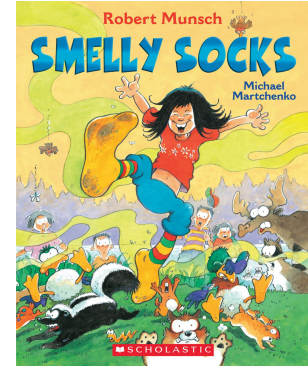


Book #1



Book Title:	Smelly Socks
Author:	Robert Munsch (Canadian Author)
Illustrator:	Michael Martchenko
Grade Level:	Kindergarten/Grade 1

Awh

Curricular Content:	
Art	<ul style="list-style-type: none"> Express feelings, ideas, stories, observations, and experiences through the arts
English Language Arts	<ul style="list-style-type: none"> Explore oral storytelling processes

Book Summary

Tina was a young girl who was looking for a brand new pair of socks. She asked her mom if they could go look for a pair. After not being able to find a pair at the only store in town, Tina asked if they could go look at another store somewhere else, but her mom said no because they had no car. She then went to ask her Grandpa. She finally convinced him to take his boat, they rowed all the way to the big sock store where she could try on MILLIONS of different socks. Once they got home she showed off her new socks. She loved these socks so much she refused to take them off her feet, even though they started to smell really stinky. Her friends finally decided to pick her up and throw her in the river to wash her socks. Luckily they were finally clean and Tina put them back on and decided to only wear clean socks, but only if the kids at school wash them for her.

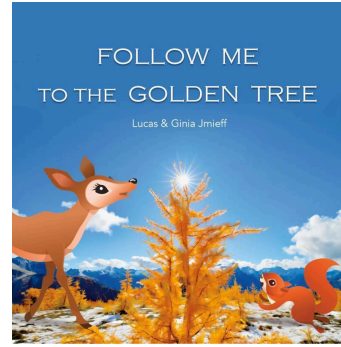
Book Activity

Students will be tasked with drawing their very own pair of favourite socks just like Tina went to find at the big sock store! After they have designed their own pair of socks they will attach a paragraph explaining why they picked this pair of socks. They will then have a gallery walk around the classroom checking out other students' sock creations! Afterwards, to practice their oral storytelling, they will share with the class or a small group why they chose the socks they created.



Book #2

Book Title:	Follow Me To The Golden Tree (Local Book)
Author:	Lucas & Ginia Jmieff (Nelson BC)
Illustrator	Nichola Lytle
Grade Level	Kindergarten



Curricular Content:	
English Language Arts	<ul style="list-style-type: none"> ● Language and story can be a source of creativity and joy. ● Curiosity and wonder lead us to new discoveries about ourselves and the world around us.
Science	<ul style="list-style-type: none"> ● Plants and animals have observable features. ● Daily and seasonal changes affect all living things. ● Seasonal changes - Seasons: spring, summer, fall, winter

Book Summary

In this local book written by two authors in Nelson BC, it tells the tale of Squirrel and Deer and their journey throughout the Kootenays that includes meeting new forest friends as well as experiencing different aspects of the forest and changing seasons. Deer and Squirrel explore all over the Kootenays which is sure to be familiar to students while reading! This book highlights the beauty of nature and its animals as well as the importance of the outdoors!

Book Activity

Nature Scavenger Hunt: Students will have a checklist of items they need to collect outside. These items will be key components that are highlighted in the storybook. This allows students to explore connections from the story itself, and find them in the real world (Connecting text to self.)

Scavenger Hunt List Items:

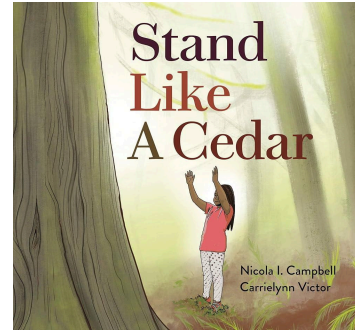
- Leaf
- Rock
- Twig
- Something yellow (fall)
- Something green (spring)
- Flower

Students will work in partners to search (within the perimeter set) for the items that are listed. They will be able to gather certain items, while other items need to stay where they found them (ie: flowers... explain before the hunt begins that nature is living and growing and we need to respect the land and things we find.)

After the scavenger hunt, students can bring some of their items back to the classroom and we will discuss as a class what we found and saw and share connections we made.

How did you feel like a squirrel felt when... How did searching for this item make you feel? etc...

Book #3



Book Title:	Stand Tall Like A Cedar
Author:	Nicola I. Campbell (Indigenous Author, Canadian Author)
Illustrator:	Carrielynn Victor
Grade Level:	5/6

Curricular Content:	
Science	<ul style="list-style-type: none"> • First Peoples concepts of interconnectedness in the environment
English Language Arts	<ul style="list-style-type: none"> • Identify how story in First Peoples cultures connects people to land • Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.

