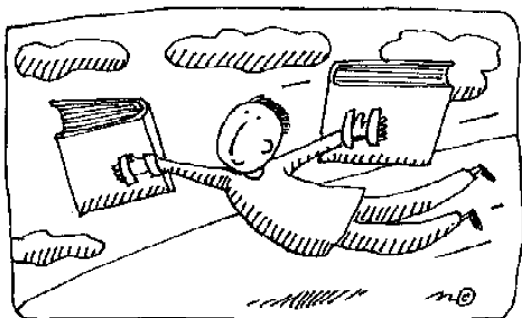


# **Everybody Loves A Story**

## **Picture Books for the Junior/ Intermediate Student**



### **Including:**

**Children and war: Conflict and change**

**Social Justice**

**Teacher Advisory Group (or Teacher Advisory Program)**

**Literary Connections**

**Geography/History**

**Intergenerational**

**Art**

**Science**

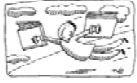
**An Integrated Unit for Grade 4/5/6/7/8**

**Written by:**

**TDSB Writing Team 2004**

**Length of Unit: approximately: 5 hours**

**March 2005**



# **Everybody Loves A Story**

**Picture Books for the Junior/ Intermediate Student An Integrated Unit for Grade 4/5/6/7/8**

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## **An Integrated Unit for Grade 4/5/6/7/8**

**Written by:**

**TDSB Writing Team 2004**

Curriculum Unit Project

(416)395-5151

Toronto District School Board

**Based on a unit by:**

Peggy Thomas

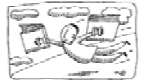
Tippett Centre

(416)395-9676

TDSB

[peggy.thomas@tel.tdsb.on.ca](mailto:peggy.thomas@tel.tdsb.on.ca)

This unit was written using the Curriculum Unit Planner, 1999-2002, which was developed in the province of Ontario by the Ministry of Education. The Planner provides electronic templates and resources to develop and share units to help implement the Ontario curriculum. This unit reflects the views of the developers of the unit and is not necessarily those of the Ministry of Education. Permission is given to reproduce this unit for any non-profit educational purpose. Teachers are encouraged to copy, edit, and adapt this unit for educational purposes. Any reference in this unit to particular commercial resources, learning materials, equipment, or technology does not reflect any official endorsements by the Ministry of Education, school boards, or associations that supported the production of this unit.



## Everybody Loves A Story

### Picture Books for the Junior/ Intermediate Student An Integrated Unit for Grade 4/5/6/7/8

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## Unit Context

Picture books evoke powerful emotions through a combination of the text and images. They can be used to introduce a concept or for the purpose of debate and discussion of difficult topics. Unfortunately, though, they usually fall out of favour with students and teachers after grade 3. More and more picture books are being written for the older reader. The language is often complex and the concepts sophisticated. Often the issues are provocative and can require considerable maturity to appreciate, internalize and discuss.

Students in the junior, intermediate and even high school years could benefit from the power of picture books especially the ESL student and reluctant readers. It can help teachers and learners alike to focus on an issue and think critically about subjects, both historical and current. Using the images and text effectively helps students to compare their prior knowledge and experiences to new information in a non threatening way.

For more detailed discussions on picture books and uses for older students consult the following articles:

"We're coming to an age when teachers won't use picture books"

Campbell, Karen D, Epp, Margaret H,

The Medium, Saskatoon: Spring 2001, Vol. 41, Iss. 1; pg. 13

"Canadian picture books for older readers"

Garnett, Ruth

The Medium, Saskatoon: Winter 2003, Vol. 42, Iss. 3; pg n/a

## Unit Summary

A series of picture books are identified and can be used as a whole or individually as the needs of the student population indicate. This is just a representative number of books chosen for their illustrations as much as for the story content. Many more examples of picture books with content concerning this subject area exist.

## Culminating Task Assessment

As each of these subtasks are meant to be used on their own, there is no culminating task as such. It might be interesting, though, to have assessed the attitudes of the students prior to beginning to use picture books and again at the end of the year. Have the students substantially changed their minds about the impact and importance of picture books? Would they now make more use of the picture book format than before? Are the students more willing to engage in learning when introduced to the concepts by a well selected picture book?

## Links to Prior Knowledge

In most cases, junior and intermediate students have been widely exposed to picture books both at home and in the primary grades. It would be useful to engage in a conversation with the students prior to starting any work with picture books to assess their attitudes to the genre.

Do they consider picture books to be for younger children? Why?

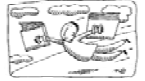
Do they still enjoy looking at and reading picture books?

Have they ever considered using picture books in their research?

Have they ever considered using picture books as a way of conveying information (as opposed to the traditional report format)?

Have they ever read a picture book that they felt was too mature for younger students?

How would they recognize bias or stereotyping in the books? Is that a concern?



## Everybody Loves A Story

### Picture Books for the Junior/ Intermediate Student An Integrated Unit for Grade 4/5/6/7/8

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Having a selection of picture books available that are for an older audience for the students to look at would be helpful. Give the students adequate time to look at the books and then have them introduce the title of the book and the concepts involved to a partner or the class as a whole. Ask them for emotional as well as intellectual responses.

## Considerations

Interpersonal Development: self-management:

- demonstrate their understanding of socially acceptable responses to a variety of situations in school

Interpersonal Development: getting along with others:

- identify the variety of characteristics, skills, competencies, qualities, and talents of others
- demonstrate their understanding of using skills to build positive relationships at school (e.g., cooperating with others)

Interpersonal Development: social responsibility:

- demonstrate their understanding of “being a responsible citizen” in the classroom and the school

Interpersonal Development: self-management:

- demonstrate the skills and knowledge necessary to manage their own behaviour (e.g., self-control, the role of emotions, anger management)
- demonstrate appropriate behaviour at school and in the community (e.g., respect for self, family, others, property)

Interpersonal Development: getting along with others:

- describe the many aspects of relationships, and explain and demonstrate how skills (e.g., conflict-resolution, peer helping, and leadership skills) are used to interact positively with others in diverse settings at school and in the community
- demonstrate the ability to accept and respond to the direction of teachers and administrators

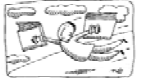
Interpersonal Development: getting along with others:

- describe the many aspects of relationships, and explain and demonstrate how skills (e.g., conflict-resolution, peer helping, and leadership skills) are used to interact positively with others in diverse settings at school and in the community
- demonstrate the ability to accept and respond to the direction of teachers and administrators

Interpersonal Development: social responsibility:

- demonstrate social responsibility both at school and in the community (e.g., participating in student elections; acting as reading buddies)

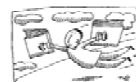
## Notes to Teacher



## **Everybody Loves A Story**

**Picture Books for the Junior/ Intermediate Student   An Integrated Unit for Grade 4/5/6/7/8**

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### 1 Children and war: Conflict and change

Through the power of images, students are introduced to the subject of war/conflict and the impact on children and families. Students will be able to relate current day events to the historical perspective of many of these books and debate and discuss possible solutions, actions or emotional responses to conflict.

War and peace are difficult and complex concepts to explain to students. During Remembrance Day ceremonies, and at times of strife in our world, it is important to be able to bring into the collective conscious of students the conflicts that bring war into being and the importance of remembrance. Picture books abound on these topics, from those depicting WWI and WWII, to those that deal only with conflict and violence and peace.

Using mainly Language expectations and some History expectations, we have attempted to integrate the Ontario curriculum into this unit on war and conflict.

Most of these activities require more than one period and should be explored over time. They do offer possibilities for partnering with the classroom teacher.

### 2 Social Justice

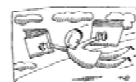
Using picture books to introduce different scenarios allows the students to discuss justice/injustice in a safe and encouraging atmosphere. The power of the images and the complexity of the language will go a long way towards building ideas and emotional responses that are personal and empowering.

Most of these activities require more than one period and should be explored over time. They do offer possibilities for partnering with the classroom teacher.

### 3 Teacher Advisory Group (or Teacher Advisory Program)

Quite often the areas for discussion with preteens and early adolescents centered around guidance issues are difficult to introduce and sustain dialogue. Using picture books that have provocative and controversial images and text will create a forum and context for sharing and exploring ideas and convictions. Most of the picture books listed in this section are not suitable for younger students and were written with the older student in mind. Those books that are really only suitable for Intermediate students will be indicated in the Teaching/Learning section of this subtask. None of these books are meant to stand on their own, all will need a discussion or thinking activity in order to properly address the emotional and intellectual reactions that these picture books evoke.

Most of these activities require more than one period and should be explored over time. They do offer possibilities for partnering with the classroom teacher.

**4 Literary Connections**

When launching into literary explorations of various genres (poetry, dramas, use of language, classical fiction, folklore and fairy tales and the origins of nursery rhymes) it is useful to introduce the topic through picture books. The selection of picture books available in these areas is not limited to the books attributed to this subtask, but are just a representative number of those available. By using the picture book format to introduce the concepts a strong visual link is established with the concept. For certain intelligences this is a powerful learning tool.

Most of these activities require more than one period and should be explored over time. They do offer possibilities for partnering with the classroom teacher.

**5 Geography/History**

There are a tremendous number of picture books that can be used in conjunction with Social Studies, Geography and History. While many of them will be fictional accounts, they are almost all based on extensive research or established folktales of the cultures they are representing. The use of picture books to launch a unit or introduce a concept allows the images to provide a setting that may not be familiar to the student (ancient civilizations, medieval times, early exploration of Canada etc.) and thereby give a sense of time and place. Picture books can also provide background information and are valid starting points for research projects.

**6 Intergenerational**

Due to greater mobility with professions and a large influx of immigration, many students grow up without day to day contact with grandparents. Due to this and other cultural influences, older people are often marginalized and do not readily interact with today's students. Picture books offer a wonderful opportunity to address the issues of the elderly (loneliness, illness, poverty, abandonment) while also pointing out the benefits of spending more time with them (history, memories, experience). Many schools have implemented intergenerational programs, drawing on the expertise and time that retired people have to invest in the younger generation.

**7 Art**

Although different types of books will be used in introducing art concepts, picture books are an important tool in introducing artists, works of art and historical background. The curriculum addresses techniques in art but it is also important to embed an appreciation and understanding of the impact that art has on society and individuals.

Picture books can offer that perspective while also putting the artist and his/hers work into an historical perspective.

**8 Science**

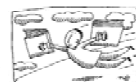
Picture books are a natural way to introduce science concepts. The books in this section are just a small sample of books available to illustrate science concepts in grade 4, 5 and 6. With the complexity of concepts being discussed at this level, it is important to have strong images and concrete experiences for the students. The picture books offer the strong images and the activities with these books are hands on, allowing the students to discover and think critically about the concepts being presented.

# Everybody Loves A Story

## Picture Books for the Junior/ Intermediate Student An Integrated Unit for Grade

### List of Subtasks

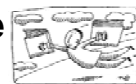
Subtask List Page 3



9

As each of these subtasks are meant to be used on their own, there is no culminating task as such. It might be interesting, though, to have assessed the attitudes of the students prior to beginning to use picture books and again at the end of the year. Have the students substantially changed their minds about the impact and importance of picture books? Would they now make more use of the picture book format than before? Are the students more willing to engage in learning when introduced to the concepts by a well selected picture book?





## Everybody Loves A Story

### Picture Books for the Junior/ Intermediate Student An Integrated Unit for Grade 4/5/6/7/8/9

### Description

Through the power of images, students are introduced to the subject of war/conflict and the impact on children and families. Students will be able to relate current day events to the historical perspective of many of these books and debate and discuss possible solutions, actions or emotional responses to conflict.

War and peace are difficult and complex concepts to explain to students. During Remembrance Day ceremonies, and at times of strife in our world, it is important to be able to bring into the collective conscious of students the conflicts that bring war into being and the importance of remembrance. Picture books abound on these topics, from those depicting WWI and WWII, to those that deal only with conflict and violence and peace.

Using mainly Language expectations and some History expectations, we have attempted to integrate the Ontario curriculum into this unit on war and conflict.

Most of these activities require more than one period and should be explored over time. They do offer possibilities for partnering with the classroom teacher.

### Expectations

- 5e1 • communicate ideas and information for a variety of purposes (e.g., to present and support a viewpoint) and to specific audiences (e.g., write a letter to a newspaper stating and justifying their position on an issue in the news);
- 5e3 • organize information to convey a central idea, using well-developed paragraphs that focus on a main idea and give some relevant supporting details;
- 6e1 • communicate ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g., write the instructions for building an electrical circuit for an audience unfamiliar with the technical terminology);
- 7e1 • communicate ideas and information for a variety of purposes (to outline an argument, to report on observations) and to specific audiences, using forms appropriate for their purpose and topic (e.g., write a lab report for an audience familiar with the scientific terminology);
- 8e1 • communicate ideas and information for a variety of purposes (to evaluate information, to compare points of view) and to specific audiences, using forms appropriate for their purpose (e.g., a survey soliciting opinions on an environmental issue) and features appropriate to the form (e.g., focused questions);
- 4e1 • communicate ideas and information for a variety of purposes and to specific audiences (e.g., write a brief research report on a class investigation for classmates);
- 4e2 • begin to write for more complex purposes (e.g., to present and discuss their opinions and viewpoints, to

### Groupings

Students Working As A Whole Class  
Students Working In Pairs

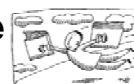
### Teaching / Learning Strategies

Brainstorming  
Debate  
Conflict Resolution  
Graphic Applications  
Response Journal  
Visual/graphic Organizers

### Assessment

The response journal is a student's personal record of frequently written reflective responses to material he or she is reading, viewing, listening to, or discussing. Using that and the portfolio approach would be an appropriate way to assess how effective picture books have been in reaching and expanding the student's concepts of war and conflict. To gauge growth over the experience, an attitudinal self assessment done before and after the unit would accurately show changes in attitude from the unit.

Partnering with the classroom teacher and teacher-librarian needs to take place for this to be an effective and complete experience.



## Everybody Loves A Story

### Picture Books for the Junior/ Intermediate Student An Integrated Unit for Grade 4/5/6/7/8/9/10/11/12

- 5e2 pose questions, to record information);
- use writing for various purposes and in a range of contexts, including school work (e.g., to summarize information from materials they have read, to reflect on their thoughts, feelings, and imaginings);
- 4e27 • read a variety of fiction and non-fiction materials (e.g., short novels, myths, biographies, short articles) for different purposes;
- 4e30 • state their own interpretation of a written work, using evidence from the work and from their own knowledge and experience;
- 5e22 • read a variety of fiction and non-fiction materials (e.g., novels, short stories, biographies, editorials) for different purposes;
- 5e25 • explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience;
- 6e23 • read a variety of fiction and non-fiction materials (e.g., novels, short stories, poetry, myths, articles) for different purposes;
- 6e26 • explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience;
- 7e25 • read a variety of fiction and non-fiction materials (e.g., novels, short stories, poetry, reports, articles) for different purposes;
- 7e28 • explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience;
- 8e24 • read a variety of fiction and non-fiction materials (e.g., novels, short stories, poetry, essays, articles) for different purposes;
- 8e27 • explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience;
- 8e48 • listen to and communicate connected ideas and relate carefully-constructed narratives about real and fictional events;
- 8e49 • express and respond to a range of ideas and opinions concisely, clearly, and appropriately;
- 8e52 • identify a wide range of media works and describe the techniques used in them.

### Assessment Strategies

Response Journal  
Portfolio  
Self Assessment

### Assessment Recording Devices

Rubric  
Anecdotal Record

## Teaching / Learning

Erika's Story: Reflective/Response Journal

How does this story impact your understanding of family?

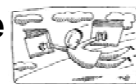
How does this story impact your concept of identity?

What questions do you have regarding this story, its outcome, Erika's parents?

What is your emotional response to this story?

Prayer for the Twenty-first Century and The Great Peace March:

After reading both books brainstorm wishes, dreams and hopes for a peaceful future. What would that look like? Using collage,digital images or other art forms, illustrate these hopes and dreams to create your own dream/prayer for the Twenty-first century.



## Everybody Loves A Story

### Picture Books for the Junior/ Intermediate Student An Integrated Unit for Grade 4/5/6/7/8/9

Why?, Feathers and Fools, Old Turtle and the Broken Truth, The Butter Battle Book ( and consider Milo and the Mysterious Island in #3 category):

Using current events either world wide or school wide, discuss how our inability to accept differences and see similarities gives rise to conflicts in our world today. Role play conflict resolution, peacemakers in real events.

The Cats in Krasinski Square and Rose Blanche:

Discuss the impact each child had in their situation. Identify the problems in each story and the solution each child came up with. Investigate some current day children making a difference to a local or global situation such as Craig Kielburger, Iqbal Masih, TDSB students, ...etc. How could you make a difference locally? Globally? What is the problem you will tackle? What solutions will you employ? In pairs, discuss the three topics that you feel are the most important and be prepared to defend them in a debate with other student pairs.

Star of Fear, Star of Hope:

In this book a child does not react nor understand the gravity of the situation and so regrets her handling of saying good-bye to a friend. What do you think was the purpose of the author in writing this book? What would be some other ways of handling the situation? What is the nature of regret? What is the cost of inaction? Keeping in mind current events in our world, brainstorm situations that would apply to these feelings (regret/inaction)

Using all three previous books, use the venn diagram entitled "Awareness and Action". With the characters of Rose Blanche, the girl in Krasinski Square and Helen, compare how aware the girls were of the situation and what actions they took. When discussing this, what do the students think they would do in a similar situation? How do they feel about inaction. Do they feel that children have an obligation to act according to their beliefs and sense of right?

Memorial:

Read the book and brainstorm how to create a living memorial to those who fought for our freedom. Compose letters to soldiers currently serving in the armed forces asking what they would like to see as a living memorial to those who have fought. Create a memorial garden (virtual, real, outdoors, images, mural) in your school, create a legacy that commemorates sacrifice

One More Border and Passage to Freedom: the Sugihara Story:

Read the two books to the students, they cover the same time/topic but from different points of view. (Do not read the afterward from Passage to Freedom until after the following activity). Together they create a powerful message of social responsibility and cause and effect. (this could also easily be used in the social justice unit as it crosses over between the two). Focus the discussion on defining the dilemma that Mr. Sugihara faced, the issues that were causing the problem in Europe at the time, find the factual information presented in the two books, evaluate the significance of the situation and of Mr. Sugihara's decision, predict what will happen to both the Sugiharas and the people he helped, communicate your understanding of the situation (many formats exist for this, collage, music, letters, persuasive writing etc.) A fishbone cause and effect organizer has been created to begin this process.

Hero and the Holocaust and The Yellow Star:

These two books deal with the defiance of one person against the Nazi's edict against the Jews, but with distinctly different outcomes. Read the two stories to the students. Using a Venn Diagram compare and contrast the heroes in the stories "A Hero and the Holocaust" and "The Yellow Star". Using the completed diagrams to discuss the experiences of the two individuals. Create an attribute chart of what constitutes a hero. Who are some modern day heroes? What is the cost of being a hero and defying edicts? What is the cost of standing for a principle? (the Venn Diagram is located in the resources for this unit).



## Everybody Loves A Story

Picture Books for the Junior/ Intermediate Student An Integrated Unit for Grade 4/5/6/7/8/9

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### Adaptations

### Resources



Children and conflict



Awareness and Action

Awareness and action.doc



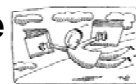
Heroes (Venn Diagram)

Heroes.cwk



The Sugihara Story

Sugihara.cwk

**Everybody Loves A Story****Picture Books for the Junior/ Intermediate Student** An Integrated Unit for Grade 4/5/6/7/8/9**Notes to Teacher**

Subtask 1: Children and war: Conflict and change

What do the students know and understand of war and conflict? What is the background of the students, have they themselves come from areas where conflict exists? Have they experienced war?

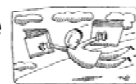
What do the students know and understand specifically about the Second World War? Are they aware of the origins of the conflict and the outcome of the Nazi's policies concerning various ethnic groups? What do you need to supply to the students in order for them to make sense of the content and context of the books.

In answering these questions, decisions will need to be made. Will a more generic approach to war and conflict be appropriate or is there time to engage in the learning required to use the books with more specific content?

Areas of sensitivity to consider:

- \*Have the books been pre-read by the Teacher and Teacher-Librarian?
- \*Are the students prepared for the graphic message in print and image portrayed in the books?
- \*Are the student's beliefs and backgrounds being respected?
- \*Is there enough time allocated for the seriousness of the subject?
- \*Is there time built in to allow for discussion to take place, questions asked to be answered?
- \*Is there time for the student to internalize the message?

**Teacher Reflections**



# Everybody Loves A Story

## Picture Books for the Junior/ Intermediate Student An Integrated Unit for Grade 4/5/6/7/8/9

### Description

Using picture books to introduce different scenarios allows the students to discuss justice/injustice in a safe and encouraging atmosphere. The power of the images and the complexity of the language will go a long way towards building ideas and emotional responses that are personal and empowering.

Most of these activities require more than one period and should be explored over time. They do offer possibilities for partnering with the classroom teacher.

### Expectations

- 4e2 • begin to write for more complex purposes (e.g., to present and discuss their opinions and viewpoints, to pose questions, to record information);
- 4e1 • communicate ideas and information for a variety of purposes and to specific audiences (e.g., write a brief research report on a class investigation for classmates);
- 4e30 • state their own interpretation of a written work, using evidence from the work and from their own knowledge and experience;
- 4e53 • ask questions on a variety of topics and respond appropriately to the questions of others;
- 4e55 • express and respond to ideas and opinions concisely and clearly;
- 5e1 • communicate ideas and information for a variety of purposes (e.g., to present and support a viewpoint) and to specific audiences (e.g., write a letter to a newspaper stating and justifying their position on an issue in the news);
- 5e2 • use writing for various purposes and in a range of contexts, including school work (e.g., to summarize information from materials they have read, to reflect on their thoughts, feelings, and imaginings);
- 5e22 • read a variety of fiction and non-fiction materials (e.g., novels, short stories, biographies, editorials) for different purposes;
- 5e25 • explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience;
- 5e48 • express and respond to ideas and opinions concisely, clearly, and appropriately;
- 6e1 • communicate ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g., write the instructions for building an electrical circuit for an audience unfamiliar with the technical terminology);
- 6e2 • use writing for various purposes and in a range of contexts, including school work (e.g., to develop and clarify ideas, to express thoughts and opinions);
- 6e23 • read a variety of fiction and non-fiction materials (e.g., novels, short stories, poetry, myths, articles) for different purposes;
- 6e26 • explain their interpretation of a written work, supporting it with evidence from the work and from their own

### Groupings

Students Working As A Whole Class  
Students Working In Small Groups

### Teaching / Learning Strategies

Analysing Bias/stereotype  
Case Study  
Directed Reading -thinking Activity  
Expressing Another Point Of View  
Issue-based Analysis

### Assessment

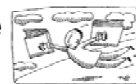
For this unit the change in attitudes over the course of the discussions, the awakening of awareness, the level of questioning and the depth of analysis will be the major component of assessment. A reflection/response journal kept during the course of the unit would be one way of seeing growth over time. To focus this, it would be helpful to pose open-ended questions to direct the thinking after each session.

### Assessment Strategies

Observation  
Response Journal

### Assessment Recording Devices

Anecdotal Record



## Everybody Loves A Story

### Picture Books for the Junior/ Intermediate Student An Integrated Unit for Grade 4/5/6/7/8/9/10/11/12

- knowledge and experience;
- 6e50 • express and respond to a range of ideas and opinions concisely, clearly, and appropriately;
- 7e48 • ask questions and discuss different aspects of ideas in order to clarify their thinking;
- 7e50 • express and respond to a range of ideas and opinions concisely, clearly, and appropriately;
- 7e1 • communicate ideas and information for a variety of purposes (to outline an argument, to report on observations) and to specific audiences, using forms appropriate for their purpose and topic (e.g., write a lab report for an audience familiar with the scientific terminology);
- 7e2 • use writing for various purposes and in a range of contexts, including school work (e.g., to make point-form notes from a text, to jot down personal impressions);
- 7e25 • read a variety of fiction and non-fiction materials (e.g., novels, short stories, poetry, reports, articles) for different purposes;
- 7e28 • explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience;
- 8e24 • read a variety of fiction and non-fiction materials (e.g., novels, short stories, poetry, essays, articles) for different purposes;
- 8e27 • explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience;

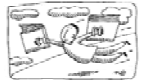
## Teaching / Learning

Mr. Maxwell's Mouse ( a good general introduction to the concept of social justice)

Using the directed reading and thinking strategy, read the first three text pages of the book. Stop reading and brainstorm with the class as a whole "What do you think of the relationship between the mouse and Mr. Maxwell? How does it relate to relationships of power in your life, in the world?" Read up to the sentence, "May I ask one small favour?" (top of page 5). Stop reading and ask for two students to role play the parts of the mouse and Mr. Maxwell. Using Storytelling in Role (understanding of the character's point of view through writing and speaking in role - from "The Treasure Chest second edition) have the conversation between the two characters continue. Continue reading to just before the last page. Pose the question, what actions are taken next by each of the characters?. Record the predictions. Read the final page. Discussion to take place next, what is social justice? who holds power and what responsibilities does that carry? what does this book illustrate about stereotypes and bias? what is the responsibility of the person(s) in a subordinate position to act? what role does resistance play in our world and when does it cross the line?

Baseball Saved Us, Heroes, Flags, Flowers from Mariko, and Silver Threads

All of the above books deal with discrimination based on race or origin. In Baseball Saved Us and Heroes, the point of view is of a young boy facing discrimination because he is Japanese-American. In one case he is in an internment camp, the other it is after the war and he is being bullied because of his origin. Flags deals with the kindness of neighbours when the Japanese owner of one home is taken away to an internment camp. Flowers From Mariko deals with the effects of internment on one family and Silver Threads documents the internment of Ukrainians in the First World War. Read some or all of the books. Choosing one or more of the characters and using Role on the Wall (A large outline of a figure is drawn on chart paper, representing a character from the book (s). The students reflect upon the thoughts, feelings and experiences of that character and record these



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words on the figure - From "The Treasure Chest" second edition ).

Consider the inner and outer characteristics, consider the community's view, the family's view, the individual's view, consider the forces working for and against the character, consider what is and is not known about the situation. What is fairness and does our society act upon this principle? Once the Role on the Wall is complete, discuss what the students think about the character now, would they react the same as the characters (main and peripheral) in the books? Do they feel justice was served?

