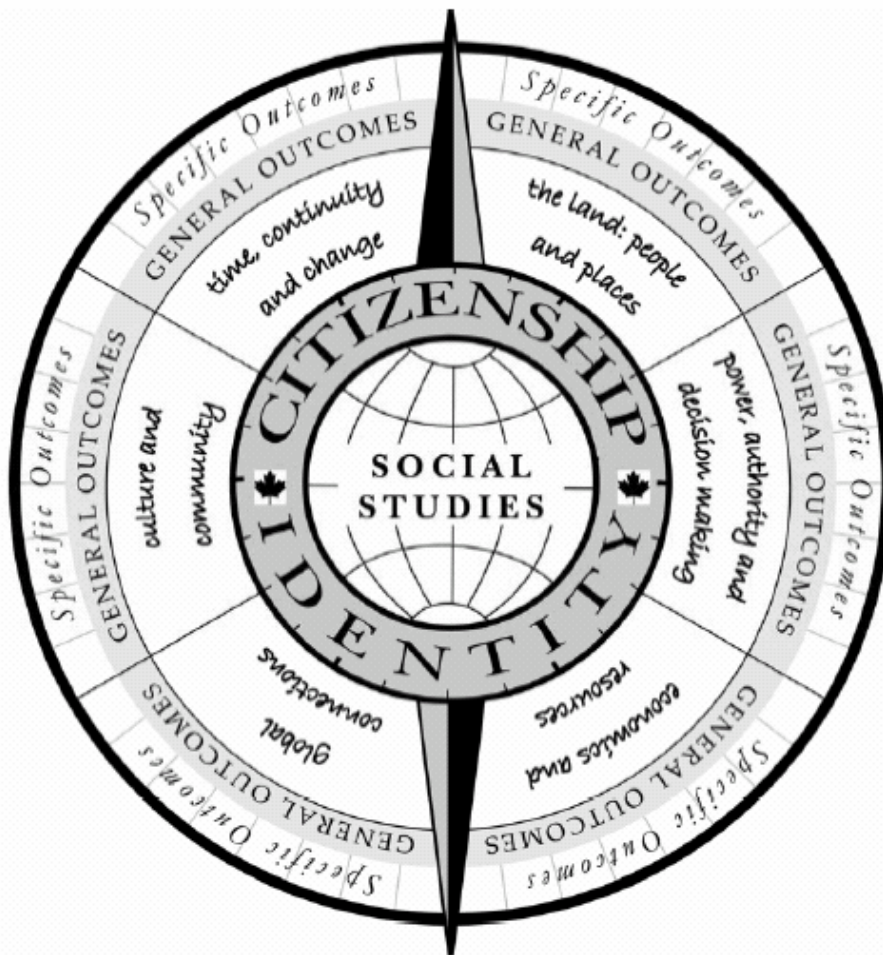


Literature Connections to The New Social Studies Curriculum Kindergarten

...a sampling of quality literature and associated outcomes



Calgary Board of Education



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Alberta Initiative For School Improvement

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

Rationale

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

The purpose of this document is to:

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

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

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

The criteria used in selecting the materials includes:

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

The following people contributed to the writing of this document:

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

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

Availability:

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

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



(click on logo) www.uls.com

Screening Literature Through the Lens Of Social Studies

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

Templates:

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

Template for Screening Literature Connections for Social Studies

Title (Book, video, song etc.) _____

General Outcome Connection _____

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

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

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

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

Template for Screening Literature Connections for Social Studies

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

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

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

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

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

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

K.1 I Am Unique

General Outcome

Students will demonstrate an understanding and appreciation of the multiple social, physical, cultural and linguistic factors that contribute to an individual's unique identity.

Specific Outcomes

► Values and Attitudes

Students will:

K.1.1 value their unique characteristics, interests, gifts and talents (I)

K.1.2 appreciate the unique characteristics, interests, gifts and talents of others:

- appreciate feelings, ideas, stories and experiences shared by others (C, I)
- value oral traditions of others (C)
- appreciate that French and English are Canada's official languages (C, I)

► Knowledge and Understanding

Students will:

K.1.3 examine what makes them unique individuals by exploring and reflecting upon the following questions for inquiry:

- What are my gifts, interests, talents and characteristics? (I)
- How do my gifts, interests, talents and characteristics make me a unique individual? (I)
- How do culture and language contribute to my unique identity? (I, C)
- What is the origin and/or significance of my given names? (I)

K.1.4 explore how we demonstrate respect for ourselves and others by exploring and reflecting upon the following questions for inquiry:

- What are the origins of the people in our school, groups or communities? (C, LPP)
- How can we show interest and sensitivity toward social, physical, cultural and linguistic diversity in the school, groups and communities? (CC, I)
- Why is speaking French and/or English important in our school, groups, or communities? (C, CC)
- How can we show respect and acceptance of people as they are? (C, I)

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

K.2 I Belong

General Outcome

Students will demonstrate an understanding and appreciation of the characteristics and interests that unite members of communities and groups.

