

Teaching Librarian The Magazine of the Ontario School Library Association ISSN 1188679X



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Teaching Librarian Volume 23, Issue 2 January 2016 ISSN 1188679X

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Join The Teaching Librarian Editorial Board. See page 14 for details.



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Volume 23, Issue 2



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TingL mission

The Teaching Librarian

The Teaching Librarian (TingL) is the official magazine of the Ontario School Library Association (OSLA). It is published three times a year to support OSLA members in providing significant and effective library programs and services. The Teaching Librarian promotes library programs and curriculum development that furthers exemplary educational objectives. The magazine fosters effective collaboration within the school library community and provides a forum to share experience and expertise.

TingL references

The Teaching Librarian is a general magazine for OSLA members and not a scholarly journal. If your article does require citation of sources, please provide them within the text of your article or column with as much or as little bibliographic information as necessary for identification (e.g. book title, year). If you feel that the works you are citing require full identification, please provide a bibliography at the end of your piece, formatted according to the latest Chicago Manual of Style (16th edition) or APA Style.

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TingL guidelines

V. 23, issue 3 "Healing @ your library"

Deadline: January 22, 2016

V. 24, issue 1 "Puzzles @ Your Library"

Deadline: May 27, 2016

V. 24, issue 2 "25 Years @ Your Library"

Deadline: September 30, 2016

Articles of 150-250 words, 500 words, or 800-1,300 words are welcome. Articles, when approved, should be accompanied by good quality illustrations and/or pictures whenever possible. Text must be sent electronically, preferably in a Microsoft Word (or compatible) file. Pictures can be printed or digital (minimum size and quality are 4" x 6" and 300 dpi, approximately 700 MB and in .jpeg format, if electronic). With photos which contain a recognized individual, please secure the individual's permission in writing for the use of the photo. Photos taken at public events or crowd shots taken in a public place do not require permission from the subjects. All submissions are subject to editing for consistency, length, content, and style. Journalistic style is preferred. Articles must include the working title, name of author, and email address in the body of the text. OSLA reserves the right to use pictures in other OSLA publications unless permission is limited or denied at the time of publishing.

When writers consent to having articles published in *The Teaching Librarian* magazine, permission is also granted to online distribution of the periodical through accessola.com and educational databases, without expectation of financial compensation. Ownership and copyright of the article is still retained by the original authors. Any questions about submissions should be directed to the Editor of *The Teaching Librarian*: TingLeditor@gmail.com.

TingL subscriptions

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The Editor's Notebook



Diana Maliszewski

sually, my favourite number is 5 but right now, it's 1. That's because on October 30, 2015

The Teaching Librarian was given the 2015 Communication Award of Excellence for Best Print / Electronic Publication by the Canadian Society of Association Executives at an awards ceremony in Calgary, Alberta. We're #1! Hopefully some more numbers will allow me to illustrate what goes into the creation of this national-award-winning publication.

6 = pages for the CSAE
nomination form, completed by
Beckie MacDonald, Manager of
Membership Services for OLA,
Annesha Hutchinson, Coordinator
of Marketing and Communications
for OLA, and Diana Maliszewski,
volunteer editor-in-chief of *The*Teaching Librarian, OSLA's official

- magazine.
- 37.6 = median number of pages in a typical issue of *The Teaching Librarian* (based on an examination of Volumes 20-23). The mode is 40.
- 8 = current members on *The Teaching Librarian*'s Editorial Board (Rob Baxter, Evelynne Bernstein, Jennifer Goodhand, Derrick Grose, Allison Hall, Lisa Hascal, Leslie Holwerda, Brenda Roberts, Diana Maliszewski) Rob Baxter just retired and Lisa Hascal was promoted to vice-principal. Both are departing the editorial board so enjoy your retirement and thank you for all the work you've done with TingL!
- 1500 = number of words as a maximum recommendation for a TingL article
- 36 = the dollars it would cost to subscribe to the magazine if you

- were are not an OSLA member
- 3 = the number of weeks the OLA design team has to layout the text and visuals into a PDF format.
- 4 = the rounds of editing that each article undergoes before publication (two prior to PDF creation, two afterwards).
- 2006: The year I became the editorin-chief of *The Teaching Librarian* (Volume 14 Issue 1).

Congratulations to everyone that has played a role in making the official magazine of the Ontario School Library Association such a fantastic publication – our writers, editors, OLA liaisons, and our readers. Another significant number to us is 2017 – it will be the 25th anniversary of the magazine and we have some exciting things planned to celebrate this special number.







President's **Report**

umbers! What a fun theme for this issue of *The Teaching Librarian*. When reduced to semantics, the notion of metrics or performance indicators in the school library sounds pretty dry. That said, we school library folk have a way of taking thematic content and kicking it up a notch or two...or ten if need be.

Of course we all know that applying standards of measurement to book circulation reports, assessing patron access to the library, or tracking database usage is important. This information drives our decisions toward keeping print and digital resources current and relevant to the school communities we serve.

Ministries of education all over the world have been focused on numbers by means of collecting data geared at measuring student success, much of it geared at student acquisition of literacy and numeracy skills. Not surprisingly, research continues to show that the combination of access to well-resourced

school libraries with qualified library staff correlates positively with student success. Sadly, these numbers are often ignored by senior administrators who are tasked with balancing budgets.

Recently, People for Education has challenged the direction of the data collected by educational institutions, opting instead to look at criteria in the areas of health, creativity and innovation, social emotional skills, citizenship and quality of learning environments. OSLA council was excited to explore this work for the purpose of making direct links to Together for Learning: School Libraries and the Emergence of the Learning Commons: a Vision for the 21st Century. We are pleased to report that we received a positive response from People for Education, so hopefully school libraries will figure into the equation somehow.

One of my favourite picture books was 1+1=5: and Other Unlikely Additions by David LaRochelle, illustrated by Brenda Sexton. In the book, LaRochelle

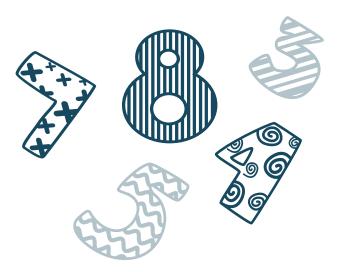
explores number sets that don't add up...or do they? 1 unicorn + 1 goat = 3 horns! This book challenges the reader to create equations that go beyond the obvious. Hmm...what might this look like when applied to school library? How about 1 teacher-librarian + 1 classroom teacher = $(30 \text{ students} \div 2) = 15 \text{ students}$ with access to a teaching professional! Or, 1 class of students + equitable access to rich print and digital resources = an infinite number of student inquiry possibilities!

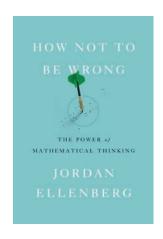
And, speaking of infinite possibilities, that's what I think of when contemplating the amazing changes that are happening in school libraries today. The school library learning commons is exactly that: a place of infinite possibilities where learning communities gather to create, innovate and inspire each other. Here's wishing everyone a year filled with #creation, #innovation, and #inspiration.

Twitter: @contej

Book **Buzz**

hen, in her rather unpoetically titled "Sonnet 43," Elizabeth Barrett Browning asks, "How do I love thee? Let me count the ways," she shows how mathematics can come in handy in even some unexpected contexts. Despite her determination to "count the ways," she does not resort to numbers in her poetic enumeration of the dimensions of her love. This issue's "Book Buzz" will suggest a wide range of titles for students from pre-school to senior high school (and their teachers too!) that are about numbers or that have numbers in their titles. I hope that some of them will increase the number of ways in which students and teachers in your school will love their school library learning commons.