#### The Carpet Boy's Gift:

November 20, 1989 the United Nations drew up the Convention on the Rights of the Child, which applies to every child in the world under the age of 18. See the website in resources for the Swedish nonprofit organization "The World's Children's Prize for the Rights of the Child. This website explores winner of the prize as well as the full text of the Convention of Rights of the Child. Explore this website as a prelude to reading this book. After exploring the website without direct instruction, read the book. In general discussion, discuss the book, what led to the conditions requiring parents to sell their children? What conditions would need to exist (government/living/economic) for this to happen? What responsibility do we of the western world bear in this situation (wanting goods for less money/fair trade goods)? What can we as children do? Using the Corridor Voices strategy (a character moves through a corridor formed by students who represent the conscience of the character. As the character passes through the corridor, the voices express a range of conflicting thoughts and feelings that need to be considered. - From "The Treasure Chest" second edition). Have the students consider the main character in the book, Nadeem and his predicament. Ask them to concentrate on the one point that made the greatest impact on them (be it positive or negative). Form the corridor and as "Nadeem" passes through the corridor have the students speak that to "Nadeem", ask that the voices be kept at a low murmur. After, ask what impact they had on "Nadeem" and his decision of the student that played "Nadeem". What do they predict would happen to Nadeem in the story given the decision that he made? Explore the website again, with the intent of being more involved. This also links to the activity in Conflict and war, using the books Rose Blanche and The Cats in Krasinski Square. For teacher references, see "Me to We" by Craig and Marc Keilburger as well as "Iqbal Masih and the Crusaders Against Child Slavery".

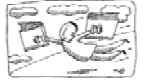
#### Red Land Yellow River: (recommended for Grade 8 and up)

This book is on a more complicated level than many other books in this list. In some respects, it could be looked at as a novella with pictures. It would not necessarily work as a read aloud, but could be used as assigned reading. What strikes hardest is that the main character (this is autobiographical) wanted to fit in to such an extent that he was willing to turn his back on his family for a time. Discuss the power of peer pressure, the need to conform. Also discuss the personal journey that Ange took of self-discovery and the impact that had on his thinking and eventual willingness to stand up for his beliefs even if they did not support the regime of the time. Use the sequence chart to show the steps involved in this change of attitude and what influenced the his decisions. Can this relate to any current events taking place with similar oppression? (The Congo, Rwanda, The Sudan). Use the Issue-Based Analysis outlined in Teaching/Learning Strategies.

#### Jalani and the Lock, Pink and Say and The Sound that Jazz Makes:

These three books together are a powerful portrayal of the journey taken by blacks from freedom in Africa to slavery in the United States to eventual freedom and the indomitable nature of the spirit during this time. Throughout all of these books runs the theme of storytelling (with words or music) and the importance of storytelling as a means of passing down information critical to history and identity. This could go in many directions, research into the impact of storytelling in the black experience in North America (for Black History Month) or individual research into the important stories of the cultures of the students in the class, what are the significant stories to their own histories and identities. Are there issues of social justice? How have those issues shaped who they are, how they see the world, what they want to be remembered? Consider starting storytelling jams with these histories, check out the Storytellers School of Toronto for information about storytelling evenings and the yearly storytelling festival that they sponsor.





## **Everybody Loves A Story**

**Picture Books for the Junior/ Intermediate Student** An Integrated Unit for Grade 4/5/6/7/8

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### **Adaptations**

### **Resources**



**Red Land Yellow River**

Red Land Yellow River.cwk



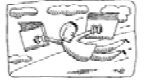
**World Children's Prize for the Rights of the Child**



**United Nations Children's Fund (UNICEF)**



**Storytellers School of Toronto**



## Everybody Loves A Story

### Picture Books for the Junior/ Intermediate Student An Integrated Unit for Grade 4/5/6/7/8/9

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## Notes to Teacher

### Subtask 2: Social Justice

#### Prior Knowledge:

Is there a conflict resolution/anti-bullying program in place in the school? If not, the discussion around these subjects needs to take place prior to in-depth activities requiring debate, decision making, analyzing for stereotypes and bias and looking at points of view. What is an acceptable response to an opposing point of view? What affects decisions being made? Is there always a right and wrong side to an argument? How does our experience and background shape our decisions and attitudes?

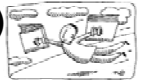
#### Areas of sensitivity to consider:

\*Have the books been pre-read by the Teacher and Teacher-Librarian

\*Have the students been exposed to books about social justice issues in the past, can they handle discussions where varying points of view will be discussed? Will they respect these opposing points of view?

\*Are the tools in place for encouraging opposing points of view to be brought forward?

## Teacher Reflections



## **Everybody Loves A Story**

**Subtask 3**

### **Picture Books for the Junior/ Intermediate Student    An Integrated Unit for Grade 4/5/6/7/8/9/10/11/12**

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#### **Description**

Quite often the areas for discussion with preteens and early adolescents centered around guidance issues are difficult to introduce and sustain dialogue. Using picture books that have provocative and controversial images and text will create a forum and context for sharing and exploring ideas and convictions. Most of the picture books listed in this section are not suitable for younger students and were written with the older student in mind. Those books that are really only suitable for Intermediate students will be indicated in the Teaching/Learning section of this subtask. None of these books are meant to stand on their own, all will need a discussion or thinking activity in order to properly address the emotional and intellectual reactions that these picture books evoke.

Most of these activities require more than one period and should be explored over time. They do offer possibilities for partnering with the classroom teacher.

#### **Expectations**

##### **Groupings**

Students Working As A Whole Class  
Students Working In Small Groups  
Students Working Individually

##### **Teaching / Learning Strategies**

Anticipation Guide  
Collage  
Community Links  
Decision-making Models  
Reflection  
Problem-based Models

##### **Assessment**

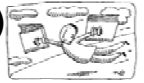
The books and activities in this section are not related to the curriculum as such, but could form the basis of a guidance or teacher advisory program. The activities are meant to elicit thought and provoke challenge to beliefs, not to change them necessarily, but to verify them. Therefore, there is not an assessment component to this section.

##### **Assessment Strategies**

##### **Assessment Recording Devices**

#### **Teaching / Learning**

Riding the Tiger and Wolves in the Walls:

**Everybody Loves A Story****Picture Books for the Junior/ Intermediate Student An Integrated Unit for Grade 4/5/6/7/8/9/10/11/12**

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Bullying, gangs, fear

Using these books together opens discussion on two levels, that of what we fear (Wolves in the Wall) and dealing with bullying and gangs (Riding the Tiger). Before reading either of the books, have the students fill in the anticipation guide in the resources. It is meant to assess attitudes towards gangs, fears of belonging and not belonging, and personal expectations of membership in a group. Stress to the students that this is personal and will only be shared anonymously as a gauge of attitude, no names on the papers. Read Wolves in the Walls through to 11th page of text (where the brother tells her everybody knows) and stop. Ask the students what they think it means when the mother, father and brother say "it's all over". Can they think of any commonly held beliefs in our society that would fit the rejoinder "Everybody knows"? Read through until the 19th page of text. Are the solutions offered by her parents and brother realistic. What part does fear have in their decision making process? Have they (the students) ever wanted to run away to that extent? Finish the book. What is the nature of fear? Why do we fear what we don't know or understand? What is bravery? What is folly? How difficult is facing your fears? What are the possible outcomes of taking action? How do you assess the danger in taking action? How do you deal with personal danger?

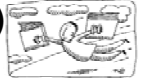
Riding the Tiger is an allegorical fantasy about gangs and bullying, it is also about personal choice. Before reading Riding the Tiger, ask the students to predict what the book is about based on the cover. Read the entire book. What does the tiger symbolize? (if the students are not familiar symbols in literature, start there before reading the book). What influence does the pictures (colour and style) have on the interpretation of the book? How do Danny's emotions and reactions to the tiger change throughout the book? If you were to chart them on a bar graph, how would they look? Throughout this book, Danny is presented with some choices. Using the Choice/Consequence chart, make choices and think of the consequences as if you were making the decisions, all choices are valid. Discussion - Do you need to think the way your friends think, and want what they want, to belong? How do you deal with staying true to your beliefs and staying out of danger?

If your community has a centre or church group actively engaged in giving students choices that are positive (sports, drama etc.) you may want to think of inviting the supervisor of the program in to speak to the students. Share with him/her the discussions that have already taken place with the class about this topic.

Guess What?, Voices in the Park and The Wolf who Loved Music:  
Stereotypes

All of these books deal with stereotypes, but on different levels of complexity. The simplest presentation is in Mem Fox's book, Guess What? In this book the reader is led through a series of questions about the identity of a crazy lady named Daisy O'Grady, with each question it becomes increasingly obvious that Daisy is a witch. Read the book until the page that asks the question "Is she a cursing, cackling, cranky old witch?". Stop and ask the class to fill in an attribute chart of what they know about the characteristics of witches. Read the final few pages of the book. If the students have responded as expected, with a list of stereotypical traits of witches in folktales and popular media, you now have a basis for discussing our preconceived ideas and the impact that they have on our behaviour. An alternative is to have each student fill in an attribute chart (see resource file) prior to reading and then discussing stereotyping after the story has been read. What is the effect of having preconceived ideas on relationships? How would you feel if you were judged by your appearance, race or religion alone?

Voices in the Park presents the same situation from four different points of view, two adults and two children. The impact in this story is the obvious judgment that is taking place from one of the adult's perspective and to a certain extent, both of the children as well. This book lends itself to the Reader's Theatre approach. Choose four strong readers. If you have the resources, have some costumes that mirror the characters in the book, or have the students read behind a screen and project the images from the book. Discussion: What was the mother's reaction? the father's? the boy's? the girl's? What were

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their reactions based on? What is the effect of having preconceived ideas on relationships? How would you feel if you were judged by your appearance, race or religion alone?

The most sophisticated and by far most provocative book in this group is *The Wolf who Loved Music*. Read the book through and then discuss why the policemen and hunters responded the way they did. What would be the reasons for that response? What does the wolf symbolize in this story? What does the girl symbolize? What part does fear play in the reaction to finding wolf tracks besides Anne in the forest? How has the wolf been portrayed throughout literature in western culture? What is the effect of having preconceived ideas on relationships? How would you feel if you were judged by your appearance, race or religion alone? Create a collage of images of wolves that defy the stereotype.

**Changes, Weslandia and I Can Hear the Sun:**

Accepting differences/perceptions/individuality

All of these books deal with accepting differences and differing perceptions, but on different levels of complexity. The simplest to comprehend is *Changes*. In this book a boy is anticipating changes to his life based on his father saying "things were going to change". Read the book through to the page that says, "Joseph went back to his room, closed the door, and turned off the light." Ask the students, what do you think this book is about? Record their answers. Read the last two pages. How does our use of language shape our expectations? How do our perceptions of events impact on our expectations? How can we communicate effectively to encourage understanding?

*Weslandia* chronicles the journey of Wesley, an individualist who is at peace with his differentness though he is tormented by his peers. Written in an exaggerated format, it nonetheless portrays the benefits of accepting difference, celebrating creativity and individuality. The ending poses a dilemma as the other children all adopt his way of dressing and acting, thereby raising the question of conformity on a different level. Read the book and ask the students to respond by writing in role (students write in role as characters from the book. It is used to further the story and reflect on events, feelings and thoughts of the characters. *The Treasure Chest* - second edition). In journal format, as Wesley, why are they my friends now? What makes my differences more acceptable now? How do I want to be judged? How do I judge others?

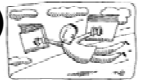
*I Can Hear the Sun* is a poignant story of difference, acceptance, kindness, believing and loss. Read the story through. Using only colour and texture, have the students create what Fondo and Stephanie Michele heard from the sun, the geese, each other (consider playing music while the students are creating this). Collage the results. Playing soothing music, have the students collaboratively write a story noun (through discussion, students choose a word which encapsulates the central theme/meaning of the book. List the words and interpret them through movement. *The Treasure Chest* - second edition). Superimpose the words onto the colour/texture collage.

**The Red Tree and Fox:**

depression/loneliness

*The Red Tree*, though deceptively simple in text, is an amazingly complex book with powerful images. Is appropriate for grades 7 and 8 (and high school). Read the book. Having the students respond individually, ask, What is the colour of hope? What is the colour of inspiration? What is the texture of despair? What is the shape of darkness? What is the smell of loneliness? What is the feel of belief? Using soundscaping (used to create atmosphere, combine sound, voice, and/or instruments to establish a particular effect. One person can be called upon to orchestrate the piece by varying tone and volume. *The Treasure Chest* - second edition), add a sound track to either the book or the images evoked by the questions the students answered. Discussion can then take place on the impact of the images in this book. How did it leave them feeling?

*Fox* is a complex book of friendship, jealousy, desire and loneliness. Read the book. Choose three students to role play dog, fox and magpie. Using hot-seating/interviewing (characters in role allow

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themselves to be questioned by the rest of the group. The Treasure Chest - second edition) have the class ask questions that they have about the emotions and motivations of the characters (not the actual events).

**Dream, The Spyglass and The Tower:**

Achieving wishes and dreams/belief in yourself

Read one or a combination of the books. Using the directions on the website for the book Dream, (<http://www.legacyproject.org/kits/drstarsimple.html> - also in resource folder), create stars with the students. The stars need to be filled with messages of hope, dreams, or lessons learned from the books. If you are going with dreams, have the students interview younger students in the school, teachers and their parents. Look for the cycle talked about in the book and hang the stars accordingly. Using brightly coloured paper would add to the effect. Starter sentences could be used (I believe in..., I have faith in..., I wish that..., To be great you have to...)

**The Three Questions:**

Compassion and understanding importance

Read the story. Discuss the impact of the answers that Nikolai received from his friends and Leo. Using the chart (the Three Questions in resource folder), have the students choose three recent incidents and individually answer the questions based on what they gained from the book and what they consider important. Use situations that are important to the students, events that happened at school, home, in the community, in the world.

**Way Home and Crack in the Wall:**

Poverty and homelessness

Depending on where you are teaching, this could be a social justice issue or the reality of some of your student's lives.

Read one or both of the stories.

\*What is the importance of hope in both stories?

\*What is the impact of having someone or something to share time and experience with?

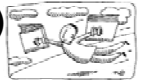
\*How do you think Shane (Way Home) feels about living on the street? This is a sensitive issue and must be approached carefully. Challenge the students to be aware and think about Shane and how he would respond. What would be accepted gratefully and what would seem like intrusion? There are not any correct answers and the question is meant to demonstrate how complex the situation is.

\*What is our moral obligation to those with little or nothing? How do we proceed?

**If Sarah Will Take Me:**

Risk assessment/consequences

The main voice in this book is that of Robb Dunfield, injured in a fall at the age of 19 while at a party. It is both a cautionary tale and a celebration of life. Read the book. Discuss risks and consequences of actions (both short term and long term). What needs to be considered before taking action. What is my personal risk radar? How much am I willing to risk? How will I deal with the consequences? What are the consequences?



## Adaptations

## Resources



**Belonging and Beliefs**

Belonging.doc



**Choice/Consequence Chart**

Riding the Tiger.cwk



**Guess What? - stereotyping**

Witches.cwk



**The Three Questions**

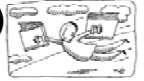
The Three Questions.doc



**Legacy (for book Dream)**



**Community Centre Youth Programs**



## **Everybody Loves A Story**

### **Subtask 3**

## **Picture Books for the Junior/ Intermediate Student An Integrated Unit for Grade 4/5/6/7/8/9**

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### **Notes to Teacher**

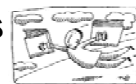
Many of the issues dealt with in this subtask are of a sensitive nature. First ascertain how sensitive the issues are in the school community or classroom community.

- \*Bullying, gangs
- \*depression, loneliness
- \*poverty, homelessness
- \*stereotypes
- \*accepting differences
- \*valuing individuality

Based on this assessment decisions will need to be made on the approach, content and context of the discussions and exploration. Remain sensitive to the outcomes the discussions may provoke and be prepared to offer help or seek assistance for students who come forward with problems and concerns.

### **Teacher Reflections**





## Everybody Loves A Story

### Picture Books for the Junior/ Intermediate Student An Integrated Unit for Grade 4/5/6/7/8/9/10/11/12

#### Description

When launching into literary explorations of various genres (poetry, dramas, use of language, classical fiction, folklore and fairy tales and the origins of nursery rhymes) it is useful to introduce the topic through picture books. The selection of picture books available in these areas is not limited to the books attributed to this subtask, but are just a representative number of those available. By using the picture book format to introduce the concepts a strong visual link is established with the concept. For certain intelligences this is a powerful learning tool.

Most of these activities require more than one period and should be explored over time. They do offer possibilities for partnering with the classroom teacher.

#### Expectations

- 4e27 • read a variety of fiction and non-fiction materials (e.g., short novels, myths, biographies, short articles) for different purposes;
- 4e30 • state their own interpretation of a written work, using evidence from the work and from their own knowledge and experience;
- 4e42 – identify various forms of writing and describe their main characteristics (e.g., poems often have verses; novels are often divided into chapters);
- 4e43 – use their knowledge of the organization and characteristics of different forms of writing to understand and use content;
- 4e55 • express and respond to ideas and opinions concisely and clearly;
- 5e1 • communicate ideas and information for a variety of purposes (e.g., to present and support a viewpoint) and to specific audiences (e.g., write a letter to a newspaper stating and justifying their position on an issue in the news);
- 5e2 • use writing for various purposes and in a range of contexts, including school work (e.g., to summarize information from materials they have read, to reflect on their thoughts, feelings, and imaginings);
- 5e25 • explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience;
- 5e29 – describe a series of events in a written work (e.g., in a novel or a history book), using evidence from the work;
- 5e30 – describe how various elements in a story function (e.g., plot, characters, setting);
- 5e31 – make judgements and draw conclusions about the content in written materials, using evidence from the materials;
- 5e32 – begin to identify a writer's or character's point of view;
- 5e35 – identify various forms of writing and describe their characteristics (e.g., science fiction, biography, mystery stories);
- 5e36 – use their knowledge of the characteristics of different forms of writing to help them select the appropriate

#### Groupings

Students Working As A Whole Class  
Students Working In Pairs  
Students Working In Small Groups  
Students Working Individually

#### Teaching / Learning Strategies

Collage  
Improvisation  
Literature Circles  
Mask Making  
Reader's Theatre

#### Assessment

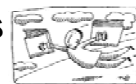
After having engaged in the various activities relevant to your needs, have the students present their understandings through a dramatization of a story, either in print or created by the students. Ask that they emphasize the important new understandings that they have gained.

#### Assessment Strategies

Performance Task

#### Assessment Recording Devices

Rating Scale



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- materials for a specific purpose (e.g, short story, article in a reference book);
- 5e46 • ask and answer questions on a variety of topics to acquire and clarify information;
  - 5e47 • communicate a main idea about a topic and describe a sequence of events;
  - 5e48 • express and respond to ideas and opinions concisely, clearly, and appropriately;
  - 5e55 – use vocabulary learned in other subject areas in a variety of contexts;
  - 5e56 – use appropriate words and structures in discussions or classroom presentations;
  - 5e57 – identify appropriate uses for slang and colloquial language;
  - 5e59 – use tone of voice, gestures, and other non-verbal cues to help clarify meaning when describing events, telling stories, reading aloud, making presentations, stating opinions, etc.;
  - 6e1 • communicate ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g., write the instructions for building an electrical circuit for an audience unfamiliar with the technical terminology);
  - 6e23 • read a variety of fiction and non-fiction materials (e.g., novels, short stories, poetry, myths, articles) for different purposes;
  - 6e30 – identify the elements of a story and explain how they relate to each other (e.g., ways in which development of character and plot are interrelated);
  - 6e49 • communicate a main idea about a topic and describe a sequence of events;
  - 6e50 • express and respond to a range of ideas and opinions

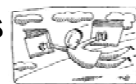
## Teaching / Learning

### Jabberwocky (both versions):

Read the words of Lewis Carroll's famous poem first and discuss where it came from (see website recommendation). Brainstorm what images come to mind with the words. At this point you could have the students draw or collage their interpretations. In terms of linking to the language curriculum it would be appropriate to discuss how meaning is being made even though the words are not in our lexicon. Introduce the two interpretations of the poem made by Base and Jorisch (using a data projector and scanned images juxtaposed from each book or read each one separately) discuss and analyse the impact of the differing images (a Venn diagram has been created for this purpose). Does the image alter the perception of the reader? Do the books seem to have a similar message? Can impact of a work be manipulated by image? What significance does this have when considering the proliferation of messages through media?

### Monkey Business:

Essentially a humorous look at idioms in the English language it offers many possibilities for drama and exploration of language (ESL students would be a particularly interesting audience for this book). Before reading the book and using Tableaux (students use their bodies to create frozen pictures which crystallize a key moment, idea or theme - The Treasure Chest - second edition) have the students illustrate an idiomatic expression (or several). Read the book. Ask for personal experiences when an interpretation of language was literally applied when an idiom was meant. This book lends itself easily to writing and illustrating a student book, having ESL students create their interpretations of idioms, or



## Everybody Loves A Story

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illustrating books of idioms in other languages as extension activities.

#### Under the Spell of the Moon: (poetry from around the world)

Many of the world's great illustrators have donated their art work based on the text of their choice drawn from their childhood and culture. The text is in the language of origin with an English translation on the same page. It offers a wonderful opportunity to look at the power of story and rhyme across cultures.

Possible questions: What are the similarities of text choices? what are the differences? How are the illustrations linked to the text? Are there links to English rhymes in some of the poems (as in the various folktales that are found in cultures around the world - e.g. Cinderella)? Do we relate to all of the poems in the same way as the illustrator? Do you feel some of the illustrations clash with the text? Are some of the illustrations more evocative than others? Using the poetry from the various cultures of the students (and their parents) create your own illustrated volume of poetry from around the world.

#### Who Killed Cock Robin?:

Nursery rhymes have deceptively simple text and messages, or do they? Most of the common nursery rhymes that we chant today were the political and social commentary and satire of their time. Using this picture book as an introduction, begin to research the origins of the more common nursery rhymes. Be certain to use multiple sources, as there are different interpretations and conjectures as to the exact origins of these poems. In the case of Cock Robin, it has been ascribed as a lament to the loss of Robin Hood (see the website) as well as to the assassination of a politician of that time. How valid is this format in creating and swaying public opinion? Why do they think it was necessary at the time to use this format? How powerful is the linking of image to text in this situation? For an older audience there are many cartoons and books that satirize current political and social situations. Bring these into the mix and then brainstorm current situations that they might use in creating their own rhymes (the sponsorship scandal, using the notwithstanding clause etc.).

#### The Last Resort:

In the course of this book the reader is introduced to some characters from classic literature. Read the book the first time through asking students to think about the characters as the book is being read. Once the book is read, ask for them to identify the various characters and see if they can link them to the books they represent (Huckleberry Finn, Long John Silver etc.) Using the diagramming graphic organizer divide the class into groups and give each group one of the organizers and one character. The students then fill in everything that they know about that character, book and author. From there introduce the books that are in the library (or borrowed from the public library) and have the students gather more information about the book (use the synopsis, author information, reviews from online sources or magazines). Discussion - what impact do these characters have on our literary heritage? Why are they important and why do you think they were included in this picture book?

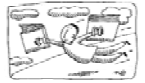
#### A Midsummer Night's Dream and The Boy, The Bear, The Baron, The Bard:

Suggested for Grade 7 and 8 (possibly high school)

Both of these books draw on the rich literary heritage of Shakespeare, one giving a rendition of a popular play of Shakespeare's into a picture book format using current language. The other is a wordless book involving time-travel and meeting with the bard himself. Choose a sequence of illustrations in either book and have the students write the story to accompany them. Be certain that the students are aware of the setting of Elizabethan England prior to beginning this task. Once the stories are completed, read aloud A Midsummer Night's Dream, how closely did your imaginings match those of Shakespeare? Discuss how Shakespeare's writings were commentaries of his time. Did the students use this format to comment on our time? How would you go about doing that? Dramatize the stories submitted for The Boy, The Bear, The Baron, The Bard. How different and how alike were they?

#### Coyote's New Skin:

Read the book to the class. Using Reader's Theatre, assign parts and perform the book with the class. Ask the individual students to consider the voice they will use for the animal parts. Why do they choose that particular interpretation? If time permits, have each student prepare a mask for their character, go beyond the obvious, what does their character represent (greed, innocence, cunning, anger etc.)?



## Everybody Loves A Story

### Picture Books for the Junior/ Intermediate Student An Integrated Unit for Grade 4/5/6/7/8

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Link this experience with how folktales, porquoi tales and fables have a long established history of using personification. Discuss why this might be. What is the advantage? What is the impact? Why is it important?

## Adaptations

## Resources



**Jabberwocky-Comparing Interpretations**

Jabberwocky.cwk



**The Last Resort**

Last Resort.cwk



**Jabberwocky, poem and history**



**Origins of Nursery Rhymes**



**Who Killed Cock Robin?**

## Notes to Teacher

Prior Knowledge:

It is important to know what exposure to literature and literary terms and conventions the students have.

\*Depending on their cultural heritage, what is the knowledge of nursery rhymes?

\*Have they been exposed to fables, folktales (oral and written)?

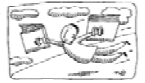
\*What classics in literature are the students aware of?

\*Do they understand the use of personification and the effect of using this tool?

\*What is their knowledge of simile and metaphor?

The answers to these and other similar questions will guide how much background information needs to be given before beginning these lessons.

## Teacher Reflections



# Everybody Loves A Story

## Picture Books for the Junior/ Intermediate Student An Integrated Unit for Grade 4/5/6/7/8/9

### Description

There are a tremendous number of picture books that can be used in conjunction with Social Studies, Geography and History. While many of them will be fictional accounts, they are almost all based on extensive research or established folktales of the cultures they are representing. The use of picture books to launch a unit or introduce a concept allows the images to provide a setting that may not be familiar to the student (ancient civilizations, medieval times, early exploration of Canada etc.) and thereby give a sense of time and place. Picture books can also provide background information and are valid starting points for research projects.

### Expectations

- 4z22 • describe the distinguishing physical features of regions within the provinces and territories;
- 4z24 • demonstrate an awareness of the various relationships (e.g., economic, cultural) within and between Canadian regions.
- 4z40 – formulate questions to facilitate the gathering and clarifying of information on study topics (e.g., effects of physical features such as mountains, hills, plateaus, and valleys on land use; relationships among provinces; trade);
- 4z41 – locate key information about natural resources and their uses (e.g., within the regions of Ontario and Canada) from primary sources (e.g., interviews, classroom visitors, class trips) and secondary sources (e.g., maps, illustrations, print materials, videos, and CD-ROMs);
- 6z1 • identify ways in which the environment molded Canadian Aboriginal cultures;
- 6z4 – demonstrate an understanding of the theories related to the origin of the Aboriginal peoples (e.g., migration and settlement);
- 6z5 – describe the relationship between Aboriginal peoples and their environment (e.g., with respect to food, shelter, cultural practices);
- 6z13 – analyse, classify, and interpret information (e.g., about the concerns of Aboriginal people in contemporary Canada);
- 6z19 – identify the contributions of Aboriginal peoples to the political and social life of Canada (e.g., in music, art, politics, literature, science);
- 7h2 • demonstrate an understanding of how the early French Canadian communities adapted to the challenges of their new land;
- 7h6 – demonstrate an understanding of economic, political, and social life in New France;

### Groupings

- Students Working Individually
- Students Working As A Whole Class

### Teaching / Learning Strategies

- Directed Reading -thinking Activity
- Expressing Another Point Of View
- Historical/geographical Inquiry

### Assessment

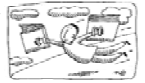
Assessing these activities will likely take place within the context of the unit of study, therefore no formal assessment is recorded here.

