DVD]**

Norwalk, CT: Weston Woods, 2010.

Subjects: Gardening – Juvenile films. City and town life – Juvenile films.

Summary: In this animated DVD program, Liam lives in a city that is dark and grey. While exploring one day, Liam discovers a stairwell that leads to old railroad tracks. Among the tracks is a patch of dying wildflowers. Liam decides to take care of the garden. He learns to water and prune the plants. As the garden starts to spread, the city is transformed into a colourful world.



372.6 J26

**Early childhood language arts (5<sup>th</sup> ed.)** / Jalongo, Mary Renck.

Boston, MA: Pearson Education, 2011.

Subjects: Language arts (Early childhood). Language arts (Preschool).

Summary: This teacher reference provides current information on brain research, technology, bilingual education, and media influences on young children. It offers a comprehensive view of language development and early literacy education gleaned from research on emergent literacy, early childhood education, and special education.



372.414 E12

**Early literacy : a resource for teachers**

Regina, SK: Saskatchewan Education, 2000.

Subjects: Reading (Primary). Reading readiness. Children – Books and reading.

Summary: This resource is intended to support teachers of emerging literacy learners. There are tools to assist teachers to assess and develop skills and strategies in literacy. Each chapter in the resource focuses on one particular set of literacy foundations: oral language foundations, textual foundations, graphophonic foundations, and foundations of independent reading and writing.

371.39 W678

**Engaging readers and writers with inquiry : promoting deep understandings in language arts and the content areas with guiding questions** / Wilhelm, Jeffrey D.

New York: Scholastic, 2007.

Subjects: Inquiry-based learning. Language arts. Content area reading.

Summary: How does flight influence behaviour for humans and birds? Is it ever permissible to lie? Reframing our units and lessons with questions such as these makes learning more exciting for students. The author shares practical, easy ideas for turning standards into engaging authentic questions that propel students toward deep understandings. Includes sample lessons, discussion techniques, and questioning schemes for all the content areas.



372.6 T662

**50 literacy strategies : step by step (3<sup>rd</sup> ed.)** / Tompkins, Gail E.

Boston, MA: Allyn & Bacon, 2009.

Subjects: Language arts (Elementary). Language arts (Middle school).

Summary: This book provides step-by-step instructions for using fifty research-based, classroom-tested literacy strategies - encompassing reading, writing, listening, speaking, and visualizing.



372.41 F646

**Fluency instruction : research-based best practices** / Rasinski, Timothy V. Blachowicz, Camille L. Z. Lems, Kristin (Eds.).

New York, NY: Guilford Press, 2006.

Subjects: Reading. Reading – Remedial teaching.



Summary: The editors introduce the idea of fluency instruction, providing a thorough examination of what fluency instruction is and how it should be taught. Topics include applications for struggling readers and English language learners. The editors include examples and vignettes of fluency instruction in the classroom.



Gage Cornerstones 1

428.6 G132

**Out on the playground (1A)** / Farr, Carolyn.

**Look around (1B)** / Farr, Carolyn.

**Busy days (1C)** / Farr, Carolyn.

**Ride a rainbow (1D)** / Farr, Carolyn.

**Blackline masters 1**

Toronto, ON: Gage, 2000.

Subjects: Readers (Primary).

Summary: The student books contain selections from many different text types to address various themes in Grade 1.



028.55 P485

**Good books matter : how to choose and use children's literature to help students grow as readers** / Peterson, Shelley Staggs, Swatz, Larry.

Markham, ON: Pembroke Publishers, 2008.

Subjects: Children – Books and reading. Children’s literature – History and criticism.

Summary: This resource offers guidance on selecting books, strategies for specific grade levels, suggestions for extension, and tips for assessment. The book is organized around the major genres - traditional literature, picture books, nonfiction, poetry, and multicultural texts - that will inspire young readers. Throughout the book, teachers will find suggestions for using literature to implement shared reading, reading aloud, and response strategies with emergent, developing, and independent readers.

428.2 W363

**The grammar plan book : a guide to smart teaching** / Weaver, Constance.

Portsmouth, NH: Heinemann, 2007.

Subjects: Grammar – Study and teaching. English language – Rhetoric – Study and teaching.

Summary: The best method of teaching language conventions is to integrate them into the writing process. This book explains how to teach language conventions this way. Through examples of innovative educators teaching language, teachers are presented with concepts to use in the classroom. The book is useful in planning focused lessons and includes a sample scope-and-sequence chart.

813.6 W323

**Granny’s giant bannock** / Wastasecoot, Brenda Isabel.

Winnipeg, MB: Pemmican Publications, 2008.

Subjects: Cree Indians – Juvenile fiction. Grandmothers – Juvenile fiction.

Summary: Miscommunication occurs between English-speaking Larf and his Cree-speaking grandmother. Larf’s grandmother comes for a visit, but Larf cannot speak Cree. Grandmother wants to make bannock. As they both try to communicate with each other, the result is bannock that threatens to take over the community.

372.452 D687

**Guided listening** / Donohue, Lisa.

Markham, ON: Pembroke Publishers, 2007.

Subjects: Oral reading – Study and teaching (Elementary). Reading comprehension – Study and teaching (Elementary).

Summary: This guide offers a framework for using read-aloud and other oral language experiences to build reading comprehension skills and help students record, share, value, and interpret ideas. These organizational tools free students to listen more attentively; organize their responses; and watch for subtle clues, such as body language, that are an important part of listening. The book is organized around common reading strategies, including making inferences and predictions, making connections, visualizing, asking questions, and synthesizing. Tools to complement these strategies include reproducible graphic organizers, rubrics, forms for recording student progress, and numerous worksheets.



372.47 W678

**Improving comprehension with think-aloud strategies** / Wilhelm, Jeffrey D.

New York, NY: Scholastic, 2001.

Subjects: Reading (Elementary). Reading comprehension. Reading (Middle school).

Summary: Help students learn how to read better with the powerful technique that makes the reading process come alive for kids. Model predicting, inferring, visualizing, summarizing, making connections to real life, and more!

372.47 D687

**Independent reading inside the box : how to organize, observe, and assess reading strategies that promote deeper thinking and improve comprehension in K-6 classrooms** / Donohue, Lisa. Markham, ON: Pembroke Publishers, 2008.

Subjects: Reading (Elementary). Reading comprehension. Children – Books and reading.

Summary: This book illustrates how students can use a single page to strengthen and monitor their comprehension, language, and thinking skills. It offers a range of graphic organizers and open-response opportunities that help deepen student thinking and response.

372.37 U67

**Lily and the paper man** / Upjohn, Rebecca.

Toronto, ON: Second Story Press, 2007.

Subjects: Homeless persons – Juvenile fiction. Compassion – Juvenile fiction.

Summary: At first, a young girl named Lily is afraid of a gruff homeless man who sells papers on the street. Later, as Lily snuggles down in her warm bed on a cold wintry night, she worries about the homeless man whose toes stick through his shoes. Lily discusses her concern with her doll and comes up with an action plan. This is a heart-warming story that carries valuable messages about caring for others and how a young child can make a positive difference in someone's life.



372.6 O61

**Listen hear! : 25 effective listening comprehension strategies** / Opitz, Michael F. Zbaracki, Matthew D.

Portsmouth, NH: Heinemann, 2004.

Subjects: Listening – Study and teaching (Elementary). Language arts (Elementary).

Summary: This resource is full of teaching strategies that help you fold multi-dimensional listening comprehension instruction snugly into your existing reading and read-aloud lessons - without sacrificing room in your crowded curriculum. This book gives you everything you need to start teaching listening tomorrow: the research and rationale for teaching it; reproducible forms; charts that show you at a glance which skills each strategy enhances; lists of contemporary children's literature to use in conjunction with the strategies; and practical tips for assessment.



372.6 B592

**Literacy profiles : a framework for assessing, recording, and developing students' literacy progress, K-4** / Biggam, Sue. Itterly, Kathleen.

Columbus, OH: Pearson, 2009.

Subjects: Language arts (Primary). Language arts (Primary) – Ability testing.

Summary: The authors present teachers with a framework for profiling individual students' literacy progress throughout the critical primary grade school years. To aid teachers in accurately profiling their students' literacy progress, the authors outline ten strands of early literacy development and break these strands into specific benchmarks.

428.4 W876

**Literacy strategies across the subject areas : process-oriented blackline masters for the K-12 classroom (2<sup>nd</sup> ed.)** / Wood, Karen D. Taylor, D. Bruce.

New York, NY: Pearson, 2006.

Subjects: Reading (Middle school). Reading (Secondary). Literacy – Study and teaching (Middle school). Literacy – Study and teaching (Secondary).

Summary: The book contains graphic organizers to engage students in strategies to enhance their understanding of various topics under study. Many of the strategies included in the book aim for the gradual release of responsibility by the teacher to the student. The strategies are also effective for students who need additional language support, such as English as an Additional Language learners.



372.6 F623

**Literate lives : teaching reading and writing in elementary classrooms** / Flint, Amy Seely.

Hoboken, NJ: Wiley, 2008.

Subjects: Language arts (Elementary). Reading (Elementary). English language – Composition and exercises – Study and teaching (Elementary).

Summary: This book will help you learn how to organize for literary instruction in your classroom. You'll discover how to dig deeper into literacy instruction and decide on what actions to take. The book also emphasizes ways to drive and teach literacy by using such things as children's toys and familiar characters.

372.64 M235

**Making facts come alive : choosing and using quality nonfiction literature K-8 (2<sup>nd</sup> ed.)** /

Bamford, Rosemary A. Kristo, Janice V.

Norwood, MA: Christopher-Gordon, 2003.

Subjects: Literature – Study and teaching (Elementary). Children's literature – Study and teaching (Elementary). Children – Books and reading. Interdisciplinary approach in education.

Summary: This resource presents non-fiction as an important component in students' learning. It provides teachers with insights into how to help students develop strategies to read and write non-fiction.



372.465 B393

**Making sense of phonics : the hows and whys** / Beck, Isabel L.

New York, NY: Guilford Press, 2006.

Subjects: Reading – Phonetic method. Reading (Elementary).

Summary: The author provides practical ideas to build children's decoding skills by teaching letter-sound relationships, blending, word building, and multisyllable words. She provides strategies for explicit, systematic phonics instruction for primary-grade classrooms. The strategies can also be used for older students who experience difficulties in decoding.

372.83 M235

**Mama's saris** / Makhijani, Pooja.

New York, NY: Little, Brown, 2007.

Subjects: East Indian Americans – Juvenile fiction. Mothers and daughters – Juvenile fiction.

Summary: A young East Indian girl begs her mother to allow her to wear a sari on her seventh birthday. *Mama's Saris* will help students to understand that individuals have preferences for traditions, play, and dress. The book includes a glossary of Hindi words.

428.6 C746

**My family** / Condon, Penny.

Saskatoon, SK: Gabriel Dumont Institute, 2001.

Subjects: Métis – Juvenile fiction.

Summary: Join a Métis family gathering for a feast as told through the eyes of a young child. The role of Kona's grandparents, siblings, uncles, aunts, and cousins are described as they get ready for the family celebration.

791.4334 N163

**Naked mole rat gets dressed [DVD]**

Norwalk, CT: Weston Woods, 2010.

Subjects: Rodents – Juvenile films.

Summary: In this animated DVD program, there are three things that viewers need to know about mole rats: they are part rat, part mole, and all naked, except Wilbur. Wilbur likes to wear clothes, and he feels different depending on what clothes he is wearing. All the other mole rats in the colony are horrified by Wilbur. They approach Grand-pah, the oldest, wisest, and most naked mole rat. Grand-pah reflects about Wilbur and makes a pronouncement to the other mole rats that shakes the colony.

398.208997 C691

**Niiwin : four Ojibwa critter tales** / Coleclough, Kathleen.

Riceton, SK: Kakwa Publishing, 2006.

Subjects: Ojibwa Indians – Folklore. Nanbush (Legendary character) – Legends.

Summary: A group of Elders are berry picking, and Antoinette becomes separated from the group. As Antoinette picks berries, she sees four animals and tells a narrative about each animal. There is a brief introduction where the author introduces the importance of Elders, storytelling, and Nanabozho, who is a spirit in human form. Teachers may consider inviting an Elder or traditional knowledge keeper into the classroom to tell the narratives.

372.47 G292

**Nonfiction reading power : teaching students how to think while they read all kinds of information** / Gear, Adrienne.

Markham, ON: Pembroke Publishers, 2008.

Subjects: Reading comprehension. Reading (Elementary).

Summary: The author explores the features of informational text and lists key books that are organized around strategies and subject areas. She provides ideas to include more informational texts in the classroom through read-alouds and author studies, and provides tips for teaching nonfiction forms and text structures.



011.62 O58

**1001 children's books you must read before you grow up** / Eccleshare, Julia (Ed.).

New York, NY: Universe, 2009.

Subjects: Children's literature – Bibliography. Children – Books and reading. Best books.

Summary: This book provides an authoritative listing of classic and contemporary children's literature that is categorized by age group and pairs each entry with expert evaluations and reproductions of artwork from the featured titles.



371.102 G585

**Out of the question : guiding students to a deeper understanding of what they do, read, and hear** / Godinho, Sally. Wilson, Jeni.

Markham, ON: Pembroke Publishers, 2007.

Subjects: Questioning. Teaching. Learning.

Summary: Asking questions is a pivotal skill in learning how to learn. It helps children to clarify their understanding, and make new connections. This guide outlines the main purposes behind asking questions. It explores numerous different types of question, and how to use purpose to determine what and how to ask.



372.139 P238

**Planning for inquiry : it's not an oxymoron!** / Parker, Diane.

Urbana, IL: National Council of Teachers of English, 2007.

Subjects: Inquiry-based learning. Active learning. Education, Elementary – Curricula.

Summary: This book shows you how to get an inquiry-based curriculum started, how to keep it going, and how to do so while remaining accountable to mandated curricula, standards, and programs. The author invites you into her classroom to think along with her as she provides an up-close look at the underlying structure of an inquiry-based approach, what such an approach might look like in practice, and how you can make it happen in your own classroom.

808.1 F546

**The poetry experience : choosing and using poetry in the classroom** / Fitch, Sheree. Swartz, Larry.

Markham, ON: Pembroke Publishers, 2008.

Subjects: Poetry – Study and teaching.

Summary: This flipbook explores various aspects of poetry. There are tips on responding, reading, speaking, and sharing poetry in the classroom. Suggestions are provided for poetry selection, poetic forms, responding to poetry, and writing poetry.



371.102 P887

**Powerful learning : what we know about teaching for understanding** / Darling-Hammond, Linda. San Francisco, CA: Jossey-Bass, 2008.

Subjects: Learning. Effective teaching.

Summary: The authors provide a number of teaching practices including project-based learning, cooperative learning, performance-based assessment, as well as instructional strategies in literacy, mathematics, and science.

971.2 B219

**A prairie alphabet** / Bannatyne-Cugnet, Jo.

Montreal, PQ: Tundra Books, 1992.

Subjects: Farm life – Prairie Provinces – Juvenile literature. English language – Alphabet – Juvenile literature.

Summary: The author offers an alphabetical look at various aspects of rural prairie life. Moore's paintings provide visual information about seasonal changes, farm activities, family gatherings, and children's interests. In each picture, viewers will be able to locate numerous objects beginning with a particular letter.

394.264 B244

**Proud as a peacock, brave as a lion** / Barclay, Jane.

Toronto, ON: Tundra Books, 2009.

Subjects: Remembrance Cay (Canada) – Juvenile fiction.

Summary: Poppa patiently answers his grandson's questions about war. Lying about his age, Poppa had joined the war when he was seventeen. Using similes of animals, Poppa explains he was proud as a peacock in his uniform, busy as a beaver crossing the Atlantic, and brave as a lion when going to battle. As they attend a memorial service for veterans, the narrator asks Poppa why he is crying. Poppa replies that war is something you never forget.

372.47 R217

**QAR now** / Raphael, Taffy E. Highfield, Kathy. Au, Kathryn H.  
New York, NY: Scholastic, 2006.

Subjects: Reading comprehension. Questioning. Inquiry-based learning.

Summary: In this resource, the authors show how QAR (Question Answer Relationship) provides a framework for organizing questioning activities and comprehension instruction, how it aligns with standards and assessments, and how you can easily integrate it across all the content areas.

372.623 B981

**Reading and writing nonfiction genres** / Buss, Kathleen. Karnowski, Lee.  
Newark, DE: International Reading Association, 2002.

Subjects: English language – Composition and exercises – Study and teaching (Elementary).  
Language arts (Elementary).

Summary: This book shows how to explore with students what nonfiction writing looks like and the purposes, structures, and literary elements that are inherent in each genre. The book suggests using teacher modeling to guide students through these structures and elements. Four main genres of nonfiction - recount, procedural, informational, and persuasive - are divided into six chapters, all of which include mini-lessons and student writing samples specific to each subgenre.



372.41 P935

**Reading instruction that works : the case for balanced teaching (3<sup>rd</sup> ed.)** / Pressley, Michael.  
New York, NY: Guilford Press, 2006.

Subjects: Reading (Elementary).

Summary: The author presents best practices for combining skills-based and whole-language approaches in the context of a highly motivating environment. The book explains the theoretical underpinnings of recommended strategies and techniques and shows how exemplary teachers actually put them into practice.

428.4 W678

**Reading is seeing : learning to visualize scenes, characters, ideas, and text worlds to improve comprehension and reflective reading** / Wilhelm, Jeffrey D.  
New York, NY: Scholastic, 2004.

Subjects: Reading (Middle school). Reading comprehension.

Summary: The author shares over 100 visualization strategies that build reading skills and make reading, discussing, and reflecting on texts more engaging and relevant. These techniques can be adapted to use with virtually any kind of text, including fiction, nonfiction, poetry, and picture books. Idea tableau, mirror mapping, illustrated journals, picture maps, character symbol maps, and quote books are just a few of the many motivating strategies included in this resource.

372.47 O21

**Reciprocal teaching at work : strategies for improving reading comprehension** / Oczkus, Lori D.  
Newark, DE: International Reading Association, 2003.

Subjects: Reading comprehension. Reading (Elementary). Cognitive learning.



Summary: Using a variety of classroom settings, this resource presents engaging lessons that use reciprocal teaching to improve reading comprehension. Reciprocal teaching is based on teacher modeling, student participation, and four strategies that good readers use to comprehend text: predicting, questioning, clarifying, and summarizing.



372.632 G339

**The science of spelling : the explicit specifics that make great readers and writers (and spellers!)**

/ Gentry, J. Richard.

Portsmouth, NH: Heinemann, 2004.

Subjects: Spelling ability. English language – Orthography and spelling. Reading.

Summary: *The Science of Spelling* breaks down preconceptions and misconceptions about how kids learn to spell, making startling new connections between orthography and literacy. Gentry offers how-tos for: identifying, through spelling, what level of emergent writing a student has attained; using scaffolding, hand and finger spelling, letter boxes, and other instructional devices appropriately; managing word lists and word sorts; differentiating spelling instruction and assessment; evaluating spelling books and finding alternatives to traditional spelling resources; and teaching phonemic awareness and phonics through spelling.

813.6 C189

**Shin-chi's canoe** / Campbell, Nicola I.

Toronto, ON: Groundwood Books, 2008.

Subjects: Native children – Canada – Juvenile fiction. Indians of North America – Canada – Residential schools – Juvenile fiction.

Summary: When Shin-chi and his sister go off to his first year of Residential School in a cattle truck, she warns him of all the things he must not do. The days are long, he is very lonely and always hungry, but he finds solace down at the river with a gift from his father, a tiny cedar canoe.

813.6 C189

**Shi-shi-etko** / Campbell, Nicola I.

Toronto, ON: Groundwood Books, 2005.

Subjects: Native children – Canada – Juvenile fiction. Indians of North America – Canada – Residential schools – Juvenile fiction.

Summary: Shi-shi-etko, a Native girl, spends the last four days before she goes to residential school learning valuable lessons from her mother, father, and grandmother, and creating precious memories of home.

371.82997 S555

**Shi-shi-etko [DVD]**

Vancouver, BC: Monkey Ink Media, 2009.

Subjects: Indian children – Canada – Juvenile films. Indians of North America – Canada – Residential schools – Juvenile films. Residential boarding schools – Canada – Juvenile films. Native children – Canada – Juvenile films.

Summary: Shi-shi-etko, a Native girl, spends the last four days before she goes to residential school learning valuable lessons from her mother, father, and grandmother, and creating precious memories of home.



372.465 P656

**Sing a song of poetry : grade 1 : a teaching resource for phonemic awareness, phonics, and fluency** / Pinnell, Gay Su. Fountas, Irene C.

Portsmouth, NH: FirstHand, 2004.

Subjects: English language – Phonemics – Study and teaching (Primary). Listening – Study and teaching (Primary). Children’s poetry, English.

Summary: Poetry provides an opportunity for children to explore the rhythm of language. Poetry can help children become aware of the phonological system of language and provide a foundation for matching sounds with letters, letter clusters, and word parts. The authors have included a number of poems that can be reproduced. Each poem is accompanied by a suggestion to enhance the poem for student learning and enjoyment.

813.54 W112

**SkySisters** / Waboose, Jan Bourdeau.

Toronto, ON: Kids Can Press, 2000.

Subjects: Auroras – Juvenile fiction. Ojibwa Indians – Juvenile fiction. Sisters – Juvenile fiction.

Summary: Two young Ojibway sisters go out into the winter night to view the Northern Lights or “SkySpirits”. As they walk through the snow to Coyote Hill, they suck on an icicle plucked from a branch, meet a rabbit and a deer, and hear a coyote sing. At last, they arrive at Coyote Hill, and the Northern Lights appear. The girls watch in silent awe, and then they decide that the SkySpirits are really SkySisters.