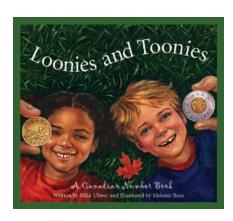


How Not to Be Wrong

by Jordan Ellenberg
New York: Penguin Books, 2015
ISBN 9780143127536

A mathematics professor in Madison, Wisconsin, Jordan Ellenberg outlines the explanation he wishes he had given his students when they inquired about how they would ever use the math he was teaching them to do. His explanation is that they are like the soccer drills that condition athletes to do the things they will do in real life. Acknowledging that this is not a fully satisfactory explanation, he proceeds to very practical examples of how mathematics provides "an atomic powered prosthesis that you attach to your common sense." This balanced presentation of mathematics emphasizes the importance of keeping the abstractions connected to the real world; Ellenberg quotes Mark Twain, who observes, "There is something fascinating about Science. One gets such wholesale returns of conjecture out of such a trifling investment of fact."

Derrick Grose

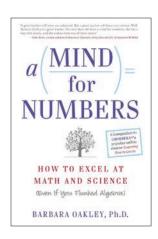


Loonies and Toonies: A Canadian Number Book

by Michael Ulmer with illustrations by Melanie Rose Chelsea, Michigan: Sleeping Bear Press, 2006

ISBN 9781585362394

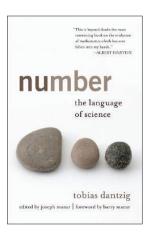
This forty-page book will take its junior elementary readers through the numbers from one to twenty, and then to fifty and one hundred. Each number is accompanied by an illustration, a six-line rhyming verse, and one or more prose paragraphs that move from the number that is the subject of the poem, into an exploration of some aspect of Canadian culture, geography or history. Even adults will find some interesting information in this numerical exploration of Canadian trivia.



Mind for Numbers: How to Excel at Math and Science (Even If You Flunked Algebra)

by Barbara Oakley New York: Tarcher / Penguin, 2014 ISBN 9780399165245

A self-described "touchy-feelie, language oriented person," Barbara Oakley is a Professor of Engineering who describes her own evolution from mathophobe to Ph.D. This is a motivational book that invites readers to learn by discovering their own styles and and to take possession of content as they learn it. Learning is described as a creative process and the author makes concrete suggestions such as writing an "equation poem" to express the sense of a standard equation. This book offers a variety of strategies for overcoming self-limiting beliefs about mathematical and scientific talents, by focusing on how the brain works and explaining how anybody can improve their learning in any subject.

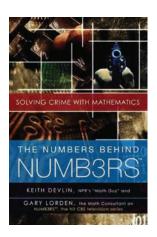


number: the language of science

by tobias dantzig London.: Penguin Books, 2007 ISBN 9780452288119

This classic history of the number, first published in 1930, describes the evolution of the concept from prehistoric times into the twentieth century. In his own words, the author describes the "long, laborious road" with many "twists and turns" between "the day on which man miraculously conceived that a brace of pheasants and a couple of days were both instances of the number two, to this day, when man has attempted to express in numbers his own power of abstraction." Covering developments ranging from the invention of counting to the discovery of the concept of infinity, the book addresses the individuals who have given humanity new insights into numbers and shows how trade, war, and religion have inspired the development of mathematics.

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The Numbers Behind NUMB3RS

by Keith Devlin and Gary Lorden New York: Plume, 2007 ISBN 9780452288577

Although it has been five years since CBS stopped broadcasting its crime series NUMB3RS, the cases of the practical application of math to solve complex problems in crime detection continue to be of interest to lovers of crime fiction, mathematics aficionados, and those who are concerned with national security and civil rights. For those who want to delve further into the math topics explored in the series, the Cornell Department of Mathematics has made Numb3rs math activities available at http://www.math.cornell.edu/~numb3rs/.



Numeralia

ISBN 9781554984442

Poem by Jorge Luján and illustrations by Isol *Toronto: Groundwood Books*, 2014

This counting book for ages 3 and up invites readers to consider interpretations of the shapes of the numbers from 0-10. Rather than employing sing-song rhyme to carry young readers through a memorized recitation of numbers, the authors present simple text and then show the numbers in related images. Each number invites discussion and, after considering the words and images presented by the authors, young readers will probably be inspired to think about what they see in the shape of each number.



Beethoven's Tenth

by Brian Harvey Victoria: Orca Book Publishers, 2014 ISBN 9781459808706

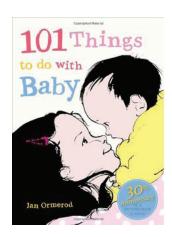
Nanaimo, B.C. might be "just the right city. Big enough to be interesting, smart enough not to want to be bigger," but it has more than its share of intrigue as a jazz playing piano technician finds himself trapped in a web of murder spun around a mysterious musical manuscript. As the number of dead bodies adds up, mature readers will learn about pianos, classical music, jazz and, believe it or not, septic systems, as this fast-paced mystery unfolds.



The Thirteenth Rose

by Gail Bowen
Victoria: Orca Book Publishers, 2013
ISBN 9781459802254

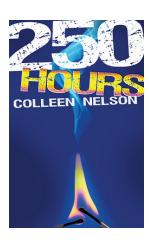
This rapid read novel deals with the power of media to be a positive or negative force by either building communities of understanding or promoting hate. Appropriate for senior high school or adult readers, this is the story of a vigilante campaign to cleanse the streets of sex workers, which escalates to include a series of gruesome murders. This novel offers thoughtprovoking perspectives on meaningful human relationships, the nature of talk radio, and the necessity of challenging groups and individuals who, for their own purposes, promote fear and hatred in society.



101 Things to Do with Baby

by Jan Ormerod Toronto: Groundwood Books, 2014 ISBN 9781554983797

Australian author-illustrator Jan Ormerod first published this graphic novel style book in 1984 but her suggestions of what to do with baby have an enduring relevance. Young readers ages 4 and up may remember or recognize a world of playing peek-a-boo, splashing in the bath, making a mess in the high-chair, dribbling, drooling or stretching. The short phrases and pictures accompanying each of the 101 suggestions invite word recognition and encourage reading along. The subject matter will positively engage youngsters facing the adjustments that are necessary when an infant sibling arrives.



250 Hours

by Colleen Nelson Regina: Coteau Books, 2015 ISBN 9781550506419

A young Metis man raised on the Reserve finds himself cleaning an old lady's garage after being sentenced to 250 hours of community service for committing arson. The old lady's granddaughter is torn between her loyalty to her bed-ridden grandmother and her desire to escape her small town, go to university and pursue her dream of becoming an author. Defying small town prejudices, the two teenagers become friends and stand together as they uncover long concealed truths about the motivations of parents who appear to have abandoned them, and about the Indian Residential School that has cast a shadow over the lives of generations on the Reserve and in the town. They help each other to find the courage to discover their own paths to self-realization.

Meet the Author DAVID SKUY

Award-winning YA author David Skuy is the focus of this issue's author profile. Among Skuy's awards is the 2012 Forest of Reading® Silver Birch® for fiction, for *Undergrounders*. Fall 2015 saw the release of two new sequels, *Last Shot*, (following up the best-selling *Rocket Blues*), and *The Beautiful Game*, the next book in the Silver Birch-nominated *Striker* series.

TingL: According to your biography on the Scholastic website, you started writing the *Game Time* series because you wanted to recreate the types of books you loved as a kid. In what ways did your consideration of boys' interests help you to develop your characters and stories?