### Assessment Strategies

- Portfolio

### Assessment Recording Devices

- Anecdotal Record



## Everybody Loves A Story

### Picture Books for the Junior/ Intermediate Student An Integrated Unit for Grade 4/5/6/7/8/9

## Teaching / Learning

Grade 4: The Provinces and Territories of Canada

C is for Chinook:

This is the first of a series of books to be published on all of Canada's provinces and territories. It is in alphabet format used for many recent books (M is for Maple). There are two lines of text, one more lyrical the other an information bar with research information about that aspect of the province. This is best used as individual reading, as the information bars are long and do not lend themselves to reading aloud. Suggested activity would be a scavenger hunt using this (and hopefully the rest of the series) as a beginning point to research, find five facts about the province that you did not know prior to reading this book.

Grade 6: Aboriginal Peoples and European Explorers

Solomon's Tree, The Lost Island and Chief Seattle Great Chief, The Rabbits:

These three books all are related to this grade 6 subject, but in different ways and meeting different expectations.

The Lost Island is a retelling of Pauline Johnson's tale and was first published in a book of west coast tales in the early 1900s. It connects native beliefs and visions to a vision of the future and the changes that will take place. Read the story. Brainstorm, what are the fears of the native people with regards to the coming of the pale faces? Are they valid? What values did the medicine man want kept safe for his people? Why? How can those values be honoured today?

Solomon's Tree extends the issues brought forward in Lost Island and demonstrates how the beliefs and honour felt for living things is incorporated into everyday life of Tsimpshian. Read the book. Have the students write in role (students write in role as characters in the book to further the drama or reflect on the events, feelings and thoughts generated in the book. The Treasure Chest-second edition). Ask the students to take on the role of the maple tree or the mask. Give voice to the feelings and thoughts of its life. What is its point of view?

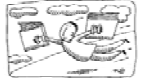
The Rabbits is an allegorical tale that can be interpreted in many ways and for many purposes. The author's main purpose was to promote cultural awareness and a sense of caring for the natural world. Create a T-chart listing the positive and negative effects of European explorers on native life. Read the book, add new knowledge to the T-chart. Using the blackline master, "Good/Bad" as a group relate the experiences of the natives' encounter with the Europeans. For each incident of "bad" experience find a good and bad effect of the encounter and vice/versa.

Chief Seattle is a biography/picture book of Chief Seattle leader of the Suquamish and Duwamish people in the early 1800s. Included in the book is a record (from 1887) of Chief Seattle's address to the officials of the United States government upon learning that his people's land was to be taken and they were to be moved onto reserves. Read the book. Read the speech again. Ask the students to contemplate in silence the import of his words. Ask for them to think of one message that Chief Seattle stated in his speech that they think had the greatest impact. Form a corridor of voices (A character moves through a corridor formed by students who represent the conscience of the character. As they pass through the voices express a range of conflicting thoughts and feelings which need to be considered. The Treasure Chest-second edition). The character passing through the corridor is a representative of "pale faces". The rest of the students are trying to pass on the messages of Chief Seattle. How can we now honour his message? How can we honour native beliefs within our society today? What are the differences of point of view between native beliefs and current practices?

Grade 7: New France

The Flying Canoe:

Caution - pre reading of this is absolutely necessary, there are some veiled references to "lady cousins" that the teacher should be aware of.



## Everybody Loves A Story

### Picture Books for the Junior/ Intermediate Student An Integrated Unit for Grade 4/5/6/7/8/9

This is Roch Carrier's version of "La Chasse-galerie", a French Canadian folktale that first appeared in print in 1892. This is a particularly long tale, and would best be served as reading assignment rather than a read aloud. Before beginning, brainstorm the features (characteristics) of folktales (exaggeration, based on experiences that could not be explained etc.). While the students are reading the book they are to look for the characteristics of the folktale as well as information that they think is correct or based on research of the era. The information can be in the pictures or inferred from the text. Have them use the graphic organizer provided to record the information and then verify the accuracy.

## Adaptations

## Resources



The Flying Canoe - research

The Flying Canoe.doc



Features (characteristics) of Folktales

folktales.cwk



That's Good/That's Bad - The Rabbits

Good Bad Graphic.doc

## Notes to Teacher

Before using any of these books and activities, first ascertain where in the unit of study they would best fit for the flow of learning.

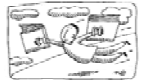
\*What is the prior content that the students would need to have?

\*Should it be used as an opening activity?

\* As a culminating activity?

\*To assess learning or attitudes?

## Teacher Reflections



# Everybody Loves A Story

## Picture Books for the Junior/ Intermediate Student An Integrated Unit for Grade 4/5/6/7/8/9

### Description

Due to greater mobility with professions and a large influx of immigration, many students grow up without day to day contact with grandparents. Due to this and other cultural influences, older people are often marginalized and do not readily interact with today's students. Picture books offer a wonderful opportunity to address the issues of the elderly (loneliness, illness, poverty, abandonment) while also pointing out the benefits of spending more time with them (history, memories, experience). Many schools have implemented intergenerational programs, drawing on the expertise and time that retired people have to invest in the younger generation.

### Expectations

- 4e30 • state their own interpretation of a written work, using evidence from the work and from their own knowledge and experience;
- 4e36 – make inferences while reading;
- 4e37 – make judgements about what they read on the basis of evidence;
- 4e40 – develop their opinions by reading a variety of materials;
- 5e31 – make judgements and draw conclusions about the content in written materials, using evidence from the materials;
- 5e32 – begin to identify a writer's or character's point of view;
- 6e30 – identify the elements of a story and explain how they relate to each other (e.g., ways in which development of character and plot are interrelated);
- 6e34 – identify a writer's perspective or character's motivation;
- 7e34 – make judgements and draw conclusions about ideas in written materials on the basis of evidence;
- 7e35 – clarify and develop their own points of view by examining the ideas of others;
- 8e33 – make judgements and draw conclusions about ideas in written materials on the basis of evidence;
- 8e34 – clarify and broaden their own points of view by examining the ideas of others;

### Groupings

- Students Working As A Whole Class
- Students Working Individually

### Teaching / Learning Strategies

- Analysing Bias/stereotype
- Community Links
- Expressing Another Point Of View
- Reading Response
- Reflection

### Assessment

There is no formal assessment strategies attached to this unit. It is all anecdotal and attitudinal.

### Assessment Strategies

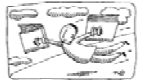
### Assessment Recording Devices

### Teaching / Learning

The Song and Dance Man:

Read the story. Ask, what is the importance of memories and sharing them between grandparents and grandchildren? Have the students individually brainstorm special memories they have shared with their grandparents (or special gifts/times they have spent with their grandparents). Using the "Expressing another point of view" strategy, now ask them what they think those memories meant to their grandparents.





## Everybody Loves A Story

### Picture Books for the Junior/ Intermediate Student An Integrated Unit for Grade 4/5/6/7/8/9/10/11/12

#### The Old Woman who Named Things:

Read the book. What is the nature of loneliness? Why do you think the "old woman" was afraid to name the puppy? Why do you think we never know the "old woman's" name? How do you think you can make a difference to someone who has outlived all that they have loved? Write a reflection log individually, and an action plan as a class.

#### I, Doko:

This book is told from the perspective of a basket. The book is about respect for the elderly and for all that they contributed throughout their lives. Read the story until the page with the text, "Baba, Baba!" Wangal chased after us. His father stopped. "What is it?". Ask the students to brainstorm why they think Wangal is stopping his father. Record their answers. Read the rest of the story. Why is it important to respect and value your elders? How will that look? At this point you can use the blackline master, The Elderly in our society. It is meant to show the balance between the needs and the contributions of the elderly. (It could also be used after having read all of the books).

#### The Goat Lady:

This book deals with several issues, perceptions (and stereotypes) of the elderly, the contributions made by one person, the support system (meals on wheels, church support in shopping, community involvement) and friendship. Read the book. Ask the students to fill in the blackline master "The Goat Lady" individually. Come back together and compare the results. What are Noelle's needs? Her contributions? Why did perceptions of her in the community only change when someone valued her enough to paint her? Is this right? What does that say about our perceptions and values?

There is another blackline master attached to this unit and used with I, Doko. It could also be used with any of the other books as well as a beginning activity (to ascertain attitudes) or ending activity. There is also a website attached in the resource section of this subtask, that links to a LinkAge 2000. It is all about educating students and teachers about the needs of the elderly. There is also an online survey concerning the attitudes of students towards the elderly (<http://library.thinkquest.org/10120/cgi-bin/database.cgi>) located on this site.

## Adaptations

## Resources



The Goat Lady

The Goat Lady.cwk

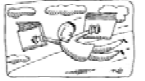


The Elderly in our society

Contributions and Needs.cwk



LinkAge 2000-a website about understanding ageing



## Everybody Loves A Story

### Picture Books for the Junior/ Intermediate Student An Integrated Unit for Grade 4/5/6/7/8/9

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#### Notes to Teacher

The books and ideas in this subtask can and should be woven into many areas of the curriculum. If your school is involved in intergenerational programs some of these books would make a wonderful launching point at the beginning of the sessions, but it is also a good thing to revisit on a regular basis. The online survey could be completed at several points, to see if there has been an attitudinal shift by the students after having worked with and enjoyed the company of older people.

Areas of sensitivity:

- \*the relationships enjoyed with grandparents will span the spectrum from no relationship to being raised by their grandparents.

- \*cultural norms

- \*language barriers (ESL and slang)

#### Teacher Reflections

# Everybody Loves A Story

## Picture Books for the Junior/ Intermediate Student An Integrated Unit for Grade 4/5/6/7/8/9

### Description

Although different types of books will be used in introducing art concepts, picture books are an important tool in introducing artists, works of art and historical background. The curriculum addresses techniques in art but it is also important to embed an appreciation and understanding of the impact that art has on society and individuals. Picture books can offer that perspective while also putting the artist and his/hers work into an historical perspective.

### Expectations

- 4a33 • describe their interpretation of a variety of art works, basing their interpretation on evidence from the works (i.e., on ways in which an artist has used the elements of design for expressive purposes) and on their own knowledge and experience;
- 4a34 • use correctly vocabulary and art terminology associated with the specific expectations for this grade.
- 4a36 – identify the emotional quality of lines (e.g., smooth, flowing, horizontal lines create a feeling of peace and harmony; sharp, jagged, vertical lines create a feeling of energy and unease);
- 4a46 – describe how a variety of artists working in different styles and media and in different historical periods have used the elements of design and/or tools, materials, and techniques of their art (e.g., describe buildings made in different historical periods, such as the CN Tower, a Native longhouse, and the Parliament Buildings in Ottawa, and show how the availability of certain materials influenced the designers or architects);
- 4a47 – explain how the elements of design are organized in a work of art to communicate feelings and convey ideas (e.g., explain that, by painting a picture using a monochromatic colour scheme for all the houses on a street except one, the artist has conveyed the idea that all of these houses are uniform and that the one in a different colour is unique);
- 4a48 – state their preference for a specific work chosen from among several on a similar theme, and defend their choice with reference to their own interests and experience and to the artist's use of the various elements of design (e.g., the artist's repeated use of lines, colours, and shapes create patterns that convey a sense of harmony and formality).
- 5a27 • define the elements of design (colour, line, shape, form, space, texture), and use them in ways appropriate for this grade when producing and responding to works of art;
- 5a28 • describe their interpretation of a variety of art works, basing their interpretation on evidence from the works (especially on ways in which an artist has used the elements of design to clarify meaning) and on their own knowledge and experience;

### Groupings

Students Working In Small Groups  
Students Working As A Whole Class

### Teaching / Learning Strategies

Collage  
Panel Discussion

### Assessment

Assessing these activities will likely take place within the context of the unit of study, therefore no formal assessment is recorded here.

### Assessment Strategies

Portfolio

### Assessment Recording Devices

Anecdotal Record



## Everybody Loves A Story

### Picture Books for the Junior/ Intermediate Student An Integrated Unit for Grade 4/5/6/7/8/9/10/11/12

- 5a31 – describe how line may be used to define shapes and forms and to create movement and depth;
- 5a32 – identify how the shading of shapes can be used to create the illusion of depth (e.g., create a spherical form by shading one side of a circle);
- 5a33 – identify negative and positive shapes in works of art and the environment (e.g., shapes created by both the branches of a tree and the spaces between the branches);
- 5a42 – compare works on a similar theme (e.g., seasons) from various periods and cultures, and describe the impact of time and location on style (e.g., The Red Maple by A.Y. Jackson; The Harvesters by Pieter Brueghel the Elder; and an Egyptian fresco, The Fields of the Blest);
- 5a43 – describe the connection between an element of design and a specific artistic purpose, using appropriate vocabulary (e.g., the artist has used soft colours and circular shapes to emphasize the loving relationship between the mother and child);
- 5a44 – defend their preference for specific art works with reference to at least three elements of design (e.g., the artist's use of curved lines to show movement, shading to create the illusion of texture, and colour to define form communicates a feeling of excitement).
- 6a41 – compare works from various periods and cultures, and describe how the artists have used the elements and principles of design (e.g., compare ceremonial headdresses and masks by traditional Haida artists with

## Teaching / Learning

Great Names Series: Van Gogh, Da Vinci, Toulouse-Lautrec

These vividly illustrated biographies could be used throughout the junior and intermediate level to introduce great artists of our time. Instead of just asking students to research a famous artist, inviting regurgitation, perhaps students could be asked to research a given artist with the intent of nominating that artist into a "hall of fame". Student would then have to not only know about the artist but also develop an argument to persuade a panel that their artist deserves a place in the "art hall of fame".

### Dan's Angel & The Stolen Smile

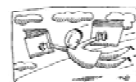
These two books look at the stories famous paintings were meant to tell. In Dan's Angel we are taken on a tour of some of the world's most famous paintings and given insight to their meaning. It speaks to the symbolic nature of art and its interpretive quality. Its ability to speak different stories to different people at different times throughout history. Both books also examine the importance of art to our society. How it not only makes a statement about the society in which it was created but also helps to define our current day society. Note the panic French citizens exhibited when they learned of the missing Mona Lisa. Would the disappearance of this painting cause the same panic today? These books look at masterpieces, all created many years ago, what are the masterpieces of current day? Who are the artists that are helping to encapsulate our current day society for future generations to marvel? These books could be used to foster discussion, to launch inquiry into artists (past & present) or to teach style and technique (impressionism) for students to experiment.

# Everybody Loves A Story

## Picture Books for the Junior/ Intermediate Student An Integrated Unit for Grade 4/5/6/7/8

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**Art**  
Subtask 7



### Adaptations

### Resources



Virtual Museum of Canada



Royal Ontario Museum for Kids



National Gallery of Art (Washington)

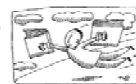


A. Pintura art detective

### Notes to Teacher

Consider when planning these types of activities including trips to art galleries and museums to introduce the students to masters as well as little known artists and their work. Decisions need to be made as to whether this is best accomplished at the beginning, middle or end of an unit of study. If accessibility is an issue to these facilities, the internet now offers amazing virtual field trips, see the resource list in this section for some sites.

### Teacher Reflections



# Everybody Loves A Story

## Picture Books for the Junior/ Intermediate Student An Integrated Unit for Grade 4/5/6/7/8

### Description

Picture books are a natural way to introduce science concepts. The books in this section are just a small sample of books available to illustrate science concepts in grade 4, 5 and 6. With the complexity of concepts being discussed at this level, it is important to have strong images and concrete experiences for the students. The picture books offer the strong images and the activities with these books are hands on, allowing the students to discover and think critically about the concepts being presented.

### Expectations

- 4s1 • demonstrate an understanding of the concepts of habitat and community, and identify the factors that could affect habitats and communities of plants and animals;
- 4s2 • investigate the dependency of plants and animals on their habitat and the interrelationships of the plants and animals living in a specific habitat;
- 4s4 – identify, through observation, various factors that affect plants and animals in a specific habitat (e.g., availability of water, food sources, light; ground features; weather conditions);
- 4s5 – classify organisms according to their role in a food chain (e.g., producer, consumer);
- 4s6 – demonstrate an understanding of a food chain as a system in which energy from the sun is transferred eventually to animals, construct food chains of different plant and animal species (e.g., carrot -> rabbit -> fox), and classify animals as omnivore, carnivore, and herbivore;
- 4s12 – use appropriate vocabulary, including correct science and technology terminology, in describing their investigations, explorations, and observations (e.g., habitat, population, ecological niche, community, food chain);
- 4s15 – describe ways in which humans are dependent on plants and animals (e.g., for food products, medicine, clothing, lumber);
- 4s17 – construct food chains that include different plant and animal species and humans (e.g., grass -> cattle -> humans);
- 4s20 • demonstrate understanding that certain materials can transmit, reflect, or absorb light or sound;
- 4s23 – recognize and describe how different materials affect light (e.g., water and prisms bend light as it passes through them; mirrors and polished metals reflect light);
- 4s30 – formulate questions about and identify problems related to the ways in which materials transmit, reflect, or absorb sound or light, and explore possible answers or solutions (e.g., predict and verify the size, shape, and location of shadows from a given light source, or the types of materials that will make ringing sounds when struck);
- 4s36 – identify transparent, translucent, and opaque materials used in objects in the immediate environment, and evaluate whether the ability of these materials to

### Groupings

- Students Working As A Whole Class
- Students Working In Small Groups

### Teaching / Learning Strategies

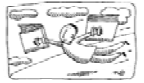
- Brainstorming
- Classifying
- Scientific Method

### Assessment

The method of assessment will vary according to the planning with the classroom teacher and incorporation of these activities into the curriculum unit. As these lessons are not meant to stand alone, but to be a part of a larger unit, no specific assessment strategies or recording devices are noted.

### Assessment Strategies

### Assessment Recording Devices



## Everybody Loves A Story

### Picture Books for the Junior/ Intermediate Student An Integrated Unit for Grade 4/5/6/7/8/9/10/11/12

- transmit, reflect, or absorb light enhances the objects' usefulness (e.g., usefulness of translucent white plastic shopping bags versus opaque paper shopping bags; use of coloured glass to preserve food or drink from light);
- 5s105 • demonstrate an understanding of the major climatic factors and patterns associated with weather;
- 5s107 • examine how weather forecasts influence decisions concerning human activity and how humans have adapted to a variety of weather conditions.
- 5s109 – recognize large-scale and local weather systems (e.g., fronts, air masses, storms);
- 5s123 – describe ways in which weather conditions affect the activities of humans and other animals (e.g., people refrain from strenuous physical activity in extreme heat; farmers plant crops when the soil is moist; animals hibernate in extreme cold);
- 5s124 – explain how climatic and weather conditions influence the choice of materials used for building shelters (e.g., bricks are often used for building in cold climates, stone and marble in warmer climates);
- 5s125 – explain how advances in technology and science have enabled humans to make predictions about the weather (e.g., microwave beams are used to reflect cloud cover; satellite images of the earth allow us to track weather patterns on a larger scale than was previously possible);

## Teaching / Learning

Grade 4

Science: Life Systems - Habitats and Communities

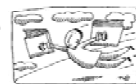
Science Verse

The Science Verse can be used throughout the grades to introduce many key science curricular topics, in this case, read Food Chain (read to the tune of I've been working on the Railway).

Brainstorm with students some of the key vocabulary and concepts introduced in the poem.

Such as: Green plants as energy  
Consumer  
Producer  
Predator  
Prey  
Hierarchy

Students can be given roles, some of examples of producers, others of predators, prey, and consumers. They can then arrange themselves into possible food chains. Once formed the groups could then explain their food chain and how it works. Challenge students to team up with different people to create a second food chain, and explain. Have students discuss what they noticed about the food chains they created and the others they heard about, what was common to all, what was different? Help students identify that all food chains begin with producers as their base (the pyramid example illustrates this well because it is easy to visualize the importance of plants, as they have the biggest section of the pyramid). Have students identify what role they were playing in the food chain based on their given role and have them tape/place that role in the appropriate level of the food chain pyramid.



## Everybody Loves A Story

### Picture Books for the Junior/ Intermediate Student An Integrated Unit for Grade 4/5/6/7/8

#### Horseshoe Crabs and Shorebirds

Before reading *Horseshoe Crabs and Shorebirds* review with students the key roles involved in any food chain, record for visual reference. Ask them to keep these roles in mind while you read the book and to try to have an example of each role from the true account presented in the book. Read the book. After reading recreate the food chain presented in the book. Discuss the importance of each step and what would happen without that role. Read the second paragraph on the inside flap of the book jacket. Have students reflect on what could happen if something is not done to protect the horseshoe crab population.

#### Nature in the Neighborhood

Arrange to have students investigate habitats/communities in their school yard or neighbourhood. Before the field trip read *Nature in the Neighborhood*. Discuss the meaning of habitat and look for illustrations in the book of some adaptations the animals have had to make in order to live in a rural environment. Discuss with the students if they have ever seen any of the illustrated animals in their community. Take students on the field trip provide them with field notebooks for note taking. Have students record in words or drawings the variety of living things they can find, along with any pertinent information such as location seen, actions, etc..... (In the case of plants, rubs can be taken of bark and leaves but no actual samples should be removed. Be aware of any allergies or poisonous plant that maybe present in your area)

Once back in the classroom have student work in small groups to classify plants and animals they have observed, using tally charts, graphs and tables, according to similarities and differences in shape, location...etc. Have identification keys available for this activity. Once all observed specimens are classified each group can then take a closer look at a specific habitat and/or species. For example a group could choose to present their findings on insects and the different insects found in various habitats, those found in the ground, on the ground, those found in shrubs, trees etc.

#### Matter and Materials - Materials That Transmit, Reflect, or Absorb Light or Sound

##### Theodoric's Rainbow

Ask students what they have heard/observed about rainbows. Have they ever heard that there is a pot of gold at the end of a rainbow? Have they ever seen a rainbow after/during a rain shower? Establish a class KWL chart with a list of things they already know or have heard about rainbows. Read *Theodoric's Rainbow*. Discuss what the friars thought they knew about rainbows was it similar to some of their initial thoughts? Discuss Theodoric's findings and his procedure. Allow students, in small groups, to investigate the bending property of light through water by conducting simple experiments much like Theodoric did. Have students record their findings in chart form. Students can then present their group conclusions to the class. A whole class demonstration by the teacher may be necessary if all groups were not successful in duplicating Theodoric's experiment. Once all students have seen and discussed the bending property of light and its effect on the colour emitted have students consider the difference between water and mirror. If water absorbs light and bends it, what do mirrors do? Students can collaborate to write up a hypothesis of how they think a mirror will affect light. Once all have created a hypothesis have them investigate their predictions through simple experiments with light and mirror.

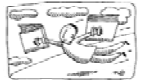
This book could also be used in a Social Studies unit on Medieval Times to introduce the scientific thinking of the time.

#### Grade 5: Earth and Space Systems - Weather

##### The Daily Disaster: Real-Life Stories of 30 Amazing Disasters

This book takes an interesting look at 30 disasters and how the stories were conveyed through print in newspapers from 1871 to 1999. Although not all the stories pertain to weather, many do as natural disasters make big headlines for media. There are weather accounts of tsunamis, hurricanes, volcanoes, earthquakes, tornadoes, floods, dust bowls, avalanches etc. An interesting activity would be to compare the focus of a story from the book to a current day newspaper account of a similar event. Has the focus





## Everybody Loves A Story

### Picture Books for the Junior/ Intermediate Student An Integrated Unit for Grade 4/5/6/7/8

of media shifted over time? What role does the media play? Then? Now? How has the weather impacted on our lives over time?

Grade 6: Life Systems - Diversity of Living Things

Tree of Life

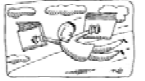
This book lends itself well as a jumping off point for research inquiry. Ideally it would be taught in partnership (teacher & teacher-librarian). A teacher to the class as a whole could teach one of the 5 main branches as a modeled inquiry. For their independent research, students could be divided into four groups, each group investigating one of the remaining 4 branches. The students could be learning the research process step by step with the modeled branch, while simultaneously working on their own with their group implementing the skills learned. Special attention will need to be placed on teaching information organization skills such as flow charts and tree diagrams. Once complete, information could be presented as a Hyperstudio/Kidpix slideshow or even displayed as a photographic depiction of the 5 branches. It is important that students understand the intrinsic differences that make the branches unique, however it is equally important that they understand the interconnectedness of the branches and the story they tell about biodiversity and life on Earth. The book could be read straight through or visited in chunks throughout the process.

Albert Einstein: Scientist - Theory of Relativity

This biography could be used with many grade level science curriculum. Its wonderful illustrations and simple text makes it a student friendly reference when researching scientific greats of our time.

## Adaptations

## Resources



## **Everybody Loves A Story**

### **Picture Books for the Junior/ Intermediate Student   An Integrated Unit for Grade 4/5/6/7/8**

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#### **Notes to Teacher**

The activities for the books have deliberately been chosen to be hands on and investigative, in order to make the learning experiential. Students need to have many concrete opportunities in science to be involved in their learning, especially at the junior and intermediate level where content is becoming more complex.

Before using any of these books and activities, first ascertain where in the unit of study they would best fit for the flow of learning.

\*What is the prior content that the students would need to have?

\*Should it be used as an opening activity?

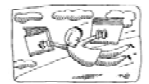
\* As a culminating activity?

\*To assess learning or attitudes?

#### **Teacher Reflections**

# Everybody Loves A Story

Subtask 9



## Picture Books for the Junior/ Intermediate Student An Integrated Unit for Grade 4/5/6/7/8

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### Description

As each of these subtasks are meant to be used on their own, there is no culminating task as such. It might be interesting, though, to have assessed the attitudes of the students prior to beginning to use picture books and again at the end of the year. Have the students substantially changed their minds about the impact and importance of picture books? Would they now make more use of the picture book format than before? Are the students more willing to engage in learning when introduced to the concepts by a well selected picture book?

### Expectations

#### Groupings

#### Teaching / Learning Strategies

#### Assessment

Students will see the relevance and impact of images on information acquisition and be able to use the picture book format to convey their learning, influence opinion, or sway an audience.

#### Assessment Strategies

#### Assessment Recording Devices

### Teaching / Learning

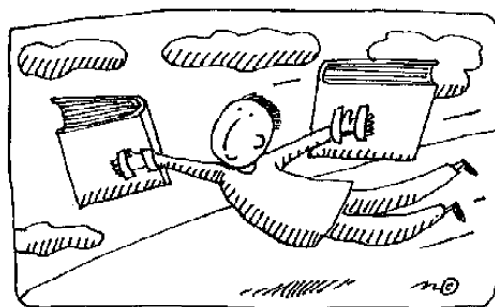
### Adaptations

For special needs students, read the story to the individual after having read it to them within the group. Be prepared to return to the story again.

