



Readers are Leaders

ACKNOWLEDGEMENTS

The content of this resource model the collaborative efforts of First Nations, Métis and Inuit educators from Northland jurisdiction, Edmonton Public jurisdiction, and Alberta Education, whose advice has been instrumental throughout the planning stages of this document.

The following people who contributed directly to designing of activities and linking to the program of studies are acknowledged. Without their work, this initial kit would not be created.

- Eileen Marthiensen
- Gail Sajo
- Carla Badger
- Lorraine Cardinal-Roy
- Trish Randolph Beaver
- Margaretha Ebbers
- Sandra Skare
- Delena Tsang

We would also like to thank the nameless reviewers of the First Nations, Métis and Inuit literature data base found at the link below, where many of the books were found.

<https://reviews.epsb.ca/reviews/>

Every effort has been made to provide proper acknowledgement of original sources. If cases are identified where this has not been done, please notify Alberta Education so appropriate corrective action can be taken.

Books included in this document are suggested, they are **not** an authorized resource.



Readers are Leaders

Background

Since the release of the 2011 Northland Inquiry Team Report, a number of initiatives have been focused on the 48 recommendations. Two of these recommendations led to the development of Literacy Seed Kits.

Recommendation #9: That library enhancement for the purpose of supporting reading be an integral part of the effort to strengthen languages.

Recommendation #12: That Northland School Division strengthen the aboriginal cultural content within the curriculum; and further that more emphasis, including staff development and support, be placed on aboriginal content infusion as provided for in the Alberta curriculum.

The need for culturally relevant resources has been further strengthened by the voices of the people heard through a number of community engagement processes in Northland and other parts of the province: Northland School Division Community Engagement Team, and Family, Parent and Community Workshops. The need for improvement in literacy was strengthened by the literacy audit prepared by Miriam P. Trehearne, April 2012.

This work is nested in the collaborative framework under both *Culturally Responsive Educational Practices* and *Collaborative Partnerships*. The culturally responsive educational practices will be evident upon closer examination of the activities included in the kit as well as in the books themselves.

The practice of collaborative partnerships began in the formation of the working group that included representatives from Northland School Division, Edmonton Public School Division and Ministry representation from Cross Curriculum Infusion and First Nations, Métis and Inuit Services Branches.

This kit was produced as a collaborative project and is intended to continue to be collaborative. It is designed to be uploaded onto a shared site. Teachers can then share what they learn as they:

- work with the books ,
- design their own activities,
- determine additional links to the programs of studies,
- or even add books to the collection

This will enable teachers to continue in their collaborative efforts by sharing promising literacy practices with colleagues in the school, jurisdiction or school authority.

The Literacy Seed Collection

This 76 book collection was created as a travelling classroom library. Like a seed, it is meant to grow and expand depending on local conditions. Suggestions are included for directions of growth. There has been no attempt to level the books although several of the books included in the collection are leveled by the publisher and ready to be included in a guided reading program should multiple copies be purchased.

What kinds of books are in the collections?

The collection as a whole contains:

- Fiction and non-fiction,
- A variety of genres: historical fiction, reference, graphic stories, poetry, field guides, picture books, photo essays, novels, dual language, gothic and cumulative tales,
- Textual features such as: charts, diagrams, glossaries, timelines, headings, indices, tables of contents and so on,
- Mainly books which portray Indigenous people in a modern context rather than only an historical one.

How did we select the books?

Books included in the kit were selected on the following criteria:

1. The story was very enjoyable to read!
2. They were written or illustrated by a person with First Nations, Métis or Inuit heritage.
3. Some authors had many books, but we chose to include only one per author.
4. They had been reviewed by at least two people: an educator and a person who identified as First Nations, Métis or Inuit. If at all possible, books about a specific culture were reviewed by someone from within that culture.
5. They had Canadian content related to our Indigenous peoples as much possible. As the border between United States and Canada is a modern political boundary, many stories have crossed over.
6. They could be used to stimulate activities which meet outcomes from a minimum of three programs of studies book including English Language Arts.

Why did we make some exceptions?

