

National Book Week

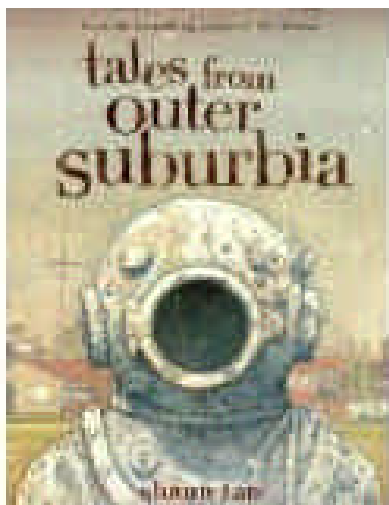
November 15-22, 2008



Northeastern Catholic District School Board



Our Curriculum Team's Favourite Books...



Paul Toffanello, Director of Education

Tales From Outer Suburbia by Shaun Tan is a fantastic exploration of the imagination through a series of odd and perplexing circumstances throughout the book. In one episode, a child explains how the children on her block always followed the directions of the Water Buffalo that lived in the empty, unkempt lot on the block, and in another, two children mischievously lead a man in a deep-sea suit filled with barnacles to the home of a crazy lady - who happens to be grateful to them for their actions. The stories and illustrations in this book are beyond wild and imaginative, and it should be read to and/or by every child.

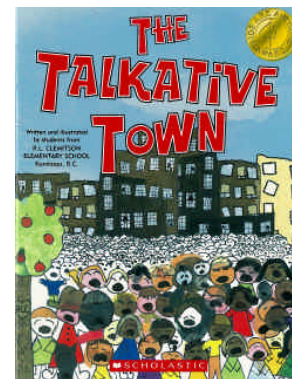
Book description from Amazon.ca

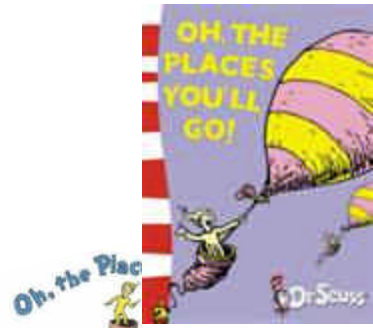
An exchange student who's really an alien, a secret room that becomes the perfect place for a quick escape, a typical tale of grandfatherly exaggeration that is actually even more bizarre than he says... These are the odd details of everyday life that grow and take on an incredible life of their own in tales and illustrations that Shaun Tan's many fans will love.

Tricia Weltz, Superintendent of Education

The Talkative Town Written and Illustrated by students from R.L. Clemitson Elementary School

This brilliant rhyming tale tells of a town that just won't stop talking. The noise is unbearable, and it takes the main character, Penny only a while to figure out how to bring order back to the talkative town. Our daughters love reading this story together, as it provides a great opportunity to explore descriptive language complimented with colourful pictures. In the end, this book serves as a powerful reminder of the importance of using your manners!



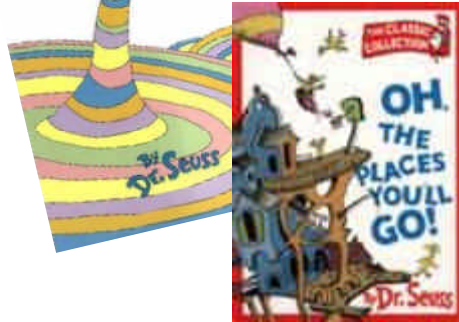


Dan Loreto, Special Assignment Teacher

Oh, The Places You'll Go by Dr. Seuss. This book sums up our journey succinctly and accurately. After reading this book, students can brainstorm for times in their lives that match the continuum found in the book. We've had in-class debates about whether or not "The Waiting Place" is a good place or not. Students can defend their positions with real-life examples. Students then create personal timelines aligned with the book's milestones and present them if they wish.

Book description from chapters.indigo.ca

In this joyous ode to life, **Dr. Seuss** addresses graduates of all ages - from nursery school to medical school - and gives them the get-up-and-go to move mountains with the unrivalled exuberance and charm that have made him beloved worldwide. *Oh, the Places You'll Go!* is a kaleidoscopically full-colour, ingeniously creative tale from the wondrous mind of the late, great **Dr. Seuss**.



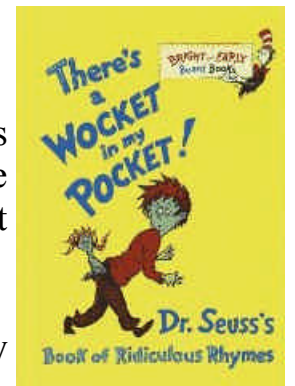
Kim Hall, Special Assignment Teacher

There's a Wocket in my Pocket by Dr. Seuss I remember my mother reading this book to me and we would always invent silly rhymes. As a Grade One teacher, I fell in love with this book all over again. It is a great book for students struggling with rhyming words. You can create a class book. The students will love inventing their own strange and wonderful creatures and rhymes.