Specific Outcomes

► Values and Attitudes

Students will:

K.2.1 value how personal stories express what it means to belong (I)

K.2.2 value and respect significant people in their lives:

- appreciate the important contributions of individuals at home, at school and in the community (C, CC)

K.2.3 appreciate how their participation in their communities affects their sense of belonging (CC, I)

- develop an awareness of the importance of sharing the responsibility for caring for the environment (C, LPP)
- appreciate the impact that group members have on each other (C, CC)
- demonstrate respect for the diverse ways individuals cooperate, work and play together (C, PADM)
- assume responsibility for personal actions, words and choices (C)

► Knowledge and Understanding

Students will:

K.2.4 examine the characteristics and interests that bring people together in groups by exploring and reflecting upon the following questions for inquiry:

- What brings people together in a group? (CC)
- What might we share with people in other groups? (CC)
- Can we belong to several groups at one time? (I, GC)
- How do we know that we belong to groups or communities? (CC, I)
- Does everyone belong to a group or a community? (CC)
- How does living and participating in your community affect your sense of belonging? (CC, I)

K.2.5 examine ways in which people create a climate of cooperation by exploring and reflecting upon the following questions for inquiry:

- What are the rules at home, at school and in the community? (PADM)
- Are there similar rules at home, at school and in the community? (PADM)
- What are the benefits of working cooperatively with others? (CC)
- What are challenges that groups face in creating a peaceful atmosphere? (C, CC)
- In what ways can people contribute to a group or community? (CC)
- What actions show care and concern for the environment? (C, LPP)

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

Kindergarten

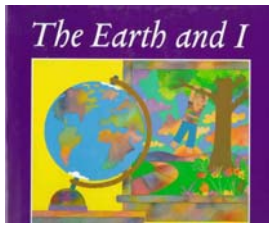
Keywords: Strands—Outcomes

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

- Acceptance
- Aboriginal
- Belonging
- Bilingualism
- Change
- Community: home, school
- Cooperation
- Cultures: traditions, languages, celebrations, story, beliefs
- Diversity
- Environment: sharing the responsibility
- Gifts / Talents
- Identity
- Languages
- Origins
- Participation
- Peace
- Perspective
- Respect
- Responsibility
- Uniqueness: names



Canadian Author



Asch, Frank. (1994) *The earth and I*. San Diego: Harcourt Brace & Company. \$22.95

ISBN 0152004432

A young boy celebrates his friend, the earth. Like other friends, they do things together: go for long walks, talk together, sing and dance, and, of course, play. Simply drawn shapes are executed in vibrant watercolour washes. Responsibility and caring for the environment is very simply, though powerfully, expressed through the text – both words and art. Previewed by (SSS) Evaluation/Selection.

Outcomes: K.2.3 Environment, Responsibility
Also listed in Grade One

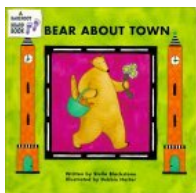


Banks, Kate. (2003) *Mama's coming home*. New York: Farrar Straus & Giroux. \$22.50

ISBN 0374347476

The events of the family are contrasted with the journey of the mother returning home from work. The father is interacting with the children and preparing the children for the return of their mother. A recurring line, "Mama's coming home.", would encourage children to participate in a read aloud. The drawings are child-like and muted. Similar idea to *When Mama Comes Home Tonight* (1998) by Eileen Spinelli. Previewed by Falconridge Elementary

Outcomes: K.2.5 Cooperation, Community: home

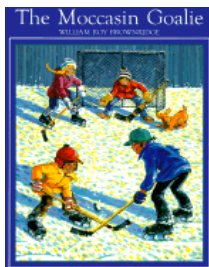


Blackstone, Stella. (2000) *Bear about town*. New York: Barefoot Books. \$8.95

ISBN 1841481521

Bear explores his town in this easy-to-read, brightly illustrated story. On Monday he goes to the bakery, Tuesday he goes to the swimming pool, Wednesday to the movies and so on. Colourful, detailed illustrations with many objects for children to identify. Could be shared as a read aloud, read independently by emerging readers or used as a pattern for children to write/draw their own stories about their community. Previewed by Hawkwood Elementary.

Outcomes: K.2.3 Community, Belonging



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

\$8.95

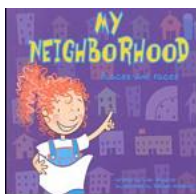
ISBN 1551430541

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

colourful splashes. Previewed by Southwood Elementary.

Outcomes: K.1.4, K.2.5 Respect, Belonging, Cooperation

Also listed in Grade One



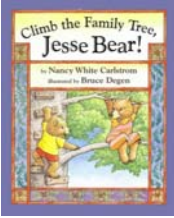
Bullard, Lisa. (2003) *My neighbourhood*. Minneapolis, MN: Picture Window Books. \$23.95

ISBN 1404800476

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

Outcomes: K.2.4 Belonging, Community

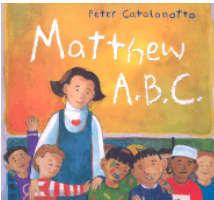
Also listed in Grade One



Carlstrom, Nancy. (2004) *Climb the family tree, Jesse bear.* New York: Simon & Schuster. \$23.95 ISBN 0689807015

Jesse Bear is set for another adventure – this time a family reunion with his extended family. Activities with the ‘kin’ include picking strawberries with the grandparents, boating, going on a hayride, playing croquet, listening to aunties’ stories, and feasting on a family potluck dinner with everyone’s specialties. At the end, Jesse is old enough to literally climb the ‘family tree’. A genealogical tree of Jesse’s family is represented before the title page, though it is not in typical format and only shows one side of his family. The book is a celebration of the diversity and uniqueness within a family group and broadens a character that many children of this age may already know. Could be used as a read aloud and as a precursor to students writing about members of their own family and activities they share together. Previewed by Hillhurst Elementary.

Outcomes: K.2.4 Belonging, Community: home



Catalanotto, Peter. (2002) *Matthew A.B.C.* New York: Antheneum Books. \$22.95. ISBN 0689845820

In this alphabet book, Mrs. Tuttle's class has 26 children, all named Matthew. She can tell them apart by their different traits, which happen to start with the same letter as their last names (Matthew A. is extremely affectionate). Children who have the same name as a classmate, as well as others in the class, will appreciate this hilarious book. Previewed by (SSS) Evaluation/Selection.