Perhaps the most obvious influence, from the perspective of writing books boys and girls would like to read, was to make sure

Game Time represented an authentic experience - in this case how a boy, Charlie Joyce, dealt with coming to a new town after the loss of his father. Game Time used hockey as the hook in that Charlie loved hockey and it is through his love for the game that he is able to heal and feel settled in his new surroundings. My challenge was to make my readers feel Charlie's experience themselves — so they could relate to him on an emotional level — to put

it bluntly, so they could smell the dressing room! I felt that if my readers could relate to Charlie Joyce and what he was going through, and how Charlie felt as a hockey player, then boys (and girls) would be interested in the books.

Do you remember your favorite childhood authors and books?

I tended to be very narrow in my reading until I became a teen. I read sports books and



Evelynne Bernstein

science fiction. My favourite sports writer was Clair Bee, who wrote a series of sports books about a boy named Chip Hilton. This was before the Internet, so I never had more than 10 of the 23 books he wrote – but I read them over and over. On the science fiction front, I was an Isaac Asimov devotee.

How does having your own young children help to shape your stories?

Not to avoid the question, but I hope my experience with my children does not have any impact. I try to create stories that my readers will relate to, and I don't believe they care about me and my life. Perhaps having kids has given me a host of experiences that I can bring into my books – and from that perspective I suppose my stories are somewhat shaped by what I've gone through as a parent.

You coach minor league hockey. Does seeing and interacting with kids (and their parents) in the hockey arena benefit or hinder your creative process?

I took a break from that –unfortunately — I should start again (when I find the time!). I have played, watched, and coached probably a few thousand games and practices, and certainly that experience makes it easy for me to close my eyes and imagine the action on the rink. In *Rocket Blues*, I focused on the experience of a hockey player at the highest levels of the game, and my contact with parents and coaches certainly informed that book, and also the *Game Time* series.

Congratulations on being a nominee for the 2015 Silver Birch Fiction award for *Striker*. Your books have been nominated for many awards, and you won the 2012 OLA Silver Birch Award for fiction with *Undergrounders*. You are also a lawyer who holds a Ph.D in History! How does it feel to sit on the stage of the awards ceremony with an adoring young audience and other popular young-adult authors?

The entire Silver Birch experience seems somewhat surreal at times. You go from sitting in a café or at home writing furiously, trying to find a few minutes from work, and the next moment you're on stage in front of thousands of kids. Even better is the chance to meet so many kids at the various events, at schools, and to meet teachers and principals around the province.

Finally, I get to meet a number of very talented writers. Since writing is a somewhat solitary activity, it's fun to crawl out from under the shadows, if only briefly.

As a young-adult writer and champion of engaging reluctant male readers, do you have any suggestions for teacher-librarians whose students may not have a support system to encourage and supplement their reading at home?

Teachers and librarians face a herculean task in getting boys to read. They must battle the technology monster — Facebook, YouTube, Google, video games, hand-held devices/phones, texting — and also a school curriculum that seems more focused on covering material at breakneck speed than in giving kids the time it takes to learn to read, and then to love reading. Boys seem particularly vulnerable to the simplicity of consuming technology, although girls are not immune either. Without support at home — and parents who have the courage to force their kids to turn off the screens once in a while — I fear the battle will be lost.

What can be done? My view is to simplify the school experience for kids until high school. Focus on reading, writing, math, and physical exercise. Throw in language and art/music, and to me that's a good education for kids. But with computers in the schools, very little time and precious few resources being put into reading (How many librarians are being hired — and how many have been let go over the past decade?), and unlimited access to technology at home, it is a difficult task indeed. Fortunately, we have programs like the Forest of Reading, and others across Canada, which show that kids will read if they are given a real opportunity to do so.

What are your personal reading interests?

I tend to read fiction for the most part, and I can get fairly old-school. Right now I'm reading a collection of short stories by Mark Twain (found it in a used book store while on holiday in Charlottetown, PEI), and before that I read the newest translated work by Hans Fallada, Iron Gustav.

By the time this interview is published, you will have had two new fall releases: *Last Shot*, the follow up to the best seller

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Rocket Blues, and The Beautiful Game, the next book in the Silver Birch-nominated Striker series. Can you describe your writing process – were you writing two sequels at one time?

It got a bit hectic. It just worked out that way. The first books were written at different times, but then I needed the sequels out for this September. If memory serves, I got *Last Shot* done first, and then got to work on *The Beautiful Game*. Probably not the best idea, to be honest. It was exhausting at times. Just when I proof-read one manuscript, I had to hop onto another. But I'm not complaining! Better to have two books than none!

Do you keep a writer's notebook? What's in it?

I actually don't. I am basically a one-at-a-time writer. I have an idea and I write a book based on that. I don't have a notebook with lots of ideas and character summaries, and interesting anecdotes. It would be a great idea — just not my style. I'm not the best at writing a chapter summary, and then writing a book based on that. The chapter summaries tend to be outlines at best, and once I start the actual writing the story tends to go in another direction. But I do try to write something every day, even if it's a sentence. I guess that's my form of writer's notebook.

Thank you David and congratulations on your 2016 Silver Birch Fiction Award nomination for *Rocket Blues!*

The Teaching Librarian is currently looking for new members to join the editorial board.

What does the commitment involve? Members of the editorial board meet twice a year at the OLA office (if you are from out of town, OLA pays for your travel expenses and accommodations). At these meetings, and/or after consultation via e-mail, the editorial board plans the upcoming issues. Board members contact potential writers for the issue and help to develop content, ideas, articles, and short features that match the chosen theme. Board members also help edit some of the submissions.

Editorial board members of *The Teaching Librarian* usually sit for a three-year period of time, decided by the individual member and/ or the editor-in-chief, but this is negotiable. Members are expected to come to the majority of meetings, make an active contribution to the magazine and meet the deadlines we have on time. A more detailed list of expectations and duties is available upon request.

Interested? Send an email to **TingLeditor@gmail. com by February 28, 2016** expressing interest, which states:

- your name, school board, and phone/ email contact information
- a few sentences suggesting why you would be a good addition to the team (this is not a resume, so please be brief and informal)

If you have any questions, please contact current members of the editorial board.

Professional **Resources**

Stefanie Cole

59 Reasons to Write: Mini-Lessons, Prompts, and Inspiration for Teachers

by Kate Messner Stenhouse Publishers, 2015 ISBN 978-1-62531-003-3

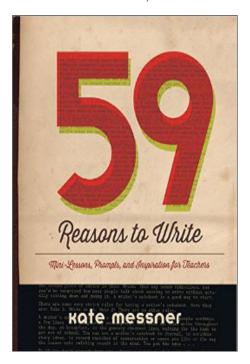
Writing wisdom abounds in this collection of well-curated lessons and reflections from the popular online writing camp, Teachers Write.

The process of writing is messy, time-consuming and often filled with self-doubt. It requires feedback, dedication and community to write well. Exposure to books of all kinds is one of the joys of teaching and over time, some educators find they want to immerse themselves in this world, looking for opportunities which can help promote better communication within their field, ultimately improve student writing and grant them the pure joy of getting the right combination of words on the page.

59 Reasons to Write arose out of this desire. In the spring of 2012, Jen Vincent, an educator who is active on Twitter (@MentorTexts) and a prolific educational blogger (www. teachmentortexts.com), commented that she wanted to focus on her own writing and wished there was a support group to help her. Kate Messner thought a "fun, free, and super-casual... online summer writing camp for teachers and librarians" would be a great idea.

Messner was the perfect person to initiate this group. She had been a middle school English teacher for fifteen years before she became a professional author and knew the demands of teaching. She has also published over twenty texts in all areas of children's fiction in the last six years alone. The extremely successful #TeachersWrite was born. A measure of the success of the program? Over 2500 educators have participated in this online program, primarily through Messner's blog (www.katemessner.com).

