

the  
**Bookmark**

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BRITISH COLUMBIA TEACHER LIBRARIANS

**50**

**Anniversary Edition**



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**DISCUSSION BOARD :**  
**BCTLA FORUM...**  
 Google groups> <http://groups.google.com/group/bctla-forum>

# BCTLA



*Halia, Al, Angie, Steveston boardwalk  
Exec. Mtg. Sept. 2009, Richmond*



# Angie MacRitchie

SENIOR EDITOR

It's another September, another school year, and time for another issue of the *Bookmark*. It's not just any issue, though, it's our 50th anniversary issue. I have thought about this one with much anticipation and many questions. Should it look back over the years of being a TL in our province? Should it compare 50 years ago with now? Should it lament our never ending worry about our depleting and uncertain positions and programs? No. In June, we celebrated and I want the celebration to continue!

This issue has so much in it I don't know where to start. At the BCTLA AGM in April I invited Chapter Councilors to submit something from their chapter. It could be a lesson idea, a story about a TL who has "been there", some chapter highlights, or something else entirely. What a wonderful surprise it was when I received 20 submissions, all unique and capturing something special about each chapter. I am so pleased to be able to share all these with you in this issue.

Our regular contributors stepped up to the plate again. In this issue you'll find the usual columns: President's message (Heather Daly), Our Star (learn about Garth Harkess), Greg's Top Ten (Greg Smith), New on the Net (John Goldsmith), Savard's Stars (Stew Savard), and Book Reviews (Pat Parker and Carolyn Cutt). You'll also discover some new things: Cruchley's Corner (a new regular contributor, Diana Cruchley shares

some great ideas for picture books), Chris Evans shares highlights from the IASL conference in Italy, Message from Dubai (Evelyn LeRose gives us an update from Dubai), and finally Shock and Awe in Australia (first impressions of being on teacher exchange in Australia from Bonnie McComb). This issue has it all!

Over the past couple of years Al Smith and I have changed how the *Bookmark* is presented. We have made it a completely electronic journal that anyone can view and connect to other TLs through. We feel this has been a successful change for what was already a great journal. To celebrate the *Bookmark's* 50th anniversary we decided that we would issue it both in print and online. This will be the *Bookmark's* final print issue...ever. So keep it, treasure it, enjoy it the way you've enjoyed issues in the past.

I would like to thank all *Bookmark* staffers and contributors for doing their best to make this and all issues something special. Congratulations everyone!

Angie MacRitchie  
the *Bookmark*, Senior Editor

Please send questions or comments

angie.macritchie@gmail.com  
Blog our stories at:  
<http://virtualbookmark.typepad.com>  
Follow us on:  
<http://twitter.com/virtualbookmark>

50<sup>th</sup>

## BIO



**A**ngie MacRitchie is a teacher-librarian at Shannon Lake Elementary, SD #23, Kelowna. Angie has been a

BCTLA Executive member for several terms as Vice-President-Chapter Relations. This is her second term as Senior Editor of *The Bookmark*. She is a COTLA Executive member. [angie.macritchie@gmail.com](mailto:angie.macritchie@gmail.com)

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



Recording Secretary for the BCTLA Executive and has been a staffer on *The Bookmark* since 2007. He is a COTLA Executive member and active member

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Executive gathers after Sept. Meeting in Richmond. Val, Karen and Heather in foreground. Background: Al, Moira, Michelle, Halia, Angie, Sylvia. Browse photos online at: <http://picasaweb.google.com/literateowl/BCTLABookmarkPhotosSummer2009?feat=directlink>

# From Your President

HEATHER DALY

## IN CIRCULATION:

**W**elcome to the 50th anniversary issue of *The Bookmark*! We are very proud to be celebrating 50 years of the publication of B.C.'s premier professional journal for teacher-librarians. Thank you to our regular columnists and to everyone who has ever submitted something to *The Bookmark* for publication. We hope that you continue to send in your articles, units, reviews, book lists, and anything else you wish to share as these contributions are what make truly make *The Bookmark* an exemplary professional source for teacher-librarians.

As we celebrate 50 years of *The Bookmark*, the highest accolades must be given to the reviewers, editors and the publication managers who volunteered their time to assemble *The Bookmark*'s issues and indices. From long days spent at someone's home, assembling and pasting each page by hand, to forging ahead with a spirit of innovation in the transition to what is now a full-colour online journal, to continuing to produce said online journal while mentoring other associations who look to us as a model while also pairing the journal with a virtual component, with more to come...on behalf of BCTLA, I offer a most sincere thank you to the reviewers, editors, and publica-

tion managers past and present. For 50 years, you have made BCTLA the best of the best when it comes to our journal. In particular, thank you so much to Angie MacRitchie, *The Bookmark* Senior Editor, and Al Smith, Publications Manager, for taking us above and beyond and for producing this amazing issue.

October is the perfect time to be celebrating where we have been and where we are now. In addition to being an anniversary month for BCTLA, this October also marks the 90th anniversary of the establishment of the B.C. Public Library Commission and it is also Canadian Library Month and International School Library Month. This year's Canadian Library Month theme is, "Your Library, Your World Now More Than Ever". For the second year in a row, BCTLA has distributed Canadian Library Month posters and bookmarks to every public school in B.C. with the assistance of the Public Library Services Branch and school district staff around the province.

BCTLA has also worked with the BCTF to publish and distribute Drop Everything and Read posters to all public schools, because as you know, October 26 is National School Library Day and the date for our third annual Drop Everything and Read challenge! Although the posters were included in the September school mailing from the

BCTF, many teacher-librarians are reporting that they did not receive a poster. If you are in need of a DEAR poster or need multiple copies, Al Smith has made three different sizes of the English and French DEAR poster available on the new BCTLA website. BCTLA has again challenged everyone across B.C. to Drop Everything and Read for twenty minutes beginning at 11:00 a.m. (or sometime during the day) on October 26. A Facebook event and a blog (<http://bctladear.blogspot.com/>) are available in support of the DEAR challenge.

On October 22 and 23, BCTLA welcomes everyone to join us in Richmond for our annual conference. This year's theme is "Champions of Literacy" and features incredible sessions and a social event at the Richmond Olympic Oval. For more information and to register, visit the conference website at <http://bctf.ca/bctla/conference/index.html>. We hope to see you there! I'm sure that the Richmond conference will be so fantastic you will already be looking ahead to 2010 in Kelowna, and you're in luck, because the 2010 conference website is already under development! Check out <http://www.cotla.sd23.bc.ca/2010/index.html> for more. Thank you to the Richmond and Central Okanagan Chapters for all of their work in organizing the 2009 and 2010 annual BCTLA conferences.

Looking forward, this school year will bring new opportunities for BCTLA members and subscribers to be recognized for their exemplary work and commitment to school libraries, including through a new award, which will be called "BC New Teacher-Librarian of the Year". The criteria and forms for this new award, in addition to revised criteria for BCTLA Honorary Life Membership, will be introduced later this fall. Additionally, as of this

\* The BCTLA Chapter Grant Program, which recognizes the need to encourage professional development, teacher inquiry, and resource development within Chapters of the BCTLA. Each year the BCTLA Chapter Grant Program will provide funding to local Chapters to engage in activities and initiatives which will have positive impacts for school libraries and teacher-librarianship and will enable the BCTLA to meet our goals.

## BCTLA IN CIRCULATION.BLOGSPOT.COM

October, the Diana Poole Memorial Award of Merit will have a new name. New and revised awards for this school year include:

\* The BC Teacher-Librarian of the Year - Diana Poole Memorial Award, which will continue to be awarded annually to exemplary teacher-librarians who are making an outstanding contribution to teacher-librarianship at and beyond the school level.

\* The BC New Teacher-Librarian of the Year Award, which will honour practicing new teacher-librarians who are making an outstanding contribution to teacher-librarianship at and beyond the school level in British Columbia.

\* The BCTLA Honorary Life Membership Award, which will recognize the commitment and achievement of teacher-librarians who have made outstanding contributions to the BCTLA.

This school year also brings new opportunities for BCTLA Chapters, members and subscribers to engage in action and inquiry through the financial support of BCTLA grants. Two new grants are being introduced in the 2009-2010 school year, including:

\* The William H. Scott Memorial BCTLA Conference Grant, which recognizes the need to further the professional development of a member or subscriber of the BCTLA by providing financial support to be used to by the successful applicant(s) to attend the annual BCTLA Conference.

That's all for now! ☛

For up-to-date BCTLA news and events, visit me anytime on the BCTLA President's Blog, "In Circulation" - <http://bctlaincirculation.blogspot.com/>

## BIO



**H**eather Daly is the current President of the BCTLA and a District Librarian, Coquitlam School District #43.

Heather's educational background includes a Bachelor of Science (Cell Biology and Genetics), a Bachelor of Education (Middle Years - Science), a Diploma of Education (Teacher-Librarianship), a Master of Library and Information Studies, and a Master of Archival Studies, all from UBC. She started my career as a teacher-librarian working 0.4 at Millside Elementary School in Coquitlam. A few months after starting at Millside, a 0.6 position at Panorama Heights Elementary School, also in Coquitlam. For the past few years, she has been the Library and Information Coordinator for School District #43 (Coquitlam). She works within the district's Staff Development Department on a variety of initiatives and in a variety of areas, all related to library and information.

She is a member and former Executive member of the Coquitlam Teacher-Librarians' Association, and has held several positions with BCTLA, including Chapter Councilor, Secretary, The Bookmark Senior Editor, Vice-President Chapter Relations and Co-President. I also work on the Canadian Library Association's Copyright Working Group. See what's happening in School District #43 libraries by visiting the Teacher-Librarian and SD43 Library System site at:

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

## Meet our Stars...

GARTH HARKESS

### Showcasing our teacher-librarian colleagues

Our star in this issue is Garth Harkess, long standing teacher-librarian, Chapter Councilor and member of the BCTLA. Garth started his career as a Social Studies teacher in Quesnel in the '70s and has been a teacher-librarian in Cranbrook for 30 years. He did his undergraduate degree in history at the University of Winnipeg, went to Brandon for his teaching certificate and earned his Masters at Gonzaga.

Garth says, "I was fortunate to do my teacher-librarian training at UBC back in the days of Gordon Stubbs, Mel Rainey and Nancy McLean. There were no computers then – we learned how to file catalogue cards 'above the rod' – anyone ever use that skill now?"

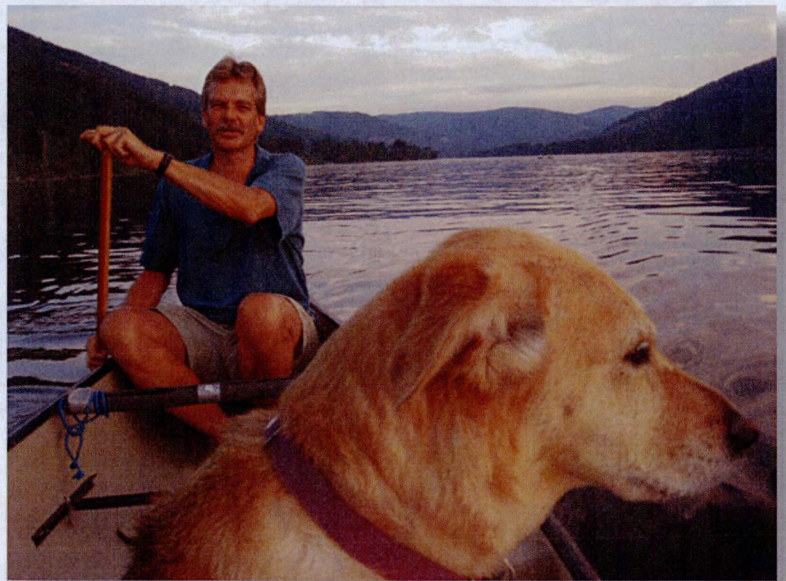
When asked to tell us about himself for theBookmark, Garth wrote the following:

Professional development has always been important to me and I have been a ProD rep at the school level as well as a chapter councilor for the BCTLA on and off for too many years to mention. I was fortunate to have the opportunity to evaluate Language Arts resources for several summers in Victoria for the Ministry of Education and also in Regina for the Western Canadian Protocol. I

really enjoyed being a BCTF representative for the School Library Purchase Plan from 1996 to 1998 when that very worthwhile project was being properly funded by the government of the day. Being on the BCTLA executive for a few years as Working and Learning Conditions chair was a huge growth experience for me. I am always in awe of the tremendous work these dedicated teacher-librarians do on our behalf.

Living in the mountains is great. I still snowboard and cross-country ski, canoe, kayak and play squash. My wife and I are adjusting to the 'empty nest' life as both our girls are off in cities now.

Things have really changed since I started in as a teacher-librarian. Sometimes I miss the old Readers' Guide Abstracts – things are just too easy to find on Google. But I don't miss writing out the overdue lists by hand. And I really don't miss filing those catalogue cards! 🐾



### BIO



**G**arth Harkess is a teacher-librarian at Mount Baker Secondary School in Cranbrook, Southeast Kootenay School District #5.

### BLOG THIS

<http://tinyurl.com/harkess5>



# TLs Overseas

EVELYN LEROSE



## Message from Dubai

by Evelyn LeRose

You should have 1000 books in your classroom library. If not, please go online, look at catalogues or find lists of must have books. This should be done in two weeks. When the books come in, our literacy coach will set up your library for you. All books will be labeled with genre and reading level. Also please let us know your shelving requirements and any other incidentals.

No! This is not wishful thinking or a dream! This is my life in Dubai, UAE. What a change from my TL job and classroom teaching in BC. As a TL, I was in a great school with great resources but fundraising was the only way I was going to get books for my library or classroom. No, or very little, government funding and as you know it was just going to get worse!

My life as a teacher overseas continues to exceed my expectations. I took a position as a classroom teacher but my heart is still in the library. International teaching is great, especially if you are in a great school like I am. The child is the number one priority and everything is done to make certain teachers have everything they need to provide for their learning needs. Literacy is not just talk. Money seems to be no object

when it comes to resources.....for classrooms and libraries.

one for middle school and one for high school, and 1 aide as well. The population is 450 students. It is a

very spacious room with lots of windows so the space is very bright. 25 computer stations are scattered around the space. There is a flexible schedule used.



Both libraries

My school has a fantastic elementary and secondary library, all enclosed in one building with two floors. The elementary library covers the main floor and the secondary is on the top floor. We have 33,000 books in the elementary library. All encyclopedias are up to date. One full-time TL and 3 full-time library aides serve the 400 student body. The library is open from 7:30 - 4:00pm. The aides' hours are staggered so the library is always covered. Classes are on a fixed schedule but next year will be going to a flexible schedule. There are 20+ computer work sites for kids and 2 teaching centers as well as an enclosed teaching area. The furniture is all child sized, in bright primary colours. The aides or 'paras' do all the bulletin boards and clerical work.

share a \$60,000 budget with priorities decided at the end of the year. Databases and magazines eat up much of the budget I am told. The school subscribes to many, many databases and online support like Brain Pop, IXL Math, Enchanted Learning, E Harcourt Math etc. to name only a few.

Our school is moving campuses next fall to a \$100,000,000 campus. Yes, there are 8 zeros in that number. The new libraries we will be moving into are incredible. I can't wait to see them completed. They will each be in separate buildings with each library encompassing two floors. . I can't wait to see the whole school completed.

The school is divided into 3 buildings plus library: elementary, middle school and high

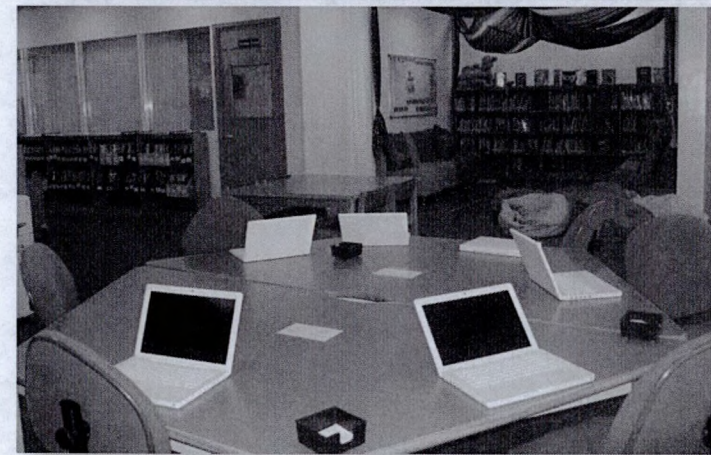
The secondary library has 24,000 books. There are two full-time TLs,



school. We have 2 gyms serving our school population.

Every two classes have a projector and document reader but every class has a projector linked to their computer. Every teacher is given a laptop. Most classes have smart boards and next year in the new school all classes will have smart boards and doc readers.

Instead of everyone having their own



Evelyn's photos at Picasa:  
<http://tinyurl.com/evelynpics>

small printers there are large colour and black and white printers scattered around the school which we can access from our computers.

Paras or teacher helpers are given to all classes from K to Grade 5. The paras do all the clerical jobs and work with small groups of kids. Up to grade 2 every teacher has their

own para. Then in grade 3 there is one para per 2 teachers and in grade 4/5 one para for every 4 teachers. This will be changing next year. Grade 4/5 will have one para for 2 teachers.

Literacy is important so a literacy coach is employed in the elementary school. She helps us with lesson plans and team teaches with us. Most teachers have been sent to Columbia University for profes-

sional development in Readers and Writers workshop. These courses are all paid by the school. Our personal Pro-D is \$1200 a year but when you are expected to take certain courses then the school tops up the allotment so you are not out of pocket.

As I am writing this it takes me back to my first years of teaching when money never seemed to be an object in schools. When you needed something you just asked and voila, it was there. Times have not been that way for a long time in B.C. I loved teaching in B.C, obviously so, since I did it for 36 years, but it was not the same place when I left in 2008.

I had my reservations when I applied to teach overseas, wondering who would hire a retiree. Well, I got the job and many other offers. All but one was for my TL experience. Canadian teachers are well respected all over the world, except by the gov-

## BIO



**E**velyn LeRose is a teacher-librarian, retired from the Vernon School District. She currently is teaching in Dubai, UAE.

ernment of BC it seems. So if you are retired, don't have a job, or tired of the politics, think about over seas teaching. Teacher librarians are needed everywhere!

The quote I use all the time with friends, acquaintances, and my superintendent is "I have died and gone to teacher heaven!" If you want that feeling come teach overseas. ✨

## BLOG THIS AT

<http://tinyurl.com/evelynDubai>



# TLs Study Overseas...

## CHRIS EVANS IN ITALY

Tasty Ideas from Italy: Bits and Bites of the 38th Conference of the International Association of School Librarianship

Chris Evans is the recipient of the BCTLA's Ken Haycock Professional Development Grant for 2008. Included here are her highlights of the IASL Conference in Italy.

I love food, I love travelling, and I love attending our BCTLA conferences. So when the invitation went out to go to the IASL conference in Abano Terme, Italy, I was intrigued. When I found out Terme means hot springs, and Abano Terme is ½ hour by train from Venice, that was it – I was going! In all, 7 of us went, for various pieces of the trip – 4 to the conference, 3 more for the travelling.

We started in Rome – oh, the food! Oh, the gelato! Oh, the heat! The Vatican, the Coliseum, the churches, the Catacombs, the shopping! Then on to our farm stay near Florence. Did you know that for the cost of a rental car big enough for 5 people, you can have a limo and driver?!! Ok, a van and driver. First Lorenzo, then Antonio, drove us to Assisi (St. Francis), Perugia (chocolate), San Gimignano (medieval hill town), outlet shopping (leather), Sienna (famous for its horse race in the centre of the city) and Florence (Uffizi Gallery, and Galleria Academia, with

Michelangelo's David). Next stop, Venice. Hey! It no longer stinks! Piazza San Marco, of course, a Vivaldi concert, Biblioteca Nazionale Marciana, and food! The secret is to never eat at a restaurant that has a tourist menu. If the menu's all in Italian, so much the better.

Finally, the conference, in Abano Terme. I had no idea so much could be packed into 5 days! One or two keynote speakers and six sessions every day! One of the days was held at the University of Padua, in the lecture hall where Galileo taught. (The buffet lunch that day included a reddish brown, shredded, smoked meat. It turned out to be horse...)

My favourite morsels from the 5 days:

Sherry Crow's research study on intrinsic motivation: Intrinsically motivated students come from various family and socio-economic backgrounds, exhibit an affinity for play, tend to be creative and non-competitive, and most reported a specific point-of-passion experience in their lives. Crow concluded that interest/relevance of topic, working

in a group, at least some choice in the task, creating a final product, and fewer time constraints are all components of intrinsically motivating information seeking episodes.

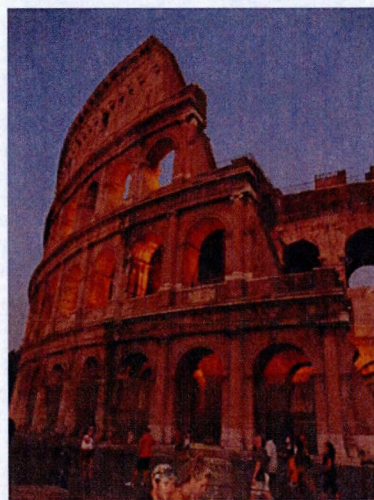
Most interesting to me: When asked to report their favourite information seeking episode, even these strongly intrinsically motivated children did not include any assignments where they were not given some element of choice.

Aidan Chambers spoke about new communication technologies and the brain.

(You can hear him live at <http://www.librarymedia.net/IASL09.html>) He reminded us that reading is not innate, it is learned. 60,000 years ago, we

started talking. 6000 years ago, we started reading and writing. Only in 340 AD, did we start reading silently, as reported by St. Augustine, who recorded his amazement at finding his

teacher, St. Jerome, reading without speaking out loud. Brain research shows that reading out loud uses 2 parts of the brain – one part looks at the visual, another part makes sense of it, pulling



(Photo: Chris Evans)



2009

## 2009 IASL CONFERENCE, PADUA, ITALY

in prior knowledge and matching it to the input by looking for patterns. In silent reading, a third part of the brain is activated. It translates how the words would sound out loud.



He concluded that the most important thing the teacher does is to read aloud - how can the child read what he hasn't heard?

Regarding new technologies, Aidan Chambers told us that 3 of the 5 top selling books in Japan were originally self published on mobile phones. They were picked up by publishers and sold over 5 million copies. In Europe as in North America, there is concern over boys and reading. E-book readers appeal to boys because they are small and not intimidating, they are machines and you're in charge (intrinsic motivation?), and when you enlarge the font size on an e-book reader, a previously daunting, difficult read becomes much easier!

My last tasty bite is this: check out the International Children's Digital Library (<http://en.childrenslibrary.org>). It's



Conference delegates: Moira Ekdahl, Frances Renzullo, Mary Locke, Chris Evans, and other Canadians also visited the culture of Italy trying hard to avoid Stendhal's (Florence) syndrome.

a free collection of international children's books, in various languages.

-Chris Evans ☘

# Culture of Reading

FEATURE: BONNIE MCCOMB

## CREATING A CULTURE OF READING IN HIGH SCHOOLS: Engaging Staff in Professional Book Clubs

by Bonnie McComb,

*Presented at the ASLA XXI Biennial Conference, Perth, Australia  
September 30, 2009*

*by Bonnie McComb  
Teacher-Librarian, Parkland  
Secondary, Saanich School District  
#63, BC.*

*Executive member, BCTLA*

### Why Try Staff Professional Book Clubs?

\* Book clubs are a catalyst for rich ongoing conversations about teaching and school culture

\* Book clubs create a common language and background knowledge

\* Book clubs contribute to creating and supporting a strong collegial culture, good instructional strategies, and positive, motivated teachers and students

\* Book clubs can support alignment of professional development and instruction strategies with school goals and school vision

\* Most important, book clubs are fun and social.

### What happened?

In my secondary school over the past 7 years, we have voluntarily read 28 books together. In my role as the

teacher librarian who believes in the magic of book clubs and reading, I took on the role of organizing and maintaining professional book clubs in the school. We have involved the teachers, administrators, and support staff. The result? A school with a strong collegial learning culture. A school where we demonstrate teaching strategies to each other. A school where you might here someone say, "Yes, but do you remember that book we read that talked about....."

### How did it happen?

We were very fortunate that our district initiated and supported the idea of professional book as an adjunct to Educator as Researcher and Action Research projects. We were one of the keen schools that leaped at the opportunity.



istockphoto

sional leadership.

2. It's the background organization that makes it work: book talks, promotion, applying for funding, purchasing and distributing books, organizing meeting dates and food, and ensuring notes are done (for future funding).

3. Apply for funding from any place you can. Apply for Educator as Researcher grants. Apply for literacy money for any books on literacy. Apply for school goals money if the books align with school goals. Be creative.

4. Give people CHOICE. Provide a variety of interesting books. I usually present a sociological book such as *The Tipping Point*, a book on

“...Professional book clubs can magically transform the professional learning and teaching culture in a school.” B. McComb

### Organizational Strategies that Work for Us

1. It takes someone to take ownership to keep up the momentum and this is the perfect opportunity for teacher librarians to provide profes-

literacy, a book on motivating students, and a book on instructional strategies or learning.

5. Nurture participation. I let staff members sign up for as many books as they

## Parkland Professional Book Clubs: List of Choices

2002-2003 (78 involved)

Bennett, Barrie and Carol Rolheiser. *Beyond Monet: The Artful Science of Instructional Integration*  
 Gatto, John *Dumbing Us Down*  
 Kindlon, Dan and Michael Thompson *Raising Cain: Protecting the Emotional Life of Boys\**  
 Palmer, Parker *Courage to Teach\**

2003-2004 (68 involved)

Kidder, Rushworth *How Good People Make Tough Choices: Resolving the Dilemmas of Ethical Living*  
 Mighton, John *The Myth of Ability: Nurturing Mathematical Talent in Every Child*  
 Mills, Steven and M.D. Roblyer *Technology Tools for Teachers: A Microsoft Office Tutorial*  
 Tovani, Cris *I Read It, But I don't Get It: Comprehension Strategies for Adolescent Readers\**

2004-2005 (64 involved)

DuFour, Richard, DuFour, Rebecca, Eaker, Robert and Gayle Karhanek *Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn\**  
 Daniels, Harvey *Literature Circles: Voice and Choice in the Student-Centered Classroom (2002 edition)\**  
 Tovani, Cris *Do I Really Have to Teach Reading?\**  
 Ungerleider, Charles *Failing our Kids: How We are Ruining Our Public Schools*

2005-2006 (83 involved)

Gladwell, Malcolm *Blink\**  
 Gladwell, Malcolm *Tipping Point: How Little Things Can Make a Big Difference\**  
 Marzano, Robert, et. al. *Classroom Instruction that Works\**  
 Gladwell, Malcolm *A Handbook for Classroom Instruction that Works\**  
 Daniels, Harvey and Nancy Steineke *Mini Lessons for Literature Circles\**

2006-2007 (54 involved)

Beers, Kylene *When Kids Can't Read: What Teachers Can Do\**  
 Buckingham, Marcus and Donald Clifton *Now Discover Your Strengths: How to Build Your Strengths and the Strengths of Every Person in Your Organization\**  
 Buckingham, Marcus and Curt Coffman *First, Break All the Rules*  
 McDonald, Barry *Boy Smarts: Mentoring Boys for Success at School*

2007-2008 (47 involved)

Goleman, Daniel *Social Intelligence\**  
 Paton, Bruce *Difficult Conversations: How to Discuss What Matters Most*  
 Wilhelm, Jeffrey D. and Michael W. Smith *Reading Don't Fix No Chevys: Literacy in the Lives of Young Men*

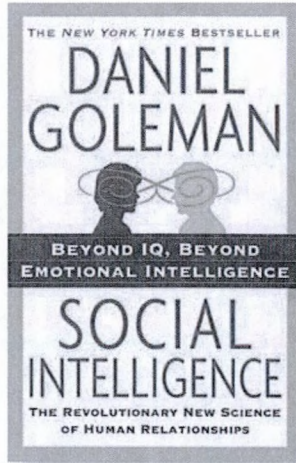
2008-2009 (45 involved)

Doidge, Norman *The Brain that Changes Itself\**  
 Goleman, Daniel *Emotional Intelligence\**  
 Pink, Daniel *A Whole New Mind: Why Right Brainers Will Rule the World\**  
 Richardson, Will *Blogs, Wikis, Podcasts and Other Powerful Web Tools for Classrooms*

\*These are books I would recommend

want to do. Some people do one; some do all; and some do none.

Talk to people face to face about attending. Promote books to people who might be interested in them but may not. Personally invite administrators so they are involved. If change is going to occur as a result of the book, it is vital that the administration team is part of the discussion.



