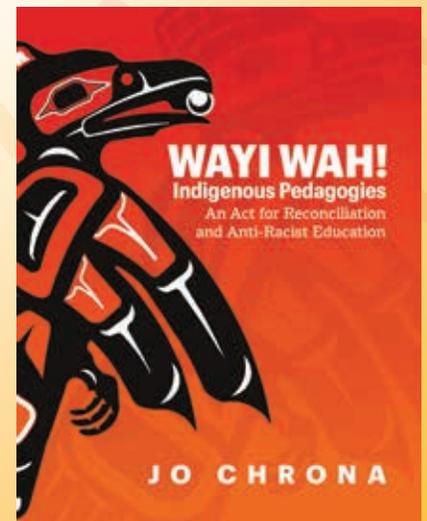
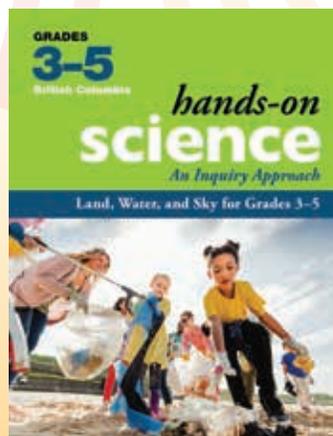
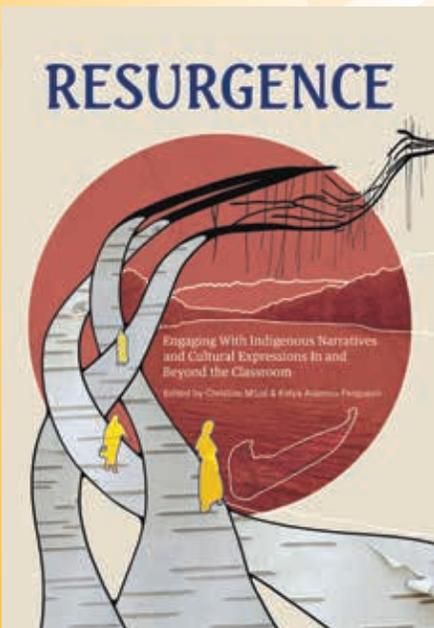
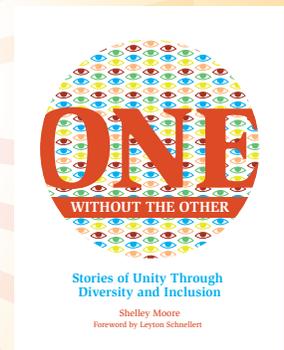
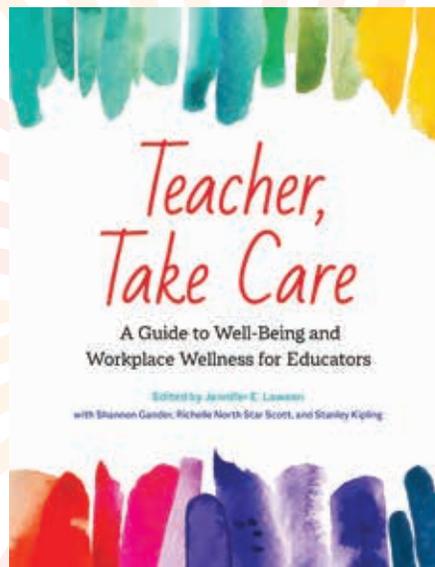
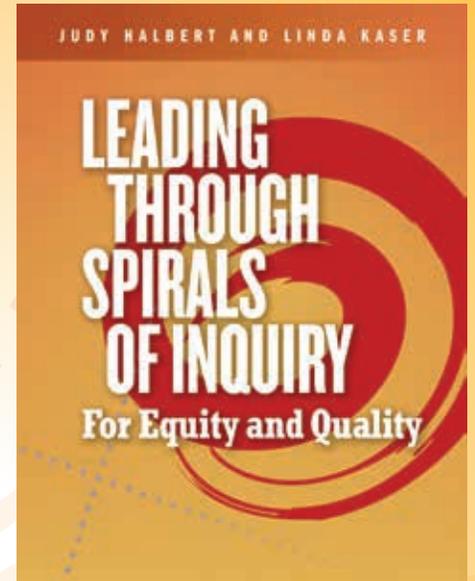
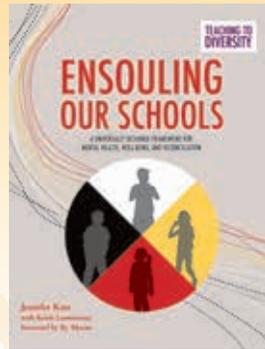
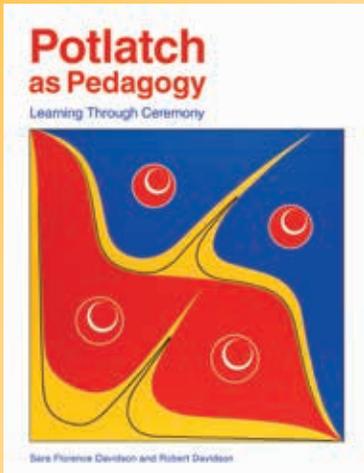


Books to Shape the Future of Education



PORTAGE &
MAIN PRESS

FALL 2022–WINTER 2023
CATALOGUE



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ABOUT US

Portage & Main Press publishes a wide range of innovative and practical educational resources. Independent, Canadian, and woman-owned since 1967, we support dynamic learning communities by bringing together authors, educators, and K–12 students.

Education shapes the future and social justice begins with students experiencing and learning from diverse, authentic perspectives. Our books inspire child-centred, inclusive learning while prioritizing Indigenous and marginalized voices. These materials include comprehensive teacher guides, hands-on and inquiry-based resources, and texts to support inclusive classrooms.

Our books are written by subject-area experts and are classroom tested. We listen to teachers' needs and support not only in-school learning but larger conversations that expand the possibilities of educational collaboration and pedagogical methods.

ACKNOWLEDGMENTS

Portage & Main Press gratefully acknowledges the financial support of the Province of Manitoba through the Department of Sport, Culture and Heritage and the Manitoba Book Publishing Tax Credit, and the Government of Canada through the Canada Book Fund (CBF) for our publishing activities.

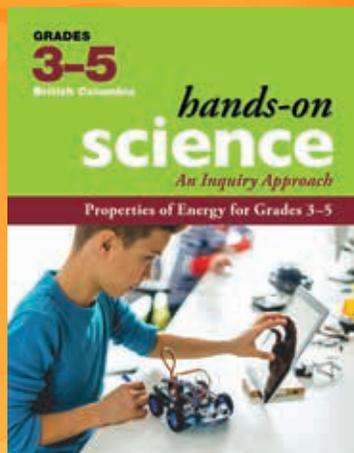
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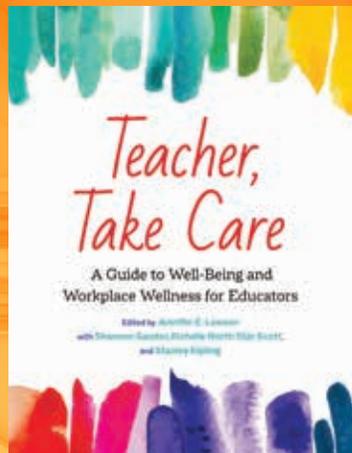
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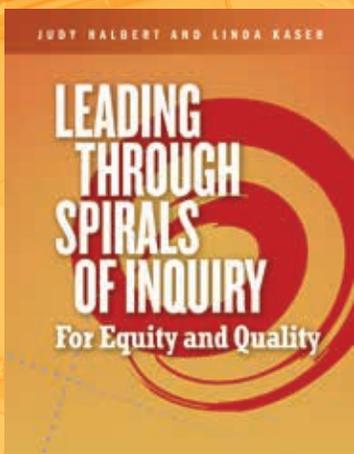
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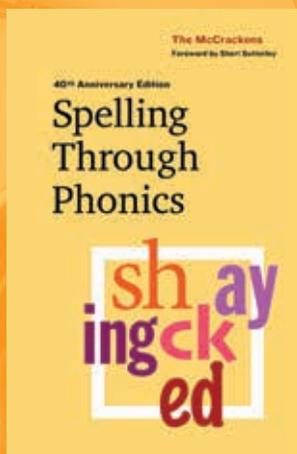
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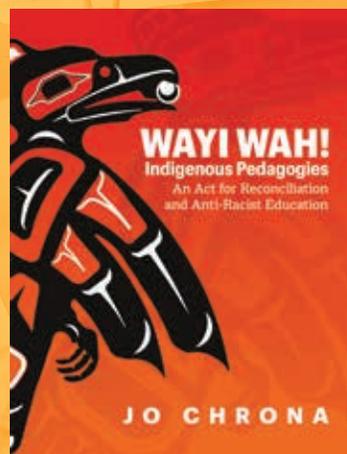
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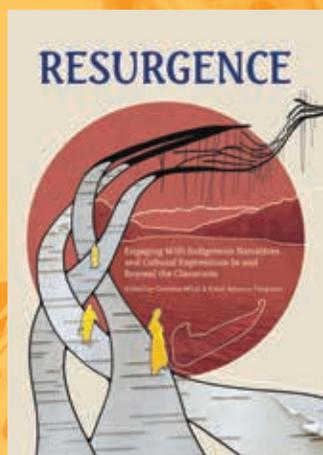
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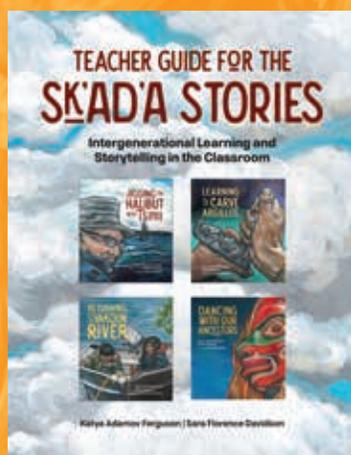
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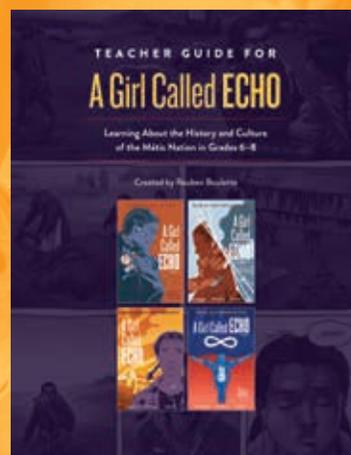
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HANDS-ON SCIENCE FOR BRITISH COLUMBIA

for grades K–2
for grades 3–5

Grounded in the Know-Do-Understand model, First Peoples knowledge and perspectives, and student-driven scientific inquiry.