Outcomes: K.1.3 Uniqueness: names



Choi, Yangsook. (2001) *The name jar.* New York: Knopf. \$24.95 ISBN 037580613X

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

Outcomes: K.1.3 Uniqueness: names

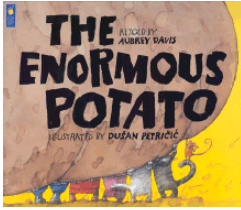
Also listed in Grade One



Curtis, Jamie Lee. (2004) *It's hard to be five: learning how to work my control panel.* Toronto: Harper Collins Canada. \$19.99 ISBN 0060080957

A hilarious look at being five years old from the point of view of a child. Written in rhyming text, the first part of the book looks at the issues he has with being the age he is – “my mind says do one thing/my mouth says another...school seems so scary/school seems so strange/I’m only five/my whole world’s going to change.” By the end of the book, there is cause for celebrating being five with a list of all the things that the character can do successfully (such as exercising self-control, using manners, thinking for oneself). Cartoon-like double page illustrations, which depict the energy, humour and uniqueness of being five in the greater world. Could be used as a starting point with students for discussions about or writing/illustrating of their own unique abilities. Previewed by Hillhurst Elementary.

Outcomes: K.1.3 Uniqueness



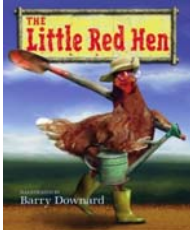
Davis, Aubrey. (1997) *The enormous potato*. Toronto: Kids Can Press. \$14.95  **ISBN 1550746693; ISBN 1550743864**

A farmer plants a potato from a single eye, and it grows into an enormous potato. All his family and the animals help to pull the giant potato out of the ground. It is then chopped, cooked and gobbled up. Simplistic watercolour and pencil drawings enhance this humorous, cumulative story. Children liked the bold large print words on the right hand pages. Previewed by

Chris Akkerman Elementary.

Outcomes: K.2.3

Responsibility, Sharing



Downard, Barry. (2004) *The Little Red Hen*. New York: Simon & Schuster Books for Young Readers.

\$22.50

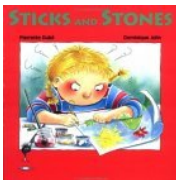
ISBN 0689859627


The traditional tale of The Little Red Hen is given a new twist through the use of digital photograph collages. The hen wears blue glasses and rubber boots and rides a bike. The lazy cat, pig and duck are shown suntanning, playing cards and playing pool. The text is traditional, but the illustrations are witty and full of humorous detail. Appealing to all ages. For Junior and Senior High Picture

Book Collections. A fun read aloud for younger children. Previewed by Hawkwood Elementary.

Outcomes: K.2.5

Cooperation, Responsibility



Dube, Pierrette. (1993) *Sticks and stones*. Richmond Hill, ON: Scholastic Inc. 

\$5.99

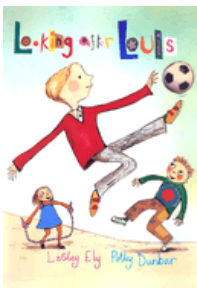
ISBN 0590246283

A delightful look at names and the significance of them as they contribute to our unique identity. Gwendolyn-Joy-Morrison-Power is proud of her long name when she is really young (it's too long to be used in teasing, other kids are

impressed). However, when she starts school, her full name becomes difficult (the bane of her existence, Jonathan Bain has finally found a teasing rhyme for it, it doesn't fit on the top or bottom of a page). When she contemplates shortening it, however, she realizes the importance of each part and decides (as does Jonathan) that it positively defines who she is. Great read aloud springboard for looking at names and the stories behind them. Previewed by Hillhurst Elementary.

Outcomes: K.1.3

Uniqueness: names



Ely, Lesley. (2004) *Looking after Louis*. Morton Grove, Ill.: A. Whitman.

\$23.95

ISBN 0807547468

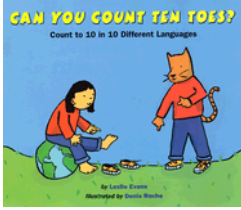
This is a sensitive story from the point of view of a little girl who sits next to an autistic boy in school. Louis, who repeats words he hears and has little interaction with his peers, gets away with behaviour that the other children cannot, such as mimicking the teacher. The narrator eventually comes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

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

Outcomes: K.1.4, K.2.2

Respect, Belonging: school

Also listed in Grade One



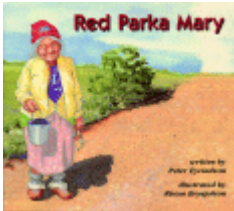
**Evans, Lezlie. (1999) *Can you count ten toes? : count to 10 in 10 different languages.* Boston, Mass.: Houghton Mifflin.
\$23.95 ISBN 0395904994**

Rhyming verses instruct the reader to count different objects in ten different languages including Spanish, Japanese, Russian, Hebrew and more. Each double-page spread contains a list of the number words one to ten, a pronunciation guide and a bright, colourful acrylic painting that shows the objects to count. Highly recommended. CORE. Previewed by Hawkwood

Elementary.

Outcomes: K.1.3

Uniqueness, Identity, Language



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

\$12.25

ISBN 0921827504

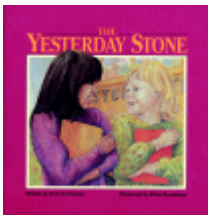
A young boy is apprehensive of his neighbour, Mary, until she gives him some blackberries to take to his mother. He gets to know her and appreciate her friendship. At Christmas the boy gives Mary a special gift and she gives him something valuable in return. A heart-warming story to

read aloud as a springboard to discussions of tolerance, understanding, respect and acceptance. Previewed by Hawkwood Elementary.