6. Provide food and time/place for meeting. Our most successful meeting time is at the end of the summer holidays on the evening before the professional development day. We have a catered dinner at someone's home, sit outside in the sunshine, and enjoy reconnecting with our colleagues.. This is a powerful time because teachers are enthusiastic, full of energy, and ready to implement some of the ideas.

7. Provide a bit of scaffolding but make it easy for people to attend. Ask people to jot down notes to bring: something affirmed, something learned, questions or concerns, impact on teaching or school. (See sample handout)

### Professional Book Club Notes

- Something affirmed
- Something learned
- Impact on teaching practices
- Something I .....

\_\_\_\_\_ (interesting, frustrating, questions you still have)

Handout created by Saanch School District #63

## A Few Reflections:

\*

The most popular books where 25+ teachers sign up to do it are often ones that relate to teacher's own lives as parents such as *BoySmarts* or ones that relate to learning or relationships such a *A Whole New Mind* or *Now Discover your Strengths*.

\* Literacy books are the least popular but we had good results with the Cris Tovani books.

\* Meeting several times for an ongoing study using a technology book seems like a great idea but it always seems to fall apart because of how busy teachers are. We have better success with a single meeting date.

\*

Book clubs started to align with our school vision and goals in the third year. We started to have Literacy Lovers Lunches, demonstrate "think alouds" across the curriculum on pro-d days, use student book clubs in English and Social Studies classes, etc. 🌿

## BIO



**Bonnie** McComb-Sidney, B.C. is the Teacher-Librarian at Parkland Secondary School,

Saanich School District. Bonnie has been an active member of the BCTLA and served on the Executive for years. She is a Past-President of the BCTLA and Conference Liaison. Bonnie currently on a teaching exchange in Perth Australia.

## BLOG STORY

<http://tinyurl.com/staffbookclubs>



# Librarian Down Under

BY: BONNIE MCCOMB

## Shock and Awe in Australia

By Bonnie McComb

Bonnie McComb is on teacher-librarian exchange in South Australia. It is an unusual exchange because it is between a Canadian public school and an Australian private school. She will be returning to Sidney, BC, this December and to the BCTLA as Conference Chair. We look forward to having her back!

Here are some of Bonnie's first impressions after arriving at her new post.

The first shock was going from a semester system with 4 hour twenty minute classes a day, one break, and one lunch hour to a day where I see 7 classes a day with 6 supposedly one hour classes (there is no passing time so it's more like 50 minutes), one 35 minute tutor group, a recess, and a lunch. Just to confuse me even more, I see the tutor group for 15 minutes at the beginning of each day. Then on Monday and Tuesday, I supervise them in study, on Wednesday we have an all school assembly in their 1,000 seat auditorium (At the assembly, when the principal walks in dressed in his academic gown, the students all rise to their feet.), on Thursday we have a house meeting (the school

has 10 houses that all wear different colours ....think Harry Potter), and on Friday we go to chapel (this is a Uniting Church school). Then, all staff members are required to do co-curricular activities. They used to have to do 3 on top of teaching but now they do one and they get paid for doing others. The co-curricular is all weighted

most, and I keep on forgetting to go places!

The second shock was the accent! I thought it would be easy because Australians speak English. I spent the first three weeks feeling as



Photos from Bonnie McComb, Perth Australia. Above: My lovely grade 10 tutor group. Top Right: Great Ocean Road. Right: School Courtyard. View photos online at: <http://tinyurl.com/bctlabookmarkalbum>



"...English is not about reading books or poetry; it is about media, film, alternative texts..."

as part of the teaching assignment. If some teachers want to do more, they get paid for it.. My co-curricular is, fortunately, to keep the library open and supervised until 5:00 pm. The 25 minute blocks confuse me the

though I have a learning disability. No matter how hard I tried, I could not understand what people were saying. I would miss every 5th word and could not even understand the students when I asked them to spell

their names because I hear “i” when they are saying “a” or visa versa. They also do not pronounce the “r” at the end of words so the name Peter sounds like “Peda” and water is “wata”. Sometimes I stare at people and have no idea what they are saying. Then, there is a whole new vocabulary. The students write about their cubby holes (tree forts) or the VP asks about biro (pens) or the students talk about going to Robe (a town) and I ask them where they went rowing? It has been a challenge!

The third shock was teaching an English class for the first time in TWENTY years. Okay, I thought, teaching English is like riding a bike. I figured... no problem, I can do this. I have been given a Year 11 English Communications class. English is not about reading books or poetry; it is about media, film, alternative texts. There are specific mandatory assignments students must do including a 90 minute supervised 1000 word piece of writing, text production, function and power of language, connected text, etc. etc. In year 12, these assignments are then sent in to an outside moderator who makes sure that the students’ work reflects the curriculum and the marking is consistent. Grade 12 English in SA is optional. The class sizes are lovely ranging



Photos from Bonnie McComb, Perth Australia. Arrival in Adelaide. View photos online at: <http://tinyurl.com/bctlabookmarkalbum>

from 16 to 25. In my class of 22, about 7 students are designated “stretch” which is the term for both gifted students and students with learning difficulties. There are no such things as teachers’ aides here. Teachers are

responsible for looking up and reading all the files on their

students. In Canada we refer to students in a class as having behaviour problems. Here, students are called “naughty” or “cheeky”. This doesn’t sound so bad, does it? How bad can a “naughty” boy be? It’s a good thing I’ve read so many professional books about boy energy. One of them sits at the back of the class and pre-

“...The fourth shock was working in a library that has no computers for students to use to do research...” - B. McCOMB

tends his desk is a machine gun (with accompanying noises) or a powerful car (with accompanying noises). It’s actually quite amusing and would be very funny on YouTube but one sets off another and I have to be very strict. I have used every classroom management strategy I have ever learned; the one that works the best is piling on the work which in turn piles on the marking. This is only one month into the term. I see these students almost every day for the next year.

The fourth shock was working in a library that has no computers for students to use to do research.

There are two search computers and two computers for students to do work and that’s it. I feel as though I’ve stepped back in time 10 years! There is a lab attached to the library that is even called the LRC lab, but it is booked with IT and permanent classes with teachers. The school has online resources and databases but no way for students to use them. There is a lovely seminar room where (if I can even get in to the room because this is also booked) I can “show” students the resources on a screen but they get no hands on. It is my biggest frustration. This whole problem will be resolved by the next school year; however, as the school is under renovation and is adding several computer labs in a new IT wing and a lab in the library for library use.

Things are getting easier, however, and I am making it to chapel and house meetings on time these days. I am having fun. It is a beautiful country with spectacular geography, wonderful fresh produce, and lovely wines that we never get to taste in Canada. I did go to an amazing Pro-D put on by SLASA (their BCTLA) in the first month. It was essentially a 2 hour book talk by two women. All the books were for adult or teens. They were wonderful book choices that even included our very own Steven Galloway’s new book *The Cellist of Sarajevo*. They served coffee, sweets, and cheeses. It cost \$40.00 and was attended by about 75 people. They host it once a year from 7-9:00 pm. It might be a good idea as a conference starter

... ✨  
by Bonnie McComb

BLOG STORY  
<http://tinyurl.com/mccombperth>



we select one strong story as our lead and add a few other features. In addition, some regular contributors provide content each season.

ing with like minded folks world wide.

The *VirtualBookmark* blog gets modest traffic-about 50 readers per day. The

cherish your feedback in order to improve so drop us a note. Our goal, to develop a comprehensive resource for members that integrates the scope of

Thanks to the BCTLA pioneers who worked so hard for 50 years-consummate professionals!

The workflow starts with content selected by Angie. She uploads it to our GoogleDocs space. Eventually we agree on the selections and she edits the details, commas, etc. As she marks them 'final' I pull off the articles and place them in my In-Design document. We add photos, ads, whatever as filler... as we get close to deadline, I finish the .indd doc as a proof, then publish it as a pdf file to send to Angie again who proofs content and all my mistakes. After an agreed edit, in one evening, I then copy/paste/post each individual article to the Virtual Bookmark blog as a unique post. Then I grab the URL of each post and link that to the .indd source file where it correlates. This eventually creates the hyperlinks within the finished pdf. So as people browse the pdf journal, they can jump link to the same story for commenting or sharing with others. eg. 1. John sends his colleague or friend the blog post URL of a story without having to send the entire large pdf formatted journal. 2. Mr. Williams can post a comment about a story post without having downloaded the entire journal. This hybrid model allows BCTLA members access to a whole journal with notices, etc. while also providing browsers and web searchers to discover content from our companion blog. The cool thing is that members are happy they get a PSA product while also generating network-

most recent issue, in June, had about 500+ visitors on release day. I am not privy to download data from the BCTF hosted web site but that is a future task we should obtain.

We choose to store publications on the BCTLA web site. Since taking over the formidable task from Val Hamilton (retired) the BCTLA has been renovating. Like a home reno project, it is always more challenging and costly than expected. Our intent is to create one URL front door with auxiliary services like the Bookmark, Presidents blog, Forum discussion board, newsfeeds documents, events, etc...

Despite some technical pains, BCTLA members seem happy and informed. Despite our wired world, we all face the paradox of communications. Supporting each other, now, more than ever, is challenging but essential. The Bookmark journal, posters, and web platforms are just a few visual resources the BCTLA is implementing. Developmental work like 'position statements', governance,

web 2.0 and experience of a journal.

The Bookmark is sure to evolve over the next 50 years. Future members are sure to experience even greater change while establishing a legacy we have enjoyed from all our pioneer teacher-librarians. -Al Smith

## BLOG THIS

<http://tinyurl.com/sd23smithmac>

### © 1999 BC TEACHER-LIBRARIANS' ASSOCIATION.

For more information, please contact the executive of the BC Teacher-Librarians' Association at the following address.

BC Teachers' Federation  
Suite 100 - 550 West Sixth Avenue  
Vancouver, BC V5Z 4P2  
CANADA

BCTLA members receive *The bookmark* for twelve months from the date that their membership applications are processed by British Columbia Teachers' Association. The Association may be joined at any time during the year. As of the date of printing, the fees are:

BCTF member ... \$40  
Non-member or institutional subscription... \$61.53 (Includes GST)  
Undergraduate Student ... \$15

curriculum, liaison, working and learning conditions and advocacy is always ongoing.

The current needs of teacher-librarians are significant. As always, the resilience and talent of members to represent themselves is enormous. The BCTLA

# Ursula Brigl

BY GARTH HARKESS

SD5 

## Ursula Brigl

by Garth Harkess, SD5 Cranbrook.

After the Chapter Councillor meeting in the spring I got together with Dorial Davis – one of our retired teachers who had been a full time teacher-librarian in Cranbrook since the 1970's. We wanted to come up with an interesting article for the 50th anniversary edition of theBookmark. Dorial had the great idea of asking Ursula to write about her journey through our school libraries.

Ursula Brigl is the Chief Librarian at the Cranbrook Public Library and a proud product of the Cranbrook public school system (Graduating Class of 1991). She was fortunate to be a student when there was a full time teacher-librarian in virtually every school in town. Sadly, that is not the case today. Her story shows how a student can be inspired and influenced not only by books, but by the people they meet in one of the greatest spaces in any school – the library.

Here is Ursula's story...

My earliest memory of books is not positive. It involves my father patiently sitting beside me trying to teach me how to read while I threw a temper tantrum because I wanted to go outside and play. As far as I was concerned, books and I would never be friends.

I maintained this attitude until the ripe old age of ten when I got sick and had nothing to do all day. My thoughtful mother went to the public library and brought home a stack of books about a space travelling chimpanzee named Moonbeam. I was hooked. At recess the first day back at school

after I recovered I sought out the school library to find a vast array of books all waiting to be discovered. I became a regular visitor to the library, returning books and taking out more. Mrs. Rounsville, the teacher-librarian at Tenth Avenue Elementary School encouraged me stay a bit longer to help get books ready for the shelf, shelving returns, helping out with displays and many more tasks besides. Near the end of the school year, I declared to the librarian that I would become a librarian when I grew up. She just smiled, not believing me. After all, how many people actually go into the career they decide on at the age of ten?

A short time later, the library at T.M. Roberts Elementary became a refuge from unrelenting bullying in the schoolyard. Before classes, at recess, lunch and after school until the bus arrived, I could be found in the library helping out Mr. Isherwood in whatever way possible. Luckily, that particular episode in my life lasted only two months before the principal arranged for me to be transferred to another school, Highlands Elementary, where I first met Mrs. Hill and Mrs. Davis. For the next three years I became a dedicated member of the noon-time library club. At the end of Grade Seven Mrs. Davis gave me a good luck card and a rose needlepoint kit to remember her by as I moved to junior high. What I did not know is that she told Mr. Harkess at Laurie Junior Secondary that I was coming.

And so it continued. In junior high my duties in the library expanded to include processing magazines as they came in, helping with annual inventories, as well as circulation and anything else

that came up. At end of three years, Mr. Harkess passed me off to Mrs. Robertson at Mount Baker Senior Secondary School who, in addition to having a library club, actually offered a Library Science course. Now I could actually get credit towards my graduation for working in the library. As part of the course, we went across the street to the public library to process paperbacks. Little did I know that 19 years later I would still be at the Cranbrook Public Library.

With her guidance, even though my time in school libraries was coming to an end, she ensured my transition to the public library world. There I stayed, working part-time as I went to college, then university. Over the years, I did every job in the library but one. That changed in June 2003 when Pat Adams, library director for 25 years, retired, leaving me as acting library director while the Library Board looked for a new librarian. I put in my resume and got the job.

Looking back, I see now how a dedicated succession of teacher-librarians nurtured the seed planted when I was ten. Things have changed over the years: Mrs. Davis is now Dorial, whom I see almost every week at the Rotary Club meeting; Mr. Harkess is now Garth, the librarian at Mount Baker Senior Secondary; and Mrs. Robertson, Nancy, has retired and moved away; Pat and I get together for lunch as colleagues now. What remains is the fact that without them I would not be who I am now. For that I thank them.

<http://>



*-Following is an excerpt from the paper of SD #8, Kootenay Lake contributor Janene Cornwallis-Bate. Please see the full document in the Virtual Bookmark.*

< <http://tinyurl.com/sd8janene> >

## How Can Teacher-Librarians Support Early Childhood Programs? by Janene Cornwallis-Bate

Teacher-librarians have considered the needs of very young children for some time. Thomas and Goldsmith (1992) discuss the partnership needed between the school library media specialist and the early childhood educator. They recommend teacher-librarians choose developmentally appropriate resources and speculate that resources typically found in school library collections may not serve the needs of these learners. Most importantly, they point out the need for a partnership between the ECEC teacher and the teacher-librarian.

Hirsh-Pasek and Golinkoff (2004) discuss their research findings regarding play, fun and literacy learning. In their article they advise school librarians to purchase cloth or board books so that young children will manipulate books without fear of damage. As well, they encourage teacher-librarians to read to the children with family members present, modeling questioning and predicting in order to support families in reading activities. The creation of a school library where families and children are busily engaged in literacy activities is their goal.

Braxton (2004) links brain development with early literacy exposure

and promotes inviting young families to access the school library collection, especially if distance and time are factors when accessing the public library. She suggests advertising school library services locally and providing story time gatherings during occasions when parents may be at school with their older children. Although Braxton recognizes that school librarians are busy serving the children already in the school system, she views the time as an investment in the future of the children who will come to school excited to learn.

MacDonnell (2006) cautions school library media specialists against using standards and teaching practices better suited to older learners. She comments on the wide range of abilities often found in a group of preschool students who will have different levels of experience with literacy activities. As well, social and emotional needs of the younger child are paramount to the teacher's understanding when working with younger children. She suggests researching the developmental needs of young children and partnering with the ECEC school specialist when creating programs and providing resources for these learners.

Alternatively, Keller (2005) proposes using learning standards and guidelines currently in place in the United States to serve as helpful models when designing programs for young learners. She suggests creating "a framework of building blocks designed to introduce and reinforce information literacy skills for preschoolers and primary children (5-7)." Provincially, a document entitled British Columbia

Early Learning Framework has been developed to assist StrongStart BC facilitators and others to create a productive environment for young children. In this document, literacy and language skills are one of four main components of early learning, and within this component, suggestions include access to books, oral language development and language-based activities (Ministry of Education, 2008b, pp. 30 – 32). This document could be used to tie the needs of the preschool learner and their family to the skills and capacities of the teacher-librarian in creating appropriate and enjoyable literacy opportunities in the school.

Keller, C. A. (2005). What are the information literacy skills needed by early learners to be successful in school? *School Library Media Activities Monthly*, 22(3), 55-58. Retrieved from <http://login.ezproxy.library.ualberta.ca/>

ProQuest: <http://tinyurl.com/sd8early>

### BLOG STORY

<http://tinyurl.com/sd8janene>

## Libraries4Learning

by Marilyn Richardson  
Teacher-librarian, Langley

The Langley Teacher Librarians Association SD#35 has strongly promoted the importance of our school libraries through regular advocacy presentations to the Langley Board of School Trustees. This year we designed an advocacy presentation that communicated the importance of 21st Century literacies and the needs of our 21st Century student learners. On March 31, District Teacher Librarian Marilyn Richardson, CASL Past-President Richard Beaudry (also a Langley teacher librarian), LTLA President Joanie Proske, and teacher-librarian Debbie Cowland, represented our Association at a Board Planning meeting with Langley Trustees and Senior Management.

Our presentation was organized around a wiki, entitled Libraries4Learning - <http://libraries4learning.wikispaces.com> - to illustrate how school library programs have evolved to include current technologies. We showcased the teacher-librarian as a learning specialist serving as the instructional bridge to introduce the new literacies (as outlined by Asselin & Doiron) to both students and school staff. We explained how a qualified teacher-librarian can assist the School District in achieving their goals for student achievement, higher level thinking and technology integration. The importance of integrating technology and inquiry learning into approaches to instruction was shown by including hyperlinks to various Web 2.0 technologies for Trustees

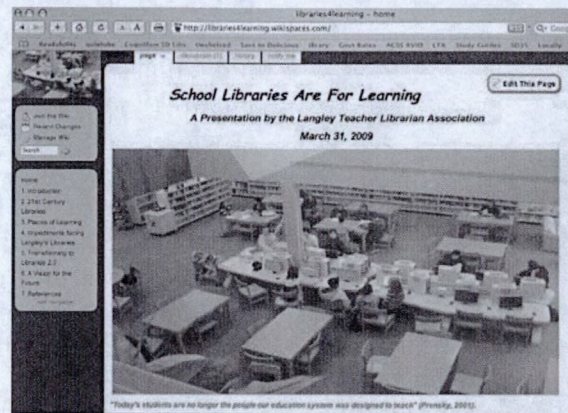
and Administration to easily view and explore through website access. Our wiki used a question-based inquiry approach inspired by Judith Sykes' well-recommended resource Action Research: A Practical Guide for Transforming Your School Library. We prefaced each section of the wiki with a question (thanks again to Judith for allowing us to use her ideas) and developed further understandings with quotations from teacher-librarian research, literature and specific comments from practicing teacher-librarians. A concluding comment or question invited personal reflection.

Sykes (2002) suggests developing common understandings with decision makers by describing the impediments and offering solutions to developing a quality library program. Using this approach, our Association identified specific impediments within our District and on a separate wiki page outlined possible solutions. Our concerns included the devastating negative impact of school-based decision-making on school library programs in our District, the need for a revised Teacher-librarian job description, and District approval of a Selection of Resources document. Recommendations included determining a District-wide vision for school libraries in Langley, the opportunity to communicate the important role of school library programs and share how they impact

improved student learning (especially in light of the new literacies) with District principals, establishing set qualifications for hiring, and setting adequate library budgets and staffing that allow for equitable access to library services for all Langley students.

Our advocacy presentation was well received and we feel that we have initiated a beginning conversation about 21st Century school library programs with our Langley District. Unfortunately, a recent budget deficit has resulted in a reduction of the full-time District Teacher-librarian position, and necessitated several schools further reducing their teacher-librarian and librarian technician hours. However, our Association will continue to be proactive and emphasize the importance of school library programs in all communications with the Board and Senior Administration.

The need for continued advocacy for our students remains a strong mandate for all teacher-librarians. BCTLA members are very welcome to view our advocacy presentation and to use our efforts to enhance their own advocacy presentations.



## BLOG STORY

<http://tinyurl.com/sd35richardson>

## 'Tale Differences'

by Patricia Baisi, SD36

### Purpose:

To introduce a Unit on the study of classic Fairy Tales, Folk Tales and Legends.

### Audience:

Grades 4 - 7

### Resources:

"Tale Differences" Chart – one per student and one for teacher  
One or more books as examples for each type of tale.  
Try to avoid the Disney versions of the "Tales".

### Lesson:

1. All "tales" were first told orally by storytellers who changed the story to fit the audience. This meant that there could be more than one version of the story.

Explain key concepts to students:

- that most people could not read prior to the 1800s.
- books were very expensive and only royalty, the very rich, and priests were taught to read.
- books (usually Bibles) were copied by hand by the priests for the rich
- the invention of the Guttenberg printing press made books more affordable and more available.
- as more people began to read, the old "tales" were being lost, so people began to write them down.

2. Introduce the Chart developed for this unit.

- Discuss each type of "Tale" and its characteristics.
- \* Tell the students that the various types of "tales" overlap one another. The division lines may blur.
- Discuss the relationship between

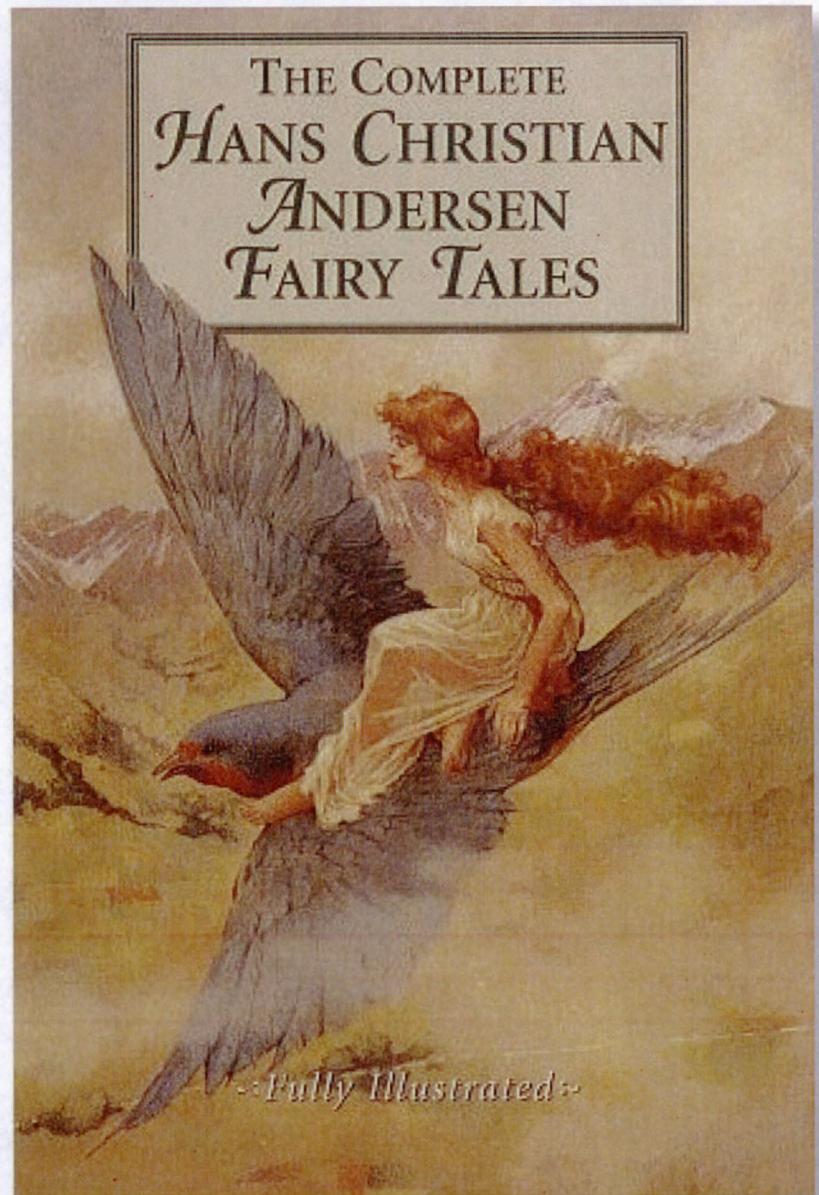
Folktale/  
Fable and  
Legend/  
Myth.

3. Ask students to create a list of Fairy Tales, Folktales, Fables, Legends, and Myths.

- This may be done orally or in written form.
- It may be done individually or as a whole group.
- This may be a research project that requires the students to read a number of "tales" and then classify them.

Extensions:

- \* Ask students to pick one type of a "tale" and write a modern or fractured version.
- \* Introduced "fractured" fairy tales and have students compare and contrast them to the original version.
- \* Ask students to choose a "tale" to read or perform for the class. The class then has to decide which type of a "tale" it is.
- \* Ask students to create a set of flash



cards with one tale characteristic on the front from each of the different tales. Take turns trying to place them under the correct heading.

- \* Introduce "tales" from other cultures or the First Nations to compare and contrast to the classic fairy tales. (i.e. Characters, Food, Setting, Supporting Characters, etc.)
- \* Choose a "tale" from each category and use it to analyze story structure and character development. Start discussion among stu-

## Resource List for Use With "Tale Differences"

### Fractured Fairy Tales

#### **Cinderella**

Cinder-Elly  
Minters, Frances.  
Published 1994

Cinderella Bigfoot  
Thaler, Mike, 1936-  
Published 1997

Cindy Ellen : a wild western  
Cinderella  
Lowell, Susan, 1950-  
Published 2000

Cinder Edna  
Jackson, Ellen B, 1943-  
Published 1994

Prince Cinders  
Cole, Babette.  
Published 1988

#### **Sleeping Beauty**

Sleepless Beauty  
Minters, Frances.  
Published 1996

Schmoe White and the seven  
dorfs  
Thaler, Mike, 1936-  
Published 1997

The unfairest of them all  
Granowsky, Alvin, 1936-

#### **The Princess and the Pea**

The princess and the pizza  
Auch, Mary Jane.  
Published 2002

#### **Rapunzel**

Rapunzel's revenge  
(Graphic Novel)  
Hale, Shannon.  
Published 2008

Rapunzel : a groovy fairy tale  
Roberts, Lynn (Lynn M.)  
Published 2003

#### **Rumpelstiltskin**

Rumpelstiltskin's daughter  
Stanley, Diane.  
Published 1997

### Fractured Folk Tales/Fables

#### **Little Red Riding Hood**

Little Red Riding Wolf  
Anholt, Laurence.  
Published 2004

Little Red Snapperhood :  
a fishy fairy tale  
Gilbertsen, Neal W.  
Published 2003

Little Red Riding Hood ; The  
wolf's tale  
Rowland, Della.  
Published 1991

#### **Jack and the Beanstalk**

Look out, Jack! the giant is  
back!  
Birdseye, Tom.  
Published 2001

Kate and the beanstalk  
Osborne, Mary Pope.  
Published 2000

Jill and the beanstalk  
Gregory, Manju.  
Published 2004

The Three Little Pigs

The three little wolves and the  
big bad pig  
Trivizas, Eugenios.  
Published 1993

The true story of the 3 little  
pigs  
Scieszka, Jon.  
Published 1989

#### **Goldilocks and the Three Bears**

Goldie Locks has chicken pox  
Dealey, Erin.  
Published 2002

A Bad Week for the Three  
Bears  
Bradman, Tony.  
Published 1992

Dusty Locks and the three  
bears  
Lowell, Susan, 1950-  
Published 2001

#### **Hansel and Gretel**

Hansel and pretzel  
808.7 THA Thaler, Mike,  
1936-  
Published 1997

dents as to whether story structure or character development is more important in each of the “tales”.

\* Compare retellings of one story. Collect 3 or 4 versions of the same classic story by different authors and have students point out differences in the text and the illustrations.

\* To end the unit, plan a discussion/

charting of the “morals of the tales” (i.e. lessons learned).

\* To end the unit, ask the students if they found any characteristics they could add to the “Tale” chart that wasn’t already there. Use answers for discussion and debate.

\* To end the unit, read the novel: *How to Save Your Tail* by Mary

Hanson c2007  
isbn # 978-0-440-42228-0.

**BLOG STORY**

<http://tinyurl.com/>

## The Tale Differences

We all like a good tale, but what is the difference between a fairy tale and a folk tale or legend? Here is a table to help.