791.4334 S761

**Splat the cat [DVD]**

Norwalk, CT: Weston Woods, 2010.

Subjects: Cats – Juvenile films. First day of school – Juvenile films.

Summary: In this animated DVD program, Splat is worried about his first day at cat school. He invents excuses as to why he should not go to school, and he thinks that school can wait for another day. To help him overcome his anxiety, Splat puts his pet mouse, Seymour, in his lunch box. Splat meets his teacher, Mrs. Wimpydimple, and the rest of his classmates. He learns amazing things about cats. When Seymour escapes from the lunch box, Splat discovers that cats are supposed to chase and catch mice. By the end of the school day, Splat has made new friends and has taught Mrs. Wimpydimple something new.



372.43 R447

**Strategies for reading, assessment, and instruction : helping every child succeed (4<sup>th</sup> ed.)** /

Reutzel, D. Ray. Cooter, Robert B.

Boston, MA: Pearson, 2011.

Subjects: Reading. Reading – Remedial teaching. Child development.

Summary: Each strategy follows a three-part progression, including sequence, materials, and procedures. The authors provide a number of intervention strategies for a struggling reader. Included are assessment tools and strategies, IF-THEN strategy intervention guides, differentiated reading instruction, a classroom environment assessment tool, fluency norms and expression measures, and ideas to connect with the home.

333.72 K94

**Taking care of Mother Earth** / Kruger, Leanne Flett.

Penticton, BC: Theytus Books, 2009.

Subjects: Environmental protection – Juvenile literature. Grandparent and child – Juvenile literature.

Summary: A Métis grandmother teaches her young grandson about reusing, composting, and sustaining Mother Earth’s natural resources.



372.1102 R869

**Teaching essentials : expecting the most and getting the best from every learner, K-8** / Routman, Regie.



Portsmouth, NH: Heinemann, 2008.

Subjects: Language arts (Elementary). Effective teaching. Student-teacher relationships.

Summary: The author provides a blueprint for instruction to allow all students to have success in the classroom. She stresses that everyone needs to be invited to the learning community. Some of the topics in the book include articulating high expectations for all students, including English as an Additional Language learners and struggling readers, setting lessons and activities in meaningful contexts, and embedding assessment into all aspects of instruction and planning.



372.4 T671

**Teaching literacy in first grade** / Lapp, Diane. Flood, James. Moore, Kelly. Nichols, Maria. New York, NY: Guilford Press, 2005.

Subjects: Reading (Primary). Language arts (Primary). First grade (Education).

Summary: The authors provide insight on the learner, appropriate literacy goals, setting up the physical environment for literacy, tools to get to know students through assessment and planning for differentiation, what the week would look like in practice using instructional strategies, and suggested resources for learning.



372.462 O18

**Teaching word recognition : effective strategies for students with learning difficulties** / O'Connor, Rollanda E.

New York, NY: Guilford Press, 2007.

Subjects: Reading comprehension. Learning disabled children – Education. Language arts (Elementary).

Summary: This book synthesizes the research on how children learn to read words skillfully and translates it into step-by-step strategies for the classroom. The author demonstrates how to plan and implement a coordinated series of lessons that address letter-sound pairings, decoding and blending, multisyllabic words, sight words, and fluency. The proven techniques presented are applicable across the primary grades; in addition, specific guidance is offered for working with older children who are having difficulties.



372.623 T662

**Teaching writing : balancing process and product (5<sup>th</sup> ed.)** / Tompkins, Gail E.

Upper Saddle River, NJ: Pearson, 2008.

Subjects: English language – Composition and exercises – Study and teaching (Elementary). Creative writing (Elementary education).

Summary: This book provides a comprehensive look at both the processes and products of writing. It provides practical strategies for teaching and assessing and evaluating writing, with a focus on individual student needs and teacher accountability. Additional features address the concerns of struggling writers, the needs of English learners, and the strategies that can be used to improve student test-taking.



372.6 N475

**Toolkit for teachers of literacy** / Nettles, Diane Hood.

Boston, MA: Pearson, 2007.

Subjects: Literacy. Language arts (Elementary). Reading (Elementary). Composition (Language arts) – Study and teaching (Elementary).

Summary: The book is designed to support new and experienced teachers in literacy. Nettles provides teaching strategies and assessment tools. There are tools for instruction, writing rubrics, literacy portfolios, and fourteen phonics mini-lessons.

011.62 A548

**What should I read aloud? : a guide to 200 best-selling picture books** / Anderson, Nancy A.  
Newark, DE: International Reading Association, 2007.

Subjects: Children – Books and reading. Picture book for children. Children’s literature – Study and teaching (Early childhood). Reading – Parent participation.

Summary: In the first two chapters of the book, the author describes how to share books with young children and support their developing literacy. In subsequent chapters, she organizes literature by suggested age levels and by theme or topic. The final chapter supplements best-selling literature with multicultural literature, non-fiction, magazines, and websites.

791.4334 W572

**While Mama had a quick little chat [DVD]**

Guilford, CT: Nutmeg Media, 2006.

Subjects: Telephone calls – Juvenile films. Parties – Juvenile films.

Summary: In this DVD program, Rosie’s mother is talking on the telephone and all kinds of strangers come to the door. Rosie tries to get her mother’s attention as the guests set up a party complete with food, musicians, and a magician who wants to saw Rosie in half. As the party continues, students may wonder if Rosie will get into trouble and if her mother will ever get off the phone. As Rosie’s mother appears, the party guests have left the house, and the house has returned to normal.

813.6 D912

**Who's that man?** / Duncan-Cary, Marny. Mansbridge, Megan.

Regina, SK: Your Nickel’s Worth Publishing, 2009.

Subjects: World War, 1939-1945 – Juvenile literature.

Summary: The author explores how a young boy feels when his father returns home from war and he meets him for the first time. He wonders if his father will love him. What does he look like? His father also has the same fears as he meets his young son for the first time. Based on Duncan-Cary’s own father’s experience, the text is complemented by personal photographs. The DVD has the author narrating the story and singing the song.



372.6 R426

**Windows into literacy : assessing learners, K-8** / Rhodes, Lynn Knebel.

Portsmouth, NH: Heinemann, 1993.

Subjects: Literacy – Evaluation. Language arts (Elementary).

Summary: This resource discussed authentic assessment and evaluation, in which teachers assess reading and writing done for a real purpose. Using classroom narratives and student examples to support the philosophy, the authors suggest ways to make assessment and evaluation manageable. They discuss portfolios and folders for collecting data, look at ongoing assessment in the writing workshop, and provide sample assessment and evaluation tools.

## ENGLISH LANGUAGE ARTS GRADE 2



Indicates item is a Ministry of Education's Core Learning Resource.

811.54 L477

**Alligator pie** / Lee, Dennis.

Toronto, ON: Macmillan, 1974.

Subjects: Nonsense-verses.

Summary: Children will identify with the universal themes in Lee's poetry. The delights, fears, and interests of a young child are explored in the variety of verses found in this anthology.

372.13 C388

**The art of inquiry : questioning strategies for K-6 classrooms (2<sup>nd</sup> ed.)** / Cecil, Nancy Lee. Pfeifer, Jeanne.

Winnipeg, MB: Portage & Main Press, 2011.

Subjects: Questioning. Elementary school teaching.

Summary: Asking questions is one of the most essential functions of teaching. In this book, the author shows teachers how to develop both their own questioning skills and those of their students. The author explains how to model provocative, open-ended questions, and provides many useful teacher- and student-directed questioning strategies.



372.623 S387

**Basic tools for beginning writers : how to teach all the skills beginning writers need, from alphabet recognition and spelling to strategies for self-editing and building coherent text** / Schultze, Betty.

Markham, ON: Pembroke Publishers, 2008.

Subjects: English language – Composition and exercises – Study and teaching (Primary). English language – Writing – Study and teaching (Primary).

Summary: This book offers teachers strategies for helping children grasp the pencil, print legibly, spell, punctuate, and create sentences that contain complete thoughts and link together logically. It includes background information, lesson ideas, and suggestions for student review, extensions, and modifications that lead to best practices in developing writing consistency.



372.6 B561

**Best practices in literacy instruction (3<sup>rd</sup> ed.)** / Gambrell, Linda B. Morrow, Lesley Mandel. Pressley, Michael (Eds.).

New York, NY: Guilford Press, 2007.

Subjects: Language arts. Reading comprehension. Literacy.

Summary: This evidence-based book distills the latest knowledge about literacy teaching and learning into strategies for helping all children succeed. Within a comprehensive conceptual framework, the field's leading authorities provide practical recommendations to guide instructional decision making. The book includes current research findings, policy issues, and program innovations. It offers coverage of assessment, motivation, approaches to integrating different kinds of texts and multimedia resources, and adolescent literacy.



372.4 S999

**Beyond leveled books : supporting early and transitional readers in grades K-5 (2<sup>nd</sup> ed.)** / Szymusiak, Karen. Sibberson, Franki. Koch, Lisa.

Portland, ME: Stenhouse, 2008.

Subjects: Reading (Elementary). Children – Books and reading. Individualized instruction.  
Summary: Suggestions and resources are provided to assist teachers to understand and to meet the needs of transitional readers. The book contains examples of classroom instruction, sample mini-lessons, strategies for small group instruction, assessment techniques, and student work.

372.6 B573

**Beyond reading and writing : inquiry, curriculum, and multiple ways of knowing** / Bergoff, Beth.

Urbana, IL: NCTE, 2000.

Subjects: Language arts (Elementary). Language experience approach in education. Multiple intelligences. Cognitive styles. Cognitive styles.

Summary: The authors examine the theory of inquiry and multiple ways of knowing, which put the learner at the centre of curriculum. Because of their experiences in the classroom, the authors are able to provide insight into how a curriculum works in day-to-day situations, offer suggestions on how educators can support and understand their students, and suggest theory-into-practice techniques.

535.6 C848

**The black book of colors** / Cottin, Menena. Faria, Rosana.

Toronto, ON: Groundwood Books, 2008.

Subjects: Colors – Juvenile literature. Touch – Juvenile literature. Blind – Books and reading – Juvenile literature.

Summary: This book invites readers to imagine living without sight through remarkable illustrations done with raised lines and descriptions of colors based on imagery. Braille letters accompany the illustrations and a full Braille alphabet offers sighted readers help reading along with their fingers.

970.00497 B867

**A broken flute : the Native experience in books for children** / Doris Seale, Doris. (Ed.). Slapin, Beverly. (Ed.).

Berkeley, CA: Oyate, 2005.

Subjects: Indians of North American – Juvenile literature – Book reviews. Children's literature, American – History and criticism.

Summary: This resource is a collection of reviews that critically evaluate children's books about Native Americans written between the early 1900s and 2003. Stories, essays and poems accompany each review. The authors reviewed over 600 books and the titles are arranged alphabetically.



## Collections 2

### Early (Green) Mini-Theme Books

428.6 C697

**In my world** / Benson, Ron.

**Round and round** / Benson, Ron.

**Collections 2 : early (green) level : teacher's resource book** / Benson, Ron.

### Fluent (Blue) Mini-Theme Books

428.6 C697

**People! Places!** / Benson, Ron.

**Keep in touch** / Benson, Ron.

**Amazing animals** / Benson, Ron.

**All join in** / Benson, Ron.

**Tales far and near** / Benson, Ron.

**Collections 2 : fluent (blue) level : teacher's resource book** / Benson, Ron.

Fluent (Purple) Mini-Theme Books

428.6 C697

**Let the feast begin** / Benson, Ron.

**Just watch me!** / Benson, Ron.

**Feel the power** / Benson, Ron.

**Collections 2 : fluent (purple) level : teacher's resource book** / Benson, Ron.

Scarborough, ON: Prentice-Hall, 1999.

Subjects: Readers (Primary).

Summary: The student resources consist of 10 mini-theme books at various reading levels and in different text types. The teacher resource books contain information about the early and fluent levels of reading and provide teaching plans for the mini-theme books.

372.623 H161

**Crafting writers, K-6** / Hale, Elizabeth.

Portland, ME: Stenhouse, 2008.

Subjects: English language – Composition and exercises – Study and teaching (Elementary).

Summary: How do we teach elementary students to independently use the different elements of craft that are discussed and taught in lessons? We begin by honouring the reality that terms like voice, sentence fluency, and writing with detail are descriptions of where we want our students to be. Elizabeth Hale shows how to identify specific elements of craft when assessing student work and planning instruction, and use them to teach students the specific craft techniques that will move them forward as writers.



372.6 J26

**Early childhood language arts (5<sup>th</sup> ed.)** / Jalongo, Mary Renck.

Boston, MA: Pearson Education, 2011.

Subjects: Language arts (Early childhood). Language arts (Preschool).

Summary: This teacher reference provides current information on brain research, technology, bilingual education, and media influences on young children. It offers a comprehensive view of language development and early literacy education gleaned from research on emergent literacy, early childhood education, and special education.



372.414 E12

**Early literacy : a resource for teachers**

Regina, SK: Saskatchewan Education, 2000.

Subjects: Reading (Primary). Reading readiness. Children – Books and reading.

Summary: This resource is intended to support teachers of emerging literacy learners. There are tools to assist teachers to assess and develop skills and strategies in literacy. Each chapter in the resource focuses on one particular set of literacy foundations: oral language foundations, textual foundations, graphaphonic foundations, and foundations of independent reading and writing.

371.39 W678

**Engaging readers and writers with inquiry : promoting deep understandings in language arts and the content areas with guiding questions** / Wilhelm, Jeffrey D.

New York: Scholastic, 2007.

Subjects: Inquiry-based learning. Language arts. Content area reading.

Summary: How does flight influence behaviour for humans and birds? Is it ever permissible to lie? Reframing our units and lessons with questions such as these makes learning more exciting for students. The author shares practical, easy ideas for turning standards into engaging authentic

questions that propel students toward deep understandings. Includes sample lessons, discussion techniques, and questioning schemes for all the content areas.



372.6 T662

**50 literacy strategies : step by step (3<sup>rd</sup> ed.)** / Tompkins, Gail E.

Boston, MA: Allyn & Bacon, 2009.

Subjects: Language arts (Elementary). Language arts (Middle school).

Summary: This book provides step-by-step instructions for using fifty research-based, classroom-tested literacy strategies - encompassing reading, writing, listening, speaking, and visualizing.



372.41 F646

**Fluency instruction : research-based best practices** / Rasinski, Timothy V. Blachowicz, Camille L. Z. Lems, Kristin (Eds.).

New York, NY: Guilford Press, 2006.

Subjects: Reading. Reading – Remedial teaching.

Summary: The editors introduce the idea of fluency instruction, providing a thorough examination of what fluency instruction is and how it should be taught. Topics include applications for struggling readers and English language learners. The editors include examples and vignettes of fluency instruction in the classroom.



Gage Cornerstones 2

428.6 G132

**Cornerstones anthology 2a** / Farr, Carolyn.

**Cornerstones anthology 2b** / Farr, Carolyn.

**Blackline masters 2**

**Teacher's guide 2**

Toronto, ON: Gage, 2000.

Subjects: Readers (Primary).

Summary: This series provides a framework for a flexible language arts program.



028.55 P485

**Good books matter : how to choose and use children's literature to help students grow as readers** / Peterson, Shelley Stagg. Swatz, Larry.

Markham, ON: Pembroke Publishers, 2008.

Subjects: Children – Books and reading. Children's literature – History and criticism.

Summary: This resource offers guidance on selecting books, strategies for specific grade levels, suggestions for extension, and tips for assessment. The book is organized around the major genres - traditional literature, picture books, nonfiction, poetry, and multicultural texts - that will inspire young readers. Throughout the book, teachers will find suggestions for using literature to implement shared reading, reading aloud, and response strategies with emergent, developing, and independent readers.

428.2 W363

**The grammar plan book : a guide to smart teaching** / Weaver, Constance.

Portsmouth, NH: Heinemann, 2007.

Subjects: Grammar – Study and teaching. English language – Rhetoric – Study and teaching.

Summary: The best method of teaching language conventions is to integrate them into the writing process. This book explains how to teach language conventions this way. Through examples of innovative educators teaching language, teachers are presented with concepts to use in the classroom. The book is useful in planning focused lessons and includes a sample scope-and-sequence chart.

813.6 W323

**Granny's giant bannock** / Wastasecoot, Brenda Isabel.

Winnipeg, MB: Pemmican Publications, 2008.

Subjects: Cree Indians – Juvenile fiction. Grandmothers – Juvenile fiction.

Summary: Miscommunication occurs between English-speaking Larf and his Cree-speaking grandmother. Larf's grandmother comes for a visit, but Larf cannot speak Cree. Grandmother wants to make bannock. As they both try to communicate with each other, the result is bannock that threatens to take over the community.

372.452 D687

**Guided listening** / Donohue, Lisa.

Markham, ON: Pembroke Publishers, 2007.

Subjects: Oral reading – Study and teaching (Elementary). Reading comprehension – Study and teaching (Elementary).

Summary: This guide offers a framework for using read-aloud and other oral language experiences to build reading comprehension skills and help students record, share, value, and interpret ideas. These organizational tools free students to listen more attentively; organize their responses; and watch for subtle clues, such as body language, that are an important part of listening. The book is organized around common reading strategies, including making inferences and predictions, making connections, visualizing, asking questions, and synthesizing. Tools to complement these strategies include reproducible graphic organizers, rubrics, forms for recording student progress, and numerous worksheets.



372.47 W678

**Improving comprehension with think-aloud strategies** / Wilhelm, Jeffrey D.

New York, NY: Scholastic, 2001.

Subjects: Reading (Elementary). Reading comprehension. Reading (Middle school).

Summary: Help students learn how to read better with the powerful technique that makes the reading process come alive for kids. Model predicting, inferring, visualizing, summarizing, making connections to real life, and more!

372.47 D687

**Independent reading inside the box : how to organize, observe, and assess reading strategies that promote deeper thinking and improve comprehension in K-6 classrooms** / Donohue, Lisa.

Markham, ON: Pembroke Publishers, 2008.

Subjects: Reading (Elementary). Reading comprehension. Children – Books and reading.

Summary: This book illustrates how students can use a single page to strengthen and monitor their comprehension, language, and thinking skills. It offers a range of graphic organizers and open-response opportunities that help deepen student thinking and response.



372.6 O61

**Listen hear! : 25 effective listening comprehension strategies** / Opitz, Michael F. Zbaracki, Matthew D.

Portsmouth, NH: Heinemann, 2004.

Subjects: Listening – Study and teaching (Elementary). Language arts (Elementary).

Summary: This resource is full of teaching strategies that help you fold multi-dimensional listening comprehension instruction snugly into your existing reading and read-aloud lessons - without sacrificing room in your crowded curriculum. This book gives you everything you need to start teaching listening tomorrow: the research and rationale for teaching it; reproducible forms; charts that show you at a glance which skills each strategy enhances; lists of contemporary children's literature to use in conjunction with the strategies; and practical tips for assessment.





372.6 B592

**Literacy profiles : a framework for assessing, recording, and developing students' literacy progress, K-4** / Biggam, Sue. Itterly, Kathleen.

Columbus, OH: Pearson, 2009.

Subjects: Language arts (Primary). Language arts (Primary) – Ability testing.

Summary: The authors present teachers with a framework for profiling individual students' literacy progress throughout the critical primary grade school years. To aid teachers in accurately profiling their students' literacy progress, the authors outline ten strands of early literacy development and break these strands into specific benchmarks.

428.4 W876

**Literacy strategies across the subject areas : process-oriented blackline masters for the K-12 classroom (2<sup>nd</sup> ed.)** / Wood, Karen D. Taylor, D. Bruce.

New York, NY: Pearson, 2006.

Subjects: Reading (Middle school). Reading (Secondary). Literacy – Study and teaching (Middle school). Literacy – Study and teaching (Secondary).

Summary: The book contains graphic organizers to engage students in strategies to enhance their understanding of various topics under study. Many of the strategies included in the book aim for the gradual release of responsibility by the teacher to the student. The strategies are also effective for students who need additional language support, such as English as an Additional Language learners.



372.6 F623

**Literate lives : teaching reading and writing in elementary classrooms** / Flint, Amy Seely.

Hoboken, NJ: Wiley, 2008.

Subjects: Language arts (Elementary). Reading (Elementary). English language – Composition and exercises – Study and teaching (Elementary).

Summary: This book will help you learn how to organize for literary instruction in your classroom. You'll discover how to dig deeper into literacy instruction and decide on what actions to take. The book also emphasizes ways to drive and teach literacy by using such things as children's toys and familiar characters.

372.64 M235

**Making facts come alive : choosing and using quality nonfiction literature K-8 (2<sup>nd</sup> ed.)** /

Bamford, Rosemary A. Kristo, Janice V.

Norwood, MA: Christopher-Gordon, 2003.

Subjects: Literature – Study and teaching (Elementary). Children's literature – Study and teaching (Elementary). Children – Books and reading. Interdisciplinary approach in education.

Summary: This resource presents non-fiction as an important component in students' learning. It provides teachers with insights into how to help students develop strategies to read and write non-fiction.



372.465 B393

**Making sense of phonics : the hows and whys** / Beck, Isabel L.

New York, NY: Guilford Press, 2006.

Subjects: Reading – Phonetic method. Reading (Elementary).

Summary: The author provides practical ideas to build children's decoding skills by teaching letter-sound relationships, blending, word building, and multisyllable words. She provides strategies for explicit, systematic phonics instruction for primary-grade classrooms. The strategies can also be used for older students who experience difficulties in decoding.



372.83 M235

**Mama's saris** / Makhijani, Pooja.

New York, NY: Little, Brown, 2007.

Subjects: East Indian Americans – Juvenile fiction. Mothers and daughters – Juvenile fiction.