Outcomes: K.1.3, K.1.4

Gifts, Respect, Acceptance

Also listed in Grade One



Eyvindson, Peter. (1992) *The yesterday stone.* Winnipeg: Pemmican Publishers.

\$12.25

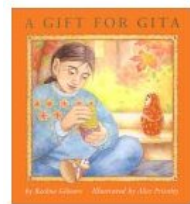
ISBN 0921827245

Anna has a special relationship with her grandmother, sitting with her and listening to her stories of yesterday. Grandmother has a special 'story stone' that she uses as an impetus for conjuring up the past and telling stories. She and Anna then search for a special stone that Anna can use for her own. The grandmother seems overly reactive to the idea of sharing her stone. Using a magnet to find the special stone, Anna feels a warm tingle but Grandmother is the one who picks up the stone. May be useful for discussion about the oral tradition of sharing story and use of storytelling devices like story sticks, stones.

Previewed by Hillhurst Elementary.

Outcomes: K.1.2

Appreciation, Story



Gilmore, Rachna. (1998) *A gift for Gita.* Toronto: Second Story Press.

\$12.95

ISBN 1896764126

The touching story of Gita and her family who moved to Canada from India three years ago. During a visit to Canada by her grandmother, Naniji, Gita learns that the family may move back to India. The story deals with Gita's feelings toward the move and her relationship with her grandmother as she relates to a gift of stacking dolls she received from Naniji. A very sensitive story

dealing with issues surrounding families in new cultures and transitions. Colour illustrations enhance the text. Highly recommended. Previewed by Bowcroft Elementary.

Outcomes: K.1.4, K.2.4

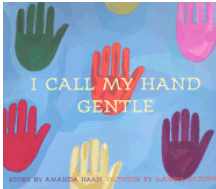
Uniqueness, Belonging



Graves, Keith. (2003) *Three nasty gnarlies*. New York: Scholastic Press. \$24.99 ISBN 0439240905

Grubby Gurgle, Stanky Stoo and Ooga-Mooga are quite happy living a mucky existence until Snooty Judy Butterfly tells them that they are gross. They ask her how she became so beautiful and when she describes wrapping herself in silk and then emerging as a butterfly they decide to try it. The results are not as expected but the three decide they are quite happy with themselves. This is a very funny book, a great read aloud and springboard to discussions on appreciating your identity. Previewed by Hawkwood Elementary.

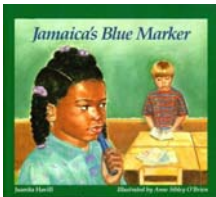
Outcomes: K.1.3 Uniqueness, Gifts / Talents



Haan, Amanda. (2003) *I call my hand gentle*. New York: Penguin Group. \$25.50 ISBN 0670036218

A child simply describes her hands as being special and gentle, as well as her awareness that her hands can be used to do good things opposed to hurtful things. The evaluator read it to her students and it led to a good discussion. It is a great book to use when discussing self-control, taking responsibility for ones actions and making choices. Can relate to respecting others and bullying. Simple colourful pictures illustrate the brief text. Highly recommended. Previewed by Monterey Park Elementary.

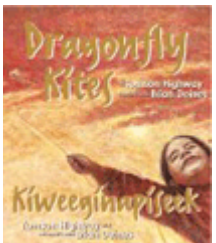
Outcomes: K.2.3 Responsibility, Peace



Havill, Juanita. (1995) *Jamaica's blue marker*. Boston: Houghton Mifflin Company. \$24.95 ISBN 0618369171; ISBN 0395720362

Maggie receives a pair of patent leather shoes for her birthday. She can't wait to show them to her Kokum (grandmother). Although Kokum is blind, she appreciates the pride that Maggie has in her new shoes. To her surprise, Maggie's Kokum presents her with a beautiful pair of beaded moccasins and asks Maggie to think about "when and how to wear each pair". The writing in this story is not strong and the ending is weak but it should spark good discussion about identity, belonging, and the difficulty of trying to live in two cultures. Previewed by Hillhurst Elementary.

Outcomes: K.2.3, K.2.4 Cooperation, Belonging, Community: school

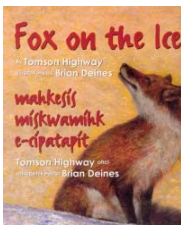


Highway, Tomson. (2002) *Dragonfly kites*. Toronto: Harper Collins. \$19.99 ISBN 0002255278

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

Outcomes: K.2 Belonging

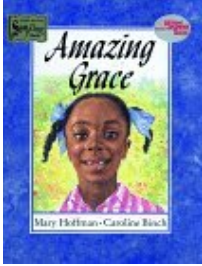
Also listed in Grade One



Highway, Tomson. (2003) *Fox on ice*. Toronto: Harper Collins. \$19.99 ISBN 0002255324

This is the third book in the "Songs of the North Wind" series. It is the story of Cree First Nations brothers Joe and Cody, with their dog, Ootsie going ice fishing with their parents and the excitement that follows when the sled dogs go after a red fox on the ice. A wonderful piece of Canadian literature offered in both English and Cree. Illustrations in beautiful oils that depict the northern Manitoba landscape. English Language Arts; Dual Language; First Nations. Highly recommended. Elementary and Primary CORE Collections. Previewed by Crossing Park Elementary.