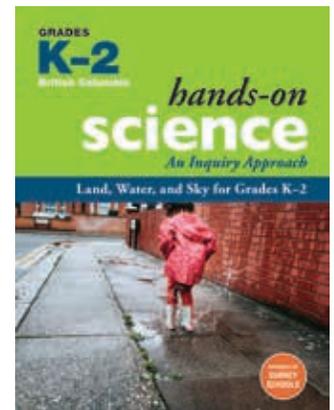
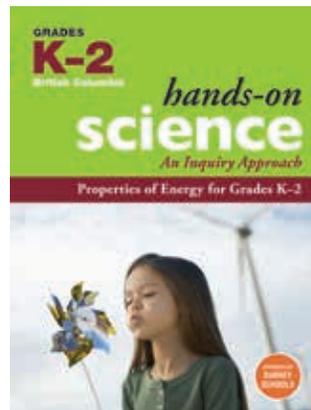
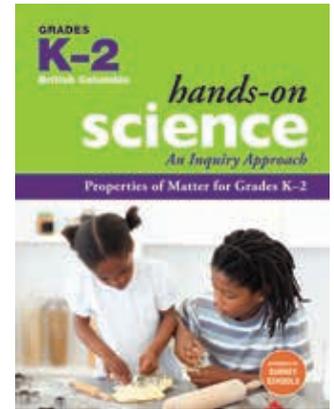
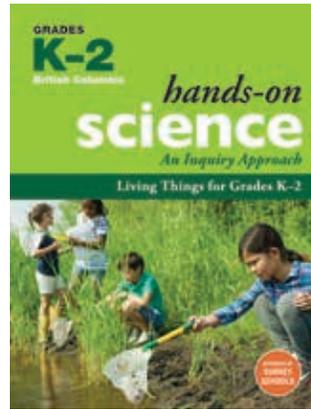


STAND-OUT FEATURES

- connects to Core Competencies, so students engage in deeper and lifelong learning
- develops Curricular Competencies as students explore science through hands-on activities
- encourages self-reflection and a deep understanding of the Big Ideas in science

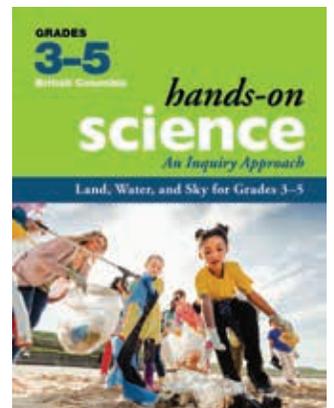
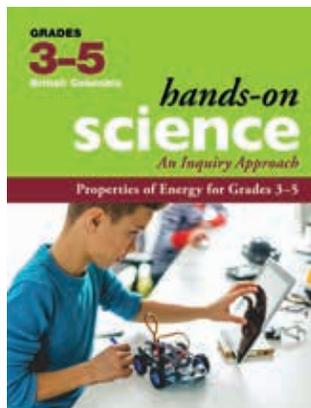
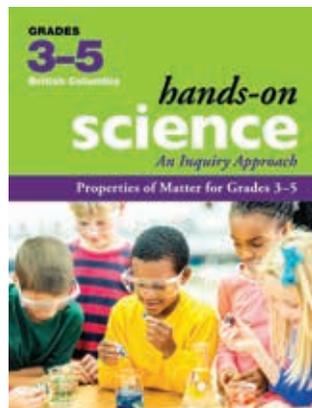
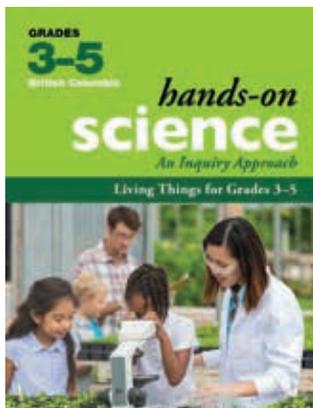
TIME-SAVING, COST-EFFECTIVE FEATURES

- each book contains resources for both teachers and students
- five-part instructional process: engage, explore, expand, embed, enhance
- multi-age approach that emphasizes technology, sustainability, and personalized learning
- builds understanding of Indigenous knowledge and perspectives
- fully developed assessment plan for summative and formative assessment, as well as student self-assessment
- focus on real-life Applied Design, Skills, and Technologies
- learning centres that focus on multiple intelligences and universal design for learning (UDL)
- place-based learning activities, Loose Parts (K–2 only), and Makerspaces



Comprehensive and user friendly, I was excited to see how the resources weave in Indigenous perspectives and knowledge as well as embedding the Core Competencies throughout.

—Karen Ibbott, Teacher Consultant,
Science K–12, Richmond School District



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HANDS-ON SCIENCE AND TECHNOLOGY FOR ONTARIO

Experienced educators share their best, classroom-tested ideas in teacher-friendly, activity-based resources.

STAND-OUT FEATURES

- custom-written for the Ontario curriculum (2007)
- the components of an inquiry-based scientific and technological approach
- builds understanding of Indigenous knowledge and perspectives

TIME-SAVING, COST-EFFECTIVE FEATURES

- includes resources for both teachers and students
- four-part instructional process: activate, action, consolidate and debrief, enhance
- emphasis on technology, sustainability, and personalized learning
- fully developed assessment plan for assessment *for*, *as*, and *of* learning
- focus on real-life technological problem solving
- learning centres that focus on multiple intelligences and universal design for learning (UDL)
- land-based learning activities and Makerspace centres

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Filled with a year's worth of classroom-tested hands-on, minds-on activities, this resource conveniently includes everything both teachers and students need.

STAND-OUT FEATURES

- focuses on the goals of the Ontario Social Studies curriculum
- adheres to the *Growing Success* document for assessment, evaluating, and reporting in Ontario schools
- builds understanding of Indigenous knowledge and perspectives

TIME-SAVING, COST-EFFECTIVE FEATURES

- includes the five components of the inquiry model
- opportunities for self-reflection and activating prior knowledge
- authentic assessment *for*, *as*, and *of* learning
- social studies thinking concepts, guided inquiry questions, and learning goals
- support for developing historical thinking skills



Includes
Indigenous
Knowledge and
perspectives

Each book includes
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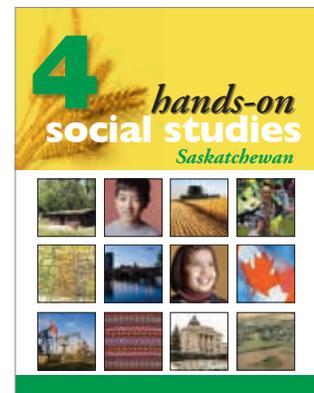
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HANDS-ON ENGLISH LANGUAGE LEARNING

A resource for classroom teachers, specialist teachers, and other educational professionals who support English language learners.

STAND-OUT FEATURES

- developed using provincial curriculum documents and research in English second-language acquisition
- careful attention has been given to basic language skills, essential subject-specific vocabulary, and knowledge required by English language learners
- integrated class activities promote learning in context for all students in the classroom
- suggested activities focus on curricular topics in all subject areas, while supporting English language learners
- includes relevant topics such as the classroom and school, clothing, food, hobbies and interests, plants and animals of Canada, the world, and the environment
- age-appropriate, high-interest learning activities foster the development of essential English language vocabulary and skills in listening, speaking, reading, writing, viewing, and representing
- activities are student-centred and focus on real-life, hands-on experiences

COMPLETE CLASSROOM RESOURCES

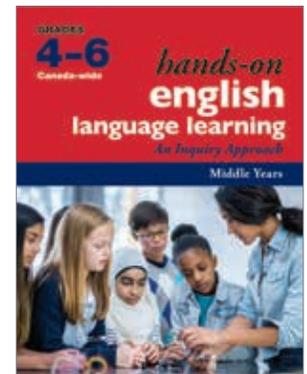
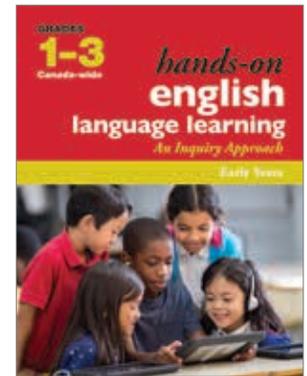
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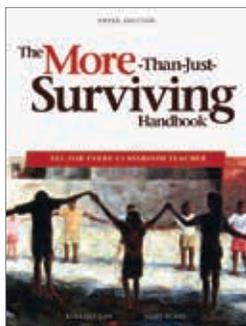
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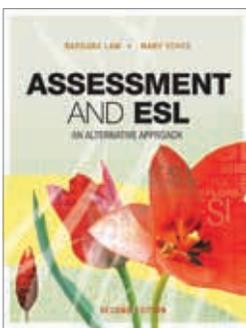
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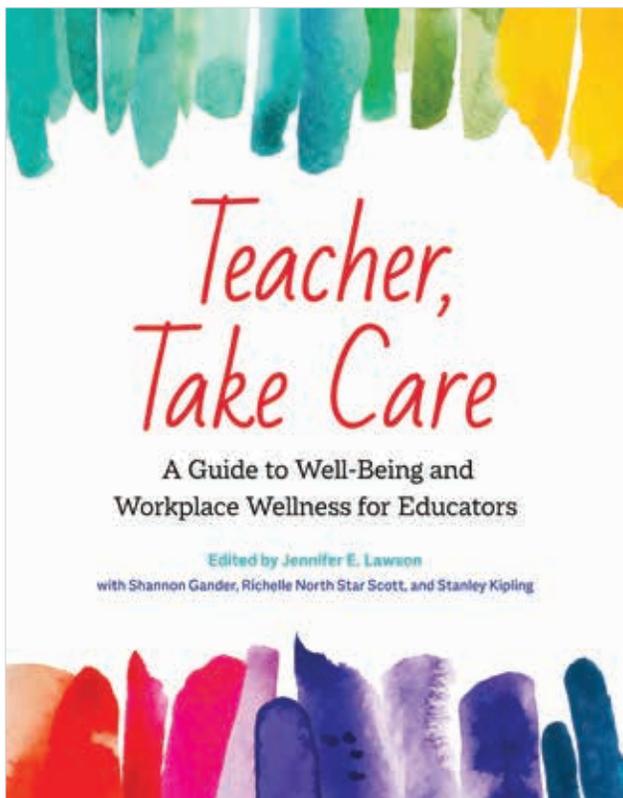
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TEACHER, TAKE CARE
A GUIDE TO WELL-BEING AND WORKPLACE WELLNESS FOR EDUCATORS

edited by Jennifer Lawson with Shannon Gander, Richelle North Star Scott, and Stanley Kipling
 by Cher Brasok, Monika Rosney, Laura Doney, Dana Fulwiler Volk, Jackie Gagné, Megan Hunter, Kelsey McDonald, Keith Macpherson, Lisa Dumas Neufeld, Sandra Pacheco Melo, Richelle North Star Scott, and Joyce Sunada

Written by teachers for teachers, this comprehensive resource provides strategies to improve educator wellness and foster positive mental health in the workplace.