Summary: A young East Indian girl begs her mother to allow her to wear a sari on her seventh birthday. *Mama's Saris* will help students to understand that individuals have preferences for traditions, play, and dress. The book includes a glossary of Hindi words.

791.4334 N163

**Naked mole rat gets dressed [DVD]**

Norwalk, CT: Weston Woods, 2010.

Subjects: Rodents – Juvenile films.

Summary: In this animated DVD program, there are three things that viewers need to know about mole rats: they are part rat, part mole, and all naked, except Wilbur. Wilbur likes to wear clothes, and he feels different depending on what clothes he is wearing. All the other mole rats in the colony are horrified by Wilbur. They approach Grand-pah, the oldest, wisest, and most naked mole rat. Grand-pah reflects about Wilbur and makes a pronouncement to the other mole rats that shakes the colony.



Nelson Literacy 2

428.6 N424

**Nelson literacy 2a** / Trehearne, Miriam P.

**Nelson literacy 2b** / Trehearne, Miriam P.

**Nelson literacy 2c** / Trehearne, Miriam P.

**Nelson literacy 2 teacher's resource box**

Toronto, ON: Thomas Nelson, 2010.

Subjects: Language arts (Primary).

Summary: This major integrated resource for English language arts provides support for the three K-12 curriculum goals: comprehend and respond, compose and create, and assess and reflect on language abilities. The resource also addresses the six language strands: reading, writing, listening, speaking, viewing, and representing.



Nelson Spelling 2

428.1 N425

**Nelson spelling 2 : student book** / De Sousa, Danila.

**Nelson spelling 2 : teacher's guide**

Scarborough, ON: Nelson, 1998.

Subjects: Spellers. English language – Orthography and spelling.

Summary: This is a comprehensive spelling instruction resource that promotes the development of spelling skills and strategies within language and communication contexts. The materials support a process approach to writing and address all six language arts strands. In addition, language elements are addressed within literature.

398.208997 C691

**Niiwin : four Ojibwa critter tales** / Coleclough, Kathleen.

Riceton, SK: Kakwa Publishing, 2006.

Subjects: Ojibwa Indians – Folklore. Nanbush (Legendary character) – Legends.

Summary: A group of Elders are berry picking, and Antoinette becomes separated from the group. As Antoinette picks berries, she sees four animals and tells a narrative about each animal. There is a brief introduction where the author introduces the importance of Elders, storytelling, and Nanabozho, who

is a spirit in human form. Teachers may consider inviting an Elder or traditional knowledge keeper into the classroom to tell the narratives.

372.47 G292

**Nonfiction reading power : teaching students how to think while they read all kinds of information** / Gear, Adrienne.

Markham, ON: Pembroke Publishers, 2008.

Subjects: Reading comprehension. Reading (Elementary).

Summary: The author explores the features of informational text and lists key books that are organized around strategies and subject areas. She provides ideas to include more informational texts in the classroom through read-alouds and author studies, and provides tips for teaching nonfiction forms and text structures.



011.62 O58

**1001 children's books you must read before you grow up** / Eccleshare, Julia (Ed.).

New York, NY: Universe, 2009.

Subjects: Children's literature – Bibliography. Children – Books and reading. Best books.

Summary: This book provides an authoritative listing of classic and contemporary children's literature that is categorized by age group and pairs each entry with expert evaluations and reproductions of artwork from the featured titles.



371.102 G585

**Out of the question : guiding students to a deeper understanding of what they do, read, and hear** / Godinho, Sally. Wilson, Jeni.

Markham, ON: Pembroke Publishers, 2007.

Subjects: Questioning. Teaching. Learning.

Summary: Asking questions is a pivotal skill in learning how to learn. It helps children to clarify their understanding, and make new connections. This guide outlines the main purposes behind asking questions. It explores numerous different types of question, and how to use purpose to determine what and how to ask.

327.172 P259

**The peace book** / Parr, Todd.

New York, NY: Little, Brown, 2004.

Subjects: Peace – Juvenile fiction.

Summary: Each page contains a drawing and a short sentence explaining that peace is many things - helping a neighbour, sharing a meal, planting a tree, learning another language, and being who you are. The traditional concept of peace gives way to a much broader message that is positive.



372.139 P238

**Planning for inquiry : it's not an oxymoron!** / Parker, Diane.

Urbana, IL: National Council of Teachers of English, 2007.

Subjects: Inquiry-based learning. Active learning. Education, Elementary – Curricula.

Summary: This book shows you how to get an inquiry-based curriculum started, how to keep it going, and how to do so while remaining accountable to mandated curricula, standards, and programs. The author invites you into her classroom to think along with her as she provides an up-close look at the underlying structure of an inquiry-based approach, what such an approach might look like in practice, and how you can make it happen in your own classroom.



372.623 P738 OVERSIZE

**PM writing. Grade 2 [kit]**

Toronto, ON: Nelson Education, 2007.

Subjects: English language – Composition and exercises – Study and teaching (Primary).

Composition (Language arts) – Study and teaching (Primary).

Summary: *PM Writing* is a literacy program that emphasizes the development of writing. This resource provides a sequential introduction of text types and text forms in the primary grades. It includes teaching and learning strategies to promote writing for a variety of purposes and audiences.

808.1 F546

**The poetry experience : choosing and using poetry in the classroom** / Fitch, Sheree. Swartz, Larry.

Markham, ON: Pembroke Publishers, 2008.

Subjects: Poetry – Study and teaching.

Summary: This flipbook explores various aspects of poetry. There are tips on responding, reading, speaking, and sharing poetry in the classroom. Suggestions are provided for poetry selection, poetic forms, responding to poetry, and writing poetry.



371.102 P887

**Powerful learning : what we know about teaching for understanding** / Darling-Hammond, Linda. San Francisco, CA: Jossey-Bass, 2008.

Subjects: Learning. Effective teaching.

Summary: The authors provide a number of teaching practices including project-based learning, cooperative learning, performance-based assessment, as well as instructional strategies in literacy, mathematics, and science.

#### Primary Physical Science Series

372.35 M398

**Change it! : solids, liquids, gases and you** / Mason, Adrienne.

Toronto, ON: Kids Can Press, 2006.

Subjects: Matter – Properties – Juvenile literature.

Summary: The author takes the physics of matter - solids, liquids and gases - and transforms it into an enjoyable and easy-to-understand science book.

372.35 M398

**Move it! : motion, forces and you** / Mason, Adrienne.

Toronto, ON: Kids Can Press, 2005.

Subjects: Motion – Juvenile literature. Force and energy – Juvenile literature.

Summary: This book takes the physics of why and how things move and transforms it into an enjoyable and easy-to-understand first science book.

394.264 B244

**Proud as a peacock, brave as a lion** / Barclay, Jane.

Toronto, ON: Tundra Books, 2009.

Subjects: Remembrance Day (Canada) – Juvenile fiction.

Summary: Poppa patiently answers his grandson's questions about war. Lying about his age, Poppa had joined the war when he was seventeen. Using similes of animals, Poppa explains he was proud as a peacock in his uniform, busy as a beaver crossing the Atlantic, and brave as a lion when going to battle. As they attend a memorial service for veterans, the narrator asks Poppa why he is crying. Poppa replies that war is something you never forget.

372.47 R217

**QAR now** / Raphael, Taffy E. Highfield, Kathy. Au, Kathryn H.  
New York, NY: Scholastic, 2006.

Subjects: Reading comprehension. Questioning. Inquiry-based learning.

Summary: In this resource, the authors show how QAR (Question Answer Relationship) provides a framework for organizing questioning activities and comprehension instruction, how it aligns with standards and assessments, and how you can easily integrate it across all the content areas.

372.623 B981

**Reading and writing nonfiction genres** / Buss, Kathleen. Karnowski, Lee.  
Newark, DE: International Reading Association, 2002.

Subjects: English language – Composition and exercises – Study and teaching (Elementary).  
Language arts (Elementary).

Summary: This book shows how to explore with students what nonfiction writing looks like and the purposes, structures, and literary elements that are inherent in each genre. The book suggests using teacher modeling to guide students through these structures and elements. Four main genres of nonfiction - recount, procedural, informational, and persuasive - are divided into six chapters, all of which include mini-lessons and student writing samples specific to each subgenre.



372.41 P935

**Reading instruction that works : the case for balanced teaching (3<sup>rd</sup> ed.)** / Pressley, Michael.  
New York, NY: Guilford Press, 2006.

Subjects: Reading (Elementary).

Summary: The author presents best practices for combining skills-based and whole-language approaches in the context of a highly motivating environment. The book explains the theoretical underpinnings of recommended strategies and techniques and shows how exemplary teachers actually put them into practice.

428.4 W678

**Reading is seeing : learning to visualize scenes, characters, ideas, and text worlds to improve comprehension and reflective reading** / Wilhelm, Jeffrey D.

New York, NY: Scholastic, 2004.

Subjects: Reading (Middle school). Reading comprehension.

Summary: The author shares over 100 visualization strategies that build reading skills and make reading, discussing, and reflecting on texts more engaging and relevant. These techniques can be adapted to use with virtually any kind of text, including fiction, nonfiction, poetry, and picture books. Idea tableau, mirror mapping, illustrated journals, picture maps, character symbol maps, and quote books are just a few of the many motivating strategies included in this resource.

372.47 O21

**Reciprocal teaching at work : strategies for improving reading comprehension** / Oczkus, Lori D.  
Newark, DE: International Reading Association, 2003.

Subjects: Reading comprehension. Reading (Elementary). Cognitive learning.

Summary: Using a variety of classroom settings, this resource presents engaging lessons that use reciprocal teaching to improve reading comprehension. Reciprocal teaching is based on teacher modeling, student participation, and four strategies that good readers use to comprehend text: predicting, questioning, clarifying, and summarizing.



372.632 G339

**The science of spelling : the explicit specifics that make great readers and writers (and spellers!)**  
/ Gentry, J. Richard.

Portsmouth, NH: Heinemann, 2004.

Subjects: Spelling ability. English language – Orthography and spelling. Reading.

Summary: *The Science of Spelling* breaks down preconceptions and misconceptions about how kids learn to spell, making startling new connections between orthography and literacy. Gentry offers how-tos for: identifying, through spelling, what level of emergent writing a student has attained; using scaffolding, hand and finger spelling, letter boxes, and other instructional devices appropriately; managing word lists and word sorts; differentiating spelling instruction and assessment; evaluating spelling books and finding alternatives to traditional spelling resources; and teaching phonemic awareness and phonics through spelling.

813.6 C189

**Shin-chi's canoe** / Campbell, Nicola I.

Toronto, ON: Groundwood Books, 2008.

Subjects: Native children – Canada – Juvenile fiction. Indians of North America – Canada – Residential schools – Juvenile fiction.

Summary: When Shin-chi and his sister go off to his first year of Residential School in a cattle truck, she warns him of all the things he must not do. The days are long, he is very lonely and always hungry, but he finds solace down at the river with a gift from his father, a tiny cedar canoe.

813.6 C189

**Shi-shi-etko** / Campbell, Nicola I.

Toronto, ON: Groundwood Books, 2005.

Subjects: Native children – Canada – Juvenile fiction. Indians of North America – Canada – Residential schools – Juvenile fiction.

Summary: Shi-shi-etko, a Native girl, spends the last four days before she goes to residential school learning valuable lessons from her mother, father, and grandmother, and creating precious memories of home.

371.82997 S555

**Shi-shi-etko [DVD]**

Vancouver, BC: Monkey Ink Media, 2009.

Subjects: Indian children – Canada – Juvenile films. Indians of North America – Canada – Residential schools – Juvenile films. Residential boarding schools – Canada – Juvenile films. Native children – Canada – Juvenile films.

Summary: Shi-shi-etko, a Native girl, spends the last four days before she goes to residential school learning valuable lessons from her mother, father, and grandmother, and creating precious memories of home.



372.465 P656

**Sing a song of poetry : grade 2 : a teaching resource for phonemic awareness, phonics, and fluency** / Pinnell, Gay Su. Fountas, Irene C.

Portsmouth, NH: FirstHand, 2004.

Subjects: English language – Phonemics – Study and teaching (Primary). Listening – Study and teaching (Primary). Children's poetry – English.

Summary: During Grade 2, children start with poems that have repetition and few syllables. They gradually move to more complex poems with more lines and complex ideas where the imagery is easy to comprehend. The last type of poetry that grade two children encounter has metaphors that are more complex and the imagery is more demanding. Each poem is accompanied by a suggestion to enhance the poem for student learning and enjoyment.

813.54 W112

**SkySisters** / Waboose, Jan Bourdeau.

Toronto, ON: Kids Can Press, 2000.

Subjects: Auroras – Juvenile fiction. Ojibwa Indians – Juvenile fiction. Sisters – Juvenile fiction.

Summary: Two young Ojibway sisters go out into the winter night to view the Northern Lights or “SkySpirits”. As they walk through the snow to Coyote Hill, they suck on an icicle plucked from a branch, meet a rabbit and a deer, and hear a coyote sing. At last, they arrive at Coyote Hill, and the Northern Lights appear. The girls watch in silent awe, and then they decide that the SkySpirits are really SkySisters.

731.75 S734

**Solomon’s tree** / Spalding, Andrea.

Victoria, BC: Orca Book Publishers, 2002.

Subjects: Tsimshian masks – Juvenile literature. Tsimshian Indians – Juvenile literature.

Summary: On the West Coast of Canada, Solomon has developed a special relationship with a large maple tree in his yard. Through the tree, Solomon has learned many things about the life of insects, plants, and animals. After a fierce storm topples the maple, Solomon's uncle leads him through the process of creating a mask which brings to life all of the things that were special to Solomon.

791.4334 S761

**Splat the cat [DVD]**

Norwalk, CT: Weston Woods, 2010.

Subjects: Cats – Juvenile films. First day of school – Juvenile films.

Summary: In this animated DVD program, Splat is worried about his first day at cat school. He invents excuses as to why he should not go to school, and he thinks that school can wait for another day. To help him overcome his anxiety, Splat puts his pet mouse, Seymour, in his lunch box. Splat meets his teacher, Mrs. Wimpydimple, and the rest of his classmates. He learns amazing things about cats. When Seymour escapes from the lunch box, Splat discovers that cats are supposed to chase and catch mice. By the end of the school day, Splat has made new friends and has taught Mrs. Wimpydimple something new.

306.766 S854

**Sticks and stones [VHS]**

Montreal, PQ: National Film Board, 2001.

Subjects: Homophobia in schools. Children of gay parents – Social aspects. Stepfamilies – Social aspects. Bullying.

Summary: Young children ages 5 to 12 describe how they feel when they hear put-downs of themselves or their families in this video for kids, their educators and parents. The children vividly describe how it feels to be teased when their families don't follow traditional gender roles.



372.43 R447

**Strategies for reading, assessment, and instruction : helping every child succeed (4<sup>th</sup> ed.) /**

Reutzel, D. Ray. Cooter, Robert B.

Boston, MA: Pearson, 2011.

Subjects: Reading. Reading – Remedial teaching. Child development.

Summary: Each strategy follows a three-part progression, including sequence, materials, and procedures. The authors provide a number of intervention strategies for a struggling reader. Included are assessment tools and strategies, IF-THEN strategy intervention guides, differentiated reading instruction, a classroom environment assessment tool, fluency norms and expression measures, and ideas to connect with the home.



372.1102 R869



**Teaching essentials : expecting the most and getting the best from every learner, K-8** / Routman, Regie.

Portsmouth, NH: Heinemann, 2008.

Subjects: Language arts (Elementary). Effective teaching. Student-teacher relationships.

Summary: The author provides a blueprint for instruction to allow all students to have success in the classroom. She stresses that everyone needs to be invited to the learning community. Some of the topics in the book include articulating high expectations for all students, including English as an Additional Language learners and struggling readers, setting lessons and activities in meaningful contexts, and embedding assessment into all aspects of instruction and planning.



372.4 T671

**Teaching literacy in second grade** / Paratore, Jeanne R. McCormack, Rachel L.

New York, NY: Guilford Press, 2005.

Subjects: Reading (Primary). Language arts (Primary). Second grade (Education).

Summary: Through a number of grade two classrooms, the authors provide suggestions to optimize literacy learning for students. Topics include setting short- and long-term goals, ways to plan instruction to meet the goals, and ideas to partner with parents.



372.462 O18

**Teaching word recognition : effective strategies for students with learning difficulties** /

O'Connor, Rollanda E.

New York, NY: Guilford Press, 2007.

Subjects: Reading comprehension. Learning disabled children – Education. Language arts (Elementary).

Summary: This book synthesizes the research on how children learn to read words skillfully and translates it into step-by-step strategies for the classroom. The author demonstrates how to plan and implement a coordinated series of lessons that address letter-sound pairings, decoding and blending, multisyllabic words, sight words, and fluency. The proven techniques presented are applicable across the primary grades; in addition, specific guidance is offered for working with older children who are having difficulties.



372.623 T662

**Teaching writing : balancing process and product (5<sup>th</sup> ed.)** / Tompkins, Gail E.

Upper Saddle River, NJ: Pearson, 2008.

Subjects: English language – Composition and exercises – Study and teaching (Elementary). Creative writing (Elementary education).

Summary: This book provides a comprehensive look at both the processes and products of writing. It provides practical strategies for teaching and assessing and evaluating writing, with a focus on individual student needs and teacher accountability. Additional features address the concerns of struggling writers, the needs of English learners, and the strategies that can be used to improve student test-taking.



372.6 N475

**Toolkit for teachers of literacy** / Nettles, Diane Hood.

Boston, MA: Pearson, 2007.

Subjects: Literacy. Language arts (Elementary). Reading (Elementary). Composition (Language arts) – Study and teaching (Elementary).

Summary: The book is designed to support new and experienced teachers in literacy. Nettles provides teaching strategies and assessment tools. There are tools for instruction, writing rubrics, literacy portfolios, and fourteen phonics mini-lessons.

011.62 A548

**What should I read aloud? : a guide to 200 best-selling picture books** / Anderson, Nancy A.  
Newark, DE: International Reading Association, 2007.

Subjects: Children – Books and reading. Picture book for children. Children’s literature – Study and teaching (Early childhood). Reading – Parent participation.

Summary: In the first two chapters of the book, the author describes how to share books with young children and support their developing literacy. In subsequent chapters, she organizes literature by suggested age levels and by theme or topic. The final chapter supplements best-selling literature with multicultural literature, non-fiction, magazines, and websites.

791.4334 W572

**While Mama had a quick little chat [DVD]**

Guilford, CT: Nutmeg Media, 2006.

Subjects: Telephone calls – Juvenile films. Parties – Juvenile films.

Summary: In this DVD program, Rosie’s mother is talking on the telephone and all kinds of strangers come to the door. Rosie tries to get her mother’s attention as the guests set up a party complete with food, musicians, and a magician who wants to saw Rosie in half. As the party continues, students may wonder if Rosie will get into trouble and if her mother will ever get off the phone. As Rosie’s mother appears, the party guests have left the house, and the house has returned to normal.

813.6 D912

**Who's that man?** / Duncan-Cary, Marny. Mansbridge, Megan.

Regina, SK: Your Nickel’s Worth Publishing, 2009.

Subjects: World War, 1939-1945 – Juvenile literature.

Summary: The author explores how a young boy feels when his father returns home from war and he meets him for the first time. He wonders if his father will love him. What does he look like? His father also has the same fears as he meets his young son for the first time. Based on Duncan-Cary’s own father’s experience, the text is complemented by personal photographs. The DVD has the author narrating the story and singing the song.



372.6 R426

**Windows into literacy : assessing learners, K-8** / Rhodes, Lynn Knebel.

Portsmouth, NH: Heinemann, 1993.

Subjects: Literacy – Evaluation. Language arts (Elementary).

Summary: This resource discussed authentic assessment and evaluation, in which teachers assess reading and writing done for a real purpose. Using classroom narratives and student examples to support the philosophy, the authors suggest ways to make assessment and evaluation manageable. They discuss portfolios and folders for collecting data, look at ongoing assessment in the writing workshop, and provide sample assessment and evaluation tools.



## **ENGLISH LANGUAGE ARTS GRADE 3**



Indicates item is a Ministry of Education's Core Learning Resource.

372.412 T477

**Adventures in graphica : using comics and graphic novels to teach comprehension, 2-6 /**

Thompson, Terry.

Portland, ME: Stenhouse Publishers, 2008.

Subjects: Comic books, strips, etc. in education. Reading comprehension – Study and teaching (Elementary).

Summary: The author shows how this medium fits into the literacy framework and correlates with best practices in comprehension, vocabulary, and fluency instruction. *Adventures in Graphica* contains numerous, easy-to-replicate, instructional strategies, including examples of how graphic texts can be used to create a bridge as students transfer abstract comprehension strategies learned through comics and graphic novels to traditional texts.

398.2096 A258

**African rhythms [VHS]**

Montreal, PQ: National Film Board, 2004.

Subjects: Folklore – African – Juvenile films. Africa – Civilization – Juvenile films.

Summary: This video is a collection of animated stories exploring various African cultural traditions.

Story titles are: The magic lion, The cora player, and Jump-up: Caribbean carnival in Canada.

811.54 L477

**Alligator pie /** Lee, Dennis.

Toronto, ON: Macmillan, 1974.

Subjects: Nonsense-verses.

Summary: Children will identify with the universal themes in Lee's poetry. The delights, fears, and interests of a young child are explored in the variety of verses found in this anthology.

372.13 C388

**The art of inquiry : questioning strategies for K-6 classrooms (2<sup>nd</sup> ed.) /** Cecil, Nancy Lee.

Pfeifer, Jeanne.

Winnipeg, MB: Portage & Main Press, 2011.