Outcomes: K.2 Belonging, Responsibility

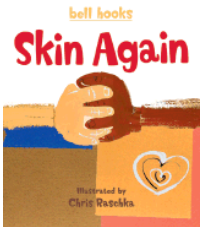


**Hoffman, Mary. (1991) *Amazing Grace*. London: Frances Lincoln.
\$12.95 ISBN 0711206996**

Grace is a girl who loved stories and she often re-enacted stories playing all the character roles. One day her class was putting on the play, *Peter Pan*, and Grace wanted to audition for the leading role. Her classmates laughed at her and told her she couldn't be Peter Pan because she was a girl and she was black. Her grandmother and mother encouraged her to do whatever she put her mind to. Grace is inspired after seeing the play *Romeo and Juliet* with her grandmother when she sees a black ballerina playing the role of Juliet.

Caroline Binch's beautiful watercolours help to enhance the story about uniqueness and celebrating gifts and talents. A great read aloud and springboard to discussions. Previewed by Curriculum Support.

Outcomes: K.1.2 Uniqueness, Gifts / Talents

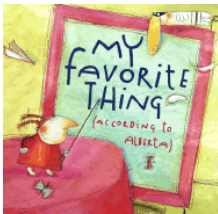


**Hooks, Bell. (2004). *Skin again*. New York: Hyperion Books for Children.
\$23.99 ISBN 078680825X**

With impressionistic illustrations and simple text, this book encourages readers to think of people beyond "skin deep". "The skin I'm in/is just a covering./If you want to know who I am/you have got to come inside/and open your heart way wide." A gentle introduction to diversity, tolerance and stereotyping. Young children may have difficulty identifying with the impressionist drawings. To get the most value from the text, teachers should read aloud and discuss this with

their children. Previewed by Hawkwood Elementary.

Outcomes: K.1 Uniqueness

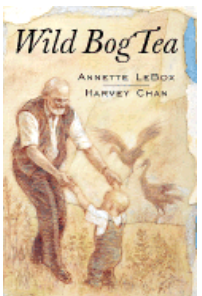



Jenkins, Emily. (2004) *My favourite thing (according to Alberta)*. New York: Antheneum Books.

\$22.95 ISBN 0689849753

Alberta likes cats, but not dogs. She likes gummy candies, but not grapefruit. This delightful story catalogues Alberta's likes and dislikes and illustrates them with funny, cartoon drawings. Not until the very last page do we find out Alberta's most favourite thing of all – "Me". This is a great read aloud that celebrates diversity and the uniqueness of individuals. Previewed by Hawkwood Elementary.

Outcomes: K.1 Uniqueness



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

The narrator of the story looks back on times that he shared with his grandfather in a wild Canadian bog. He recalls how he and his grandfather got to know the many animals and plants of the bog and how they made bog tea from sprigs of Labrador that they picked. This is an interesting look at a unique Canadian habitat. Very good curriculum fit with Gr. 5 science – wetlands. A read aloud for younger children. Previewed by Hawkwood Elementary.

Outcomes: K.2.3, K.2.4, K.2.5 Belonging, Environment: sharing the responsibility
Also listed in Grade One; Grade Two; Historical Thinking; Geographical Thinking



Loewen, Iris. (1993) *My kokum called today*. Winnipeg: Pemmican Publications.

\$12.25

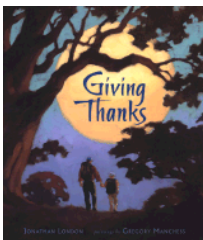
ISBN 0921827369

When a Cree girl living with her mother in the city receives a telephone call from her grandmother, her kokum, to come to the round dance on the reserve where her kokum lives, the little girl is excited about the visit. As she packs her moccasins, the girl recalls all the enjoyable experiences she has had while visiting her grandmother and family on the reserve: walks in the woods to pick medicinal plants; enjoying her kokum's homemade jam and bannock; and past round dances with family and friends. The coloured pencil drawings highlight the power of the bonds within this aboriginal community. Previewed by AISI Teacher-Librarians; Curriculum Support.

Outcomes: K.1.3

Culture: languages, Aboriginal

Also listed in Grade One; Grade Two



London, Jonathan, 1947- (2003) *Giving thanks*. Cambridge, Mass.: Candlewick Press.

\$23.99

ISBN 076361680X

As a boy and his father walk through the woods, the father gives thanks for the gifts of nature. Lovely poetic prose and beautiful full-page paintings make this a wonderful book to share with children. Excellent resource for Thanksgiving, Environmental Themes. Highly recommended. Elementary and Primary CORE Collections. Previewed by Hawkwood Elementary.

Outcomes: K.2.5

Environment: sharing the responsibility



London Jonathan. (1995) *The sugaring-off party*. Toronto: Lester Publishing.

\$8.95

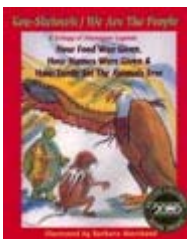
ISBN 1895555892

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

Outcomes K 2.4; K 2.3

Community; Belonging; Cooperation; Francophone

Also listed in Grade One; Grade Two; Grade Three



Marchand, Barbara. (1999) *Kou-skelowh = We are the people: a trilogy of Okanagan legends*. Penticton, B.C.: Theytus Books.

\$16.95

ISBN 0919441815

Interesting collection of "pourquoi" stories from the Okanagan area of British Columbia. Developed with Aboriginal cultural protocol, these three traditional legends with themes of sharing and respect are compiled with Council permission. The stories have been reformatted from an earlier award-winning publication and have colourful, playful illustrations to enrich the text. Print is large and well spaced. The anthropomorphic characters have First Nation names with English translation. Delightful storytelling that children will enjoy. Winner of the British Columbia Book Award 2000. Highly recommended. CORE. Previewed by (SSS) AISI Curriculum Support.