Book Description from Amazon.ca

There's a Wocket in my Pocket is yet another prime catch in the vast sea of delectable Dr. Seuss books. It's difficult to find a Dr. Seuss book one wouldn't recommend highly, and this is no exception. Seuss's simple rhymes are consistently as amusing as they are useful; his books are bastions of creative nonsense that simultaneously encourage the joy of wordplay.

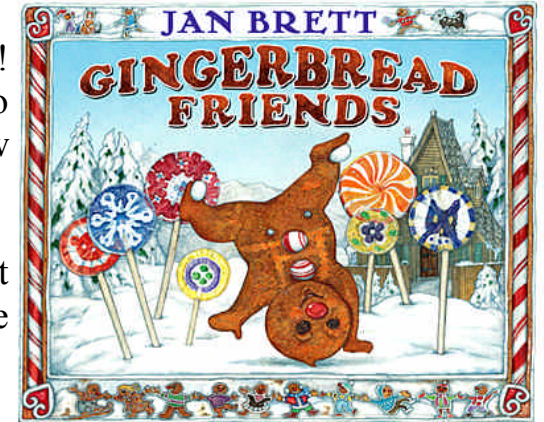
This edition of the 1974 treasure features vibrant full-color illustrations, with added bonus of a virtually indestructible board-book format. Kids can hunt for the zamp in the lamp, the jertain behind the curtain, even the nooth grush on the toothbrush, and no matter how exuberant their exploring gets, the book will remain intact for the next reading. (Ages 0 to 4)



Erica Raymond, Special Assignment Teacher

Gingerbread Friends by Jan Brett The Gingerbread Baby is back for a new adventure! This wonderful book is beautifully illustrated with the detailed images that we have come to expect from Jan Brett. Children will love to read about the Gingerbread Baby's new adventure to find friends along with Mattie.

This book is an excellent addition to a Gingerbread Theme or to use as a Text to Text Connection with *The Gingerbread Baby*. It would be an excellent Mentor Text to foster the development sequencing or retelling skills.



Book Description from Amazon.ca

The popular little character is back looking for friends, in an adventure he'll never forget. Confident and cocky, the Gingerbread Baby happens upon a bakery, where he dances and prances in front of a sugar cookie girl, trying to make friends. But she just stares and doesn't say a word, like all the other sweet treats he tries to meet.

Discouraged, the Gingerbread Baby runs home, chased by a long line of hungry creatures, where Mattie has a fantastic surprise for him—gingerbread friends that fill a giant fold-out page.

Tracy Kazur, Special Assignment Teacher

I'd Be Your Hero: A royal tale of godly character by Kathryn O'Brien This joyful, whimsical book tells of a boy's relationship with his mother, who delights in her son's godly character and affirms his aspirations to be like his dad.



As a little boy imagines the adventurous life of a hero, his mother plays along and uses the opportunity to admire each godly quality of her son's royal character. *"Be imitator's of God, therefore, as dearly loved children."* Ephesians 5:1

My son and I love reading this book over and over again. This book has captured our hearts and our imaginations. *I'd Be Your Hero* is beautifully illustrated. Not only that, it uses a little boy's promises to his Mom, along with Bible verses, to teach Godly character. Wonderful!

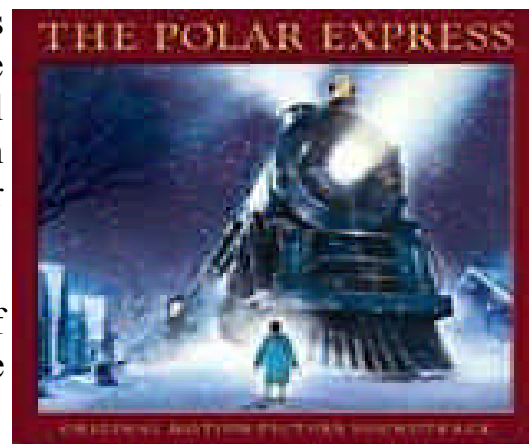
Book description from chapters.indigo.ca

A joyful, whimsical book about a boy's relationship with his mother, who delights in her son's godly character and affirms his aspirations to be like his dad.

Melanie Dixon-Fleury, Special Assignment Teacher

The Polar Express by Chris Van Allsburg This is one of my favourite books because my son is so mesmerized with Christmas and as he gets older there is sometimes doubt. When the doubts appear, we read the story and once again the bell still rings for us as it does for all who truly believe. The illustrations are captivating and the story takes you on an amazing adventure to the North Pole. We also get to see children stand up for each other and work together in order to get to their destination.

My son and I will talk about the story before bedtime and discuss our favourite parts of the book. With older children you can work on inferring what the author means by “the bell still rings for those who truly believe”



Book description from chapters.indigo.ca

Hop on board *The Polar Express* and take an exciting nighttime train ride to Santa Claus' house in the North Pole. It's Christmas Eve and a young boy hops on the sleek train after everyone in his hometown has gone to sleep. When he arrives at Santa's house, the boy gets to choose any toy he wants! Instead of choosing the most popular or expensive gift, the boy asks for one of the bells from the reindeers' harness. Chris van Allsburg received two Caldecott Medals for *Jumanji* and *The Polar Express*. He is internationally-renowned for his delightful illustrations and stories. All aboard for the North Pole!