1. One exception was made for a book that is familiar and appealing, but not what we would consider excellent because it crosses the border into appropriation. This book is

Raven: A trickster tale from the Pacific Northwest. It was selected to use as a teaching tool, not just for use in curricular areas, but also to bring to the foreground some necessary questions and conversations in relation to protocols and acknowledgments. For example:

- Where did this story come from? It is a familiar tale but there is no indication of which people tell it-beyond the “Pacific northwest”. Contrast this with the preface to “*How Chipmunk got his Stripes,*” by Joseph and James Bruchac. These authors locate the story in terms of First Nations, in terms of locale and in terms of individuals who have told the story. Why is this necessary? What does appropriation mean? Why is it important to acknowledge where stories come from? Does it relate to copyrighting?
 - Check out the totem pole directions on the back of the cover. Research into totem poles and their carving. Who has the right to make totem poles? Should we be having children make them without knowing what they are, are used for, and so on.
 - Although this is a Caldecott medal winner, we know a great deal more about multi-cultural literature since this medal was awarded.
2. There is more than one book by Joseph Bruchac and Jacqueline Guest included in the collection so that teachers can do an author study.
 3. The book *Aboriginal Cultures in Alberta* does not come with curricular links as it can be used in so many ways and in so many grades we did not want to narrow the creativity.

How do I expand the collection?

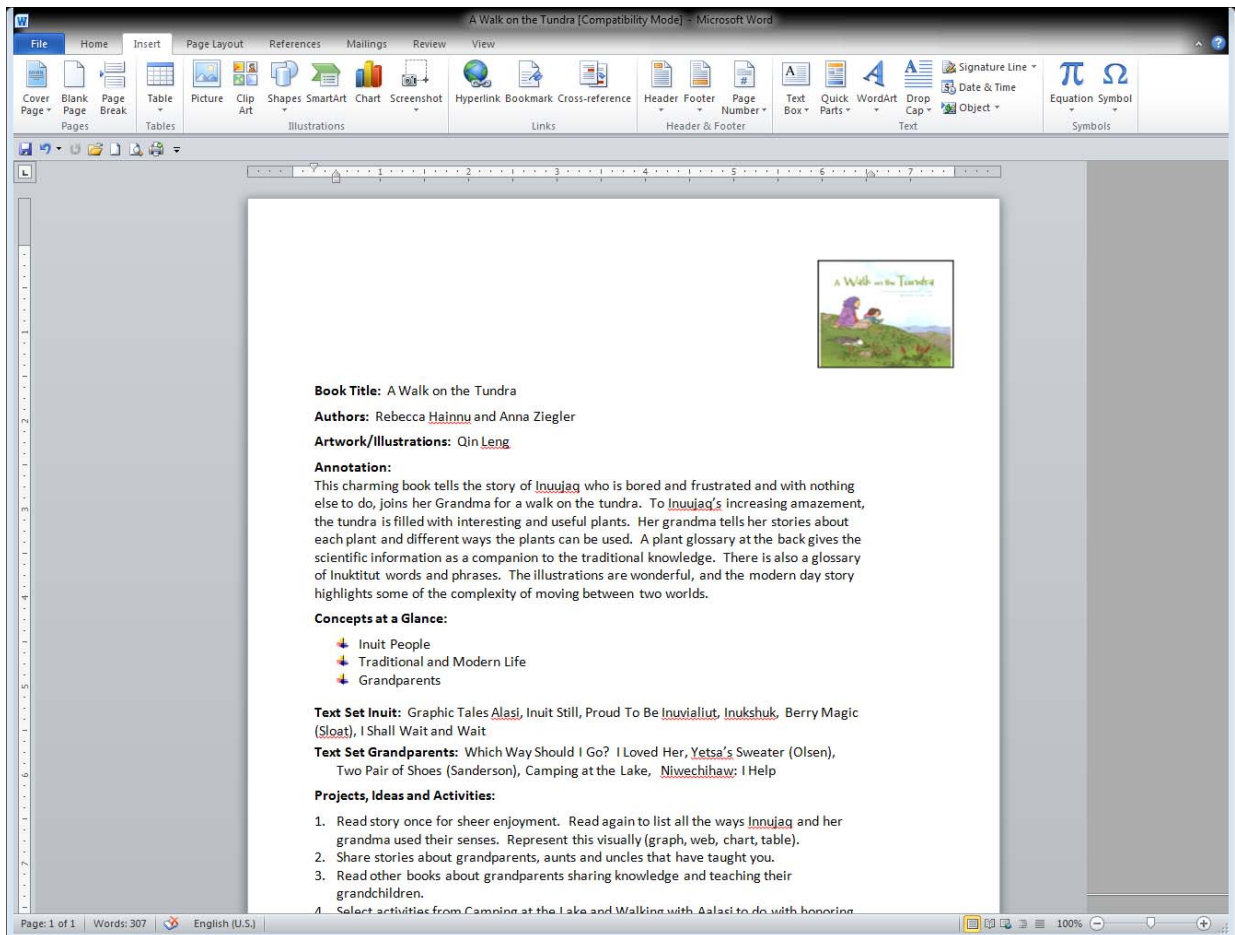
The current collection cost slightly under \$1000.00. It can be expanded in several ways:

1. Purchase multiple copies of the titles that can be used for guided reading sessions.
2. Purchase class sets of the novels in the book, for novel studies.
3. Many of the books suggest text sets with titles not included in the kit. These additional titles can be ordered as they too are excellent books.
4. The authors included in the collection are considered to be excellent. Additional books by these authors could be purchased.

How do I use the collection?

The most important criteria for book selection was that they are enjoyable to read and to listen to if read aloud. Children need to become familiar with both fiction and non-fiction and we have tried to provide a balance between the two. We encourage you to read each book aloud, or sections of books in the case of more dense text. An annotated bibliography has been provided in the kit so that you have an overview of each book.

Each of the 76 books in this collection can be used to stimulate a number of activities that help to meet the outcomes of various Alberta programs of studies.



The screenshot shows a Microsoft Word document titled "A Walk on the Tundra [Compatibility Mode] - Microsoft Word". The ribbon includes File, Home, Insert, Page Layout, References, Mailings, Review, and View. The document content is as follows:

Book Title: A Walk on the Tundra

Authors: Rebecca Hainnu and Anna Ziegler

Artwork/Illustrations: Qin Leng

Annotation:
This charming book tells the story of Innujaq who is bored and frustrated and with nothing else to do, joins her Grandma for a walk on the tundra. To Innujaq's increasing amazement, the tundra is filled with interesting and useful plants. Her grandma tells her stories about each plant and different ways the plants can be used. A plant glossary at the back gives the scientific information as a companion to the traditional knowledge. There is also a glossary of Inuktitut words and phrases. The illustrations are wonderful, and the modern day story highlights some of the complexity of moving between two worlds.

Concepts at a Glance:

- Inuit People
- Traditional and Modern Life
- Grandparents

Text Set Inuit: Graphic Tales *Alas!*, Inuit Still, Proud To Be Inuvialut, Inukshuk, Berry Magic (Sloat), I Shall Wait and Wait

Text Set Grandparents: Which Way Should I Go? I Loved Her, Yetsa's Sweater (Olsen), Two Pair of Shoes (Sanderson), Camping at the Lake, Niwechihaw: I Help

Projects, Ideas and Activities:

1. Read story once for sheer enjoyment. Read again to list all the ways Innujaq and her grandma used their senses. Represent this visually (graph, web, chart, table).
2. Share stories about grandparents, aunts and uncles that have taught you.
3. Read other books about grandparents sharing knowledge and teaching their grandchildren.
4. Select activities from *Camping at the Lake* and *Walking with Alas!* to do with honoring

The status bar at the bottom indicates "Page: 1 of 1", "Words: 307", and "English (U.S.)". The zoom level is set to 100%.

What are text sets?

Text sets are collections of books that are pulled together to represent a concept. They are intended to be of multiple reading levels, and genres. The books in this collection give examples of text sets that could be made with each book. As an example see this screen shot from the book *A walk on the Tundra*.

Concepts at a Glance:

- ✚ Inuit People
- ✚ Traditional and Modern Life
- ✚ Grandparents

Text Set Inuit: Graphic Tales Alasi, Inuit Still, Proud To Be Inuvialuit, Inukshuk, Berry Magic (Sloat), I Shall Wait and Wait

Text Set Grandparents: Which Way Should I Go? I Loved Her, Yetsa's Sweater (Olsen), Two Pair of Shoes (Sanderson), Camping at the Lake, Niwechihaw: I Help

A number of these books are found in the collection. Others may be found in your school library or in the library of colleagues. The concepts formed the basis of the text sets suggested.