Outcomes: K.2.3

Belonging, Environment, Respect, Aboriginal





McLellan, Stephanie Simpson. (2004) *Leon's song*. Toronto: Fitzhenry & Whiteside.



\$19.95

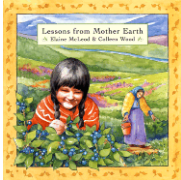
ISBN 1550418130

Even though Leon is an old frog and doesn't think he has any special talents, he still dreams of doing something important. Leon would love to sing as well as Romeo, the greatest singer on the pond, but he knows he doesn't have the voice. But Leon does have a special talent that he uses

to save the pond from a terrible threat. Well-written and beautifully illustrated tale. A great read aloud to spark discussion of the ways that each of us has special gifts and talents that we can use to make our contribution to the world. Previewed by Hawkwood Elementary.

Outcomes: K.1.1, K.2.5

Gifts / Talents, Cooperation, Environment



McLeod, Elaine. (2002) *Lessons from Mother Earth*. Toronto: Douglas and McIntyre.



\$15.95

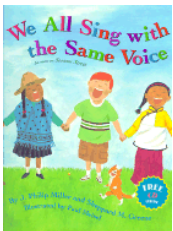
ISBN 0888993129

Tess is five years old and a frequent visitor to her grandmother's home in a secluded log cabin by a stream. One day, Tess' grandmother takes her on a walk to her garden. Throughout the afternoon, Tess learns much about caring

for that garden - "...to pick just enough is the secret", "each little gift comes at its own special time". Tess comes to realize that the garden cannot be contained within a specific plot of ground, but grows in abundance all around her. Grandmother has taken the time to introduce Tess to the interdependence that has sustained her family for many generations. Lessons from Mother Earth provide an opportunity for adults and children to think about the ways in which we interact with the natural world in a way which doesn't overwhelm with factual information. While the message is clear, the tone is matter of fact. This book could present an avenue for further exploration of environmental issues at an age-appropriate level, or might pique curiosity about how children live in other parts of Canada. McLeod and Wood have taken an important topic and made it accessible for young children, in a culturally responsive way. (Resource Links Dec. 2002) Previewed by (SSS) Evaluation/Selection.

Outcomes: K.2.3

Environment: sharing the responsibility, Responsibility



Miller, J. Philip. (2001) *We all sing with the same voice*. New York: HarperCollins.

\$23.99

ISBN 0060739002

From the television show, *Sesame Street*, this is an illustrated version of the song that celebrates the commonality of humans. Lovely illustrations complement the text of the song. It would have been useful to include the music to the song, but young children may very well know it from the television show. A read aloud to spark discussion on culture, identity and belonging to a world

community. Previewed by Hawkwood Elementary.

Outcomes: K.1.3

Culture, Identity, Uniqueness



Mitchell, Lori. (1999) *Different just like me*. Watertown, MA: Charlesbridge Publishing.

\$26.95

ISBN 0881069752; ISBN 1570914907

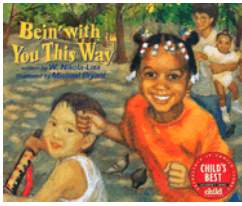
As April goes about her daily life, shopping with her mother, visiting her grandmother, traveling on the train and the bus, she notices that people are very different – some have physical challenges, some are different sizes, shapes and colors – but they are all similar to her in some way.

April concludes that diversity is a wonderful thing and at the end of the story she is "glad everyone is different...just like me!" A good read aloud for young children to introduce the concepts of diversity, acceptance and tolerance. Previewed by Hawkwood Elementary.

Outcomes: K.1.4

Acceptance, Belonging

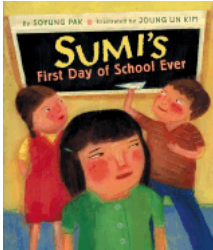
**Nikola-Lisa, W. (1994) *Bein' with you this way*. New York: Lee & Low Books.
\$16.95 ISBN 1880000059**



This book celebrates multicultural diversity through the eyes of an African-American girl and her friends at a park. Lively verses written in rap help to demonstrate how we are all different but are the same. Full-page watercolours also depict a diverse group of people playing and having an enjoyable time at the park. A good read aloud in which your class would be able to chant along after several readings. Previewed by SS Team –

Curriculum Support.

Outcomes: K.1, K.1.4 Uniqueness, Respect, Acceptance



**Pak, Soyung. (2003) *Sumi's first day of school ever*. New York: Viking.
\$24.00 ISBN 067003522X**

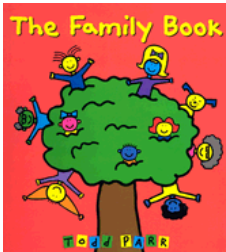
In this book, we experience the first day of elementary school for a Korean student--a scary place for her. We experience America through her eyes, where everything is new and different and everyone speaks a different language. A great book for all elementary schools and helps to teach sensitivity to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

Crossing Park Elementary.

Outcomes: K.1.4, K.2.4

Uniqueness, Belonging

Also listed in Grade One



**Parr, Todd. (2003) *The family book*. New York: Little, Brown.
\$23.95 ISBN 0316738964**

Represents a variety of families, some big and some small, some with only one parent and some with two moms or dads, some quiet and some noisy, but all alike in some ways and special no matter what. Brilliantly coloured primary drawings and printing make this book very appealing to younger children. Highly recommended. Elementary and Primary CORE Collections. Previewed by Hawkwood Elementary.