Subjects: Questioning. Elementary school teaching.

Summary: Asking questions is one of the most essential functions of teaching. In this book, the author shows teachers how to develop both their own questioning skills and those of their students. The author explains how to model provocative, open-ended questions, and provides many useful teacher- and student-directed questioning strategies.



372.6 B561

**Best practices in literacy instruction (3<sup>rd</sup> ed.) /** Gambrell, Linda B. Morrow, Lesley Mandel.

Pressley, Michael (Eds.).

New York, NY: Guilford Press, 2007.

Subjects: Language arts. Reading comprehension. Literacy.

Summary: This evidence-based book distills the latest knowledge about literacy teaching and learning into strategies for helping all children succeed. Within a comprehensive conceptual framework, the field's leading authorities provide practical recommendations to guide instructional decision making. The book includes current research findings, policy issues, and program innovations. It offers

coverage of assessment, motivation, approaches to integrating different kinds of texts and multimedia resources, and adolescent literacy.



372.4 S999

**Beyond leveled books : supporting early and transitional readers in grades K-5 (2<sup>nd</sup> ed.) /**

Szymusiak, Karen. Sibberson, Franki. Koch, Lisa.

Portland, ME: Stenhouse, 2008.

Subjects: Reading (Elementary). Children – Books and reading. Individualized instruction.

Summary: Suggestions and resources are provided to assist teachers to understand and to meet the needs of transitional readers. The book contains examples of classroom instruction, sample mini-lessons, strategies for small group instruction, assessment techniques, and student work.

372.6 B573

**Beyond reading and writing : inquiry, curriculum, and multiple ways of knowing /** Bergoff, Beth.

Urbana, IL: NCTE, 2000.

Subjects: Language arts (Elementary). Language experience approach in education. Multiple intelligences. Cognitive styles. Cognitive styles.

Summary: The authors examine the theory of inquiry and multiple ways of knowing, which put the learner at the centre of curriculum. Because of their experiences in the classroom, the authors are able to provide insight into how a curriculum works in day-to-day situations, offer suggestions on how educators can support and understand their students, and suggest theory-into-practice techniques.

970.00497 B867

**A broken flute : the Native experience in books for children /** Doris Seale, Doris. (Ed.). Slapin, Beverly. (Ed.).

Berkeley, CA: Oyate, 2005.

Subjects: Indians of North American – Juvenile literature – Book reviews. Children's literature, American – History and criticism.

Summary: This resource is a collection of reviews that critically evaluate children's books about Native Americans written between the early 1900s and 2003. Stories, essays and poems accompany each review. The authors reviewed over 600 books and the titles are arranged alphabetically.

423.17 M152

**Children's illustrated dictionary /** McIlwain, John.

Toronto, ON: Dorling Kindersley, 2009.

Subjects: Picture dictionaries, English. English language – Dictionaries, Juvenile.

Summary: This updated and revised edition helps young students with their reading and vocabulary skills using words and images. This dictionary contains over 12,000 word entries. Each entry includes definitions and examples of usage.



Collections 3

428.6 C697

**Spreading my wings : student anthology /** Benson, Ron.

**Spreading my wings : teacher's resource module /** Benson, Ron.

**Tales - princesses, peas and enchanted trees : student anthology /** Benson, Ron.

**Tales - princesses, peas and enchanted trees : teacher's resource module /** Benson, Ron.

**Beneath the surface : student anthology /** Benson, Ron.

**Beneath the surface : teacher's resource module /** Benson, Ron.

**Super senses! : student anthology /** Benson, Ron.

**Super senses! : teacher's resource module** / Benson, Ron.  
**Carving new frontiers : student anthology** / Benson, Ron.  
**Carving new frontiers : teacher's resource module** / Benson, Ron.  
Scarborough, ON: Prentice-Hall, 1998.

Subjects: Readers (Primary).

Summary: The student anthologies include different text types, accompanied by photographs, artwork, and illustrations. They focus on the following themes: relationships and identity, genre study, science investigation, language and communication, and social studies exploration.



371.39 H342

**Comprehension and collaboration : inquiry circles in action** / Harvey, Stephanie. Daniels, Harvey.  
Portsmouth, NH: Heinemann, 2009.

Subjects: Inquiry-based learning. Active learning. Group work in education. Motivation in education.

Summary: This resource will: lay the foundation for inquiry circles by chronicling the current research and practices behind comprehension instruction and classroom collaboration; explain nine fundamental classroom conditions needed for active, small-group learning; provide 26 practical lessons in comprehension, collaboration, and research; offer how-to instructions for four types of inquiry circles - mini-research projects, curricular inquiries, extensions of literature circles, and open inquiry projects; and address characteristic management concerns, such as how to use the internet for research and how to assess and monitor student achievement.

372.623 H161

**Crafting writers, K-6** / Hale, Elizabeth.

Portland, ME: Stenhouse, 2008.

Subjects: English language – Composition and exercises – Study and teaching (Elementary).

Summary: How do we teach elementary students to independently use the different elements of craft that are discussed and taught in lessons? We begin by honouring the reality that terms like voice, sentence fluency, and writing with detail are descriptions of where we want our students to be. Elizabeth Hale shows how to identify specific elements of craft when assessing student work and planning instruction, and use them to teach students the specific craft techniques that will move them forward as writers.

791.4334 C975

**The curious garden [DVD]**

Norwalk, CT: Weston Woods, 2010.

Subjects: Gardening – Juvenile films. City and town life – Juvenile films.

Summary: In this animated DVD program, Liam lives in a city that is dark and grey. While exploring one day, Liam discovers a stairwell that leads to old railroad tracks. Among the tracks is a patch of dying wildflowers. Liam decides to take care of the garden. He learns to water and prune the plants. As the garden starts to spread, the city is transformed into a colourful world.

811.54 B752

**The drum calls softly** / Bouchard, David. Willier, Shelley. Poitras, Jim.

Calgary, AB: Red Deer Press, 2008.

Subjects: Cree dance – Poetry. Cree Indians – Poetry.

Summary: Written in English and Cree, this poetic tale focuses on the beauty of the traditional round dance. A CD with singing and drumming by Northern Cree accompanies this picture book.



372.414 E12

**Early literacy : a resource for teachers**

Regina, SK: Saskatchewan Education, 2000.

Subjects: Reading (Primary). Reading readiness. Children – Books and reading.

Summary: This resource is intended to support teachers of emerging literacy learners. There are tools to assist teachers to assess and develop skills and strategies in literacy. Each chapter in the resource focuses on one particular set of literacy foundations: oral language foundations, textual foundations, graphophonic foundations, and foundations of independent reading and writing.

371.39 W678

**Engaging readers and writers with inquiry : promoting deep understandings in language arts and the content areas with guiding questions** / Wilhelm, Jeffrey D.

New York: Scholastic, 2007.

Subjects: Inquiry-based learning. Language arts. Content area reading.

Summary: How does flight influence behaviour for humans and birds? Is it ever permissible to lie?

Reframing our units and lessons with questions such as these makes learning more exciting for students. The author shares practical, easy ideas for turning standards into engaging authentic questions that propel students toward deep understandings. Includes sample lessons, discussion techniques, and questioning schemes for all the content areas.

398.2 S629

**Enough** / Skrypuch, Marsha Forchuk.

Markham, ON: Fitzhenry & Whiteside, 2000.

Subjects: Folklore – Ukraine – History – 20th century – Juvenile literature.

Summary: Marusia and her family farm near the village of Zhitya, Ukraine. Ukraine comes under Stalin's power and all foodstuffs now belong to the Dictator. Marusia hides one sack of grain from the soldiers. Marusia eventually outwits the Dictator by hiding sacks of grain in graves so the village can continue to plant grain for food. Through this folktale, students will learn about the Ukrainian famine and the impact on Ukrainian people.



372.6 T662

**50 literacy strategies : step by step (3<sup>rd</sup> ed.)** / Tompkins, Gail E.

Boston, MA: Allyn & Bacon, 2009.

Subjects: Language arts (Elementary). Language arts (Middle school).

Summary: This book provides step-by-step instructions for using fifty research-based, classroom-tested literacy strategies - encompassing reading, writing, listening, speaking, and visualizing.

372.83 P235

**The firekeeper's son** / Park, Linda Sue.

Boston, MA: Sandpiper, 2004.

Subjects: Signals and signaling – Juvenile literature. Fathers and sons – Juvenile literature. Korea – History – 1864-1910 – Juvenile fiction.

Summary: In eighteenth-century Korea, after Sang-hee's father injures his ankle, Sang-hee attempts to take over the task of lighting the evening fire which signals to the palace that all is well.



372.41 F646

**Fluency instruction : research-based best practices** / Rasinski, Timothy V. Blachowicz, Camille L. Z. Lems, Kristin (Eds.).

New York, NY: Guilford Press, 2006.

Subjects: Reading. Reading – Remedial teaching.

Summary: The editors introduce the idea of fluency instruction, providing a thorough examination of what fluency instruction is and how it should be taught. Topics include applications for struggling readers and English language learners. The editors include examples and vignettes of fluency instruction in the classroom.



Gage Cornerstones 3

428.6 G132

**Cornerstones anthology 3a** / McClymont, Christine.

**Cornerstones anthology 3b** / McClymont, Christine.

**Blackline masters 3**

**Teacher's guide 3**

Toronto, ON: Gage, 2000.

Subjects: Readers (Primary).

Summary: This series provides a framework for a flexible language arts program.

398.208997 D698

**The giving tree : a retelling of a traditional Métis story about giving and receiving = Laarbr kawmaekit : aen kiitwam achimook aen histwayr chi maykik pi aen ootistikook** / Dorion, Leah.

Saskatoon, SK: Gabriel Dumont Institute, 2009.

Subjects: Métis – Folklore.

Summary: This retelling highlights Métis core values and beliefs including strength, kindness, courage, tolerance, honesty, respect, love, sharing, caring, balance, patience, and most of all - a meaningful connection with the Creator and Mother Earth.



028.55 P485

**Good books matter : how to choose and use children's literature to help students grow as readers** / Peterson, Shelley Stagg. Swatz, Larry.

Markham, ON: Pembroke Publishers, 2008.

Subjects: Children – Books and reading. Children's literature – History and criticism.

Summary: This resource offers guidance on selecting books, strategies for specific grade levels, suggestions for extension, and tips for assessment. The book is organized around the major genres - traditional literature, picture books, nonfiction, poetry, and multicultural texts - that will inspire young readers. Throughout the book, teachers will find suggestions for using literature to implement shared reading, reading aloud, and response strategies with emergent, developing, and independent readers.

428.2 W363

**The grammar plan book : a guide to smart teaching** / Weaver, Constance.

Portsmouth, NH: Heinemann, 2007.

Subjects: Grammar – Study and teaching. English language – Rhetoric – Study and teaching.

Summary: The best method of teaching language conventions is to integrate them into the writing process. This book explains how to teach language conventions this way. Through examples of innovative educators teaching language, teachers are presented with concepts to use in the classroom. The book is useful in planning focused lessons and includes a sample scope-and-sequence chart.

372.452 D687

**Guided listening** / Donohue, Lisa.

Markham, ON: Pembroke Publishers, 2007.

Subjects: Oral reading – Study and teaching (Elementary). Reading comprehension – Study and teaching (Elementary).

Summary: This guide offers a framework for using read-aloud and other oral language experiences to build reading comprehension skills and help students record, share, value, and interpret ideas. These organizational tools free students to listen more attentively; organize their responses; and watch for subtle clues, such as body language, that are an important part of listening. The book is organized around common reading strategies, including making inferences and predictions, making connections,

visualizing, asking questions, and synthesizing. Tools to complement these strategies include reproducible graphic organizers, rubrics, forms for recording student progress, and numerous worksheets.

305.5692 H243

**Hannah's story [DVD]**

Montreal, PQ: National Film Board, 2007.

Subjects: Homelessness – Canada. Fund raising – Canada.

Summary: Here is the story of an 11-year-old girl who is already inspiring adults to make a difference. When she was just 5, Hannah Taylor spotted her first homeless person in the back alleys of Winnipeg. This experience not only troubled her but it drove her to do nothing less than change the world, leading to the establishment of the Ladybug Foundation. Under Hannah's leadership, this charity has raised over a million dollars, literally making change for those lacking life's basic needs.



372.43 M155

**Help for struggling readers : strategies for grades 3-8 / McKenna, Michael C.**

New York, NY: Guilford Press, 2002.

Subjects: Reading – Remedial teaching. Reading (Elementary). Reading (Middle school).

Summary: The author presents research-based instructional strategies to use with struggling readers. There are ideas to engage students and to develop the key components of reading: vocabulary, comprehension, word recognition, and fluency. Each chapter includes techniques to work on specific skills, suggested materials, instructional tips, and suggestions for further reading.

791.4334 H772

**Honey, honey ... lion! : a story from Africa [DVD]**

New York, NY: Spoken Arts, 2006.

Subjects: Sharing – Juvenile films. Africa – Juvenile films.

Summary: Based on the picture book of the same title by Jan Brett, this video tells of a honeyguide bird who always leads an African Badger to honey. The badger works to claw the honeycomb out, and the partners share the honey. One day, the badger decides not to share with the honeyguide, and the bird retaliates by leading the badger to a lion. After nearly losing his life, the badger learns a valuable lesson.



372.47 W678

**Improving comprehension with think-aloud strategies / Wilhelm, Jeffrey D.**

New York, NY: Scholastic, 2001.

Subjects: Reading (Elementary). Reading comprehension. Reading (Middle school).

Summary: Help students learn how to read better with the powerful technique that makes the reading process come alive for kids. Model predicting, inferring, visualizing, summarizing, making connections to real life, and more!

372.47 D687

**Independent reading inside the box : how to organize, observe, and assess reading strategies that promote deeper thinking and improve comprehension in K-6 classrooms / Donohue, Lisa.**

Markham, ON: Pembroke Publishers, 2008.

Subjects: Reading (Elementary). Reading comprehension. Children – Books and reading.

Summary: This book illustrates how students can use a single page to strengthen and monitor their comprehension, language, and thinking skills. It offers a range of graphic organizers and open-response opportunities that help deepen student thinking and response.

813.6 S274



**Kamishibai man** / Say, Allen.

Boston, MA: Houghton Mifflin, 2005.

Subjects: Kamishibai – Juvenile fiction. Street theater – Juvenile fiction. Storytelling – Juvenile fiction. Japan – Juvenile fiction.

Summary: This story tells of an elderly kamishibai man who decides to come out of retirement and perform on the streets once again. Through Say's illustrations and vivid text, *Kamishibai Man* addresses the lost Japanese art of paper theatre and the discovery of the special relationship between a storyteller and his audience. An afterword offers a brief history of kamishibai.

811.008 K46

**A kick in the head : an everyday guide to poetic forms** / Janeczko, Paul B.

Cambridge, MA: Candlewick Press, 2009.

Subjects: Children's poetry, American. Literary form – Juvenile literature. Poetry – Juvenile literature.

Summary: The author takes students on a journey of poetic forms. The book includes 29 examples of poetic forms, but not all the examples strictly follow the rules. Janeczko provides an explanation of each poetic form and the rhyme schemes.

372.83 H746

**Let's eat : what children eat around the world** / Hollyer, Beatrice.

New York, NY: Henry Holt, 2004.

Subjects: Food habits – Juvenile literature. International cooking – Juvenile literature. Manners and customs – Juvenile literature.

Summary: This book explores what five children living in South Africa, Mexico, Thailand, France, and India eat at mealtime with their families, how their families obtain and prepare food, what kinds of food may be eaten at celebrations, and what their favourite food is. Includes recipes.

020.92 W785

**The librarian of Basra : a true story from Iraq** / Winter, Jeannette.

Orlando, FL: Harcourt, 2005.

Subjects: Librarians – Iraq – Biography – Juvenile literature. Libraries – Destruction and pillage – Iraq – Juvenile literature. Iraq War, 2003 – Juvenile literature.

Summary: This story is based on a true event when the librarian at Basra enlisted the help of the community to save over 70 percent of the collection in the library. The story can provide a springboard for discussion that can involve the love of books and literature, the importance of libraries in a community, respect for knowledge, and the implications of war on individuals and communities.



372.6 O61

**Listen hear! : 25 effective listening comprehension strategies** / Opitz, Michael F. Zbaracki, Matthew D.

Portsmouth, NH: Heinemann, 2004.

Subjects: Listening – Study and teaching (Elementary). Language arts (Elementary).

Summary: This resource is full of teaching strategies that help you fold multi-dimensional listening comprehension instruction snugly into your existing reading and read-aloud lessons - without sacrificing room in your crowded curriculum. This book gives you everything you need to start teaching listening tomorrow: the research and rationale for teaching it; reproducible forms; charts that show you at a glance which skills each strategy enhances; lists of contemporary children's literature to use in conjunction with the strategies; and practical tips for assessment.

371.0095491 M887

**Listen to the wind : the story of Dr. Greg and Three cups of tea** / Mortenson, Greg. Roth, Susan L.

New York, NY: Penguin, 2009.

Subjects: Rural schools – Pakistan – Juvenile literature.

Summary: After a failed attempt to climb K2, Dr. Greg is lost and delirious when he comes upon a remote Himalayan village. The villagers save his life and in return, he vows to build them a school. The children of Korphe relate the story of how a school came to the village.



372.6 B592

**Literacy profiles : a framework for assessing, recording, and developing students' literacy progress, K-4** / Biggam, Sue. Itterly, Kathleen.

Columbus, OH: Pearson, 2009.

Subjects: Language arts (Primary). Language arts (Primary) – Ability testing.

Summary: The authors present teachers with a framework for profiling individual students' literacy progress throughout the critical primary grade school years. To aid teachers in accurately profiling their students' literacy progress, the authors outline ten strands of early literacy development and break these strands into specific benchmarks.

428.4 W876

**Literacy strategies across the subject areas : process-oriented blackline masters for the K-12 classroom (2<sup>nd</sup> ed.)** / Wood, Karen D. Taylor, D. Bruce.

New York, NY: Pearson, 2006.

Subjects: Reading (Middle school). Reading (Secondary). Literacy – Study and teaching (Middle school). Literacy – Study and teaching (Secondary).

Summary: The book contains graphic organizers to engage students in strategies to enhance their understanding of various topics under study. Many of the strategies included in the book aim for the gradual release of responsibility by the teacher to the student. The strategies are also effective for students who need additional language support, such as English as an Additional Language learners.



372.6 F623

**Literate lives : teaching reading and writing in elementary classrooms** / Flint, Amy Seely.

Hoboken, NJ: Wiley, 2008.

Subjects: Language arts (Elementary). Reading (Elementary). English language – Composition and exercises – Study and teaching (Elementary).

Summary: This book will help you learn how to organize for literary instruction in your classroom. You'll discover how to dig deeper into literacy instruction and decide on what actions to take. The book also emphasizes ways to drive and teach literacy by using such things as children's toys and familiar characters.

372.64 M235

**Making facts come alive : choosing and using quality nonfiction literature K-8 (2<sup>nd</sup> ed.)** /

Bamford, Rosemary A. Kristo, Janice V.

Norwood, MA: Christopher-Gordon, 2003.

Subjects: Literature – Study and teaching (Elementary). Children's literature – Study and teaching (Elementary). Children – Books and reading. Interdisciplinary approach in education.

Summary: This resource presents non-fiction as an important component in students' learning. It provides teachers with insights into how to help students develop strategies to read and write non-fiction.



372.465 B393

**Making sense of phonics : the hows and whys** / Beck, Isabel L.



New York, NY: Guilford Press, 2006.

Subjects: Reading – Phonetic method. Reading (Elementary).

Summary: The author provides practical ideas to build children's decoding skills by teaching letter-sound relationships, blending, word building, and multisyllable words. She provides strategies for explicit, systematic phonics instruction for primary-grade classrooms. The strategies can also be used for older students who experience difficulties in decoding.



### Nelson Language Arts 3

428.6 N425

**Hand in hand : student anthology** / Bogusat, Cathy.

**Hand in hand : teacher's guide** / Bogusat, Cathy.

**Keepsakes and treasures : student anthology** / Bogusat, Cathy.

**Keepsakes and treasures : teacher's guide** / Bogusat, Cathy.

Scarborough, ON: Nelson, 1999.

Subjects: Readers (Primary).

Summary: The student anthologies for this resource have inclusive Canadian content and promote the integration of the six strands of English language arts: viewing, listening, reading, representing, speaking, and writing. The teacher's guide for both anthologies contains an introduction, individual lesson plans, and instructional strategies for each selection in the student texts.



### Nelson Literacy 3

428.6 N424

**Nelson literacy 3a** / MacKenzie, Jennette.

**Nelson literacy 3b** / MacKenzie, Jennette.

**Nelson literacy 3c** / MacKenzie, Jennette.

**Nelson literacy 3 teacher's resource box**

**Nelson literacy 3 : media package, audio and video**

**Nelson literacy 3 : transparencies for shared reading and modelling**

Toronto, ON: Thomas Nelson, 2008.

Subjects: Language arts (Primary) – Textbooks.

Summary: This resource provides support for the three K-12 curriculum goals: comprehend and respond, compose and create, and assess and reflect on language abilities. The resource also addresses the six language strands: viewing, listening, reading, representing, speaking, and writing. The teacher's guide is detailed and comprehensive with formative and summative assessment tools.



### Nelson Spelling 3

428.1 N425

**Nelson spelling 3** / Quildon, Louis.

**Nelson spelling 3 : teacher's resource**

Scarborough, ON: Nelson, 1997.

Subjects: Spellers. English language – Orthography and spelling.