Teaching can be a highly satisfying profession, but it can also be overwhelming. Stress management. Self-care. Mental well-being. Mindfulness. These words have become all too familiar, but what do they actually mean for you? And how can they help without adding to your to-do list?

All teachers have different experiences and different needs. Through stories by diverse educators, this professional resource invites you to try different wellness strategies, explore varying perspectives, and consider new ideas of what it means to “be well.”

Grounded in servant leadership and a holistic model, each chapter connects to Indigenous perspectives of wellness through remarks from Elder Stanley Kipling and Knowledge Keeper Richelle North Star Scott.

print · 978-1-77492-029-9 · \$32
 ebook (epub) · 978-1-77492-030-5 · \$25
 ebook (pdf) · 978-1-77492-031-2 · \$25

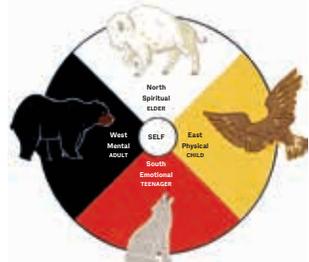
Chapter 1
The Evolution of Teacher, Take Care
 Jennifer E. Lawson



Senior author **Jennifer E. Lawson, PhD**, is the originator and program editor of the Hands-On series published by Portage & Main Press. Jennifer writes, teaches in the Faculty of Education at the University of Manitoba, and is a local school board trustee. She is also one of the founders of Mission to Mexico, an organization that supports schools in some of the most impoverished communities in Puerto Vallarta. Jennifer is a former classroom teacher, resource and special education teacher, consultant, and principal. She lives in Winnipeg, Manitoba, with her husband, Barry, and sons, Devon and Jeremy.

Inspiration
 The year 2020 was like no other. It may have started in the usual way, at least for people living in Canada, but we were soon embroiled in a global pandemic that changed everything about our lives. This was the time that inspired the writing of *Teacher, Take Care*. However, concerns about educator wellness, or well-being (we use both terms in this book), existed long before COVID-19 and will continue to be a challenge far into the future.
 Inspiration for this book came from my roles as a school trustee in Winnipeg and as an instructor in the Faculty of Education at the

Teachings on Wellness and the Sacred Circle
 My first mentor was a woman who looked people in the eye and walked with dignity. At the time, I couldn't even look myself in the eye, and I walked with my head down and my hoodie up. She was a Sundancer who had learned about the culture in her later years. She knew about dreams and colours and living a clean life. I desperately wanted what she had. Once, she shared that the Sacred Circle took seven lifetimes to fully understand. So hear with me!
 The Sacred Circle is shared in different ways among different Nations and teachers. I recall one Cree Knowledge Keeper sharing that as she grew up, the Sacred Circle wasn't spoken about—it was lived. In contrast, the Anishinaabe grandmother who taught me shared that her father would take her into their city yard and, using 36 pebbles, would make the Sacred Circle and share the teachings. I've learned that the Circle is a rich symbol of wholeness, change, and reconciliation.
 We can use the Sacred Circle in our own way to explore the dimensions of our wellness.



64 Teacher, Take Care | A Guide to Well-Being and Workplace Wellness for Educators



Perhaps, as a teacher, you can identify with some of the symptoms that I experienced. Maybe you:

- Wake up wondering how you will possibly get through the day
- Have frequent headaches and often feel run down
- Find yourself resentful or overwhelmed, even by a small request
- Avoid going to the staff room
- Eat on the go, alone, or while working
- Can't shut your mind off work
- Over-talk about work at home

Hindsight, as we know it, is very clear. I now see that I was experiencing many of the elements described here right before my crash. There were flags that I missed before I burned myself out.

Flag 1: Living at a Frenetic Pace
 For a few years before and during the year I crashed, I was an assistant principal with teaching responsibilities at a one thousand-student elementary/junior high school. I was in constant fast-forward motion, firing on all cylinders to meet the demands

134 Teacher, Take Care | A Guide to Well-Being and Workplace Wellness for Educators

**LEADING THROUGH SPIRALS OF INQUIRY
FOR EQUITY AND QUALITY**

by Judy Halbert and Linda Kaser
for all educators

In this guide for school leaders, discover specific strategies, real-world examples, and a proven framework to help create and sustain innovative learning environments.

Experienced educators Judy Halbert and Linda Kaser expand on their previous work in this all-new book for school leadership teams. Written for teams ready to get started—or keen to go deeper—this book will provoke new thinking and provide specific strategies for accelerating meaningful change.

Leading Through Spirals of Inquiry walks the reader through the six stages of the Spiral of Inquiry, a proven framework to help you

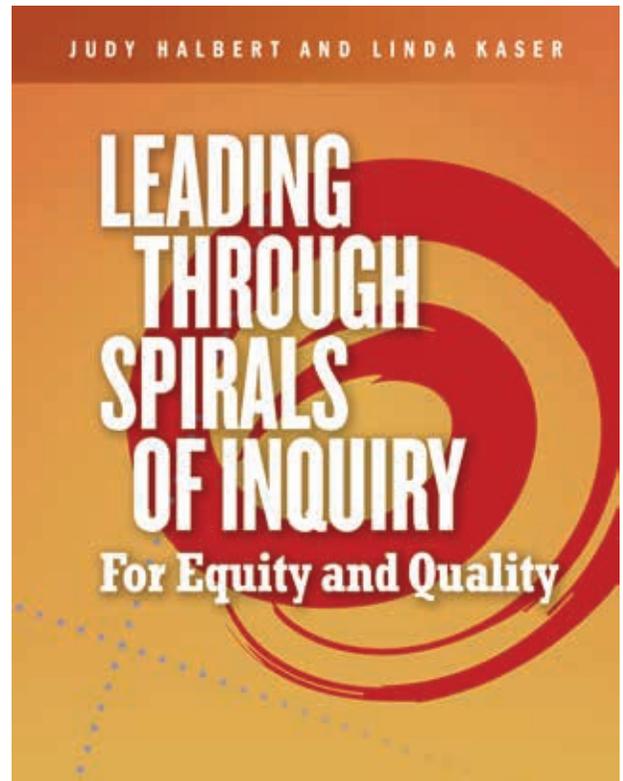
- overcome inequality to create genuine equity and change outcomes for students;
- transform learning environments at both the school and district level;
- clarify the direction for new professional learning based on evidence from educational research as well as real-world examples of innovative practices from other schools;
- challenge long-held biases and assumptions guided by clarity of purpose, a growth mindset, and a stance of curiosity;
- effectively incorporate self-reflection and continuous improvement in your learning environments.

Building on the experiences and wisdom of inquiry leaders from around the world, this book provides support for the specific issues leaders face during the process of change, as well as ways to engage in and support inquiry networks across schools, districts, and other jurisdictions.



Dr. Judy Halbert and Dr. Linda Kaser lead the Transformative Educational Leadership Program at the University of British Columbia and are co-directors of the Networks of Inquiry and Indigenous Education (NOIIE). Over the course of their careers, both Judy and Linda have served in many roles in the education system, including teacher, principal, district leader, and policy advisor with British Columbia’s Ministry of Education.

Find Judy at: @jhalbert8
Find Linda at: @kaser_linda



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This book reveals what real learning transformation looks like.

—Anthony Mackay, CEO,
National Center on Education and the Economy

Simultaneously friendly and deeply challenging. ... The profound link between the lifetime work of the authors and their deep integration with Indigenous ways of thinking and action greatly expands the agenda before us.

—Michael Fullan, Professor Emeritus, OISE/University of Toronto

... challenges us to move slowly through a process of curiosity and inquiry to create a culture of learning that continually asks us to consider what matters most to student learning, and more importantly, how we know.

—Rosa Fazio, Principal, Sir Sandford Fleming Elementary School

Every part of this book acknowledges the complexity of education, but cuts through it to offer practical ways to keep being and doing better.

—Dr. Amelia Peterson, Associate Professor, London
Interdisciplinary School, England

1

PURPOSE, CURIOSITY, AND MINDSET

Three Foundational Ideas

What motivates you as an educator?
What do you wonder about?

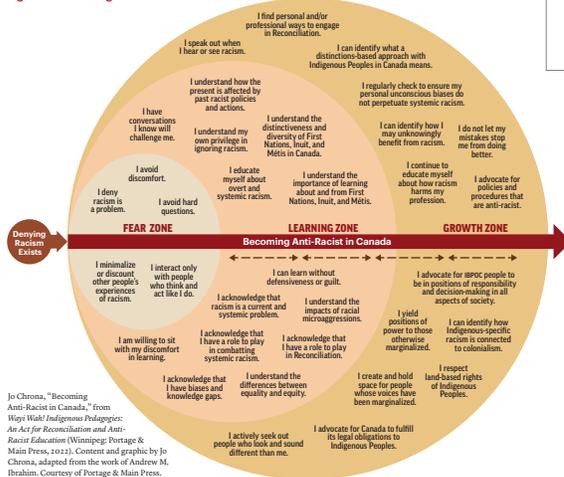
In her early 20s, Linda found herself teaching in a North London primary school. There she met Ronald, a little boy with endless vitality who slept in a chest of drawers, as there was not enough room in the single bed for him and all his siblings. Judy spent two of her formative years as a teacher in a remote community where jobs were scarce and the future for all but the very fortunate was uncertain. The despair she felt hearing that three boys in her class engaged in a suicide pact the year after she moved out of town has haunted her. Judy never stopped wondering what could have stopped this tragedy. Linda has never stopped wondering what happened to Ronald. These experiences, along with many others, have fuelled in us a passion for social justice and the drive to make schools a place where hope is nurtured, options are expanded, and futures are created.