### Resources

### Notes to Teacher

### Teacher Reflections



# **Appendices**

## **Everybody Loves A Story**

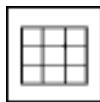
### **Picture Books for the Junior/ Intermediate Student**

**Resource List:**  
**Blackline Masters:**  
**Rubrics:**  
**Unit Expectation List and Expectation Summary:**  
**Unit Analysis:**



# Everybody Loves A Story

## Picture Books for the Junior/ Intermediate Student An Integrated Unit for Grade



### Rubric

#### ☐ Children and conflict

ST 1

2



### Blackline Master / File

#### ☐ Awareness and Action

ST 1

Awareness and action.doc

Using the venn diagram with three intersecting circles place the characters of Rose Blanche, the girl in Krasinski Square and Helen, compare how aware the girls were of the situation and what actions they took. When discussing this, what do the students think they would do in a similar situation? How do they feel about inaction. Do they feel that children have an obligation to act according to their beliefs and sense of right?

#### ☐ Belonging and Beliefs

ST 3

Belonging.doc

Using these questions, or designing those suitable to your students, use this as a beginning tool to assess attitudes to gangs. It is meant to be anonymous.

#### ☐ Choice/Consequence Chart

ST 3

Riding the Tiger.cwk

Create a sequence of events chart with the class from the book. Each student is to imagine that they are Danny and they will be making personal choices at each stage of the book (there are more choices than are stated in the book). Have them write in their choice and what they think the consequence will be of that choice.

#### ☐ Features (characteristics) of Folktales

ST 5

folktales.cwk

This is meant to be done by the class as a whole, but each student is responsible for recording the information for use while reading the story. Brainstorm the features (characteristics) of folktales, record the information.

#### ☐ Guess What? - stereotyping

ST 3

Witches.cwk

If doing this as individual work, have the student fill in an attribute for witches on each line around the circle with "what I know about witches".

#### ☐ Heroes (Venn Diagram)

ST 1

Heroes.cwk

Using a venn diagram compare and contrast the heroes in the stories "A Hero and the Holocaust" and "The Yellow Star". Using the completed diagrams to discuss the experiences of the two individuals. Create an attribute chart of what constitutes a hero. Who are some modern day heroes.

#### ☐ Jabberwocky-Comparing Interpretations

ST 4

Jabberwocky.cwk

In analysing the two interpretations of Jabberwocky it is important to discuss the emotional and intellectual response to the images in order to extrapolate how images persuade and affect our reactions.

#### ☐ Red Land Yellow River

ST 2

Red Land Yellow River.cwk

Using this chart, sequence Ange's changes in attitudes and journey of self-discovery through the book. In an extension activity, have the students fill one in for themselves to chart how they have developed their ideas of personal freedom and if current events or the picture book studies have had an impact on that journey.

#### ☐ That's Good/That's Bad - The Rabbits

ST 5

Good Bad Graphic.doc

This activity (to be done as a whole class) is meant to point out that to every experience (both good and bad) positive and negative things can happen. It will need direction from the teacher-librarian and involves higher level thinking skills. This graphic organizer was adapted from the book "Information Power Pack: Intermediate Skillsbook" by Carol Koechlin and Sandi Zwaan, full information can be found in the main resource section of this document.

#### ☐ The Elderly in our society

ST 6

Contributions and Needs.cwk

This blackline master can be used as a culminating tool, beginning brainstorm, or with any of the books individually. It is meant to bring the students to an understanding that there is a balance between the needs and contributions that the elderly bring to society.

#### ☐ The Flying Canoe - research

ST 5

The Flying Canoe.doc

Using the attached framework, ask the students to locate six things they feel are historically correct or based on research. Ask them to find information that either confirms or denies that idea and to record the source of the information.

#### ☐ The Goat Lady

ST 6

The Goat Lady.cwk

This diagram is aimed at looking at the ways Noelle (the goat lady) has contributed and continues to contribute to her community. It is meant to be the beginning of a conversation about attitudes and stereotypes about the elderly.

#### ☐ The Last Resort

ST 4

Last Resort.cwk

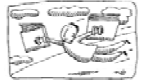
Have groups of students work on what they know (from book and prior knowledge) about the various characters that were in The Last Resort. Continue to add to this diagram as the students research the characters.

#### ☐ The Sugihara Story

ST 1

Sugihara.cwk

Using the fishbone organizer, determine the four main causes of the situation (two have been provided, but the form can be edited) and the consequences of these causes which lead to the effect of people being saved from internment and or death.



# Everybody Loves A Story

## Picture Books for the Junior/ Intermediate Student An Integrated Unit for Grade

### ☐ The Three Questions

The Three Questions.doc

This gives the students a chance to ask themselves the three questions applying it to real life scenarios. There are no right answers and the events can be as varied as the students in the class.

ST 3

### ☐ Uses of Picture Books

picture book uses.cwk

Two uses, before beginning to discuss picture books, ask each student to fill in the brainstorm web about uses of picture books. After some time has been spent using the picture books to stimulate debate, discussion and critical thinking, have the students fill them in again. Compare the responses from before and after

Unit



## Print

### ☐ 1: A Hero and the Holocaust

Adler, David A. illustrator Farnsworth, Bill  
ISBN 0-8234-1548-1

This book documents the life of Janusz Korczak and his attempt to care for Jewish orphans in the Warsaw Ghetto during WWII. A remarkable story of courage in midst of horror.

Unit

### ☐ 1: Erika's Story

Vander Zee, Ruth illustrator Innocenti, Roberto  
1-56846-176-3

A woman recalls how she was thrown from a train headed for a Nazi death camp in 1944, raised by someone who risked her own life to save the baby's, and finally found some peace through her own family.

Unit

### ☐ 1: Memorial

Crew, Gary illustrator Tan, Shaun  
ISBN1-894965-08-6

Wartime recollections of three generations concerning a memorial tree that is in danger of being cut down by the local government. The book examines the concepts of respect and remembrance.

Unit

### ☐ 1: Old Turtle and the Broken Truth

Wood, Douglas illustrator Muth, Jon J.  
ISBN 0-439-32109-3

A story about love, acceptance, conflict and the nature of truth.

Unit

### ☐ 1: One More Border

Kaplan, William illustrator Taylor, William  
ISBN 0-88899-638-1

This is a story of one family's flight to freedom from Europe with the help of Mr. Sugihara, a Japanese diplomat. Included in the text are information boxes and photos from that time.

Unit

### ☐ 1: Passage to Freedom: The Sugihara Story

Mochizuki, Ken illustrator Lee, Dom  
ISBN: 1-880000-49-0

Here is the authorized true story of Chiune Sugihara, the "Japanese Schindler", who saved thousands of Jews during World War II. "Passage to Freedom" tells Sugihara's heroic story, highlighting his courageous humanity and the importance of a child's opinion in his father's decision.

Unit

### ☐ 1: Prayer for the Twenty-first Century

Marsden, John design and graphics: Beckett, Barbara  
ISBN 1-887734-42-2

Using photos and graphic design to illustrate a compelling text, this book could be used to promote both peace and social justice. It is a message for all ages.

Unit

### ☐ 1: Rose Blanche

Gallaz, Christophe illustrator Innocenti, Roberto  
ISBN 1-56846-189-5

A story of a young girl in Germany and how a child experiences war without really understanding it.

Unit

### ☐ 1: Star of Fear, Star of Hope

Hoestlandt, Jo illustrator Kang, Johanna  
ISBN 0-8027-8373-2

This story takes place in France in WWII and describes the experience of two girls, one Jewish, one not, and the impact on their friendship.

Unit

### ☐ 1: the Butter Battle Book

Seuss, Dr.  
ISBN 0-394-86580-4

With whimsical illustrations and rhyming text, the futility of conflict and war over ideology is portrayed.

Unit

### ☐ 1: The Butterfly

Polacco, Patricia  
ISBN 0-399-23170-6

A true story of a woman who played a part in the French resistance movement during WWII. It depicts the flight for freedom from France of one family of Jews.

Unit

### ☐ 1: The Cats in Kransinski Square

Hesse, Karen illustrator Watson, Wendy  
ISBN 0-439-43540-4

Set in Warsaw during WWII it depicts the struggle to resist the Nazis.

Unit

### ☐ 1: The Great Peace March

Near, Holly illustrator Desimini, Lisa  
0-8050-5350-6

An illustrated version of a song celebrating the brotherhood of humanity and the possibility of world peace.

Unit

### ☐ 1: The Yellow Star

Deedy, Carmen Agra illustrator Sorensen, Henri  
ISBN 1-56145-208-4

A story about King Christian X of Denmark and how he defied the Nazis edict that all Jews wear the yellow star of David sewn on their clothing.

Unit



# Everybody Loves A Story

## Picture Books for the Junior/ Intermediate Student An Integrated Unit for Grade

- |  |      |  |      |
|--|------|--|------|
| <p><input type="checkbox"/> <b>1: Why?</b><br/>Popov, Nicholai<br/>ISBN 1-55858-535-4<br/>A wordless book about the senselessness of greed and war. Very powerful illustrations.</p>   | Unit | <p><input type="checkbox"/> <b>2: Red Land Yellow River</b><br/>Zhang, Ange<br/>ISBN 0-88899-489-3<br/>An autobiographical look at the cultural revolution in China, it is both provocative and informative.</p>   | Unit |
| <p><input type="checkbox"/> <b>2: Baseball Saved Us</b><br/>Mochizuki, Ken illustrator Lee, Dom<br/>ISBN 1-880000-19-9<br/>Written from the point of view of a young boy, the experience in an internment camp for Japanese-Americans during WWII is explored.</p>   | Unit | <p><input type="checkbox"/> <b>2: Silver Threads</b><br/>Skrypuch, Marsha Forchuk illustrator Martchenko, M.<br/>ISBN 1-55041-901-3<br/>The story describes the experience of the Ukrainians in Canada in WWI. It is a wonderful combination of history, faith and love.</p>   | Unit |
| <p><input type="checkbox"/> <b>2: Flags</b><br/>Trottier, Maxine illustrator Morin, Paul<br/>ISBN 0-7737-3136-9<br/>A story of friendship and innocence during WWII. Mr. Hiroshi, a neighbour, is taken away to an internment camp. Mary, his next door neighbour takes care of his garden in his absence in the only way that she can.</p>      | Unit | <p><input type="checkbox"/> <b>2: The Carpet Boy's Gift</b><br/>Shea, Pegi Deitz illustrator Morin, Leane<br/>0-88448-248-0<br/>Nadeem and his fellow workers are bonded labourers, children who work day and night to pay off loans their families have accepted from a factory owner. Although they take pride in helping their poor families, they feel trapped and yearn to go to school.</p>  | Unit |
| <p><input type="checkbox"/> <b>2: Flowers from Mariko</b><br/>Noguchi, Rick illustrator Rieko Kumata, Michelle<br/>ISBN 1-58430-032-9<br/>This book is about the Japanese-American (and by inference, Canadian) experience during WWII. It is about the power of hope, love and determination to overcome injustice.</p>                         | Unit | <p><input type="checkbox"/> <b>2: The Sound That Jazz Makes</b><br/>Weatherford, Carole Boston illustrator Velasquez, Eric<br/>0-8027-8720-7<br/>Lyrical stanzas combine with the power of luminous oil paintings to trace the development of jazz, the quintessential American musical art form. From an African forest to a wooden slave ship to a Harlem nightclub, it is the tragic and joyous legacy of the african-american experience that gives jazz its passion and its spirit.</p> | Unit |
| <p><input type="checkbox"/> <b>2: Heroes</b><br/>Mochizuki, Ken illustrator Lee, Dom<br/>ISBN 1-880000-50-4<br/>A book set after WWII dealing with bullying and the pride that one Japanese-American boy feels for his father and uncle who served in 442nd Regimental combat team, an all Japanese-American regiment that fought in Europe.</p> | Unit | <p><input type="checkbox"/> <b>3: A Crack in the Wall</b><br/>Haggerty, Mary Elizabeth illustrator De anda, Ruben<br/>ISBN 1-880000-03-2<br/>A modern fairy tale, full of spirit and wonder, of hope triumphing over despair.</p>  | Unit |
| <p><input type="checkbox"/> <b>2: Jalani and the Lock</b><br/>Pace, Lorenzo<br/>ISBN 0-8239-9700-6<br/>With simple text and powerful illustrations, this book describes the author/illustrator ancestor's experience from capture in Africa to slavery in America and ultimately to freedom.</p>   | Unit | <p><input type="checkbox"/> <b>3: Changes</b><br/>Browne, Anthony<br/>ISBN 0-374-41177-8<br/>On one level this is about a young boy accepting another child into the family. On another level, it is about pre-conceived ideas and assumptions.</p>  | Unit |
| <p><input type="checkbox"/> <b>2: Milo and the Mysterious Island</b><br/>Pfister, Marcus<br/>ISBN 0-7358-1352-3<br/>This book is about making decisions and the consequences of those decisions.</p>   | Unit | <p><input type="checkbox"/> <b>3: Dream</b><br/>Bosak, Susan V. 15 illustrators from around the world<br/>ISBN 1-896232-04-3<br/>Remarkable illustrations and inspiring quotes will lead to discussions of dreams, some attainable some meant not to be, and the journey we are all fated to take in life.</p>   | Unit |
| <p><input type="checkbox"/> <b>2: Mr. Maxwell's Mouse</b><br/>Asch, Frank illustrator Asch, Devin<br/>ISBN 1-55337-486-X<br/>Using the a cat and mouse as characters, Frank Asch explores the relationship of power and intellect. A clever book offering many discussion points for the older reader.</p>                                       | Unit | <p><input type="checkbox"/> <b>3: Fox</b><br/>Wild, Margaret illustrator, Brooks, Ron<br/>ISBN 1-929132-16-6<br/>A drama about friendship, loyalty and betrayal.</p>   | Unit |
| <p><input type="checkbox"/> <b>2: Pink and Say</b><br/>Polacco, Patricia<br/>ISBN 0-399-22671-0<br/>In this civil war story passed down through the generations, Patricia Polacco celebrates the shared humanity of the peoples of the world.</p>  | Unit | <p><input type="checkbox"/> <b>3: Guess What?</b><br/>Fox, Mem illustrator Goodman, Vivienne<br/>ISBN 0-15-200769-5<br/>Simple in text but provocative in image, a great starting point for discussion on stereotypes and bias.</p>  | Unit |



# Everybody Loves A Story

## Picture Books for the Junior/ Intermediate Student An Integrated Unit for Grade

<input type="checkbox"/> <b>3: I Can Hear the Sun</b> Polacco, Patricia ISBN 0-399-22520-X A tale of friendship, homelessness, special needs and caring. A blending of faith and myth as only Patricia Polacco can create.	Unit	<input type="checkbox"/> <b>3: Way Home</b> Hathorn, Libby illustrator Rogers, Gregory 1-84270-232-7 This is the story of young boy who finds himself alone and scared living on the streets of a big city. A moving account of a real world problem.	Unit
<input type="checkbox"/> <b>3: If Sarah Will Take Me</b> Bouchard, Dave illustrator Dunfield, Robb Terrence ISBN 1-55143-081-9 A poignant look at life, choices, risks and living with the consequences. Although sad at times, it is inevitably about meeting the challenges and living life to the fullest.	Unit	<input type="checkbox"/> <b>3: Weslandia</b> Fleischman, Paul illustrator Hawkes, Kevin ISBN 0-439-22777-1 A celebration of individuality and ingenuity.	Unit
<input type="checkbox"/> <b>3: Riding The Tiger</b> Bunting, Eve illustrator Frampton, David 0-395-79731-4 This allegorical fantasy carries a powerful message about temptation, conformity and the loss of control that comes when you ride the tiger of peer pressure.	Unit	<input type="checkbox"/> <b>3: Wolves in the Walls</b> Gaiman, Neil illustrator McKean, Dave ISBN 0-380-97827-X A book about overcoming fears.	Unit
<input type="checkbox"/> <b>3: The Red Tree</b> Tan, Shaun 0-9688768-3-8 Feelings too complex for words are rendered into an imaginary landscape where a child wanders, oblivious to the glimmer of promise in the shape of a tiny red leaf. This book tells a story about the power of hope, renewal and inspiration when it seems like things are going from bad to worse.	Unit	<input type="checkbox"/> <b>4: A Midsummer Night's Dream</b> retold by Coville, Bruce illustrator Nolan, Dennis ISBN 0-14-250168-9 A lush and beautiful retelling of Shakespeare's comedy.	Unit
<input type="checkbox"/> <b>3: The Spyglass</b> Evans, Richard Paul illustrator Linton, Jonathan ISBN 0-689-83466-7 A fable about the power of faith and belief in dreams and the vision to achieve those dreams.	Unit	<input type="checkbox"/> <b>4: Coyote's New Skin</b> King, Thomas illustrator Wales, Johnny ISBN 1-55263-497-3 Inspired by the rich folklore of Native cultures, this tale offers a witty look at the consequences of wanting more than you need.	Unit
<input type="checkbox"/> <b>3: The Three Questions</b> Muth, Jon J. ISBN 0-439-19996-4 Based on a story by Leo Tolstoy, it is about a journey of self-discovery in search of three answers: When is the best time to do things? Who is the most important? What is the right thing to do?	Unit	<input type="checkbox"/> <b>4: Jabberwocky</b> Carroll, Lewis illustrator Base, Graeme ISBN 0-8109-1150-7 Using his trademark imagination, Graeme Base brings new life and new dimensions to a beloved poem.	Unit
<input type="checkbox"/> <b>3: The Tower</b> Evans, Richard Paul ISBN 0-689-83467-5 A tale about aspirations and misconceptions, about wanting to be great and not knowing how to achieve that goal.	Unit	<input type="checkbox"/> <b>4: Jabberwocky</b> Carroll, Lewis illustrator Jorisch, Stéphane ISBN : 1-5533-7079-1 Stéphane Jorisch's arresting art brilliantly interprets Lewis Carroll's fantastical poem. The anti-war imagery is evocative of Orwell and Picasso and is alarmingly relevant to a contemporary audience. Following the tradition of illustrative art, Jorisch extends this familiar text to create a haunting, surreal vision.	Unit
<input type="checkbox"/> <b>3: The Wolf who Loved Music</b> Gallaz, Christophe illustrator Arisman, Marshall ISBN 1-56846-178-X A haunting look at the perils of prejudice.	Unit	<input type="checkbox"/> <b>4: Monkey Business</b> Edwards, Wallace ISBN 1-55337-462-2 A brilliant collection of illustrated idioms, perfect for an exploration of some of our language's more perplexing sayings.	Unit
<input type="checkbox"/> <b>3: Voices in the Park</b> Browne, Anthony ISBN 0-552-54564-3 A book with four points of view about stereotypes and pre-conceived ideas.	Unit	<input type="checkbox"/> <b>4: The Boy, the Bear, the Baron, the Bard</b> Rogers, Gregory ISBN 1-59643-009-5 A small boy time travels to the streets of Shakespearian England. A wordless book with well researched details of the time period.	Unit





# Everybody Loves A Story

## Picture Books for the Junior/ Intermediate Student An Integrated Unit for Grade

- |   |  |
|---|--|
| <p><b>4: The Last Resort</b> <span style="float: right;">Unit</span><br/>         Lewis, J. Patrick   illustrator Innocenti, Roberto<br/>         ISBN 1-56846-172-0<br/>         The Last Resort is a celebration of literature and the imagination. An artist who has lost his imagination embarks on a journey to rediscover it. On the way he meets many other characters from literature in search of their own lost ideas.</p>  | <p><b>5: The Flying Canoe</b> <span style="float: right;">Unit</span><br/>         Carrier, Roch   illustrator Cohen, Sheldon<br/>         0-88776-636-6<br/>         The story of the flying canoe is a beloved classic of Quebec folklore. Set in 1846, it is the story of 11 year old Baptiste who finds himself far from home in the woods of the Ottawa Valley working with the finest lumberjacks in Canada. Resolved to see their families in the New Year, the crew board a magical canoe.</p>         |
| <p><b>4: Under the Spell of the Moon</b> <span style="float: right;">Unit</span><br/>         forward by Paterson, Katherine<br/>         ISBN 0-88899-559-8<br/>         33 artists from around the world contributed their art based on a text of their own choosing drawn from their childhood and culture. The text is in the original language as well as in English translation.</p>  | <p><b>5: The Lost Island</b> <span style="float: right;">Unit</span><br/>         Johnson, Pauline   illustrator Atanas<br/> <br/>         ISBN 1-894965-07-8<br/>         From the "Legends of Vancouver" a search for the connection to the old world leads to a vision of the future.</p>   |
| <p><b>4: Who Killed Cock Robin?</b> <span style="float: right;">Unit</span><br/>         Delessert, Etienne<br/>         ISBN 1-56846-191-7<br/>         Although the original rhyme was meant as political satire, it has long since lost that overtone. Using this book as a beginning, looking at how the rhyme has been changed, gives the teacher a chance to introduce political comments and satire to students and explore this genre in current days.</p>  | <p><b>5: The Rabbits</b> <span style="float: right;">Unit</span><br/>         Marsden, John   illustrator Tan, Shaun<br/>         ISBN 0-9688768-8-9<br/>         Offers a rich perspective on the effect of man on his environment, conflict of ideas and usage, promotes cultural awareness.</p>   |
| <p><b>5: C is for Chinook: An Alberta Alphabet</b> <span style="float: right;">Unit</span><br/>         Welykochy, Dawn   illustrator Bennett, Lorna<br/>         1-58536-223-9<br/>         Simple rhymes and detailed text are woven together from A to Z, designed to teach children and adults alike all about Alberta.</p>   | <p><b>6: I, Doko the tale of a basket</b> <span style="float: right;">Unit</span><br/>         Young, Ed<br/>         0-399-23625-2<br/>         This story was adapted from a folktale appearing in various forms in many Asian countries. It is told from the perspective of a simple basket used to carry grain, children, fire wood and very nearly a grandfather away forever.</p>  |
| <p><b>5: Chief Seattle: Great Chief</b> <span style="float: right;">Unit</span><br/>         Carew-Miller, Anna   illustrator Ingpen, Robert<br/>         1-59084-154-9<br/>         A richly illustrated biography of Chief Seattle, a famous figure in the history of the American West. It highlights his message of the importance of living in harmony with the natural world and treating it with respect, a message that continues to matter to anyone who cares about the environment today.</p>                                      | <p><b>6: Mrs. Rafferty's Rainbow Socks</b> <span style="float: right;">Unit</span><br/>         Lebox, Annette<br/>         ISBN: 0002243725<br/>         A story about the ultimate gift and how it comes full circle, about trust, hope and love. Currently out of print.</p>  |
| <p><b>5: Solomon's Tree</b> <span style="float: right;">Unit</span><br/>         Spaulding, Andrea   illustrator Wilson, Janet<br/>         1-55143-217-X<br/>         Solomon has a special relationship with the old maple tree near his house. He grows up with the tree in all seasons and weather. When a terrible storm tears the tree up by its roots, Solomon is devastated. By working with his uncle to create a mask from the tree's wood, Solomon learns about his Tsimshian traditions and that the cycle of life continues.</p> | <p><b>6: The Goat Lady</b> <span style="float: right;">Unit</span><br/>         Bregoli, Jane<br/>         0-88448-260-X<br/>         This story is based on the real experience of Noelle Houle, an elderly French-Canadian woman who lived in Massachusetts and raised goats to provide milk for people who needed it. although many neighbours bemoan her rundown house and barnyard animals, two children and their mother befriend her and come to love her.</p>  |
| <p><b>5: The Daily Disaster</b> <span style="float: right;">Unit</span><br/>         O'Brien, Cormac<br/>         ISBN 0-439-38473-7<br/>         A collection of 30 disaster stories starting from 1871 and the Chicago fire to the mudslides in Venezuela in 1999.</p>  | <p><b>6: The Old Woman who Named Things</b> <span style="float: right;">Unit</span><br/>         Rylant, Cynthia   illustrator Brown, Kathryn<br/>         ISBN: 0152578099<br/>         How does an old woman who has outlived all her friends keep from being lonely? By naming the things in her life she knows she will never outlive--like her house, Franklin, and her bed, Roxanne. When a shy brown puppy appears at her front gate, the old woman won't name it, because it might not outlive her</p> |
|   | <p><b>6: The Song and Dance Man</b> <span style="float: right;">Unit</span><br/>         Ackerman, Karen   illustrator Gammell, Stephen<br/>         ISBN: 0679819959<br/>         Bridging the generations, this picture book shows the warm relationship between three children and their grandpa, a former vaudeville song and dance man who proves he hasn't lost his touch.</p>   |