59 Reasons to Write is a celebration of the best of the Teachers Write program. In a typical week in Teachers Write you warm-up on Mondays with author, Jo Knowles. You explore "new ideas or extend a Work In Progress" on Tuesdays and Thursdays by participating in mini-lessons hosted by current authors. On Q & A Wednesdays you get to ask authors the questions you've always wanted to ask and Friday is the time



for feedback. Gae Polisner's blog is the place to post your own writing for critique from authors and participants. You could fill a Pinterest board with the mini-lessons and nuggets of wisdom dispersed in one week alone.

Luckily, you don't have to. Messner has taken 59 of the very best posts, minilessons and prompts and organized them into this worthwhile book. Each chapter focusses on an aspect of writing like Organizing, Characters, Setting, Plot and Pacing, providing us with lessons from published authors that educators can take away and use in their classes. Every chapter also included various Q & A responses from those authors on the technicalities of particular aspects of the craft of writing.

Dream of developing your own writing skills, want more confidence when writing blog posts or online newsletters to communicate with parents and professionals, or just want to provide your students with the wisdom of real writers? 59 Reasons to Write is for you, and if you enjoy it, give Teachers Write 2016 as whirl!

School Library Makerspaces: Grades 6 – 12

by Leslie B. Preddy Libraries Unlimited, 2013 ISBN: 978-1-61069-494-0; eISBN: 978-1-61069-495-7

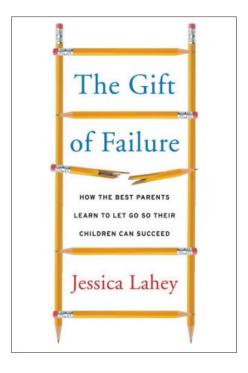
An essential acquisition for those interested in setting up and exploring a wide variety of hands-on activities for makerspaces.

In a time when schools are focusing on raising test scores, it is important to engage all of our students with their ...continued from page 15

differing interests, skills, and strengths. Implementing a makerspace program into your library can do just that. Makerspaces are nothing new and have been associated with libraries, in the United States at least, as far back as the 1800s, and the idea is currently gaining popularity again. Schools and libraries are implementing makerspace programs to allow students to explore, build, create, and reflect. The question for busy educators is how to practically achieve this.

Leslie Preddy's goal is to share "concepts and resources to create a school library makerspace on a budget with some kick-start genuine creativity." Her fast-reading reference is designed for anyone working with students in the Grade 6 to 12 range interested in starting up a makerspace program. She provides structural details and outlines, even explaining how makerspaces fit into today's Learning and Common Core Standards (American). There is a full range of activities from cooking, sewing, circuitry, digital storytelling, upcycling, robotics, and more with detailed step-by-step procedures for many simple activities. A multitude of references—online and print—are provided in all topic areas, if your students wish to explore related issues or take their making to another level.

The references provided are a highlight of this resource. You could get lost for days exploring the links that cover every aspect of makerspaces. Leslie Preddy's knowledge, research skills and creativity shine through the pages of *School Library Makerspaces*.



The Gift of Failure: How the Best Parents Learn to Let Go So Their Children Can Succeed

By Jessica Lahey HarperCollins 2015 ISBN 978-0-06-229923-9

An important book for anyone, parents and teachers alike, who is concerned with the development of today's youth into competent and independent members of society.

Jessica Lahey taught hundreds of middle school students and had been bringing up her own two boys for ten years before the realization that a number of the parenting styles surrounding her, including her own, were causing a lack of "competence, independence, and academic potential" in today's children. *The Gift of Failure* is a journey of discovery as

she worked to step back, allowing her boys to make mistakes, learn from them and grow. As a teacher, this understanding transformed her work and her interactions with students and their parents. In this book, she shares the benefits that arise from allowing children to fail.

One of the joys of The Gift of Failure is Lahey never talks down to her audience. She outlines, historically, the development of the "overprotective, failure-avoidant parenting" of today. She is empathetic to parents, even rationalizing the reactions commonly seen on the sidelines of sports games and academic institutes of all levels. She demonstrates, with humour and common sense, how overwhelming the task of parenting is. In contrast, she provides simple-seeming initiatives to implement in the areas of household duties, friendships, sports and homework, acknowledging the difficulties with stories from her own family and others.

Although many tips and stories relate directly to parenting, it is a gift for teachers, too. She clearly explains how failure is embedded into the education system, explaining some conflicts between teachers and parents. Her chapter, Middle School: Prime Time for Failure, is a classic example of this, outlining how we require children who are on the cusp of maturity (or not) to complete tasks a number are not yet capable of, like organizing their binders and truly owning their agenda and homework. But, she points out, they need this time to experiment, fail and develop their executive functioning skills in a somewhat safe space with teachers who know them before they are sent on to the more independent world of high-school.

This idea of failure also resonates with various current educational theories focusing on student success. Lahey references Angela Duckworth and her exploration of how "gritty students" succeed. The idea of reinforcing the effort students put forth and not just their results, which may or may not, come from hard work is a direct connection to Carol Dweck's Growth Versus Fixed Mindset. Space is also dedicated to the benefits of using the internal motivation of goal-setting as a tool for achievement versus the external motivation of marks.

Wherever you are in the river of parenting or teaching, *The Gift of Failure* provides an access point to step into the discussion of the place of failure in children's lives. It recognizes the effects over-parenting has had on our students. Beginning this discussion in classrooms, coffee shops and at home can only be beneficial for everyone involved.

The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers

by Jennifer Serravallo Heinemann Publishing, 2015 ISBN 978-0-325-07433-7 An important resource for teachers of all levels who wish access to quick, effective

Jennifer Serravallo is not new to enlightening us on the art of teaching

lessons targeting specific reading skills.

POUR EVERYTHING GUIDE TO DEVELOPING SKILLED READERS

reading. In fact, her very first book hit a nerve. She states she has been asked "almost daily" to give her readers "more of what's on page 93," of *Conferring with Readers*. On this page was a table of strategies to support readers at Level L. Eight years later, we have *The Reading Strategies Book* containing 300 strategies collected around 13 identified reading goals for readers at all levels. This publication is a direct response to those requests.

Teaching reading seems to align itself more with coaching a sport than the more content-driven subjects and this book supports that theory. You have a group of students and you have a goal you want them to achieve. How do you get them there? What strategies can you give them to practise until their response becomes automatic?

Serravallo's book reads more like a concise play book than the narrative style of many reading resources.

Each chapter is set up as a goal for your students. Are you Supporting Pre-Emergent and Emergent Readers or do you need to teach Reading Engagement: Focus, Stamina, and Building a Reading Life? If you're developing accountable talk skills with your students, then Supporting Students' Conversations: Speaking, Listening and Deepening Comprehension is the goal for you. The 13 goals cover all ranges of reading, focussing on specific targets in both fiction and non-fiction, developing such skills as Determining Key Details, Determining Main Topics and Ideas, Thinking About Characters and more. Each goal contains over twenty lessons, so you can target what you need for your students.

One teacher exclaimed she loved this book because she didn't have to read ten pages to get to the point. Every strategy gets one page. You are provided with a description of the strategy, the language you could use in the lesson, prompts, an anchor chart, the level this strategy is designed for, the genre it applies to and a Hat Tip to the book and the originator of this strategy, a reading expert you probably have already come to know and trust. The Reading Strategies Book is aptly described as a "comprehensive collection of good ideas from experts that you can use right away."

When planning a unit or partnering at any level, have this resource next

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to you. Which series of strategies will benefit your class the most in your particular area of study? Our students all need the skills to process information from the texts we provide to deepen and further their thoughts on any subject.