11

cyclical) in our anti-racist understanding and doing. Below is an adaptation of the “Becoming Anti-Racist” graphic by Andrew M. Ibrahim, MD, MSc (based on previous work by Dr. Kendi). I have added ideas and extended the arrow to indicate continual learning and growth.²

We appreciate Jo Chrona’s willingness to share her graphic with us, and we hope that the hard questions demanded by the Spiral of Inquiry will help us all move along the continuum to a place of continuous learning and growth, activism, and advocacy.

Figure 9.1. Becoming Anti-Racist



Jo Chrona, “Becoming Anti-Racist in Canada,” from *Ways of Working: Indigenous Pedagogies: An Act for Reconciliation and Anti-Racist Education* (Winnipeg: Portage & Main Press, 2022). Content and graphic by Jo Chrona, adapted from the work of Andrew M. Ibrahim. Courtesy of Portage & Main Press.



Checking
Have we made enough of a difference?

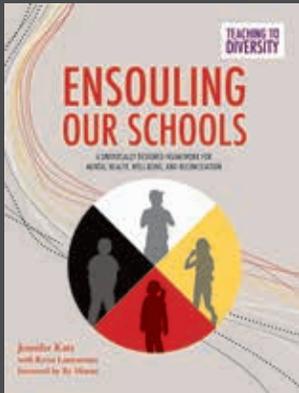
The purpose of the Spiral of Inquiry is to make a difference for learners in areas of real importance. It can't be assumed that changes in practice or the introduction of innovative approaches always lead to substantive changes. It is in this part of the Spiral that inquiry teams ask whether they are making enough of a difference for enough of their learners. Creating an agreement ahead of time about what evidence to look for as well as what will constitute enough of a difference will be key. The Spiral doesn't end with checking—it takes teams to a new place of scanning in which the Spiral goes deeper and wider.

The Spiral of Inquiry builds on what strong teams of highly effective educators often do intuitively. By making these practices explicit and by providing real school examples, we hope to stimulate your curiosity. We encourage you to get started—or to dive in more deeply.

BIG IDEAS FROM CHAPTER 1

- Get clear on your purpose for engaging in Spirals work. Making significant changes to the experiences of your learners is difficult, and you need to have your own HARD goals clearly in your mind as you get started.
- Understand how important it is to stay curious. Acknowledge that there is a lot that you don't know. Be ready to have your assumptions challenged, and acknowledge that uncertainty is part of learning.
- Recognize that the Spiral is specifically designed to change outcomes for learners in areas that really matter and requires a deep understanding of what is going on for learners.
- Approach this work with a growth mindset—the belief that we are all here to learn, and we can help each other get stronger.

TEACHING TO DIVERSITY SERIES



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A UNIVERSALLY DESIGNED FRAMEWORK FOR MENTAL HEALTH, WELL-BEING, AND RECONCILIATION

by Jennifer Katz* with Kevin Lamoureux
 foreword by Ry Moran
 for all teachers

In an educational milieu in which standards and accountability hold sway, schools can become places of stress, marginalization, and isolation instead of learning communities that nurture a sense of meaning and purpose. *Ensouling Our Schools* weaves together methods for creating schools that engender mental, spiritual, and emotional health; include Indigenous approaches that benefit all students; and address the TRC Calls to Action. This proven framework will develop intellectual thought and critical analysis in your learning community.

An important theoretical and practical book that deepens our understanding of the interconnectedness of SEL, UDL, Trauma-Informed Practice, Mental Health, and Inclusion under the umbrella of responding to the TRC. This is a tall order, but Katz and Lamoureux do it masterfully and leave the reader with incredible hope for education, youth, and the future of this Land and country.

—Exceptionality Education International

As you address the content in this book and apply it in your professional work, you help create education systems where we are given the opportunity to learn from one another in a spirit of mutual respect. This is a path to reconciliation.

—Ry Moran, Director, National Centre for Truth and Reconciliation

Find Jennifer at: threeblockmodel.com

TEACHING TO DIVERSITY

THE THREE-BLOCK MODEL OF UNIVERSAL DESIGN FOR LEARNING

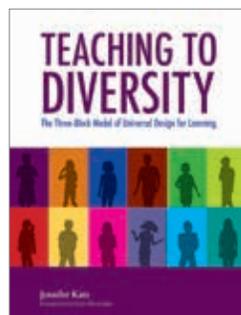
by Jennifer Katz*
 foreword by Faye Brownlie
 for all teachers

Dr. Jennifer Katz wants to ensure every student in a classroom learns, especially those who have previously been excluded. In this book, Dr. Katz presents a step-by-step approach to using the Three-Block Model of Universal Design for Learning (UDL) in the classroom. An effective approach for managing, planning, instructing, and assessing in the classroom, UDL helps create a compassionate learning community for all students. The author offers:

- best practices for creating an inclusive learning community that works for all students
- a successful method to teach diverse learners in the same classroom
- a set of strategies that allows teachers to recognize students' differing background knowledge, skills, and learning styles and helps students become successful learners

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*Recipient of the MCEC Outstanding Achievement Award for Leadership (2016)



RESOURCE TEACHERS

A CHANGING ROLE IN THE THREE-BLOCK MODEL OF UNIVERSAL DESIGN FOR LEARNING

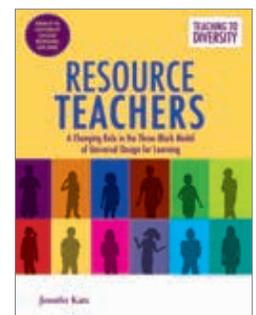
by Jennifer Katz*
 for all teachers

In her second book, *Resource Teachers*, Dr. Jennifer Katz describes a fundamental shift in the role of resource teachers—collaborating with classroom teachers in inclusive classrooms.

Dr. Katz discusses practical and innovative ways resource teachers can partner with classroom teachers—by co-planning, co-teaching, and co-assessing instruction using the Three-Block Model of UDL. The author offers:

- the Response to Intervention (RTI) model, a tiered system of intervention and collaboration that describes a process for resource teachers working alongside classroom teachers to guide programming for students
- case studies and actual student examples that model a new process for assessing student learning and behaviour, and for developing IEPs and interventions in universally designed, inclusive ways

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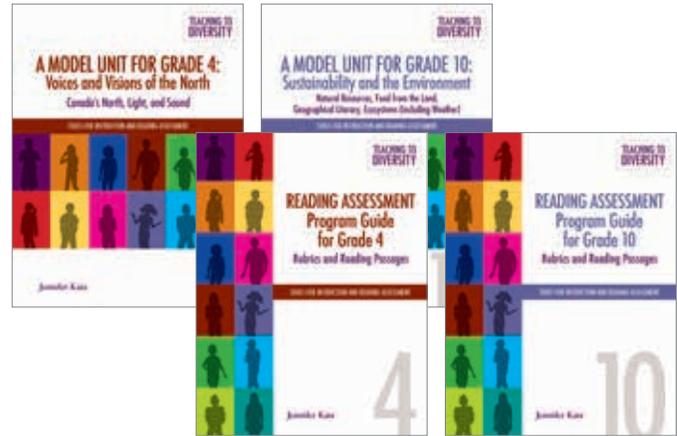
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ONE WITHOUT THE OTHER
STORIES OF UNITY THROUGH DIVERSITY AND INCLUSION

by Shelley Moore
foreword by Leyton Schnellert
for all teachers

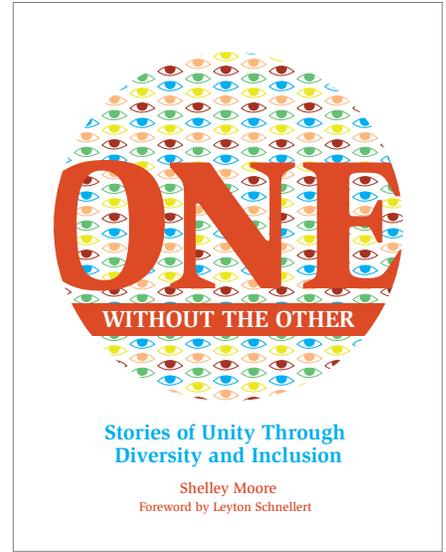
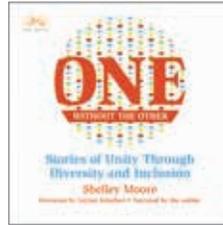
In this bestseller, Shelley Moore explores the changing landscape of inclusive education through real stories from her own classroom experiences. This passionate and creative educator tackles such things as inclusion as a philosophy and practice, the difference between integration and inclusion, and how inclusion can work with a variety of students and abilities.

Her stories will bring you to a full stop to reconsider the impact of your words and your actions. One Without the Other challenges each of us to value diversity and move beyond inclusive platitudes to action.

—Faye Brownlie, co-author of the
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Shelley is passionate and inspirational—she will cause you to think, to cry, to laugh, and to dream.

—Jennifer Katz, author of *Teaching to Diversity*



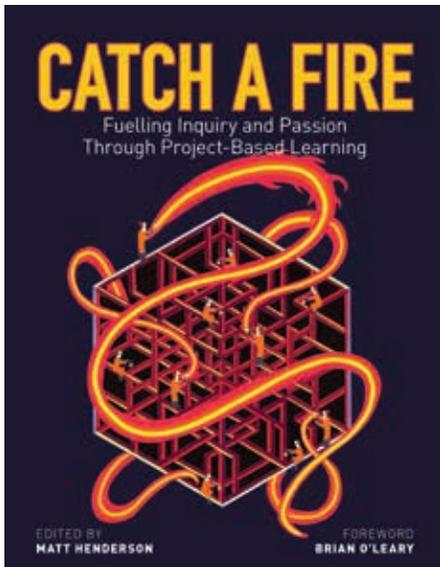
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Shelley Moore is a passionate storyteller, dedicated inclusive educator, and PhD student. She encourages all teachers to presume competence and give every student the opportunity to learn.

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CATCH A FIRE

FUELLING INQUIRY AND PASSION THROUGH PROJECT-BASED LEARNING

foreword by Brian O'Leary

edited by Matt Henderson

by Theresa Armstrong, Dr. Eva Brown, Will Burton, Jonathan Dueck, Bonnie Ferguson-Baird, Keith Fulford, Tom Lake, Dave Law, Glenys MacLeod, Jacob Mans, Bonnie Powers, Laura Sims, Sid Williamson, and Alex Wilson

for all teachers

This book will inspire, challenge, and engage you—and transform your teaching and learning.