Book Summary

Stand Like A Cedar is beautifully written to highlight the interconnectedness of the land and people. This book essentially follows the journey of a young Indigenous child who shares and recognizes the importance of nature, animals, plants and the world around them and how these living things all have a purpose. As the young child spends their time outdoors canoeing, swimming, hiking, berry picking, fishing and hunting, they note things they notice and are grateful for. The child also discusses the purposes and connectedness of each animal and resource. For example, they talk about the salmon and how they are grateful for the salmon and that they look after one another. This book truly reveals the connection between humans and the land and animals and is beautifully described by Nicola Campbell.

Book Activity

After reading the book to the class, have them go around the circle (grateful circle) and share one thing they are grateful for. After spending time discussing what we have to be grateful for, move into the activity. Each student is provided leaf shaped pieces of paper. As a class, on one huge “tree” (including roots, branches, etc) each student will write down 1 thing they are grateful for and attach it to the branches. Then, the student will break into small groups for discussion. They will discuss one goal that they would like to set for themselves (examples such as, spend more time outside, go on a walk, appreciate nature more, garden, etc. will be provided) The goal of this is to get students thinking about how they can show their respect and gratitude for nature and animals. They will then take a different piece of paper and write their goal down, then attach it to the roots of the tree.

Extra: The book features the “Nl̓eʔkepmxcín (Thompson River Salish) and Halq'emeylem (Fraser River/Lower Mainland) languages, both belonging to the Salish language family.” (Google AI) The integration of Indigenous language is a great way to introduce the Indigenous words for different animals and people into the classroom. This could be used in English language arts as an extension.

Book #4

Book Title:	Sometimes I Feel Like A River
Author:	Danielle Daniel (Canadian Author)
Illustrator	Danielle Daniel, Jennifer McGrath and Josee Bisailion
Grade Level	2



Curricular Content:	
English Language Arts	<ul style="list-style-type: none"> ● Literary Elements and Devices (poetic language, figurative language, sound play, images, colour, symbols - grade 1) ● Descriptive words ● Metaphors and personifications
Health	<ul style="list-style-type: none"> ● Managing and expressing emotions (grade 2) - Social Emotional Learning Mindfulness

Book Summary
<p>The book "Sometimes I Feel Like A River", walks the readers through a descriptive and meditative journey using metaphors such as “I feel like a rainbow”. The book expresses descriptive words that encapsulates a metaphorical feeling and connectedness to the world and its experiences. For example, one page reads “Sometimes I feel like a cloud, soft and quiet and airy.” The book continues by sharing different feelings and actions. At the end there is a mindfulness walk prompt as well.</p>
Book Activity
<p>Using the book to guide, take students on a mindfulness walk. Remind them to notice what they see, smell, hear, feel, etc. Once back in the classroom, students will be given a writing prompt: “Sometimes I feel like...” Students will then have time to brainstorm with a partner and begin thinking of their own example (it must be different than one in the book) For example, “Sometimes I feel like a turtle, moving slowly across the land...” Students will write out their metaphor and draw a picture that goes along with it. They will need to use at least TWO descriptive words to explain what they feel like. After, share with the class and allow for a gallery walk so students can see other ideas and drawings.</p>

Book #5

Book Title:	The Wild Robot
Author:	Peter Brown
Illustrator:	-
Grade Level:	Grade 4-7



Curricular Content:	
English Language Arts	<ul style="list-style-type: none"> ● Strategies and Processes - Reading strategies (Visualizing, Questioning, Predicting; Summarizing; Making inferences) - Oral language strategies - Metacognitive strategies - Writing processes
Science	<ul style="list-style-type: none"> ● Evidence of climate change over geological time and the recent impacts of humans (grade 7) ● Survival needs (grade 7)

Book Summary

The Wild Robot is about a robot named Roz. She is the only robot that survived the shipment that goes awry and crashes onto the shore lines and destroys all of the other robots that were being shipped. Ros was programmed to be a helper robot, she never quits a task until it is complete. When Ros wakes up and is on this island, she doesn't know how she got there or what her task is. At first all of the animals on this island view her as a threat, meanwhile, she is only trying to help. She accidentally finds herself in a situation where a baby gosling hatches and believes that she is his mother. She ends up viewing this as her task and raises this baby gosling (Brightbill). Slowly but surely the other animals begin warming up to Ros. She eventually completes her task of raising Brightbill and preparing him for the migration. Ultimately robots come to the island and attempt to bring Ros “home” with them. The animals all come together to help save Ros. This story emphasizes family and connectedness, as well as science concepts such as human impacts, survival needs, life cycles and how nature interacts with one another.

Book Activity

Students will create their own survival guide for a wild robot. Using what they have learned from Ros’s story in The Wild Robot, students will brainstorm their own methods that would help a robot if they got stranded in the wild. They can create this as a physical book, create a slideshow, present it as a play, podcast, or movie trailer. The main concepts we are looking for would include: what did Ros find helpful or not helpful when she was living on the island? How is being kind to others a great survival tool? (ie: when all the animals were scared of her versus when they began helping her) How can teamwork and problem solving impact our greatest challenges in a positive way? Students will also need to consider and use their prior science knowledge regarding adaptations, survival needs and how animals coexist, to help write this survival guide.