Rhythm and Resistance: Teaching Poetry for Social Justice

Edited by Linda Christensen and Dyan Watson

Rethinking Schools, 2015 *ISBN 978-0-942961-61-4*

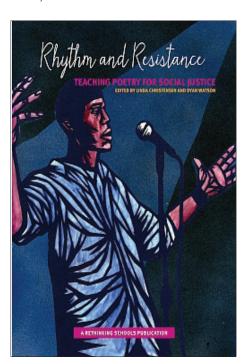
For educators of all levels who hope to deepen their students' perspective by providing lessons and voices which acknowledge the diversity found, not only in the world, but in our very own classrooms.

Often when educators think of poetry, they think of a singular unit taught each year with a focus either on the words of others or the creation of a variety of poems using structured formats. Linda Christensen and Dyan Watson want you to move beyond that "dried up unit" and see how poetry can help students "grapple with big issues in their families, neighbourhoods and the world." They have collected lessons from educators and poets either working with the Rethinking Schools Organization and the Oregon Writing Project, to provide a strong knowledge base to support your teaching.

Each lesson focuses on a mix of validating student lives and experiences, understanding the perspectives of others or standing up to question injustices. Embedded in each lesson are the skills needed to create a powerful piece of writing, which can transfer from poetry into narrative or the ever-popular essay.

The chapters on Roots, Celebrations, and Turning Pain into Power allow students to acknowledge and explore their varied lives. There are lessons for every class from first and second graders celebrating the colour of their skin to a lesson for students in a high school completion/GED class, many with "house arrest bracelets around their ankles," exploring the personal fears that reside under their tough exteriors. The stories as to why these lessons originated are as interesting, if not more, than the lessons themselves.

Persona poems are a vehicle seen throughout Rhythm and Resistance. They are most often used to allow



students to "get inside characters thoughts and feelings." They are poems written from the point of view of the historical or literary figure. Developing empathy and providing students with the chance to "make connection to the history they learn, and take more deeply into that history," be it from incidents surrounding racial profiling, such as, the shooting of Michael Brown or by studying a painting is useful to help students develop their understanding of history and literature, and provide them with a more sympathetic way of living in the world.

Poems by authors of various race, culture, gender and socio-economic status, such as William Stafford, Marge Piercy, Sandra Cisneros, Lucille Clifton, Bao Phi, Pablo Neruda, Naomi Shihab Nye and more, are the backbone of this book and used in every lesson. They provide strong examples of how poets write about the "injustices of the world" and how "great poets listen to the world and speak back," giving students structure to carry their own voices. Student examples are also provided for every lesson, allowing our students to see what could possibly achieve.

It is only in the last chapter that specific skill lessons, necessary to craft poetry are provided. I believe this is because Christensen and Watson want to ensure, as they have done with the previous five chapters, we understand the power poetry holds for students as readers and writers. Validate the lives, languages, experiences and emotions of our students through the framework of poetry is something we can do throughout the year.

Ask Rita **Resourceful**



We welcome any questions you may have for Rita Resourceful. To protect Rita's identity, please email them to TingLeditor@gmail.com, with the subject Ask Rita, and we'll be sure to pass them along!

Dear Rita,

I work in an area where the school population keeps going up. I know what I need to purchase to satisfy the needs of my community but my budget isn't enough to increase the size of the collection. I need to persuade the administration to increase the library budget. Do you have any suggestions?

Bud (get) Woes

Dear Rita.

I am new to my position and have come into a library that has too many old, aging titles and needs a collection facelift. I have a copy of last year's budget but I don't think it will help me improve the funds allocated to the library. In addition to this, the principal thinks the budget works. What's a newbie to do?

Newhie

Dear Bud and Newbie,

I have been in the same position as both of you. Budget proposals can take a variety of forms depending on your personal style and the expectations of your administration. I have listed a number of suggestions in the order I might do them.

- Weed your collection of all old, damaged, and non-circulating titles. If this has never been done, let the administration know why it is necessary.
- 2. Estimate the amount of **loss** each year.
- 3. Carefully analyze your **library needs** and create a wish list for every possible non-book item you could

- use. Price all of the items.
- 4. Estimate the cost of upgrading your collection. Specify separately the cost of non-fiction, fiction, easy, and graphic novels. (Note: don't hesitate to overestimate)

To present this to the administration you might start with last year's budget spent and identify the increases based on your list of needs as they change.

Access your **circulation statistics** and assess circulation based on student numbers, grade and gender. For example: if stats reflect boys are not using the library, you might request an increase to improve books of interest to your male students.

Achieving Information Literacy, although published in 2003, has detailed information on standards for school library programs in Canada which seem to have been neglected by most of the people responsible for funding school libraries. You will find standards identified for types of resources, accessibility and currency as well as funding, facilities and technology. Each standard uses a below standard, acceptable or exemplary rating. You will find the standards may be far beyond what you might expect but using this Canadian School Library Association publication as back up may help your

Example: (Table 8, p.35) **Acceptable funding** for Elementary is \$26-\$35 per student, for Middle /Junior Secondary is \$31-\$42 per student and for Secondary is \$36-\$45 per student.

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Or for a **quick funding calculation**, use the number of students multiplied by the average price of a hardcover book.

Using Achieving Information Literacy and the pages identifying size of book collections and resources (pages 28-31), compare your **collection size** to the standards: for a school of 500-999 students an acceptable book collection includes a "minimum of 15,000 items or 22 items/student whichever is greater" (p.28) and "40–60 periodicals" (p.29).

I hope these suggestions are helpful and that adding your enthusiasm and innovative ideas to your budget plan will help you both be successful in your funding proposals. I know my library falls short in some of the standards but I have been able to maintain a decent collection using some of these sources of information to back up my request for funding.

Dear Rita.

Our school has a reading focus with emphasis on getting reluctant readers into books. I checked my circulation stats and found that the boys at my school are not borrowing resources. I can't see myself shelving resources as "boy books" to get them into the library, so what should I do?

From. NE Ideas?

Dear NE.

There is always someone hard to reach when it comes to reading, but you will be able to draw in male readers easily with a few additions. At the risk of stereotyping male readers, I will offer a few suggestions.

- Improve the graphic novel collection with specific attention to the titles the boys request.
- Order magazines that relate to sports, skateboarding, biking, cars, basketball or science to bring in male readers.
- Seek out an avid male reader and help him to organize a book club. See if you can arrange funding to buy the books for the readers. Select a title (Forest of Reading or a first book of a recent series) and advertise by word of mouth or book talk when classes come to the library for instruction.
- Identify adventure, historical, horror and fantasy genre titles and display them prominently for the readers to browse.
- Create a display of read-alike titles, basing your display on what your male readers are asking for.
- Suggest that teachers use a reading challenge (40 Book Challenge) in their class to encourage the reading of a variety of genres and provide book bins for genre browsing when the classes need new classroom library books.
- Book talk new books that might be of interest to boys. Show your enthusiasm for new titles and have copies available when you have promoted a book.
- Chat with the boys who come to the library and see what they are reading and what else they would like.

Connected Library Brenda Roberts Surfing through numbers @ your library!

Numbers are everywhere in the library learning commons. They are present on barcodes, student identification numbers, and ISBN's. They are the basis of the Dewey Decimal System. There are collection, circulation, and borrower statistics. And there are infinite numbers of websites and apps just a click or tap away. Numbers are known for their logic so how can we put these numbers to use for us in our school libraries?

quick Google search for the term library produces around 1,560,000,000 results. It would take a lifetime for our students to work their way through these results. These are typical results our students are faced with every time they pursue an inquiry question. How do you support your students in their quest to navigate through this overwhelming sea of information? While I spend time creating shared website folders and promoting the advantages of our digital library resources, I see this as a great opportunity to teach children to think critically by learning to question what they read on the Internet. It's your chance to model being suspicious while teaching the importance of validating your information.