Each chapter is written by a different educator or team about their experiences with project-based learning, both in and out of the classroom. They reflect not only on the *how* of project-based learning, but also, more importantly, on the *what* and the *why*. They offer insight into how connecting with learners, honouring their experiences, and promoting deep and rich questioning can be the path to powerful projects and learning. Their writing and thinking is saturated with empathy, expertise, a desire to improve their practice, and an acknowledgment of the need to collaborate.

Henderson has put together an incredible array of case studies, examples, and voices in the methodology that will prove both useful and thought-provoking to educators... Read this book and get inspired.

—Jay Roberts, professor and author

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Matt Henderson is the Assistant Superintendent of Seven Oaks School Division and a former principal (and teacher) at the Maples Met School, a Big Picture Learning school located within the Seven Oaks School Division. He loves working with kids on projects and is always blown away by how much he learns from students each and every day.

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IT'S ALL ABOUT THINKING SERIES

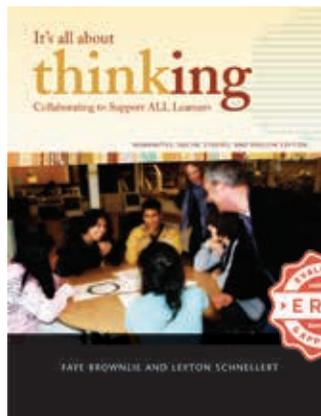
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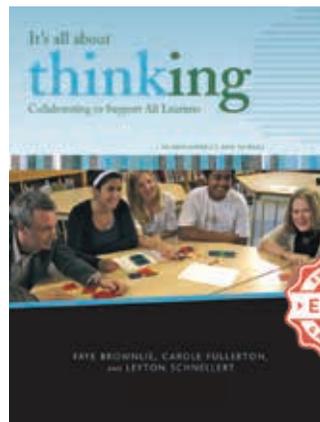
- insightful ways to teach diverse learners (information circles, open-ended strategies, new literacies/emerging technologies, and much more)
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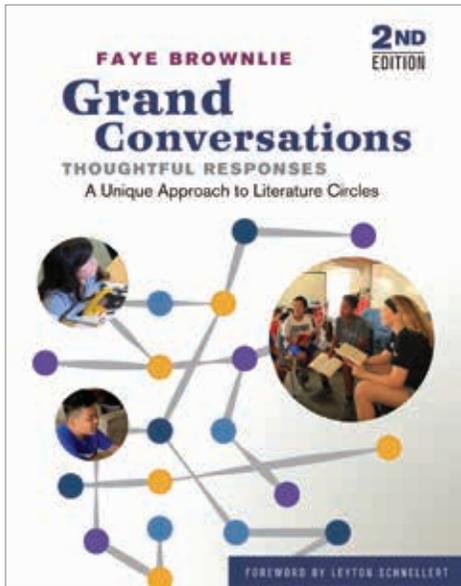
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The professional resources in the It's All About Thinking series are always sitting by my desk close at hand. The pages are dog-eared, coffee stained, and covered with sticky notes. My thinking and my practice are truly better because of them.

—Ben Paré, Literacy Program Consultant, Burnaby School District #41





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GRAND CONVERSATIONS, THOUGHTFUL RESPONSES
 A UNIQUE APPROACH TO LITERATURE CIRCLES

2nd Edition
 by Faye Brownlie
 foreword by Leyton Schnellert
 for grades 3–8

Faye Brownlie’s Say Something strategy will encourage your students to have not only grand conversations, but also thoughtful responses.

Grand Conversations, Thoughtful Responses is built upon the premise that all students can become active, independent, and thoughtful readers. The structures and strategies in this book are proven to help students develop confidence and competence in their reading. Student engagement with text soars through participation in grand conversations with peers and reflecting on reading with thoughtful, written responses. This unique approach includes:

- student choice in books
- students reading at their own pace, thus creating flexible groups
- literature circles where students discuss the shared text they are reading
- strategies for teaching written response
- strategies for co-creating assessment criteria
- additional activities to develop and deepen comprehension
- book lists

1

Getting Started: Learning the Say Something Strategy

The mural that mentor artist Lynn Beauregard created with a group of students in 2019 was designed to demonstrate that, as Beauregard points out in her artist’s statement, “Words are powerful.” This mural, which Beauregard “intended to bring awareness to some of the social justice issues youth feel important today,” is a graphic reminder of the power of our words and the need to hear and honour all voices. Acknowledging the power of our students’ words and the need to hear and honour all voices in our classrooms is the fundamental principle of this book. The reading, the conversations, and the written responses create richer thought and understanding for each learner than for any learner working alone.

The heart of literature circles is the discussion group. In the past, it was standard practice for teachers to assign roles to students in literature circles in order to facilitate discussion and engage all students. However, my experience shows that this can lead to rather contrived conversations and can be an organizational challenge. I want my teaching time to focus on the discussions, not on monitoring and supporting students as they practice their discussion group roles. What inspires students toward more effective reading is the chance to talk with their classmates about what they are reading—in small groups where all voices are respected and heard and where all students are included. Furthermore, what makes these discussions so themselves effective is the involvement of the

FIGURE 1.1 Mural on the wall of Spectrum Community School, Saanich, British Columbia. Created by mentor artist Lynn Beauregard, 2019, with a group of students.

3

The Discussion Groups

Most students will tell you that the discussion group is their favourite aspect of literature circles. They just love to get together and talk about books! The discussions invariably provide new insights into characters and events, spark questions that students haven’t previously thought of, and provide a forum for in-depth thinking. The discussions bring forward parts of the books that have touched students’ hearts, kindled their curiosities, or invited them into new worlds. Teachers and students alike leave the discussions energized, having honed their thinking against the thinking of others. If you have been used to assigning roles to the students in your groups, you will be amazed at how effective these conversations are when you begin the discussion with a passage and use the Say Something strategy!

The discussion groups should not meet without teacher supervision, at least at first (Figure 3.1). You need to meet with each group regularly, and for this to happen only one group can meet at a time. Try and meet with each group at the elementary level twice a week (first often at the higher levels). You can increase the amount of group discussion time by enlisting the help of adult support people: librarians, resource teachers, ELL teachers, teaching assistants. These support people of course need to have read the title that they are discussing. (Each support person will need to have read only one book in preparation and can move to

FIGURE 3.1 Literature circle group meeting.

8

Assessment and Evaluation

Assessment is descriptive information about learning. Assessment informs learners about how they are doing and helps them make plans and set goals for what to do next. During the time they have spent in literature circles, students have had many assessment opportunities. In collaboration with their teachers, they have built the criteria for responding and used these criteria both to guide their writing and thinking and to set personal goals. From their teachers’ modeling, they are aware of and have discussed the behaviour expected of them during literature-circle conversations. They have received descriptive feedback from their teachers, and sometimes from their peers, about their journals and their participation in the conversations. They have been advised of the minimum number of books that they need to read in the allotted time and encouraged to go beyond the minimum. They have been supported in making wise book choices: books that they can read and want to read. These ongoing assessment conversations (about what needs to be done and how they are doing with what needs to be done) serve to improve student learning for two reasons: they make the implicit explicit; they teach students to work with an end in mind.

Over several weeks, having received much feedback and worked with this in mind, the focus will begin to shift from assessment to evaluation. Evaluation

FIGURE 8.1 Student’s reflection on choice of response, with teacher’s response added.

With this unique approach to literature circles, our students are reading more, are writing more, and are excited about talking about their books! The enthusiasm in the class is contagious, with even our more reluctant readers wanting more time—and more books—to read. It is a pleasure to join a group and participate in the conversation. Our students’ ability to make deep connections to one another and to their reading is amazing.

—Tanis Anderson, K–12 Literacy Programme Consultant, and a team of Burnaby teachers



Faye Brownlie is one of Canada’s most sought-after literacy and learning experts. A long-time advocate of improved learning for all students in inclusive settings, she fervently believes in our collective ability to make a difference for every learner.

Find Faye at:
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SPELLING THROUGH PHONICS

40th Anniversary Edition
 by Marlene McCracken,
 Robert McCracken
 foreword by Sheri Sutterley
 for grades 1–3

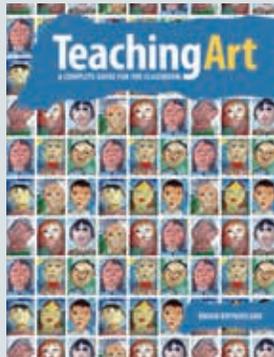
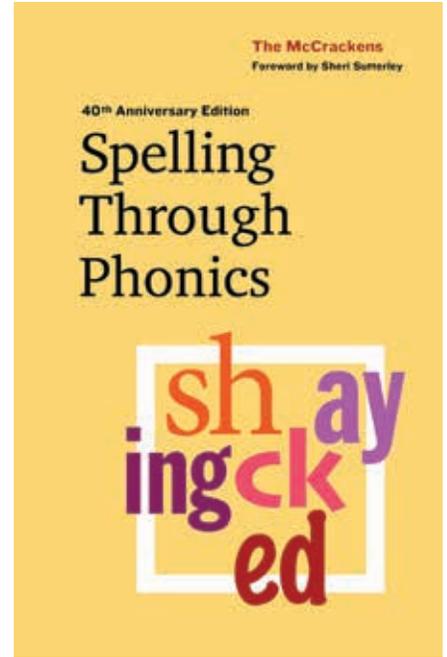


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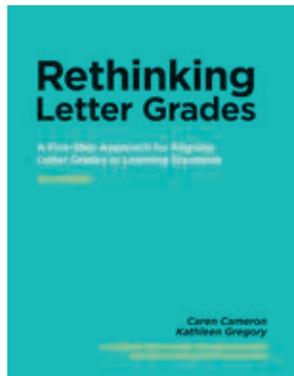


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by Rhian Brynjolson
 for all teachers

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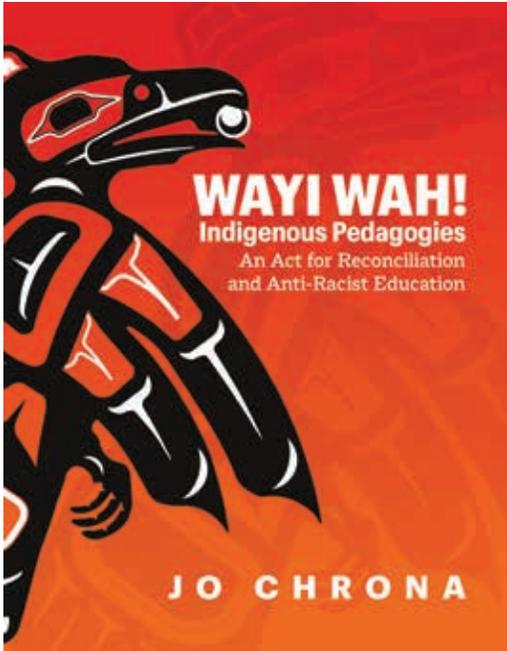


RETHINKING LETTER GRADES
 A FIVE-STEP APPROACH FOR ALIGNING LETTER GRADES TO LEARNING STANDARDS

2nd Edition
 by Caren Cameron and Kathleen Gregory
 for all teachers

Teachers in most schools are required to provide letter grades—even if they are philosophically opposed to the practice. Based on their own classroom experiences, the authors of *Rethinking Letter Grades* offer a practical, five-step process for arriving at letter grades that focuses on showing students the learning that underlies the letter grade.

print · 978-1-55379-537-7 · \$23
 ebook (pdf) · 978-1-55379-538-4 · \$17



WAYI WAH! INDIGENOUS PEDAGOGIES
AN ACT FOR RECONCILIATION AND ANTI-RACIST EDUCATION

by Jo Chrona
 for all educators

Extend your learning to explore how racism and bias are embedded in education systems, as well as our own perspectives—and how to create equitable education for all learners.