Outcomes: K.1.1, K.1.4

Uniqueness

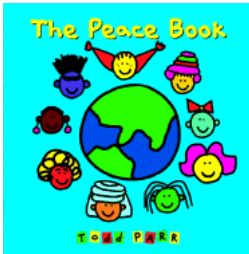


**Parr, Todd. (2001) *It's okay to be different*. Boston: Little, Brown and Company.
\$23.95 ISBN 0316666033**

Simple text and simple childish drawings in bold colours address many of the concerns of young children. Each line begins "It's okay" and then followed by a wide range of topics from different types of feelings, different friends, families and personal characteristics. A very child friendly book to which all children can relate. It is an excellent book for building self-esteem, multiculturalism, cultural diversities and socio-economic diversities. Highly recommended. Primary and Elementary CORE Collections. Previewed at Falconridge Elementary.

Outcomes: K.1.4

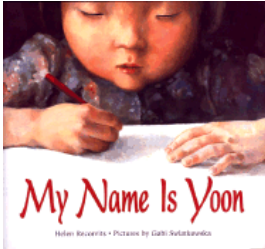
Respect, Uniqueness



**Parr, Todd. (2004) *The peace book*. New York: Little, Brown.
\$23.99 ISBN 0316835315**
Peace can mean many different things - making new friends, sharing a meal, feeling good about yourself. Each page has strong, brightly coloured drawings, and one large print sentence suggesting ways children can experience and bring about peace. Good to use for discussion in Health and Social Studies. Highly recommended. Previewed by (SSS) Evaluation/Selection.

Outcomes: K.2.4, K.2.5 Cooperation, Groups

Also listed in Grade One



Recorvits, Helen. (2003) *My name is Yoon*. New York: Farrar, Straus and Giroux.

\$22.50 ISBN 0374351147
Disliking her name as written in English, Korean-born Yoon, or Shining Wisdom, refers to herself as Cat, Bird and Cupcake, as a way to feel more comfortable in her new school and new country. "I wanted to go back home to Korea...everything was different here". Yoon doesn't want to learn the new ways. Her simple, first person narrative stays true to a small immigrant child's bewildered viewpoint, and Swiatkowska's

beautiful paintings, precise and slightly surreal, capture her sense of dislocation. A powerful and inspiring picture book. Highly recommended. Elementary and Primary CORE Collections. Previewed by (SSS) Evaluation/Selection.

Outcomes: K.1.3 Uniqueness: names

Also listed in Grade One

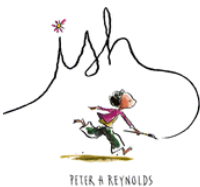


Reynolds, Peter. (2003) *The dot*. Cambridge, Mass.: Candlewick Press.

\$21.00 ISBN 0763619612
This is a simple, lovely story about encouraging the creative spirit. "Just make a mark and see where it takes you," the teacher tells Vashti. But Vashti says she can't draw and to prove her point, she jabs at a blank sheet of paper, leaving an unremarkable, angry dot. That one little dot marks the beginning of her journey of surprise and self-discovery.

Appealing illustrations add to the charm of the important message in this book. Highly recommended. Elementary and Primary CORE Collections. Previewed by (SSS) Health/CALM/Learning Resources, Willowglen.

Outcomes: K.1.1 Gifts / Talents



**Reynolds, Peter. (2004) *Ish*. Cambridge, Mass.: Candlewick Press.
\$21.00 ISBN 076362344X**

Powerful, simple book about Ramon who is passionate about drawing. Frustrated that his art never looks quite right, Ramon eventually gives up and says "I'm done." Unbeknown to him, his sister has gathered up his crumpled drawings and taped them to her bedroom wall. She claims that his vase drawing is really "vase-ISH", and that is all Ramon needs to look at art in a

whole new way. His journals are filled with "ish" drawings of things, feelings (peace-ish, silly-ish, excited-ish), and words. Ramon lives "ishfully" ever after. Whimsical watercolour ink drawings. Highly recommended. CORE. Previewed by Hillhurst Elementary.

Outcomes: K.1.1, K.1.2 Gifts / Talents



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



\$10.95

ISBN 0921827156

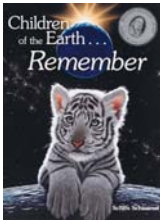
Maggie receives a pair of patent leather shoes for her birthday. She can't wait to show them to her Kokum (grandmother). Although Kokum is blind, she appreciates the pride that Maggie has in her new shoes. To her surprise, Maggie's Kokum presents her with a beautiful pair of beaded moccasins and asks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

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

Outcomes: K.1.3, K.1.4

Uniqueness, Respect, Aboriginal

Also listed in Grade One



Schimmel, Schim. (1997) *Children of the earth...remember*. Minnetonka, Minn.: North Word Press.

\$21.95

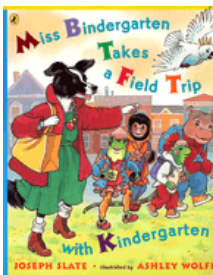
ISBN 1559716401

Stunning acrylic paintings illustrate this evocative story about the relationship between Mother Earth and the people and animals that share her. Children will be enthralled by the gorgeous illustrations and will enjoy looking for the illustration of the earth that has been incorporated into each painting. A beautiful introduction

to environmental issues. Previewed by Hawkwood Elementary.

Outcomes: K.2.3

Environment: sharing the responsibility



Slate, Joseph. (2001) *Miss Bindergarten takes a field trip with kindergarten*. New York: Dutton's Children's Books.