	Fairy Tale	Folktale	Fable	Legend	Myth
Characters	Fairies, pixies, elves, or other beings with magical powers	Humans or Animals (which may have human traits)	Animals	Often about a hero, saint, or special object	gods or superhuman beings
Royalty in story	Usually	Rarely	No	Sometimes	Sometimes
Setting	Imaginary Land	No special time or place.	No special time or place	<ul style="list-style-type: none"> <li>• Sometime in the past in the real world</li> <li>• Often from a specific time in history.</li> </ul>	<ul style="list-style-type: none"> <li>• Real world in nature.</li> <li>• Often from the past.</li> </ul>
Type of Story	Always fiction	Fiction	Fiction	May have parts that are true, but also has fictional parts.	Believed to be true at the time it was written
Magic	Always	Sometimes	Not usually	Not usually	Sometimes
Purpose	Entertainment	Entertainment	Teach people how to behave	To remember a special person, saint, object, or event.	Used to explain something seen in nature that people did not understand.
Other Information	Does not always have a “fairy” in the story, but will have royalty.	Usually about ordinary, everyday types of people and events.	Form of a folktale	<ul style="list-style-type: none"> <li>• May distort the truth</li> <li>• Sometimes the action does not end with the story</li> </ul>	<ul style="list-style-type: none"> <li>• Form of a Legend</li> <li>• Often 3 “tests”</li> </ul>



## Designing and Printing Professional Looking Bookmarks

by Gareth Poon, Surrey

*Instructions using Microsoft PowerPoint 2003 (for Windows) and 2004 (for Mac):*

1. Launch PowerPoint. 2. Under the "File" menu, choose "Page Setup." 3. For "Width," enter 4 inches.

For "Height," enter 6 inches.

Click "OK." (If you are using

PowerPoint 2003 for Windows, enter 40

inches for the width and 60 inches for the height) 4. Under the "View" menu, choose "Toolbars," and then "Drawing." 5. Click on the Line drawing tool.

Draw a line down the middle of the slide. 6. Add text and images to the left side of your bookmark. 7. Under the "Edit" menu, choose "Select All." 8. Under the "Edit" menu, choose "Duplicate." 9. Drag all of the duplicated items to the right side of the bookmark.

You can also use the arrow keys to move the items around. 10. Click on the dividing line that you drew in step 5.

Press the "Delete" key to remove it. 11. Under the "File" menu, choose "Save As." 12. In the "Format" drop-down menu, choose "JPEG."

*(Steps 13-15 only apply to people who are using PowerPoint 2004 for Mac)*

13. Click on the "Options" button. 14. Under "Advanced Resolution Settings," choose "300" from the "Dots per inch (dpi)" drop-

down menu. 15.

Click "OK."

16. Name your bookmark, choose a location, and click "Save."

This will produce a JPEG file (i.e. image file) in the location that

you specified. 17.

Upload this JPEG file to a photofinishing website

(such as <https://www.londondrugs.com/ldps/>) or bring it to a

photofinishing store on a USB flash drive. 18. Order 4" x 6" borderless prints with a matte finish.

19. When you pick up your order, kindly ask the technician if they can cut

the stack of prints in half. If they can't, take the prints to an office /

copy store (e.g.

Office Depot) and ask them to cut the prints in half.

Postscript by Patricia Baisi, Surrey Teacher-Librarian

Gareth Poon designed bookmarks for Surrey Schools' Book of the Year using this method and they were fabulous! The students loved them!

The on-line ordering for London Drugs was straight forward and easy to use. My prints were ready for pick-up at my local store about 2 days later. I ordered 200 prints (which equals 400 bookmarks) for a cost of about \$30.00 plus tax.



## BLOG STORY

<http://tinyurl.com/design36>

## Economics Project?

### B.C. Economy Poster Project

#### Grade 10 Social Studies

#### Developed by:

Jason Malo, SS 10 teacher, Sands Secondary and Tish Sladden and Kari McGreevey, Teacher-librarians, Sands Secondary, Delta

#### Topics:

1. Forestry
2. Fishing
3. Agriculture
4. Mining
5. Tourism and Recreation
6. Port of Vancouver

#### Information to put on your poster:

1. What problems does the industry face?
2. What are the possible solutions to the problems?
3. Discuss the history of the industry in B.C.
4. Give an overview of the industry in B.C.
5. Discuss any environmental impact issues.
6. Future outlook of the industry.
7. One important current event or topic.
8. Five important terms/definitions crucial to the understanding of the topic.
9. Why is this industry important to British Columbians?
10. What value does this industry have for the rest of Canada and/or the world?
11. A bibliography (this can be on the back of your poster)

#### Format:

- On poster board.
- Use a variety of ways to share the information on the poster including: Pictures, diagrams, maps, captions, graphs, short paragraphs, charts, quotations, pasted on props, etc.

- You will present your topic to the class.

#### Sources of Information:

Library books, textbook, internet, databases including Historica and Ebsco, newspapers, magazines, government brochures, family connections.

#### Use your imagination!

#### Evaluation Criteria:

##### 1. Quality of Information

- Did you answer the all questions?
- Did you use the most appropriate means of presenting the information? For example: a chart instead of a paragraph, a photo instead of chart?

- Do you have a variety of sources and points of view represented in your bibliography?

##### 2. Visual Appeal/Organization

- Are all visuals described with a caption or longer explanation?
- Bold, colourful title?
- Are visuals arranged carefully? Is there an obvious order/purpose to them?
- Is it easy to read?
- The "usuals"...spelling, grammar, punctuation?
- Typed or printed neatly.

##### 3. Presentation

- Good speaking skills.
- Speaks to audience, not just fellow group members.
- Organized into distinct parts.

In addition to the poster, you must submit:

- Rough notes
- Participation "pie" chart

**THIS ASSIGNMENT IS WORTH SIXTY-FIVE (65) MARKS.**

#### Goals of the Assignment

#### Students will:

- Understand the history, processes, and current issues of a major B.C. industry. (curricular)

- Understand the national and global context of the industry. (curricular)

- Identify four points of view around each industry including: Scientific, governmental, business, and environmental. (information literacy)

- Use the "domain extension" feature of Google Advanced to retrieve points of view. (information literacy)

- Identify and investigate key words in websites that may show the bias and/or point of view of the site. (information literacy)

- Accept that scientific and governmental sites (in western democracies) represent the most unbiased, reliable information sources in our society.

Procedures (2 to 3 periods in the Library for Research)

Pre-Library Lessons and Background Teacher-directed background readings, questions, and discussions using prescribed Socials ten textbook – classroom-based. Ideally, the teacher will hand out the assignment and explain it AHEAD of the library/research period.

Library Lesson Materials (set up ahead of time!)

- Have the following props available:

- 1) oversize "funny" glasses (representing the scientific community)
- 2) a plant or gardening implement and/or gardening hat (representing the environmental community.)
- 3) A briefcase (representing the business community)
- 4) A B.C. flag and/or pencil and paper (representing the government community)

- Pre-select FOUR websites that show the four points of view in the file extensions.

- Pre-select 8 to 10 addi-

tional websites that indicate point of view/bias in one or all of the following:

- 1) Date (old information – may not be accurate)
- 2) Author – does the person/organization have a known point of view?
- 3) “About” tab – leads to information about point of view.
- 4) “Contact” tab – as above.
- 5) URL extension as an indicator of whether or not bias is present.
- 6) Use of the word “I” or “we” (may indicate a certain point of view)

A computer project and screen will be needed for the library lesson.

### In the Library

#### PART ONE:

- Ask for four volunteers. Hand out the props and as you do so, explain what each represents. Try and attach NAMES such as “David Suzuki” to the environmental student or “Westshore Terminals” to the business student. Get these personal or company names from recent B.C. news or a large employer in the area where your school is located. This increases the likelihood of student recognition and subsequent understanding of the “point of view” concept.
- Stress that bias exists in all four points of view, but that in western democracies, scientific and government sources are usually the least biased. This means they are the BEST sources to use when gathering information for learning purposes or explaining the basics of a topic to someone else. This assignment would qualify under those criteria.
- Explain that the BEST information comes from a wide variety of sources, but it’s best to be over-weight on the government or scientific side.
- Reinforce the above concept by pointing to the students wearing props and ask the rest of the class:
  - a) what point of view they repre-

sent.

- b) that the two people who represent the least amount of bias step forward.

THE FIRST PART OF THE LESSON IS COMPLETE.  
THANK THE VOLUNTEERS AND PAUSE FOR A MOMENT.

#### PART TWO:

(Computer and computer project required for teacher-librarian so that it can be done as a demo. If you are in a lab, students can perform searches with the teacher-librarian.)

- Demonstrate use of Google Advanced, domain-search specific feature for limiting searches to files with the extension edu, gov, org.
- Demonstrate (using previously-saved searches in either the Trailfire program or “Favorites” feature of your browser) ALL the examples referred to in 1 to 6 of pre-lesson preparation, above.
- Reinforce the above concept by showing a website on the screen (one you have previously set aside) and asking questions about it related to your demonstration a few moments ago. Repeat as many times as necessary. Incorporate a “thumbs up” or “thumbs down” rating so you can see the concepts are catching on with students.

Sample script: Look at the site I’m showing you. Look for the things we just talked about. Consider the bias factor. Now, show me with “1 or 2 thumbs up” or “1 or 2 thumbs down” whether or not the site is likely to have a high or low level of bias. “Thumb scale” as follows:  
Thumbs up – may have bias.  
Thumbs down – low level of bias.

#### PART THREE:

Remind students to record their sources as they go along. (This lesson may be adapted for print materials as well) Students can begin working at teacher’s discretion. (Teacher should review assignment requirements


prior to starting research work.) Teacher-librarian monitors students at computers to ensure they are using the techniques taught in the lesson.

## BLOG STORY

<http://tinyurl.com/craze38>

# We've Come Along Way, Baby

BY LAUREN CRAZE

SD38 

We've come along way, baby!

by Lauren Craze,  
SD38, Richmond

The first schools built in Richmond in the late 19th and early 20th century were intended for the children of families from the farming and fishing communities. By the late 1950's, Richmond was starting to change from a rural to urban centre. School life in the 1950's and 60's focused on the 3 R's (reading, writing and arithmetic).

Over the last 50 years we've seen a vast change in the number of schools, ways of looking at education and learning, cultural makeup of Richmond, number of students and how we prepare students for the future. Philosophies and approaches to educating our young have changed dramatically.

Libraries first came to Richmond schools in the 1940's. The Fraser Valley District Library serviced outlying schools in the first years with much needed and greatly appreciated boxes of books on loan.

Frequently a school's only library was a bookshelf in some classroom. It comprised some discarded donations from the community and perhaps a few new volumes purchased by the PTA. Many teachers shared their own books generously.

As time passed, school library collections grew and it became standard practice to organize the books

according to the Dewey Decimal system. The librarian's two major roles were to impart their love of



reading and teach the students how to use this system.

In the early 80's, the Richmond School District began planning and preparing for all school libraries to be automated. The library automation project was set up with guidelines from the teacher-librarians in Richmond. Automation of the District's fifty libraries began in the fall of 1988 with John Diefenbaker Elementary and J.N. Burnett Secondary being the pilot sites. In

February of 1996 the last library conversion was completed. This event resulted in Richmond being one of the first large school district in the province to have automated all their library resource centres.

In the fall of 2000 due to technological advances, it was decided that the existing DOS based Eloquent

library software system needed to be upgraded to Follett's core product. In 2004-2005 the school libraries

were once again upgraded. This time it was to Follett's web-based product, Destiny. Destiny allowed for significant web-based enhancements to the bibliographic records.

Technology continues to

change and our district supports the changes by being on top of the current research and budgeting to the best of their ability. Our title has gone from librarian, to library teacher to teacher-librarian to reflect the changes in our role.

Teacher-librarians (past and present) in Richmond, feel that we have been very fortunate as our district values education and is often a leader in educational reform.



BLOG STORY

<http://tinyurl.com/craze38>

## Friends of the School Library- FOSL

by Gwen Ingham, Vancouver

ADVOCACY - Vancouver:  
Friends of the School Library

The Vancouver School District's Friends of the School Library is a group of parents, school library advocates, volunteers and library professionals who believe in quality school library programs, services and collections for young people. We meet to share when necessary to encourage and support school library programs in the Vancouver School District. By advocating support for school libraries we are promoting reading, life-long learning and information literacy.

### History

Friends of the School Library (FOSL) was established in 1998/99 by a group of parents and volunteers who worked in school libraries. They were concerned about major cuts to staffing and budgets in school libraries in Vancouver. They realized educating district management and others about the value of school libraries was paramount. A special inaugural event took place in October 2000 on National School Library Day. This group has also made pressing and authoritative presentations at budget time each year after its' inception. The first members of this committee continue to be involved in

school library advocacy to this day. The original parent members were JoAnne Naslund, Judy Saltman, and Richard Hopkins. Original teacher-librarians on the committee were Mary Locke and Pat Parungao. JoAnne is from the Education Library at UBC and Judy and Richard are from The School of Archival and Information Studies at UBC.

### Action

Vancouver school libraries have been very lucky in having articulate supporters who have continuously made strong presentations to the Vancouver School Board at budget time since the group's inception. FOSL has also been helpful in providing programs and educational material to our parents about the value of school libraries. Each year on National School Library Day they sponsor an evening program on a topic that is important in the field of school libraries. Programs on Cyber Bullying, Information Literacy and Media Awareness are just some of the programs offered in the past few years.

# FOSL

Membership and  
Moving to the  
Future

This past year a new Membership Form has been written. There continues to be an effort to have new memberships signed up every year which are then

collated and sent into one person. Each of our TLs copy the list of their own new members so they can be invited personally to special events. This new form is on the new FOSL Wiki and can be downloaded and used and edited to meet any district's needs. We also have a temporary Punjabi and Chinese version that we have scanned which can also be found on the FOSL Wiki.

### FOSL Wiki

This year we have begun work on an electronic version of membership applications. A FOSL Wiki has been started and we are going to be putting relevant information including application forms onto that site. The site address is: <http://fosl.wikispaces.com/> The password is FOSLFOSL. For more information on the FOSL Wiki please contact Denise North – [bikenorth@yahoo.ca](mailto:bikenorth@yahoo.ca)

We also would like to see FOSL events become more interactive. To that end we are considering author events where people interact with library resources in various ways. Presentations at budget time will continue to take place.

### Summary

It has been vital for those of us working in school libraries to know we have a group who will stand behind us when we present our concerns to the district. We teacher-librarians, however,

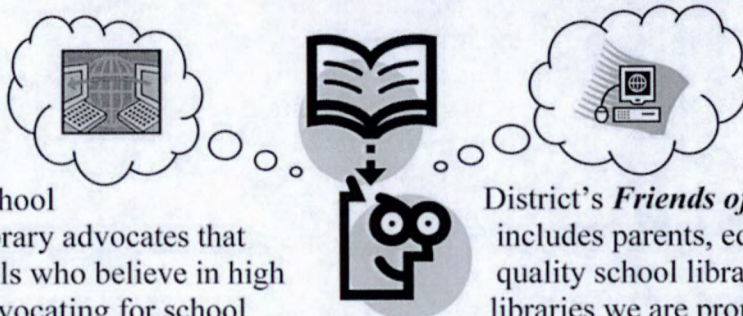


must do our part in getting our parents in our local school to sign up and be part of this organization or it cannot speak as a strong voice in its advocacy work. That is difficult for some of us who are less extroverted,

but if we believe in school libraries, we must help by speaking to our parents, colleagues and administrators about the work we do as well as just doing it.  
-Gwen Ingham, Surrey

## Friends of the School Library Membership

*Supporting high quality school libraries, services and school collections*



The Vancouver School group of school library advocates that library professionals who believe in high collections. By advocating for school learning and information literacy.

District's *Friends of the School Library* is a includes parents, educators, volunteers and quality school library programs, services, and libraries we are promoting reading, lifelong

By signing this form you are simply being counted as a member of the *Friends of the School Library (FOSL)*

To become a *Friend of the School Library*, complete this form (paper or electronic) and return it to your school's teacher-librarian. It will be forwarded to Catherine Howett, c/o Kitsilano Secondary PAC.

If you would like an invitation to attend presentations (i.e. the annual FOSL meeting during National School Library week) please include your email address.

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### FRIENDS OF THE SCHOOL LIBRARY Membership

Name: (last) \_\_\_\_\_ (first) \_\_\_\_\_

City: **Vancouver** or \_\_\_\_\_, **BC.** Postal Code: \_\_\_\_\_

VSB School: \_\_\_\_\_

Phone: (work) \_\_\_\_\_ (home) \_\_\_\_\_

Email (optional) \_\_\_\_\_ (fax) \_\_\_\_\_

Lifetime Membership:  Expiry Date: \_\_\_\_\_

## Collective Memory

by Ruby Sihota,  
SD #40, New Westminster

Our collective memory tells us that the New Westminster Teacher Librarians' Association has been in existence since 1976. The group decided at that time to meet on a monthly basis, rotating meetings to a different school site each month and that tradition continues today. For many years it was comprised solely of teacher-librarians as it was a PSA within the BCTF. The year 2000 saw a reduction in library services and staffing and a new school was opened with only technical support in the library. As a result we enlarged our circle by inviting CUPE library staff to our monthly meetings so that all voices involved with providing library service to New Westminster students and staff could be heard. We later invited staff from our District Media Centre to join us. Also included on our monthly invitation list are the children's librarians from the New Westminster Public Library. It has become an annual tradition to hold one of our NWTLA meetings at the New Westminster Public Library. Invitations are also extended to all District Principals and Senior Administrative staff.

Over the years we have made several presentations to the Board of School Trustees (now Board of Education) about the value of providing quality literature and information resources for our students and about the importance of educating young peo-

ple about how to access and assess information, beginning with print forms but now rapidly evolving to electronic forms.

New Westminster teacher-librarians have worked diligently to extend partnerships across our community. An exciting new initiative at our high school this year saw collaboration between the teacher-librarians, Aboriginal Education and the NWTU Social Justice Committee. At the elementary level, we have developed pre-K lending libraries to siblings of registered stu-

dents, dual language books for our ESL community and many schools have parent reading sessions in the classroom once a month.

In December 2007, the Library Working Group (LWG) was created to address issues facing our school libraries. The LWG consists of representatives from the New Westminster Teacher Librarians' Association (NWTLA), New Westminster Teachers' Union (NWTU), New Westminster Principals and Vice-Principals Association (NWPVPA) and Senior Management. Discussions conducted within the LWG resulted in an increase in administrative time to some schools together with the reinstatement of the District Teacher-Librarian. As a result of the reduction to school library services implemented in Spring 2009, our District is moving towards centralized cataloging as a move to offset cuts to teacher-librarian, library clerical and

library technical time. We will have to wait until the next school year to ascertain the full extent of cuts or gains to our school library services. We look forward to continuing to work within the framework of the LWG to improve school library service to New Westminster students and staff.



## BLOG STORY

<http://tinyurl.com/newwest40>

# Literary Programs and Services

SD43 

BY COQUITLAM TEACHER-LIBRARIANS' ASSOCIATION

## Always Hog Wild about Reading

by CTLA  
SD #43, Coquitlam

### Literacy Programs and Services Submitted by the Coquitlam Teacher Librarians' Association

School District #43 serves educational needs in the cities of Coquitlam, Port Coquitlam, and Port Moody, and the villages of Anmore and Belcarra. The district has 67 brick-and-mortar schools; 45 elementary (K-5), 13 middle (6-8) and 9 secondary (9-12) and a distributed learning school (K-9 and 10-12). 66 of the brick-and-mortar schools have teacher-librarians with some amount of FTE and all school libraries are automated with the Destiny Library Manager system. The district's Aboriginal Education Library, which is newly part of the SD43 Library System, is also automated with Destiny Library Manager. Two central cataloguing staff (Library Processing) and a district teacher-librarian (Library and Information Coordinator) are resources to staff and schools in the district. Other resources include 27 online databases, the SD43 Digital Library, National Film Board streaming video, public performance rights for all schools (VEC/ACF), and a district Teacher-Librarian and SD43 Library System website.

The Coquitlam Teacher-Librarians' Association (CTLA) is an official Chapter of the BCTLA and a local specialist association of the Coquitlam Teachers' Association. "Teaching and Technology" was the theme of the annual BCTLA Conference hosted by the CTLA

at Coquitlam's Pinetree Secondary School in the year 2000. Other memorable contributions by Coquitlam teacher-librarians have included the development of an information literacy scope and sequence which was published as a model in the Ministry of Education publication *Developing Independent Learners: The Role of the School Library Resource Centre* (1991). The scope and sequence document evolved into *Learning Outcomes for Information Literacy* (2000), which for some time was used by UBC's Faculty of Education in their teacher education program. Past honours for CTLA members have included the BCTLA's Diana Poole Memorial Award of Merit (Diane Driscoll, 2003, and Joan Wilby, 1993), CASL's Angela Thacker Memorial Award (Heather Daly et al., 2009), and the Roy C. Hill Award for Education (Shirley Bens, Dianne Driscoll, Joanne Jarvis, Jo-Anne Leblond, Laurie Brookbank, and Yvonne Jovanovic – Library Technician, 1998).

Many exciting events and initiatives are happening in school libraries throughout School District #43! This article presents a compilation of some recent successful literacy programs and services developed by SD43's elementary, middle and secondary teacher-librarians.

### Reading Link Challenge

The annual Reading Link Challenge is a "battle of the books" competition for elementary students in Grades 4 and 5. Promoted by the Ministry of Education's Public Library Services Branch and hosted by various SD43 elementary school libraries, Reading Link Challenge

provides a point of collaboration between teacher-librarians and public librarians, all in aid of promoting enthusiasm about reading.

In the Challenge, participating schools form teams of seven students who read a set of six pre-selected books. The teams then face off in a test of trivia about characters, plots, and settings. These are not easy questions by any stretch of the imagination! Winning teams progress through levels of increasingly more challenging competition in hopes of reaching the final battle via video-conference between Canada and the United States and earning the coveted Global Reading Challenge award.

Since 2002, Coquitlam and Port Coquitlam elementary schools have been avid participants in the Reading Link Challenge, with over twenty-one teams joining in the fun in the 2008-2009 Challenge. Victory has been tasted, with the Bramblewood Champs taking top honours in 2006 and School District #43 has continued the winning tradition by sending teams through to the finals each year since. Of course, all participating students are the ultimate winners, as the thrill of reading for sport ends up building a joy and passion in reading for sheer pleasure.

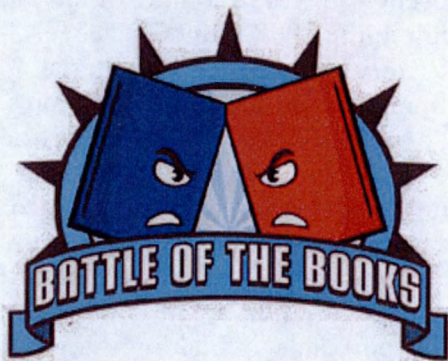
### HogWild About Reading

What do you get when you combine a love of riding a motorcycle with a love of reading? You get HogWild About Reading, a motorcycle fundraiser for SD43 school libraries. The brainchild of 2009 BCTLA Distinguished Service Award winner Ross Davidson and

fellow administrators in the district, Hog Wild About Reading has raised over \$113,000 in books and donations for school libraries across the district. Usually held on the last Sunday of September, teacher-librarians help out at the ride by greeting and collecting donations from riders. With generous donations, teacher-librarians from two middle schools select books for school library collections across the district. Chapters gift cards are also distributed to all school libraries.

## Battle of the Books

Middle schools in School District #43 have created their own book reading competition. Teacher-librarians choose six books for students to read. Students form teams of three and read the books beginning in November. Schools hold their own competition and winning teams compete at a final Battle in April. This event is made special by holding the finals in the community theatre in Port Moody (Inlet Theatre). Public librarians are also involved by writing and editing questions for the final competition.



## Literacy Days/ Conferences

In the past few years several middle schools have hosted an annual Literacy Day or Literacy Conference. The entire day is devoted to a wide variety of activities and has the following goals:

- To provide an opportunity for

students to experience a variety of literacies

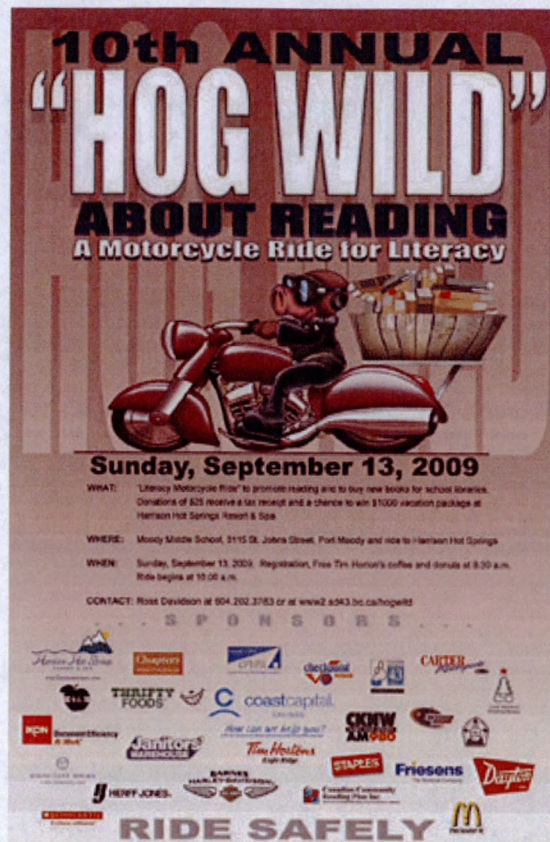
- To promote a positive attitude toward literacy
- To inspire students to read by demonstrating that reading is fun

At Hillcrest Middle School's Literacy Day in 2009, for example, all of the Grade 6 and 7 students had an opportunity to hear author Pam Withers

talk about writing her Take it to the Xtreme series. K.C. Dyer motivated Grade 8 students to learn more about the Middle Ages as she discussed her findings while researching her historical fiction novels. Activities in teams ranged from writing poetry to reading sports statistics. As a final activity the entire school participated in a school-wide newspaper scavenger hunt. Feedback from staff and students has been very positive as students discover the "lighter side" of literacy.

## Secondary Book Clubs

Some school libraries have had very successful Book Clubs. In one school library, a club which started with four students three years ago has now grown to over seventeen members, who regularly meet once a week after school. Under strong student leadership, discussions have been based on issues arising from novels, poetry, news articles, and DVDs. Many in the club state that the meeting is often the highlight of their week!



(<http://www2.sd43.bc.ca/hogwild/>)

One approach to secondary "Book Club" that has worked really well, the rationale being that it would be a more intellectually invigorating, challenging, relevant, and

realistic experience for students: the teacher-librarian and the classroom teacher give a brief book

talk to introduce students to some books that are fixtures on bestseller lists and/or are the darlings of critics. From there, students choose the book that they would like to read and discuss. Groups are limited to six to ensure the most powerful discussions.

A discussion board for each of the books is set up so that students can bounce around ideas or ask questions or discuss anything that they fancy. Specific requirements for when and what should be posted are open with two to three responses being reasonable. The learning is intrinsic and very personal because students post whatever ideas inspire or irk them and post at whatever time of day and at whatever point in the book they like. For each participating student, the point is not to post just to jump through the hoop, but to post because he/she has something to say or the post is about something he/she wonders about or wants to ask.

Through face-to-face Book



Club meetings or through participation in discussion boards, a community of readers is created with the objective being for students to become lifelong readers.

## Book Reviews Program

As a means of encouraging students to submit book reviews for the fiction collection, a secondary school library has a monthly draw. The school administration matched a contribution of \$100.00 from the library budget which allowed the purchase of twenty \$10.00 gift cards (two for each month of the school year). During the year, students complete reviews and drop them off to the draw box in the library. Library staff members type up the reviews (in *Destiny*, anonymously) as they accumulate and at the end of each month draw two names and award those students with the Chapters gift cards. The review "entries" accumulate throughout the year and students are encouraged to drop off reviews on a regular basis. This has helped to build up the volume of appropriate (the library staff edits if necessary) student/peer reviews in *Destiny* and has encouraged students to be a part of the consultation process for fiction purchases.

## Secondary English Students

Two classes, and a number of interested drop-ins, were treated to a presentation in a secondary school library by the writer of a book they had been studying. Steven Galloway, author of *Finnie Walsh*, began by reading an amusing passage to the students, talked about how he ended up with his career choice (it was either write or be expelled from high school), and reflected aloud about the joys and challenges of writing.

The young UBC professor of creative writing connected with the students immediately, and fielded questions about the book and its characters, about the influence other writers have had, and about his newest book *The Cellist of Sarajevo*. Galloway was clearly at ease with his young audience and his observations about this creative process helped students see that a book is more than just "black marks on paper".