Summary: This is a comprehensive spelling instruction resource that promotes the development of spelling skills and strategies within language and communication contexts. The materials support a process approach to writing and address all six language arts strands. The teacher resource provides a clear overview of the learning outcomes, instructional goals, and assessment tools for the 32 lessons in the student text.

372.47 G292

**Nonfiction reading power : teaching students how to think while they read all kinds of information** / Gear, Adrienne.

Markham, ON: Pembroke Publishers, 2008.

Subjects: Reading comprehension. Reading (Elementary).

Summary: The author explores the features of informational text and lists key books that are organized around strategies and subject areas. She provides ideas to include more informational texts in the classroom through read-alouds and author studies, and provides tips for teaching nonfiction forms and text structures.



011.62 O58

**1001 children's books you must read before you grow up** / Eccleshare, Julia (Ed.).

New York, NY: Universe, 2009.

Subjects: Children's literature – Bibliography. Children – Books and reading. Best books.

Summary: This book provides an authoritative listing of classic and contemporary children's literature that is categorized by age group and pairs each entry with expert evaluations and reproductions of artwork from the featured titles.

372.83 C323

**Out of the deeps** / Carter, Anne Laurel. Debon, Nicolas.

Victoria, BC: Orca Book Publishers, 2008.

Subjects: Pit pony – Juvenile literature. Coal mines and mining – Juvenile literature. Fathers and sons – Juvenile fiction.

Summary: When he turns 12, Savino has to quit school to work and help his family. Savino goes with his father to the mine. He works alongside his father and Nelson, his father's pit pony. After lunch, Savino is asked to haul a cart of coal to the top, using Nelson as his guide. When Savino's headlamp burns out, Nelson leads Savino to safety. The story is based on true events.



371.102 G585

**Out of the question : guiding students to a deeper understanding of what they do, read, and hear** / Godinho, Sally. Wilson, Jeni.

Markham, ON: Pembroke Publishers, 2007.

Subjects: Questioning. Teaching. Learning.

Summary: Asking questions is a pivotal skill in learning how to learn. It helps children to clarify their understanding, and make new connections. This guide outlines the main purposes behind asking questions. It explores numerous different types of question, and how to use purpose to determine what and how to ask.



372.139 P238

**Planning for inquiry : it's not an oxymoron!** / Parker, Diane.

Urbana, IL: National Council of Teachers of English, 2007.

Subjects: Inquiry-based learning. Active learning. Education, Elementary – Curricula.

Summary: This book shows you how to get an inquiry-based curriculum started, how to keep it going, and how to do so while remaining accountable to mandated curricula, standards, and programs. The author invites you into her classroom to think along with her as she provides an up-close look at the underlying structure of an inquiry-based approach, what such an approach might look like in practice, and how you can make it happen in your own classroom.

808.1 F546

**The poetry experience : choosing and using poetry in the classroom** / Fitch, Sheree. Swartz, Larry.

Markham, ON: Pembroke Publishers, 2008.

Subjects: Poetry – Study and teaching.

Summary: This flipbook explores various aspects of poetry. There are tips on responding, reading, speaking, and sharing poetry in the classroom. Suggestions are provided for poetry selection, poetic forms, responding to poetry, and writing poetry.



371.102 P887

**Powerful learning : what we know about teaching for understanding** / Darling-Hammond, Linda.  
San Francisco, CA: Jossey-Bass, 2008.

Subjects: Learning. Effective teaching.

Summary: The authors provide a number of teaching practices including project-based learning, cooperative learning, performance-based assessment, as well as instructional strategies in literacy, mathematics, and science.

394.264 B244

**Proud as a peacock, brave as a lion** / Barclay, Jane.

Toronto, ON: Tundra Books, 2009.

Subjects: Remembrance Day (Canada) – Juvenile fiction.

Summary: Poppa patiently answers his grandson's questions about war. Lying about his age, Poppa had joined the war when he was seventeen. Using similes of animals, Poppa explains he was proud as a peacock in his uniform, busy as a beaver crossing the Atlantic, and brave as a lion when going to battle. As they attend a memorial service for veterans, the narrator asks Poppa why he is crying. Poppa replies that war is something you never forget.

372.47 R217

**QAR now** / Raphael, Taffy E. Highfield, Kathy. Au, Kathryn H.

New York, NY: Scholastic, 2006.

Subjects: Reading comprehension. Questioning. Inquiry-based learning.

Summary: In this resource, the authors show how QAR (Question Answer Relationship) provides a framework for organizing questioning activities and comprehension instruction, how it aligns with standards and assessments, and how you can easily integrate it across all the content areas.

372.623 B981

**Reading and writing nonfiction genres** / Buss, Kathleen. Karnowski, Lee.

Newark, DE: International Reading Association, 2002.

Subjects: English language – Composition and exercises – Study and teaching (Elementary).  
Language arts (Elementary).

Summary: This book shows how to explore with students what nonfiction writing looks like and the purposes, structures, and literary elements that are inherent in each genre. The book suggests using teacher modeling to guide students through these structures and elements. Four main genres of nonfiction - recount, procedural, informational, and persuasive - are divided into six chapters, all of which include mini-lessons and student writing samples specific to each subgenre.



372.41 P935

**Reading instruction that works : the case for balanced teaching (3<sup>rd</sup> ed.)** / Pressley, Michael.

New York, NY: Guilford Press, 2006.

Subjects: Reading (Elementary).

Summary: The author presents best practices for combining skills-based and whole-language approaches in the context of a highly motivating environment. The book explains the theoretical underpinnings of recommended strategies and techniques and shows how exemplary teachers actually put them into practice.

428.4 W678

**Reading is seeing : learning to visualize scenes, characters, ideas, and text worlds to improve comprehension and reflective reading** / Wilhelm, Jeffrey D.

New York, NY: Scholastic, 2004.

Subjects: Reading (Middle school). Reading comprehension.

Summary: The author shares over 100 visualization strategies that build reading skills and make reading, discussing, and reflecting on texts more engaging and relevant. These techniques can be adapted to use with virtually any kind of text, including fiction, nonfiction, poetry, and picture books. Idea tableau, mirror mapping, illustrated journals, picture maps, character symbol maps, and quote books are just a few of the many motivating strategies included in this resource.

372.47 O21

**Reciprocal teaching at work : strategies for improving reading comprehension** / Oczkus, Lori D.

Newark, DE: International Reading Association, 2003.

Subjects: Reading comprehension. Reading (Elementary). Cognitive learning.

Summary: Using a variety of classroom settings, this resource presents engaging lessons that use reciprocal teaching to improve reading comprehension. Reciprocal teaching is based on teacher modeling, student participation, and four strategies that good readers use to comprehend text: predicting, questioning, clarifying, and summarizing.

813.6 H236

**Sandy's incredible shrinking footprint** / Handy, Femida. Carpenter, Carole.

Toronto, ON: Second Story Press, 2010.

Subjects: Nature – Effect of human beings on – Juvenile fiction. Recycling (Waste, etc.) – Juvenile fiction. Environmental protection – Juvenile fiction.

Summary: Sandy loves to visit her grandpa's house by the beach. Sandy and her dog, Pepper, play in the sand. One day her walk to the beach is ruined as it is littered with garbage. Sandy meets the "Garbage Lady" who keeps the beach clean by recycling materials found on the beach. Along the way, she teaches Sandy about her "footprint". Sandy discovers that by recycling and reusing items, she is shrinking her footprint.



372.632 G339

**The science of spelling : the explicit specifics that make great readers and writers (and spellers!)**

/ Gentry, J. Richard.

Portsmouth, NH: Heinemann, 2004.

Subjects: Spelling ability. English language – Orthography and spelling. Reading.

Summary: *The Science of Spelling* breaks down preconceptions and misconceptions about how kids learn to spell, making startling new connections between orthography and literacy. Gentry offers how-tos for: identifying, through spelling, what level of emergent writing a student has attained; using scaffolding, hand and finger spelling, letter boxes, and other instructional devices appropriately; managing word lists and word sorts; differentiating spelling instruction and assessment; evaluating spelling books and finding alternatives to traditional spelling resources; and teaching phonemic awareness and phonics through spelling.

813.6 C189

**Shin-chi's canoe** / Campbell, Nicola I.

Toronto, ON: Groundwood Books, 2008.

Subjects: Native children – Canada – Juvenile fiction. Indians of North America – Canada – Residential schools – Juvenile fiction.

Summary: When Shin-chi and his sister go off to his first year of Residential School in a cattle truck, she warns him of all the things he must not do. The days are long, he is very lonely and always hungry, but he finds solace down at the river with a gift from his father, a tiny cedar canoe.

813.6 C189

**Shi-shi-etko** / Campbell, Nicola I.

Toronto, ON: Groundwood Books, 2005.

Subjects: Native children – Canada – Juvenile fiction. Indians of North America – Canada – Residential schools – Juvenile fiction.

Summary: Shi-shi-etko, a Native girl, spends the last four days before she goes to residential school learning valuable lessons from her mother, father, and grandmother, and creating precious memories of home.

371.82997 S555

**Shi-shi-etko [DVD]**

Vancouver, BC: Monkey Ink Media, 2009.

Subjects: Indian children – Canada – Juvenile films. Indians of North America – Canada – Residential schools – Juvenile films. Residential boarding schools – Canada – Juvenile films. Native children – Canada – Juvenile films.

Summary: Shi-shi-etko, a Native girl, spends the last four days before she goes to residential school learning valuable lessons from her mother, father, and grandmother, and creating precious memories of home.



372.632 W672

**Spelling strategies and patterns : what kids need to know** / Wilde, Sandra.

Portsmouth, NH: FirstHand, 2008.

Subjects: English language – Orthography and spelling – Study and teaching (Elementary).

Summary: Students explore spelling patterns that they already know and develop strategies to help them fine-tune their spelling as they write. The book consists of two components: 32 strategy lessons to help students improve spelling as they write, and 32 pattern lessons to help children know what to do when it is not obvious what letters are in a word. An accompanying CD-ROM has classroom footage as Wilde teaches strategy and pattern lessons.



372.43 R447

**Strategies for reading, assessment, and instruction : helping every child succeed (4<sup>th</sup> ed.)** /

Reutzel, D. Ray. Cooter, Robert B.

Boston, MA: Pearson, 2011.

Subjects: Reading. Reading – Remedial teaching. Child development.

Summary: Each strategy follows a three-part progression, including sequence, materials, and procedures. The authors provide a number of intervention strategies for a struggling reader. Included are assessment tools and strategies, IF-THEN strategy intervention guides, differentiated reading instruction, a classroom environment assessment tool, fluency norms and expression measures, and ideas to connect with the home.



372.1102 R869

**Teaching essentials : expecting the most and getting the best from every learner, K-8** / Routman, Regie.

Portsmouth, NH: Heinemann, 2008.

Subjects: Language arts (Elementary). Effective teaching. Student-teacher relationships.

Summary: The author provides a blueprint for instruction to allow all students to have success in the classroom. She stresses that everyone needs to be invited to the learning community. Some of the

topics in the book include articulating high expectations for all students, including English as an Additional Language learners and struggling readers, setting lessons and activities in meaningful contexts, and embedding assessment into all aspects of instruction and planning.



372.4 T671

**Teaching literacy in the third grade** / Almasi, Janice F. Garas-York, Keli. Hildreth, Leigh-Ann. New York, NY: Guilford Press, 2007.

Subjects: Reading (Primary). Language arts (Primary). Third grade (Education).

Summary: The authors provide strategies to assist teachers in differentiating instruction to meet the needs of diverse learners. Ideas and activities to build fluency, vocabulary, comprehension, and writing are included.



372.462 O18

**Teaching word recognition : effective strategies for students with learning difficulties** /

O'Connor, Rollanda E.

New York, NY: Guilford Press, 2007.

Subjects: Reading comprehension. Learning disabled children – Education. Language arts (Elementary).

Summary: This book synthesizes the research on how children learn to read words skillfully and translates it into step-by-step strategies for the classroom. The author demonstrates how to plan and implement a coordinated series of lessons that address letter-sound pairings, decoding and blending, multisyllabic words, sight words, and fluency. The proven techniques presented are applicable across the primary grades; in addition, specific guidance is offered for working with older children who are having difficulties.



372.623 T662

**Teaching writing : balancing process and product (5<sup>th</sup> ed.)** / Tompkins, Gail E.

Upper Saddle River, NJ: Pearson, 2008.

Subjects: English language – Composition and exercises – Study and teaching (Elementary). Creative writing (Elementary education).

Summary: This book provides a comprehensive look at both the processes and products of writing. It provides practical strategies for teaching and assessing and evaluating writing, with a focus on individual student needs and teacher accountability. Additional features address the concerns of struggling writers, the needs of English learners, and the strategies that can be used to improve student test-taking.



372.6 N475

**Toolkit for teachers of literacy** / Nettles, Diane Hood.

Boston, MA: Pearson, 2007.

Subjects: Literacy. Language arts (Elementary). Reading (Elementary). Composition (Language arts) – Study and teaching (Elementary).

Summary: The book is designed to support new and experienced teachers in literacy. Nettles provides teaching strategies and assessment tools. There are tools for instruction, writing rubrics, literacy portfolios, and fourteen phonics mini-lessons.

394.26598 K92

**Up and down the Andes : a Peruvian festival tale** / Krebs, Laurie. Fronty, Aurelia.

Cambridge, MA: Barefoot Books, 2008.

Subjects: Inti Raymi Festival – Juvenile literature. Indians of South America – Andes Region – Social life and customs – Juvenile literature. Festivals – Andes Region – Juvenile literature. Andes Region – Social life and customs – Juvenile literature.



Summary: Students will travel the Andes Mountains from Lake Titicaca to Cusco for the Inti Raymi (the Festival of the Sun). Along the way, students will observe the modes of transportation used to arrive at Cusco. Once at the central square at Cusco, people change into their costumes to await the arrival of the Sun King. The author provides background information on Inti Raymi, other Peruvian festivals, Machu Picchu, and the Andes Mountains. Also included are brief timelines of the history and peoples of Peru, as well as a short “Did You Know?” section.

011.62 A548

**What should I read aloud? : a guide to 200 best-selling picture books** / Anderson, Nancy A.  
Newark, DE: International Reading Association, 2007.

Subjects: Children – Books and reading. Picture book for children. Children’s literature – Study and teaching (Early childhood). Reading – Parent participation.

Summary: In the first two chapters of the book, the author describes how to share books with young children and support their developing literacy. In subsequent chapters, she organizes literature by suggested age levels and by theme or topic. The final chapter supplements best-selling literature with multicultural literature, non-fiction, magazines, and websites.

813.6 D912

**Who’s that man?** / Duncan-Cary, Marny. Mansbridge, Megan.  
Regina, SK: Your Nickel’s Worth Publishing, 2009.

Subjects: World War, 1939-1945 – Juvenile literature.

Summary: The author explores how a young boy feels when his father returns home from war and he meets him for the first time. He wonders if his father will love him. What does he look like? His father also has the same fears as he meets his young son for the first time. Based on Duncan-Cary’s own father’s experience, the text is complemented by personal photographs. The DVD has the author narrating the story and singing the song.



372.6 R426

**Windows into literacy : assessing learners, K-8** / Rhodes, Lynn Knebel.  
Portsmouth, NH: Heinemann, 1993.

Subjects: Literacy – Evaluation. Language arts (Elementary).

Summary: This resource discussed authentic assessment and evaluation, in which teachers assess reading and writing done for a real purpose. Using classroom narratives and student examples to support the philosophy, the authors suggest ways to make assessment and evaluation manageable. They discuss portfolios and folders for collecting data, look at ongoing assessment in the writing workshop, and provide sample assessment and evaluation tools.

813.6 M954

**Yeny and the children for peace** / Mulder, Michelle.  
Toronto, ON: Second Story Press, 2008.

Subjects: Children and peace – Juvenile fiction. Colombia – Peace movements – Juvenile fiction. Children and violence – Colombia – Juvenile fiction.

Summary: Children use the weapon of peace in their fight against violence. Yeny and her family escape the violence in their Colombian mountain village to live in the city. Violence is also in the city, however. Her uncle is kidnapped and Yeny faces a bully at school. Yeny’s friends organize a peace carnival. As the peace carnival gathers momentum, they decide to hold a national vote for peace. The story is based on a true event.



## **ENGLISH LANGUAGE ARTS GRADE 4**



Indicates item is a Ministry of Education's Core Learning Resource.

372.412 T477

**Adventures in graphica : using comics and graphic novels to teach comprehension, 2-6 /**

Thompson, Terry.

Portland, ME: Stenhouse Publishers, 2008.

Subjects: Comic books, strips, etc. in education. Reading comprehension – Study and teaching (Elementary).

Summary: The author shows how this medium fits into the literacy framework and correlates with best practices in comprehension, vocabulary, and fluency instruction. *Adventures in Graphica* contains numerous, easy-to-replicate, instructional strategies, including examples of how graphic texts can be used to create a bridge as students transfer abstract comprehension strategies learned through comics and graphic novels to traditional texts.

398.2096 A258

**African rhythms [VHS]**

Montreal, PQ: National Film Board, 2004.

Subjects: Folklore – African – Juvenile films. Africa – Civilization – Juvenile films.

Summary: This video is a collection of animated stories exploring various African cultural traditions.

Story titles are: The magic lion, The cora player, and Jump-up: Caribbean carnival in Canada.

811.54 L477

**Alligator pie /** Lee, Dennis.

Toronto, ON: Macmillan, 1974.

Subjects: Nonsense-verses.

Summary: Children will identify with the universal themes in Lee's poetry. The delights, fears, and interests of a young child are explored in the variety of verses found in this anthology.

372.13 C388

**The art of inquiry : questioning strategies for K-6 classrooms (2<sup>nd</sup> ed.) /** Cecil, Nancy Lee.

Pfeifer, Jeanne.

Winnipeg, MB: Portage & Main Press, 2011.

Subjects: Questioning. Elementary school teaching.

Summary: Asking questions is one of the most essential functions of teaching. In this book, the author shows teachers how to develop both their own questioning skills and those of their students. The author explains how to model provocative, open-ended questions, and provides many useful teacher- and student-directed questioning strategies.

813.54 A567

**The auction /** Andrews, Jan.

Toronto, ON: Groundwood Books, 2007.

Subjects: Farm life – Juvenile fiction. Grandfathers – Juvenile fiction.

Summary: Todd and his grandfather prepare for the sale of the farm and its contents by telling stories about life there and making scarecrows. The sharing of memories and experiences on the farm provide the opportunity for Todd and Gramps to come to grips with loss and to look forward to a new beginning.

497.3 P187

**The beaver's big house** / Panas, J. D. Whitford, Olive.

Saskatoon, SK: Gabriel Dumont Institute, 2004.

Subjects: Cooperation – Juvenile fiction. Preparedness – Juvenile fiction.

Summary: Two beavers, Baptiste and Betsy, live in the forest. As they build their dam, other forest animals drop by and tell them not to work so hard. When a forest fire burns, the two beavers rally the other forest animals to battle the fire. Included with the book is a CD with an English and Michif narration of the text.



372.6 B561

**Best practices in literacy instruction (3<sup>rd</sup> ed.)** / Gambrell, Linda B. Morrow, Lesley Mandel.

Pressley, Michael (Eds.).

New York, NY: Guilford Press, 2007.

Subjects: Language arts. Reading comprehension. Literacy.

Summary: This evidence-based book distills the latest knowledge about literacy teaching and learning into strategies for helping all children succeed. Within a comprehensive conceptual framework, the field's leading authorities provide practical recommendations to guide instructional decision making. The book includes current research findings, policy issues, and program innovations. It offers coverage of assessment, motivation, approaches to integrating different kinds of texts and multimedia resources, and adolescent literacy.

811.54 B782

**Better that way** / Bouvier, Rita.

Saskatoon, SK: Gabriel Dumont Institute, 2007.

Subjects: Métis – Juvenile poetry. Children's poetry, Canadian (English). Children's poetry, Canadian (Michif).

Summary: Written for her eight-year-old son, Bouvier write a poem about growing up. She draws upon her learning from her grandparents, parents, and all individuals who crossed her life. The values that Bouvier learned are captured in the poem and she reminds us that we should practice those values daily.



372.4 S999

**Beyond leveled books : supporting early and transitional readers in grades K-5 (2<sup>nd</sup> ed.)** /

Szymusiak, Karen. Sibberson, Franki. Koch, Lisa.

Portland, ME: Stenhouse, 2008.

Subjects: Reading (Elementary). Children – Books and reading. Individualized instruction.

Summary: Suggestions and resources are provided to assist teachers to understand and to meet the needs of transitional readers. The book contains examples of classroom instruction, sample mini-lessons, strategies for small group instruction, assessment techniques, and student work.

372.6 B573

**Beyond reading and writing : inquiry, curriculum, and multiple ways of knowing** / Bergoff, Beth.

Urbana, IL: NCTE, 2000.

Subjects: Language arts (Elementary). Language experience approach in education. Multiple intelligences. Cognitive styles. Cognitive styles.

Summary: The authors examine the theory of inquiry and multiple ways of knowing, which put the learner at the centre of curriculum. Because of their experiences in the classroom, the authors are able to provide insight into how a curriculum works in day-to-day situations, offer suggestions on how educators can support and understand their students, and suggest theory-into-practice techniques.

970.00497 B867

**A broken flute : the Native experience in books for children** / Doris Seale, Doris. (Ed.). Slapin, Beverly. (Ed.).

Berkeley, CA: Oyate, 2005.

Subjects: Indians of North American – Juvenile literature – Book reviews. Children’s literature, American – History and criticism.

Summary: This resource is a collection of reviews that critically evaluate children’s books about Native Americans written between the early 1900s and 2003. Stories, essays and poems accompany each review. The authors reviewed over 600 books and the titles are arranged alphabetically.