# Everybody Loves A Story

## Picture Books for the Junior/ Intermediate Student An Integrated Unit for Grade

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|---|------|---|------|
| <p><input type="checkbox"/> <b>7: Dan's Angel: A Detective's Guide to the Language of Paintings</b><br/>Sturgis, Alexander illustrator Child, Lauren<br/>0-7112-1884-6<br/>Dan is a young detective, and one day he wanders into an art gallery hoping to solve a mystery or two. Dan hasn't a clue what stories the paintings seem to tell, until an angel steps out of a painting and leads him on the trail of 12 masterpieces, explaining each one as they go.</p>  | Unit | <p><input type="checkbox"/> <b>8: Nature in the Neighborhood</b><br/>Morrison, Gordon<br/>0-618-35215-5<br/>Reveals the diversity and abundance of life that can be found as nearby as your own backyard. As the seasons change, readers learn how the stories and life cycles of each of the plants and animal families in the neighborhood change too.</p>  | Unit |
| <p><input type="checkbox"/> <b>7: DaVinci: Renaissance Painter</b><br/>January, Brendan illustrator Rui, Paolo<br/>1-59084-134-4<br/>A graphically illustrated biography of Leonardo da Vinci. Chronicles his life as a true Renaissance Man. He was among the greatest painters, designers, scientists and thinkers of his time.</p>   | Unit | <p><input type="checkbox"/> <b>8: Science Verse</b><br/>Scieszka, Jon illustrator Smith, Lane<br/>0-670-91057-0<br/>When a teacher tells his class that they can hear the poetry of science in everything, a student is struck with a curse and begins hearing nothing but science verses that sound very much like some well-known poems.</p>  | Unit |
| <p><input type="checkbox"/> <b>7: The Stolen Smile</b><br/>Lewis, J. Patrick illustrator Kelley, Gary<br/>1-56846-192-5<br/>The story takes readers back to 1911 Paris, where history's most famous portrait, Leonardo da Vinci's Mona Lisa, has gone missing from the Louvre Museum. As France laments the loss of its most treasured masterpiece, a zealous Italian watches with amusement, for he alone knows the truth behind the mystery of the vanished lady.</p> | Unit | <p><input type="checkbox"/> <b>8: Theodoric's Rainbow</b><br/>Kramer, Stephen illustrator Duffy, Daniel Mark<br/>ISBN 0-7167-6603-5<br/>Theodoric of Freiburg was a German philosopher/monk who lived from around 1250 A.D. to 1311 A.D. He was one of the first to try and use experimentation instead of philosophy to explain natural phenomena. A direct link to the grade 4 science and social study curriculum (light and middle ages), it depicts accurately what those times were like.</p> | Unit |
| <p><input type="checkbox"/> <b>7: Toulouse-Lautrec: 19th Century French Painter</b><br/>Cook, Diane illustrator Thomas, Yan<br/>1-59084-155-7<br/>A vividly illustrated biography of Henri de Toulouse-Lautrec, a post-impressionist painter, lithographer and illustrator, who became known as the Creator of the Modern Poster.</p>   | Unit | <p><input type="checkbox"/> <b>8: Tree of Life: The Incredible Biodiversity of Life on Earth.</b><br/>Strauss, Rochelle illustrator Thompson, Margot<br/>1-55337-669-2<br/>Tree of Life is a dazzlingly illustrated and student-friendly introduction to biodiversity. It shows how living things are classified into five branches and how every species is important to the Tree of Life, each branch impacting on the others.</p>  | Unit |
| <p><input type="checkbox"/> <b>7: Van Gogh: Modern Artist</b><br/>Bowen, Richard illustrator Rui, Paolo<br/>1-59084-141-7<br/>A colourful biography of Vincent van Gogh who's paintings lit the world and shaped a concept of painting that led to the birth of modern art. In a life filled with hardship, van Gogh strove to reach his goal. His story can encourage all of us when we meet with setbacks on the road to our dreams.</p>                              | Unit | <p><input type="checkbox"/> <b>Information Power Pack: Intermediate Skillsbook</b><br/>Koechlin, Carol and Zwaan, Sandi<br/>ISBN 1-55138-086-2<br/>A guide through the research process with each section providing strategies for building information literacy skills.</p>  | Unit |
| <p><input type="checkbox"/> <b>8: Albert Einstein: Scientist-Theory of Relativity</b><br/>Sullivan, Anne Marie illustrator Ferri, Giuliano<br/>1-59084-140-9<br/>A moving biography of Albert Einstein. It was his deep love for math and science that launched us into the atomic age. As a world-famous scientist, he devoted his life to research. As a man who had seen too much war, he devoted himself to the cause of world peace.</p>                           | Unit | <p><input type="checkbox"/> <b>Iqbal Masih and the Crusaders Against Child Slavery</b><br/>Kuklin, Susan<br/>ISBN 0-8050-5459-6<br/>A non-fiction book outlining Iqbal's remarkable life and death and the fight that he began against child slavery. A companion book to "The Carpet Boy's Gift".</p>  | Unit |
| <p><input type="checkbox"/> <b>8: Horseshoe Crabs and Shorebirds: The Story of a Food Web.</b><br/>Crenson, Victoria illustrator Cannon, Annie<br/>0-7614-5115-3<br/>This book presents a portrait of the Delaware Bay in the spring when a wide variety of animals, including minnows, mice, turtles, raccoons and especially migrating shorebirds, come to feed on the billions of eggs laid by horseshoe crabs. It highlights the delicate balance of food webs.</p> | Unit | <p><input type="checkbox"/> <b>Me to We: Turning Self-Help on its Head</b><br/>Kielburger, Craig and Kielburger, Marc<br/>ISBN 0-470-83510-9<br/>Me to We powerfully shows young people and adults how fostering community relationships - rarely found in today's 'me' society - will have a profound change in our own lives and in the lives of everyone across the globe. To be used by the teaching team (Teacher-Librarian and classroom teacher) in conjunction with the picture books.</p>  | Unit |



# Everybody Loves A Story

## Picture Books for the Junior/ Intermediate Student An Integrated Unit for Grade

### ☐ The Treasure Chest second edition

Toronto District School Board

TDSB, Learning Resources, 3 Tippet Road, On M3H 2V1

A drama and dance resource linked to literature and the Ontario curriculum. A glossary of strategies is located in the back of the document and can be used independently of the lesson plans created for the document (which are linked to specific books).

Unit

### ☐ United Nations Children's Fund (UNICEF)

ST 2

[http://www.unicef.org/protection/index\\_childlabour.html](http://www.unicef.org/protection/index_childlabour.html)

This bookmarked site on the UNICEF website deals directly with child labour statistics and information. It is starkly written and is for grades 7 and up only. When handled well, can lead to indepth discussions. The main page ([www.unicef.org](http://www.unicef.org)) brings the discussion to a broader topic and deals with the needs of children all over the world.

### ☐ Virtual Museum of Canada

ST 7

[http://www.virtualmuseum.ca/English/index\\_flashFT.html](http://www.virtualmuseum.ca/English/index_flashFT.html)

The Virtual Museum of Canada celebrates the stories and treasures that have come to define Canada over the centuries. Here you will find innovative multimedia content that educates, inspires and fascinates!



## Website

### ☐ A. Pintura art detective

ST 7

<http://www.eduweb.com/pintura/>

An online game about art history and art composition.

### ☐ Jabberwocky, poem and history

ST 4

<http://www.math.luc.edu/~vande/jabberwocky.html>

A detailed description of the origins of the famous poem, where it is found in classic literature and a literal translation of the poem that is surprising.

### ☐ Legacy (for book Dream)

ST 3

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

<http://www.legacyproject.org/kits/drstarsimple.html>

A website to go with the book, the second URL goes directly to the activity of making dream stars.

### ☐ LinkAge 2000-a website about understanding ageing

ST 6

<http://library.thinkquest.org/10120/core.html>

A wonderful website with the mandate to acquaint students and teachers with the issues of ageing. Included in this website is a questionnaire aimed at students and their attitudes towards the elderly.

### ☐ National Gallery of Art (Washington)

ST 7

<http://www.nga.gov/kids/>

An interactive website offering many opportunities to explore and create art.

### ☐ Origins of Nursery Rhymes

ST 4

[http://www.sca.org.au/bacchus\\_wood/origins\\_of\\_nursery\\_rhymes.html](http://www.sca.org.au/bacchus_wood/origins_of_nursery_rhymes.html)

Although we use nursery rhymes as children's poems, the original intent was that of social or political commentary and satire. This website explores some of these common rhymes.

### ☐ Royal Ontario Museum for Kids

ST 7

<http://www.rom.on.ca/explore/kids.php>

The Royal Ontario Museum's site for kids offers many curriculum links, while not specifically art related, can link historical information to the unit being studied.

### ☐ Storytellers School of Toronto

ST 2

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

This is a detailed website of an organization that sponsors storytelling evenings, hosts a yearly storytelling jam that encourages student participation and has a group of storytellers that are willing to come to the schools for presentations.



## Everybody Loves A Story

### Picture Books for the Junior/ Intermediate Student An Integrated Unit for Grade

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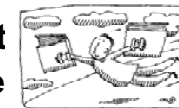
#### Parent Community

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##### ☐ Community Centre Youth Programs

**ST 3**

Survey in your area if there is a community centre or church that gives alternative choices to students (e.g. sports, drama) that will keep them off the street. Consider having the person in charge of that program in to speak with the students.



Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

for use with Subtask 1 : Children and war: Conflict and change  
from the Grade 4/5/6/7/8 Unit: **Everybody Loves A Story**

**Expectations for this Subtask to Assess with this Rubric:**

- 5e1** • communicate ideas and information for a variety of purposes (e.g., to present and support a viewpoint) and to specific audiences (e.g., write a letter to a newspaper stating and justifying their position on an issue in the news);
- 6e1** • communicate ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g., write the instructions for building an electrical circuit for an audience unfamiliar with the technical terminology);
- 7e1** • communicate ideas and information for a variety of purposes (to outline an argument, to report on observations) and to specific audiences, using forms appropriate for their purpose and topic (e.g., write a lab report for an audience familiar with the scientific terminology);
- 8e1** • communicate ideas and information for a variety of purposes (to evaluate information, to compare points of view) and to specific audiences, using forms appropriate for their purpose (e.g., a survey soliciting opinions on an environmental issue) and features appropriate to the form (e.g., focused questions);

Category/Criteria	Level 1	Level 2	Level 3	Level 4
<b>Reasoning</b> <b>Ability to evaluate, reason and discuss the ideas presented in the books</b>	– with assistance can – using a few simple ideas – inconsistently and with limited understanding	– with limited assistance – using a variety of simple and related ideas – consistently and with limited understanding	– independently – using ideas of some complexity – consistently and with general understanding	– independently – using complex ideas – consistently and with thorough understanding
<b>Communication</b> <b>Ability to communicate opinions and ideas</b>	– with assistance – unclearly – for a limited range of simple purposes – with a limited range of simple forms	– independently – with some clarity and some precision – for a variety of simple purposes – with several different forms	– independently – clearly and precisely – for specific purposes – with a variety of forms	– independently – clearly, precisely, and confidently – for a wide variety of purposes and in a wide variety of contexts – with a wide range of complex forms
<b>Organization of ideas</b> <b>Ability to sequentially</b>	– with assistance – incompletely – for a limited range of simple purposes	– independently – in a mechanical and sequential way – for a variety of simple purposes	– independently – appropriately and logically – for specific purposes	– independently – appropriately and in complex and logical ways – for a wide variety of purposes and in a wide variety of contexts
<b>Application of language conventions</b>	– with assistance – using a few of the conventions studied – with several major errors and/or omissions	– with limited assistance – using at least half of the conventions studied – with several minor errors and/or omissions	– independently – using most of the conventions studied – with a few minor errors and/or omissions	– using all the conventions studied, in a wide variety of contexts – with practically no minor errors and/or omissions



# Everybody Loves A Story

## Picture Books for the Junior/ Intermediate Student An Integrated Unit for Grade

Selected **Assessed**

### English Language---Writing

- ☐ 4e1 • communicate ideas and information for a variety of purposes and to specific audiences (e.g., write a brief research report on a class investigation for classmates); 2
- ☐ 4e2 • begin to write for more complex purposes (e.g., to present and discuss their opinions and viewpoints, to pose questions, to record information); 2

### English Language---Reading

- ☐ 4e27 • read a variety of fiction and non-fiction materials (e.g., short novels, myths, biographies, short articles) for different purposes; 2
- ☐ 4e30 • state their own interpretation of a written work, using evidence from the work and from their own knowledge and experience; 4
- ☐ 4e36 – make inferences while reading; 1
- ☐ 4e37 – make judgements about what they read on the basis of evidence; 1
- ☐ 4e40 – develop their opinions by reading a variety of materials; 1
- ☐ 4e42 – identify various forms of writing and describe their main characteristics (e.g., poems often have verses; novels are often divided into chapters); 1
- ☐ 4e43 – use their knowledge of the organization and characteristics of different forms of writing to understand and use content; 1

### English Language---Oral and Visual Communication

- ☐ 4e53 • ask questions on a variety of topics and respond appropriately to the questions of others; 2
- ☐ 4e55 • express and respond to ideas and opinions concisely and clearly; 3

### Science and Technology---Life Systems

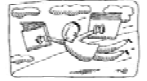
- ☐ 4s1 • demonstrate an understanding of the concepts of habitat and community, and identify the factors that could affect habitats and communities of plants and animals; 1
- ☐ 4s2 • investigate the dependency of plants and animals on their habitat and the interrelationships of the plants and animals living in a specific habitat; 1
- ☐ 4s4 – identify, through observation, various factors that affect plants and animals in a specific habitat (e.g., availability of water, food sources, light; ground features; weather conditions); 1
- ☐ 4s5 – classify organisms according to their role in a food chain (e.g., producer, consumer); 1
- ☐ 4s6 – demonstrate an understanding of a food chain as a system in which energy from the sun is transferred eventually to animals, construct food chains of different plant and animal species (e.g., carrot -> rabbit -> fox), and classify animals as omnivore, carnivore, and herbivore; 1
- ☐ 4s12 – use appropriate vocabulary, including correct science and technology terminology, in describing their investigations, explorations, and observations (e.g., habitat, population, ecological niche, community, food chain); 1
- ☐ 4s15 – describe ways in which humans are dependent on plants and animals (e.g., for food products, medicine, clothing, lumber); 1
- ☐ 4s17 – construct food chains that include different plant and animal species and humans (e.g., grass -> cattle -> humans); 1

### Science and Technology---Matter and Materials

- ☐ 4s20 • demonstrate understanding that certain materials can transmit, reflect, or absorb light or sound; 1
- ☐ 4s23 – recognize and describe how different materials affect light (e.g., water and prisms bend light as it passes through them; mirrors and polished metals reflect light); 1
- ☐ 4s30 – formulate questions about and identify problems related to the ways in which materials transmit, reflect, or absorb sound or light, and explore possible answers or solutions (e.g., predict and verify the size, shape, and location of shadows from a given light source, or the types of materials that will make ringing sounds when struck); 1
- ☐ 4s36 – identify transparent, translucent, and opaque materials used in objects in the immediate environment, and evaluate whether the ability of these materials to transmit, reflect, or absorb light enhances the objects' usefulness (e.g., usefulness of translucent white plastic shopping bags versus opaque paper shopping bags; use of coloured glass to preserve food or drink from light); 1

### The Arts---Visual Arts

- ☐ 4a33 • describe their interpretation of a variety of art works, basing their interpretation on evidence from the works (i.e., on ways in which an artist has used the elements of design for expressive purposes) and on their own knowledge and experience; 1
- ☐ 4a34 • use correctly vocabulary and art terminology associated with the specific expectations for this grade. 1
- ☐ 4a36 – identify the emotional quality of lines (e.g., smooth, flowing, horizontal lines create a feeling of peace and harmony; sharp, jagged, vertical lines create a feeling of energy and unease); 1



# Everybody Loves A Story

## Picture Books for the Junior/ Intermediate Student An Integrated Unit for Grade

		Selected	Assessed
<input type="checkbox"/> 4a46	– describe how a variety of artists working in different styles and media and in different historical periods have used the elements of design and/or tools, materials, and techniques of their art (e.g., describe buildings made in different historical periods, such as the CN Tower, a Native longhouse, and the Parliament Buildings in Ottawa, and show how the availability of certain materials influenced the designers or architects);		1
<input type="checkbox"/> 4a47	– explain how the elements of design are organized in a work of art to communicate feelings and convey ideas (e.g., explain that, by painting a picture using a monochromatic colour scheme for all the houses on a street except one, the artist has conveyed the idea that all of these houses are uniform and that the one in a different colour is unique);		1
<input type="checkbox"/> 4a48	– state their preference for a specific work chosen from among several on a similar theme, and defend their choice with reference to their own interests and experience and to the artist's use of the various elements of design (e.g., the artist's repeated use of lines, colours, and shapes create patterns that convey a sense of harmony and formality).		1

### Social Studies---CWC: The Provinces and Territories of Canada

<input type="checkbox"/> 4z22	• describe the distinguishing physical features of regions within the provinces and territories;		1
<input type="checkbox"/> 4z24	• demonstrate an awareness of the various relationships (e.g., economic, cultural) within and between Canadian regions.		1
<input type="checkbox"/> 4z40	– formulate questions to facilitate the gathering and clarifying of information on study topics (e.g., effects of physical features such as mountains, hills, plateaus, and valleys on land use; relationships among provinces; trade);		1
<input type="checkbox"/> 4z41	– locate key information about natural resources and their uses (e.g., within the regions of Ontario and Canada) from primary sources (e.g., interviews, classroom visitors, class trips) and secondary sources (e.g., maps, illustrations, print materials, videos, and CD-ROMs);		1

### English Language---Writing

<input type="checkbox"/> 5e1	• communicate ideas and information for a variety of purposes (e.g., to present and support a viewpoint) and to specific audiences (e.g., write a letter to a newspaper stating and justifying their position on an issue in the news);		3
<input type="checkbox"/> 5e2	• use writing for various purposes and in a range of contexts, including school work (e.g., to summarize information from materials they have read, to reflect on their thoughts, feelings, and imaginings);		3
<input type="checkbox"/> 5e3	• organize information to convey a central idea, using well-developed paragraphs that focus on a main idea and give some relevant supporting details;		1

### English Language---Reading

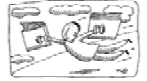
<input type="checkbox"/> 5e22	• read a variety of fiction and non-fiction materials (e.g., novels, short stories, biographies, editorials) for different purposes;		2
<input type="checkbox"/> 5e25	• explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience;		3
<input type="checkbox"/> 5e29	– describe a series of events in a written work (e.g., in a novel or a history book), using evidence from the work;		1
<input type="checkbox"/> 5e30	– describe how various elements in a story function (e.g., plot, characters, setting);		1
<input type="checkbox"/> 5e31	– make judgements and draw conclusions about the content in written materials, using evidence from the materials;		2
<input type="checkbox"/> 5e32	– begin to identify a writer's or character's point of view;		2
<input type="checkbox"/> 5e35	– identify various forms of writing and describe their characteristics (e.g., science fiction, biography, mystery stories);		1
<input type="checkbox"/> 5e36	– use their knowledge of the characteristics of different forms of writing to help them select the appropriate materials for a specific purpose (e.g., short story, article in a reference book);		1

### English Language---Oral and Visual Communication

<input type="checkbox"/> 5e46	• ask and answer questions on a variety of topics to acquire and clarify information;		2
<input type="checkbox"/> 5e47	• communicate a main idea about a topic and describe a sequence of events;		1
<input type="checkbox"/> 5e48	• express and respond to ideas and opinions concisely, clearly, and appropriately;		3
<input type="checkbox"/> 5e55	– use vocabulary learned in other subject areas in a variety of contexts;		1
<input type="checkbox"/> 5e56	– use appropriate words and structures in discussions or classroom presentations;		1
<input type="checkbox"/> 5e57	– identify appropriate uses for slang and colloquial language;		1
<input type="checkbox"/> 5e59	– use tone of voice, gestures, and other non-verbal cues to help clarify meaning when describing events, telling stories, reading aloud, making presentations, stating opinions, etc.;		1

### Science and Technology---Earth and Space Systems

<input type="checkbox"/> 5s105	• demonstrate an understanding of the major climatic factors and patterns associated with weather;		1
<input type="checkbox"/> 5s107	• examine how weather forecasts influence decisions concerning human activity and how humans have adapted to a variety of weather conditions.		1
<input type="checkbox"/> 5s109	– recognize large-scale and local weather systems (e.g., fronts, air masses, storms);		1
<input type="checkbox"/> 5s123	– describe ways in which weather conditions affect the activities of humans and other animals (e.g., people refrain from strenuous physical activity in extreme heat; farmers plant crops when the soil is moist; animals hibernate in extreme cold);		1



# Everybody Loves A Story

## Picture Books for the Junior/ Intermediate Student An Integrated Unit for Grade

		Selected	Assessed
<input type="checkbox"/> 5s124	– explain how climatic and weather conditions influence the choice of materials used for building shelters (e.g., bricks are often used for building in cold climates, stone and marble in warmer climates);		1
<input type="checkbox"/> 5s125	– explain how advances in technology and science have enabled humans to make predictions about the weather (e.g., microwave beams are used to reflect cloud cover; satellite images of the earth allow us to track weather patterns on a larger scale than was previously possible);		1

### The Arts---Visual Arts

<input type="checkbox"/> 5a27	• define the elements of design (colour, line, shape, form, space, texture), and use them in ways appropriate for this grade when producing and responding to works of art;		1
<input type="checkbox"/> 5a28	• describe their interpretation of a variety of art works, basing their interpretation on evidence from the works (especially on ways in which an artist has used the elements of design to clarify meaning) and on their own knowledge and experience;		1
<input type="checkbox"/> 5a31	– describe how line may be used to define shapes and forms and to create movement and depth;		1
<input type="checkbox"/> 5a32	– identify how the shading of shapes can be used to create the illusion of depth (e.g., create a spherical form by shading one side of a circle);		1
<input type="checkbox"/> 5a33	– identify negative and positive shapes in works of art and the environment (e.g., shapes created by both the branches of a tree and the spaces between the branches);		1
<input type="checkbox"/> 5a42	– compare works on a similar theme (e.g., seasons) from various periods and cultures, and describe the impact of time and location on style (e.g., The Red Maple by A.Y. Jackson; The Harvesters by Pieter Brueghel the Elder; and an Egyptian fresco, The Fields of the Blest);		1
<input type="checkbox"/> 5a43	– describe the connection between an element of design and a specific artistic purpose, using appropriate vocabulary (e.g., the artist has used soft colours and circular shapes to emphasize the loving relationship between the mother and child);		1
<input type="checkbox"/> 5a44	– defend their preference for specific art works with reference to at least three elements of design (e.g., the artist's use of curved lines to show movement, shading to create the illusion of texture, and colour to define form communicates a feeling of excitement).		1

### English Language---Writing

<input type="checkbox"/> 6e1	• communicate ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g., write the instructions for building an electrical circuit for an audience unfamiliar with the technical terminology);		3
<input type="checkbox"/> 6e2	• use writing for various purposes and in a range of contexts, including school work (e.g., to develop and clarify ideas, to express thoughts and opinions);		1

### English Language---Reading

<input type="checkbox"/> 6e23	• read a variety of fiction and non-fiction materials (e.g., novels, short stories, poetry, myths, articles) for different purposes;		3
<input type="checkbox"/> 6e26	• explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience;		2
<input type="checkbox"/> 6e30	– identify the elements of a story and explain how they relate to each other (e.g., ways in which development of character and plot are interrelated);		1
<input type="checkbox"/> 6e34	– identify a writer's perspective or character's motivation;		1

### English Language---Oral and Visual Communication

<input type="checkbox"/> 6e48	• ask and answer questions to obtain and clarify information;		1
<input type="checkbox"/> 6e49	• communicate a main idea about a topic and describe a sequence of events;		1
<input type="checkbox"/> 6e50	• express and respond to a range of ideas and opinions concisely, clearly, and appropriately;		3
<input type="checkbox"/> 6e57	– use a varied vocabulary and a range of sentence structures to add interest to their remarks;		1
<input type="checkbox"/> 6e59	– recognize and interpret figurative language (e.g., a simile) in the speech of others and use it to add interest to their own remarks;		1
<input type="checkbox"/> 6e60	– use tone of voice and gestures to enhance the message and help convince or persuade listeners in conversations, discussions, or presentations;		1
<input type="checkbox"/> 6e61	– use constructive strategies in small-group discussions (e.g., invite other group members to contribute; ask questions to clarify a point; negotiate to find a basis for agreement);		1
<input type="checkbox"/> 6e62	– follow up on others' ideas, and recognize the validity of different points of view in group discussions or problem-solving activities;		1

### Science and Technology---Life Systems

<input type="checkbox"/> 6s1	• demonstrate an understanding of ways in which classification systems are used to understand the diversity of living things and the interrelationships among living things;		1
<input type="checkbox"/> 6s3	• describe ways in which classification systems can be used in everyday life.		1





# Everybody Loves A Story

## Picture Books for the Junior/ Intermediate Student An Integrated Unit for Grade

	Selected	Assessed
<input type="checkbox"/> 6s4	– explain why formal classification systems are usually based on structural characteristics (e.g., type of skeleton, circulatory system, reproductive system) rather than on physical appearance or behavioural characteristics;	1
<input type="checkbox"/> 6s11	– describe ways in which micro-organisms meet their basic needs (e.g., for food, water, air, movement).	1
<input type="checkbox"/> 6s16	– communicate the procedures and results of investigations for specific purposes and to specific audiences, using media works, oral presentations, written notes and descriptions, charts, graphs, and drawings (e.g., create a clearly labelled chart of organisms observed and identified during a pond study).	1
<input type="checkbox"/> 6s19	– explain why characteristics related to physical appearance (e.g., size, shape, colour, texture) or behaviour are not suitable attributes for classifying living things;	1
<input type="checkbox"/> 6s20	– identify various kinds of plant or animal organisms in a given plot using commercially produced biological or classification keys (e.g., organisms observed in a pond study, in the school yard, in wildlife centres);	1

### The Arts---Visual Arts

<input type="checkbox"/> 6a26	• identify the elements of design (colour, line, shape, form, space, texture) and the principles of design (emphasis, balance, rhythm, unity, variety, proportion), and use them in ways appropriate for this grade when producing and responding to works of art;	1
<input type="checkbox"/> 6a27	• explain their interpretation of a variety of art works, supporting it with examples of how the elements and some of the principles of design are used in the work;	1
<input type="checkbox"/> 6a30	– describe how line can be used to direct the viewer's attention (e.g., the eye is drawn along the line of an outstretched arm to other areas of the work);	1
<input type="checkbox"/> 6a31	– describe how one-point perspective can be used to create the illusion of depth (e.g., the space between railway tracks appears to narrow, creating the illusion of distance);	1
<input type="checkbox"/> 6a32	– demonstrate understanding that shadows and shading create the illusion of a third dimension (e.g., explain that adding the appropriate shading to an object makes the object look three-dimensional);	1
<input type="checkbox"/> 6a41	– compare works from various periods and cultures, and describe how the artists have used the elements and principles of design (e.g., compare ceremonial headdresses and masks by traditional Haida artists with Thunderbird Man by Daphne Odjig, focusing on their use of balance);	1
<input type="checkbox"/> 6a42	– demonstrate awareness that an artist intentionally uses some of the elements and principles of design to convey meaning, and explain how the artist accomplishes his or her intentions (e.g., explain that, in a seascape, the artist emphasizes the size and power of an iceberg by placing it in the foreground and using bold, diagonal lines to define it);	1
<input type="checkbox"/> 6a43	– explain their preference for specific art works, with reference to the artist's intentional use of the elements and principles of design to communicate an idea or feeling (e.g., the brush strokes, the rhythmic, swirling lines, and the strong, bright colours in the stars in The Starry Night by van Gogh create a feeling of movement and excitement);	1
<input type="checkbox"/> 6a44	– identify the function of visual arts in their community and the contribution that the visual arts make to the economy.	1

### Social Studies---HC: Aboriginal Peoples and European Explorers

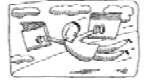
<input type="checkbox"/> 6z1	• identify ways in which the environment molded Canadian Aboriginal cultures;	1
<input type="checkbox"/> 6z4	– demonstrate an understanding of the theories related to the origin of the Aboriginal peoples (e.g., migration and settlement);	1
<input type="checkbox"/> 6z5	– describe the relationship between Aboriginal peoples and their environment (e.g., with respect to food, shelter, cultural practices);	1
<input type="checkbox"/> 6z13	– analyse, classify, and interpret information (e.g., about the concerns of Aboriginal people in contemporary Canada);	1
<input type="checkbox"/> 6z19	– identify the contributions of Aboriginal peoples to the political and social life of Canada (e.g., in music, art, politics, literature, science);	1