How can Indigenous knowledge systems inform our teaching practices and enhance education? How do we create an education system that embodies an anti-racist approach and equity for all learners?

This powerful and engaging resource is for non-Indigenous educators who want to learn more, are new to these conversations, or want to deepen their learning.

With over two decades in Indigenous education, author Jo Chrona encourages readers to acknowledge and challenge assumptions, reflect on their own experiences, and envision a more equitable education system for all. Each chapter includes

- reflection questions to help process the ideas in each chapter
- suggestions for taking action in both personal and professional spheres of influence
- recommended resources to read, watch, or listen to for further learning
- personal reflections and anecdotes from the author on her own learning journey
- voices of non-Indigenous educators who share their learning and model how to move into, and sit, in places of unknowing and discomfort, so we can examine our own biases and engage in this work in a good way

Grounded in the First Peoples Principles of Learning, this comprehensive guide builds on Chrona’s own experiences in British Columbia’s education system to explore how to shape anti-racist and equitable education systems for all.

print · 978-1-77492-046-6 · \$32
 ebook (epub) · 978-1-77492-048-0 · \$25
 ebook (pdf) · 978-1-77492-049-7 · \$25

Jo Chrona has masterfully drawn from decades of “on the ground” insightful experience and influential work in the field to provide sage advice for educators, leaders and learners of all ages.

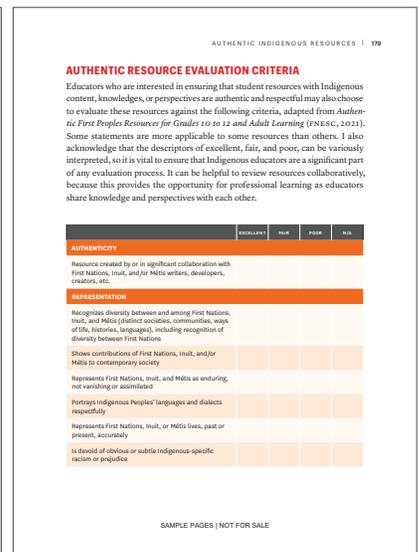
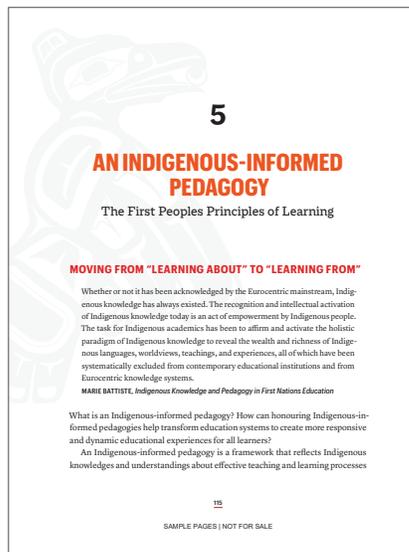
—Joe Heslip, Project Lead,
 BC Ministry of Education and Child Care



Jo Chrona is of Ts’msyen (member of Kitsumkalum First Nation) and European heritage, and is passionate about creating systemic change to build a truly inclusive, strength-

based education experience for all learners. With over 20 years’ experience teaching in both K–12 and postsecondary systems, Jo has been involved in curriculum development and resource writing, professional learning through inquiry networks, and Indigenous education. She has helped transform British Columbia’s K–12 system in a variety of roles, including working with a First Nations-led education advocacy organization, and as an advisor to the BC Ministry of Education.

Find Jo at: @luudisk

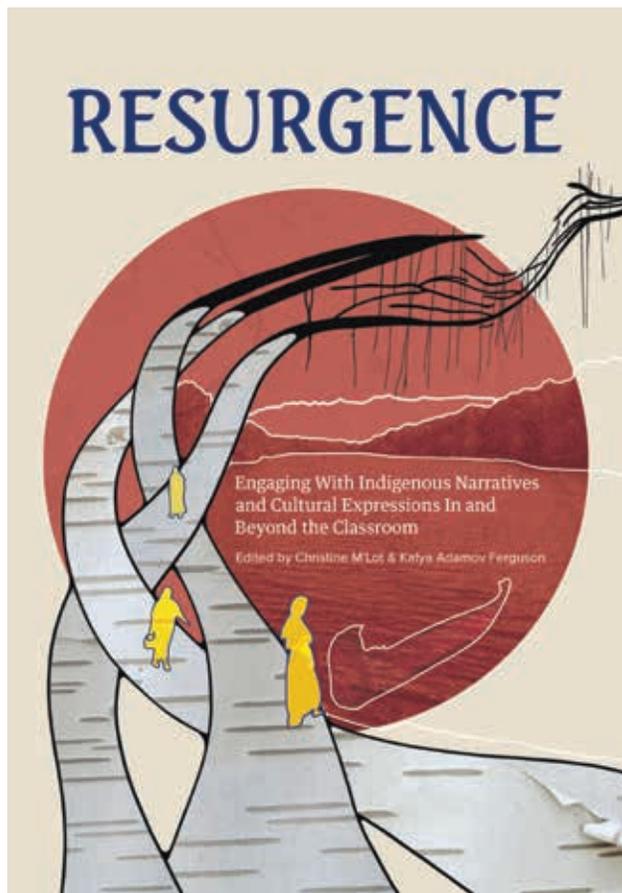


THE FOOTBRIDGE SERIES

edited by Katya Adamov Ferguson and Christine M'Lot
for all teachers

The Footbridge Series aims to bridge curricular outcomes with Indigenous-centred content and perspectives from a range of Nations and places. Like a footbridge, this series is intended to provide a path between Indigenous worldviews and the classroom, engaging differences, including tensions, and highlighting the importance of balance, all while helping teachers integrate Indigenous perspectives into multiple disciplines within the K–12 education system and beyond.

NEW!



print · 978-1-77492-000-8 · \$31
ebook (epub) · 978-1-77492-001-5 · \$25
ebook (pdf) · 978-1-55379-002-2 · \$25



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Excerpt

RESURGENCE

ENGAGING WITH INDIGENOUS NARRATIVES AND CULTURAL EXPRESSIONS IN AND BEYOND THE CLASSROOM

CONTRIBUTORS KC Adams, Sonya Ballantyne, Charlene Bearhead, Wilson Bearhead, Lisa Boivin, Rita Bouvier, Nicola I. Campbell, Sara Florence Davidson, Louise B. Halfe, Lucy Hemphill, Wanda John-Kehewin, Elizabeth LaPensee, Victoria McIntosh, Reanna Merasty, David A. Robertson, Christina Lavalley Ruddy, and Russell Wallace

Resurgence is an inspiring collection of contemporary Indigenous poetry, art, and narratives that guides teachers in bridging existing K–12 curricula with Indigenous voices and pedagogies. In this first book in The Footbridge Series, we invite you to walk with us as we seek to:

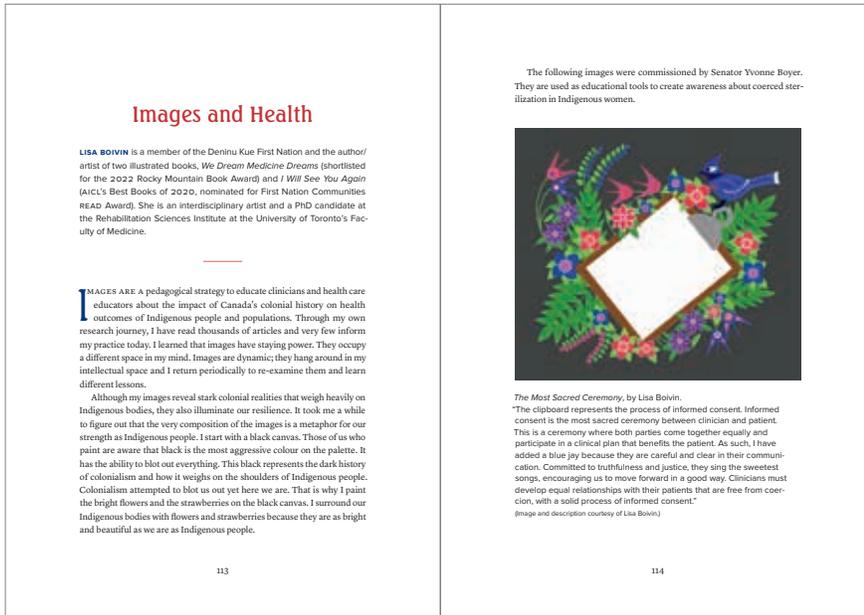
- connect peoples and places
- link truth and reconciliation as ongoing processes
- symbolize the risk and urgency of this work for both Indigenous and settler educators
- engage tensions
- highlight the importance of balance, both of ideas and within ourselves

Through critical engagement with the texts, experienced educators Christine M'Lot and Katya Adamov Ferguson support readers in connecting with Indigenous narratives and perspectives, bringing Indigenous works into their classrooms, and creating more equitable and sustainable teaching practices.

In this resource, you will find

- diverse Indigenous voices, perspectives, and art forms from a variety of Nations and locations
- valuable concepts and methods that can be applied to the classroom and beyond
- practical action steps and resources for educators, parents, librarians, and administrators.

