

## **FNCR 2014-2015 & the Timmins Public Library: School Visit**

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The Timmins Public Library has been a strong advocate of First Nation Communities Read for the past several years. In 2010, the Library began attending the annual Timmins' National Aboriginal Day celebration. At this event, I would read stories from our collection of the FNCR titles, while children made necklaces out of cereal and pasta. In 2015, I offered an additional program, this time to a local elementary school using the 2014-2015 focus on children, FNCR shortlisted titles.

In the spring of '15, the Timmins Public Library was pleased to offer St. Paul Elementary School a program based on the First Nation Communities Read Nominated Titles for 2014-2015. To this end, I collaborated with the teachers of the Grade 1, 2 & 6 classes to arrange for a series of class visits, presenting an 'interactive reading program' to pupils.

For the programming, I read the five shortlisted titles of the 2014-2015 Nominated Titles to children in the aforementioned classes. The children participated in an activity based on the material read. During these highly participatory presentations, the children were encouraged to utilize listening comprehension and critical thinking skills. Once all of the books had been read, the children had the chance to vote on their favourite book, and the results are as follows; ranked from most votes to least, and they were also given the opportunity to write about what they liked best.

1. Raven Brings the Light
2. Wild Berries
3. Little Chief and the Gifts of Morningstar
4. The Diamond Willow Walking Stick
5. Moccasin Creek

Following the completion of the program, the students also participated in a webinar with Julie Flett, the recipient of the Aboriginal Literature Award and author of the 2014-2015 Selected Title, *Wild Berries*. By participating in the webinar, the children were able to ask the author/illustrator questions about her method, favourite colours/food/animals, etc. This participatory event was meant to inspire the children and to influence them to become involved with literacy as a potential career. Interaction between an author/illustrator and children is an opportunity that doesn't come along very often – especially in Timmins/Northern Ontario! This unique event will hopefully be a lasting memory for the students who participated.

In addition to the program at the school, the Timmins Public Library also hosted an "FNCR – St. Paul Gallery". In this Gallery – the drawings which the children created were displayed throughout the Children's Department for several weeks. Letters were sent home to the parents/guardians of the Grade 1 & 2 students (only these groups had an artistic component – Grade 6 responses were written). The Gallery was promoted internally and by the Timmins Public Library's

online presence. The Gallery opening also coincided with the Library's celebration of 10 years at its current location – which ensured a captive audience. In hosting the gallery, the children and their families were invited to the Library, for a specific event. This ensured that the opportunity for the Library's involvement with literacy continued beyond the program offered at the school.

As a result of the success of the interactive reading program using the First Nation Communities Read Nominated Titles, the Library has been asked to repeat the program to students at St. Paul Elementary.

The following description appeared in the Timmins Public Library's newsletter:

**First Nation Communities READ (FNCR) and St. Paul Separate School**

Feather Maracle Luke delivered an interactive reading program to the Grade 1, 2 and 6 students at St. Paul's. In this program, she read titles from the FNCR 2014-2015 shortlist, and discussed the stories and the artwork with the students. The younger grades were free to express their artistic side, and created beautiful masterpieces based on each story. These magnificent works of art will be on display in the Children's Department. The older students were invited to express themselves using the written word and addressed specific issues from each title. The entire program wrapped up with live chat session with Julie Flett, this year's FNCR Selected Title, and recipient of the FNCR Aboriginal Literature Award for her book, *Wild Berries / Pakwa che Menisu*. This Selected Title, as well as all of the other Nominated Titles are available for loan from the TPL.

*For more information on the FNCR program, please visit the website at [www.sols.org/FirstNationCommunitiesRead](http://www.sols.org/FirstNationCommunitiesRead)*

This letter was distributed to the Parents of the Grade 1 & 2 students at St. Paul Elementary School, in Timmins, Ontario:

Dear Parents,

Feather Maracle Luke of the Timmins Public Library delivered an interactive reading program to the students of Grade 1 & 2. In this program, titles from the First Nation Communities Read 2014-2015 were read aloud and the stories, illustrations and artwork were discussed. The children created *beautiful masterpieces* -based on each story.

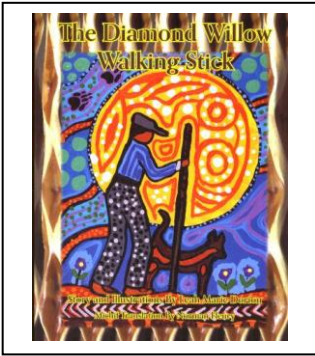
These magnificent works of art will be on display in the Children's Department of the Timmins Public Library from Monday, April 20<sup>th</sup> till Saturday, May 2<sup>nd</sup>, 2015 – during all open hours. Please feel free to drop by the Library, admire your child's work in the 'gallery' and maybe borrow a couple of books!

*For more information on the First Nation Communities Read program, please visit the website at [www.sols.org/FirstNationCommunitiesRead](http://www.sols.org/FirstNationCommunitiesRead).*

-Timmins Public Library

Students from the Library's Teen Advisory Group were involved in deciding which picture, out of the possible 5 pieces the children had drawn, was to be displayed. The criteria: each picture had to be based on the story which was read, and had to include a written description. (Photos included as a separate file.)