### English Language---Writing

<input type="checkbox"/> 7e1	• communicate ideas and information for a variety of purposes (to outline an argument, to report on observations) and to specific audiences, using forms appropriate for their purpose and topic (e.g., write a lab report for an audience familiar with the scientific terminology);	3
<input type="checkbox"/> 7e2	• use writing for various purposes and in a range of contexts, including school work (e.g., to make point-form notes from a text, to jot down personal impressions);	1

### English Language---Reading

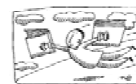
<input type="checkbox"/> 7e25	• read a variety of fiction and non-fiction materials (e.g., novels, short stories, poetry, reports, articles) for different purposes;	3
<input type="checkbox"/> 7e28	• explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience;	3
<input type="checkbox"/> 7e32	– explain how various elements in a story function in relation to each other (e.g., ways in which setting and plot development are interrelated);	1
<input type="checkbox"/> 7e34	– make judgements and draw conclusions about ideas in written materials on the basis of evidence;	2
<input type="checkbox"/> 7e35	– clarify and develop their own points of view by examining the ideas of others;	2



# Everybody Loves A Story

## Picture Books for the Junior/ Intermediate Student An Integrated Unit for Grade

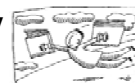
		Selected	Assessed
<input type="checkbox"/> 7e38	– identify various forms of writing and describe their key features (e.g., novels, short stories, biographies, scripts, plays, essays);		1
<input type="checkbox"/> 7e40	– identify some stylistic devices in literary works and explain their use (e.g., foreshadowing, personification, simile);		1
<b>English Language---Oral and Visual Communication</b>			
<input type="checkbox"/> 7e48	• ask questions and discuss different aspects of ideas in order to clarify their thinking;		3
<input type="checkbox"/> 7e49	• listen to and communicate related ideas, and narrate real and fictional events in a sequence;		2
<input type="checkbox"/> 7e50	• express and respond to a range of ideas and opinions concisely, clearly, and appropriately;		3
<input type="checkbox"/> 7e59	– use analogies and comparisons to develop and clarify ideas;		1
<input type="checkbox"/> 7e60	– use repetition for emphasis;		1
<b>The Arts---</b>			
<input type="checkbox"/> 7a36	• identify the principles of design (emphasis, rhythm, balance, unity, variety, proportion), and use them in ways appropriate for this grade when producing and responding to works of art;		1
<input type="checkbox"/> 7a37	• explain how artistic choices affect the viewer, and support their conclusions with evidence from the work;		1
<input type="checkbox"/> 7a39	– describe how the repetition of elements is used to create rhythm (e.g., the use of red both in the flowers and in the tablecloth causes the eye to move from one location in the picture to the other);		1
<input type="checkbox"/> 7a40	– identify the area of emphasis (or focal point) in a work of art;		1
<input type="checkbox"/> 7a49	– describe how artists representing a variety of historical periods, styles, and cultures have used the elements and principles of design to create a specific effect (e.g., colour, line, or texture for emphasis in works by people of various cultural backgrounds in Canada, such as Lyra by Aiko Suzuki, Royal Crown by Xenobia Bailey, and Sleigh Race Across the Ice by Cornelius Krieghoff);		1
<input type="checkbox"/> 7a50	– explain how the principles of design are used to organize a work, communicate feelings, and convey ideas, using appropriate vocabulary and terminology (e.g., the repetition of small squares arranged in vertical and horizontal lines in a work by Mondrian creates pathways through the work and, therefore, a feeling of movement);		1
<input type="checkbox"/> 7a51	– explain their preference for specific art works, with reference to the artist's intentional use of the elements and principles of design (e.g., the smooth texture and balanced forms of Inuit soapstone carvings effectively communicate the artists' harmonious relationship with the natural world);		1
<input type="checkbox"/> 7a52	– identify ways in which the visual arts affect various aspects of society and the economy.		1
<b>History---New France</b>			
<input type="checkbox"/> 7h2	• demonstrate an understanding of how the early French Canadian communities adapted to the challenges of their new land;		1
<input type="checkbox"/> 7h6	– demonstrate an understanding of economic, political, and social life in New France;		1
<b>History---Conflict and Change</b>			
<input type="checkbox"/> 7h40	• demonstrate an understanding of the nature of change and conflict, methods of creating change, and methods of resolving conflicts;		1
<input type="checkbox"/> 7h43	– demonstrate an understanding of the nature of change and conflict, identify types of conflict (e.g., war, rebellion, strike, protest), and present strategies for conflict resolution;		1
<input type="checkbox"/> 7h56	– examine and communicate methods of conflict resolution employed in everyday life: at home, at school, in the community;		1
<input type="checkbox"/> 7h57	– compare strategies of conflict resolution used at home and at school to strategies used historically.		1
<b>English Language---</b>			
<input type="checkbox"/> 8e1	• communicate ideas and information for a variety of purposes (to evaluate information, to compare points of view) and to specific audiences, using forms appropriate for their purpose (e.g., a survey soliciting opinions on an environmental issue) and features appropriate to the form (e.g., focused questions);		3
<input type="checkbox"/> 8e2	• use writing for various purposes and in a range of contexts, including school work (e.g., to write technical instructions, to clarify personal concerns, to explore social issues, to develop imaginative abilities);		1
<b>English Language---Reading</b>			
<input type="checkbox"/> 8e24	• read a variety of fiction and non-fiction materials (e.g., novels, short stories, poetry, essays, articles) for different purposes;		3
<input type="checkbox"/> 8e27	• explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience;		3
<input type="checkbox"/> 8e31	– explain how the various elements in a story function in relation to each other;		1
<input type="checkbox"/> 8e33	– make judgements and draw conclusions about ideas in written materials on the basis of evidence;		1
<input type="checkbox"/> 8e34	– clarify and broaden their own points of view by examining the ideas of others;		1
<input type="checkbox"/> 8e37	– identify various forms of writing and describe their key features (e.g., novels, short stories, poetry, plays, scripts, essays);		1



# Everybody Loves A Story

## Picture Books for the Junior/ Intermediate Student An Integrated Unit for Grade

		Selected	Assessed
<input type="checkbox"/> 8e39	– identify some stylistic devices used in literary works (e.g., metaphor, simile, personification) and explain their use;		1
<b>English Language---Oral and Visual Communication</b>			
<input type="checkbox"/> 8e47	• listen attentively to organize and classify information and to clarify thinking;		2
<input type="checkbox"/> 8e48	• listen to and communicate connected ideas and relate carefully-constructed narratives about real and fictional events;		3
<input type="checkbox"/> 8e49	• express and respond to a range of ideas and opinions concisely, clearly, and appropriately;		2
<input type="checkbox"/> 8e52	• identify a wide range of media works and describe the techniques used in them;		1
<input type="checkbox"/> 8e58	– identify the characteristics of different types of speech (e.g., colloquial, formal) and use them appropriately;		1
<b>The Arts---Visual Arts</b>			
<input type="checkbox"/> 8a26	• define the principles of design (emphasis, balance, rhythm, unity, variety, proportion), and use them in ways appropriate for this grade when producing and responding to works of art;		
<input type="checkbox"/> 8a27	• explain how an artist has used the expressive qualities of the elements and principles of design to affect the viewer, and support their analyses with evidence from the work;		1
<input type="checkbox"/> 8a29	– describe how the repetition of elements of design creates rhythm, which unifies the composition (e.g., the diagonal lines in the trees are repeated in the horses and jockeys, and this repetition helps to link the foreground and the background);		
<input type="checkbox"/> 8a30	– describe how the elements of design are used to create the area of emphasis (focal point) in a work of art (e.g., contrasts in colour, line, shape, or texture can serve to emphasize specific aspects of the work);		
<input type="checkbox"/> 8a38	– describe how artists representing various periods, styles, and cultures have used similar materials, tools, and the principles of design for a variety of purposes (e.g., the use of design principles in textiles like raffia cloth from Zaire, gowns from the Mandingos of West Africa, and embroidered dresses from Palestine), and recognize that many modern artists and designers (e.g., textile designers) are influenced by designs from other periods and cultures;		
<input type="checkbox"/> 8a39	– explain how the effective use of the elements and principles of design contributes to an art work's ability to communicate feelings, convey ideas, and enrich people's lives (e.g., the effective use of formal balance in the design of a building can enable people to feel a sense of order and harmony when looking at or being in that building);		1
<input type="checkbox"/> 8a40	– explain their preference for specific art works, with reference to the artist's use of the principles of design and their understanding of the ideas and feelings expressed in the work (e.g., Colville's use of sombre colours and informal balance in Horse and Train conveys a strong sense of impending disaster).		1
<b>History---Canada: A Changing Society</b>			
<input type="checkbox"/> 8h35	• demonstrate an understanding of how diverse groups and individuals have contributed to the historical, cultural, and economic development of Canada;		1
<input type="checkbox"/> 8h37	• demonstrate an understanding of the impact of World War I on Canada and the world community.		1
<input type="checkbox"/> 8h38	– demonstrate an understanding of factors contributing to change in a society (e.g., technology, immigration, politics, globalization, war);		1
<input type="checkbox"/> 8h45	– identify features of Canada's immigration policy in the nineteenth century (e.g., head tax, no stoppage rule);		1
<input type="checkbox"/> 8h52	– analyse and describe conflicting points of view about an historical issue (e.g., conscription);		1



## Everybody Loves A Story

### Picture Books for the Junior/ Intermediate Student An Integrated Unit for Grade 4/5/6/7/8

#### English Language

4e1	2	4e2	2	4e3	4e4	4e5	4e6	4e7	4e8	4e9	4e10
4e11		4e12		4e13	4e14	4e15	4e16	4e17	4e18	4e19	4e20
4e21		4e22		4e23	4e24	4e25	4e26	4e27	2	4e28	4e29
4e31		4e32		4e33	4e34	4e35	4e36	1	4e37	1	4e38
4e41		4e42	1	4e43	1	4e44	4e45	4e46	4e47	4e48	4e49
4e51		4e52		4e53	2	4e54	4e55	3	4e56	4e57	4e58
4e61		4e62		4e63	4e64	4e65	4e66	4e67	4e68	4e69	4e70

#### Core French

4f1	4f2	4f3	4f4	4f5	4f6	4f7	4f8	4f9	4f10
4f11	4f12	4f13	4f14	4f15	4f16	4f17	4f18	4f19	4f20

#### Mathematics

4m1	4m2	4m3	4m4	4m5	4m6	4m7	4m8	4m9	4m10
4m11	4m12	4m13	4m14	4m15	4m16	4m17	4m18	4m19	4m20
4m21	4m22	4m23	4m24	4m25	4m26	4m27	4m28	4m29	4m30
4m31	4m32	4m33	4m34	4m35	4m36	4m37	4m38	4m39	4m40
4m41	4m42	4m43	4m44	4m45	4m46	4m47	4m48	4m49	4m50
4m51	4m52	4m53	4m54	4m55	4m56	4m57	4m58	4m59	4m60
4m61	4m62	4m63	4m64	4m65	4m66	4m67	4m68	4m69	4m70
4m71	4m72	4m73	4m74	4m75	4m76	4m77	4m78	4m79	4m80
4m81	4m82	4m83	4m84	4m85	4m86	4m87	4m88	4m89	4m90
4m91	4m92	4m93	4m94	4m95	4m96	4m97	4m98	4m99	4m100
4m101	4m102	4m103	4m104	4m105	4m106	4m107	4m108	4m109	4m110
4m111	4m112	4m113	4m114	4m115	4m116	4m117	4m118	4m119	

#### Science and Technology

4s1	1	4s2	1	4s3	4s4	1	4s5	1	4s6	1	4s7	4s8	4s9	4s10
4s11		4s12	1	4s13	4s14		4s15	1	4s16		4s17	1	4s18	4s19
4s21		4s22		4s23	1	4s24	4s25		4s26		4s27		4s28	4s29
4s31		4s32		4s33		4s34	4s35		4s36	1	4s37		4s38	4s39
4s41		4s42		4s43	4s44	4s45	4s46		4s47		4s48		4s49	4s50
4s51		4s52		4s53	4s54	4s55	4s56		4s57		4s58		4s59	4s60
4s61		4s62		4s63	4s64	4s65	4s66		4s67		4s68		4s69	4s70
4s71		4s72		4s73	4s74	4s75	4s76		4s77		4s78		4s79	4s80
4s81		4s82		4s83	4s84	4s85	4s86		4s87		4s88		4s89	4s90
4s91		4s92		4s93	4s94	4s95	4s96		4s97		4s98		4s99	4s100
4s101		4s102		4s103	4s104	4s105	4s106		4s107		4s108		4s109	4s110
4s111		4s112		4s113	4s114	4s115	4s116		4s117		4s118		4s119	4s120
4s121		4s122		4s123										

#### Social Studies

4z1	4z2	4z3	4z4	4z5	4z6	4z7	4z8	4z9	4z10
4z11	4z12	4z13	4z14	4z15	4z16	4z17	4z18	4z19	4z20
4z21	4z22	1	4z23	4z24	1	4z25	4z26	4z27	4z28
4z31	4z32		4z33	4z34		4z35	4z36	4z37	4z38
4z41	1	4z42	4z43	4z44		4z45	4z46	4z47	4z48
4z51	4z52	4z53	4z54	4z55	4z56	4z57	4z58	4z59	4z60
4z61	4z62								

#### Health and Physical Education

4p1	4p2	4p3	4p4	4p5	4p6	4p7	4p8	4p9	4p10
4p11	4p12	4p13	4p14	4p15	4p16	4p17	4p18	4p19	4p20
4p21	4p22	4p23	4p24	4p25	4p26	4p27	4p28	4p29	4p30
4p31	4p32	4p33	4p34	4p35	4p36				

#### The Arts

4a1	4a2	4a3	4a4	4a5	4a6	4a7	4a8	4a9	4a10
4a11	4a12	4a13	4a14	4a15	4a16	4a17	4a18	4a19	4a20
4a21	4a22	4a23	4a24	4a25	4a26	4a27	4a28	4a29	4a30
4a31	4a32	4a33	1	4a34	1	4a35	4a36	1	4a37
4a41	4a42	4a43		4a44		4a45	4a46	1	4a47
4a51	4a52	4a53		4a54		4a55	4a56		4a57
4a61	4a62	4a63		4a64		4a65	4a66		4a67



## Everybody Loves A Story

Selected **Assessed**

### Picture Books for the Junior/ Intermediate Student An Integrated Unit for Grade 4/5/6/7/8

#### English Language

5e1	3	5e2	3	5e3	1	5e4	5e5	5e6	5e7	5e8	5e9	5e10					
5e11		5e12		5e13		5e14	5e15	5e16	5e17	5e18	5e19	5e20					
5e21		5e22	2	5e23		5e24	5e25	3	5e26	5e27	5e28	5e29	1	5e30	1		
5e31	2	5e32	2	5e33		5e34	5e35	1	5e36	1	5e37	5e38	5e39	5e40			
5e41		5e42		5e43		5e44	5e45		5e46	2	5e47	1	5e48	3	5e49	5e50	
5e51		5e52		5e53		5e54	5e55	1	5e56	1	5e57	1	5e58		5e59	1	5e60
5e61		5e62		5e63		5e64	5e65		5e66								

#### Core French

5f1	5f2	5f3	5f4	5f5	5f6	5f7	5f8	5f9	5f10
5f11	5f12	5f13	5f14	5f15	5f16	5f17	5f18		

#### Mathematics

5m1	5m2	5m3	5m4	5m5	5m6	5m7	5m8	5m9	5m10
5m11	5m12	5m13	5m14	5m15	5m16	5m17	5m18	5m19	5m20
5m21	5m22	5m23	5m24	5m25	5m26	5m27	5m28	5m29	5m30
5m31	5m32	5m33	5m34	5m35	5m36	5m37	5m38	5m39	5m40
5m41	5m42	5m43	5m44	5m45	5m46	5m47	5m48	5m49	5m50
5m51	5m52	5m53	5m54	5m55	5m56	5m57	5m58	5m59	5m60
5m61	5m62	5m63	5m64	5m65	5m66	5m67	5m68	5m69	5m70
5m71	5m72	5m73	5m74	5m75	5m76	5m77	5m78	5m79	5m80
5m81	5m82	5m83	5m84	5m85	5m86	5m87	5m88	5m89	5m90
5m91	5m92	5m93	5m94	5m95	5m96	5m97	5m98	5m99	5m100
5m101	5m102	5m103	5m104	5m105	5m106	5m107	5m108	5m109	5m110
5m111	5m112	5m113	5m114	5m115	5m116	5m117	5m118	5m119	5m120
5m121	5m122	5m123	5m124						

#### Science and Technology

5s1	5s2	5s3	5s4	5s5	5s6	5s7	5s8	5s9	5s10			
5s11	5s12	5s13	5s14	5s15	5s16	5s17	5s18	5s19	5s20			
5s21	5s22	5s23	5s24	5s25	5s26	5s27	5s28	5s29	5s30			
5s31	5s32	5s33	5s34	5s35	5s36	5s37	5s38	5s39	5s40			
5s41	5s42	5s43	5s44	5s45	5s46	5s47	5s48	5s49	5s50			
5s51	5s52	5s53	5s54	5s55	5s56	5s57	5s58	5s59	5s60			
5s61	5s62	5s63	5s64	5s65	5s66	5s67	5s68	5s69	5s70			
5s71	5s72	5s73	5s74	5s75	5s76	5s77	5s78	5s79	5s80			
5s81	5s82	5s83	5s84	5s85	5s86	5s87	5s88	5s89	5s90			
5s91	5s92	5s93	5s94	5s95	5s96	5s97	5s98	5s99	5s100			
5s101	5s102	5s103	5s104	5s105	1	5s106	5s107	1	5s108	5s109	1	5s110
5s111	5s112	5s113	5s114	5s115		5s116	5s117		5s118		5s119	5s120
5s121	5s122	5s123	1	5s124	1	5s125	1	5s126	5s127	5s128		

#### Social Studies

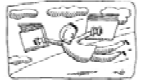
5z1	5z2	5z3	5z4	5z5	5z6	5z7	5z8	5z9	5z10
5z11	5z12	5z13	5z14	5z15	5z16	5z17	5z18	5z19	5z20
5z21	5z22	5z23	5z24	5z25	5z26	5z27	5z28	5z29	5z30
5z31	5z32	5z33	5z34	5z35	5z36	5z37	5z38	5z39	5z40
5z41	5z42	5z43	5z44	5z45	5z46	5z47	5z48		

#### Health and Physical Education

5p1	5p2	5p3	5p4	5p5	5p6	5p7	5p8	5p9	5p10
5p11	5p12	5p13	5p14	5p15	5p16	5p17	5p18	5p19	5p20
5p21	5p22	5p23	5p24	5p25	5p26	5p27	5p28	5p29	5p30
5p31	5p32	5p33	5p34	5p35	5p36	5p37	5p38	5p39	5p40

#### The Arts

5a1		5a2		5a3		5a4		5a5		5a6		5a7		5a8		5a9		5a10
5a11		5a12		5a13		5a14		5a15		5a16		5a17		5a18		5a19		5a20
5a21		5a22		5a23		5a24		5a25		5a26		5a27	1	5a28	1	5a29		5a30
5a31	1	5a32	1	5a33	1	5a34		5a35		5a36		5a37		5a38		5a39		5a40
5a41		5a42	1	5a43	1	5a44	1	5a45		5a46		5a47		5a48		5a49		5a50
5a51		5a52		5a53		5a54		5a55		5a56		5a57		5a58		5a59		5a60
5a61		5a62		5a63		5a64		5a65		5a66		5a67		5a68		5a69		



## Everybody Loves A Story

### Picture Books for the Junior/ Intermediate Student An Integrated Unit for Grade 4/5/6/7/8

#### English Language

6e1	3	6e2	1	6e3	6e4	6e5	6e6	6e7	6e8	6e9	6e10
6e11		6e12		6e13	6e14	6e15	6e16	6e17	6e18	6e19	6e20
6e21		6e22		6e23	3	6e24	6e25	6e26	2	6e27	6e28
6e31		6e32		6e33	1	6e34	6e35	6e36	6e37	6e38	6e39
6e41		6e42		6e43	6e44	6e45	6e46	6e47	1	6e48	1
6e51		6e52		6e53	6e54	6e55	6e56	6e57	1	6e58	6e59
6e61	1	6e62	1	6e63	6e64	6e65	6e66				6e60

#### Core French

6f1	6f2	6f3	6f4	6f5	6f6	6f7	6f8	6f9	6f10
6f11	6f12	6f13	6f14	6f15	6f16	6f17	6f18		

#### Mathematics

6m1	6m2	6m3	6m4	6m5	6m6	6m7	6m8	6m9	6m10
6m11	6m12	6m13	6m14	6m15	6m16	6m17	6m18	6m19	6m20
6m21	6m22	6m23	6m24	6m25	6m26	6m27	6m28	6m29	6m30
6m31	6m32	6m33	6m34	6m35	6m36	6m37	6m38	6m39	6m40
6m41	6m42	6m43	6m44	6m45	6m46	6m47	6m48	6m49	6m50
6m51	6m52	6m53	6m54	6m55	6m56	6m57	6m58	6m59	6m60
6m61	6m62	6m63	6m64	6m65	6m66	6m67	6m68	6m69	6m70
6m71	6m72	6m73	6m74	6m75	6m76	6m77	6m78	6m79	6m80
6m81	6m82	6m83	6m84	6m85	6m86	6m87	6m88	6m89	6m90
6m91	6m92	6m93	6m94	6m95	6m96	6m97	6m98	6m99	6m100
6m101	6m102	6m103	6m104	6m105	6m106	6m107	6m108	6m109	6m110
6m111	6m112	6m113	6m114	6m115	6m116	6m117	6m118	6m119	6m120
6m121	6m122	6m123	6m124	6m125					

#### Science and Technology

6s1	1	6s2	6s3	1	6s4	1	6s5	6s6	6s7	6s8	6s9	6s10
6s11	1	6s12	6s13	6s14	6s15	6s16	1	6s17	6s18	6s19	1	6s20
6s21		6s22	6s23	6s24	6s25	6s26	6s27	6s28	6s29	6s30		6s31
6s31		6s32	6s33	6s34	6s35	6s36	6s37	6s38	6s39	6s40		6s41
6s41		6s42	6s43	6s44	6s45	6s46	6s47	6s48	6s49	6s50		6s51
6s51		6s52	6s53	6s54	6s55	6s56	6s57	6s58	6s59	6s60		6s61
6s61		6s62	6s63	6s64	6s65	6s66	6s67	6s68	6s69	6s70		6s71
6s71		6s72	6s73	6s74	6s75	6s76	6s77	6s78	6s79	6s80		6s81
6s81		6s82	6s83	6s84	6s85	6s86	6s87	6s88	6s89	6s90		6s91
6s91		6s92	6s93	6s94	6s95	6s96	6s97	6s98	6s99	6s100		6s101
6s101		6s102	6s103	6s104	6s105	6s106	6s107	6s108	6s109	6s110		6s111
6s111		6s112	6s113	6s114	6s115	6s116	6s117	6s118	6s119	6s120		6s121
6s121		6s122	6s123	6s124								6s122

#### Social Studies

6z1	1	6z2	6z3	6z4	1	6z5	1	6z6	6z7	6z8	6z9	6z10
6z11		6z12	6z13	1	6z14	6z15	6z16	6z17	6z18	6z19	1	6z20
6z21		6z22	6z23	6z24	6z25	6z26	6z27	6z28	6z29	6z30		6z31
6z31		6z32	6z33	6z34	6z35	6z36	6z37	6z38	6z39	6z40		6z41
6z41		6z42	6z43	6z44	6z45	6z46	6z47	6z48				

#### Health and Physical Education

6p1	6p2	6p3	6p4	6p5	6p6	6p7	6p8	6p9	6p10
6p11	6p12	6p13	6p14	6p15	6p16	6p17	6p18	6p19	6p20
6p21	6p22	6p23	6p24	6p25	6p26	6p27	6p28	6p29	6p30
6p31	6p32	6p33	6p34						

#### The Arts

6a1	6a2	6a3	6a4	6a5	6a6	6a7	6a8	6a9	6a10
6a11	6a12	6a13	6a14	6a15	6a16	6a17	6a18	6a19	6a20
6a21	6a22	6a23	6a24	6a25	6a26	1	6a27	1	6a28
6a31	1	6a32	1	6a33	6a34	6a35	6a36	6a37	6a38
6a41	1	6a42	1	6a43	1	6a44	1	6a45	6a46
6a51		6a52		6a53	6a54	6a55	6a56	6a57	6a58
6a61		6a62		6a63	6a64	6a65	6a66	6a67	6a68
6a71								6a69	6a70



## Everybody Loves A Story

Selected **Assessed**

### Picture Books for the Junior/ Intermediate Student An Integrated Unit for Grade 4/5/6/7/8

#### English Language

7e1	3	7e2	1	7e3	7e4	7e5	7e6	7e7	7e8	7e9	7e10
7e11		7e12		7e13	7e14	7e15	7e16	7e17	7e18	7e19	7e20
7e21		7e22		7e23	7e24	7e25	3	7e26	7e27	7e28	3
7e31		7e32	1	7e33	7e34	2	7e35	2	7e36	7e37	7e38
7e41		7e42		7e43	7e44	7e45	7e46	7e47	7e48	3	7e49
7e51		7e52		7e53	7e54	7e55	7e56	7e57	7e58	7e59	1
7e61		7e62		7e63	7e64	7e65	7e66	7e67	7e68	7e69	7e70

#### Core French

7f1	7f2	7f3	7f4	7f5	7f6	7f7	7f8	7f9	7f10
7f11	7f12	7f13	7f14	7f15	7f16	7f17			

#### Mathematics

7m1	7m2	7m3	7m4	7m5	7m6	7m7	7m8	7m9	7m10
7m11	7m12	7m13	7m14	7m15	7m16	7m17	7m18	7m19	7m20
7m21	7m22	7m23	7m24	7m25	7m26	7m27	7m28	7m29	7m30
7m31	7m32	7m33	7m34	7m35	7m36	7m37	7m38	7m39	7m40
7m41	7m42	7m43	7m44	7m45	7m46	7m47	7m48	7m49	7m50
7m51	7m52	7m53	7m54	7m55	7m56	7m57	7m58	7m59	7m60
7m61	7m62	7m63	7m64	7m65	7m66	7m67	7m68	7m69	7m70
7m71	7m72	7m73	7m74	7m75	7m76	7m77	7m78	7m79	7m80
7m81	7m82	7m83	7m84	7m85	7m86	7m87	7m88	7m89	7m90
7m91	7m92	7m93	7m94	7m95	7m96	7m97	7m98	7m99	7m100
7m101	7m102	7m103	7m104	7m105	7m106	7m107	7m108	7m109	