Other teacher-librarians in the district have hosted authors such as Wayson Choy and Susan Juby. These generous authors shared their stories and were very encouraging to

budding writers.  
-CTLA

## BLOG STORY

<http://tinyurl.com/literacyprog43>

## Author Speaks To



<http://tinasgroove.com>

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## Frankie's Friends and the Canadian Connection

by Karen Keys  
SD 44, North Vancouver

Karen Keys, District ICT facilitator and teacher-librarian was working with students on a project about compassion. Feeling that students weren't getting the real meaning of compassion she went to Teacher Tube and searched this topic. She found a video titled, "Frankie, The Walk 'N Roll Dog". A heartwarming story of a dachshund puppy who became paralyzed in her back legs but is able to inspire others when she learns to walk again with a cart. When Karen showed the movie to the students and staff, they got very emotional. After doing some more Internet searching Karen found out that a book had been written about this dog and contacted the author, Barb Techel, at [www.joyfulpaws.com](http://www.joyfulpaws.com). Karen purchased the book for the school library.

Barb asked if the students had any questions for Frankie after learning about the project they were doing at Lynnmour. When they sent their questions and comments to Barb, it inspired her to create Frankie's own blog. Frankie, with a little help from her

mom, answers a few of the questions each week. The children get very excited when they check the blog ([www.frankiethewalknrolldog.blogspot.com](http://www.frankiethewalknrolldog.blogspot.com)) each week. Barb not only answers their questions, but also includes video clips and other articles about disabled animals. The students held a fundraiser for animals in need during the year as a result of the strong connection they made with Frankie.

In December, the students used a free videoconferencing program called Skype and connected via the Internet with Barb and Frankie in Elk Lake, Wisconsin. The students were so excited and they asked many thought provoking questions. They learned a lot about animals with disabilities and about the true meaning of compassion. Barb is hoping to do more Skype conferences for children as a way to bring Frankie's message all over North America. Contact Barb at [www.joyfulpaws.com](http://www.joyfulpaws.com) for more information.

During the school year, students wrote their own "Frankie" stories for a wiki created by Karen. The wiki (<http://bugbug.wiki.zoho.com/Frankie-the-Walk-N-Roll-Dog.html>) is called Frankie's Friends...

the Canadian Connection. Karen is convinced that the students in grades 3-7 are reading and writing

more thanks to Frankie and her mom, Barb. Students have also written their own book reviews about Frankie's book and other classes have designed doggie outfits and created Frankie pictures using graphics tools on a software program.

Next school year, students will have their own blog, called Frankie's Friends...The Canadian Connection. Each week, a few students will create a blog entry on a variety of topics. It is just in its beginning stages, but you can check it out at

<http://frankiesfriendsthecanadianconnection.blogspot.com>


## BLOG

<http://tinyurl.com/keys44>



# Reading Among First Nations

BY LYNN RUTLEY and TERESA MONKMAN

SD54 

## Reading for Pleasure Among First Nations Students

by Lynn Rutley

SD 54, Bulkley Valley

(First Nations Action Research Project)

As Teacher-Librarians, we were involved in an action research question, "How might teacher-librarians impact reading for pleasure among First Nations students?" Among our strategies, we attempted to make the selection of First Nations content material more visible in our libraries. We also made a concentrated effort to collect more fiction with First Nations content and to have authors connected with this literature as guests in our school.

We would like to share a few of the lessons we developed using First Nations literature. Each lesson contains ideas for Connecting/Processing/Transforming the text using strategies from Close, Brownlie, and Gear.

### ELEMENTARY IDEAS

by Lynn Rutley

*Secret of the Dance*

by Andrea Spalding and Alfred Scow

#### Strategies for Building Connections

Show one significant picture. On a sheet of paper, have the students ask a question. Show another picture further along in the book – ask another question... how are the questions linked? Partner talk – make predictions about the story.

#### Strategies for Processing New Knowledge or Gathering New Information

Listen/Sketch/Draft – Read the story in chunks and have the students respond to each section with their thoughts and

feelings. (Brownlie, Close, *Tomorrow's Classroom Today* 1990.)

#### Strategies for Transforming Understanding to Show Understanding in a New Way

10-minute write – "Writing in Role" – write as if you were a member of the group that was participating in the Potlatch. "How might you be feeling? What are you experiencing? Includes sights, smells, feelings... Invite in an elder/ASSET worker to tell about modern day feasts. Write a letter to a member of the government in support of the Potlatch (1927).(Close)

*Solomon's Tree* by Andrea Spalding

#### Strategies for Building Connections

Questioning/Quadrants of a Thought/Information Write  
Choose three pictures to share.  
Ask, "What do you wonder when you see this picture?"  
Students record their questions.  
Share questions. Talk about the questions without answering them.  
(Brownlie – Student Diversity 2nd Edition)

#### Strategies for Processing New Knowledge or Gathering New Information

Quadrants of a Thought  
Have each student fold a piece of paper into four (or use the Four Quadrants template) Read the text. Stop at three places to let students fill in a quadrant that evokes a feeling, image, words, or a sense. Discuss and share student reflections. 10 minute write

#### Strategies for Transforming Understanding to Show Understanding in a New Way

Invite in a First Nations carver to show some masks and to explain the process in making masks.

Have students write a letter to a tree in their back yard, schoolyard, or at a favourite camping spot. "Recognize" the tree for all the gifts that it gives the earth and to those who enjoy it.

*The Medicine Pouch*

by Theresa Meuse

#### Strategies for Building Connections

- Show a treasure box filled with important memories.
- Discuss why each item is important and what memory it brings up.
- Talk about the privacy issues of one's treasure box/bag.
- Students can then share with a partner what might be in their personal memory box.

#### Strategies for Processing New Knowledge or Gathering New Information

"Listen/Sketch/Draft"\* – read the text in chunks  
-Stop and let the students sketch the important features of the medicine pouch.  
-Write why each feature is important.  
-Share with partners.  
(Brownlie, Close, *Tomorrow's Classroom Today* 1990)

#### Strategies for Transforming Understanding to Show Understanding in a New Way

- Make memory pouches.  
(invite an elder/ASSET worker to help with this)
- Sketch/Label and Write about what would go into your memory bag. Tell why it is significant – the importance of putting it into the memory bag.

*Shi-shi-etko*

by Nicola Campbell

#### Strategies for Building Connections

Use the template "Building From Clues"  
Box #1 - make predictions

from the cover about the story – look at the title/try to be reflective about what the girl is doing/feeling  
 Box #2 – what might it be like to be sent away to school at a young age? How would you feel? Draw or write responses.

Box #3 – draw/write predictions/feelings/questions after hearing the following words: salmon, cottonwood trees, paddle song, blueberries, grandma, memories

Box #4/5 – choose two different pictures from the book. Have one half or the class “send” the picture across the room by using descriptive words. Both sides of class then draw their prediction/ thoughts

Box#6 – “Walk and Talk” share your thoughts, pictures, and predictions with others in the class. Then come back and write/draw any new ideas in box #6.

(Close, *SmartThinking Tools*)

### Strategies for Processing New Knowledge or Gathering New Information

Reading like a Writer – Chunk the story into four sections. Stop and the students fill in the template in the order that they wish after each pause. Share ideas first in small groups and then with the class.

(Close, *SmartThinking Tools*)

### Strategies for Transforming Understanding to Show Understanding in a New Way

Ten-minute write – write what it may feel like to be a child who is being sent away to a residential school.

Have students draw or collect items that they might put into a memory bag. Compare a memory bag with a medicine pouch. (Venn Diagram)

Have an elder/ASSET worker share a medicine pouch. Gather supplies to have the children make their own pouches.

*Yetsa’s Sweater*  
 by Sylvia Olsen

### Strategies for Building Connections

#### Building from Clues:

Where	When
Characters	Event

The teacher can bring in actual objects from the story: knitting needles, flower, artifacts from the beach, sheep’s wool, soap, jam.

Make predictions as each object is shown.

Model “Think Aloud” while reading “This reminds me of...”

“I remember sitting with my grandmother and sharing her favourite apple pie recipe..”

“I have a very favourite blanket that I have kept that my daughter used when she was a baby..”

Have students share connections that they make during the read aloud.

\*(Reading 44 p.69)

### Strategies for Processing New Knowledge or Gathering New Information

Dual Entry Journal

Events	My Thinking
--------	-------------

“Reading Voice/Thinking Voice”  
 (Gear p 108)

### Strategies for Transforming Understanding to Show Understanding in a New Way

Venn Diagram “Yetsa’s Grandmother/My Grandmother” Fill in the section “My Transformed Thoughts”  
 (Gear p. 108)

### SECONDARY IDEAS

by Teresa Monkman

Novel Study  
*Wind Spirit* by K.G. Chambers  
 Summary

Shawn Tacan (Tachen) is a 16 year old aboriginal boy with problems. He lives on the Two Eagles Indian Reservation. Shawn has dropped out of school and

moved out of home because he couldn’t put up with his mother’s abusive boyfriend. He hangs out with his friend Skinner and is going nowhere fast - - - until the boys head for the Band Office to apply for welfare and Mrs. Genaille helps to get them back on track.

Back at school, Shawn develops a relationship with Mr. Miller, a teacher who sees the best in him. He also becomes involved with an attractive, intelligent, athletic girl that he’s admired from a distance for a long time. Finally, he confronts the bully of the reserve, Wolf, and his Pack. Shawn demonstrates tremendous growth in many aspects of his life.

Directions: Read each statement. If you believe that a statement is true, place a check in the Agree column. If you believe the statement is false, place a check in the Disagree column. Be ready to explain your choices.		
Agree	Disagree	
		1. Teachers are not interested in the lives of their students outside the classroom.
		2. A bully generally feels good about himself/herself.
		3. It is a boy’s responsibility to support his mother and siblings when the “man” of the house is not living up to this responsibility.
		4. Girlfriends and boyfriends can influence the behaviour of their partners.
		5. People are content being supported by welfare cheques.

### Strategies for Building Connections

Anticipation Guide  
 To get ready to read our next novel, *Wind Spirit*, please complete this activity.

Other ideas for CONNECTING:

1. Read a quote from the story, have students record images, or feelings, or responses to personality traits .
2. Choose a theme that runs

through the book and ask students about their experiences. For example: Have you ever known a bully? Why do you think the bully behaved the way he did? What might you have done to change the behaviour of the bully?

3. Read a quote from the story, have students record predictions based on what they've heard.

### Strategies for Processing New Knowledge or Gathering New Information

#### Double-Entry Journal

As you read *Wind Spirit*, choose an event to describe directly from each chapter. Then respond to it by telling what you think about what happened. This activity will help you to reflect on the story as you are reading.

#### Other Ideas for PROCESSING (from SMART Reading):

1. Processing Chunks – Photographer - Teacher reads a chunk of the text as students follow along. Students think like photographers and capture important ideas or images from the text in sketches on their paper. Have students find a partner and explain their sketches – looking for similarities and differences in their thinking.
2. Processing chunks – Poet / Capture the Essence – Teacher reads a chunk of the text as students follow along. Have students listen to text and identify words or phrases that capture important ideas. Then students look at setting the words out in a poetic form. Students find a partner to share their poem – partners help to check that the “poet” has captured the essence of what the author is trying to convey.

### Strategies for Transforming Understanding to Show Understanding in a New Way

#### Modified Place Mat

Now that you've read *Wind Spirit*, brainstorm examples of the growth of Shawn Tacan in each of the areas listed. Find a partner and compare your responses.

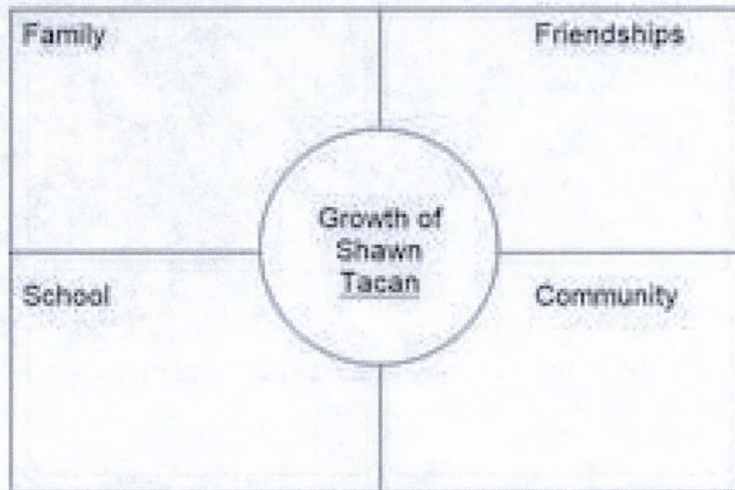
Place Mat is a cooperative learning strategy in which members of a small group brainstorm ideas about a topic individually, and then summarize the

group members' common points.

Step 1 – Participants create a place mat by drawing a circle in the centre of a large rectangular sheet of paper (chart paper) and by dividing the area around the circle into sections, one for each group member.

Step 2 – each group member records personal thoughts about the topic or question in his or her own outer section of the mat.

Step 3 – Participants share their ideas with the group. Common points are summarized and recorded in the centre



area of the place mat.  
(*Beyond Monet* by Barrie Bennett)

#### Other ideas for TRANSFORMING

1. Pretend that you are Shawn. Write a journal entry about what's going on in your life six months after graduation. Write another entry telling what is going on six years after graduation.
2. Use RAFT (Role/Audience/Format/Topic) strategy to demonstrate understanding while taking an unusual point

ROLE	AUDIENCE	FORMAT	TOPIC
Shawn	Future Employer	Resume cover letter	Reasons why he'd be good for the job
Wolf	Shawn	letter	Apology for past behaviour

of view and writing for a specific audience.

Download (pdf) at:  
<http://tinyurl.com/rutley54>

## My Favourite Library Event

by Tamara Porteous,  
Teacher-librarian Vanway  
Elementary, SD 57, Prince George

As librarians, we all host different events to help our students develop a love of reading. We each know that not all students grow up with the joy that comes with opening a book to a world of adventure, so we try to spice up the library to help those students along. When I think of the special events I have held, one immediately sticks out-Celebrate Reading Week.

Celebrate Reading Week is an event I hold once a year, with a different theme each year. Two weeks prior to the actual CRW, I hold a reading contest for intermediate students only. I have students write up a summary for each book they read, which I then post in the library for others to read. This typically turns in to quite the competition, as we all know students at that age are very competitive. I award first, second and third prizes, all gift certificates to a local book store. When this contest is done, the real fun begins.

Some of the activities I include during CRW are:

\* Dress Up Like a Book Character-No need for elaborate costumes; students can come dressed in brown from head to toe and be one of the three bears. The idea is just to get students thinking about characters from a book and talking about the characters. I find this event really gets students talking to each other about books.

\* Famous Quotes Scavenger

Hunt- Before the week begins, I have teachers tell me their favorite children's book or novel. (I make sure we have a copy in the school library). I then take a quote from the teacher's favorite and place it outside their classroom door. Students are invited to spend their lunch hour reading all the quotes and coming to the library to try to match it with their favorite book.

I usually take the quote from somewhere in the first chapter for longer books.

\* The Big Bad Wolf on Trial-When students have begun classes, I start bursting into their rooms (their teachers know ahead of time) dressed as the Big Bad Wolf. I ask students if they have seen three little pigs around their class anywhere. I start to explain how I'm being wrongly accused of cruelty to pigs. When I'm done I explain how I'll have to keep looking for those tasty little, er I mean friendly little pigs. I have my administrator come on the PA before recess and warn students that there has been a sighting of the Big Bad Wolf and that if they see anything to let the office know right away. Of course, students report having seen me, leading to a new announcement about the trial of the Big Bad Wolf. Students are invited down to the library to watch the Big Bad Wolf on trial for crimes against the three little pigs. After hearing all the arguments, the students are asked to deliver a verdict. For some

reason, they always find me guilty!

\* "Author" Visit- It is not always possible to have an author visit during CRW, so sometimes I have to improvise. One year, I had a student come



dressed up as the world famous, news reporting mouse, Geronimo Stilton. "Geronimo" talked about his adventures, gave out some colouring sheets and even signed some autographs! The students (even the one in the mouse suit) had a lot of fun with this.

\* Book Sale- Oh what to do with those pesky discards? If I happen to be on major weeding year, I will include a book sale as part of the week. I usually sell the books pretty cheap as the goal is to get more books into homes, instead of landfills. I use the money raised to adopt an endangered animal in the schools name. This is a great giving back event.

\* Castle Building- During lunch, students are invited to the library to participate in a castle building contest. They can bring in materials ahead of time or use what is provided (boxes, toilet paper rolls, popsicle sticks, etc.) I have a number of castle books on display that students can use as a reference. I award prizes for this event

based on several different categories, including most creative, strongest, highest, biggest, and so on. This is really great if you mix the teams with intermediates and primaries.

\* Celebrate Reading Jeopardy- Using a power point template, I create a jeopardy game based on the week's theme. Categories could include "Before they were Movies", "Rhyme Time", and so on. However, if I have done the Famous Quote Scavenger Hunt, I always include that as one of the categories.

Students wishing to be on a team for this event have to pre-register and I make the teams so they are fair. Each team receives a prize and the winning team receives a small trophy

(I buy these at the dollar store). I usually use this event to wrap up the week.

\* Prizes- For any event that includes prizes I always try to make it a book prize. A lot of the books I get, I buy over the summer during sidewalk sales at the mall and garage sales (it is amazing how many brand new books you can find at garage sales). I always want the focus to be on reading and books, so the prizes must reflect that.

Celebrate Reading Week is a great way to get your whole school involved. The first CRW I ever held, I had 80% school participa-

tion. Book circulation went up and stayed up. CRW does not have to be elaborate; it just needs to be fun for everyone involved. Try one at your school and let the adventure begin!

## BLOG STORY

<http://tinyurl.com/porteous57>



Val Hamilton, (retired teacher-librarian) outside Carlton school which she has been helping to save as a heritage building. Carlton is the oldest school building in Vancouver.

# Raising Your Profile

BY KAREN LINDSAY

## Profile Raising

SD 61 Greater Victoria  
Submitted by Karen Lindsay

Here are a few ways to raise your profile in your school and district while keeping up your morale:

1. Focus on providing service

- a. to students, (obvious!)
- b. to colleagues

(How about getting a holiday reading list together? Or making a webpage for each subject area, showing links to recommended websites. Collaborate with teachers in its creation. Or use de.lic.i.ous social bookmarking to keep track of them.) and

c. to your administrators (They have research needs, too. Make sure they have an account on EBSCOhost and show them how to subscribe to alerts for their favourite journals.)

2. Make sure that someone other than you knows the specifics of how and what you contribute to your school community. When you do something special, notify your principal, PAC, Superintendent and/or Trustees. When you look good, the school looks good and they look good.

3. Be on the agenda for all or most staff meetings, but do not waste their time. Have something useful to

say, or demonstrate something that will help them deliver their PLOs.

4. Join or form a literacy committee at your school. Plan events that promote the love and importance of reading for your students. Pilot daily silent reading if your school is not already doing so.

7. Build your LSA and if you haven't already done so, join the BCTLA.

Together we are stronger and smarter.



5. Attend at least a few PAC meetings per year, and not just when they're handing out money. Show them how to access the database bundle from home, or demonstrate Inspiration or the online catalogue. When they give you money, show up with the books you bought with the funds and a big thank you. They'll be amazed at how few books their donation purchased and may be motivated to give you a bigger piece of the pie next time.


6. Keep your credentials and skills current. Make sure your personnel file is up to date.

BLOG

<http://tinyurl.com/profilelindsay>

# Events to Stimulate Reading

BY SANDY TERRY

SD61 

## Special Events to Stimulate Interest in Books and Reading

SD 61, Greater Victoria

Submitted by Sandy Terry

I'm not a typical librarian. When I came into the library, I brought my training as an Art and Drama teacher to the position. Early on I decided that I wanted to captivate and engage children so they would see books and their ideas as a gateway to stimulating their imagination and creativity.

I started hosting a couple of events each year that reflected books that were already "hot" with kids and built even more momentum.

We started out with a Tamora Pierce Fan Club and staged a quest through the school.

We held a Redwall feast where the Library was turned into a banquet hall, complete with costumes, tablecloths, candlelight, poetry readings, mini jousts and food using Redwall recipes.

Over the years the events grew and took on a life of their own. Some highlights include a "Homage to Harry Potter" event, where our library was transformed into 6 stations of Hogwarts, complete with costumed characters, ie., Madame Trelawney reading fortunes, Snape doing transfigurations (yes, we took artistic license) with a Hermione plant that could transform a matchstick into a needle, with Madame Sprout doing potions, Madame Hooch conducting Quidditch practice, Professor McGonagall using a gigantic Sorting Hat to sort students into houses and Professor Quirrel with the Mirror of Erised. This

event was complete with stage lighting, sound track, smoke machine, posters (courtesy of Munro's Books Store), Bertie Botts Beans and lightning bolt tattoos for all.

We also held a "Fairy, Elves and Sprites" event when Spiderwick was hot. The younger children were captivated with an alcove of the library that became more enchanted on a weekly basis. It became a forest, complete with fairy houses and on the last day of the event, 14 hand crafted fairies appeared(!) in the forest. Children were given beautifully crafted plexiglass wands (thanks to parent volunteers) with unicorn hairs as gifts from the fairies. Older children used downloads from the Spiderwick site to create paper sprites and do activities. Again, the last day of the event was complete with costumed characters, stage lighting, soundtracks and the scent of cinnamon (common in the presence of fairies). Classes that tied the event to writing activities were blessed with vivid, imaginative and extensive descriptions of fairies in the stories the children created.

Other promotions included a "Clue Game" Mystery event, where teachers and staff were photographed as "Clue" characters and the "Mystery of the Missing Metronome" was staged. A wonderful buzz was generated and classic mysteries jumped off the shelves for kids to devour.

Most recently, the Library was transformed into a fairytale haven. Beautiful editions of classic tales and modern twists for older readers were featured. Cinderella's Castle dominated the entry to the library and a host of 30 costumed characters lead a fairytale parade throughout the school. Primary children decorated crowns and tiaras so everyone was royalty for a day.

All of these events focused on a particular genre and for several weeks that

genre would be our featured literature theme. Teachers often supported the themes in their classrooms as the whole experience encouraged great discussion and opportunities for complementary learning activities. Most importantly what has been created is a culture where reading is valued and "cool", where authors' ideas are recognized as being the source of many pop culture movies and their original concepts seen as usually "better than the movie".

A measurable spin off of creating an enthusiastic reading culture at my new school is we have gone from having 14 to 40 eligible Red Cedar voters in the past 3 years.

I am retiring from teaching this year. As I reflect back on my time as a teacher-librarian, my feelings are bittersweet. I have felt frustration with the chronic underfunding of elementary library positions and purchasing budgets. I have twice been in the position of applying damage control following years of preceding neglect.

The sweetness comes from knowing I've created some magic for young minds and have been instrumental as a matchmaker for children with books. Although it is hard to measure, I know more children are reading and they are making more diverse and challenging choices in their book selections. They are enthusiastically sharing their reading experiences with other children because it is something they are excited about and reading has become an activity of their own choice.

BLOG

<http://tinyurl.com/terry61>

SD 63, Saanich  
Submitted by Pat Miller

An informal interview with a major player from our district, Elsie McMurphy, a teacher-librarian who has “seen it all”. Elsie McMurphy – Proud Protector of Public Education and School Libraries

“I felt like I was doing the devil’s dirty work.” lamented Elsie McMurphy, when I asked her how she felt about the severe budget cutbacks she and other Saanich School Board Trustees initiated in June. Our elementary and middle school teacher-librarians took a major hit with a .1 FTE (half-day) reduction across the district. Despite many valiant advocacy efforts to save hard-won TL hours (with presentations to the School Board, PAC and public by the Saanich Teacher-Librarians Association), the District Resource Centre was closed down as well, with all the materials given away to individual teachers or dispersed to various schools. In checking with the BCTLA Executive, it appeared that Saanich held the dubious distinction of being the only school district in B.C. to close their entire DRC in the past few years!



Q: In these challenging times for public education and school libraries, how do you feel about your position as a Saanich Trustee?

A: Some days I’m glad I’m there and some days I’m not. Through all my life, working for public education in various roles, I have felt that education is so powerful and essential to our democratic way of life. The other thing that burns inside me is the

http:// notion of equality. I’ve always viewed public education as a

means for establishing equality among people, whether I was a teacher, teacher-librarian, working at the BCTF or now as a public school trustee. These are the beliefs that drive me. Being on the school board, I can speak up for the importance of library programs in schools, equality issues and gender-related practices that trouble me. I can be a fairly loud voice, along with the other six trustees, to remind the government about what

their policies are doing to education.

Q. How can we help this

Government understand the issues in education?

A. As a school board in the last provincial election, we decided to do everything possible to make public education an important issue. We worked long and hard, holding

public information meetings, writing letters to the Editor and conversing with various media. My gut feeling is that we were successful in making public education an issue because the Saanich MLA candidates were hearing about concerns for public education from the people on their doorsteps as they were canvassed. The incumbent, a Cabinet Minister, came fairly close to losing his seat, which shocked many people.

Q. Are the constant cuts to public education driving more families to the private school system?

A. If enough middle class parents move their children to private schools, then the “tipping point” will be reached and education is doomed to becoming a two-tiered system to a far greater extent than we have now. It appears to be what this government is working towards and reflects their ideology. That’s why I still keep

“...We could only borrow books through a government program called “The Open Shelf”.

fighting for this important value of equality through public education.

Q. We are proud of you, a former teacher-librarian, for leading the BCTF



both as President & Executive Director for many years. What led you to become a teacher-librarian in the first place?

“...I began my teaching career in Kamloops and my room was right across the hall from the school library, so I discovered the joy of nearby libraries!

A. I started out as a classroom teacher and grew up in an era and a location in B.C. where there weren't many public or school libraries. We could only borrow books through a government program called “The Open Shelf”. A catalogue of all the books available was published and we could order four books at a time by mail from Victoria. This was the extent of my library contact as a child. My little country school did not have a library.

I began my teaching career in Kamloops and my room was right across the hall from the school library, so I discovered the joy of nearby libraries! Wow, I thought to myself, look at this invaluable resource! Look at all the things you can accomplish as a teacher-librarian! So when I returned to University, I studied to become a teacher-librarian. The fascinating and exciting parts of being a teacher-librarian were the leadership opportunities in working with all the students, all the teachers, all the parents and the administration.

After all these years of dedicated service to many positions in the B.C. public school system, Elsie remains a teacher-librarian at heart. She still cannot resist reading all the children's literature reviews in the *Globe and Mail*. Just before arriving at our informal interview during the Saanich Teacher-Librarian's year-end party in June, she had picked up her special order from Munro's Book Store in Victoria. It was a

wonderfully-reviewed new book for her three year old grandson, titled “It's Useful to Have a Duck”. The reversible book recounts all the things a boy could do if he had a duck and when it is turned over, the

story tells all the things a duck could do if he had a boy! Ever the teacher-librarian, she certainly hooked me on ordering her recommended new title!

For several decades now, and currently in B.C., “It's useful to have” an Elsie McMurphy, indomitable champion of equality through strong public education and school libraries. Three thank you “quacks” from all of us, Elsie!

“What you can do is often simply a matter of what you will do.”

*The Phantom Tollbooth*, Norton Juster, 1961

## BLOG

<http://tinyurl.com/miller63>

## The Essential Elsie

\*2009 BCTF Fergusson Memorial Award for a lifetime of dedication to public education in B.C.

\*1965 – at age 18, started teaching in the South Cariboo School District

after 2 years of University 1968–84 – Intermediate teacher & teacher-librarian in Kamloops & Saanich Districts, where she was active

with the School Librarians' Assn. & the

Status of Women Action Group.

\*1977 – completed her Masters in Educ.

\*1980 – President of Saanich Teachers'

Assn. (the first woman to be elected)

\*1984–86 – Vice Pres of the BCTF

\*1986–89 - President of the BCTF during the challenging years when the


BCTF was under serious assault from the Socred Government (Administrators were removed from the BCTF membership, the College of Teachers was created, statutory teacher membership in the BCTF was dis-continued.)

\*1989-99 – Executive Director of the BCTF

\*Currently – SD 63 Trustee in Saanich

# Where's My Hockey Sweater?

BY ANN GORDAN, JUNE BOUCHARD

SD68 

## Where is my hockey sweater?

This unit plan, submitted by Ann Gordon and June Bouchard of SD 68, Nanaimo-Ladysmith, can be viewed in its entirety in our online journal.

Where's my Hockey Sweater? / Grouille-toi, Nicolas! By Gilles Tibo  
Whole-school sequence developed by Ann Gordon and June Bouchard

École Quarterway School  
January 2009

Rationale / purpose: To introduce the power of connecting and to practice A/B partner talk.