**What is your favourite children's book?
Why?**

TOO MANY BOOKS! By Gilles Tibo & Bruno St. Aubin

Read Aloud Lesson – Grade 1

Read Aloud: High Yield Strategy

A key instructional strategy in which the teacher selects a book that is beyond what students can read on their own and reads it aloud to the class to promote a love of reading, to improve students' level of comprehension, to build students' knowledge of vocabulary and language structures, to expose students to correct pronunciation, and to demonstrate reading strategies. It is focused instruction that targets specific reading strategies that the students and teachers will practice together in shared reading and the students will practice themselves in Guided Reading and Independent Reading.

Materials:

A **Gathering Place** to foster a sense of neighborhood

Book: Too Many Books!

Chart: Bullseye {large group}

Focus of Think Aloud:

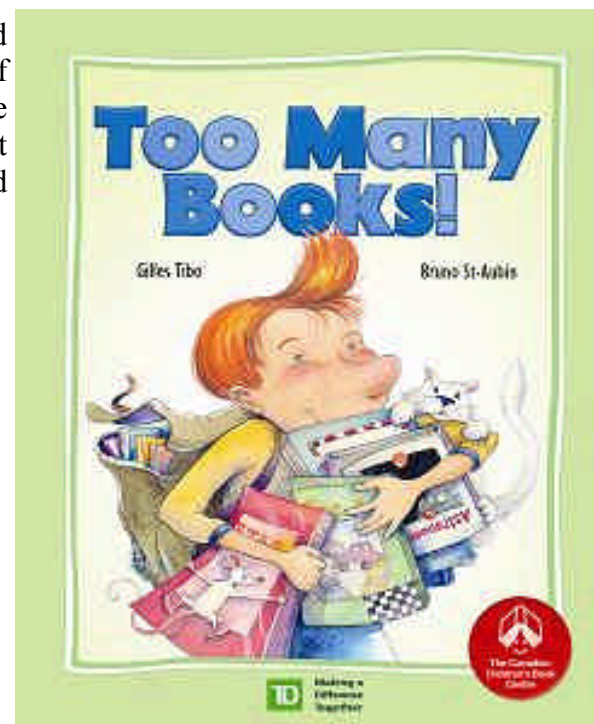
- inferring/Prediction
- making connections
- personal opinion
- synthesize

Ontario Curriculum Expectations addressed in this lesson:

- develop interpretations about texts using stated and implied ideas to support their interpretations
- extend understanding of texts by connecting, comparing, and contrasting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them
- make judgements and draw conclusions about ideas in texts and cite stated or implied evidence from the text to support their views
- write a short text using a few simple forms
- begin to establish a personal voice in their writing

Oral Communication

- use stated and implied information and ideas in oral texts, initially with support and direction, to make simple inferences and reasonable predictions.
- extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts; and to the world around them.
- begin to identify, with support and direction, who is speaking in an oral text and the point of view expressed by the speaker.



Differentiated Instruction:

- put the book on tape
- book may need to be reread to those students who require a second reading and more one on one attention.

Before (book introduction/pre reading strategies):

 Activating Prior Knowledge (Schema)

- begin by asking students what books are used for. Lead them to discover that books can be used to teach how to do things. We call them “How to” books {provide some examples} (Chart their answers)
- Introduce the book. Read title. Infer meaning and predict story. Ask: “What do you think the story is about?” (You can chart their answers in the middle of the bullseye)
- Have students pay close attention to the cover. Ask: “What do you notice?” Guide them if needed. Discussion on the meaning of “Too Many Books”. Can someone have too many books? Student use Think/Pair/Share to talk about their thoughts. Once students have shared their thoughts they can share with the group. {later in the year: have them write or they can draw their ideas on a post it and place on a chart}
- Open to book, point students attention to the friendly letter. Read the letter to the students. ASK: Does the new information change your thinking about what the story is about?” Discussion on how your thinking about a story will change as you read.

During:

- **Predicting:** On page 10 “What type of “How to book” will he be given?” We it be useful?
- **Synthesizing:** (page 23) After reading, ASK: What is the story about now? Answer the question on this page? Discuss the importance of trying other books. We won’t always like every book.
- **Predicting:** Will Nicholas change **HIS** thinking about books?
- **Inferencing:** Have students infer what the boys’ experience from the library will lead to?
- **Making connections:** there are many opportunities for text to self connections. Ex: learning to tie shoes, learning to ride your bike.

After:

- **Synthesizing:**
- **Class discussion on how our thinking changes as we read. Using the bullseye, we can see how our thinking evolves and helps us discover the Author’s Message.** Students act out the book to synthesize the meaning of the story.

Writing Follow-up Activity:

- critical Thinking: Students establish criteria on what makes a good “How to” book. Class creates a “How to” book.
- illustrate their favorite part and explain.
- write about a time they could do something and who helped them.
- students describe and illustrate the Beginning, Middle, End
- students write about their favorite book

Possible Follow Up Lessons using this book

- A trip to the public library
- Students begin to use their own bullseye