\$24.99

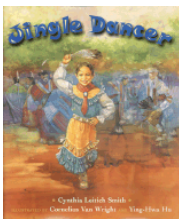
ISBN 0142401390; ISBN 0525467106

In this Miss Bindergarten book, the class goes on a field trip to five common locations, the bakery, the fire station, the post office, the library and finally the park. Various children in the class point out things found at the field trip locations, e.g., the fire station - bells, hoses, gear, pole. An added feature is the search for shapes at each field trip destination with a summary at the end of the book. This is another book in the series that both kindergarten students

and teachers will enjoy. The characters will be familiar, and the colourful pictures clearly illustrate the limited text. The story could be used as an introduction to field tripping or as a review of places already visited. Primary and Elementary CORE Collections. Previewed at Falconridge Elementary.

Outcomes: K.2.4, K.2.5

Belonging, Cooperation, Community: home,school



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

\$23.99

ISBN 068816241X; ISBN 0688162428

Jenna borrows jingles from the dresses of several friends and relatives so that she can perform the jingle dance at a Muscogee-Creek Nation powwow. This is a rare book depicting a contemporary story of a Native American child. There are rich opportunities to explore dance, family, and the Muscogee-Creek Nation. (Booklist, March 2004) Previewed by (SSS) Evaluation/Selection.

Outcomes: K.1.3

Gifts / Talents, Interests, Aboriginal

Also listed in Grade One; Grade Two



Swanson, Susan Marie. (2002) *The first thing my mama told me*. San Diego: Harcourt.

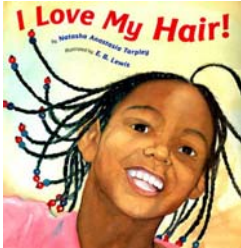
\$23.95

ISBN 0152010750

Lucy tells about the first time she knew her name and all the different ways that she used her name from age two to age seven. When she was three she scribbled her name on the floor with an orange crayon. When she was four, she ate a plate of L-U-C-Y pancakes. She describes the many ways that her name is part of her life. This is a lovely picture book for sharing with students and talking about individuality. Previewed by Hawkwood Elementary.

Outcomes: K.1.3

Uniqueness: names



Tarpley, Natasha Anastasia. (1998) *I love my hair*. New York: Little Brown and Company.

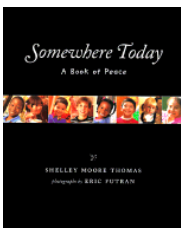
\$23.99

ISBN 0316522759; ISBN 0316523755

Although it is very hard to comb and sometimes it hurts when her mama does it, Keyana learns to appreciate her hair. She knows that she can wear it with pride any way she chooses. A lovely story to read aloud with young children. A good introduction to appreciating your own identity. Previewed by Hawkwood Elementary.

Outcomes: K.1.1, K.1.4

Uniqueness, Respect, Acceptance



Thomas, Shelley Moore. (1998) *Somewhere today: a book of peace*. Morton Grove, Ill.: Albert Whitman.

\$14.95

ISBN 0807575445; ISBN 0807575453

This book is written in poetic text about ways that people are acting kindly, peacefully and lovingly to each other. Every page starts with the phrase, 'Somewhere today...'. A good read aloud that could stimulate discussions about ways that every person can do to promote peace and cooperation. Photographs of real people enhance the text. Previewed by SS Team –

Curriculum Support.

Outcomes: K.2.5

Peace, Cooperation



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

\$17.95

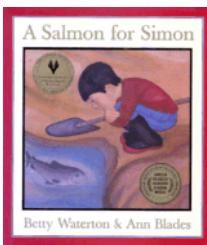
ISBN 1553370848

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

that is sure to spark discussion about "being different", family traditions. Highly recommended. Elementary and Primary CORE Collections. Previewed by Hawkwood Elementary.

Outcomes: K.1.4

Origins, Cultures



Waterton, Betty. (1996) *A salmon for Simon*. Toronto: Douglas & McIntyre.

\$14.95

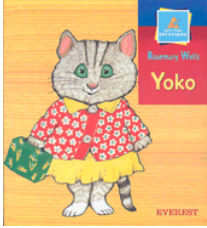
ISBN 0888992653; ISBN 088899107X

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

General's Literary Award for Children's Literature (Illustrations - English Text) and the 1979 Amelia Frances Howard-Gibbon Medal. Previewed by (SSPS) Evaluation/Selection.

Outcomes: K.2

Belonging



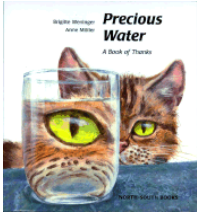
Wells, Rosemary. (1998) *Yoko*. New York: Hyperion Books for Children. \$19.95 ISBN 0786803959

Yoko has problems in school with other students who make fun of her sushi lunch. The teacher organizes an international festival and all types of ethnic foods are presented. No one will try Yoko's favourite sushi until Timothy, who is still hungry, gives it a try and asks for more. Delightful ink and watercolour illustrations complement the simple text. Fans of Rosemary Wells will enjoy this story. A good fit for multicultural or diversity studies. Previewed by Marion

Carson Elementary.

Outcomes: K.1.2, K.1.4

Uniqueness, Respect, Cultures



Weninger, Brigitte. (2000) *Precious water*. New York: North-South Books. \$19.95 ISBN 735815135

A young girl explains to her cat where water comes from and describes all the ways we use water to improve our lives. Simple text invites listeners to participate in the story, and collage illustrations highlight the water cycle. In simple words this little girl celebrates one of the world's most precious resources. Previewed by (SSS) Evaluation/Selection.

Outcomes: K.2.3

Environment: sharing the responsibility