The following are the instructions for the Grade 1 & 2 classes, guiding the children's pictures. Each is based on the story that was read that day.



**The Diamond Willow Walking Stick**  
**By: Leah Marie Dorion (story and illustrations)**

Name \_\_\_\_\_

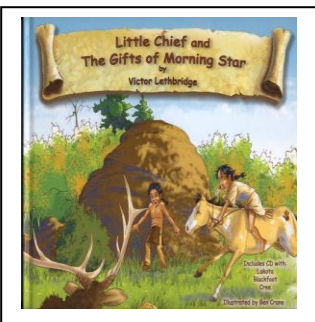
Age \_\_\_\_\_

Date \_\_\_\_\_



**Draw a picture of yourself, doing something kind, in the spirit of generosity.** [Leave rest of page blanc, for the drawing.]

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**Little Chief and The Gifts of Morning Star**  
**By: Victor Lethbridge**

Name \_\_\_\_\_

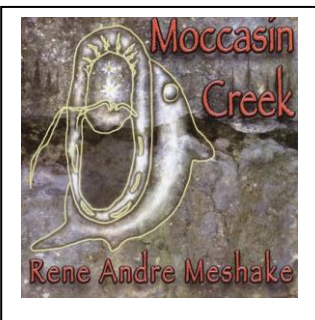
Age \_\_\_\_\_

Date \_\_\_\_\_



**Draw a picture inspired by the book.** [Leave the rest of the page blanc, for the drawing.]

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**Moccasin Creek**  
**By: Rene Andre Meshake**

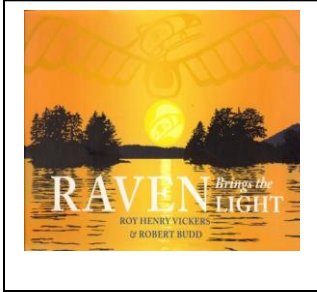
Name \_\_\_\_\_

Age \_\_\_\_\_

Date \_\_\_\_\_



**Draw a picture of Giniw.** [Leave the rest of the page blanc, for the drawing.]



**Raven Brings the Light**  
**By: Roy Henry Vickers (also Illustrator) & Robert Budd**

Name \_\_\_\_\_

Age \_\_\_\_\_

Date \_\_\_\_\_



**Draw a picture of Weget and describe what he is doing.** [Leave the rest of the page blanc, for the drawing.]

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**Wild Berries**  
**By: Julie Flett (Author & Illustrator)**

Name \_\_\_\_\_

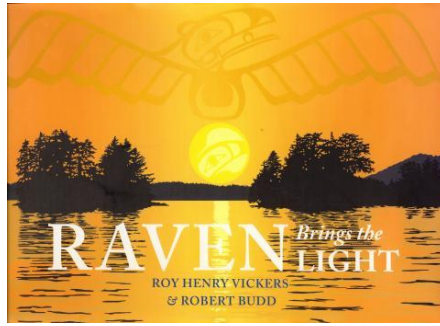
Age \_\_\_\_\_

Date \_\_\_\_\_



**Draw a picture of your favourite part of the story.** [Leave the rest of the page blanc, for the drawing.]

The following 5 pages include the program used for the Grade 6 students.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

What is the main idea of the story?

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What did you learn?

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Name something you have in common with the main character. Explain why.

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Who would you recommend this book to, and why?

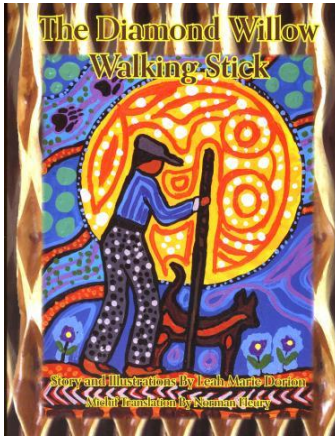
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

What is the main idea of the story?

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What did you learn?

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If you were a character in this story, who would you be, and why?

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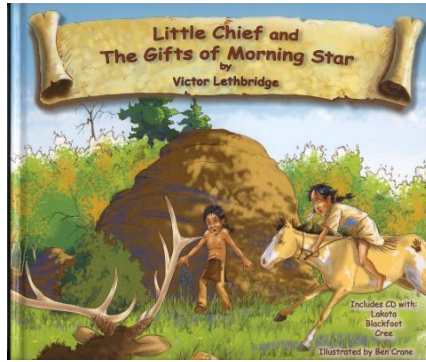
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

What is the main idea of the story?

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What did you learn?

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Write a new ending for the story.

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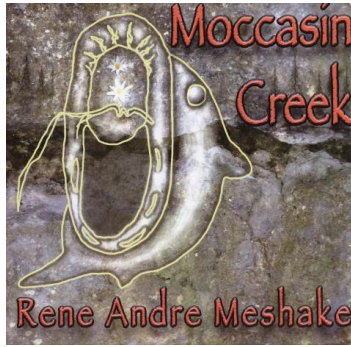
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Now that the ending has changed, give the new story a new title.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

What is the main idea of the story?

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What did you learn?

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Explain your three favourite parts or events from the story. Explain why you enjoyed that part of the story/text. Please include examples from the story.

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