Some of the text sets included in this kit:

- | | |
|----------------------------|--------------------------|
| ✚ Calendar or Seasons | ✚ Métis People |
| ✚ Inuit | ✚ Berries |
| ✚ Grandparents | ✚ Cumulative Tales |
| ✚ Poetry | ✚ Author: Joseph Bruchac |
| ✚ Louis Riel | ✚ Lakota People |
| ✚ Author: Jacqueline Guest | ✚ Pacific Coastal People |
| ✚ Place | ✚ North |
| ✚ Humor | ✚ Residential School |
| ✚ Tricksters | ✚ Dancing |
| ✚ Dual Language books | ✚ Author: Jeanne Bushey |
| ✚ Wetlands | ✚ Pow wow |
| ✚ Cree People | ✚ Shoes |



What are the curricular links?

Almost every book comes with a page of curricular links. See the screen shot below. These are based on the project, ideas and activity suggestions accompanying the book. Please note that these links are suggestions only and are in no way exhaustive. Other links can be included as they emerge.

There is some variation in the curricular links provided. Some provide only the unit—see Science below. Generally that is because there are multiple outcomes from that unit that can be met. Others drill down to a specific outcome—see Math for example. These outcomes can be translated into report card comments once a student has mastered the skill. For example “Maggie can collect first-hand data and organize it”.

A Walk on the Tundra - Curricular Links

Science: <ul style="list-style-type: none">Grade 1: Topic E: Needs of Plants and AnimalsGrade 4: Topic E: Plant Growth and Changes
Social Studies K.2 I belong <ul style="list-style-type: none">K.2.2 Value and respect significant people in their lives.K.2.5 Examine ways in which people create a climate of cooperation by exploring and reflecting upon the questions for inquiry
Social Studies 1.1 My World: Home, School Community <ul style="list-style-type: none">1.1.1 Value self and others as unique individuals in relation to their world1.1.2 Value the groups and communities to which they belong.
Social Studies 2.1 Canada's Dynamic Communities <ul style="list-style-type: none">2.1.1 Appreciate the physical and human geography of the communities studied.2.1.7 Investigate the physical geography of an Inuit, Acadian and a prairie community.
Mathematics: Statistics and Probability
Grade 2: <ul style="list-style-type: none">Gather and record data about self and others to answer questions.Construct and interpret concrete graphs and pictographs to solve problems.
Grade 3: <ul style="list-style-type: none">Collect first-hand data and organize it.Construct, label and interpret bar graphs to solve problems.

Why are the activities suggested so hands-on?

Many of the activities suggested by the books involve going outside the classroom and connecting with community members, places, and traditional ways of learning. Most of the

activities encourage listening and speaking; skills of those raised in an oral tradition. By connecting good literature to cultural ways of knowing, we hope to connect families to books. It is also a way of encouraging children to go back to the books time and time again.

How do these activities encourage learner competencies?



While reading and writing remain at the centre of these activities, many of the activities foster the development of additional competencies. Ancient Thunder, for example, encourages the reader to turn this poem into a dance with drum beats (communication, creativity, critical thinking). Next it suggests that students find out how paper is made, and make some (innovation, problem solving, and environmental awareness).

Sample Lesson Plan: Grade 2

Curricular Links:

- ELA 2.2 Connect situations portrayed in oral, print and other media texts to personal and classroom experiences
- Science 2: Topic E: SLE #1, SLE #2

Outcomes:

- Students will write a description of a special outdoor area
- Students will identify 2 different plants and possibly two different animals (think birds and insects!) in the special place.
- Students will visit a nearby special place and identify at least 2 animals and plants.
- Students will compare two different books and share their ideas

Set: Show photograph of special place that you like to visit. Ask students what their special outdoor places might be. Discuss what makes places special.

1. Read **the story**
2. Go for a walk in the school yard, or community to identify a special place.
3. Take photographs of different things that make it special
4. Print the photographs. Select one to write about to model descriptive writing for the class. E.g. This is a _____ tree. It has _____. Some of the leaves are _____ and _____.
5. Have each student choose one to write about. Have the last sentence in the class book be. This is our special place. It is a home for: and make a list.
6. Read *Camping at the lake*.
7. In pairs, have students list what was the same about the two books (both had kids going somewhere special, both had grandparents, both had plants) and what was different (one was in the north, one was in the south of Alberta, one was a boy, one was a grandfather, one was photographs etc.)
8. Share what they learned with the rest of the class.

Extensions:

- Have students write their own book about a special place. A template may be provided if necessary.
- Have students bring in photos of their special places and see if others can identify them.