Targeted Skills: listening, speaking, sorting, predicting, brainstorming, thinking, writing, sequencing.

Resources:

\* Text: Where's my Hockey Sweater? and Grouille-toi, Nicolas!  
By Gilles Tibo

\* Poster on "Connecting".

\* A/B partner talk posters:  
Powerful Partners, A Good Reporter, A Good Listener.

\* "Tools for Connecting" from Shelley Belezny's Wiki: <http://workingtogether.pbwiki.com/>

\* Handout

\*\*\* Important note: Do not share the title and do not show the cover or the book until the reading part at the end of session 3 on Wednesday! J

Monday – Session 1 - Word Sort:

You will need: 5x5 grid provided in handout; chart paper with markers

1. Set up A/B partners. Use posters to review listening, speaking and

reporting criteria.

2. Pass out word grid – go over words with students.

3. Students cut words apart and sort into a category they decide upon – with younger students, you might like to talk about possible categories first.

4. Reporting out – each group reports out how they sorted.

5. Ask if a theme emerged – hopefully they'll say "hockey"! J

6. Brainstorm "everything we know about hockey" – enter on chart which will be posted. If you wish, you can follow process outlined on "Brainstorm Whip Around" from Tools for Connecting.

7. Reflection: quick self assessment (thumbs up, thumbs down) on how well we worked as partners.

Tuesday – Session 2 – Connecting to text through predicting (this might have to be done in 2 sessions):

You will need: 3 colour overheads, 3 pieces of chart paper and markers, writing sheet "From clues so far..." / À partir des indices....

1. Set up A/B partners. Use posters to review listening, speaking and reporting criteria.

2. Put up overhead #1, this is from the beginning of the story. Give students 2 minutes to study the image and talk about what they see. Encourage them to look deeply and notice even the smallest details.

3. Stop. Give 1 minute for each group to think about and rehearse 3 details they could share for the chart; they will be sharing their best one. If it gets taken, they can then share their second best one or their third if the second gets taken too.

4. One person of each pair (A or B – you decide) stands up to report

out. As each group reports, chart their responses.

5. Add any other details that were missed in the reporting out.

6. Repeat for image #2 (middle of story) and image #3 (end of story).

7. Back to A/B partners. Using the 3 charts and all the clues so far, talk about what the story is about – 2 minutes.

8. Back to desks: independently write from "Using all the clues so far...". Writers should make references to all 3 images in their writing.

9. Reflection: how did the images help you to write your predictions? Brief, a minute or two, in their heads.

Wednesday – Session 3 – Sequencing

You will need: sentence strips, transparency of sentence strips and envelope, scissors, glue.

1. Set up A/B partners. Use posters to review listening, speaking and reporting criteria.

2. Partners cut apart sentence strips. Together, using everything we know about the story so far, put the strips in order and glue on a piece of paper.

3. On overhead projector, as a group, order sentence strips based on students' suggestions. Ask students for evidence for their decision.

4. Read the story to the class. Start by showing the cover and reading the title. How does this add to our thinking about the story? Take a bit of time to share ideas and predictions before reading: Now that you have seen the cover and heard the title, has your prediction changed at all? How? Now read the book. As you read, make time to look at and talk

about illustrations. See if you can find the mouse and the cat on each page.

5. Reflection: Let students think about the following, telling them that you will ask 4 (or 3 or 5 or?) students to report out: "I thought... . Now I know... ."

Thursday – Session 4 – Putting it all together!

You will need the "Connecting Stories" worksheet.

1. Verbally review the story. What was Nicholas' problem? Who helped him? How did he solve it? What is the joke at the end of the book?

2. Text to self connection: brainstorm and share verbally with the whole class. Does this story remind you of something from your own life? Have you ever lost something that you had to find in a hurry? Has

someone you know ever lost something important? Have you ever found something in an odd place?

3. Pass out worksheet. Work through together - you know your class and needs best! This is going to be "published" i.e. posted on bul-

letin boards so it should be your best work!

4. Illustrate – carefully drawn and shaded pictures - "colouring book picture"!

You have successfully worked through our first whole school sequence!!!

Please let Ann or June know if you have suggestions to make: what

Word Sort				
<b>find</b>	<b>helmet</b>	<b>mess</b>	<b>shoulder pads</b>	<b>season</b>
<b>hockey pants</b>	<b>garage</b>	<b>closet</b>	<b>skates</b>	<b>search</b>
<b>cupboards</b>	<b>practice</b>	<b>boxes</b>	<b>hockey sweater</b>	<b>ski boots</b>
<b>hockey sticks</b>	<b>basement</b>	<b>equipment</b>	<b>flip flops</b>	<b>baseball cap</b>
<b>championship</b>	<b>pail</b>	<b>shelves</b>	<b>shovel</b>	<b>shin guards</b>

Classification des <u>mots</u>				
<u>trouver</u>	<u>un casque</u>	<u>le désordre</u>	<u>les épaulettes</u>	<u>la saison</u>
<u>le short à bretelles</u>	<u>le garage</u>	<u>la garde-robe</u>	<u>les patins</u>	<u>chercher</u>
<u>les armoires</u>	<u>la pratique</u>	<u>les boîtes</u>	<u>le chandail</u>	<u>les bottes de ski</u>
<u>le bâton de hockey</u>	<u>le sous-sol</u>	<u>l'équipement</u>	<u>des sandales</u>	<u>une casquette</u>
<u>le champion</u>	<u>des seaux</u>	<u>les étagères</u>	<u>des pelles</u>	<u>les jambières</u>

5. Post on bulletin board for all to admire!  
Friday – read-in in the gym – text to text connection done with the whole school!

Congratulations!!!!

worked, what didn't, what could be added, possible extensions, etc...


Thanks everyone for your cooperation with this project!

BLOG

<http://tinyurl.com/tibo68>

# Passion, Expertise abound

BY SHEILA JOHANNESSEN

SD70 

## Continuing to share values of strong libraries

The Alberni District Teacher Librarians' Association  
By Sheila Johannessen

The Alberni District Teacher Librarians' Association (ADTLA) is known for its dedication to the profession of teacher-librarianship as exhibited by our members. Each year, we celebrate our successes and discuss our concerns during a year end dinner with past, present, and future members. This year we took the time to reminisce and explore how the ADTLA has evolved over the years.

Promoting reading, collaborating with teachers, and guiding students as they develop into literate, independent learners has continued as our primary goals. We still display a high level of collegiality and are very supportive of new members both informally and formally through mentorship. To keep abreast of new ideas and methods of teaching students, we share ideas and attend professional development workshops and conferences together. In true collaborative form, the ADTLA teamed together in 1990 with Parksville teacher-librarians to host a BCTLA conference entitled "Literacy 90". This experience brought back fond memories for our retired teacher-librarians and a recommendation that we consider hosting a conference in the near future.

The ADTLA sets high standards and maintains that our students are entitled to the knowledge and expertise of an educated, qualified teacher-librarian. Qualifications for teacher-

librarians were documented and provided to the school board by the ADTLA during its initial formation. In the past, our members were active in bringing university credit teacher-librarian courses to our district and taught these courses to ensure that new ADTLA members acquired the necessary knowledge and skills to teach students through a well-developed library program. Today, our members continue to share these values and take advantage of opportunities to learn through campus and online courses.

There have been changes to the education system since the initiation of the ADTLA. The reduction in teacher-librarian time, elimination of the majority of library clerks, and decreased library budgets has greatly impacted on the quality of education that is provided for our students. Most current members of the ADTLA have less than 0.5 FTE library and are classroom teachers or administrators. The passion to advocate for strong school libraries still exists but we have found that our other obligations have impeded our ability to be as active as previous members. Throughout the years, ADTLA members have held positions as union executive members and have presented to the school board. We are aware of the need for the ADTLA to continue to advocate for school libraries and have collaborated with other people and groups, such as our school district literacy resource teacher, to promote literacy in our district.

In reflecting on the ADTLA, the passion, expertise, and collegiality of our members has continued and the importance of advocating for school libraries is apparent. It is with gratitude that our founding members will be remembered as we strive to maintain the strong collaborative association that was created to guarantee optimal learning environments and opportunities for our students.

“  
...  
Most current members of the ADTLA have less than 0.5 FTE library and are classroom teachers or administrators.”

BLOG STORY

<http://tinyurl.com/johannessen80>

## Library Program Assessment

SD #72 Campbell River  
Submitted by Ruth Kline

NB. The full length article with rubrics is available online at:  
**Download Rubrics (PDF):**  
<http://bctf.ca/bctla/pub/documents/libraryprogram/SD72TLAssessment.pdf>

### CRTL's: Library Assessment

In 2007, the teacher-librarians were involved in questioning whether the school libraries meet the standards recommended by the Canadian Association for School Libraries. We as teacher-librarians applied for a Collaboration for Growth Grant through the Core Pro-d Committee of the School District. During this professional development, it became evident that change was needed and that we needed to make it effective within our libraries. Our goal has been to have a collective voice to add our input into a new Library Policy for Campbell River School District. We met as a group six times to read articles and discuss "Achieving Information Literacy: Standards for School Library Programs in Canada" and we developed our own evaluation rubric based on our discussions and the readings from the book.

School District 72  
Library Program Assessment  
School:  
Teacher-Librarian:  
Date:  
Vision

Campbell River School District libraries promote the development of independent, lifelong learners

and readers. They emphasize the collaboration of all participants in education (students, teachers, administrators, parents) and focus on resource-based learning, using a wide variety of information sources and strategies.

### Core Values

Libraries of Campbell River School District shall allow all patrons:

- access to the collection, resources and services of a teacher-librarian
  - a friendly, stimulating, open and supportive learning environment
  - opportunities to learn with a variety of resources and strategies within a flexible environment
- ### Goals

Goal 1: Provide appropriate staffing to implement an effective district-wide library program.

Goal 2: That each school develop a site-based library committee consisting of classroom teachers, school administration and school teacher-librarian.

Goal 3: Provide for more effective student learning through collaborative processes in planning, teaching, and assessment between the teacher-librarians and the teachers.

Goal 4: Provide up-to-date library resources in a variety of formats and technologies to meet the diverse needs of all learners.

Goal 5: Provide appropriate school

library facilities and equipment and access to ICT to meet the learning and teaching needs of an effective school library program.

Download Rubrics (PDF):

Teacher-Librarian skills	Self-assessment grid Professional Development and Training	1	2	3	4
Teacher-Librarian Resource Management	<p>Collection Development</p> <ul style="list-style-type: none"> <li>• Evaluation &amp; assessment of collection of books, periodicals, non-print CD/DVD/vid no streaming e-books/ audio books</li> </ul>	T.L. needs support to complete a Collection Analysis and in knowing which materials to purchase.	T.L. is beginning to use collection development tools that include a Collection Analysis, review journals, patron input and review websites.	T.L. often uses collection development tools that include a Collection Analysis, review journals, patron input and review websites.	T.L. always uses collection development tools and patron input to develop a balanced, current collection of print and non-print resources
	<ul style="list-style-type: none"> <li>• budget/financial management</li> </ul>	T.L. needs assistance to manage the budget	T.L. has a general understanding of the budget and financial management	T.L. sets a budget and adheres to it.	T.L. adheres to budget and adheres to budget by locating additional sources
	<ul style="list-style-type: none"> <li>• use of library management system (LMS) Desktop</li> </ul>	T.L. displays little knowledge of the LMS and often needs support from others	T.L. displays general understanding of the LMS. T.L. sometimes asks for support from others.	T.L. displays solid understanding of most components of the LMS	T.L. display a solid understanding of all aspects of the LMS including Reports, Stats, etc.
	<ul style="list-style-type: none"> <li>• effectively organizes library materials/overviews/layout of library</li> <li>• accessible</li> <li>• easy to locate</li> <li>• attractively displayed</li> </ul>	T.L. does not organize resources effectively.	T.L. is beginning to organize resources effectively.	T.L. usually organizes resources effectively.	T.L. always organizes resources effectively.

<http://bctf.ca/bctla/pub/documents/libraryprogram/SD72TLAssessment.pdf>

## BLOG STORY

<http://tinyurl.com/assessCR72>



# Thank You Richmond!

Congratulations!  
to the  
Richmond Teacher-Librarians'  
Association  
for their successful hosting of the  
2009 B.C.T.L.A. Conference  
'Champions of Literacy'



Thank you for all your efforts on  
behalf of everyone!



<http://www.wordle.net/gallery?username=literateowl>

*bctla*

## INTERACTIVE CORNER TWITTER IN PLAIN ENGLISH



Twitter is a free social network-  
ing and micro-blogging service  
that enables its users to send and  
read messages known as tweets.  
Tweets are text-based posts of up  
to 140 characters displayed on the  
author's profile page and delivered  
to the author's subscribers who  
are known as followers. Senders  
can restrict delivery to those in their  
circle of friends or, by default, allow  
open access. Users can send and  
receive tweets via the Twitter web-  
site, Short Message Service (SMS)  
or external applications. While the  
service, itself, costs nothing to use,  
accessing it through SMS may incur  
phone service provider fees.

Twitter in Plain English" introduces  
the popular micro-blogging ser-  
vice Twitter. The video focuses on  
Twitter's ability to connect people in  
new ways, using short messages.  
The video includes:  
Why answers to the question "what  
are you doing" are interesting.  
The mechanics of Twitter - signing  
up, sharing and reading messages  
How a skeptical person fell in love  
with Twitter  
[http://www.youtube.com/  
watch?v=ddO9idmax0o](http://www.youtube.com/watch?v=ddO9idmax0o)

Commercial quality see:  
<http://www.commoncraft.com/twitter>



## BCLA CONFERENCE IN PENTICTON 2010

### BCLA NEWS

<http://www.bcla.bc.ca/>

Events: BC Library Conference 2010. Thursday, April 22, 2010 - Saturday, April 24, 2010. Penticton Trade and Convention Centre.

The BC Library Association, BC Library Trustees' Association and the Health



Libraries Association of BC invite you to the sunny, scenic Okanagan for the conference, April 22-24, 2010 at the new Penticton Trade and Convention Centre, just two blocks from the beach and Okanagan Lake.

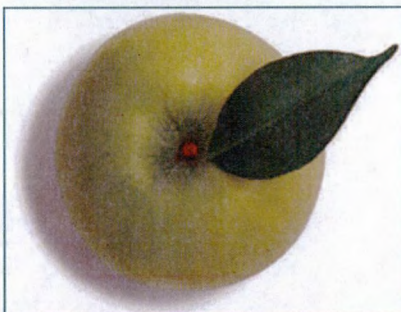
The conference hotel will be the Ramada Inn & Suites (5 minute walk to the convention centre).

Penticton is located in the heart of Okanagan Wine Country, which is home to over 100 local wineries, the Kettle Valley Trail, award-winning golf courses, and many other attractions and activities.

The call for proposals is available now. [http://www.bcla.bc.ca/documents/BCLC\\_Conference\\_Call\\_for\\_Proposals2010.pdf](http://www.bcla.bc.ca/documents/BCLC_Conference_Call_for_Proposals2010.pdf) The deadline for submissions is Monday, October 26th, 2009.

<http://www.bcla.bc.ca/>

## REFRESH IN KELOWNA 2010



The Central Okanagan Teacher-Librarians' Association invites teachers to attend the B.C. Teacher-Librarians' Association Conference KelownaFresh October 22-23, 2010.

<http://www.cotla.sd23.bc.ca/2010>

Get fresh! Visit the Okanagan. Kelowna 2010 will offer several keynote speakers, special events and a wide range of innovative workshops. A special post-conference hands-on technology instructional day with keynote speaker Jamie MacKenzie, is also offered to all teachers by S.D.23 on Saturday.

Get conference updates and be eligible for bonuses:

RSS: <http://kelowna2010.blogspot.com/feeds/posts/default>

Twitter: <http://twitter.com/kelowna2010>

Web: <http://www.cotla.sd23.bc.ca/2010>





# CRUCHLEY'S COLLECTION

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

©H. Diana Cruchley©2009, 604-464-7058, dcruchley@shaw.ca.

## GONE WITH THE WAND



Margie Palatini,  
Orchard Books -  
Scholastic, ©2009,  
ISBN 978-0-439-  
72768

A fractured fairy tale of a snoring princess changed to a dragon who is cursed by a bad fairy and saved by Prince Quince. Cute ending involving "nobody is perfect."

## CREATIVE WRITING IDEAS

Fractured fairy tales always provide a rich source of possible writing topics, and are of particular interest to boys because they love the humour of it. Here are some possibilities from *Gone with the Wand*:

- Another problem for a fairy godmother
- A complaining letter from the tooth fairy
- A first person character from an existing fairy tale and another adventure he/she had.

## PERSONAL WRITING

Choices, and variety, can be an important part of a *Thought Book* (aka journal). Here are some possibilities from *Gone With the Wand*. Tell me a story when you:

- had trouble going to sleep and what rituals you try when you can't sleep.
- got someone to think what you wanted to do was their idea; or someone got you to do something by making you think it was their idea.
- had something go wrong with something you are good at.
- helped a friend with a problem.

## STEP BY STEP TO A GREAT STORY

There are some nice ideas for a pattern in this book. Read the story a second time and ask students to identify interesting elements that could be included in a story they will write.

- *Once upon a time (well, really...)*
- Write in the first person of a character who is not the main character..in this case Edith, not Bernice. That character presents the problem.
- Assume a position of some kind for the action of the story. (*Shoulders back. Feet forward. The big windup.*)
- Try two - three solutions to the problem that don't work. (*Fairy dusting, snow fairy, sugarplum fairy*)
- Break the final solution into three parts that can be described as *Step One* and end with the word *check*, *Step Two* and end with the words *check, check*, *Step Three* and end with the words *the plan was working*.
- End with *Like the story always goes... We all lived happily ever after. But I bet you knew that already, didn't you?*

## THE AUTHOR: MARGIE PALATINI

Check out Margie Palatini's website at [margiepalatini.com](http://margiepalatini.com). She has lots of books on her website and a teaching guide for each one. She has several games on line - although mostly they are too young for intermediate students (except the matching game) and masters for activities for many of her books as well. A few of her books include: *The Web Files*, *Earthquack*, *Zoom Broom*, and *Bad Boys*.





# GONE WITH THE WAND, CONT.

## THE RANT

A rant is a set of complaints by a character in the story. The sample is for Doc from Snow White. This is a great student writing topic because they already know the story and the rant is a



chance with humour to express the feelings of a minor character. Students could choose to write a rant by the grandmother in *Little Red Riding Hood*, one of the mice in *Cinderella*, the godmother in *Cinderella*, etc.

This idea transfers well to science and social studies where students can write a rant by a sailor on an explorer's ship, or a gold rush miner, or a worker on the pyramids or the Great Wall. In the case of science a rant by a salmon finally going upstream or a bee or an ant would be a chance for students to incorporate what they have learned in a humorous way.

## SONGS AND ALLUSIONIS

There are many allusions in *Gone With the Wand* to other sources and to songs which would be interesting to bring up with the students. Most songs are available on youtube to show students. Some examples are:

- *Gone with the Wand* is an allusion to *Gone with the Wind*. Be sure this one is clear before you start the book. Ask, *has anyone seen a movie with a title close to this one?*
- *Bibbity Bobbity Boo* is a line from what Disney movie? (*Cinderella*)
- Mr. Sandman has his own song
- *Tea for Two* is the title of a song from the musical *No No Nanette*.
- *Having a bad wand day?* how cute
- Sugarplum fairy from *The Nutcracker*.

## DOC FROM SNOW WHITE



I've always known a good thing when I see it if you know what I mean. Of course, if you come home and someone has moved in, no matter how nice they are, you feel a little pressured. About three weeks ago, the seven of us went off to the mines, punched in the clock, and worked like stevadores all day, but when we got home there was this tall chick actually in our house dancing and singing and swishing a duster. If it weren't for the smell of chicken dinner with dumplings, we would have called the police. But, we all looked at each other and wondered a little, shrugged - and she stayed. She's been in our house for three weeks now and it looks like she'll stay forever. We even have to wash our hands now before we sit, and watch our manners. On the other hand, she cleans, she washes, and cooks, and she makes the beds...but it's still a little wierd. It's almost as if it is her house, and we are permanent house guests - but we never talk about it in front of her. First of all, it might hurt her feelings. Secondly, we know a good thing when we see it, if you know what I mean.



## VOCABULARY

There is interesting vocabulary to play with in this picture book. Unusual words include: *cranium, folderol, bunion, legendary, crumplet, iced-up, bon bons, pondered, pooped, bicuspid*. Show the words first, and ask students to listen carefully for the words to see if they can tell from the context what they mean. Allow them to work in groups to try to create their own definitions.

Another playful activity is to ask students in group to brainstorm synonyms and expressions for *being pooped*: *exhausted, weary, fagged, flagging, fatigued, wasted, worn out, tuckered out, dog-tired, enervated, drained, all in, broken down, burned out, dead on your feet, done in, drained*, etc. Discuss the subtle differences between two of the words, such as *fatigued* or *burned out*.

## PICTURED TO PROVE IT

There are pictures from some other fairy tales on Bernice's shelves proving the greatness of her former career. Ask students for other fairy tales and stories involving fairies: *Pinnocchio, The Wizard of Oz, Sleeping Beauty, Cinderella, Tinkerbell* in *Peter Pan*. Surprisingly, there are few fairies in fairy tales. Fairy tales are set in imaginary places; legends are set in reality. Legends frequently have more fairies in them.



and Post, among others. Commercials will be added in phased batches over several months in 2009. (Peter MacKay – The Teacher List)

Occupational Outlook Handbook  
<http://www.bls.gov/oco/>

# Contributors

JOHN GOLDSMITH

## New on the Net

### NEW ON THE NET

by John Goldsmith

### NEW ON THE NET

SEPT 2009

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

#### ART:

Art Cyclopedia: The Fine Art Search Engine

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

The Artcyclopedia is an index of online museums and image archives. Find out where the works of over 8,000 different artists can be viewed online. (Site of the day)

#### Music Education Online:

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

“This site has a wealth of information for students, educators, parents or anyone who is interested in music education. Users will find books, CDs, sheet music, etc. for sale but there are also plenty of free resources. Included in the free resources is an online music theory tutor (found under the Music heading) that allows the user to select from more than three dozen lessons and choose the type of trainer to work with from a drop down menu. Lessons are listed from the most basic to the more advanced and the trainers include note, key, guitar, brass and others. Utilities include a staff paper generator, chord calculator, and matrix generator. Users will also find downloadable fingering charts, worksheets and flashcards, related articles, and information on the different instruments and links to related sites and associations. (Education World Site Reviews)

Princeton Online: Incredible Art Department

<http://www.princetonol.com/groups/iad/lessons/lessons.html>

This site (for K-12 students) offers an archive of links to FREE art lessons for every age and grade range. Lessons are divided by school levels such as elementary, middle and secondary. “Hands-on, how-to” lessons are provided in a wide range of styles and mediums ranging from drawing and painting to metal sculpture and weaving. Along with the lessons, there’s also has a variety of supplemental resources such as games, lesson plans and art history items. (Diane Flynn Keith – ClickSchooling)

#### EDUCATION:

Pete’s Power Point Station:

<http://www.pppst.com/index.html>

This site, known primarily for the large collection of educationally appropriate Power Point backgrounds available to educators as a free download, also contains a number of games activities and other teacher related resources. (Peter MacKay – The Teacher List)

#### LIBRARIES:

AdViews: The Duke University’s Digital Collection of Vintage TV Commercials  
<http://library.duke.edu/digitalcollections/adviews/>

More fun than educational, this site might find some use with a Digital Literacy class. AdViews is a digital archive of thousands of vintage television commercials dating from the 1950s to the 1980s. These commercials were created or collected by the ad agency Benton & Bowles or its successor, D’Arcy Masius Benton & Bowles (DMB&B). Major clients included are Procter & Gamble, Kraft, Schick, Vicks,

“Produced by the US Department of Labor, The Occupational Outlook Handbook tells you: the training and education needed; earnings; expected job prospects; what workers do on the job; working conditions. In addition, the Handbook gives you job search tips, links to information about the job market in each State, and more.” (Site of the day)

#### MATHEMATICS

Algebasics

<http://www.algebasics.com>

This website offers FREE algebra tutorials. The lessons are narrated (so turn on your speakers) and delivered through a virtual chalkboard. Topics covered include Basics of Algebra, Equations, Ratio & Proportion, Absolute Value, Exponents, Polynomials, Factoring, Rational Equations, Linear Equations, Radicals and Quadratics. . (Diane Flynn Keith – ClickSchooling)

#### MISCELLANEOUS:

Paper Rules

[http://www.vendian.org/mncharity/dir3/paper\\_rulers/](http://www.vendian.org/mncharity/dir3/paper_rulers/)

This site contains a variety of rulers in PDF format, which can be downloaded and printed whenever, needed. Rulers include one foot rulers, metric rulers and rulers with both scales as well as yard sticks and meter stick. All the rulers are designed to fit on standard letter size paper. Longer rulers such as meter sticks will have to be taped or glued together. (Peter MacKay – The Teacher List)

#### SCIENCE:

Archimedes’ Laboratory

<http://www.archimedes-lab.org/>

“Kids of all ages will have fun honing their problem solving skills at Archimedes’ Laboratory. The engaging

mind boggling are grouped into several categories, including puzzles and tests, illusions and paradoxes, and oddities and curiosities. Users can learn how pasta is related to geometry, learn how to perform magic tricks, and test their powers of observation. Included is a selection of instructions for puzzles you can make on your own and a list of tips for puzzle solving. “. (Diane Flynn Keith – ClickSchooling)

#### H1N1 Virus Information From EBSCO:

<http://www.ebscohost.com/flu/>  
Due to the concerns, especially among educators surrounding the H1N1 Influenza and concerns about the 2009/2010 flu season in general, the EBSCO Publishing Medical and Nursing editors of DynaMed™, Nursing Reference Center™ (NRC) and Patient Education Reference Center™ (PERC) have made key influenza information from these resources freely available to health care providers worldwide specifically and the public generally. The editorial teams will monitor the research and update these resources continuously throughout the upcoming flu season. (Open Access News)

#### How To Teach Science

<http://www.howtoteachscience.com>  
This site, created by former science teacher turned Homeschool mom Teresa Bondora contains a wealth of materials for teaching science at the elementary school level. As well as free science lessons, materials and worksheets, this site also has advice on overcoming a fear of science instruction. (Diane Flynn Keith – ClickSchooling)  
**Interactive Minerals: 3-D Graphic Displays**  
<http://www.luc.edu/faculty/spavko1/minerals/>  
Students of chemistry will find much to enjoy at this site created by Professor Steve Pavkovic. The site contains interactive 3D graphics displays of various crystalline minerals. These colorful and inviting displays can be explored fairly easily, and they are designed to give users a “clear understanding of the relationships between the unit cell and its parts.” The first section users should visit is the “Unit Cell Structures of Selected Minerals and Elements”. Here visitors can make their way through

displays of elements like arsenic and boron, along with other groupings, such as oxides & hydroxides and sulfides. The “Unit Cell Basics” area contains some helpful diagrams of cubic unit cells, hexagonal cells, and various platonic solids. (Linda Hof-Webbits)

#### MSTE

<http://mste.illinois.edu/java/>  
This website, sponsored by The Mathematics, Science and Technology Education (MSTE) program at the University of Illinois at Urbana-Champaign offers fun math, science and tech interactives for all grade, age, and ability levels from K-12. From a simple geometric puzzle to virtual chemistry lab experiments, and from rolling dice to solving quadratic equations, this site has a remarkable selection of interactive choices that will challenge and entertain students. (Diane Flynn Keith – ClickSchooling)

#### Ology: The American Museum of Natural History

<http://www.ology.amnh.org/>  
“Ology means ‘the study of’ and this interactive science site was created especially for kids to explore fossils, the universe, animals, and much more. Students can move through time meeting extinct dinosaurs, tour the solar system and the Milky Way galaxy, explore DNA that can’t be seen by the human eye, read interviews with museum scientists and student scientists like themselves, play games, collect Ology cards and create projects with them, learn about expeditions, take quizzes, and more. There are several Ologies to be explored, including archeology, astronomy, biodiversity, earth, Einstein, genetics, and marine biology. Each Ology section is filled with interactive activities for students to enjoy as they learn.” (Education World Site Reviews)

#### Paper Plate Education:

<http://analyzer.depaul.edu/paperplate/>  
“This site was designed by Chuck Bueter at DePaul University and offers teachers, parents and students creative hands-on activities that “reduce complex notions to simple paper plate explanations.” Activities are created for a variety of science topics and for a range of ability levels using only paper plates and a few other easily found items.