In my Kindergarten to grade five setting, I usually begin by inviting an entire junior grade level in for an introductory lesson. I try to get through all of the classes in the same day or as quickly as possible because they tend to talk about this lesson at recess and you want the element of surprise. Before the classes arrive set up whatever technology you have to the specific websites you want to use. Some of my favourites are: The Northwest Pacific Tree Octopus (zapatopi.net/

treeoctopus), The Burmese Mountain Dog (descy.50megs.com/akcj3/bmd.html), Dog Island (www.thedogisland.com/index. html), The Jackalope (jackalope.com/legend-of-jackalope), The Aluminum Foil Deflector Beanie (zapatopi.net/afdb) and Dihydrogen Monoxide (www.dhmo.org/truth/Dihydrogen-Monoxide.html).

Once your classes arrive keep the instructions simple and fairly vague. I usually say something about developing inquiry skills and investigating new topics. I do ask them to work with a partner and record two things: what the site is about and a few interesting 'facts' they discover. If possible I try to have each pair on a completely different site. After ten to fifteen minutes gather them back together and give them time to present what they've discovered. You might be surprised by how seriously they take the task. It's hard not to laugh when they quite seriously describe how important it is to wear a tinfoil beanie to protect yourself from brain scans.

Each year I watch to see if anyone questions the content. This year one boy became suspect when he read about the natural

...continued from page 21

predators being the "bald eagle and sasquatch" (Zapata, 2015, para.6). He turned to his partner and said, "Sasquatch aren't real". I was excited. I thought here we go; someone is going to figure it out. But, the word Sasquatch is linked to a site called 'The Bureau of Sasquatch Affairs' (zapatopi.net/bsa/octopus.html) and when he clicked on it and saw an official and scientific looking site about Sasquatch, he shook his head and said, "They must be real". Just before the period ends ask them if they can figure out what these sites have in common. So far, no one has figured it out, including a student teacher who accompanied one of the classes. At the last second, let them know that all of the sites are a hoax, or fake, or full of misinformation. They are appalled!

Invite them all back for a follow up lesson. This second lesson gives them a chance to take another look at their bogus websites. First I send them off to look for obvious errors, e.g. spelling or grammatical mistakes. Always give them a chance to come back and share some of the things they find questionable. Next, we take a look at the purpose of the website: is it personal opinion, is it to inform, persuade, or sell you something? As soon as they see the PayPal or credit card symbols they should be suspicious. Then, just as we would question the authenticity of a book or article, we take a look at the author, the date, the references and so on. A quick look at our Dihydrogen Monoxide site reveals no author, date or references and a click on the DMHO homepage link (www.dhmo.org) leads us to merchandise for sale and an opportunity to donate money to this 'cause'. And of course once you help them figure out that the site is talking about water, the content is completely ridiculous. Last, we discover what the URL can tell us. The easiest thing to teach them is to look at the domain. If the URL

ends in .gov it is a government site. If it ends in .edu it is an educational site, usually created by a university or college. If however it ends in .net or .org it is unrestricted and anyone or any group can be the 'owner'. I also teach them to look for names. If a person's name appears in the URL it is a personal site which might be useful for an author study, e.g. Gordon Korman (gordonkorman.com) or simply someone's personal blog.

The final step of this lesson provides an opportunity to teach validity. Remind your students that they should always verify their information by finding it in more than one source. Send them back to search for the topic of their original website, e.g. *Jackalope*. As soon as they do this they often find words like hoax, fictitious, and joke. When searching for *The Burmese Mountain Dog* the search engine asks "Did you mean the Bernese Mountain Dog?" Encourage students to delve even further by looking for images of their topic. As soon as they do the images of the Bernese/Burmese Mountain dog should raise concerns as the images featured on *The Burmese Mountain Dog* site are of German Shepherds and obviously don't match the images they find when they conduct this image search.

When faced with search results in the billions, evaluating websites is a skill we should be modeling as well as teaching our students. If you work with older students and feel this might be too simple, take a look at the CRAAP test (subjectguides.uwaterloo.ca/infosources). Many resources about this evaluation criteria are available on the Internet. This video provided by Seneca College provides a great overview youtu.be/35PBCC5TKxs.



he numbers are overwhelming but one thing is perfectly clear: there is a growing interest in finding a unique Professional Learning Network (PLN) for educators interested in technology. I attend the Educational Computing Organization of Ontario (ECOO) annual Bring I.T. Together (BIT) conference and meet this tribe of people who are highly engaged with technology's role in education. As a teacher-librarian, I find the sessions always push me to try new concepts and tools. In many cases the conference focuses on "How to" sessions showing off gadgets and gizmos, and how they are used to engage and focus learning.

In 2014, educator Andrew Campbell rocked the conference by organizing a well attended session focused on a book called "It's Complicated: The Social Lives of Networked Teens" by researcher Danah Boyd. The book focused neither on education nor technology, but instead on our students. After watching these otherwise 'techie'

teachers engage in deep reading material, my mind took off. With Andrew's permission, we applied to take the book club further in 2015 and #BIT15Reads was born. The goal of our book club is to create a community of ed-tech readers, even though there is only a one time per year opportunity to meet face to face.

After the first nod from Andrew and the ECOO conference planning committee, I started where I was comfortable: reaching out to authors and publishers. I scanned reviews, searched through popular speakers at educational technology conferences and came up with a list of twenty strong contenders for our book selection. Rather than focus on one book and alienate some potential new members, I tried to make a comprehensive list. Next I contacted each publisher and asked if they might offer review copies of the selected books and if they could offer a discount for our members. With the promise of free online reviews of the books by educators, publishers willingly sent preview copies. One publisher even offered a significant discount on future orders of the book. In order to meet the needs of this highly motivated and educated group of readers the criteria for our wonderful book list were:

- something for everyone; the list had to appeal to all people
- focus on trends in technology and education
- a diverse list of author voices
- some strong Canadian authors
- well researched

Just as the summer was ending and the books started to arrive, #BIT15Reads launched with a flurry of social media activity. We use Twitter to carry our hashtag and others are evolving. We use Goodreads as our main club platform for announcements and discussion. It's an easy platform to keep track of lists past, present and future and uses simple tools to track progress. Flipboard is an

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app that allows me to curate any web material relating to the books. The most continual aspect is that I host a regular **Google+** hangout for discussion. Like any synchronous activity in Canada, it's not always possible to make sure that everyone is happy as educators from British Columbia and now in four other countries have joined the club. As more people get involved, I hope that there will be spontaneity to this and a democratic feeling of ownership. Maybe more and more Google hangouts will happen.

As a multimodal reader, I also consulted the web to find which books were available in digital and audio formats. The very nature of reading has changed and technology has allowed me to read even more. In addition to about twentyfive print books a year, I read fifteen or more by audio book on my daily commute. I particularly enjoy listening to nonfiction because it allows me to think more deeply. Reading has always provided an escape for me and now with the book selection in #BIT15Reads, I spend time reflecting on technology's role in education and my own teaching practice.

One month after the club began, I tried to solicit ratings for each book. I asked the #BIT15Reads participants: Does the book have global appeal? Did you connect to the book personally or professionally? Would you recommend this book to another staff member? Maybe there were too many questions too quickly, because this line of questioning didn't engage the book club members. Instead I began to observe

the changing status of the members and eliminated any book that wasn't being selected. Choosing the twelve most engaging titles to remain on our book list generated excitement and rejuvenated the reading again.