#### Science and Technology

7s1	7s2	7s3	7s4	7s5	7s6	7s7	7s8	7s9	7s10
7s11	7s12	7s13	7s14	7s15	7s16	7s17	7s18	7s19	7s20
7s21	7s22	7s23	7s24	7s25	7s26	7s27	7s28	7s29	7s30
7s31	7s32	7s33	7s34	7s35	7s36	7s37	7s38	7s39	7s40
7s41	7s42	7s43	7s44	7s45	7s46	7s47	7s48	7s49	7s50
7s51	7s52	7s53	7s54	7s55	7s56	7s57	7s58	7s59	7s60
7s61	7s62	7s63	7s64	7s65	7s66	7s67	7s68	7s69	7s70
7s71	7s72	7s73	7s74	7s75	7s76	7s77	7s78	7s79	7s80
7s81	7s82	7s83	7s84	7s85	7s86	7s87	7s88	7s89	7s90
7s91	7s92	7s93	7s94	7s95	7s96	7s97	7s98	7s99	7s100
7s101	7s102	7s103	7s104	7s105	7s106	7s107	7s108	7s109	7s110
7s111	7s112	7s113	7s114	7s115	7s116	7s117	7s118	7s119	7s120
7s121	7s122	7s123	7s124	7s125	7s126	7s127	7s128	7s129	7s130
7s131									

#### Geography

7q1	7q2	7q3	7q4	7q5	7q6	7q7	7q8	7q9	7q10
7q11	7q12	7q13	7q14	7q15	7q16	7q17	7q18	7q19	7q20
7q21	7q22	7q23	7q24	7q25	7q26	7q27	7q28	7q29	7q30
7q31	7q32	7q33	7q34	7q35	7q36	7q37	7q38	7q39	7q40
7q41	7q42	7q43	7q44	7q45	7q46	7q47	7q48	7q49	7q50
7q51	7q52	7q53	7q54	7q55	7q56	7q57	7q58	7q59	7q60
7q61	7q62	7q63	7q64						

#### History

7h1	7h2	1	7h3	7h4	7h5	7h6	1	7h7	7h8	7h9	7h10
7h11	7h12		7h13	7h14	7h15	7h16		7h17	7h18	7h19	7h20
7h21	7h22		7h23	7h24	7h25	7h26		7h27	7h28	7h29	7h30
7h31	7h32		7h33	7h34	7h35	7h36		7h37	7h38	7h39	7h40
7h41	7h42		7h43	1	7h44	7h45		7h46	7h47	7h48	7h49
7h51	7h52		7h53	7h54	7h55	7h56	1	7h57	1		7h50

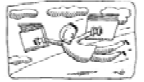
#### Health and Physical Education

7p1	7p2	7p3	7p4	7p5	7p6	7p7	7p8	7p9	7p10
7p11	7p12	7p13	7p14	7p15	7p16	7p17	7p18	7p19	7p20
7p21	7p22	7p23	7p24	7p25	7p26	7p27	7p28	7p29	7p30
7p31	7p32	7p33	7p34	7p35	7p36	7p37	7p38	7p39	7p40
7p41	7p42								

#### The Arts

7a1	7a2	7a3	7a4	7a5	7a6	7a7	7a8	7a9	7a10				
7a11	7a12	7a13	7a14	7a15	7a16	7a17	7a18	7a19	7a20				
7a21	7a22	7a23	7a24	7a25	7a26	7a27	7a28	7a29	7a30				
7a31	7a32	7a33	7a34	7a35	7a36	1	7a37	1	7a38	7a39	1	7a40	1
7a41	7a42	7a43	7a44	7a45	7a46	7a47	7a48	7a49	1	7a50	1		
7a51	1	7a52	1	7a53	7a54	7a55	7a56	7a57	7a58	7a59	7a60		
7a61	7a62	7a63	7a64	7a65	7a66	7a67	7a68	7a69	7a70				
7a71	7a72	7a73	7a74	7a75	7a76	7a77	7a78						





## Everybody Loves A Story

Selected **Assessed**

### Picture Books for the Junior/ Intermediate Student An Integrated Unit for Grade 4/5/6/7/8

#### English Language

8e1	3	8e2	1	8e3	8e4	8e5	8e6	8e7	8e8	8e9	8e10
8e11		8e12		8e13	8e14	8e15	8e16	8e17	8e18	8e19	8e20
8e21		8e22		8e23	8e24	3	8e25	8e26	8e27	3	8e28
8e31	1	8e32		8e33	1	8e34	1	8e35	8e36	8e37	1
8e41		8e42		8e43	8e44	8e45	8e46	8e47	2	8e48	3
8e51		8e52	1	8e53	8e54	8e55	8e56	8e57		8e58	1
8e61		8e62		8e63	8e64	8e65	8e66	8e67		8e68	

#### Core French

8f1	8f2	8f3	8f4	8f5	8f6	8f7	8f8	8f9	8f10
8f11	8f12	8f13	8f14	8f15	8f16	8f17			

#### Mathematics

8m1	8m2	8m3	8m4	8m5	8m6	8m7	8m8	8m9	8m10
8m11	8m12	8m13	8m14	8m15	8m16	8m17	8m18	8m19	8m20
8m21	8m22	8m23	8m24	8m25	8m26	8m27	8m28	8m29	8m30
8m31	8m32	8m33	8m34	8m35	8m36	8m37	8m38	8m39	8m40
8m41	8m42	8m43	8m44	8m45	8m46	8m47	8m48	8m49	8m50
8m51	8m52	8m53	8m54	8m55	8m56	8m57	8m58	8m59	8m60
8m61	8m62	8m63	8m64	8m65	8m66	8m67	8m68	8m69	8m70
8m71	8m72	8m73	8m74	8m75	8m76	8m77	8m78	8m79	8m80
8m81	8m82	8m83	8m84	8m85	8m86	8m87	8m88	8m89	8m90
8m91	8m92	8m93	8m94	8m95	8m96	8m97	8m98	8m99	8m100
8m101	8m102	8m103	8m104	8m105	8m106	8m107	8m108	8m109	8m110
8m111	8m112	8m113	8m114	8m115	8m116	8m117	8m118	8m119	8m120
8m121	8m122								

#### Science and Technology

8s1	8s2	8s3	8s4	8s5	8s6	8s7	8s8	8s9	8s10
8s11	8s12	8s13	8s14	8s15	8s16	8s17	8s18	8s19	8s20
8s21	8s22	8s23	8s24	8s25	8s26	8s27	8s28	8s29	8s30
8s31	8s32	8s33	8s34	8s35	8s36	8s37	8s38	8s39	8s40
8s41	8s42	8s43	8s44	8s45	8s46	8s47	8s48	8s49	8s50
8s51	8s52	8s53	8s54	8s55	8s56	8s57	8s58	8s59	8s60
8s61	8s62	8s63	8s64	8s65	8s66	8s67	8s68	8s69	8s70
8s71	8s72	8s73	8s74	8s75	8s76	8s77	8s78	8s79	8s80
8s81	8s82	8s83	8s84	8s85	8s86	8s87	8s88	8s89	8s90
8s91	8s92	8s93	8s94	8s95	8s96	8s97	8s98	8s99	8s100
8s101	8s102	8s103	8s104	8s105	8s106	8s107	8s108	8s109	8s110
8s111	8s112	8s113	8s114	8s115	8s116	8s117	8s118	8s119	8s120
8s121	8s122	8s123	8s124	8s125	8s126	8s127	8s128	8s129	8s130
8s131	8s132	8s133	8s134	8s135	8s136	8s137	8s138	8s139	8s140
8s141	8s142	8s143	8s144	8s145	8s146	8s147	8s148		

#### Geography

8g1	8g2	8g3	8g4	8g5	8g6	8g7	8g8	8g9	8g10
8g11	8g12	8g13	8g14	8g15	8g16	8g17	8g18	8g19	8g20
8g21	8g22	8g23	8g24	8g25	8g26	8g27	8g28	8g29	8g30
8g31	8g32	8g33	8g34	8g35	8g36	8g37	8g38	8g39	8g40
8g41	8g42	8g43	8g44	8g45	8g46	8g47	8g48	8g49	8g50
8g51	8g52	8g53	8g54	8g55	8g56	8g57			

#### History

8h1	8h2	8h3	8h4	8h5	8h6	8h7	8h8	8h9	8h10
8h11	8h12	8h13	8h14	8h15	8h16	8h17	8h18	8h19	8h20
8h21	8h22	8h23	8h24	8h25	8h26	8h27	8h28	8h29	8h30
8h31	8h32	8h33	8h34	8h35	1	8h36	8h37	1	8h38
8h41	8h42	8h43	8h44	8h45	1	8h46	8h47	8h48	8h49
8h51	8h52	1	8h53	8h54	8h55	8h56	8h57		

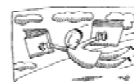
#### Health and Physical Education

8p1	8p2	8p3	8p4	8p5	8p6	8p7	8p8	8p9	8p10
8p11	8p12	8p13	8p14	8p15	8p16	8p17	8p18	8p19	8p20
8p21	8p22	8p23	8p24	8p25	8p26	8p27	8p28	8p29	8p30
8p31	8p32	8p33	8p34	8p35	8p36	8p37	8p38	8p39	8p40
8p41									

#### The Arts

8a1	8a2	8a3	8a4	8a5	8a6	8a7	8a8	8a9	8a10
8a11	8a12	8a13	8a14	8a15	8a16	8a17	8a18	8a19	8a20
8a21	8a22	8a23	8a24	8a25	8a26	1	8a27	1	8a28
8a31	8a32	8a33	8a34	8a35	8a36	8a37	8a38	1	8a39
8a41	8a42	8a43	8a44	8a45	8a46	8a47	8a48	8a49	8a50
8a51	8a52	8a53	8a54	8a55	8a56	8a57	8a58	8a59	8a60
8a61	8a62	8a63	8a64	8a65	8a66				





# Everybody Loves A Story

## Picture Books for the Junior/ Intermediate Student An Integrated Unit for Grade

### Analysis Of Unit Components

- 9 Subtasks
- 206 Expectations
- 110 Resources
- 68 Strategies & Groupings
- Unique Expectations --
- 71 Language Expectations
- 25 Science And Tech Expectations
- 38 Arts Expectations
- 9 Social Studies Expectations
- 11 History Expectations

### Resource Types

- 1 Rubrics
- 16 Blackline Masters
- 0 Licensed Software
- 80 Print Resources
- 0 Media Resources
- 12 Websites
- 0 Material Resources
- 0 Equipment / Manipulatives
- 0 Sample Graphics
- 0 Other Resources
- 1 Parent / Community
- 0 Companion Bookmarks

### Groupings

- 8 Students Working As A Whole Class
- 2 Students Working In Pairs
- 5 Students Working In Small Groups
- 4 Students Working Individually

### Assessment Recording Devices

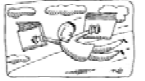
- 4 Anecdotal Record
- 1 Rating Scale
- 1 Rubric

### Teaching / Learning Strategies

- 2 Analysing Bias/stereotype
- 1 Anticipation Guide
- 2 Brainstorming
- 1 Case Study
- 1 Classifying
- 3 Collage
- 2 Community Links
- 1 Conflict Resolution
- 1 Debate
- 1 Decision-making Models
- 2 Directed Reading -thinking Activity
- 3 Expressing Another Point Of View
- 1 Graphic Applications
- 1 Historical/geographical Inquiry
- 1 Improvisation
- 1 Issue-based Analysis
- 1 Literature Circles
- 1 Mask Making
- 1 Panel Discussion
- 1 Problem-based Models

### Assessment Strategies

- 1 Observation
- 1 Performance Task
- 3 Portfolio
- 2 Response Journal
- 1 Self Assessment



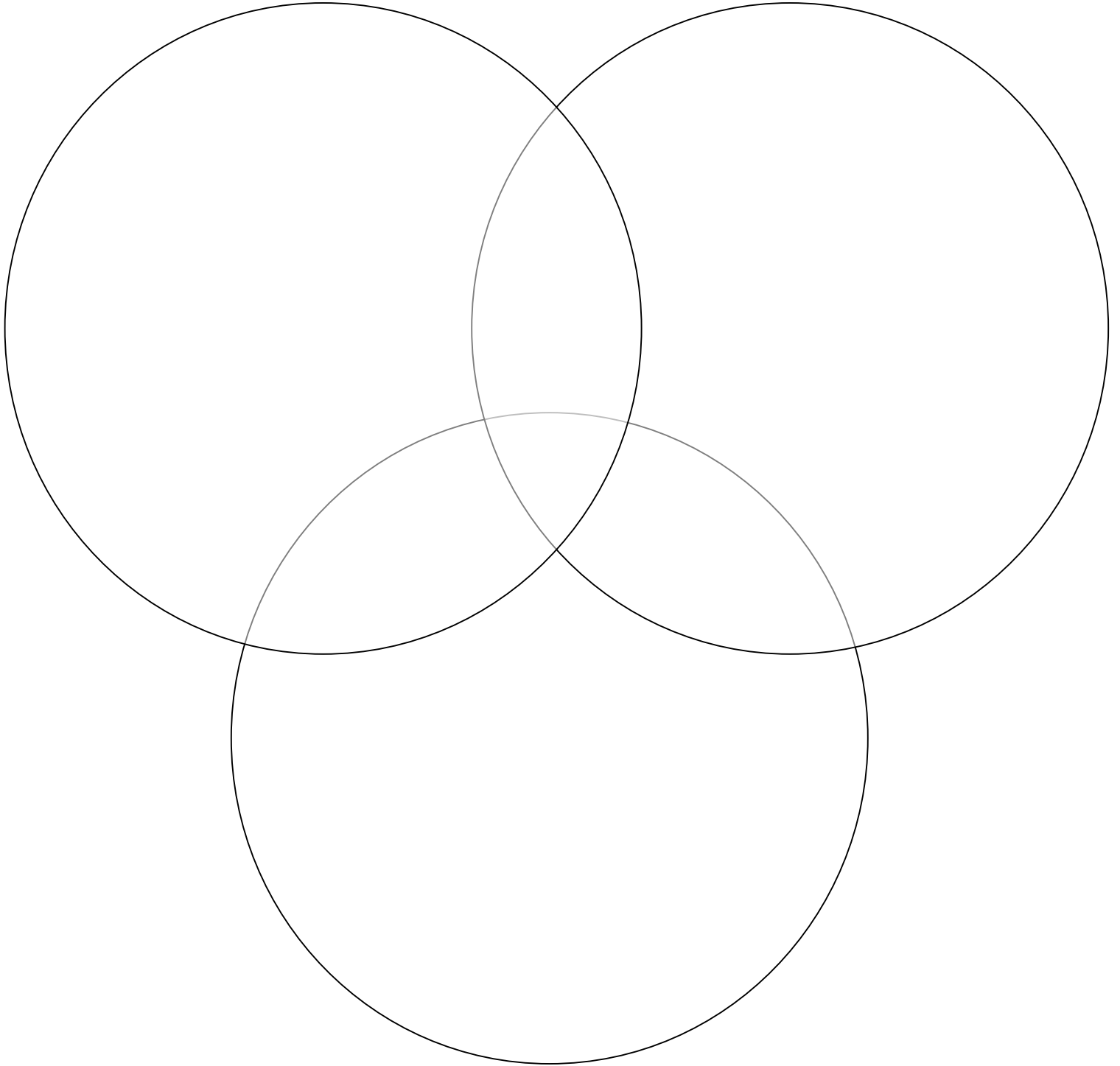
## Everybody Loves A Story

Picture Books for the Junior/ Intermediate Student    An Integrated Unit for Grade

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- 1   Reader's Theatre
- 1   Reading Response
- 2   Reflection
- 1   Response Journal
- 1   Scientific Method
- 1   Visual/graphic Organizers

# **Awareness and Action**



## Belonging and Beliefs

1. There is power in belonging to a group.	Agree	Disagree
2. I am afraid of stating my own opinion when it is it is different from that of my friends.	Agree	Disagree
3. I feel better when I have others telling me what to do.	Agree	Disagree
4. I avoid certain activities because I do not belong there.	Agree	Disagree
5. I am willing to stand up for my ideas.	Agree	Disagree
6. Everyone is entitled to his or her opinion.	Agree	Disagree
7. I am safer when I am with a group.	Agree	Disagree
8. What my parents think is important to me.	Agree	Disagree
9. What my friends think is more important to me.	Agree	Disagree
10. I value choice.	Agree	Disagree

# Riding the Tiger:

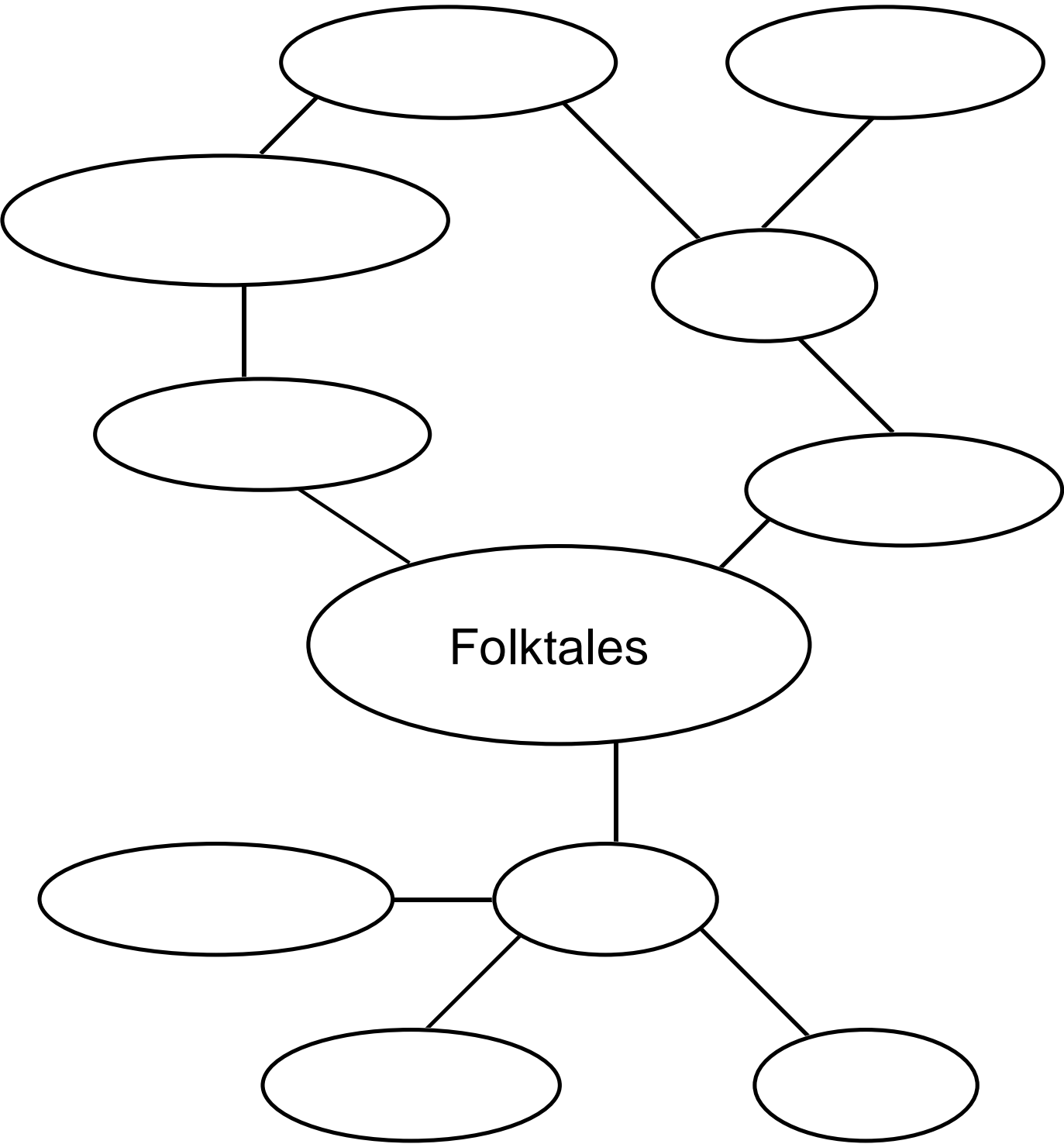
## Personal choice and reflection

Event		
	Choice	Consequence
Take a ride on the tiger		
Talk with the police officer		
Think about the questions		
Ferdy’s options/choices		
Watch the old man fall		

Name:\_\_\_\_\_

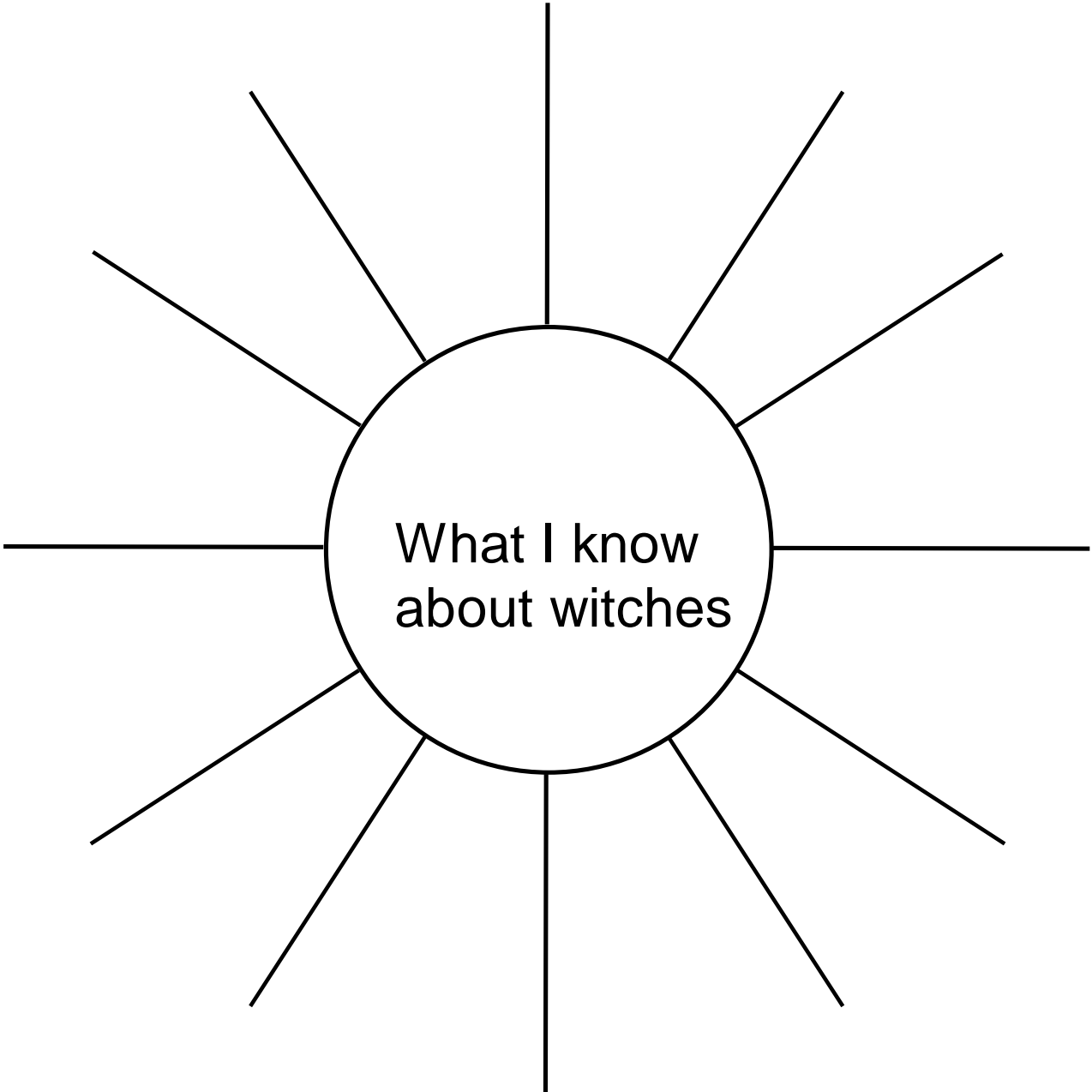
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# Characteristics of Folktales



Name: \_\_\_\_\_

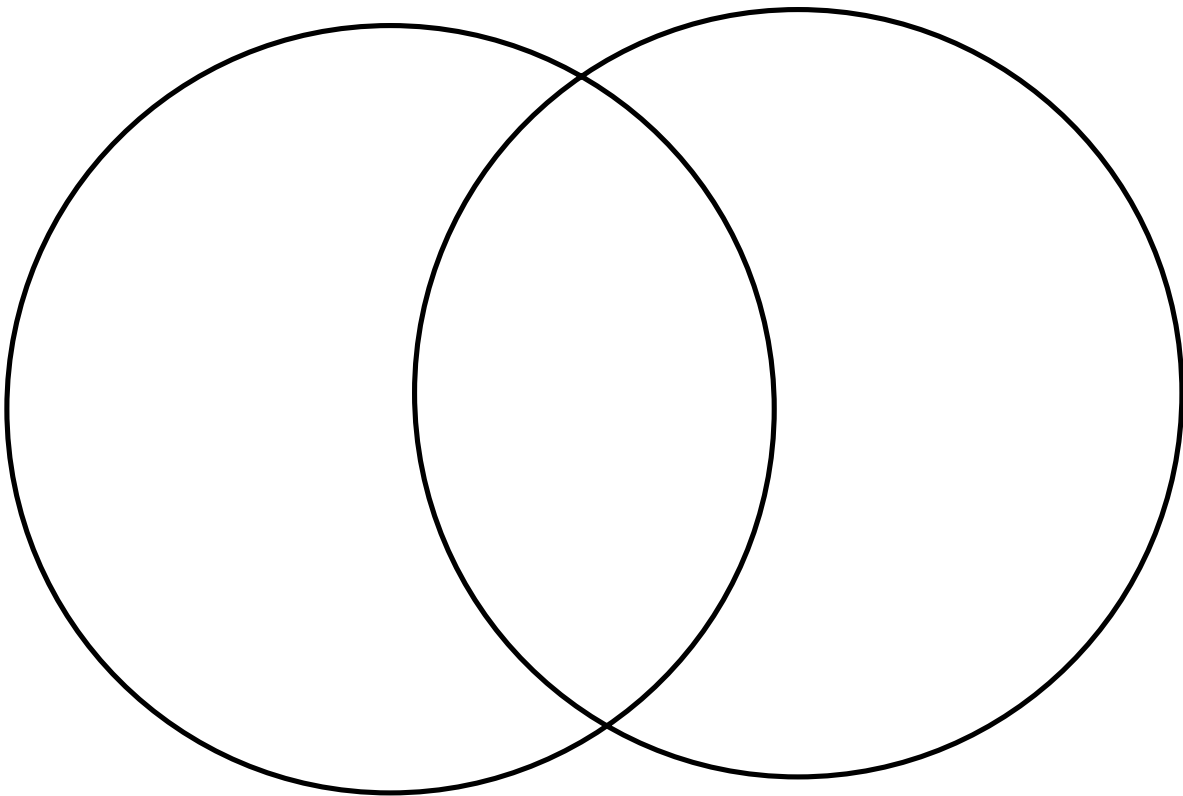
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# Heroes