Activity topics include everything from practicing addition and multiplication to altitude and co-altitude to galaxy models and much more. The activities were contributed by practicing educators and more are being added regularly. The “What’s New?” area keeps regular users up to date on the latest projects being added.” (Education World Site Reviews)

#### Science Curriculum: New South Wales Australia

<http://science.uniserve.edu.au/school/curric/index.html>  
This site created by the University of Sydney contains a large number of links and resources to support the teaching of math and science in Australian schools. Luckily, the curriculum and supporting resources is broad enough to be useful to most Math and Science teachers. (NS)

#### Water On The Web:

<http://waterontheweb.org/>  
Water on the Web provides water science units to help students understand and solve real-world environmental problems. The curricula are divided into two sets; Basic Science and Water Science. The basic program helps students learn basic science through hands-on science activities and by working with state-of-the-art technologies that are accessible through the Web site. It includes a teacher and a student section. The teacher section includes lesson plans for both a directed study approach and an inquiry approach to teaching and learning. The student section gives students a lab problem and a problem using the data found at the site. The Water Science section is divided into six units and each unit is divided into modules containing lectures in the form of Microsoft PowerPoint presentations and labs. Students learn about aquatic ecology, water quality, and watershed as well as view and manipulate maps and data on lakes and rivers nationwide using the data visualization tools available on the site. . (Education World Site Reviews)

#### Waterlife:

<http://waterlife.nfb.ca/>  
This beautiful and dramatic website addresses the dire state of the Great Lakes. Created by the National Film Board of Canada

the site has high quality images, a rousing soundtrack, and different narrators. Visitors can choose to discover what part of life water affects from a menu on the left hand side of the page, and in this case, there are many. "Water is..." sits at the top of the left hand side menu, and below it are the almost two dozen topics related to water which can be selected. Sub-topics include "evaporating", "waste", "chemicals", "shipping", "invasive species" and "political". (Linda Hof-Webbitts)

#### Wonderful World of Weather

<http://www.k12science.org/curriculum/weatherproj/index.html>

Teachers who want to engage their students in some authentic learning with an online project can find everything they need in this ready to use module. Whether you are a veteran at online projects or new to the game, these materials offer all the information and resources to make your project a success. The module was developed for use in grades 3-6 but could easily be adapted for other grade levels. There is a wealth of lesson plans that use hands-on activities and real-time investigations to develop a better understanding of how weather can be described in measurable quantities, such as temperature, wind, and precipitation. The lesson plans are divided into three groups: introductory activities, core lessons, and enrichment activities. In addition to the lesson plans, the teachers' area provides curriculum standards and resources for finding a partner class. The lesson plans are designed so that teachers can choose the ones that fit best with their curriculum, but it is suggested that the introductory lessons be taught first. (Education World Site Reviews)

#### SOCIAL STUDIES:

##### Fascinating Egyptian Mummies

<http://www.mcq.org/momies/>  
"Turn up those speakers, and listen to the sounds of eerie, blowing winds in the desert and some woeful Egyptian music. This website starts off by using a multimedia approach to lure visitors into the Musée de la civilization's Fascinating Egyptian Mummies online and museum exhibit. The music follows visitors once they choose the link "Head

Into The Tomb". A bouncing yellow arrow all but insists visitors choose the link to "Mummification Process Exhibition". Once the arrow is clicked, visitors hear some menacing Egyptian music and are asked if they want to "Play" a game that tests their skill at determining the steps in the mummification process, or they can choose to skip the game to go directly to the exhibition. The information dispensed here includes the observation that the mummification process took 70 days to complete, and information on some famous mummies is given as well. The next game is about determining which organ goes in which Canopic jar. It's not as easy as it sounds. The final game concerns the weighing of the heart, which visitors can choose to undergo only if they dare. (Linda Hof-Webbitts)

##### The History Lab

<http://hlab.tielab.org/index.php>  
"This site offers teachers a framework for teaching history through primary sources. Teachers simply complete a fill in the blank template and choose the available resources and primary documents to create the lab. Teachers can store their lessons in the History Lab database and retrieve or modify them at any time. The archive of labs includes lessons in American History, World History, Ancient History, and European History that cover a range of grade levels from grade 3 through grade 12. The available labs cover such topics as the Cuban missile crisis, Watergate, the decision to drop the atomic bomb, civil rights vs. states rights, and much more. Included is a resource section that can be used for creating the labs or just for teaching with primary sources. It includes links for each of the history topics as well as multimedia sites." (Education World Site Reviews)

##### World History Sources

<http://chnm.gmu.edu/worldhistorysources/whmabout.html>

"History teachers face many challenges to incorporating primary

sources in their teaching—the pressures of coverage in survey courses, the lack of available materials, and inadequate training in dealing with unfamiliar sources from a range of cultures. World History Sources responds to these challenges (as well as the new opportunities offered by the Internet) by creating a website to help world history teachers and students locate, analyze, and learn from online primary sources and to further their understanding of the complex nature of world history, especially the issues of cultural contact and globalization."

##### World Leaders: Central Intelligence Agency

<https://www.cia.gov/library/publications/world-leaders-1/index.html>  
"The CIA publishes and updates the online directory of Chiefs of State and Cabinet Members of Foreign Governments regularly. The directory is intended to be used primarily as a reference aid and includes as many governments of the world as is considered practical, some of them not officially recognized by the United States." (Site of the day)

##### SOURCES: online at:

[http://virtualbookmark.typepad.com/the\\_virtual\\_bookmark/2009/10/new-on-the-netsept-09goldsmith.html.html](http://virtualbookmark.typepad.com/the_virtual_bookmark/2009/10/new-on-the-netsept-09goldsmith.html.html)

## BIO



John Goldsmith is a regular contributor who focuses on vetting new online resources for teacher-librarians. John Goldsmith is currently working as an online educator with

the Fraser Valley Distance Ed. School  
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Previous submissions at

Virtualbookmark:

<http://tinyurl.com/goldsmitharchives>

## BLOG THIS

<http://tinyurl.com/newnetsept>

# Contributors

FROM OUR BC COLLEAGUES

## GREG'S TOP TEN

Exciting Ideas and Opportunities for Social Studies Teachers and Students!

### September 2009

Exciting Ideas and Opportunities for Social Studies Teachers and Students!

**1. The Canadian Aboriginal Writing Contest.** Students of Aboriginal ancestry are invited to choose a moment in Aboriginal history and explore it through a piece of creative writing. Great prizes!  
<http://WWW.OUR-STORY.CA/youthWriting.html#rules>

**2. The Canadian History Report Card.** This study published in June 2009 shows how the school history curriculum in BC and the rest of the provinces and territories measure up.  
<http://report-card.dominion.ca/>

**3. Facing History and Ourselves.** Online seminars for teachers aimed at helping their students make connections between history and their everyday moral choices.  
[http://www.wscss.org/index.php?module=announce&ANN\\_user\\_op=view&ANN\\_id=88](http://www.wscss.org/index.php?module=announce&ANN_user_op=view&ANN_id=88)

**4. The Internet Public Library.** Online newspapers from Canada and around the world. Read the stories where world events are happening.  
<http://www.ipl.org/div/news/>

**5. The Master Teacher.** MT provides solutions to meet pro-d needs of educators at all levels. Give Rick Burns (retired BC teacher) a call at 1-866-658-8238 ext. 15.  
<http://www.masterteacher.com/>

**6. Media, Mass Culture and Historical Thinking.** Plan to attend another great BCSSTA fall conference in Port Coquitlam BC on October 23, 2009.  
[http://www.bctf.ca/bcssta/conference/conf\\_2009/conf\\_2009\\_index.html](http://www.bctf.ca/bcssta/conference/conf_2009/conf_2009_index.html)

**7. Order of Canada's 2009 Mentorship Program.** 25 young Canadians with a deep commitment to their community are wanted. Apply before September 17, 2009.  
<http://www.citizenvoices.gg.ca/en/themes/mentorship>

**8. Stratalogica.** Maps, globes, atlases and social studies curriculum come alive in an environment where students can actively engage in a multi-layered world.  
<http://www.stratalogica.com/NystromDigital/login.html>

**9. 2010.** Learn about your community and Canadian heritage through Olympic Torch Relay lesson plans.  
<http://www.olympicschool.ca/default.aspx?PageID=1054&LangID=en>

**10. UN Cartographic Maps.** Over 100 full color world maps are available in PDF format.  
<http://www.un.org/Depts/Cartographic/english/htmain.htm>

Check out all the great ideas for Social Studies teachers at the BC Social Studies Teacher's Association website. <http://www.bctf.ca/bcssta/>

[http://virtualbookmark.typepad.com/the\\_virtual\\_bookmark/2009/10/greg-smith-top-tensept09.html.html](http://virtualbookmark.typepad.com/the_virtual_bookmark/2009/10/greg-smith-top-tensept09.html.html)

### BIO



Greg Smith is a teacher-librarian in School District #53. Along with his monthly contributions to *The Bookmark* and BC Social Studies

Teachers' Association website, he has produced several public and private sector educational resources.  
<http://www.bctf.ca/bcssta/gtgsmith@gmail.com>  
Browse previous submissions at the Virtualbookmark:  
<http://tinyurl.com/gregsmitharchives>

### BLOG THIS

<http://tinyurl.com/top10sept09>

### Science Fiction and Fantasy Reading

by Stew Savard  
eLibrarian, Comox Valley

#### Crossing Genres: The Melding of Science Fiction and Mystery

Many readers are creatures of habit. They read Historical Fiction or Fantasy, Science Fiction or Mystery, but don't expect them to cross genre. That other genre is not what they read. One aim of this article is to present, from the point of view (POV) of a Science Fiction reader, some Science Fiction and Mystery/Detective crossover novels so that teacher-librarians might tempt some students to open new passages in their reading patterns. This also opens up an opportunity for other Bookmark readers, who come from the POV of Mystery/Detective readers, to identify some novels with Science Fiction elements to encourage more genre blending.

One of Canada's best Science Fiction writers is Robert Sawyer. He has won the Aurora, Hugo and Nebula awards for Science Fiction. He states that: "Science fiction and mystery have a great deal in common. Both prize the intellectual process of puzzle solving, and both require stories to be plausible and hinge on the way things really do work."

Crossover novels have been around for a long time. It could be argued that, when they were published, Arthur Conan Doyle's Sherlock Holmes novels and some of the Hardy Boys and Nancy Drew novels, for a younger audience, with their reference to then cutting edge technologies combined strong elements of Mystery and Science Fiction. In recent years, these kinds of crossover novels have been, perhaps, less common. Fortunately for me, over the last

few years I've read a stream of crossover novels and begun to ask myself, "What else is out there?"

Some of the mixed genre novels I've read include: *Halting State* by Charles Stross, *The Yiddish Policeman's Union* (which won the Hugo and Nebula awards for 2009) by Michael Chabon, *The Automatic Detective* by A. Lee Martinez, *Necopath* by Eric Brown, *The Prefect* by Alastair Reynolds, *Third Claw of God* (from *The Andrea Cort* series) by Adam-Troy Castro, *Time Machines Repaired While-U-Wait* by K.A. Bedford, *Farthing* by Jo Walton, and *End of the World Blues* by Jon Courtenay Grimwood.

From these books I would strongly recommend these three novels: although all are worth consideration. *Halting State*, by Stross, is set in the near future in Edinburgh, Scotland. It blends an edgy techno theme with near future geopolitical elements, from a Thomas Friedman style 'flat world' in which India and China present grave threats. This might attract both techno readers and those interested in geopolitical thrillers, such as the novels by Tom Clancy and Dan Brown.

*The Yiddish Policeman's Union* features the considerable talents of Michael Chabon who has also published contemporary and Historical Fiction novels. Set in Sitka, Alaska this novel is in the style of some of the alternate histories written by Harry Turtledove and S. M. Sterling. In this novel, Jews have been settled after the Second World War, by reluctant agents of the American Government on leased land in Sitka rather than in Israel, which remains under Arab control. With the lease soon to run out, a recent murder can either be pursued or dropped. In the best tradition of the

detective novel, Meyer Landsman sets out to solve what will likely be his last case as a police officer. This is a highly recommended read.

*The Automatic Detective* by A. Lee Martinez is a humorous novel. Mack Megaton drives a Bluestar cab, but would rather be a classical Sam Spade style private investigator. A major problem he faces is that he is a very large robot—actually a modified military robot designed to take over the world by force—but sidetracked into driving a cab. But a robot's gotta do what a robot's gotta do. With the help of his sidekicks—a genetically modified and cognitively enhanced gorilla named Jung and the voluptuous, and rich, Lucia Napier, Mack sets off to solve the case of a missing person. Martinez upends every cliché identified with detective novels with twists and turns reminiscent of the works of Terry Pratchett and Douglas Adams when they set tradition on its head with their quirky and funny Fantasy and Science Fiction writings.



(Amazon.ca)

Another form of crossover writing comes from the blending of Vampire, Mystery and Science Fiction themes. Jes Battis with *Night Child*, merges CSI style detective themes with the advanced technology found in Science Fiction. Tanya Huff with *Smoke and Mirrors*, provides an example of this kind of genre fusion.

James Patterson's *Maximum Ride* Series, Anthony Horowitz's *Alex Rider* Series, and Eoin Colfer's *Artemis Fowl* Series all have elements that allow them to be described as crossing over between Science Fiction and Mystery. Certainly, many students who have enjoyed the different writings of these authors and who are looking for additional suggestions from teacher-

librarians might consider dipping their toes into either the more traditional Science Fiction or Mystery genre.

Libraries may already have some crossover material in their collections. *Kiln People* by David Brin, *Carlucci* by Richard Paul Russo, the *Eve Dallas* novels by J.D. Robb, *Do Androids Dream of Electronic Sheep* (which was made into the movie *Bladerunner*) by Philip K. Dick, *Dirk Gently's Holistic Detective Agency* by Douglas Adams, and *The I, Robot* series by Isaac Asimov are all examples of crossover novels.

My bias as a fan of Science Fiction shows throughout this article. What is needed is for another Bookmark reader to lay out the path for Mystery and Science Fiction novels that can be used to cross these genre from the other direction. I'm looking forward to your suggestions!

## And the Nominees are . . .

As with every article, here are the nominated books for some of the other yearly Science Fiction and Fantasy awards that are, perhaps, not as well known as the Auroras, Nebulas, and Hugos. Included are the nominated novels for the Sunburst Awards for Canadian Science Fiction and Fantasy, the British Science Fiction and, separately awarded, British Fantasy Awards, and the Golden Duck Awards, with an emphasis on Science Fiction for K-12 students.

## The eBook Challenge

by Stewart Savard  
eLibrarian/eResource Teacher  
SD#71 (Comox Valley)

ASUS Eee Reader - Image from Wired Magazine

In spite of media hype, libraries will not disappear in the next few years. But eBooks and eBook Readers will challenge the traditional roles and practices of K-12 libraries and the staff who work there. Librarians need to know what eBooks are, how they may evolve and what eBook Readers are and how this technology may develop. As important as it may be to stay on top of technological developments, teacher-librarians also need to anticipate some changes in practice that will be required as eBooks and their readers show up in schools.

What are eBooks?

eBooks are books in a digital form. eBooks have been around for more than a decade. The availability of eBooks, like audio books, has been a source of interest for teacher-librarians, but their presence has not yet changed daily operations. The continued development of devices that 'read' eBooks, eBook Readers and changes in the sophistication of eBooks themselves will change that.

The first generation of eBooks—novels and some non-fiction material—were one-dimensional: they lacked sophisti-

copyright, from groups such as Project Gutenberg.

Since almost all contemporary books are, in publication form, computer files, some publishers also sold copies of novels in a digital format. At the same time as these fiction and non-fiction books were being marketed, textbook and magazine publishers also began to offer their materials in a digital format such as a PDF file. In a school setting, requests for these formats often came from the parents and teachers working with students facing a variety of learning challenges.

There have been a number of problems with eBooks. Essentially these problems break down into two main categories: format issues and ownership. As with most new technologies, format[1] has been, and to some extent still is, an issue. Some eBooks worked on some computers and not on others. Some school computers had the software needed to read an eBook and some didn't. Proprietary, and thus access limiting, formats were initially the norm. Recently, more widely available formats such as PDF (from Adobe) and ePub have become common. However, format challenges continue to plague the acceptance of eBooks. Some publishers have begun to deal with these concerns by providing their works in multiple formats. However, just as it took more than a decade to work through the VHS vs. Beta videotape and other format wars[2], some challenges remain.

"...There have been a number of problems with eBooks. Essentially these problems break down into two main categories: format issues and ownership...."

cation and intelligent operations. The textual material, that could be found in a traditional novel was presented as a plain computer file. You could not, for example, pop up a map or photos to enrich a story. Computers, both desktop and laptop, were the original 'market' for most of these eBooks. Many of the original eBooks were either demonstration projects—not likely to have a large market—or material that was out of

Without regard to the eventual outcome, librarians, support staff, and district technicians will have to gain some level of sophistication in dealing with format issues in order to provide materials to students and teachers in a digital format.

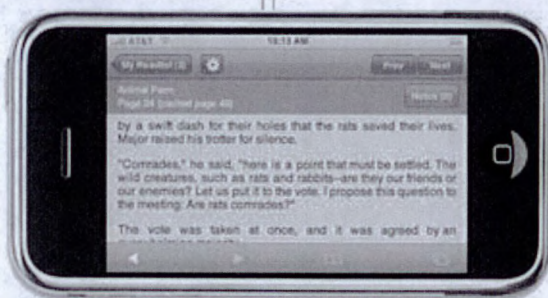
A second major problem with eBooks has been ownership. A purchase of a

traditional book transfers ownership of that copy of a book and the rights to resell it to the purchaser. Intellectual copyright is retained by author and publisher. This works well because of the challenges linked to copyright theft—especially with novels. Digital resources present a very different problem. The electronic transfer of files is simple and so, threatening to authors and publishers. Some early eBooks tried to address this with limits around Digital Rights Management: DRM. Essentially, ‘buyers’ leased an eBook for a fixed term (even though they might not have fully understood that). At the end of that term their ability to access the eBook was extinguished. They didn’t own the book. They couldn’t, in some cases, even transfer the book to another computer (desktop to laptop). They couldn’t ‘lend’ the book to a friend. In many cases they couldn’t print pages from a book: such as a map or chart referenced throughout a chapter in that work. Public libraries, such as the Vancouver Island Regional Library: VIRL, use specialized software to help manage eBook distribution and to retain the digital rights for an author/publisher. Users must download software, provided by VIRL, onto their computer and then can access a book for a ‘term certain’ period (typically 21 days for a novel) before the file becomes unusable.

Limits on ownership of an electronic copy of a book cause other problems. Will readers want to purchase books that they can’t re-read as they see fit over years and decades? (Ask readers of the Lord of the Rings series or Robert Munsch books how many times they have read those books.) Some book owners make way for new material by selling their ‘read’ books to used book stores or by donating books to charities. eBook ownership, as it moves past the restrictions imposed by DRM schemes, will certainly raise issues related to the

transfer of that ownership and the rights of the copyright holders. Libraries, with their special responsibility to not violate copyright, will have to deal with these issues. This will be especially true with eBooks as they reach the end of a use cycle.[3]

In the last year or so, as more eBook readers have come onto the market, textbook publishers have found new ways to market expensive College and University materials for traditional computers and eBook Readers. New companies, such as CourseSmart, provide students with a way to lease their textbooks as a kind of ‘subscription’.[4]



eBook apps on iPhone:  
Query: Shortcovers, Ebooks, eReader, MyReader  
Wired: <http://www.wired.com/epicenter/2009/03/top-e-book-iph/>

‘Subscriptions’ typically last for a semester or academic year and cost 50-60% of a print copy. CourseSmart materials are available either via an online account or to a specific, and “non-transferable” computer (a laptop for example) or to an eBook Reader or smart phone such as the Blackberry Storm, Apple iPhone or Palm Pre. Some eBooks allow computer versions of their material to print pages or study materials or workbook questions; a function not always allowed, or possible, in other eBook formats. These kinds of ownership add more complexity to issues of ownership.

eBooks will evolve over the next few years. Some eBooks will continue to be presented in a one-dimensional format. Novels might remain largely one-dimensional. Non-fiction material, newspapers and magazines and eBooks must evolve if they are to retain value for both the user and seller. With 50 million K-12 students in the U.S. and another 18 million students at the college level, the textbook market is significant and competitive. Cash strapped governments at the K-12 level, such as California, are seriously looking at eBooks as a way to save money.

ARC BC: Accessible Resource Centre British Columbia, from SET BC, is the K-12 educational body with the most experience with digital resources. Established a little over a year ago, it has begun to collect and distribute digital resources to qualified students throughout the province. ARC BC also cooperates with a number of similar bodies and agencies across Canada. The librarians at ARC BC and the digital librarians associated with public libraries in BC have key information and experience in handling, cataloguing, and the distribution of digital resources that can be tapped into by the K-12 system.

## eTextbook 2

Librarians can anticipate a fairly rapid evolution of eBooks. Rather than continuing to be one-dimensional, they will become more sophisticated. Additional material, which takes full advantage of the technology, can be added with minor increases in the file size of an eBook. eBook 2 could contain, for example, a fast slide show of a beating heart or of an engine working—and so give the illusion of animation—without too much difficulty. eBook 2 could contain greatly increased information in the form of glossaries, additional exercises, and even, and this is where teachers might be interested, alternate formats that support different reading and skill levels. The SFU Museum site “A Journey to a New Land” and the University of Michigan site “Windows to the Universe: The Earth’s Moon” provide Universal Design for Learning: UDL examples of content tailored to users.

Independent suppliers of second edition eBooks might take this customization a step farther. It is technically possible for a teacher to select specific chapters from different textbooks in order to compliment their instruction. This could be done, for example, with the McGraw-Hill Ryerson and Nelson Science 7 textbooks. Both address the same provincial learning outcomes. A teacher might prefer the presentation of the Earth Science unit from one publisher and the Chemistry Unit from another. Independent textbook suppliers, working with both publishers and a school, might sell, on a yearly basis or

longer, the rights to different parts of different textbooks to the same school. (Publishers might find themselves in a situation where they need to update their textbooks on a regular basis in order to be the 'current' supplier. This might have the beneficial effect of allowing mistakes in textbooks to be corrected and new information added with each new sub-edition.)

### eTextbook 3

Second edition eTextbooks are also likely to be quickly replaced by multi-dimensional textbooks: eTextbook 3. Tailored to a student and their teacher, in terms of their reading skills, learning style, teaching style and other preferences, these books can and would be updatable on an ongoing basis. A student showing mastery of a math topic, might move, in their eTextbook, to a section expanding the breadth or depth of their knowledge, whilst a student struggling with a topic might receive additional help that compliments their needs and strengths. Advances in a topic, such as Science, could be incorporated into eTextbook 3s on an ongoing basis. In mid-September 2009, McGraw-Hill announced its version of an eTextbook 3 that allows students to capture audio and video copies of notes and link them to specific sections of the textbook, take quizzes and receive grades and suggestions for further work, and provide teachers with course management tools.

Teachers might find that this kind of smart eTextbook, which need not be platform or publisher dependant, could act as a powerful synthesising agent and knowledge launch pad. This might bring value to a teaching resource: the traditional textbook, which is frequently underutilized because of its one-dimensional, and quickly outdated, format. The combination of an adaptable primary information resource with the powerful skill sets that teachers bring to their classroom might result in some significant changes to education.

### What are eBook Readers?

eBook Readers are electronic devices specifically designed to read eBooks. Typically, they show material using so-called e-paper which allows text to be

read, usually in black and white, much like a paper book in direct sunlight. Text is stable on the screen and is not constantly refreshed. As a result, battery life can extend for up to a week compared to hours for most laptops. (Computer-based PDF readers and programs such as the Microsoft Reader can read eBooks on those machines.)

Most manufacturers separate eBook readers into 5" and 6" sizes and bigger devices.[5] Smaller devices, the 5" and 6" readers, are designed primarily for paperback and trade paperback publications. eBook Readers have been available for about a decade, but have only slowly been accepted by large numbers of users. Part of the acceptance challenge they have faced has revolved around incompatible formats, limited connectivity, limited tools (so that all a reader could do was show text) and the ownership issues linked to Digital Rights: DRM. The November 2007 launch of the Amazon Kindle provided a spur to the acceptance of eBook Readers.

In the fall and winter of 2009 a number of larger eBook Readers will appear. These include the Asus Eee Reader, the Amazon KindleDX, the PlasticLogic reader and Sony's Daily Edition. These devices can all present larger books, such as textbooks as well as magazines and newspapers. Advances in technology continue at a rapid pace. The ASUS device, for example, is a clamshell style which will reportedly have two screens (see photo at beginning of this article) and display colour text. The two screens will allow it to act like a traditional textbook. The screens can be used to display different information: a textbook page, for example, and a supportively designed web page. The Plastic Logic screen is about the size of a MacLean's magazine and has the same weight as a Seventeen or Transworld Skateboarding magazine and a flexible plastic screen that might provide considerable wear and tear for

student users.

Built-in and add-on memory cards allow these devices to easily hold all of the textbooks required in K-12 schools and still have room for additional material. Each wave of readers has had more technological sophistication. Models out this fall reportedly include tools for user annotation/note taking, limited printing, and the ability to play, through an earphone jack, stored music and audio books as MP3 files. The ASSU device, raising the stakes, is reported to have a microphone, built in speakers, and a webcam that, via its wireless connection, will allow users to use Skype and similar software. Most eBook Readers can access resources wirelessly using a combination of Internet and cell phone technology. (Although this connectivity is still limited in Canada as users of Kindle devices can attest.)

(istockphoto)



Newspapers, such as USA Today and the Financial Times, which will be available on the PlasticLogic Device and magazines, such as Time and the Economist, already avail-

able on the Kindle, will be pushing for the kind of technological convergence which brings users to these larger sized products and keeps them there. A larger screen will allow publishers to integrate advertising into their presentations in ways that attract readers, rather than just taking up critical screen space. The more users can rely on one device, the more likely that device will be adopted. Increased technology convergence seems likely with each new model. Thus, an eBook Reader that allows you to read a book, view a GPS map, answer a phone call (via Skype), read and respond to an email, and listen to music or an audio book, and dictate notes for eventual conversion via Speech to Text software seems likely in the near future and represents significant challenges for the present manufacturers of some of these separate devices. The

search is on for the value added device that reduces the number of gadgets in our lives. Manufacturers are all looking for a Goldilocks solution.

### Challenges for K-12 Libraries

Like many new software programs and electronic devices the promises are many. As these two separate technologies continue to advance, greater and greater expectations will be placed on librarians and libraries. These challenges can be largely summarized in four areas: ethical issues, library planning and operations, content problems, and mechanical problems.

Ethical issues abound in the eWorld. Theft of copyright material is a challenge facing the music industry and so it will be for publishers. The fact that eBooks and eBook Readers are not likely to appear in large numbers for the 2009-2010 year means that teacher-librarians have the benefit of some time to begin to sort out ethical issues. While copyright issues are important, social justice issues are, perhaps, more critical. So the questions begin with: How do we ensure equity, what role do librarians (and our technical advisors) have in ensuring that all school distributed material is legal (that we have purchased what we are distributing), what role do we have to play in ensuring that school devices present, at least in the main memory chips (provided within the machine), only legally purchased material: eBooks, eTextbooks, audio books and music, newspapers, magazines, where do our ethical responsibilities end, and what powers, if any, do we have to enforce our ethical choices on school supplied machines being used by students. (Can we require them to delete stolen files from eBook Readers we supply?)

Planning and operational challenges come in terms of: who, what, how, and money. Who within a library, or school system, is going to act as the initially

responsible agent? What service, or services, will a school library provide its users. Will they, for example, be responsible for just eBooks? Will eTextbooks be added on? Will they provide eReaders to staff and students? (All staff and students?) Whom will they be responsible for dealing with: publishers, content suppliers, and/or device suppliers? How will they deal with the simple mechanism of 'signing out' an eBook or an eBook Reader? Where will the money come from and are there assurances that this will be built into the budget of the Education System, a School Board, and a specific Library?

Resource management for eBooks and eTextbooks will be a second level of challenge for librarians. They will need to know what has been selected (and by whom and from what budget), what they have within their eCollection, in what format (a physical disk or a downloadable file), the number of copies of a resource (from one or two for a novel to potentially hundreds for an eTextbook), the mechanism needed to purchase (lease) more copies, how to deal with Inter-Library Loans (ILL), and how to dispose of surplus to need copies.