Use this book as a springboard for your own learning journey or as a lively prompt for dialogue within your professional learning community.

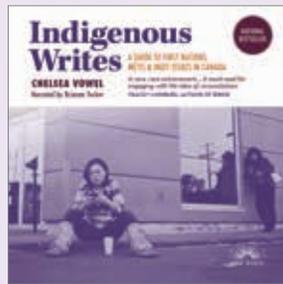
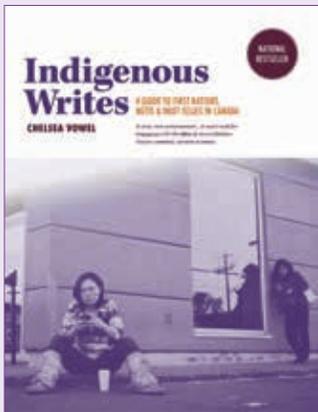


THE
FOOTBRIDGE
SERIES
)) ● ● ● ●

With the editors' reflections and prompts for connections, Resurgence will help all educators feel capable and confident in handling conversations about Indigenous perspectives—and in moving to action—with their learners. I shall be widely singing the praises of this collection.

—Faye Brownlie, *Grand Conversations, Thoughtful Responses*

pages 113–114 from *Resurgence*, "Images and Health" by Lisa Boivin



INDIGENOUS WRITES

A GUIDE TO FIRST NATIONS, MÉTIS & INUIT ISSUES IN CANADA

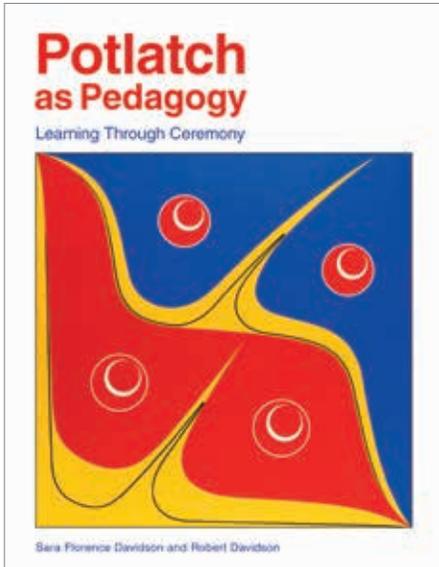
by Chelsea Vowel
for all teachers



In *Indigenous Writes*, Chelsea Vowel, legal scholar, teacher, and intellectual, opens an important dialogue about issues, concepts, and the wider social beliefs associated with the relationship between Indigenous peoples and Canada. In 31 essays, Chelsea explores the Indigenous experience from the time of contact to the present, through five categories—Terminology of Relationships; Culture and Identity; Myth-Busting; State Violence; and Land, Learning, Law, and Treaties. Find answers to common questions and tools to continue the conversation at home, in the classroom, and in the larger community.

Find Chelsea at: @apihtawikosisan



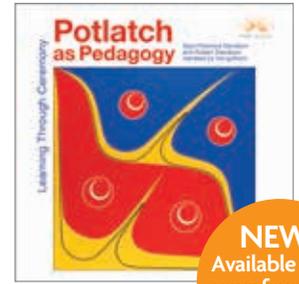


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 audiobook (mp3) · 978-1-77492-014-5

POTLATCH AS PEDAGOGY
LEARNING THROUGH CEREMONY

foreword by Jo-ann Archibald
 by Sara Florence Davidson and Robert Davidson
 for all teachers

Banned for 67 years by the Canadian government, the potlatch—the foundational ceremony of the Haida people—determined social structure, transmitted cultural knowledge, and redistributed wealth. When these public ceremonies were revived in 1969 by the Elders who collectively remembered the historical ways, the potlatch was embraced by a new generation, who reclaimed practices that had almost been lost forever. Sara Florence Davidson, an educator, saw how these traditions, learned from her father, renowned artist Robert Davidson, could be integrated into contemporary educational practices. In this book, father and daughter present a model for learning that is holistic, relational, practical, and continuous.



NEW!
 Available from
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 audiobook
 provider.

Find Sara at:
@sarafdavidson



 **Get an Excerpt**

...time spent with Potlatch as Pedagogy will connect you with the Davidsons' stories and enrich your understanding of Haida knowledge, culture, and historical struggles; and stimulate thought for considering how Indigenous knowledge, storytelling, and pedagogies could be included in educational practices. Highly recommended.

—CM Association

Potlatch as Pedagogy is wonderfully wise, hopeful, heartfelt, eloquent, and loving! Every teacher candidate and teacher needs to read this book. The authors expertly evoke the history and culture of the Haida as they call forth the sadness as well as the hope and joy of generations of people who were misunderstood and mistreated. In this time of Truth and Reconciliation, we all need to attend to this book.

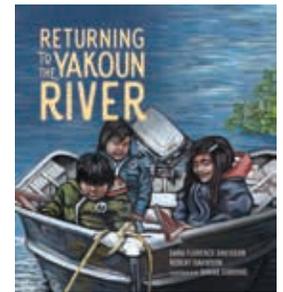
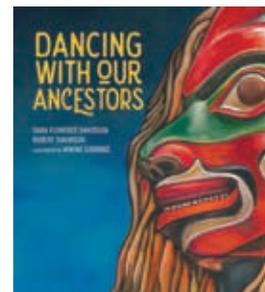
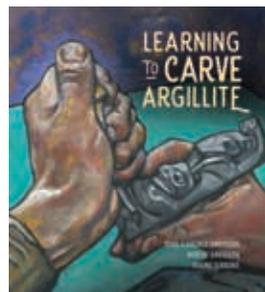
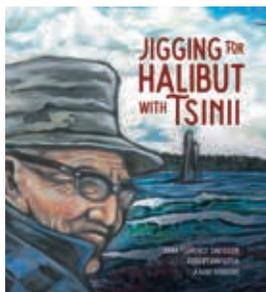
—Dr. Carl Leggo, Professor,
 Department of Language and Literacy
 Education, University of British Columbia

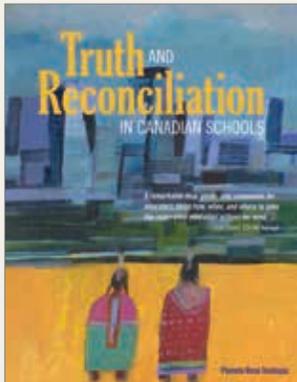


ALSO BY THE AUTHORS

SK'AD'A STORIES SERIES

This four-book series for children brings the Sk'ad'a Principles of learning to life. Follow along as Haida youngsters learn important life lessons from their Elders through real-life situations, cultural expressions, and experiences out on the land.





TRUTH AND RECONCILIATION IN CANADIAN SCHOOLS

by Pamela Rose Toulouse
for all teachers

In this book, author Pamela Rose Toulouse provides current information, personal insights, authentic resources, interactive strategies, and lesson plans that support Indigenous and non-Indigenous learners in the classroom. This book is for all teachers looking for ways to respectfully infuse residential school history, treaty education, Indigenous contributions, First Nation/Métis/Inuit perspectives, and sacred circle teachings into their subjects and courses.

Every educator in Canada needs to know what is in this book. Her text moves “beyond acknowledgements and apologies” to restorative education about, and with, Indigenous peoples. In well-organized, clear language, Toulouse maps, scaffolds, and guides important First Nations concepts and methods for meaningful teaching and learning.

print · 978-1-55379-745-6 · \$29
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ebook (pdf) · 978-1-55379-767-8 · \$23

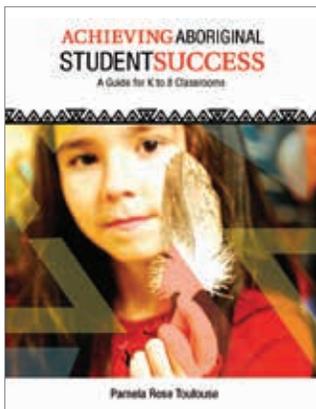
—Leah Fowler, EDCAN Network

Highly Recommended.

—CM Association



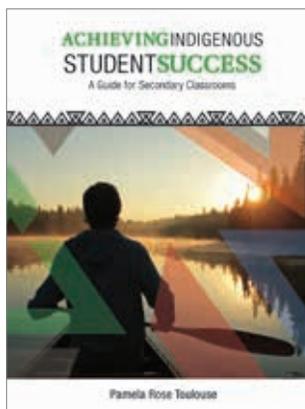
ALSO FROM PAMELA ROSE TOULOUSE



ACHIEVING ABORIGINAL STUDENT SUCCESS
A GUIDE FOR K TO 8 CLASSROOMS

by Pamela Rose Toulouse
for grades K–8

print · 978-1-55379-316-8 · \$29
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ACHIEVING INDIGENOUS STUDENT SUCCESS
A GUIDE FOR SECONDARY CLASSROOMS

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for grades 9–12

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In *Achieving Indigenous Student Success* and *Achieving Aboriginal Student Success*, author Pamela Rose Toulouse provides strategies, lessons, and hands-on activities that support both Indigenous and non-Indigenous learners in the classroom. Using best practices and appropriate themes for curricular connections, the author presents a culturally relevant and holistic approach that helps to build bridges between cultures and fosters self-esteem, respect, appreciation, and understanding in all students. The books include culturally appropriate, adaptable, and subject-specific lessons, as well as reproducible and maps.

POWERFUL VOICES, UNFORGETTABLE STORIES

The comprehensive resources on the following two pages are for teachers using authentic Indigenous stories from HighWater Press. These guides provide

- support for bringing Indigenous knowledge and perspectives into your classroom
- activities that are collaborative and designed to infuse Indigenous pedagogical practice
- curriculum-focused Big Ideas applicable to ELA, science, social studies, and other content areas
- a deeper understanding of Indigenous culture, values, and practices
- age-appropriate support when addressing difficult topics

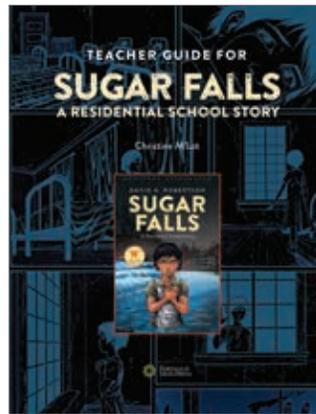


NEW!