423.17 M152

**Children’s illustrated dictionary** / McIlwain, John.

Toronto, ON: Dorling Kindersley, 2009.

Subjects: Picture dictionaries, English. English language – Dictionaries, Juvenile.

Summary: This updated and revised edition helps young students with their reading and vocabulary skills using words and images. This dictionary contains over 12,000 word entries. Each entry includes definitions and examples of usage.



#### Collections 4

428.6 C697

**Within my circle** / Benson, Ron.

**Within my circle : teacher’s resource module** / Benson, Ron.

**Tales - tall, true, old, and new** / Benson, Ron.

**Fur, feathers, scales and skin** / Benson, Ron.

**And the message is ...** / Benson, Ron.

**Building community** / Benson, Ron.

Toronto, ON: Prentice-Hall Ginn, 1996.

Subjects: Readers (Elementary).

Summary: *Collections 4* promotes the integration of the six language arts strands.



371.39 H342

**Comprehension and collaboration : inquiry circles in action** / Harvey, Stephanie. Daniels, Harvey.

Portsmouth, NH: Heinemann, 2009.

Subjects: Inquiry-based learning. Active learning. Group work in education. Motivation in education.

Summary: This resource will: lay the foundation for inquiry circles by chronicling the current research and practices behind comprehension instruction and classroom collaboration; explain nine fundamental classroom conditions needed for active, small-group learning; provide 26 practical lessons in comprehension, collaboration, and research; offer how-to instructions for four types of inquiry circles - mini-research projects, curricular inquiries, extensions of literature circles, and open inquiry projects; and address characteristic management concerns, such as how to use the internet for research and how to assess and monitor student achievement.

372.623 H161

**Crafting writers, K-6** / Hale, Elizabeth.

Portland, ME: Stenhouse, 2008.

Subjects: English language – Composition and exercises – Study and teaching (Elementary).

Summary: How do we teach elementary students to independently use the different elements of craft that are discussed and taught in lessons? We begin by honouring the reality that terms like voice, sentence fluency, and writing with detail are descriptions of where we want our students to be. Elizabeth Hale shows how to identify specific elements of craft when assessing student work and

planning instruction, and use them to teach students the specific craft techniques that will move them forward as writers.

811.54 B752

**The drum calls softly** / Bouchard, David. Willier, Shelley. Poitras, Jim.

Calgary, AB: Red Deer Press, 2008.

Subjects: Cree dance – Poetry. Cree Indians – Poetry.

Summary: Written in English and Cree, this poetic tale focuses on the beauty of the traditional round dance. A CD with singing and drumming by Northern Cree accompanies this picture book.

811.54 A362

**The eco-diary of Kiran Singer** / Alderson, Sue Ann.

Vancouver, BC: Tradewind Books, 2007.

Subjects: Bog ecology – Juvenile poetry. Wetland ecology – Juvenile poetry. Nature – Juvenile poetry.

Summary: Kiran explores the environmental problems threatening her local wetland. For her birthday, Kiran is given a diary by her Grandma. She is invited by her grandma to help her and a conservation crew to restore a bog in Vancouver, B.C. Using poetic form, Kiran expresses her thoughts about the bog and the various life species that live there. Through the text, students should be inspired to help protect wetlands in their local communities.

371.39 W678

**Engaging readers and writers with inquiry : promoting deep understandings in language arts and the content areas with guiding questions** / Wilhelm, Jeffrey D.

New York: Scholastic, 2007.

Subjects: Inquiry-based learning. Language arts. Content area reading.

Summary: How does flight influence behaviour for humans and birds? Is it ever permissible to lie? Reframing our units and lessons with questions such as these makes learning more exciting for students. The author shares practical, easy ideas for turning standards into engaging authentic questions that propel students toward deep understandings. Includes sample lessons, discussion techniques, and questioning schemes for all the content areas.

398.2 S629

**Enough** / Skrypuch, Marsha Forchuk.

Markham, ON: Fitzhenry & Whiteside, 2000.

Subjects: Folklore – Ukraine – History – 20th century – Juvenile literature.

Summary: Marusia and her family farm near the village of Zhitya, Ukraine. Ukraine comes under Stalin's power and all foodstuffs now belong to the Dictator. Marusia hides one sack of grain from the soldiers. Marusia eventually outwits the Dictator by hiding sacks of grain in graves so the village can continue to plant grain for food. Through this folktale, students will learn about the Ukrainian famine and the impact on Ukrainian people.

971.00497 P322

**Fiddle dancer = Li daanseur de vyaeloon** / Patton, Anne. Burton, Wilfred.

Saskatoon, SK: Gabriel Dumont Institute, 2007.

Subjects: Métis – Juvenile fiction. Folk dancing – Juvenile fiction. Grandfathers – Juvenile fiction.

Summary: While spending time with his grandfather or “Moushoom”, Nolin discovers his Métis heritage. *Fiddle Dancer* weaves a childhood story rich in Métis culture and language. This story captures the importance of Elders as role models, a child's apprehension at learning new things, and the special bond between grandparents and grandchildren.



372.6 T662

**50 literacy strategies : step by step (3<sup>rd</sup> ed.)** / Tompkins, Gail E.

Boston, MA: Allyn & Bacon, 2009.

Subjects: Language arts (Elementary). Language arts (Middle school).

Summary: This book provides step-by-step instructions for using fifty research-based, classroom-tested literacy strategies - encompassing reading, writing, listening, speaking, and visualizing.



372.41 F646

**Fluency instruction : research-based best practices** / Rasinski, Timothy V. Blachowicz, Camille L. Z. Lems, Kristin (Eds.).

New York, NY: Guilford Press, 2006.

Subjects: Reading. Reading – Remedial teaching.

Summary: The editors introduce the idea of fluency instruction, providing a thorough examination of what fluency instruction is and how it should be taught. Topics include applications for struggling readers and English language learners. The editors include examples and vignettes of fluency instruction in the classroom.

971.05 W886

**Gabriel Dumont** / Woodcock, George.

Markham, ON: Fitzhenry & Whiteside, 2003.

Subjects: Dumont, Gabriel, 1837-1906. Riel Rebellion, 1885. Métis – Canada, Western – Biography.

Summary: Born in St Boniface in 1837 of French and Indian parentage, Gabriel Dumont's childhood was spent in the Saskatchewan country, where he grew accustomed to the semi-nomadic existence of the Métis. As the buffalo herds dwindled, the Métis began to form more permanent settlements, but were alarmed when their pleas for recognition of their land rights were ignored by Sir John A. Macdonald's government. Dumont appealed to Louis Riel, leader of the Red River Rebellion. Riel spoke up for the Saskatchewan Métis, but their petitions were ignored. In 1885, the Métis took up arms against the government forces. Dumont spurred the outnumbered rebels to several victories. After the Métis defeat, Dumont fled to the United States where he spent time with Buffalo Bill's Wild West Show until an amnesty was declared and he was able to return to his home.



Gage Cornerstones 4

428.6 G132

**Cornerstones anthology 4a** / McClymont, Christine.

**Cornerstones anthology 4b** / McClymont, Christine.

**Blackline masters 4**

**Teacher's guide 4**

Toronto, ON: Gage, 1999.

Subjects: Readers (Elementary).

Summary: The student anthologies contain different text types, including personal accounts, poetry, biographies, interviews, and folktales. The teacher's guide supports the student anthologies by providing interdisciplinary linkages, a thematic framework, classroom management information, professional reading lists, and novel study activities.



028.55 P485

**Good books matter : how to choose and use children's literature to help students grow as readers** / Peterson, Shelley Stagg. Swatz, Larry.

Markham, ON: Pembroke Publishers, 2008.

Subjects: Children – Books and reading. Children's literature – History and criticism.

Summary: This resource offers guidance on selecting books, strategies for specific grade levels, suggestions for extension, and tips for assessment. The book is organized around the major genres - traditional literature, picture books, nonfiction, poetry, and multicultural texts - that will inspire young readers. Throughout the book, teachers will find suggestions for using literature to implement shared reading, reading aloud, and response strategies with emergent, developing, and independent readers.

428.2 W363

**The grammar plan book : a guide to smart teaching** / Weaver, Constance.  
Portsmouth, NH: Heinemann, 2007.

Subjects: Grammar – Study and teaching. English language – Rhetoric – Study and teaching.  
Summary: The best method of teaching language conventions is to integrate them into the writing process. This book explains how to teach language conventions this way. Through examples of innovative educators teaching language, teachers are presented with concepts to use in the classroom. The book is useful in planning focused lessons and includes a sample scope-and-sequence chart.

372.452 D687

**Guided listening** / Donohue, Lisa.  
Markham, ON: Pembroke Publishers, 2007.

Subjects: Oral reading – Study and teaching (Elementary). Reading comprehension – Study and teaching (Elementary).  
Summary: This guide offers a framework for using read-aloud and other oral language experiences to build reading comprehension skills and help students record, share, value, and interpret ideas. These organizational tools free students to listen more attentively; organize their responses; and watch for subtle clues, such as body language, that are an important part of listening. The book is organized around common reading strategies, including making inferences and predictions, making connections, visualizing, asking questions, and synthesizing. Tools to complement these strategies include reproducible graphic organizers, rubrics, forms for recording student progress, and numerous worksheets.

639.9092 P984

**He who flies by night : the story of Grey Owl** / Punshon, Lori.  
Regina, SK: Your Nickel's Worth Publishing, 2006.

Subjects: Grey Owl, 1888-1938 – Juvenile literature. Conservationists – Canada – Biography – Juvenile literature.

Summary: This is the true story of Archie Belaney, who fulfilled his childhood dream of living in Canada's north with First Nations people. Archie reinvents himself into Grey Owl and lives among the animals of the forest. Students will enjoy reading how Archie lives with his two beavers, Jelly Roll and Rawhide. Grey Owl's great legacy is his vision of conservation and the importance of our place in nature.



372.43 M155

**Help for struggling readers : strategies for grades 3-8** / McKenna, Michael C.  
New York, NY: Guilford Press, 2002.

Subjects: Reading – Remedial teaching. Reading (Elementary). Reading (Middle school).  
Summary: The author presents research-based instructional strategies to use with struggling readers. There are ideas to engage students and to develop the key components of reading: vocabulary, comprehension, word recognition, and fluency. Each chapter includes techniques to work on specific skills, suggested materials, instructional tips, and suggestions for further reading.



372.47 W678

**Improving comprehension with think-aloud strategies** / Wilhelm, Jeffrey D.

New York, NY: Scholastic, 2001.

Subjects: Reading (Elementary). Reading comprehension. Reading (Middle school).

Summary: Help students learn how to read better with the powerful technique that makes the reading process come alive for kids. Model predicting, inferring, visualizing, summarizing, making connections to real life, and more!

372.47 D687

**Independent reading inside the box : how to organize, observe, and assess reading strategies that promote deeper thinking and improve comprehension in K-6 classrooms** / Donohue, Lisa. Markham, ON: Pembroke Publishers, 2008.

Subjects: Reading (Elementary). Reading comprehension. Children – Books and reading.

Summary: This book illustrates how students can use a single page to strengthen and monitor their comprehension, language, and thinking skills. It offers a range of graphic organizers and open-response opportunities that help deepen student thinking and response.

811.008 K46

**A kick in the head : an everyday guide to poetic forms** / Janeczko, Paul B.

Cambridge, MA: Candlewick Press, 2009.

Subjects: Children's poetry, American. Literary form – Juvenile literature. Poetry – Juvenile literature.

Summary: The author takes students on a journey of poetic forms. The book includes 29 examples of poetic forms, but not all the examples strictly follow the rules. Janeczko provides an explanation of each poetic form and the rhyme schemes.

971.2445 S271

**The lake in the middle of town** / Sawatzky, Neil.

Regina, SK: Your Nickel's Worth Publishing, 2004.

Subjects: Wascana Lake (Regina, Sask.) – Juvenile literature. Regina (Sask.) – Juvenile literature.

Summary: Imagine being a settler, seeing a tiny creek in the middle of nowhere, and then having the foresight to create a lake. The author speaks to the vision, determination, and spirit of a community to build Wascana Lake. The story is told through rhyme and colourful paintings. Historical sidebars enhance knowledge about the creation of the lake. The book provides a model for using historical information to create poetry and paintings.



372.6 O61

**Listen hear! : 25 effective listening comprehension strategies** / Opitz, Michael F. Zbaracki, Matthew D.

Portsmouth, NH: Heinemann, 2004.

Subjects: Listening – Study and teaching (Elementary). Language arts (Elementary).

Summary: This resource is full of teaching strategies that help you fold multi-dimensional listening comprehension instruction snugly into your existing reading and read-aloud lessons - without sacrificing room in your crowded curriculum. This book gives you everything you need to start teaching listening tomorrow: the research and rationale for teaching it; reproducible forms; charts that show you at a glance which skills each strategy enhances; lists of contemporary children's literature to use in conjunction with the strategies; and practical tips for assessment.



372.6 B592

**Literacy profiles : a framework for assessing, recording, and developing students' literacy progress, K-4** / Biggam, Sue. Itterly, Kathleen.

Columbus, OH: Pearson, 2009.

Subjects: Language arts (Primary). Language arts (Primary) – Ability testing.



Summary: The authors present teachers with a framework for profiling individual students' literacy progress throughout the critical primary grade school years. To aid teachers in accurately profiling their students' literacy progress, the authors outline ten strands of early literacy development and break these strands into specific benchmarks.

428.4 W876

**Literacy strategies across the subject areas : process-oriented blackline masters for the K-12 classroom (2<sup>nd</sup> ed.)** / Wood, Karen D. Taylor, D. Bruce.

New York, NY: Pearson, 2006.

Subjects: Reading (Middle school). Reading (Secondary). Literacy – Study and teaching (Middle school). Literacy – Study and teaching (Secondary).

Summary: The book contains graphic organizers to engage students in strategies to enhance their understanding of various topics under study. Many of the strategies included in the book aim for the gradual release of responsibility by the teacher to the student. The strategies are also effective for students who need additional language support, such as English as an Additional Language learners.



372.6 F623

**Literate lives : teaching reading and writing in elementary classrooms** / Flint, Amy Seely.

Hoboken, NJ: Wiley, 2008.

Subjects: Language arts (Elementary). Reading (Elementary). English language – Composition and exercises – Study and teaching (Elementary).

Summary: This book will help you learn how to organize for literary instruction in your classroom. You'll discover how to dig deeper into literacy instruction and decide on what actions to take. The book also emphasizes ways to drive and teach literacy by using such things as children's toys and familiar characters.

372.64 M235

**Making facts come alive : choosing and using quality nonfiction literature K-8 (2<sup>nd</sup> ed.)** /

Bamford, Rosemary A. Kristo, Janice V.

Norwood, MA: Christopher-Gordon, 2003.

Subjects: Literature – Study and teaching (Elementary). Children's literature – Study and teaching (Elementary). Children – Books and reading. Interdisciplinary approach in education.

Summary: This resource presents non-fiction as an important component in students' learning. It provides teachers with insights into how to help students develop strategies to read and write non-fiction.

398.2 A919

**Mwâkwa talks to the loon : a Cree story for children** / Auger, Dale.

Surrey, BC: Heritage House, 2006.

Subjects: Cree Indians – Legends – Juvenile literature. Indians of North America – Canada – Legends – Juvenile literature.

Summary: Kaysas is blessed with the ability to hunt and to provide for his people. Kaysas knows where to find the four-legged kind, the winged ones, and those that swim beneath the water. He is able to communicate with them in their own language. But Kaysas becomes proud and takes his abilities for granted. He loses his gift and the People grow hungry. With help from the Elders and beings that inhabit the water, Kaysas learns to be respectful of the talents and skills given to him.



Nelson Language Arts 4

428.6 N425

**And who are you?** / Cameron, Caren.

**And who are you? : teacher's guide** / Cameron, Caren.

**Time to share** / Cameron, Caren.

**Time to share : teacher's guide** / Cameron, Caren.

Scarborough, ON: Nelson, 2000.

Subjects: Language arts (Primary). English language – Study and teaching (Primary).

Summary: The student anthologies for this resource have inclusive Canadian content and promote the integration of the six strands of English language arts: viewing, listening, reading, representing, speaking, and writing. The teacher's guide for both anthologies contains an introduction, individual lesson plans, and instructional strategies for each selection in the student texts.



#### Nelson Spelling 4

428.1 N425

**Nelson spelling 4 : student book** / Kosnick, Clare. Duplak, Donna.

**Nelson spelling 4 : teacher's resource** / Kosnick, Clare. Duplak, Donna.

Scarborough, ON: Nelson, 1997.

Subjects: Spellers. English language – Orthography and spelling.

Summary: The student text consists of 32 lessons containing four key features: Creating Your Word List, Strategy Spot, Zoom in on Words, Connecting With (cross-curricular activities), or Focus on Language. The teacher resource provides a clear overview of the learning outcomes, instructional goals, and assessment tools for the 32 lessons in the student text.

811.54 B752

**Nokum is my teacher** / Bouchard, David.

Calgary, AB: Northern Lights Books, 2006.

Subjects: Indians of North America – Juvenile poetry. Cree Indians – Juvenile poetry.

Summary: This book is the poetic story of a young Aboriginal boy, posing questions to his grandmother, his Nokum, about the wider world beyond the familiarity of their home and community. Through a series of questions, Nokum guides her grandson towards an understanding of his need to fit into and learn more about this large world beyond the reserve. Nokum offers her grandson a vision of a world he can enter through imagination and reading, while retaining respect for the ways of his people. By the conclusion of the book, the young grandson has learned many new ideas from his grandmother and discovered his own wisdom in dealing with the changes in his life.

372.47 G292

**Nonfiction reading power : teaching students how to think while they read all kinds of information** / Gear, Adrienne.

Markham, ON: Pembroke Publishers, 2008.

Subjects: Reading comprehension. Reading (Elementary).

Summary: The author explores the features of informational text and lists key books that are organized around strategies and subject areas. She provides ideas to include more informational texts in the classroom through read-alouds and author studies, and provides tips for teaching nonfiction forms and text structures.



011.62 O58

**1001 children's books you must read before you grow up** / Eccleshare, Julia (Ed.).

New York, NY: Universe, 2009.

Subjects: Children's literature – Bibliography. Children – Books and reading. Best books.

Summary: This book provides an authoritative listing of classic and contemporary children's literature that is categorized by age group and pairs each entry with expert evaluations and reproductions of artwork from the featured titles.



371.102 G585

**Out of the question : guiding students to a deeper understanding of what they do, read, and hear** / Godinho, Sally. Wilson, Jeni.

Markham, ON: Pembroke Publishers, 2007.

Subjects: Questioning. Teaching. Learning.

Summary: Asking questions is a pivotal skill in learning how to learn. It helps children to clarify their understanding, and make new connections. This guide outlines the main purposes behind asking questions. It explores numerous different types of question, and how to use purpose to determine what and how to ask.



372.139 P238

**Planning for inquiry : it's not an oxymoron!** / Parker, Diane.

Urbana, IL: National Council of Teachers of English, 2007.

Subjects: Inquiry-based learning. Active learning. Education, Elementary – Curricula.

Summary: This book shows you how to get an inquiry-based curriculum started, how to keep it going, and how to do so while remaining accountable to mandated curricula, standards, and programs. The author invites you into her classroom to think along with her as she provides an up-close look at the underlying structure of an inquiry-based approach, what such an approach might look like in practice, and how you can make it happen in your own classroom.

808.1 F546

**The poetry experience : choosing and using poetry in the classroom** / Fitch, Sheree. Swartz, Larry.

Markham, ON: Pembroke Publishers, 2008.

Subjects: Poetry – Study and teaching.

Summary: This flipbook explores various aspects of poetry. There are tips on responding, reading, speaking, and sharing poetry in the classroom. Suggestions are provided for poetry selection, poetic forms, responding to poetry, and writing poetry.



371.102 P887

**Powerful learning : what we know about teaching for understanding** / Darling-Hammond, Linda. San Francisco, CA: Jossey-Bass, 2008.

Subjects: Learning. Effective teaching.

Summary: The authors provide a number of teaching practices including project-based learning, cooperative learning, performance-based assessment, as well as instructional strategies in literacy, mathematics, and science.

372.47 R217

**QAR now** / Raphael, Taffy E. Highfield, Kathy. Au, Kathryn H.

New York, NY: Scholastic, 2006.

Subjects: Reading comprehension. Questioning. Inquiry-based learning.

Summary: In this resource, the authors show how QAR (Question Answer Relationship) provides a framework for organizing questioning activities and comprehension instruction, how it aligns with standards and assessments, and how you can easily integrate it across all the content areas.

398.208997 R253

**Raven tales : how raven stole the sun [DVD]**

Kelowna, BC: Filmwest Associates, 2004.

Subjects:

Summary: This is an animated film based on a Northwest Coast First Nations' narrative. Frog tells Raven and Eagle about an old man who keeps the sky, the stars, the moon, and the light of the world in a set of boxes by the river. Raven transforms himself into a spruce needle and is swallowed by the old man's daughter. Raven grows inside the girl until he is born as a Raven-child. He persuades the old man to open the boxes, until only the one holding the sun is remaining. Raven reveals his identity and escapes through a smoke-hole with the unopened box. When he releases the sun, Raven awakens the plants and animals.

372.623 B981

**Reading and writing nonfiction genres** / Buss, Kathleen. Karnowski, Lee.

Newark, DE: International Reading Association, 2002.

Subjects: English language – Composition and exercises – Study and teaching (Elementary).

Language arts (Elementary).

Summary: This book shows how to explore with students what nonfiction writing looks like and the purposes, structures, and literary elements that are inherent in each genre. The book suggests using teacher modeling to guide students through these structures and elements. Four main genres of nonfiction - recount, procedural, informational, and persuasive - are divided into six chapters, all of which include mini-lessons and student writing samples specific to each subgenre.