Mechanical problems will challenge libraries from the day the first eReader comes into their school. Questions here include: where is the money for this coming from, who is the supplier, who is responsible for minor challenges, such as battery recharges and "I forgot my eReader at home. Can I borrow another one?"

to who is going to fix eReaders devices, update their firmware and software and the software on school computers that reads eBooks and eTextbooks. Because eReaders can hold a significant amount of material, another technical question will revolve around where, on a school managed device, the eTextbooks reside. (Will these be near the core and not easily discarded by a user who feels that their collection of 1950s Mad Magazines is more important than their

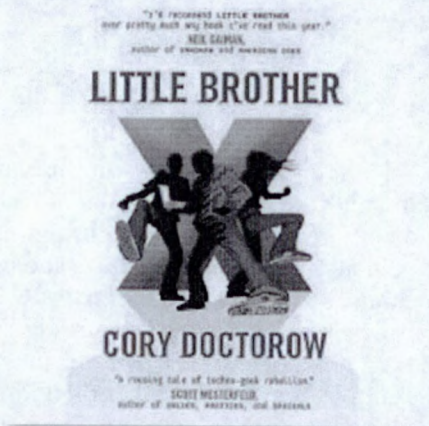
Science textbook or else a student may report that their "eTextbook didn't work and couldn't do their homework.")

### Challenges for Providers

Much of this article deals with the potential of eBooks and eBook Readers. An August 26, 2009 webinar presented some very interesting information on how these technologies are doing on at least one college campus. In this webinar, titled "E-Readers and E-Textbooks: Current Reality and Future Possibilities" by Jon T. Rickman and Roger Von Holzen from Northwest Missouri State University, the authors PowerPoint presentation reviewed that school's decision to invest in both eBooks and eBook Readers for a number of faculty and students during the 2008-2009 academic year.

They found that there was a learning curve for which they needed to provide training in order for students and faculty to make effective use of the technology. Users wanted eBooks/eTextbooks and either the readers or software to support keyword searches and note-taking. These researchers also found that eReaders captured attention, but did not keep it unless support features, such as "search and annotation", were built into them. (This supports the need for devices that provide convergence to the multi-tasking expectations of users.). Users found that some subject-based eTextbooks were different from others. eTextbooks, with dense columns of information in tables or charts, often did not display this information as well as text-based material. (Thus, the need for eTextbook 2 and 3.)

Students and faculty, according to Rickman and Von Holzen, found that, computer-based software readers provided more utility. On desktop and laptop computers, students could make more use of the material because of built-in search and note-taking functions, but these machines also allowed them to customize page views and to share searchable notes. (And, of course, students could multi-task and listen to music, e-mail, and be a part of their social network while on their own computer.)



Technical issues, while a focus of this article, once resolved behind the scenes and before the experiment began, were negligible. The researchers reported that:

\* "The delivery of eTextbooks to students via their notebook computers was a simple and very efficient process

\* Students were able to complete the downloading of eTextbooks with little assistance from university support staff

\* Several publishers were able to provide enhanced eTextbooks with quizzes and shared notes

\* The need for standardized reading features appeared useful as some students used multiple eTextbooks

\* Some eTextbook features, if used in the classroom, need additional Wi-Fi connectivity"

In summary, based on their experience after one year, students at Northwest Missouri State University found ways to use, and maybe embrace, most eBooks, but eBook Readers still had a way to go.

Another challenge for publishers and manufacturers should come in the form of the minimum expectations by the Public School System, for eBooks and eBook Readers in terms of Social Justice. Several expectations must be met. First and foremost is that all eBooks must meet the different needs of students with learning challenges. Thus, an eBook or eBook Reader, without meeting the Text to Speech: TTS needs of students facing learning challenges should not be considered. Other tools supporting learning adaptations for students facing visual challenges—such as changeable text size, font, colour/shading (for colour blindness)—must also be built in at a fundamental level, for a product or device to be considered. With 50 million users, the system has the purchasing muscle to identify and set minimal standards and the system should not forget their responsibilities for meeting these student needs in a rush to new technologies. A second minimal expectation must deal with the intra-system transferability of materials. At present, some computer software is only usable within one school in a district. That must not be allowed to continue with eBooks and their readers, which should be seen as always being open to meet the intra school needs

within a purchasing district.

eBooks are here to stay. We should expect that, as they learn from their experiences, publishers will quickly move their materials from the one-dimensional approach that mirrors traditional print books to more sophisticated and multi-dimensional resources. eBook Readers, provided they pass the Goldilocks test and provide for individualization, are likely to become more commonly used. Teacher-librarians have some time to begin to grapple with the issues associated with these technologies. However, in these tough economic times, where governments are looking to save money, and where media reports of the impact of eBooks may add pressure on authorities to act, Teacher-librarians need to begin to sort out their answers to the challenging questions around planning, resource management, hardware/software problems, and ethics. Two strong themes running through all of our responses will be: Do I know enough? and where will the money come from?

### Additional Readings and Links

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e-Textbooks: Feasible or Futile at aceonlin-

eschools.com. January 23, 2009. Retrieved September 7, 2009.

Flatworld knowledge Home Page (free eTextbooks) Retrieved September 7, 2009. Amazon Kindle: <http://www.amazon.com/dp/B00154JDAI>

Plastic Logic: <http://www.plasticlogic.com>

Sony eBook Reader: <http://www.sonystyle.ca>

[1] For a comparison of eBook formats check out [http://en.wikipedia.org/wiki/Comparison\\_of\\_e-book\\_formats](http://en.wikipedia.org/wiki/Comparison_of_e-book_formats) or <http://www.ebookmall.com/choose-format/>

[2] See [http://en.wikipedia.org/wiki/Format\\_war](http://en.wikipedia.org/wiki/Format_war) for more information on a century and more of format wars.

[3] Some libraries are able to recover some textbook costs by carefully managing the sale of either surplus or 'no longer in use' textbooks. While the sums are seldom large, they can help to cover some costs such as rebinds.

[4] Taylor's "Principles of Economics: Global Financial Crisis Edition" (978-1439078204) lists for \$207.95 on Amazon.com vs. \$103.00 for the 180 day subscription at CourseSmart.

[5] For more information see [http://en.wikipedia.org/wiki/Ebook\\_readers](http://en.wikipedia.org/wiki/Ebook_readers)

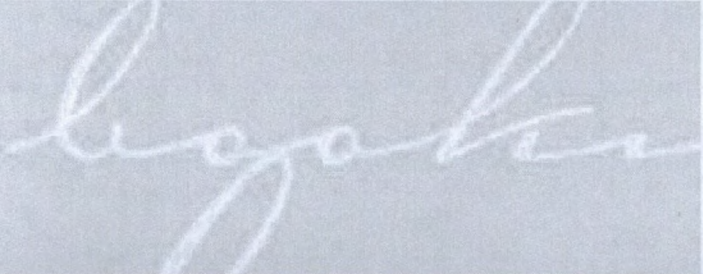
Browse Previous Savard picks at the Virtual Bookmark blog : <http://tinyurl.com/savardarchives>

BIO

**Stewart Savard** is a teacher-librarian in the Comox Valley. He maintains the Courtenay Middle School library website and has a passionate interest in Science Fiction, Fantasy and Historical Fiction. Stew has also been known to enjoy road biking. He is, however, still trying to learn to: "Stay on the bike. Stay ON the bike!"

BLOG

<http://tinyurl.com/savardsept09>



# Get published... Unlocking members' treasures

<http://www.wordle.net/gallery?username=literateowl>

As part of our association's goal to support members, we are calling for your contributions-whether events, project successes or lessons and units, we would like to share your news with our readers.

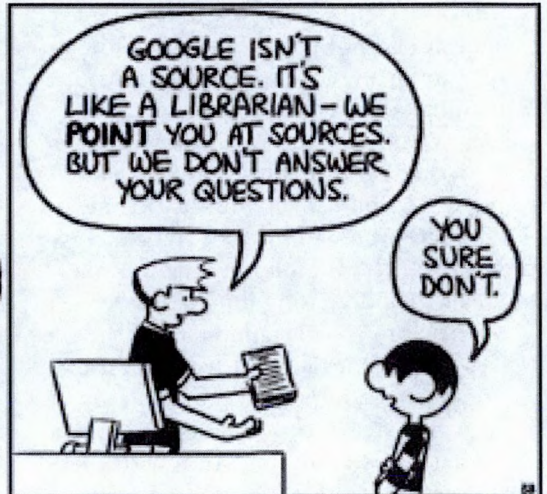
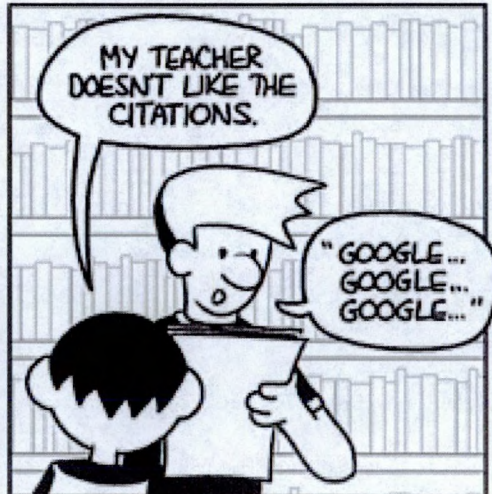
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# YOUR STUDENTS' ART COULD BE FLYING HIGH IN THE NATION'S CAPITAL!



The National Capital Commission (NCC), in partnership with Classroom Connections, is running an incredible **CROSS-CANADA CONTEST AND PUBLIC ART PROJECT**. Have your students create a one-of-a-kind banner design that brings youth issues or topics to the capital.

The winning banners will be professionally produced and flown in Major's Hill Park in Ottawa from May to October of 2010.

Go to [www.canadascapital.gc.ca/bannercontest](http://www.canadascapital.gc.ca/bannercontest) for full details and an easy-to-use Activity Outline for introducing the contest in your classroom.

The contest is open to grade 5-8 classes in schools across Canada. The deadline for entries is February 19, 2010.

This initiative is an extension of *The Gathering Place*, a teaching resource for grades 5-8 Social Science and History. Email us at [info@classroomconnections.ca](mailto:info@classroomconnections.ca) for your free copy.

**THE GATHERING PLACE**  
AN EXPLORATION OF CANADA'S CAPITAL

# International School Libraries

## BC DELEGATION IN ITALY

### IASL 2009 CONFERENCE

in Abano Terme, Italy, drew BC Teacher-librarians

Moira Ek Dahl,  
Teacher-librarian  
Consultant,  
Vancouver  
School Board

Imagine in your wildest dreams the opportunity to travel with a group of like-minded teacher-librarians for six days of professional development and other fun at the 2009 IASL Conference in Abano Terme and Padua in Northern Italy. Such was my luck!

We travelled the long way round, via Rome, Florence and Tuscany, and then Venice, with our group growing at each destination. We tried to keep a blog but were busy with adventures and shopping and ultimately confounded by the high costs for internet access. You can follow our journey to the conference on the blog at: <http://tlsinitalia.blogspot.com>.

Guided Inquiry: Pre-conference with Drs. Carol Kuhlthau and Ross Todd of Rutgers University

How do we use what we know about effective inquiry to accommodate the

needs of 21st Century learners in the “dynamic, cluttered, chaotic information environment” we now find ourselves in? In her morning workshop, Dr Carol Kuhlthau described a new model which stresses deep understanding as

the outcome. Students, given the same assignment, will have very different outcomes -- the novice researcher looks for right answers while the expert searches for and undertakes a more sophisticated analysis.

Kuhlthau’s most important contribution to what we know and understand about how students learn through inquiry is the affective piece. Students need to be guided through inquiry to draw on what they know, to read and learn from a wide range of sources, and to gain a sense of accomplishment. They need to be sup-

ported as they move through stages of uncertainty, confusion, and frustration that characterize the information search process. They are actively engaged in seeking information, acquiring information literacy skills, developing metacog-

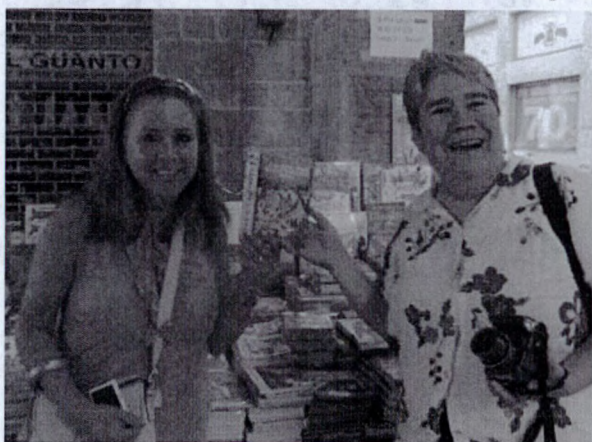
planning and implementing the inquiry, including resources, strategies, outcomes, and assessments.

For more on Kuhlthau’s Guided Inquiry model, read:  
  
Kuhlthau, C., L. Maniotes and A. Caspari. *Guided Inquiry: Learning in the 21st Century*. Libraries Unlimited, 2007.

In Kuhlthau’s Guided Inquiry model, teachers work with the teacher-librarian in teams; a three-member instructional or core team matches goals for content learning with particular skills, and an extended team that includes “real world” experts further enables students to explore curriculum. These teams are flexible, created for the purpose, and change with the needs of students and curriculum objectives. The teacher-librarian is the resource specialist, the information literacy instructor, and the collaboration facilitator. Getting started begins with identifying the objectives for curriculum and information literacy, forming the core and extended teams,

“...When incorporating Web 2.0 tools, educators need to consider whether these promote the development of learning and inquiry “...-Todd

In the afternoon, Dr Ross Todd put Guided Inquiry into a Web 2.0 context.



See what I mean? Here’s Frances and Jan looking very pleased with a book found at an outdoor book sale in Ferrara.

But first, he encouraged teacher-librarians to consider the question of program focus: are school libraries about collections or about access? He explored the notion of the school library as a learning commons, a place for inquiry, thinking, imagination, discovery, and creativity as students undertake their information-to-knowledge as well as personal, social, and cultural journeys.

Students are engaged in learning on many levels. They need to learn to think creatively, critically, and metacognitively to make sense of what they learn and shape it into new knowledge. They need to be intellectually curious. As well, they are making meaning using the language, symbols, and text of many different formats and in their own written, electronic, and personal communications. They are working with others, listening, sharing ideas, and navigating meaning as a member of a group. They need to master technological tools and manage their time and motivation, as well as the ethical considerations of working with information and images.

When incorporating Web 2.0 tools, educators need to consider whether these promote the development of learning and inquiry. Are these tools helpful? Can we assess progress? Does the tool inform instruction? Todd gave suggestions for how to incorporate and assess student work as wikis or blogs, and recommended these sites for tools and ideas:

\* The Centre for Learning and Performance Technologies' website that offers over 3000 tools in 25 categories, most of them free: <http://c4lpt>.



The ever-animated and engaging Dr Ross Todd

[co.uk/Directory](http://co.uk/Directory).

\* Web 2.0 for the Classroom Teacher: An Internet Hotlist on Web 2.0: <http://www.kn.pacbell.com/wired/fil/pages/listweb20s.html>

\* Andrew Church's Digital version of Bloom's Taxonomy is a source for ideas about the higher order thinking skills that students undertake in activities that use digital tools: <http://edorigami.wikispaces.com/>

Frances Renzullo-Cuzzetto, TL at Hastings Elementary in Vancouver, and Dr Barbara McNeil from the University of Regina check their notes with Dr Carol Kuhlthau after her workshop on Guided Inquiry at the 2009 IASL Pre-conference in August in Abano Terme.



### Bloom's+Digital+Taxonomy#toc9

Of great interest were Todd's insights into tools we grapple with regularly, perhaps that we haven't really settled on ways for use in schools and inquiry. On the subject of Wikipedia, Todd asserted that we need to engage students more rigorously with it as we will not stop its use. Highlight its strengths and its gaps; invite them to edit it; corroborate its accounts; assign a piece for submission or updating. He pointed to Joyce Valenza's website (<http://www.sdst.org/shs/library/>) where Turnitin is posted for students to check their own writing for improper paraphrasing or use of quotations. Tools he demonstrated as having unique possibilities for teaching and learning included:

\* Wordle (wordle.net -- use to assess text readability, focus, relevance; identify key concepts; create a summary; highlight assessment criteria, etc.)

\* Worksift (worksift.com links images to text and creates a thesaurus representation to build search terms and vocabulary)

\* Wallwisher (wallwisher.com, for

brainstorming, collecting facts, crafting assessment criteria, generating resource lists, reflecting on topics)

\* Google's Wonder Wheel (categorizes results, creates a picture of the intellectual terrain),

\* Google Squared (google.com/squared for selecting a topic, building background knowledge, making visual and textual links, etc.)

\* Bubbl.us (brainstorming software for note-taking)

\* Twitter (succinctly collate student views in a class twitter,

collect data, create summaries, write poems, communicate with experts)

\* Digital storytelling sites included Capzles, Glogster, Tikatok, and Fotopedia.

There were loads more to consider. His best advice -- when in doubt, you can have students play with the new tools and then seek their advice and assessment.

All in all, a very good day and an inspiring start to what would be a wonderful conference. **Be sure to read Chris Evans' epicurean summary of the TL Tour of Italy. Page 10** Mary Locke, Jan Alexander, Frances Renzullo-Cuzzetto, Chris and I, along with our travelling companions Lindsay from The Hague and Joanne from Vancouver, had one of those memorable "grand tours" made all the more significant by the fact that we travelled in the blind faith that our common interest in books and children's learning would overcome any differences. I have to say that being a part of this community of ours is a very special bond in that we are lucky to have "the best jobs in the system" and to have so many wonderful and talented people whose work inspires and informs and engages us.

I will have more on the conference presentations in the next issue of *The Bookmark*. - Moira

# Roberto Pittarello's Stimulating Creativity and Reading through BookMaking

Abano Terme, Italy-IASL Conference-  
August 2009  
by Frances Renzullo-Cuzzetto

During one of my book purchasing afternoons, I stumbled upon a beautifully illustrated French book, *Jamais Contents! (Never Satisfied)* by Bruno Munari. The retro look, the simple phrases, the exaggerated illustrations, the hidden text under flaps and the circle journey ending all captivated me. A story told, by Munari, to ask the generations-old question: "Is the grass greener on the other side?" .....a question over which even young children can ponder and reflect. Thereafter, my curiosity was sparked and more Munari discoveries would have to ensue. I discovered that he was born in Italy in 1907 and lived until the ripe old age of 89. He was a well-know artist and industrial designer who began writing books for his own son Alberto. In a tribute to his own father, Alberto states that he always spent his time next to his father, whose studio was simply at home.

<http://museiincomuneroma.wordpress.com/2008/10/14/alberto-munari-parla-di-suo-padre/>

Months later, while undergoing course work at the University of British Columbia, my professor Sandra Lee who was co-teaching along with James Henri mentioned that the next International School Librarian's confer-

ence was to be held in Abano Terme, Padova, Italy. The seed was planted, and my planning had subconsciously began sprouting. Upon discussion and some very delicate arm-twisting by Moira Ekdahl, the Teacher-Librarian consultant for the Vancouver School Board, I decided to give Abano, Italy some serious thought.

While perusing through the conference's registration package, I noticed a workshop entitled, "Stimulating creativity and reading through making books according to Bruno Munari's method." It was to be given by Roberto Pittarello, Professor of Visual Arts Education from the Faculty of Science Education in Padova. That same evening I decided to register for the conference and knew there would be no turning back.

At Pittarello's workshop session I was to find out that he was a methodol-

highly interested in methodology, even though he did not immerse himself in any such research. He was interested in analyzing how these methodologies concerning the fostering of creativity could be applied to very young children, even before the age of three. In fact, each time someone would enter his studio, he was always keen to showcase Pittarello's book on children's drawings of trees drawn by Pittarello's students themselves. Munari was fascinated with children's illustrations and their creative capacities.

The Foreword in Pittarello's book entitled, *Libri Fatti Dai Bambini, Books made by children*, was written by Munari himself. "Ogni bambino puo fare il suo libro e sara un libro che comunica lo stato d'animo e la personalita del bambino, anche se egli non sa spiegare a parole perche lo ha fatto. C'e qualcuno che sa spiegare a parole un brano musicale?"

qualcuno che sa spiegare a parole un brano musicale?"

"Every child can make his own book and it will be a book which portrays the child's state of mind and personality, even if he is unable to explain in words why it was done. Is there anyone who can put into words the essence of a musical piece?"

Pittarello's workshop demonstrated techniques to foster this innate creativity. Our first

activity was to create books using paper in various sizes and then bound them with string or leather. The children would then begin their illustrations with various lines, colours and shapes. Eventually a story would unfold. Books for younger children were made by simply using papers and scissors which were used to create textures and patterns for the children to invent, explore and discuss. The important element was that each child would create a unique



ogy professor and author who enjoyed spending endless hours in his classroom. He always dreamed of opening a "creative school." He saw creativity as a medium, a medium in which one makes a connection to what one already knows. To my surprise, Munari and Pittarello were very close friends. They met in 1979 and remained very close friends until 1998, always supporting each other's exhibitions. Bruno Munari, a great inspiration for Pittarello, was

demonstration of his/her ideas and no two images would be alike. Another of Pittarello's books contained simple shapes, a tiny dot, a square, an oval. Each child would receive a booklet and then transform the shape into a visual representation whilst developing at the same time, a greater awareness of spatial concepts. The books could be used with children as young as 3 years old. This activity/method emphasizes Pittarello's earlier notion that children's drawings reflect their connections. Thus the drawings become a personal and meaningful connection for each child. It is precisely this transformation where the empty page serves as an inspiration that Pittarello calls "Creative Design." As I sat cutting paper shapes

and creating booklets with fellow colleagues from around the world during Pittarello's workshop, I conceptualized "Creative Design" in a new way and appreciated how a simple paper and pair of scissors could foster such individual-

ity, discussion and perhaps most of all, meaning. At the end of the workshop, David Di Gregorio, a library media specialist from New Jersey, asked me if I would translate Pittarello's interview so that he would be able to live stream it on the IASL's website. We spoke spontaneously so that others could have a glimpse into Pittarello's world.

<http://www.librarymedia.net/IASL09.html>

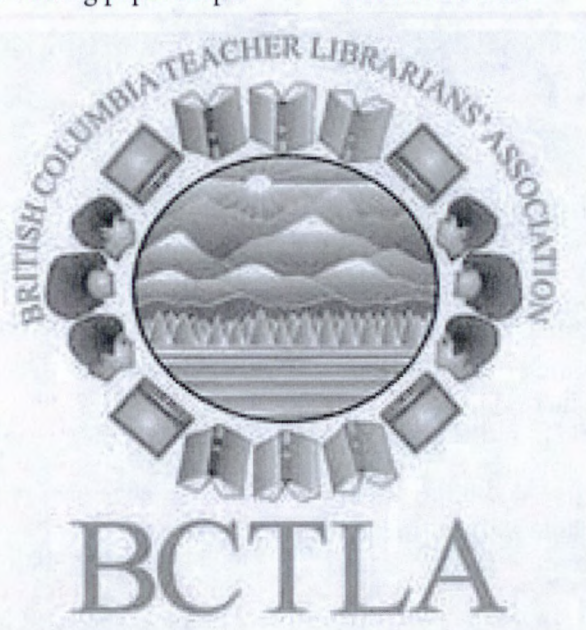
Upon completion of my interview with Pittarello, he accompanied me to the book display in the foyer of the hotel lobby. He pointed me to his favourite Munari books, even though he warned me that he would have a terrible time choosing. In the end, trusting Pittarello's recommendation, I splurged

on: *Nella Notte Buia* and *Nella Nebbia di Milano*. I also picked up a copy of Pittarello's, *Libri Fatti dai Bambini* so I could share samples with my colleagues back home.

As I embark on a new year of meandering through book stores to make just the right choices for my community of learners at Hastings School, I will forever remember Pittarello's words and Munari's images. But perhaps even most important, I will always remember just how fortunate I am to share this knowledge as a Teacher-Librarian. Viva Abano!

-Frances Renzullo-Cuzzetto

Teacher-Librarian



Hastings  
Elementary  
School  
Vancouver,  
British  
Columbia

# Reviews

BC BOOKS

from *Our Review*  
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### BLOG REVIEWS AT:

## F ADD

Adderson, Caroline. *Bruno for Real*. Orca Book Publishers, 2009. - 64pp. - ISBN 978-1-55469-023-7 \$6.95

This sequel to *I, Bruno* contains six separate stories in which Bruno, now seven, makes connections between home and the outside world. Bruno's perceptions and comments may just be cute and adult responses may just be indulgent but the tone of the book is wholesome and kind, and reminds the reader to relax and enjoy witnessing children's learning. Bruno's badness extended from printing his name backwards on school work, to eating his dessert first, to putting one foot in the principal's office at recess.

Each story, besides the illustrated title, has three black and white illustrations by Helen Flook that match the text with enough added detail to keep the reader's interest. The stories deal with birthday parties, family camping, swimming lessons and swapping. Recommended for older Primary / early

Intermediate grades.  
Reviewed by Marv Worden, retired classroom teacher, SD #68 Nanaimo-Ladysmith



## F BRO

Brouwer, Sigmund. *Absolute Pressure*. Orca Book Publishers, 2009. - 176pp. - ISBN 978-1-55469-130-2 \$9.95

Since he was ten Ian has spent summers in Key West, Florida working for his uncle at Gord's Dive Shop. This year there seem to be some mysterious happenings concerning sunken treasure and three lawyers chartering Gord's boat overnight every Friday and Saturday. When Gord's office manager, Sherri, finds that one of the lawyers, and uncle Gord's employee, Judd Warner, are not using their real names something seems wrong

Some sudden reversals of plot and character behavior keep interest high. Though it is an interesting aspect, not a lot is made of Ian's neural condition, synesthesia, in which some touches generate colour. Ian tastes blackberries when Sherri comes near.

Three short author's notes are given: one on synesthesia, two on sunken treasure.

Recommended for Upper Intermediate / Junior Secondary grades  
Reviewed by Marv Worden, retired classroom teacher, SD #68 Nanaimo-Ladysmith



## F CHO

Choyce, Lesley. *Skate Freak*. - Orca Book Publishers (Orca currents), 2008. - 108 p. - ISBN 978-1-55469-042-8. - \$9.95.

The main character, Quinn Dorfman, doesn't have many things going for him, except his love for skateboarding. The fish plant where his father works has closed down and the family has had to move away from their beloved Willis

Harbor by the sea and into the dreadful city. Quinn had been the only and best skateboarder in that town. He thought of himself as the boy with the wings. Now that he is in the city, he finds the skate park populated either by young kids or juveniles. Then there is Hodge, who repeatedly provokes and intimidates Quinn in the bowl and half-pipe as well as at his home. Luckily, at Jerome Randall High there is a girl who also skateboards, is smart and has some sense. Quinn is better able to get through his schooling because of his new-found love for Jasmine. Finally, Quinn realizes that just as he takes charge when he is skateboarding, he must take responsibility for his life if he wants to live it fully. Through skateboarding, he discovers himself.

If the reader is not a skateboarder, some research or assistance may be needed to understand better the many descriptions of the skateboarding scenes in the novel. However, this book would be ideal for the reader who skateboards and sees himself/herself as a bit of a loner or distinct from others. This Orca Currents novel is aimed



for reluctant teen readers and recommended for intermediate grades. A free teacher's guide is available online. Reviewed by Alexandra Carrea, teacher-librarian, SD#39, Vancouver



#### F DAH

Daher, Anita. *On the Trail of the Bushman*. Orca Book Publishers, 2008. - 128pp. - ISBN 978-1-55469-013-8 \$7.95

like the page after page of adventure involving the children and a mad man. Of course all ends safely, with a hint of mystery yet to come. And Tommy confesses to what he thinks is his part in the fire.

Recommended for grades 4-6

Reviewed by Pat Parker, Teacher-librarian, SD #73, Kamloops Thompson

"...In the classroom, the book could spark some discussion on the points of view held by Nola and Meredith regarding the ethical use of the knowledge gained by medical research..."

#### F CIT

Citra, Becky. *Whiteout*. Orca Book publishers, 2009. 112pp. ISBN 9781 551469 083 1 \$7.95

Robin's family is getting together at their ranch for Christmas. Her Auntie Liz and cousin April are driving six hours to the Interior from the city. During their last phone call Robin had begged "You have to come, Aunt Liz, Please, please, please. I'll never forgive you if you don't" These words come back to haunt Robin after her Aunt is badly injured in a storm related car accident. While her Aunt recovers April comes to live at the ranch. On other visits April and Robin have been very close and very happy in each other's company. Now with Aunt Liz so badly hurt their relationship is badly strained.

Molly, Robin's six year old sister, does not want to be excluded from the older girls' activities. She tries to prove she is not a little kid by setting off for a wilderness cabin in a bad snowstorm. With no adult at home can the two girls find Molly in time?