Although the idea of a professional book club has been well received, it is a social experiment totally dependent on other people for its success. I wrestle with the silence sometimes. I'd like to see our reading become more transparent so I announce what I'm reading and publicly review the book after I'm done. Reading is a personal process and I plan to use more tools to show people how I'm reading, like a scrapbook of the connections I make. I hope that in the future the members of the book club will co-construct our book list.In November 2015 the BIT15Reads members attending the ECOO conference will have breakfast and talk about our books in person. We are all readers. We are all intelligent users of technology and we are all educators. We are a tribe and because we're a tribe we need to find a way to keep our communication growing. In #BIT15Reads we use books as the vehicle for that communication. My greatest hope is that there will be longevity to this project and that each member will feel that he or she has a stake, and that new projects will be born out of this one.

I've just started my sixth year of being a teacher-librarian and it is such a joy to engage my students, staff, friends and my PLN in discussion about reading.





Scaredy School Teacher's Great **Adventure**

by Christine Quong

I needed to reflect on the process of promoting inquiry-based instruction this week. The Scaredy Squirrel inspired story below shares my perspective on how we are trying to nudge staff to take steps toward inquiry based learning in my school district. We work with the willing (Mr. Innovative) teachers and try to shine a little light on what is happening in their classes. Word starts to spread and other teachers start to ask questions.

Scaredy School Teacher never strays from his tried and true instructional strategies.

He'd rather stay in his safe and familiar classroom than risk venturing out into the unknown. The unknown can be a scary place for a school teacher.

There are a few things Scaredy School Teacher is afraid of:

- new school initiatives like Inquiry Based Learning
- standardized tests scores dropping
- students not succeeding
- even more time spent planning and assessing
- parents breathing down his neck

He sees the advantages of never leaving the familiar classroom:

- more time for me
- I can use my plans over again
- I know what to do
- most of my students will be successful
- no parents questioning my teaching methods
- safe place

He doesn't see the disadvantages of never leaving the familiar classroom:

- same old lessons
- same old activities
- same old class

Scaredy School Teacher's daily routine:

In Scaredy School Teacher's classroom, every day is the same. Everything is predictable. All is under control.

- go to school
- tell students some stuff
- assign some reading
- assign some writing
- give a test
- have some lunch
- tell students some stuff
- assign some reading
- assign some writing
- give a test
- dismiss students
- get ready repeat it all the next day

BUT, let's say, just for example, that his school administrators mandated that all teachers must plan an inquiry based unit this school year. You can rest assured that this School Teacher is prepared.

A few items are included in Scaredy squirrel's emergency kit:

- pencil & paper
- multiple choice test
- call display
- last year's plan book

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Scaredy School Teacher has a contingency plan in case of emergency:

EXIT PLAN "top secret"

Exit 1 Note to self: Watch out for instructional designs that focus on "soft skills". Students need more back to the basics. Get out your tried & true lessons from your old plan book.

Exit 2 Note to self: Do not agree to performance based assessments. If unavoidable, follow up with your old paper & pencils tests you have always used.

Exit 3 Note to self: Look out for people who want you to redo your old unit plans. You do not have time for that. Don't pick up the phone when they call and if you see them, throw pencils at them.

Exit 4 Note to self: Keep in mind that parents will question what you are doing in class; remember that is what call display is for!

With his emergency kit in hand, Scaredy School Teacher watches and waits. Day after day he watches until one day ... Thursday 3:45 pm:

His colleague, Mr. Innovation appears and corners him in his classroom. Mr. Innovation is so excited that he has to share how well his inquiry based learning project is going in his own classroom! Scaredy School Teacher is cautious but and asks Mr. Innovation more about it.

Forgetting about his emergency kit, Mr. Scaredy

School Teacher follows him back to his class to see some of the student's work in progress.

This was NOT part of the Plan.

Scaredy School Teacher is amazed by the quality of learning evident in the student work. The students are highly motivated and their level of understanding is much deeper than that of his own students.

Something incredible happens ...

He starts to wonder.

Can he get his students to be more engaged in the learning? Can he give students more opportunity to think critically, solve problems and work collaboratively? Is this inquiry stuff better teaching practice?

He's starting to think he is a Progressive Teacher!

He feels overjoyed! Adventurous! Carefree! Alive!

Scaredy School Teacher forgets all about his old plan book, not to mention all his old unit tests. He asks Mr. Innovation to collaborate with him on an inquiry unit they will roll out together next term.

Until he gets into day 1 of planning ...

And it is challenging to think about teaching in this new way.

Fontichiaro, K. (2009). Nudging toward Inquiry: Re-Envisioning Existing Research Projects. School Library Monthly, 26(1), 17-19.

Watt, M. (2006). Scaredy squirrel. Kids Can Press Ltd.

2016



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Fran Potvin-Schaefer, Stephen Miles, Mira Campbell, Wafaa El Jammalis and Maria Harvey

Collaboration & Math @ Your Library Learning Commons

Collaboration in today's school Library Learning Commons is part of the fabric of what teacher-librarians do each and every day. Some collaboration seems to weave together quite naturally. In the elementary or secondary Learning Commons, collaboration has traditionally been connected to language and arts based inquiries: English, social studies, history, interdisciplinary studies, dramatic and visual arts.

With the spotlight on STEM/STEAM education, we are challenging our past practices and opening doors to new possibilities for collaboration. MakerSpaces are popping up in libraries in both public and school Learning Commons. With its inquiry based approach, the revised Ontario Science Curriculum has set the stage for teacher collaboration in science. With the push for more experiential-based learning, surely we can envision the possibilities for collaboration in math too!

Why it Makes Sense

Today's Library Learning Commons (LLC) responds to the needs of the school and global communities. The core understanding of a true LLC is that all participants and stakeholders are seen as learners. "Teachers become learning coaches and facilitators of new learning. By drawing on the expertise of everyone — students, teacher-librarians, library technicians, community members — learning becomes relevant and dynamic." (Ontario School Library Association, p. 11). Teacher-librarians are instructional collaborators, ready and willing to support our colleagues as in instruction and implementation of content. We understand the benefits

and power of collaboration as it relates to student engagement and achievement, so why not support our students' learning in mathematics?

One Step at a Time

Collaboration can take on many forms. The form is largely dependent on schedules and timetabling but can also be dependent on our colleagues' willingness to collaborate. The foundation of collaboration is about building trust and acceptance with each other. It can be a big risk to team-teach when we feel we might be open to scrutiny. There needs to be a mutual respect that fosters growth and a willingness to share the natural

process of teaching and learning: taking risks, making mistakes and observing to inform our next steps.

Full Collaboration in Math: What next?

What better way to get an idea of what is possible than to hear what our colleagues are practicing in the field. Stephen Miles, Mira Campbell, Wafaa El Jammalis and Maria Harvey are all teacher-librarians from the Toronto District School Board. They bring varying degrees of experience to the teacher-librarian role and willingly share their experiences with collaboration in math.

Wafaa El Jammalis, teacher-librarian, Yorkview P.S. TDSB, JK-5

At my school, a few teachers were interested in integrating technology into their math units and so this is how the collaboration in math started in my Library Learning Commons. The first meetings happened at lunch time and during preparation time. Once we had decided on the expectations and learning goals, we started communicating by email or text messages. I was in charge of the technology integration and implementation; however, we were all responsible for finding activities and problems, which we discussed before choosing the best ones that responded to the students' needs. My role was to plan the lesson or the activities, to team teach, assess, create rubrics, and differentiate activities by using iPads, the Smart Board, and hands-on activities

which included math manipulatives. Usually one of us prepared the lesson and the other prepared the activities. I usually gave a choice to the students: they could either work in a group of 2 or 4, and they could choose to work with hands-on activities, iPads or the Smart Board. We worked on problem solving, open ended questions and real life problems. I used the app, Book Creator to make a Math Journal for solving problems. A great feature of the app is that it highlights key words to make a visual plan for their thinking. All students were engaged, even those who seemed to be struggling. Since they had so many choices to favor their learning style, the students were motivated to work and looked forward to exploring math in the Library Learning Commons. In collaboration with the

teachers. I created checklists and rubrics which allowed us to evaluate the students' learning and understanding. Also, before giving the students their final marks, the teachers and I discussed our individual observations and remarks in order to reach a final, unified assessment.