428.4 B725

**Reading doesn't matter anymore : shattering the myths of literacy** / Booth, David W.

Markham, ON: Pembroke Publishers, 2006.

Subjects: Reading. Reading – Anecdotes. Literacy.

Summary: This book outlines 12 simple steps to help teachers and parents revolutionize the way they view and encourage children's reading in all genres and formats. The 12 succinct chapters cover topics such as: redefining reading, understanding that technology is a part of the new literacy, exploring how words work, and turning printed text into active learning. Anecdotes and personal reflections throughout the book create a narrative that makes a compelling case for recognizing the intrinsic value of reading almost anything.



372.41 P935

**Reading instruction that works : the case for balanced teaching (3<sup>rd</sup> ed.)** / Pressley, Michael.

New York, NY: Guilford Press, 2006.

Subjects: Reading (Elementary).

Summary: The author presents best practices for combining skills-based and whole-language approaches in the context of a highly motivating environment. The book explains the theoretical underpinnings of recommended strategies and techniques and shows how exemplary teachers actually put them into practice.

428.4 W678

**Reading is seeing : learning to visualize scenes, characters, ideas, and text worlds to improve comprehension and reflective reading** / Wilhelm, Jeffrey D.

New York, NY: Scholastic, 2004.

Subjects: Reading (Middle school). Reading comprehension.

Summary: The author shares over 100 visualization strategies that build reading skills and make reading, discussing, and reflecting on texts more engaging and relevant. These techniques can be adapted to use with virtually any kind of text, including fiction, nonfiction, poetry, and picture books. Idea tableau, mirror mapping, illustrated journals, picture maps, character symbol maps, and quote books are just a few of the many motivating strategies included in this resource.

372.47 O21

**Reciprocal teaching at work : strategies for improving reading comprehension** / Oczkus, Lori D.  
Newark, DE: International Reading Association, 2003.

Subjects: Reading comprehension. Reading (Elementary). Cognitive learning.

Summary: Using a variety of classroom settings, this resource presents engaging lessons that use reciprocal teaching to improve reading comprehension. Reciprocal teaching is based on teacher modeling, student participation, and four strategies that good readers use to comprehend text: predicting, questioning, clarifying, and summarizing.



372.632 G339

**The science of spelling : the explicit specifics that make great readers and writers (and spellers!)**

/ Gentry, J. Richard.

Portsmouth, NH: Heinemann, 2004.

Subjects: Spelling ability. English language – Orthography and spelling. Reading.

Summary: *The Science of Spelling* breaks down preconceptions and misconceptions about how kids learn to spell, making startling new connections between orthography and literacy. Gentry offers how-tos for: identifying, through spelling, what level of emergent writing a student has attained; using scaffolding, hand and finger spelling, letter boxes, and other instructional devices appropriately; managing word lists and word sorts; differentiating spelling instruction and assessment; evaluating spelling books and finding alternatives to traditional spelling resources; and teaching phonemic awareness and phonics through spelling.

811.54 B752

**The secret of your name = Kiimooch ka shinikashooyen** / Bouchard, David.

Markham, ON: Red Deer Press, 2010.

Subjects: Michif language – Juvenile fiction. Métis – History – Juvenile fiction.

Summary: Canada's Métis people are the only mixed blood people in the world recognized as a nation by all levels of government. Bouchard celebrates what it is to be Métis. The book is written in English and Michif, and includes a CD with Bouchard narrating the story. Fiddle music on the CD is provided by John Arcand.

971.00497 W252

**Something to remember [DVD]**

Montreal, PQ: National Film Board, 2007.

Subjects: Cree Indians – Saskatchewan – Social life and customs. Grandparents – Family relationships. Clay animation films.

Summary: While preparing for a Remembrance Day tribute, T-Bear learns that his Mushom is a war veteran. Meanwhile, Raven's attempts to convince her favourite teacher to stay in Wapos Bay are initially misunderstood. Raven explores the meaning of appreciation and T-Bear discovers it is important to remember the past.



372.632 W672

**Spelling strategies and patterns : what kids need to know** / Wilde, Sandra.

Portsmouth, NH: FirstHand, 2008.

Subjects: English language – Orthography and spelling – Study and teaching (Elementary).

Summary: Students explore spelling patterns that they already know and develop strategies to help them fine-tune their spelling as they write. The book consists of two components: 32 strategy lessons to help students improve spelling as they write, and 32 pattern lessons to help children know what to do when it is not obvious what letters are in a word. An accompanying CD-ROM has classroom footage as Wilde teaches strategy and pattern lessons.



372.43 R447

**Strategies for reading, assessment, and instruction : helping every child succeed (4<sup>th</sup> ed.) /**

Reutzel, D. Ray. Cooter, Robert B.

Boston, MA: Pearson, 2011.

Subjects: Reading. Reading – Remedial teaching. Child development.

Summary: Each strategy follows a three-part progression, including sequence, materials, and procedures. The authors provide a number of intervention strategies for a struggling reader. Included are assessment tools and strategies, IF-THEN strategy intervention guides, differentiated reading instruction, a classroom environment assessment tool, fluency norms and expression measures, and ideas to connect with the home.

811.54 S957

**The sun in me : poems about the planet /** compiled by Judith Nicholls.

New York, NY: Barefoot Books, 2003.

Subjects: Children's poetry. Nature – Juvenile poetry.

Summary: In this collection of poems, readers will discover how poets celebrate the beauty and fragility of earth. Based on culture and homeland, the poets reflect on what the planet means to them.



372.1102 R869

**Teaching essentials : expecting the most and getting the best from every learner, K-8 /** Routman, Regie.

Portsmouth, NH: Heinemann, 2008.

Subjects: Language arts (Elementary). Effective teaching. Student-teacher relationships.

Summary: The author provides a blueprint for instruction to allow all students to have success in the classroom. She stresses that everyone needs to be invited to the learning community. Some of the topics in the book include articulating high expectations for all students, including English as an Additional Language learners and struggling readers, setting lessons and activities in meaningful contexts, and embedding assessment into all aspects of instruction and planning.



372.4 T671

**Teaching literacy in fourth grade /** Johnson, Denise.

New York, NY: Guilford Press, 2008.

Subjects: Reading (Elementary). Language arts (Elementary). Fourth grade (Education).

Summary: The author includes assessment tools, differentiation techniques, mini-lessons, unit plans, and examples of student work. Suggestions for an energized and organized learning environment are provided.

372.4 R631

**Teaching reading : a complete resource for grades 4 and up /** Robb, Laura.

New York, NY: Scholastic, 2006.

Subjects: Reading (Elementary). Reading comprehension.

Summary: The author offers advice and strategies on how to teach reading in grades four and up, discussing prior knowledge, comprehension, inferences, written responses, and other related topics; and including 65 lesson plans, rubrics, assessments, graphic organizers, 25 transparencies, and 65 reproducible practice pages.



372.462 O18

**Teaching word recognition : effective strategies for students with learning difficulties /**

O'Connor, Rollanda E.

New York, NY: Guilford Press, 2007.

Subjects: Reading comprehension. Learning disabled children – Education. Language arts (Elementary).



Summary: This book synthesizes the research on how children learn to read words skillfully and translates it into step-by-step strategies for the classroom. The author demonstrates how to plan and implement a coordinated series of lessons that address letter-sound pairings, decoding and blending, multisyllabic words, sight words, and fluency. The proven techniques presented are applicable across the primary grades; in addition, specific guidance is offered for working with older children who are having difficulties.



372.623 T662

**Teaching writing : balancing process and product (5<sup>th</sup> ed.)** / Tompkins, Gail E.

Upper Saddle River, NJ: Pearson, 2008.

Subjects: English language – Composition and exercises – Study and teaching (Elementary). Creative writing (Elementary education).

Summary: This book provides a comprehensive look at both the processes and products of writing. It provides practical strategies for teaching and assessing and evaluating writing, with a focus on individual student needs and teacher accountability. Additional features address the concerns of struggling writers, the needs of English learners, and the strategies that can be used to improve student test-taking.



372.623 D578

**Text structures : teaching patterns in reading and writing** / Dillabough, Dianne.

Toronto, ON: Thomson Nelson, 2008.

Subjects: English language arts – Study and teaching (Elementary). Exposition (Rhetoric) – Study and teaching (Elementary). Narration (Rhetoric) – Study and teaching (Elementary).

Summary: The author provides an instructional approach to teaching the structures of expository text. There are a number of graphic organizers that depict the seven structures: sequence, enumerative, compare/contrast, cause/effect, and problem/solution. She provides suggestions for introducing expository text to students and for assisting them in their reading and writing.



372.6 N475

**Toolkit for teachers of literacy** / Nettles, Diane Hood.

Boston, MA: Pearson, 2007.

Subjects: Literacy. Language arts (Elementary). Reading (Elementary). Composition (Language arts) – Study and teaching (Elementary).

Summary: The book is designed to support new and experienced teachers in literacy. Nettles provides teaching strategies and assessment tools. There are tools for instruction, writing rubrics, literacy portfolios, and fourteen phonics mini-lessons.



372.6 R426

**Windows into literacy : assessing learners, K-8** / Rhodes, Lynn Knebel.

Portsmouth, NH: Heinemann, 1993.

Subjects: Literacy – Evaluation. Language arts (Elementary).

Summary: This resource discussed authentic assessment and evaluation, in which teachers assess reading and writing done for a real purpose. Using classroom narratives and student examples to support the philosophy, the authors suggest ways to make assessment and evaluation manageable. They discuss portfolios and folders for collecting data, look at ongoing assessment in the writing workshop, and provide sample assessment and evaluation tools.



## **ENGLISH LANGUAGE ARTS GRADE 5**



Indicates item is a Ministry of Education's Core Learning Resource.

372.412 T477

### **Adventures in graphica : using comics and graphic novels to teach comprehension, 2-6 /**

Thompson, Terry.

Portland, ME: Stenhouse Publishers, 2008.

Subjects: Comic books, strips, etc. in education. Reading comprehension – Study and teaching (Elementary).

Summary: The author shows how this medium fits into the literacy framework and correlates with best practices in comprehension, vocabulary, and fluency instruction. *Adventures in Graphica* contains numerous, easy-to-replicate, instructional strategies, including examples of how graphic texts can be used to create a bridge as students transfer abstract comprehension strategies learned through comics and graphic novels to traditional texts.

398.2096 A258

### **African rhythms [VHS]**

Montreal, PQ: National Film Board, 2004.

Subjects: Folklore – African – Juvenile films. Africa – Civilization – Juvenile films.

Summary: This video is a collection of animated stories exploring various African cultural traditions.

Story titles are: The magic lion, The cora player, and Jump-up: Caribbean carnival in Canada.

811.54 L477

### **Alligator pie / Lee, Dennis.**

Toronto, ON: Macmillan, 1974.

Subjects: Nonsense-verses.

Summary: Children will identify with the universal themes in Lee's poetry. The delights, fears, and interests of a young child are explored in the variety of verses found in this anthology.

372.13 C388

### **The art of inquiry : questioning strategies for K-6 classrooms (2<sup>nd</sup> ed.) / Cecil, Nancy Lee.**

Pfeifer, Jeanne.

Winnipeg, MB: Portage & Main Press, 2011.

Subjects: Questioning. Elementary school teaching.

Summary: Asking questions is one of the most essential functions of teaching. In this book, the author shows teachers how to develop both their own questioning skills and those of their students. The author explains how to model provocative, open-ended questions, and provides many useful teacher- and student-directed questioning strategies.



372.6 B561

### **Best practices in literacy instruction (3<sup>rd</sup> ed.) / Gambrell, Linda B. Morrow, Lesley Mandel.**

Pressley, Michael (Eds.).

New York, NY: Guilford Press, 2007.

Subjects: Language arts. Reading comprehension. Literacy.

Summary: This evidence-based book distills the latest knowledge about literacy teaching and learning into strategies for helping all children succeed. Within a comprehensive conceptual framework, the field's leading authorities provide practical recommendations to guide instructional decision making. The book includes current research findings, policy issues, and program innovations. It offers

coverage of assessment, motivation, approaches to integrating different kinds of texts and multimedia resources, and adolescent literacy.



372.4 S999

**Beyond leveled books : supporting early and transitional readers in grades K-5 (2<sup>nd</sup> ed.) /**

Szymusiak, Karen. Sibberson, Franki. Koch, Lisa.

Portland, ME: Stenhouse, 2008.

Subjects: Reading (Elementary). Children – Books and reading. Individualized instruction.

Summary: Suggestions and resources are provided to assist teachers to understand and to meet the needs of transitional readers. The book contains examples of classroom instruction, sample mini-lessons, strategies for small group instruction, assessment techniques, and student work.

372.6 B573

**Beyond reading and writing : inquiry, curriculum, and multiple ways of knowing /** Bergoff, Beth.

Urbana, IL: NCTE, 2000.

Subjects: Language arts (Elementary). Language experience approach in education. Multiple intelligences. Cognitive styles. Cognitive styles.

Summary: The authors examine the theory of inquiry and multiple ways of knowing, which put the learner at the centre of curriculum. Because of their experiences in the classroom, the authors are able to provide insight into how a curriculum works in day-to-day situations, offer suggestions on how educators can support and understand their students, and suggest theory-into-practice techniques.

970.00497 B867

**A broken flute : the Native experience in books for children /** Doris Seale, Doris. (Ed.). Slapin, Beverly. (Ed.).

Berkeley, CA: Oyate, 2005.

Subjects: Indians of North American – Juvenile literature – Book reviews. Children's literature, American – History and criticism.

Summary: This resource is a collection of reviews that critically evaluate children's books about Native Americans written between the early 1900s and 2003. Stories, essays and poems accompany each review. The authors reviewed over 600 books and the titles are arranged alphabetically.

423.17 M152

**Children's illustrated dictionary /** McIlwain, John.

Toronto, ON: Dorling Kindersley, 2009.

Subjects: Picture dictionaries, English. English language – Dictionaries, Juvenile.

Summary: This updated and revised edition helps young students with their reading and vocabulary skills using words and images. This dictionary contains over 12,000 word entries. Each entry includes definitions and examples of usage.



Collections 5

428.6 C697

**Together is better /** Benson, Ron.

**Together is better : teacher's resource module /** Benson, Ron.

**Tales – clever, foolish, and brave /** Benson, Ron.

**Weather, wings, and kite strings /** Benson, Ron.

**On with the show! /** Benson, Ron.

**Exploring heritage /** Benson, Ron.

Scarborough, ON: Prentice-Hall Ginn, 1998.

Subjects: Readers (Elementary).

Summary: *Collections 5* promotes the integration of the six language arts strands.



371.39 H342

**Comprehension and collaboration : inquiry circles in action** / Harvey, Stephanie. Daniels, Harvey. Portsmouth, NH: Heinemann, 2009.

Subjects: Inquiry-based learning. Active learning. Group work in education. Motivation in education.

Summary: This resource will: lay the foundation for inquiry circles by chronicling the current research and practices behind comprehension instruction and classroom collaboration; explain nine fundamental classroom conditions needed for active, small-group learning; provide 26 practical lessons in comprehension, collaboration, and research; offer how-to instructions for four types of inquiry circles - mini-research projects, curricular inquiries, extensions of literature circles, and open inquiry projects; and address characteristic management concerns, such as how to use the internet for research and how to assess and monitor student achievement.

372.623 H161

**Crafting writers, K-6** / Hale, Elizabeth.

Portland, ME: Stenhouse, 2008.

Subjects: English language – Composition and exercises – Study and teaching (Elementary).

Summary: How do we teach elementary students to independently use the different elements of craft that are discussed and taught in lessons? We begin by honouring the reality that terms like voice, sentence fluency, and writing with detail are descriptions of where we want our students to be. Elizabeth Hale shows how to identify specific elements of craft when assessing student work and planning instruction, and use them to teach students the specific craft techniques that will move them forward as writers.

371.39 W678

**Engaging readers and writers with inquiry : promoting deep understandings in language arts and the content areas with guiding questions** / Wilhelm, Jeffrey D.

New York: Scholastic, 2007.

Subjects: Inquiry-based learning. Language arts. Content area reading.

Summary: How does flight influence behaviour for humans and birds? Is it ever permissible to lie? Reframing our units and lessons with questions such as these makes learning more exciting for students. The author shares practical, easy ideas for turning standards into engaging authentic questions that propel students toward deep understandings. Includes sample lessons, discussion techniques, and questioning schemes for all the content areas.

323 E93

**Every human has rights : a photographic declaration for kids**

Washington, DC: National Geographic Society, 2009.

Subjects: Human rights – Juvenile literature.

Summary: The rights in the book are accompanied by photographs. Youth write a poem, short essay, or paragraph describing what the right means to them. The book includes an index and the full Universal Declaration of Human Rights.

371.82997 J82

**Fatty legs : a true story** / Jordan-Fenton, Christy. Pokiak-Fenton, Margaret.

Toronto, ON: Annick Press, 2010.

Subjects:

Summary: Eight-year-old Margaret Pokiak is determined to learn to read, even though it means leaving her home in the Arctic. Her father finally agrees to let her make the five-day journey to attend

school. He tries to warn Margaret about residential schools. Margaret soon encounters a nun who she calls “Raven”. Raven immediately dislikes Margaret and humiliates her every chance she gets. Raven gives gray stockings to all the girls, except Margaret, who gets red stockings. Instantly, Margaret is the laughing stock of the school. A sympathetic nun stands up for Margaret, however, in the end, Margaret uses her strength and determination to confront Raven and give her a lesson in the power of human dignity.



372.6 T662

**50 literacy strategies : step by step (3<sup>rd</sup> ed.)** / Tompkins, Gail E.

Boston, MA: Allyn & Bacon, 2009.

Subjects: Language arts (Elementary). Language arts (Middle school).

Summary: This book provides step-by-step instructions for using fifty research-based, classroom-tested literacy strategies - encompassing reading, writing, listening, speaking, and visualizing.



372.41 F646

**Fluency instruction : research-based best practices** / Rasinski, Timothy V. Blachowicz, Camille L. Z. Lems, Kristin (Eds.).

New York, NY: Guilford Press, 2006.

Subjects: Reading. Reading – Remedial teaching.

Summary: The editors introduce the idea of fluency instruction, providing a thorough examination of what fluency instruction is and how it should be taught. Topics include applications for struggling readers and English language learners. The editors include examples and vignettes of fluency instruction in the classroom.

971.05 W886

**Gabriel Dumont** / Woodcock, George.

Markham, ON: Fitzhenry & Whiteside, 2003.

Subjects: Dumont, Gabriel, 1837-1906. Riel Rebellion, 1885. Métis – Canada, Western – Biography.

Summary: Born in St Boniface in 1837 of French and Indian parentage, Gabriel Dumont’s childhood was spent in the Saskatchewan country, where he grew accustomed to the semi-nomadic existence of the Métis. As the buffalo herds dwindled, the Métis began to form more permanent settlements, but were alarmed when their pleas for recognition of their land rights were ignored by Sir John A. Macdonald’s government. Dumont appealed to Louis Riel, leader of the Red River Rebellion. Riel spoke up for the Saskatchewan Métis, but their petitions were ignored. In 1885, the Métis took up arms against the government forces. Dumont spurred the outnumbered rebels to several victories. After the Métis defeat, Dumont fled to the United States where he spent time with Buffalo Bill’s Wild West Show until an amnesty was declared and he was able to return to his home.



Gage Cornerstones 5

428.6 G132

**Cornerstones anthology 5a** / McClymont, Christine.

**Cornerstones anthology 5b** / McClymont, Christine.

**Teacher’s guide 5**

Toronto, ON: Gage, 1999.

Subjects: Readers (Elementary).

Summary: This series provides a framework for a flexible language arts program.



028.55 P485

**Good books matter : how to choose and use children's literature to help students grow as readers** / Peterson, Shelley Stagg. Swatz, Larry.

Markham, ON: Pembroke Publishers, 2008.

Subjects: Children – Books and reading. Children’s literature – History and criticism.

Summary: This resource offers guidance on selecting books, strategies for specific grade levels, suggestions for extension, and tips for assessment. The book is organized around the major genres - traditional literature, picture books, nonfiction, poetry, and multicultural texts - that will inspire young readers. Throughout the book, teachers will find suggestions for using literature to implement shared reading, reading aloud, and response strategies with emergent, developing, and independent readers.

428.2 W363

**The grammar plan book : a guide to smart teaching** / Weaver, Constance.

Portsmouth, NH: Heinemann, 2007.

Subjects: Grammar – Study and teaching. English language – Rhetoric – Study and teaching.

Summary: The best method of teaching language conventions is to integrate them into the writing process. This book explains how to teach language conventions this way. Through examples of innovative educators teaching language, teachers are presented with concepts to use in the classroom. The book is useful in planning focused lessons and includes a sample scope-and-sequence chart.

372.452 D687

**Guided listening** / Donohue, Lisa.

Markham, ON: Pembroke Publishers, 2007.

Subjects: Oral reading – Study and teaching (Elementary). Reading comprehension – Study and teaching (Elementary).

Summary: This guide offers a framework for using read-aloud and other oral language experiences to build reading comprehension skills and help students record, share, value, and interpret ideas. These organizational tools free students to listen more attentively; organize their responses; and watch for subtle clues, such as body language, that are an important part of listening. The book is organized around common reading strategies, including making inferences and predictions, making connections, visualizing, asking questions, and synthesizing. Tools to complement these strategies include reproducible graphic organizers, rubrics, forms for recording student progress, and numerous worksheets.

305.5692 H243

**Hannah’s story [DVD]**

Montreal, PQ: National Film Board, 2007.

Subjects: Homelessness – Canada. Fund raising – Canada.