King Christian X

Janusz Korczak



Name: \_\_\_\_\_

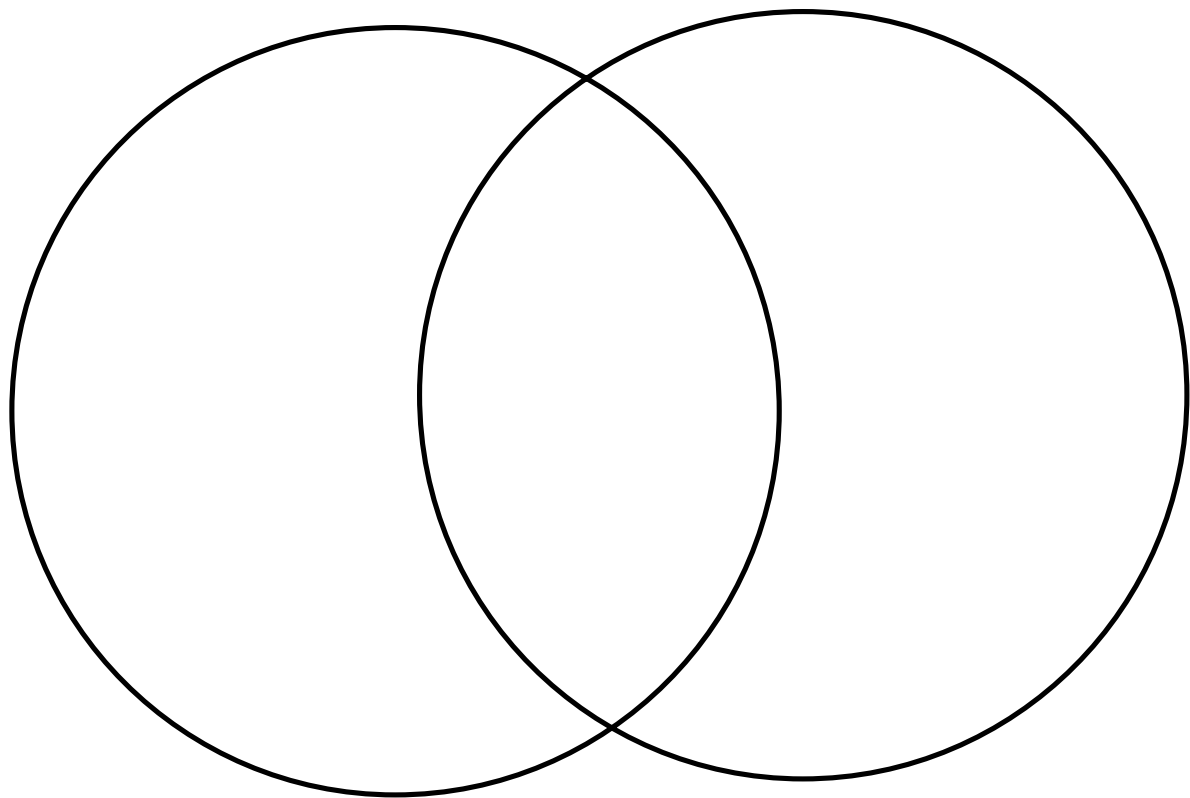
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# Jabberwocky: Comparing Interpretations

Graeme Base

Stephane Jorisch



Name: \_\_\_\_\_ Date: \_\_\_\_\_

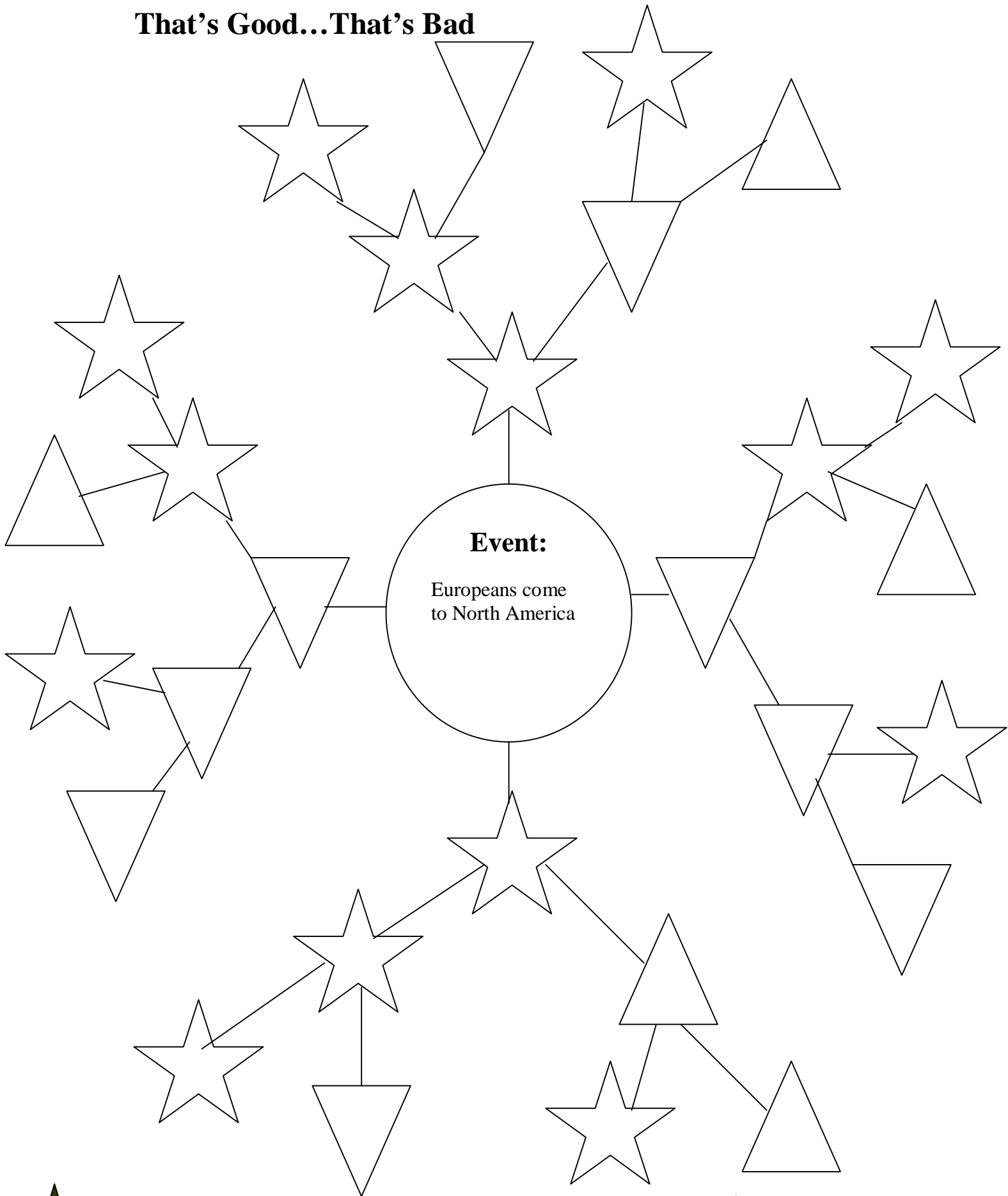
# Red Land Yellow River

## Journey of Self-Discovery


Name:\_\_\_\_\_

Date:\_\_\_\_\_

# That's Good...That's Bad



## Event:

Europeans come  
to North America



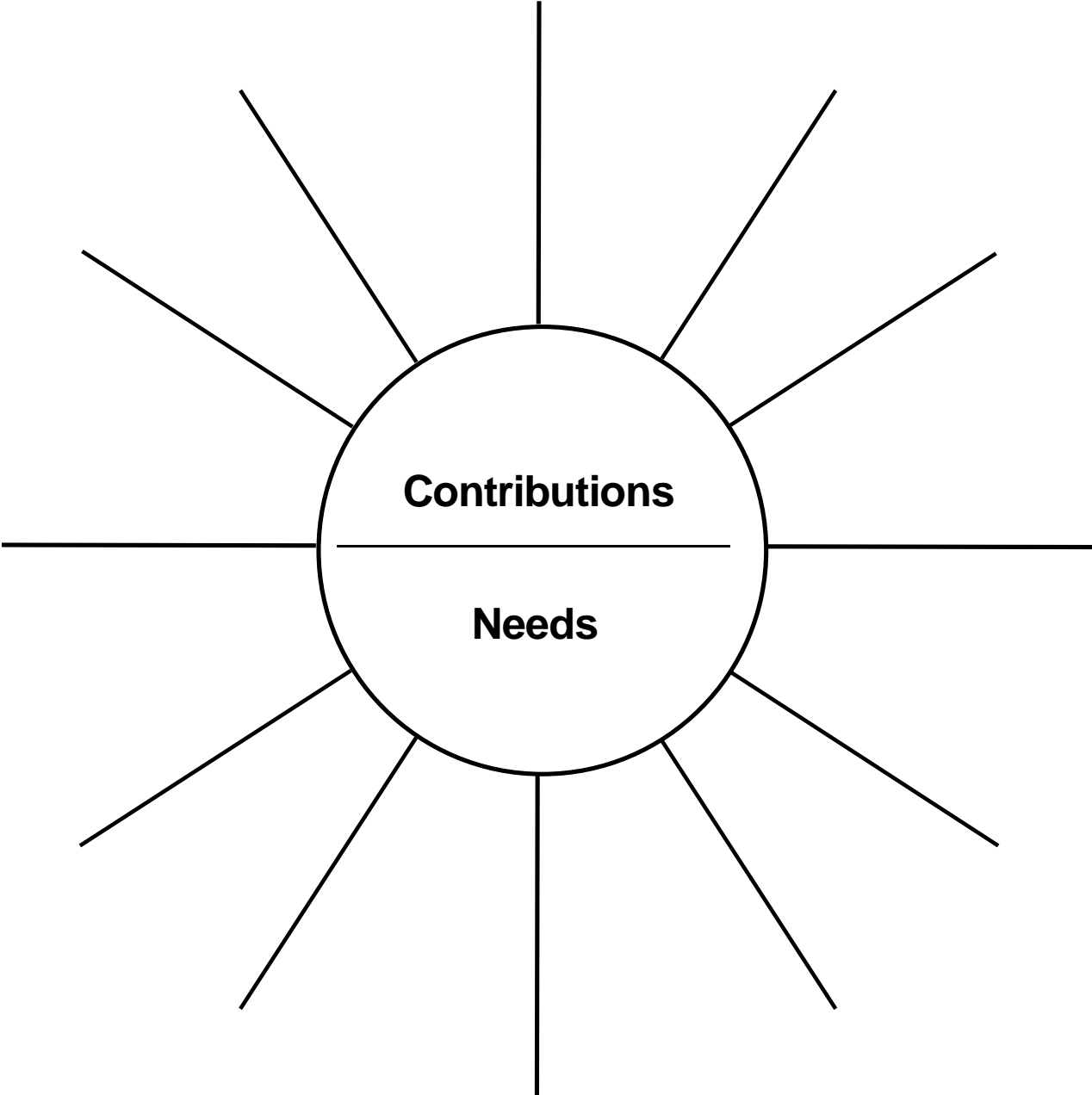
**GOOD**

Adapted from Information Power Pack:Intermediate  
By Carol Koechlin and Sandi Zwaan



**BAD**

# The Elderly in our Society

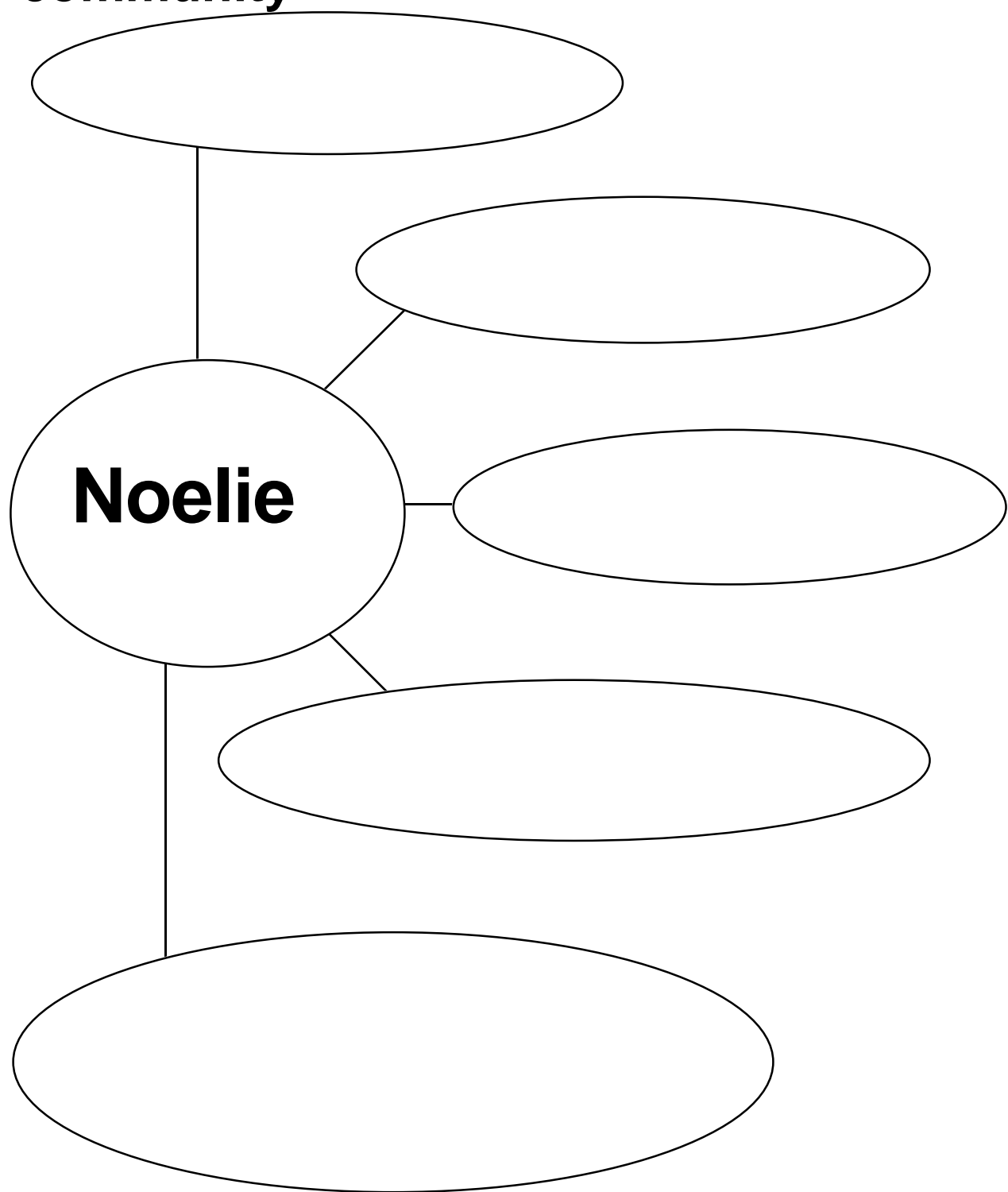


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Date: \_\_\_\_\_

[illegible]

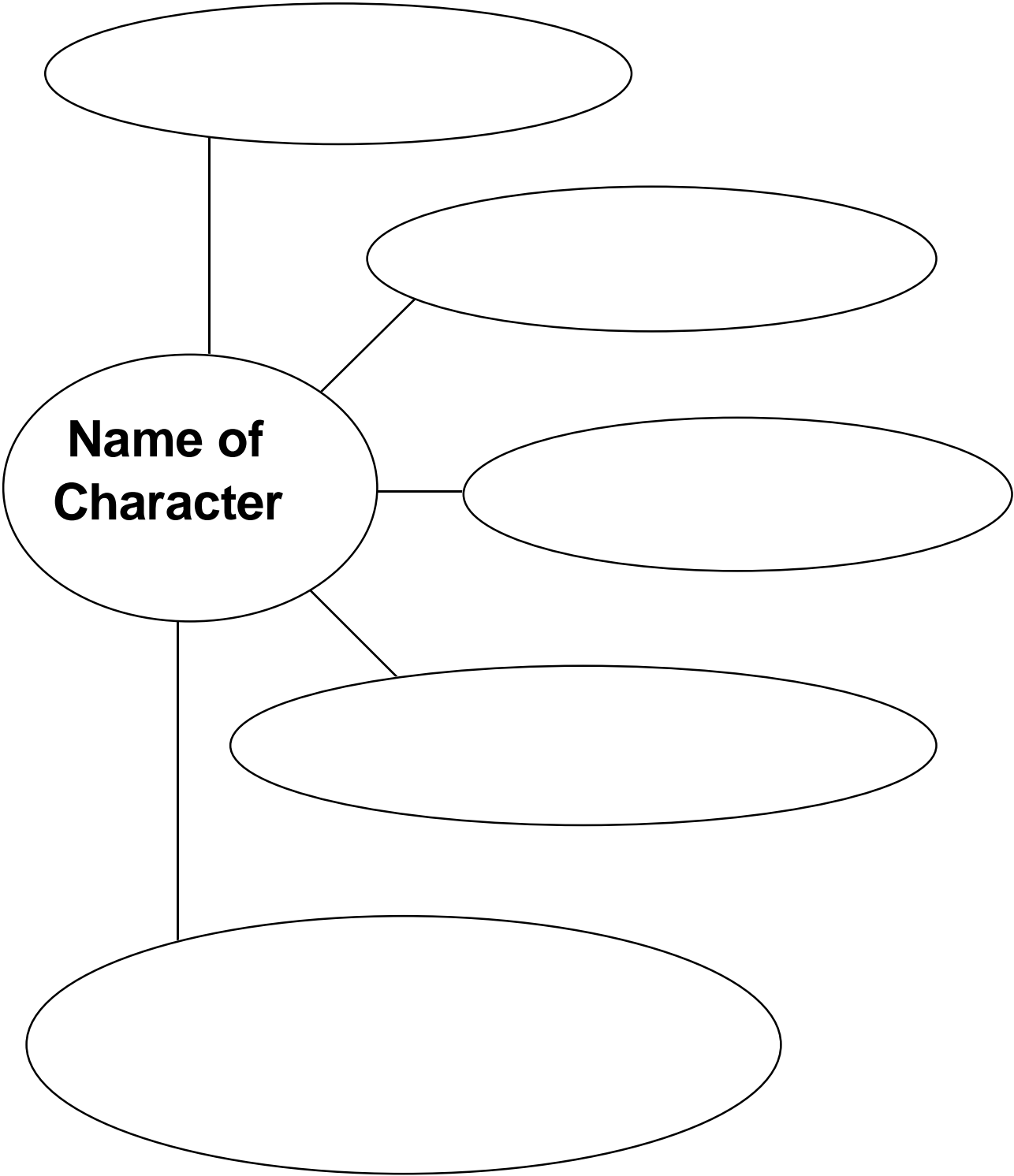
**The Goat Lady: contributions to the community**



Name:

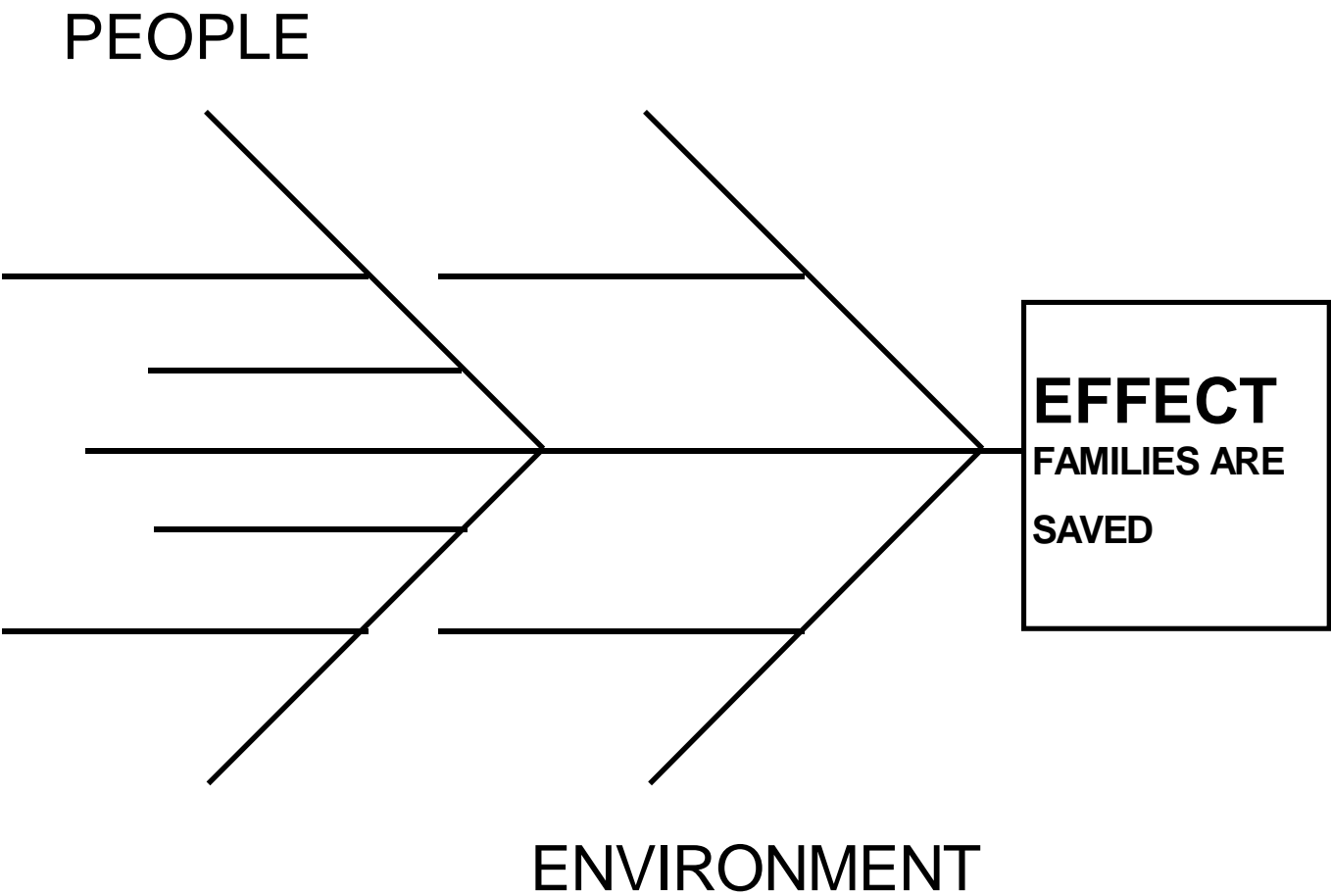
Date:

What do you know about the characters in the Last Resort?



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# The Sugihara Story



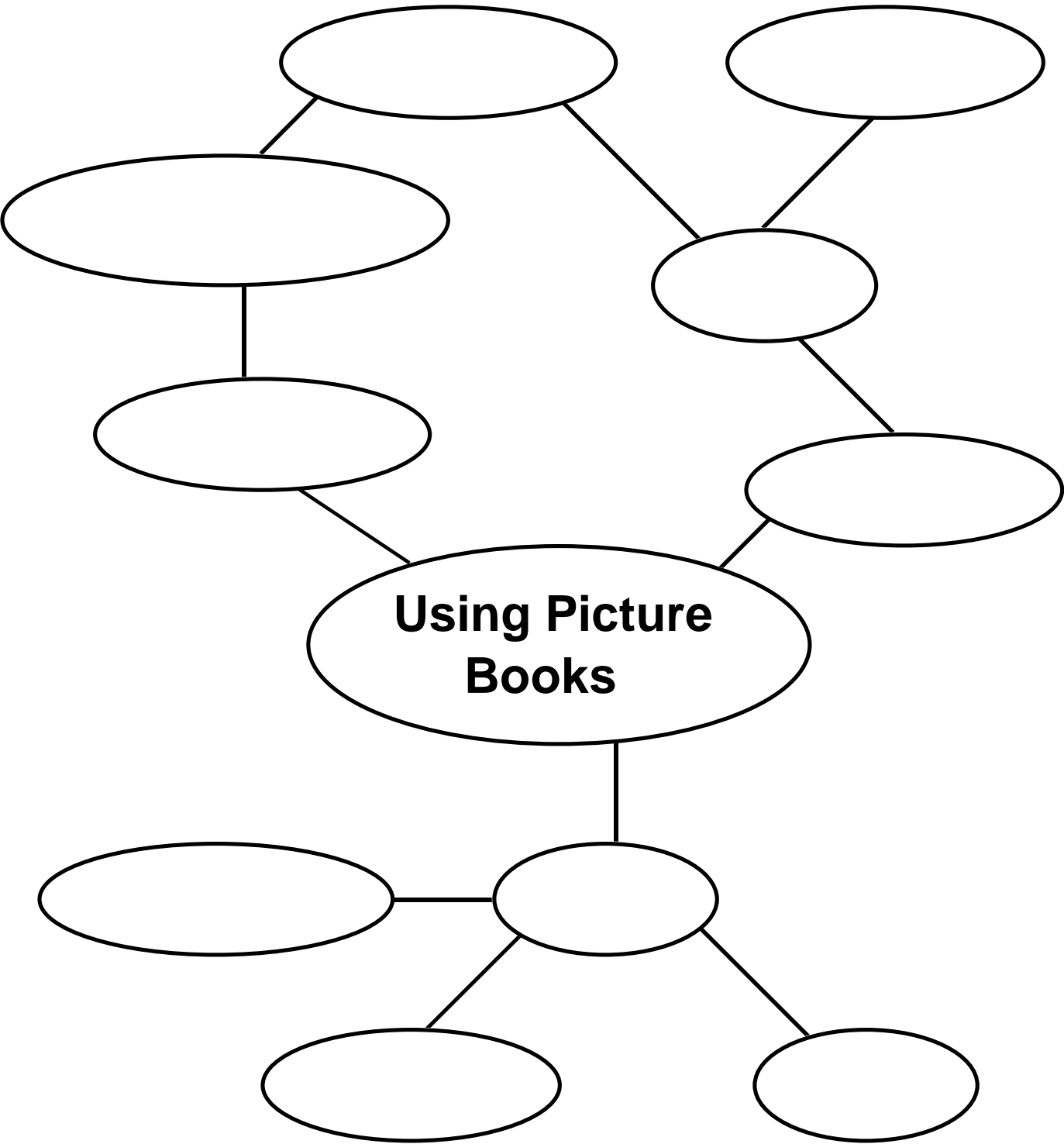
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Date: \_\_\_\_\_



### The Three Questions

Significant Events (at home, school, the world)	When is the best time to do things?	Who is the most important one?	What is the right thing to do?



Name: \_\_\_\_\_

Date: \_\_\_\_\_