*Whiteout* is Becky Citra's seventh novel in Orca's Young Reader Series. In this novel Citra gives us a glimpse into ranch life in B.C.'s Interior. Snow at Christmas, cutting the tree on your own property, but also the dangers of extreme weather conditions. This is an easy to read novel with concise vocabulary, targeting girls 8-11 Recommended Grades 3-5 Reviewed by Gloria Reinheimer, retired TL



*On the Trail of the Bushman* is another book in the Junior Canadian Ranger series. Tommy is the main protagonist, with Colly and Jazz also part of the storyline. The setting is the area around Whitehorse, Yukon Territory. The Junior Rangers are having a summer camp but during the first night of the camp there is a serious fire where the cookhouse is demolished and other buildings are damaged. It is thought that perhaps the fire might have started from a discarded pop can magnifying the sun's heat on the muskeg. Tommy is dismayed that he might have caused the devastating fire from something as simple as tossing a pop can toward a garbage bin and then forgetting to pick it up. Throughout the story Tommy is dealing with his dilemma, should he tell the captain or not?

But life continues as normal as can be at the camp; there are scary stories told around campfires, visits to museums, and horseback rides through mountain trails. The scary stories include the bushman, also known as a Sasquatch or Bigfoot, and another is based on a character that killed his wife's best friend and took off into the bush, never to be seen again.

These stories and his guilty conscience have affected Tommy, so on a horseback ride he is nervous about sounds and smells. Then, a series of events including a rock slide, vanishing horses, injured leaders and a mystery man living in a cave all contribute to exciting adventures for the Rangers, leading to an exciting conclusion.

There are a series of coincidences that are sometimes too contrived, but young readers probably won't mind. They will

#### F DEN

Denman, K.L. *Perfect Revenge*. Orca Book Publishers, 2009. - 112pp. - ISBN 978-1-55469-102-9 \$9.95

The dialogue of Denman's characters establishes the shallowness and tenuousness of in-group membership.

When Elizabeth "Liz" Lane is caught in a science test with an answer key given to her by her current arch enemy, she feels as though her world has fallen apart. The freaky geeky new kid from next door, with everything that is not desirable by the in group introduces Lizzie to some "magick" she is learning from her baba. Liz begins to develop empathy... the hard way.

A simple incantation that causes a huge zit on Rachel's forehead brings Liz a feeling of revenge, until she realizes that she has three, and that every revenge-charged spell will bring the same problem threefold to the spell-caster. Only by concentrating generously on the other person's higher self, on peace and harmony for her, can changes in relationships be made.

The attractive cover, somewhat like Stella's weird costuming, is the only illustration. Recommended for upper Intermediate / Junior Secondary grades. Reviewed by Marv Worden, retired classroom teacher, SD #68 Nanaimo-Ladysmith



## F GOE

Goerzen, Christy. *Explore*. Orca Book Publishers, 2009. - 112pp. - ISBN

978-1-55469-112pp.- ISBN 978-1-55469-119-7 \$9.95

Twelve chapters of fairly large print with an attractive cover and grade 4 Fry readability should appeal to upper intermediate readers, and the plot that has Mike choosing to attend an outdoors wilderness program rather than going into juvenile detention should appeal to those boys who feel rebellious themselves.

Mike does not like his dad's constant bill skipping relocation but was almost pulled back into a loser's life by a bad friendship. Meeting Lisa and finding skills and inner strength gives Mike greater hopes for success in the future.

Even with no illustrations, this book would be a valuable purchase for libraries serving grades 6 to 10 boys.

Recommended for Upper Intermediate / Junior Secondary grades.

Reviewed by Marv Worden, retired classroom teacher, SD #68 Nanaimo-Ladysmith



## F GRA

Grant, Vicki, *Nine Doors*. Orca Book Publishers, 2009. - 112pp. - ISBN 978-1-55469-073-2 \$9.95

No one creates more likable, fully rounded characters than Vicki Grant's protagonists and "good guys". Her central characters are memorable individuals whose comments clearly show their views of the world and the motivations and interconnections between them and their allies.

However, the resolutions of Grant's plots tend to tax credibility with the "bad guys" being either too violent or not credibly able to do the physical feats attributed to them. In this book, three teenagers are captured one at a time and locked in a garage by one woman.

Emery's friendship with Richard deals excellently with the problem of being manipulated into doing things we don't want to do. The author meets the adolescent reader's developing interest in boy-girl relationships with the involvement of Bebi.

Despite the weakness in plot resolution, this book, as any by Vicki Grant, is recommended for purchase by libraries serving intermediate, or junior high students, and especially boys.

Recommended for Intermediate / Junior Secondary grades

Reviewed by Marv Worden, retired classroom teacher, SD #68 Nanaimo-Ladysmith



## F JAC

Jackson, Melanie. *Queen of Disguises*. Orca Book Publishers, 2009. - 164pp. - ISBN 978-1-55469-037-4 \$9.95

*Queen of Disguises* is book six in the Dinah Galloway mystery series. In this instalment, Dinah, whose singing voice has been highlighted in the other books, has been selected as a finalist in the advertising campaign for the 2010 Olympics. Violet Bridey, a protagonist from *The Man in the Moonstone*, has escaped from prison and is seeking revenge on the person who put her there.

The advertiser had promised his nephew the job, so Dinah and the other finalists are sent to a fitness retreat. Dinah initially withdraws from the competition, as she is insulted that her pudginess is seen as problem. But as Violet Bridey has threatened her, she feels getting away to a retreat would be a safe option. Other children at the wellness retreat are the advertiser's nephew, Cornwall, and Violet Bridey's talented niece, Angela Bridey. Strangely, Dinah and Angela become friends, and Dinah tries to adopt Angela's kind, pleasant demeanour.

A number of hilarious adventures on Salt Spring Island ensue, with a determined Dinah. Her sleuthing continues, as she is determined to prove Violet

Bridey is on the island and attempting to harm her. Dinah's friends, Pantelli, the tree-lover who has a crush on Angela, and Talbot are sent to a science camp nearby and also assist in pursuing Violet.

A plot twist at the end adds an unexpected surprise. At the end of the day, Dinah adopts a calmer personality, learns healthy eating habits, and grows two inches taller, so therefore meets the criteria for the singing gig.

Recommended for grades 5-7.

Reviewed by Pat Parker, Teacher-librarian, SD 73, Kamloops Thompson



## F HAR

Harvey-Fitzhenry, Alyxandra. *Broken*. Tradewind Books, 2008. 176p. ISBN 978-1-896580-41-8. Pbk. \$12.95

Ash Perrault's home has been broken by her mother's death. Though she and her father have since been trying to rebuild it, she believes it is about to suffer further damage from Ella (her father's girlfriend) who is moving in with her two daughters, Katie and Julia. To Ash, it is beginning to appear as if all these strangers may also stress her union with her father to its breaking point.

The title is not only a reference to Ash's home but also to the state of her relationships and the theme of glass breaking mysteriously in her presence. Since meeting Ella and her daughters, her bond with her father has felt ready to crack. Seth, the boy at school who has kissed her many times but refuses to call her his girlfriend, offers only half of himself. Even her strongest connection with her best friend, Mouse, who seems to care most competently for her, threatens to shatter when Ash's very identity fractures in her endeavour to please others around her, others whose expectations of her often fall short of being realistic.

Ash must find a way to reconcile what looks to be her life falling to pieces. By coming to view the recent events in her life as random occurrences rather than as part of a single narrative that confirms her low self-opinion,

Ash gains confidence and a sense of control. While expressing her talent for constructing mosaics, she finally finds herself able to arrange not only aspects of her own personality but also some of the characters in her life in ways that feel less oppressive. As a result, she comes to see herself like a mosaic, as a beautiful whole made up of small but essential pieces that she accepts and even likes.

There is much to appreciate in this very timely treatment of a modern situation characterized by the remarriage of a single parent and the effects on the children involved. As well as presenting language with which young people can readily identify, (i.e. texting, e-mailing, on-line chatting), the story offers very genuine and engaging insight into the psyche of a teenage girl and her interpersonal relationships.

Unfortunately, however, the recurrence of glass spontaneously breaking in Ash's presence seems entirely at odds with this genre of fiction. Since *Broken* would not be classified as fantasy, this fantastical element draws unnecessary attention to itself. With the author having neglected to create what ought to have been a greater degree of ambiguity, this layer of the story comes across as a heavy-handed endorsement of an extremely specious, metaphysical concept. Moreover, the attempt to weave it into a plot that focuses on such recognizable issues such as family and relationships, appears to be unsuccessful.

Recommended for junior high school students. Reading level: Grades 8-10  
Reviewed by: Stefan David Martin, ESL teacher, SD #39, Vancouver

F HEN

Heneghan, James and Norma Charles. *Bank Job*. Orca Book Publishers, 2009

176 pp. ISBN 1 55143 855 9 \$9.95

Nell has lived in many foster homes, as her mentally challenged mother is unable to care for her. Nell ran away from many of them. Now she lives with the Hardy's and two foster boys named Billy and Tom. Changes in foster care rules compel the Hardy's to put in a



second bathroom that will cost over \$10,000. Nell, Tom and Billy do not want to leave. Nell visits her mother, taking a pearl necklace she thinks is valuable. When it is not, the three look for other ways to get the money. Billy convinces Nell and Tom they must get the money by stealing it, just enough to pay for the renovations.

Norma Charles and James Heneghan were inspired to write this story by accounts of three teens that robbed seven banks in the Vancouver area. Both authors have written numerous other books for young people. How three teenagers manage to rob so many banks before capture is an interesting story. The authors could have dealt with the consequences of these crimes in more depth, still a very readable story.

Recommended Grade 4-7  
Reviewed by Gloria Reinheimer, retired teacher-librarian

F MCC

McClintock, Norah. *Watch Me*. - Orca Book Publishers (Orca currents), 2008. - 94p. - ISBN 978-1-55469-039-8. - \$9.95.

This brief novel is extremely well suited to the pre-teen reader or reluctant teen reader. The writing is simple, concise, and clear. The action is fast-paced and will be enjoyed by both boys and girls. Katz, the main character, is an adolescent boy who is full of frustration. After his recovery from burns in the hospital, Katz finds it difficult to readjust to school and home. His mother and father soon divorce. His father had caused the house fire that nearly killed them both. But it is Katz who is left disfigured. When he is outside, he always pulls the hood of his sweatshirt up to hide the scars on the side of his face and neck. He had been the hero who went back into the house to save his father. However, in school, he does not feel like the hero. There, he is not permitted to cover up. He also has a slight case of dyslexia, and the school bullies are after him. At home, he can't get along with his mother's new boyfriend, Neil, and only his best friend Drew understands him. Everything is as bad as it can be, it can't seem to get any worse; but it quickly does.

One day in the park, Drew and Katz are throwing a Frisbee around. Drew throws the Frisbee and it ends up hitting an old lady on the head, who then trips and falls to the ground. Instead of helping her up, Katz grabs her purse and runs away with it. Katz and Drew find only a five dollar bill and an old rusty watch in the purse. Later, in detention at school, Katz ends up meeting Jana, the most popular girl. She actually speaks to him, and offers to help him with his math problems. To his great surprise, they start becoming friends. This friendship is soon in jeopardy when Katz learns that Jana's aunt is in hospital after falling to the ground, and that her purse containing a very special watch was snatched from her.

Highly recommended for the pre-teen or reluctant teen reader.

There is a 7 page Teachers Guide online at [www.orcabook.com/client/PDFs/TeacherGuides/Currents/Watchme.pdf](http://www.orcabook.com/client/PDFs/TeacherGuides/Currents/Watchme.pdf) which should prove useful to teachers and teacher-librarians.  
Reviewed by Alexandra Carrea, teacher-librarian, SD#39 (Vancouver)



## F MUL

Muller, Rachel Dunstan *The Solstice cup* Orca Book Publishers 2009 176 pp. ISBN 9781554690176 \$9.95

Breanne and Mackenzie are twins, almost 13 years old. They are staying with relatives in Northern Ireland while their Mother is in Belfast with her dying father. This is not their first visit to Ireland. They had been in the country five years before in June. Mackenzie believes they had an encounter with something evil. While trying to run away from this unknown force, Breanne badly injured her ankle. This injury has refused to heal, leaving her with a pronounced limp. She has always blamed her sister for the accident.

Uncle Eamon has many fireside tales about the wee fairy folk, especially now the Winter Solstice is approaching. Winter and Summer solstice are times, he says, when the fairy and real worlds collide. Mackenzie, the more cautious twin sees danger in the bogs. Breanne, however, is determined to search for a gold ring she held then lost five years ago. Is the ring an ancient treasure or a lure to trap humans? Is the underground world they enter all dancing, music and great food or an evil place for humans?

Rachel Dunstan Muller was inspired to write this fantasy novel after living in Northern Ireland in 2001. Breanne's character is very angry. Mackenzie follows her sister to protect her from herself, but there seems to be little twin empathy or sisterly bonds. There is lots of Celtic mythology, with Pookas, evil fairies and parallel times. This fantasy novel is for the reader who can easily suspend disbelief.

Grade 4-7

Reviewed by Gloria Reinheimer, retired teacher-librarian



## F TAT

Tate, Nikki. *Venom*. Orca Book Publishers, 2009. 168p. ISBN 978-1-55469-071-8 \$9.95

One of the most important things in sixteen-year-old Spencer's life right now is his job as exercise rider at the stables of Hilltop racetrack. In the early hours of the morning Spencer feels himself becoming in tune with the thoroughbreds as he puts them through their paces around the track, easily communicating human to horse. But Spencer is also concerned about one racehorse in particular, Lord of the Fires. Something seems wrong during their workouts, though Spencer must admit that the horse is still racing well. Nevertheless he is convinced that someone is drugging the horse; but even his friend Em, the stable owner's niece, cannot be persuaded. What dangers could he face in the tough racetrack community if he speaks up? Dare he risk his job and perhaps his friendship with Em if he is caught searching for more evidence?

This suspense-filled novel gives an inside look at the hard work of racehorse training and the dedicated people behind the scenes. It also deals with Spencer's family issues and school problems. Written for the 'Orca Sports Series', this high-interest mystery moves at a fast pace but the vocabulary is appropriate for the reluctant reader. The characters are well developed and appealing. Containing much food for discussion, this story could be a popular novel study.

This novel is highly recommended for grades 4-7.

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



## F WAL

Walters, Eric. *Special Edward*. Orca Book Publishers, 2009. 108p. ISBN 978-1-55469-092-3. \$9.95

Edward is smart and personable, with a great sense of humour. When it comes to making an effort with his school work, however, he is extremely lazy. He is happy with his 50% average, but when even that is in jeopardy he looks for another easy way out. Learning that special education students, designated exceptional, get more time to write tests and additional support, Edward is convinced he has discovered the perfect scam. All he needs is more time

to write tests without studying and his 50% is guaranteed! However to become designated as exceptional proves to be more work than Edward ever expected. Does he really have learning disabilities? Edward learns more about himself as the screening continues.

This story challenges the reader to look at special education from a totally different perspective. Humourously written and fast-paced, it will capture the reader's interest and imagination. It should also present some interesting topics for classroom discussion. Written as part of the 'Orca Currents' series, this novel is recommended for an elementary school library collection.

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



## F WIS

Wishinsky, Frieda. *All Aboard*. Maple Tree Press, 2008. 84 pp. ISBN 9781 897349 39 7 \$7.95

Frieda Wishinsky has written another Canadian Flyer Adventure. Matt and Emily use a wooden train whistle and their inherited sled to travel back to 1885. All they wanted was a ride on an old steam-train, instead they find themselves in the B.C. Rockies hours before the Last Spike Ceremony. They get a glimpse into what life was like for railway workers. Poor accommodation, cold and great danger were part of the job. Matt and Emily also meet some of the men responsible for building the railway that would connect all of Canada: Sanford Fleming, Donald Smith, Van Horne and rail worker, Edward Mallandine.

*All Aboard* is the ninth book in the Canadian Flyer time travel series. Each adventure tells of a different Canadian historical event at an easy to read level. Also included is a section 'From the Author' in which Wishinsky explains further facts. In this book, it is the role of Chinese workers. *All Aboard* is easy to read Canadian history, especially relevant with a trip to Craiglache on the B.C.-Alberta border

Recommended for grades 2-3.

Reviewed by Gloria Reinheimer, retired teacher-librarian





370.92 MEH

Mehlmann, Gloria. *Gifted to Learn*. The University of Alberta Press, 2008. 325p. ISBN 978-0-88864-498-5. \$24.95

This captivating memoir, written by a First Nations woman, tells of her twenty-year career teaching in urban Saskatchewan during the 1960s and '70s. Her life and the lives of her students were greatly influenced and affected by



the discrimination and abuse that was prevalent during this time. The author's personal story and that of her students is interwoven to reflect an educational system badly in need of reform. Her many challenges and accomplishments plus the invaluable lessons that she learned from her students, combine to make an informative statement for teachers today.

Beginning with her early teaching experiences, the author tells her story through a selected group of her students over the years of her career. As Mehlmann recalls: "children whose stories taught me about a side of teaching...that says more than university courses are required to elucidate." The text is well written, poignant, reflective and sensitive. Throughout, the author maintains how much she has learned from her students. This is reiterated in her closing comment: "...to become a good teacher, one has to remain a good student. It is a fine way to stay in the company of all who are gifted to learn."

This text should prove interesting and informative for both the experienced teacher and the beginning student.

Highly recommended for adult readers dedicated to education and specialists of Native Studies and Women's Studies.

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



372.47 GEA (Professional Collections)

Gear, Adrienne. *Nonfiction Reading Power: teaching students how to think while they read all kinds of information*. Pembroke Publishers Limited, 2008. - 160pp. - ISBN 978-1-55138-229-6 \$24.95

The author, a teacher for nearly 20 years including the last four years as a Literacy Mentor, was amazed to find that 80% of the time spent reading in the real world is reading non-fiction, yet little time had been spent on developing skills in non-fiction reading. This book

sets out to counter that imbalance.

Over eight chapters Gear explains how Nonfiction Reading Power pertains to a surprising number of nonfiction forms (recipes, bills, manuals); providing lists of good Nonfiction Read-Alouds and Nonfiction Authors worthy of study. She then goes on to introduce the components of Nonfiction Reading Power:

Zoom-in,  
Question/Infer  
Determine Importance  
Connect  
Transform

and provides booklists for 18 Science and Social Studies topics.

Each Chapter from Three to Seven introduces one component i.e. Zooming-In and provides a list of books suitable for the study of Zooming-In as well as masters of student worksheets.

Chapter Eight gives advice on scheduling in two month blocks and includes some sheets to guide the teacher's year end assessment and evaluation.

This book, rich in resources and clearly organized, is highly recommended for the professional collection of elementary schools, or to classroom resources.

Recommended for Elementary Professional Collections.

Reviewed by Marv Worden, retired classroom teacher, SD #68 Nanaimo-Ladysmith



398.2 PAU

Paulson, Kristoffer F. *Scandinavian – American Folk Tales and Fish Stories*. Illustrated by Kai Paulson. Mophouse Publishing, 2008. 52p. Illus. ISBN 978-0-9810287-0-5.

Pbk. \$16.95

Every country and culture has its' folk tales, past down through the generations from parents to children. Mainly handed down in the oral tradition, these tales are often embellished, exaggerated and changed throughout the ages. Similar stories are found in many cultures, especially fishing tales. Does a fisherman ever want to give away his fishing spot? 'Little people' also abound in folktales, as well as fierce, frightening characters and invisible nuisances.

The text is a collection of Scandinavian folk tales once told orally by the author to his children. Beginning with a fish story, the reader is then introduced to Oskar

(Stonebottom), a troll who dared to pick cloudberries while the sun was out. In the story "Old Hickory Chomper", the reader discovers how this fearful troll gets his 'granite jaw'. The legend of the 'Dragedukke', "the doll who drags things away", is another intriguing story.

This collection is illustrated and published by the author's son, Kai Paulson, a graphic artist. Each full-page illustration is vibrant, colourful and intriguing, adding fun and imagination to each tale. The reading level is sophisticated, suitable for intermediate readers and up. Written as simple family stories, the style is stilted in sections, but overall these tales should interest young readers. This text would prove useful for a theme of storytelling in the classroom, encouraging students to write stories from their own background and culture. It would



also be an interesting addition to an elementary school library's collection of folktales.

Reviewed by Carolyn Cutt, Teacher-librarian (retired), SD #39 Vancouver



578.769 SEP

Sept, J. Duane. *The Beachcomber's Guide to Seashore Life in the Pacific Northwest, Revised Edition*. Harbour Publishing, 2009. 224p. ISBN 978-1-55017-453-3 \$26.95

"...best beachcombing sites in the Pacific Northwest", including photographs, description, location and notes..."

The intertidal marine life along the Pacific Northwest Coast is one of the richest in the world. Along these shores it is possible to identify and observe numerous animal and plant species. Whether on a class fieldtrip or a specific biological study, the observer will find this guide an essential resource tool. The introduction begins with a discussion on understanding tides and intertidal habitats, for example, sand beaches, mud flats and rocky shores. Micro habitats are also included, such as; under rocks, tidepools, floating docks and pilings. A magnifying glass is recommended for observation and a camera for records, rather than disturbing the fragile ecosystem or handling the sea creatures.

Appealing, coloured photographs enhance each entry. Full-page photos also introduce each animal or plant species. Notes are included with the entry for further information, as well as description, habitat and range. The final chapter lists "best beachcombing sites in the Pacific Northwest", including photographs, description, location and notes. Scientifically accurate, this guide is easily accessible for the young researcher or casual observer. This text is recommended as a useful reference for both an elementary and secondary school resource centre.

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



741.5 ODO

O'Donnell, Liam. *Soccer Sabotage*. Orca Book publishers, 2009 64 pp. ISBN 9781 55143 8849 \$9.95  
Graphic novel

Nadia's soccer team has reached the National finals. Instead of playing as a team, the girls have become divas, each trying for individual glory. Helping with the team and narrating the story is Nadia's younger brother, Devlin, and coach Nate's son, Stewart. Rising soc-

cer star, Aidan, is coaching an opposing team. He seems to be everywhere, sometimes in places he is not supposed to be. Is he also interested in dating Nadia?

Coach Nate is suddenly injured falling down a flight of stairs just before a playoff game. His duties are taken over by Stewart and Devlin. Stewart is determined to find out what really happened to his Dad. Was he pushed? Who is Mr. Singh and how does he know his father? What is Aidan doing in their dressing room just before player Lisa is injured by a falling object? Liam O'Donnell and illustrator Mike Deas have created this graphic novel to appeal to both very good and reluctant readers. This easy to read, fast paced novel contains action, mystery, adventure and lots of soccer facts.

Recommended for grades 2-5.

Reviewed by Gloria Reinheimer, retired teacher-librarian



971.009 ARA

Arato, Rona. *Courage and Compassion : ten Canadians who made a difference*. Maple Tree Press, 2008 96 pp. ISBN 978 1 897349 35 9 \$19.95

*Courage and Compassion* by Rona Arato covers 400 years of Canadian history and profiles 10 Canadians from different eras in our history. Some

50<sup>th</sup>

names are very familiar and others are not. Jeanne Mance moved to the new colony of Montreal and put her nursing skills to work helping both colonists and Aboriginal people. She is credited with starting our first hospital. Josiah Henderson, born a slave in the US, made his way to freedom in Canada. He then became a conductor on the Underground railway helping others escape. He established Dawn community, an area where former slaves

could work and own land. Nellie McClung was a famous author and suffragette. Lester B. Pearson won the Nobel Prize for his peace-keeping efforts. He also gave

Canada its own flag. Roger Obata felt the Canadian government had done its citizens of Japanese descent a grievous wrong during World war II. Although not evacuated himself, he fought for 41 years for a government apology and compensation. Other notables include June Caldwell, Judy Field Carr, Elijah Harper, Craig Keilburger, and Hannah Taylor.

Rona Arato celebrates ten Canadians by providing in depth coverage of their lives and accomplishments. This book is part of Maple Tree Press' Wow Canada Series. Historical photos help the reader see into the worlds of these outstanding Canadians. She has covered many years of our history from earliest to modern times and from our older to youngest Canadians who have made a difference. Paperback format makes this a great book to add to a library. Highly recommended for grades 4-7. Reviewed by Gloria Reinheimer, retired teacher-librarian

BLOG REVIEWS

<http://tinyurl.com/reviews1009>

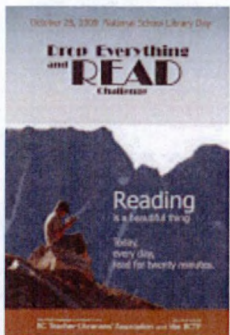
## National School Library Day Ideas

<http://www.clatoolbox.ca/casl/ideas.html>

The Canadian Association for School Libraries (CASL), is pleased to announce the 7th annual National School Library Day, to be celebrated on Monday, October 26th, 2009. For more information, and great ideas for promoting school libraries across Canada, check out the CASL National School Library Day (NSLD) link @ <http://www.clatoolbox.ca/casl/nsld.html>. Please send other suggestions, and follow-up celebrations to [wdoucette@eastlink.ca](mailto:wducette@eastlink.ca). Remember, our valued school library support staff on October 16th (Canadian Library Support Staff Day).

-Linda Shantz-Keresztes

CASL President



### BCTLA Drops Everything Drop Everything And Read. DEAR is a reading challenge set to promote literacy across the province.

## Videogames and Real Learning

October 26, 2009, 4:30-6:00 p.m.

Dodson Room, Irving K. Barber Centre, UBC. Environments where they play, socialize, create and explore a digital as avatars or "virtual characters". By 2011, researchers estimate that 80%



Learning they play, landscape the end of active

Internet users will be using virtual worlds. While virtual worlds are undeniably popular among children and youth, they have attracted the attention of anxious adults, teachers and librarians.

The **B.C. Coalition for School Libraries** is a group of concerned citizens, educators, businesses and community groups working to improve school library programs in the province.

It is our mission to advance literacy, culture and student achievement through strong school library programs in every school in British Columbia.

... because student achievement is the bottom line...



<http://bccsl.ca/>

## CASL CORNER



[WWW.CLA.CA](http://www.cla.ca)



This issue highlights resources and techniques that can be used to help learners to access and assimilate the information that will help them to understand the human cost of war and the sacrifices that have been made to promote peace.

Volume 27 Issue 3 | Issue Contents

<http://clatoolbox.ca/casl/slicv27n3/273contents.html>



2009 will mark the 7th anniversary of National School Library Day to be celebrated on the fourth Monday in October – this year NSLD will be on October 26th, 2009.

This year, we were happy to join with CLA again in celebrating Canadian Library Month in October, so you can extend your celebrations throughout the month! The theme for 2009 is Now More Than Ever Your Library, Your World.

# *Working and Learning*

BY AMANDA HUFTON

## 28th Annual Survey of WORKING AND LEARNING CONDITIONS of Public School Libraries in British Columbia



A supplemental edition of *the Bookmark*  
is the Report of the Working and Learning Survey findings

### **BCTLA W&L Survey Delayed....**

Watch for new 2009-2010 Survey -New Date: January

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

### **Reports**

New Download

[http://www.bctf.ca/bctla/Bookmark/2008\\_WorkingLearning.pdf](http://www.bctf.ca/bctla/Bookmark/2008_WorkingLearning.pdf)

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# British Columbia Teachers' Federation

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A Union of Professionals

BC TEACHER-LIBRARIANS' ASSOCIATION Y490

## STATEMENT OF RECEIPTS AND DISBURSEMENTS (Note 1) FOR THE YEAR ENDED June 30, 2009

Balance, July 1, 2008 \$ 73,681.50

### Receipts

BCTF grant	6,863.50	
Membership/subscription fees	19,000.39	
Advertising	175.00	
Interest	1,381.34	
Other	4,790.89	
		<hr/>
		32,211.12

### Disbursements

Meeting-executive	5,976.30	
Meeting-TOC costs	6,325.48	
Meeting-other	1,394.70	
Publications-newsletter	2,280.34	
Operating	99.99	
Chapter support	22,131.88	
Curriculum development	164.56	
Miscellaneous	8,890.76	
Conference-hold for future conf expenses	2,000.00	
		<hr/>
		(49,264.01)

Balance, June 30, 2009 \$ 56,628.61

### Notes:

1. This statement reflects only funds held by the BC Teachers' Federation on behalf of the BC Teacher-Librarians' Association.



# the Bookmark

is the official publication of the  
British Columbia Teacher-Librarians' Association (BCTLA).

The views expressed in this publication do not necessarily reflect the views of the BCTLA,  
the BCTF, or the editors.

Advertisements may be bought at the current rates shown on the BCTLA web page.

The Bookmark is the professional journal of the British Columbia Teacher-Librarians' Association. As such it

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

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## UNSHELVED



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