Summary: Here is the story of an 11-year-old girl who is already inspiring adults to make a difference. When she was just 5, Hannah Taylor spotted her first homeless person in the back alleys of Winnipeg. This experience not only troubled her but it drove her to do nothing less than change the world, leading to the establishment of the Ladybug Foundation. Under Hannah's leadership, this charity has raised over a million dollars, literally making change for those lacking life's basic needs.



372.43 M155

**Help for struggling readers : strategies for grades 3-8** / McKenna, Michael C.

New York, NY: Guilford Press, 2002.

Subjects: Reading – Remedial teaching. Reading (Elementary). Reading (Middle school).

Summary: The author presents research-based instructional strategies to use with struggling readers. There are ideas to engage students and to develop the key components of reading: vocabulary, comprehension, word recognition, and fluency. Each chapter includes techniques to work on specific skills, suggested materials, instructional tips, and suggestions for further reading.



372.47 W678

**Improving comprehension with think-aloud strategies** / Wilhelm, Jeffrey D.

New York, NY: Scholastic, 2001.

Subjects: Reading (Elementary). Reading comprehension. Reading (Middle school).

Summary: Help students learn how to read better with the powerful technique that makes the reading process come alive for kids. Model predicting, inferring, visualizing, summarizing, making connections to real life, and more!

372.47 D687

**Independent reading inside the box : how to organize, observe, and assess reading strategies that promote deeper thinking and improve comprehension in K-6 classrooms** / Donohue, Lisa.

Markham, ON: Pembroke Publishers, 2008.

Subjects: Reading (Elementary). Reading comprehension. Children – Books and reading.

Summary: This book illustrates how students can use a single page to strengthen and monitor their comprehension, language, and thinking skills. It offers a range of graphic organizers and open-response opportunities that help deepen student thinking and response.

811.008 K46

**A kick in the head : an everyday guide to poetic forms** / Janeczko, Paul B.

Cambridge, MA: Candlewick Press, 2009.

Subjects: Children's poetry, American. Literary form – Juvenile literature. Poetry – Juvenile literature.

Summary: The author takes students on a journey of poetic forms. The book includes 29 examples of poetic forms, but not all the examples strictly follow the rules. Janeczko provides an explanation of each poetic form and the rhyme schemes.



372.6 O61

**Listen hear! : 25 effective listening comprehension strategies** / Opitz, Michael F. Zbaracki, Matthew D.

Portsmouth, NH: Heinemann, 2004.

Subjects: Listening – Study and teaching (Elementary). Language arts (Elementary).

Summary: This resource is full of teaching strategies that help you fold multi-dimensional listening comprehension instruction snugly into your existing reading and read-aloud lessons - without sacrificing room in your crowded curriculum. This book gives you everything you need to start teaching listening tomorrow: the research and rationale for teaching it; reproducible forms; charts that show you at a glance which skills each strategy enhances; lists of contemporary children's literature to use in conjunction with the strategies; and practical tips for assessment.

428.4 W876

**Literacy strategies across the subject areas : process-oriented blackline masters for the K-12 classroom (2<sup>nd</sup> ed.)** / Wood, Karen D. Taylor, D. Bruce.

New York, NY: Pearson, 2006.

Subjects: Reading (Middle school). Reading (Secondary). Literacy – Study and teaching (Middle school). Literacy – Study and teaching (Secondary).

Summary: The book contains graphic organizers to engage students in strategies to enhance their understanding of various topics under study. Many of the strategies included in the book aim for the gradual release of responsibility by the teacher to the student. The strategies are also effective for students who need additional language support, such as English as an Additional Language learners.



372.6 F623

**Literate lives : teaching reading and writing in elementary classrooms** / Flint, Amy Seely.

Hoboken, NJ: Wiley, 2008.



Subjects: Language arts (Elementary). Reading (Elementary). English language – Composition and exercises – Study and teaching (Elementary).

Summary: This book will help you learn how to organize for literary instruction in your classroom. You'll discover how to dig deeper into literacy instruction and decide on what actions to take. The book also emphasizes ways to drive and teach literacy by using such things as children's toys and familiar characters.

372.64 M235

**Making facts come alive : choosing and using quality nonfiction literature K-8 (2<sup>nd</sup> ed.) /**

Bamford, Rosemary A. Kristo, Janice V.

Norwood, MA: Christopher-Gordon, 2003.

Subjects: Literature – Study and teaching (Elementary). Children's literature – Study and teaching (Elementary). Children – Books and reading. Interdisciplinary approach in education.

Summary: This resource presents non-fiction as an important component in students' learning. It provides teachers with insights into how to help students develop strategies to read and write non-fiction.



Nelson Language Arts 5

428.6 N425

**Making a difference /** Best, Gerald.

**Making a difference : teacher's guide /** Best, Gerald.

**What should I do? /** Best, Gerald.

**What should I do? : teacher's guide /** Best, Gerald.

Scarborough, ON: Nelson, 1998.

Subjects: Readers (Elementary).

Summary: The student anthologies for this resource have inclusive Canadian content and promote the integration of the six strands of English language arts: viewing, listening, reading, representing, speaking, and writing. The teacher's guide for both anthologies contains an introduction, individual lesson plans, and instructional strategies for each selection in the student texts.

Nelson Spelling 5



428.1 N425

**Nelson spelling 5 : student book /** Schmidt, Edgar. Walker, Catherine.

**Nelson spelling 5 : teacher's resource /** Schmidt, Edgar. Walker, Catherine.

Scarborough, ON: Nelson, 1997.

Subjects: Spellers. English language – Orthography and spelling.

Summary: The student text consists of 32 lessons containing four key features: Creating Your Word List, Strategy Spot, Zoom in on Words, Connecting With (cross-curricular activities), or Focus on Language. The teacher resource provides an overview of the learning outcomes, instructional goals, and assessment tools for the 32 lessons in the student text.

811.54 B752

**Nokum is my teacher /** Bouchard, David.

Calgary, AB: Northern Lights Books, 2006.

Subjects: Indians of North America – Juvenile poetry. Cree Indians – Juvenile poetry.

Summary: This book is the poetic story of a young Aboriginal boy, posing questions to his grandmother, his Nokum, about the wider world beyond the familiarity of their home and community. Through a series of questions, Nokum guides her grandson towards an understanding of his need to fit into and learn more about this large world beyond the reserve. Nokum offers her grandson a vision of



a world he can enter through imagination and reading, while retaining respect for the ways of his people. By the conclusion of the book, the young grandson has learned many new ideas from his grandmother and discovered his own wisdom in dealing with the changes in his life.

372.47 G292

**Nonfiction reading power : teaching students how to think while they read all kinds of information** / Gear, Adrienne.

Markham, ON: Pembroke Publishers, 2008.

Subjects: Reading comprehension. Reading (Elementary).

Summary: The author explores the features of informational text and lists key books that are organized around strategies and subject areas. She provides ideas to include more informational texts in the classroom through read-alouds and author studies, and provides tips for teaching nonfiction forms and text structures.



011.62 O58

**1001 children's books you must read before you grow up** / Eccleshare, Julia (Ed.).

New York, NY: Universe, 2009.

Subjects: Children's literature – Bibliography. Children – Books and reading. Best books.

Summary: This book provides an authoritative listing of classic and contemporary children's literature that is categorized by age group and pairs each entry with expert evaluations and reproductions of artwork from the featured titles.



371.102 G585

**Out of the question : guiding students to a deeper understanding of what they do, read, and hear** / Godinho, Sally. Wilson, Jeni.

Markham, ON: Pembroke Publishers, 2007.

Subjects: Questioning. Teaching. Learning.

Summary: Asking questions is a pivotal skill in learning how to learn. It helps children to clarify their understanding, and make new connections. This guide outlines the main purposes behind asking questions. It explores numerous different types of question, and how to use purpose to determine what and how to ask.



372.139 P238

**Planning for inquiry : it's not an oxymoron!** / Parker, Diane.

Urbana, IL: National Council of Teachers of English, 2007.

Subjects: Inquiry-based learning. Active learning. Education, Elementary – Curricula.

Summary: This book shows you how to get an inquiry-based curriculum started, how to keep it going, and how to do so while remaining accountable to mandated curricula, standards, and programs. The author invites you into her classroom to think along with her as she provides an up-close look at the underlying structure of an inquiry-based approach, what such an approach might look like in practice, and how you can make it happen in your own classroom.

808.1 F546

**The poetry experience : choosing and using poetry in the classroom** / Fitch, Sheree. Swartz, Larry.

Markham, ON: Pembroke Publishers, 2008.

Subjects: Poetry – Study and teaching.

Summary: This flipbook explores various aspects of poetry. There are tips on responding, reading, speaking, and sharing poetry in the classroom. Suggestions are provided for poetry selection, poetic forms, responding to poetry, and writing poetry.



371.102 P887

**Powerful learning : what we know about teaching for understanding** / Darling-Hammond, Linda.  
San Francisco, CA: Jossey-Bass, 2008.

Subjects: Learning. Effective teaching.

Summary: The authors provide a number of teaching practices including project-based learning, cooperative learning, performance-based assessment, as well as instructional strategies in literacy, mathematics, and science.

372.47 R217

**QAR now** / Raphael, Taffy E. Highfield, Kathy. Au, Kathryn H.  
New York, NY: Scholastic, 2006.

Subjects: Reading comprehension. Questioning. Inquiry-based learning.

Summary: In this resource, the authors show how QAR (Question Answer Relationship) provides a framework for organizing questioning activities and comprehension instruction, how it aligns with standards and assessments, and how you can easily integrate it across all the content areas.

372.623 B981

**Reading and writing nonfiction genres** / Buss, Kathleen. Karnowski, Lee.  
Newark, DE: International Reading Association, 2002.

Subjects: English language – Composition and exercises – Study and teaching (Elementary).  
Language arts (Elementary).

Summary: This book shows how to explore with students what nonfiction writing looks like and the purposes, structures, and literary elements that are inherent in each genre. The book suggests using teacher modeling to guide students through these structures and elements. Four main genres of nonfiction - recount, procedural, informational, and persuasive - are divided into six chapters, all of which include mini-lessons and student writing samples specific to each subgenre.

428.4 B725

**Reading doesn't matter anymore : shattering the myths of literacy** / Booth, David W.  
Markham, ON: Pembroke Publishers, 2006.

Subjects: Reading. Reading – Anecdotes. Literacy.

Summary: This book outlines 12 simple steps to help teachers and parents revolutionize the way they view and encourage children's reading in all genres and formats. The 12 succinct chapters cover topics such as: redefining reading, understanding that technology is a part of the new literacy, exploring how words work, and turning printed text into active learning. Anecdotes and personal reflections throughout the book create a narrative that makes a compelling case for recognizing the intrinsic value of reading almost anything.



372.41 P935

**Reading instruction that works : the case for balanced teaching (3<sup>rd</sup> ed.)** / Pressley, Michael.  
New York, NY: Guilford Press, 2006.

Subjects: Reading (Elementary).

Summary: The author presents best practices for combining skills-based and whole-language approaches in the context of a highly motivating environment. The book explains the theoretical underpinnings of recommended strategies and techniques and shows how exemplary teachers actually put them into practice.

428.4 W678

**Reading is seeing : learning to visualize scenes, characters, ideas, and text worlds to improve comprehension and reflective reading** / Wilhelm, Jeffrey D.

New York, NY: Scholastic, 2004.

Subjects: Reading (Middle school). Reading comprehension.

Summary: The author shares over 100 visualization strategies that build reading skills and make reading, discussing, and reflecting on texts more engaging and relevant. These techniques can be adapted to use with virtually any kind of text, including fiction, nonfiction, poetry, and picture books. Idea tableau, mirror mapping, illustrated journals, picture maps, character symbol maps, and quote books are just a few of the many motivating strategies included in this resource.

372.47 O21

**Reciprocal teaching at work : strategies for improving reading comprehension** / Oczkus, Lori D. Newark, DE: International Reading Association, 2003.

Subjects: Reading comprehension. Reading (Elementary). Cognitive learning.

Summary: Using a variety of classroom settings, this resource presents engaging lessons that use reciprocal teaching to improve reading comprehension. Reciprocal teaching is based on teacher modeling, student participation, and four strategies that good readers use to comprehend text: predicting, questioning, clarifying, and summarizing.



372.632 G339

**The science of spelling : the explicit specifics that make great readers and writers (and spellers!)** / Gentry, J. Richard.

Portsmouth, NH: Heinemann, 2004.

Subjects: Spelling ability. English language – Orthography and spelling. Reading.

Summary: *The Science of Spelling* breaks down preconceptions and misconceptions about how kids learn to spell, making startling new connections between orthography and literacy. Gentry offers how-tos for: identifying, through spelling, what level of emergent writing a student has attained; using scaffolding, hand and finger spelling, letter boxes, and other instructional devices appropriately; managing word lists and word sorts; differentiating spelling instruction and assessment; evaluating spelling books and finding alternatives to traditional spelling resources; and teaching phonemic awareness and phonics through spelling.

971.00497 S734

**Secret of the dance** / Spalding, Andrea. Scow, Alfred.

Victoria, BC: Orca Book Publishers, 2006.

Subjects: Kwakiutl Indians – Juvenile fiction. Potlatch – Juvenile fiction.

Summary: In 1935, Watl'kina's family holds a forbidden Potlatch in Kingcome Inlet. Watl'kina slips from his bed to watch. In the Big House, he sees masked figures dancing by firelight to the beat of the drum. As he watches he sees his father dance. This story is based on an incident in the life of retired judge Alfred Scow.

811.54 B752

**The secret of your name = Kiimooch ka shinikashooyen** / Bouchard, David.

Markham, ON: Red Deer Press, 2010.

Subjects: Michif language – Juvenile fiction. Métis – History – Juvenile fiction.

Summary: Canada's Métis people are the only mixed blood people in the world recognized as a nation by all levels of government. Bouchard celebrates what it is to be Métis. The book is written in English and Michif, and includes a CD with Bouchard narrating the story. Fiddle music on the CD is provided by John Arcand.



372.632 W672

**Spelling strategies and patterns : what kids need to know** / Wilde, Sandra.

Portsmouth, NH: FirstHand, 2008.

Subjects: English language – Orthography and spelling – Study and teaching (Elementary).

Summary: Students explore spelling patterns that they already know and develop strategies to help them fine-tune their spelling as they write. The book consists of two components: 32 strategy lessons to help students improve spelling as they write, and 32 pattern lessons to help children know what to do when it is not obvious what letters are in a word. An accompanying CD-ROM has classroom footage as Wilde teaches strategy and pattern lessons.



372.43 R447

**Strategies for reading, assessment, and instruction : helping every child succeed (4<sup>th</sup> ed.) /**

Reutzell, D. Ray. Cooter, Robert B.

Boston, MA: Pearson, 2011.

Subjects: Reading. Reading – Remedial teaching. Child development.

Summary: Each strategy follows a three-part progression, including sequence, materials, and procedures. The authors provide a number of intervention strategies for a struggling reader. Included are assessment tools and strategies, IF-THEN strategy intervention guides, differentiated reading instruction, a classroom environment assessment tool, fluency norms and expression measures, and ideas to connect with the home.



372.1102 R869

**Teaching essentials : expecting the most and getting the best from every learner, K-8 /** Routman, Regie.

Portsmouth, NH: Heinemann, 2008.

Subjects: Language arts (Elementary). Effective teaching. Student-teacher relationships.

Summary: The author provides a blueprint for instruction to allow all students to have success in the classroom. She stresses that everyone needs to be invited to the learning community. Some of the topics in the book include articulating high expectations for all students, including English as an Additional Language learners and struggling readers, setting lessons and activities in meaningful contexts, and embedding assessment into all aspects of instruction and planning.



372.4 T671

**Teaching literacy in fifth grade /** McMahon, Susan I. Wells, Jacqueline.

New York, NY: Guilford Press, 2008.

Subjects: Reading (Elementary). Language arts (Elementary). Fifth grade (Education).

Summary: The authors show how to assess student needs and implement instruction that focuses on comprehension, vocabulary, writing, and text types.

372.4 R631

**Teaching reading : a complete resource for grades 4 and up /** Robb, Laura.

New York, NY: Scholastic, 2006.

Subjects: Reading (Elementary). Reading comprehension.

Summary: The author offers advice and strategies on how to teach reading in grades four and up, discussing prior knowledge, comprehension, inferences, written responses, and other related topics; and including 65 lesson plans, rubrics, assessments, graphic organizers, 25 transparencies, and 65 reproducible practice pages.



372.462 O18

**Teaching word recognition : effective strategies for students with learning difficulties /**

O'Connor, Rollanda E.

New York, NY: Guilford Press, 2007.

Subjects: Reading comprehension. Learning disabled children – Education. Language arts (Elementary).

Summary: This book synthesizes the research on how children learn to read words skillfully and translates it into step-by-step strategies for the classroom. The author demonstrates how to plan and implement a coordinated series of lessons that address letter-sound pairings, decoding and blending, multisyllabic words, sight words, and fluency. The proven techniques presented are applicable across the primary grades; in addition, specific guidance is offered for working with older children who are having difficulties.



372.623 T662

**Teaching writing : balancing process and product (5<sup>th</sup> ed.)** / Tompkins, Gail E.

Upper Saddle River, NJ: Pearson, 2008.

Subjects: English language – Composition and exercises – Study and teaching (Elementary). Creative writing (Elementary education).

Summary: This book provides a comprehensive look at both the processes and products of writing. It provides practical strategies for teaching and assessing and evaluating writing, with a focus on individual student needs and teacher accountability. Additional features address the concerns of struggling writers, the needs of English learners, and the strategies that can be used to improve student test-taking.

362.196994 T858

**Terry Fox : a story of hope** / Trottier, Maxine.

Toronto, ON: Scholastic, 2010.

Subjects: Fox, Terry, 1959-1981 – Juvenile literature. Cancer – Patients – Biography – Juvenile literature. Runners (Sports) – Canada – Biography – Juvenile literature.

Summary: Terry Fox is a hero to Canadians. While he was a young teenager, Terry was stricken with cancer. Terry read about an amputee who ran the New York City marathon. This gave Terry a goal - he would run across Canada to raise money for cancer research. Trottier discusses Terry's strength in overcoming daily pain during his run. While in Thunder Bay, Terry's cancer returned and he died in 1981. The updated edition of the book contains new information about Terry and his legacy.



372.623 D578

**Text structures : teaching patterns in reading and writing** / Dillabough, Dianne.

Toronto, ON: Thomson Nelson, 2008.

Subjects: English language arts – Study and teaching (Elementary). Exposition (Rhetoric) – Study and teaching (Elementary). Narration (Rhetoric) – Study and teaching (Elementary).

Summary: The author provides an instructional approach to teaching the structures of expository text. There are a number of graphic organizers that depict the seven structures: sequence, enumerative, compare/contrast, cause/effect, and problem/solution. She provides suggestions for introducing expository text to students and for assisting them in their reading and writing.

813.54 S535

**Tiktala** / Shaw-MacKinnon, Margaret.

Markham, ON: Fitzhenry & Whiteside, 1996.

Subjects: Inuit – Juvenile fiction. Picture books for children.

Summary: Tiktala dreads the sea, but she is more afraid of being alone. As she plunges into the sea, she sees that instead of mittens, she has silver-grey fur and black claws-flippers. Tiktala is transformed into a harp seal. Tiktala experiences life as a harp seal and develops an appreciation for the natural world. As she returns to human form, Tiktala has gained the necessary insight needed to carve soapstone.



372.6 N475

**Toolkit for teachers of literacy** / Nettles, Diane Hood.

Boston, MA: Pearson, 2007.

Subjects: Literacy. Language arts (Elementary). Reading (Elementary). Composition (Language arts) – Study and teaching (Elementary).

Summary: The book is designed to support new and experienced teachers in literacy. Nettles provides teaching strategies and assessment tools. There are tools for instruction, writing rubrics, literacy portfolios, and fourteen phonics mini-lessons.

971.230049 L923

**When the spirits dance** / Loyie, Larry.

Penticton, BC: Theytus Books, 2006.

Subjects: Cree Indians – Alberta – Biography – Juvenile literature. World War, 1939-1945 – Participation, Aboriginal Canadian – Juvenile literature. Soldiers – Alberta – Juvenile literature.

Summary: During World War II, Lawrence's father goes overseas with the Canadian army. As a young Cree boy, Lawrence struggles with the meaning of war and missing his father and his teachings about the natural way of life. When the family is threatened by army runaways, Lawrence must call upon his knowledge of traditional skills and find the courage to keep his family safe. He faces his challenges, becomes wiser and stronger, and earns the respect of the Elders.



372.6 R426

**Windows into literacy : assessing learners, K-8** / Rhodes, Lynn Knebel.

Portsmouth, NH: Heinemann, 1993.

Subjects: Literacy – Evaluation. Language arts (Elementary).

Summary: This resource discussed authentic assessment and evaluation, in which teachers assess reading and writing done for a real purpose. Using classroom narratives and student examples to support the philosophy, the authors suggest ways to make assessment and evaluation manageable. They discuss portfolios and folders for collecting data, look at ongoing assessment in the writing workshop, and provide sample assessment and evaluation tools.

813.6 O52

**Yetsa's sweater** / Olsen, Sylvia.

Winlaw, BC: Sono Nis Press, 2006.

Subjects: Coast Salish Indians – Juvenile literature.

Summary: Yetsa has outgrown her sweater, which is full of memories and made with love. New fleeces have arrived at Grandma's. Yetsa and her mother will help Grandma turn fleeces into wool to make Cowichan sweaters. Yetsa learns how to clean, wash, and dry the fleece. Grandma teaches Yetsa the traditions behind the Cowichan sweater. At the end of the book is a brief history of the Cowichan sweater.



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