As a teacher-librarian, my role in the school has very often been tied to literacy. For this reason, the opportunity to collaborate with colleagues allowed me to explore beyond my area of expertise. It also allowed us to learn from each other. This collaboration benefited students, as well, because, through the combined knowledge, expertise and creativity of both teachers, we were able to provide them with rich and engaging learning experiences.

Maria Harvey, teacher-librarian, Hunter's Glen P.S. TDSB, JK-6

Students at Hunter's Glen were excited to hear a retelling of Goldilocks and the Three Bears on the PA system by their Principal and Vice-Principal and the fun began! All students and teachers in the school participated in the "Goldilocks Challenge". Students used Math and Science to build and design a chair for either a teddy-bear (Primary Students) or a stool/chair that would support the weight of a

child (Junior Students). The Learning Commons was the setting for a mixed grade/division grouping where about 75 students worked together to build their chairs. Eager discussions about size, proportion, materials, form, and function ensued as students used measurement, spatial reasoning and critical thinking skills to build their structures.

A whole shift in school culture has been evident with the emphasis on collaboration and the Learning Commons as the place to be for teachers and students to explore Math, Science and Literacy. It has become a place for all to feel welcome and have a sense of belonging. This can only be accomplished when staff work together to build a positive school climate.

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Stephen Miles, teacher-librarian, Highcastle P.S. TDSB, K-8

As a teacher-librarian my job usually involves technology. While I still maintain the library collection and ensure that students sign out books, most of my time is spent developing and delivering transdisciplinary projects for K-8 students. While I provide Media marks for staff, I am often able to provide report card marks for many other subjects, as we try not to silo ourselves into subject specific projects, but try to follow a collaborative inquiry process and look for opportunities and needs to guide our focus.

When we first started with 3D printing, TVO approached us about filming a show on how we use the 3D printer for Grade 3 Math. Our school name is Highcastle, so our Grade 3 class decided to create "High-castles". The learning goal was to create a castle using 3D geometric shapes using design software on the computer and then print our designs.

For this inquiry, as with all inquiries

in the LLC (a.k.a. Makerspace 2.0), I worked collaboratively with the classroom teacher. As the TL, I see my role as the project-lead who is responsible for the initial development of the project and the guide who works to re-focus and refine student work as the project progresses. For example, working with the Grade 3 class on 3D printing castles, I saw students in the library for partnering time only 3 periods a week. This meant that the bulk of the project work would be done in their own class without me present; I then had to use our time together to brainstorm, share, develop best practices and create next steps. Overcoming the technology hurdles was a shared task but much easier between the 23 of us (yes 23 - TL, classroom teacher, and 21 students).

With 3D printing I started using an engineering design model for guiding our process but I have now adapted this model for all projects, regardless of the inquiry topic or use of technology.

Throughout the design and build process assessment occurs at every stage so that very little value is given to the finished product. We assess at each stage with one on one student conferences, peer feedback, self-evaluations and anecdotal notes.

I believe that the greatest benefit to collaborative practice and inquiry has been the shared responsibility for learning. We become co-learners with students, dispensing with the Socrative, direct-instruction approach and work with students to solve problems and create learning opportunities. This in my eyes is the true value of being a TL; we are at the forefront of a revolution in teaching and learning and it is our job to lead. Best job ever!

Watch our 3D Printing Math
Lesson video: www.youtube.com/
watch?v=Mrk3nzXvoyI. Follow me on
Twitter: @stephenmiles5. All lesson
plans and projects can be found at
TeachOntario.ca

Mira Campbell, teacher-librarian, F.H. Miller P.S. TDSB, JK-6

In my position, I have the unique opportunity to work with all our students from Kindergarten to Grade 6 in the LLC. I am also the school's Special Education Resource Teacher and support our students with learning difficulties. I wanted to share my passion for technology use in the classroom with students and teachers. Last year's collaboration in LLC allowed for weekly 40-60 minute periods. As a staff we had decided our school focus would be on rich math tasks that were open-ended and required multistep problem-solving, an area of need for our students.

The TL partnership allowed me to work collaboratively with teachers letting their grade expertise and instruction guide the math topics. As the TL, I took the lead role on how to incorporate technology into the lessons and modeled for both the teachers and the students, as we followed the 3-part math lesson format.

During library periods, students explored using iPads as a way to communicate and demonstrate their learning. We chose Padlet as a place for students to collaborate and share their learning. It is like an online bulletin board and allowed the opportunity to post comments with various types of multimedia (e.g., annotated pictures, videos, videocasting & links to resources). The learning goal was to strengthen the student's math communication and improve student achievement.

The approach was hands-on and often in groups. We brought in the necessary math manipulatives into the LLC. The "action" part often

utilized manipulatives that students photographed, annotated and included as part of their solution. Students also made screencasts with the app Explain Everything. Students documented their own learning. The technology also allowed for all students to participate. They used the built-in features such as the microphone to help communicate their ideas. It also gave them choices in the way they wanted to demonstrate their learning. This differentiated instruction addressed the various styles and needs of all learners. The real learning emerged in the discussion during the "consolidation" phase where students viewed each other's work, much like an online Bansho (www.curriculum. org/secretariat/engagingmath/files/ Bansho.pdf).

With two teachers, we were able to capture the students' discussion and comments directly into the Padlet. In addition, because it's a web-based application, students had an opportunity to revisit questions and share with their parents at home.

Planning with colleagues needs to be flexible, it doesn't always have to mean joint prep time. Most of the time planning was informal. I would ask teachers what they were working on in the class and we would plan a math lesson to align with the specific expectations. We used Google Docs for lesson planning which allowed us to work on the same document and make comments remotely, often outside of instructional hours. Sometimes planning happened spontaneously. A conversation would occur during the lesson, or immediately after, based on observations of the students' dialogue with each other or conferencing with students. We had the big picture but the students informed our lessons. The learning became more authentic because it was based on the students' own interests or questions that they had generated. Team teaching provided the flexibility to engage more with the students and document their dialogue. Teachers frequently would continue the lesson in the homeroom classroom or prepare ahead of time so that we could have focused instruction or additional practise time in the LLC on key topics. Students were engaged and excited by the use of iPads and sharing their learning on Padlet. It provided additional opportunities to communicate their ideas in math, build math vocabulary and was a chance to collaborate with their peers in real time. They loved seeing their responses appear on the SMART Board. It also required students to take ownership of their learning and reflect on their work prior to posting. In the "consolidation," students and teachers used Glow and Grow (www.teacherspayteachers. com/Product/Glow-and-Grow-Assessment-293160) to comment on their work, both oral and written

feedback.

This collaboration was an investment of time upfront for both teachers while we learned the new technology and discovered how to collaborate effectively with each other. Some lessons extended over several periods, in part because we were trying to document all aspects of the learning process. However, it provided students the opportunity to transfer their math skills and apply them in a new context. The real benefit of this collaboration from a student perspective was that it demonstrates the importance of continuous learning for students. They observed first-hand teachers working collaboratively, learning new skills and hopefully inspiring them to do them same!

More Padlets: bit.ly/visiblemaththinking Watch our Making Learning Visible video @ drive.google.com/file//0B3DQ ZyCkDaFERjByaHZwS0FtMTA/view. Follow me on Twitter @CampbellMira Lesson Plan for Grade 2/3 Money & Literacy Lesson is available @ bit. ly/1R2uquu Lesson Plan for Kindergarten Measurement Demo Class is availabe @ http://bit.ly/1LslMDR I

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