TEACHER GUIDE FOR THE SK'AD'A STORIES

by Katya Adamov Ferguson and Sara Florence Davidson
for grades 1–3

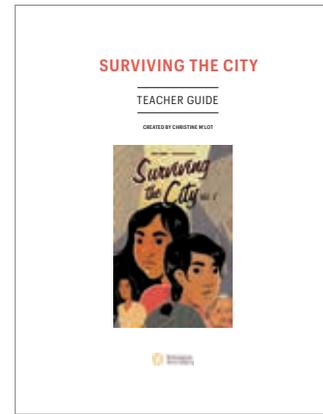
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for grades 9–12

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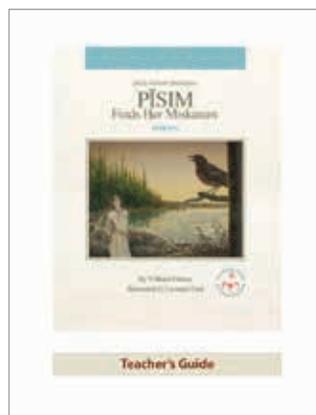


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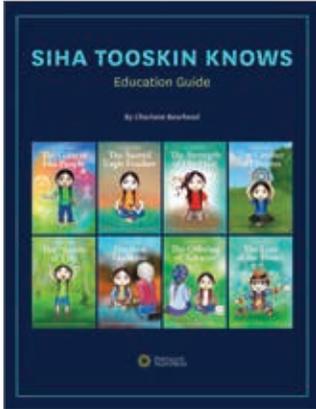


Includes a lesson for the CBC podcast

TEACHER GUIDE FOR THIS PLACE: 150 YEARS RETOLD

by Christine M'Lot
for grades 9–12

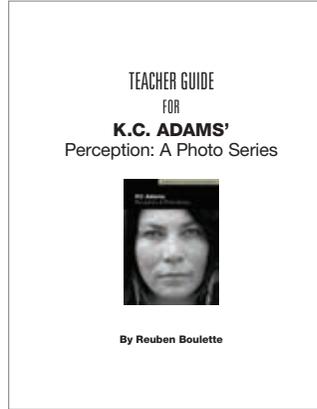
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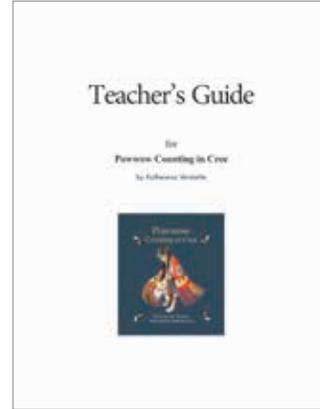
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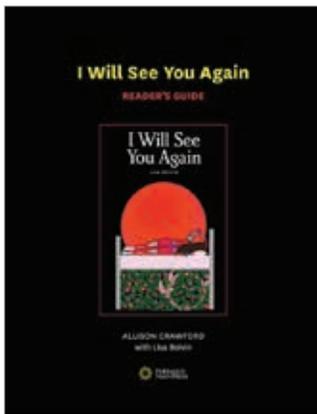
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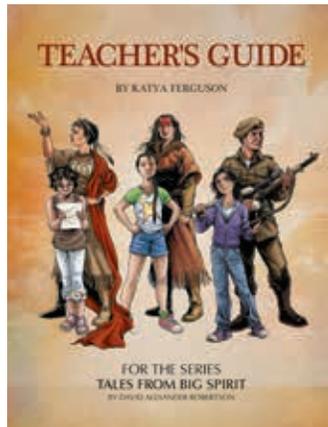
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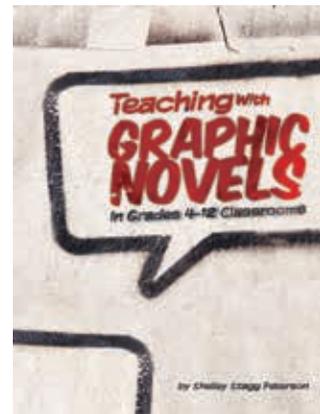
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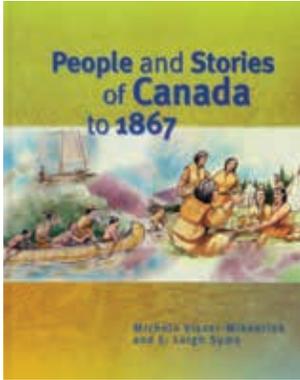
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PEOPLE AND STORIES OF CANADA TO 1867

for grade 5

Approved for Manitoba grade 5 classrooms

Approved for Saskatchewan grade 5 classrooms

The history of Canada is presented in interesting stories about intriguing people and events, including wars, betrayals, and acts of heroism.

To help make history come alive, *People and Stories of Canada to 1867* includes:

- hundreds of vibrant illustrations, pictures, and historical artwork
- detailed maps, charts, and diagrams
- accurate timelines to help organize historical information
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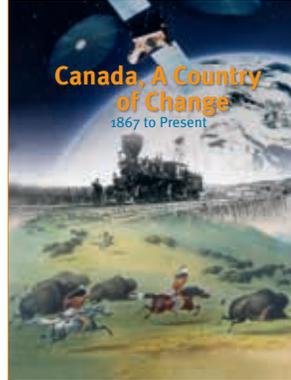
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CANADA, A COUNTRY OF CHANGE 1867 TO PRESENT

for grade 6

Approved for Manitoba grade 6 classrooms

In this book, your students will discover the complex story that shaped Canada.

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- primary archival documents, including letters and other first-person accounts
- sidebars that extend the main text
- profiles of Canada's prime ministers
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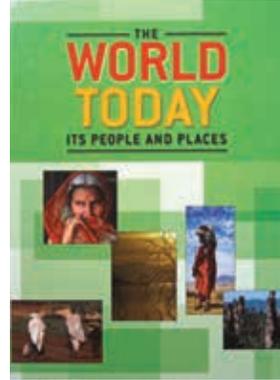
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for grade 7

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Connect your students to different cultures and geographical areas to help them develop a sense of global awareness and responsible citizenship.

Explore the world with your students using:

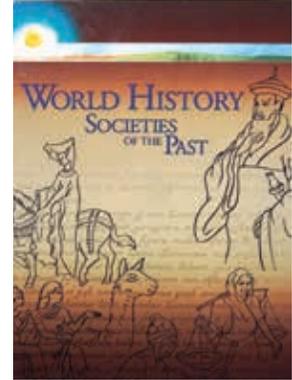
- hundreds of illustrations and stunning photographs of people and places
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for grade 8

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Students explore societies of the past and see the influences that history has on their lives today.

To help your students visualize historical situations and events, the textbook includes:

- hundreds of vibrant illustrations and historical artwork
- detailed maps, diagrams, and charts
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- questions, summaries, and quick facts
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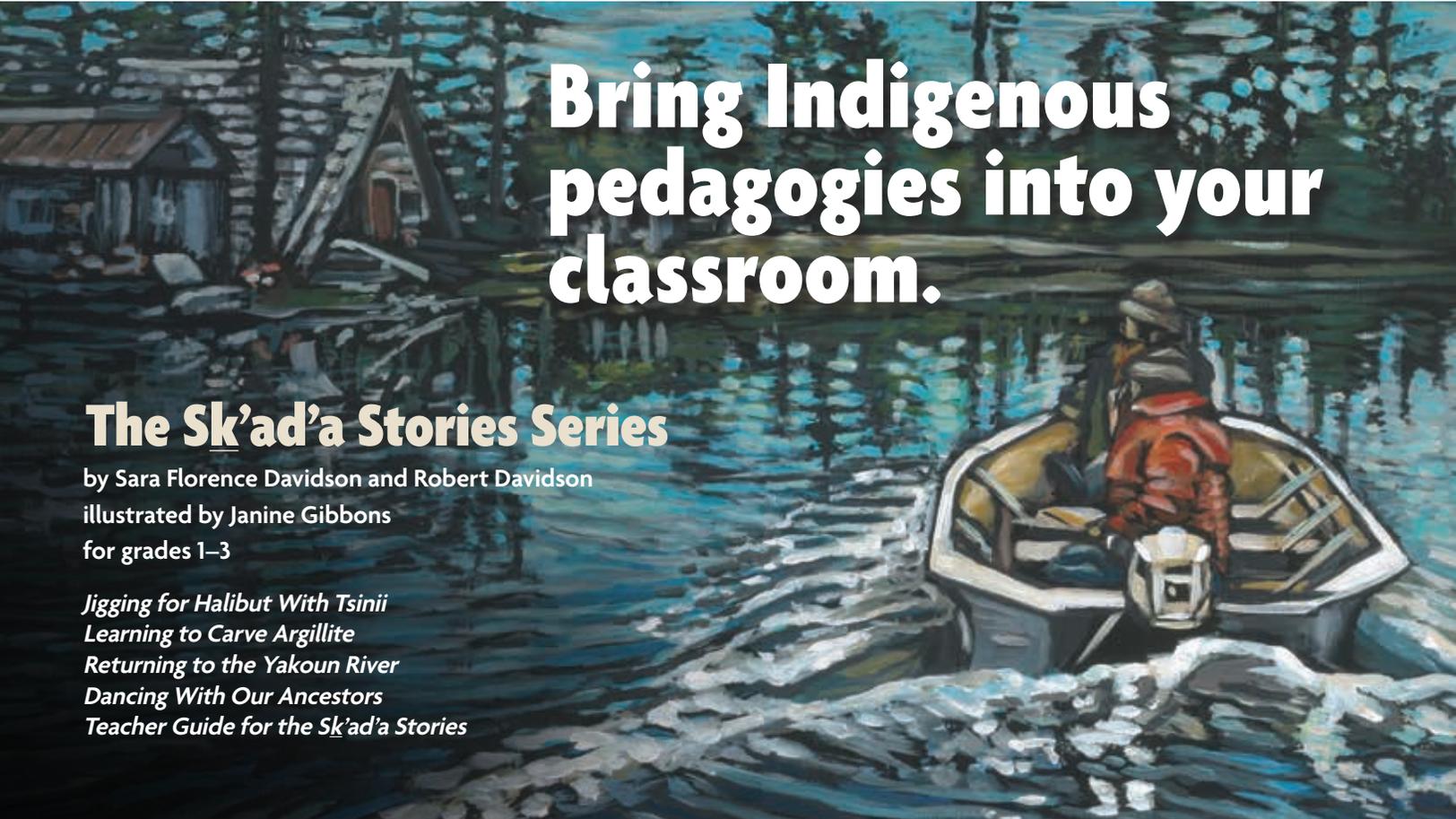
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Bring Indigenous pedagogies into your classroom.

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by Sara Florence Davidson and Robert Davidson

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