

# SELINA AND THE BEAR PAW QUILT



BY BARBARA SMUCKER • ILLUSTRATED BY JANET WILSON

# Selina And The Bear Paw Quilt

**Mavis Reimer**



## **Selina And The Bear Paw Quilt:**

**Selina and the Bear Paw Quilt** Barbara Claassen Smucker,1995 Illustrated in full color Selina's family has a conflict of its own when the American Civil War breaks out they are Mennonites and their religion forbids them to go to war Learning that they are in danger Selina's father decides to move the family to Canada where they can start a new life free from religious persecution Before they leave Selina's grandmother presents her with a patchwork quilt a gift linking the generations Authentic quilt designs frame each of the illustrations in this moving story about family values and the importance of passing on traditions

**Selina and the Bear Paw Quilt** Barbara Claassen Smucker,1995-01-01 **Selina and the Shoo-fly Pie** Barbara Claassen Smucker,1999 Happily settled in the town of St Jacobs Selina has grown a whole inch since her family fled the Civil War But even the peace of Upper Canada a new house and her own room cannot ease memories of loved ones left behind in Pennsylvania Thoughts of Grandmother are never far away especially when Selina touches the Bear Paw quilt on her bedstead Then one day news of a surprise visit sends the entire household into a flurry of preparation Chores help to pass the time until Grandmother arrives bringing Selina's troubled cousin Henry with her But Selina can't help wondering about the mysterious recipe Grandmother has promised they'll make together Shoo Fly Pie sounds strange to Selina but if it helps her cousin feel better she's willing to give it a try

**Picturing Canada** Gail Edwards,Judith Saltman,2014-07-31 The study of children's illustrated books is located within the broad histories of print culture publishing the book trade and concepts of childhood An interdisciplinary history Picturing Canada provides a critical understanding of the changing geographical historical and cultural aspects of Canadian identity as seen through the lens of children's publishing over two centuries Gail Edwards and Judith Saltman illuminate the connection between children's publishing and Canadian nationalism analyse the gendered history of children's librarianship identify changes and continuities in narrative themes and artistic styles and explore recent changes in the creation and consumption of children's illustrated books Over 130 interviews with Canadian authors illustrators editors librarians booksellers critics and other contributors to Canadian children's book publishing document the experiences of those who worked in the industry An important and wholly original work Picturing Canada is fundamental to our understanding of publishing history and the history of childhood itself in Canada

*Month-by-Month Quilt and Learn Activities* Kathy Pike,Jean Mumper,Alice Fiske,2002-12 No sew quilting activities give students a combination of individual and cooperative learning

**Family Values Through Children's Literature, Grades K-3** Patricia Roberts,2000 This resource provides teachers librarians parents and others who work with children with an annotated bibliography of children's books that contain characters who display positive values as they relate to others Includes sample activities and lessons

*The Common Core in Action* Deborah J. Jesseman,2015-06-19 This book addresses Common Core State Standard curriculum resources to assist the school librarian in collaborating with classroom teachers Librarians are being asked to understand the Common Core State

Standards CCSS and their implications to programming and instruction as well as to collection development planning Using lesson plans originally published in School Library Monthly this title builds upon them adding many additional plans that address CCSS issues The plans will help you implement the standards and can also be used as stepping stones to facilitate planning conversations and collaboration with teachers to co teach lessons correlated with the standards The book begins with an overview of the CCSS what they are how are they different from the content standards and what the implications are for schools where the state has adopted them including what the CCSS mean for collection development It then goes on to explore the opportunities the CCSS present for the school librarian looking at how you can become a leader in employing the process The majority of the book is devoted to reproducible lesson plans organized by curricular area or topic and grade level for ease of use

**Hands-On Mathematics, Grade 2** Jennifer Lawson,2006 This teacher resource offers a detailed introduction to the Hands On Mathematics program guiding principles implementation guidelines an overview of the processes that grade 2 students use and develop during mathematics inquiry and a classroom assessment plan complete with record keeping templates and connections to the Achievement Levels outlined in the Ontario Mathematics Curriculum It also provides strategies and visual resources for developing students mental math skills Each unit is divided into lessons that focus on specific curricular expectations Each lesson has materials lists activity descriptions questioning techniques problem solving examples activity centre and extension ideas assessment suggestions activity sheets and visuals Portage Main Press

**Young at Art** Susan Striker,2001-10-11 The creator of the Anti Coloring Book series explains how to encourage creativity among preschool age children discussing the positive influence of a child s artistic growth on their intellectual and emotional development and offering a variety of age appropriate activities to facilitate a youngster s artistic skills

**The Power of Picture Books in Teaching Math and Science** Lynn Columbia,2017-05-12 This book s 50 plus lessons each based on a different picture book or story will help classroom teachers build a foundation for teaching math science and social studies concepts to their students Each lesson uses children s literature to make challenging abstract concepts relevant to children s lives inviting them to learn these concepts while responding to a story s illustrations theme characters and plot The lessons also demonstrate how teachers can use children s literature to meet national standards in math science and social studies Chapters 1 through 5 set the stage for using picture books discussing the effective imaginative integration of literature into the classroom Teachers will learn to create an environment that ensures that when children and books come together the experience is enjoyable and thought provoking Chapters 6 through 9 provide individual lessons by grade level with detailed activities based on specific books

**A Landscape with Dragons** Michael D. O'Brien,2011-05-24 The Harry Potter series of books and movies are wildly popular Many Christians see the books as largely if not entirely harmless Others regard them as dangerous and misleading In his book A Landscape with Dragons Harry Potter critic Michael O'Brien examines contemporary children s literature and finds it spiritually and morally wanting His analysis written before the rise

of the popular Potter books and films anticipates many of the problems Harry Potter critics point to *A Landscape with Dragons* is a controversial yet thoughtful study of what millions of young people are reading and the possible impact such reading may have on them In this study of the pagan invasion of children s culture O'Brien the father of six describes his own coming to terms with the effect it has had on his family and on most families in Western society His analysis of the degeneration of books films and videos for the young is incisive and detailed Yet his approach is not simply critical for he suggests a number of remedies including several tools of discernment for parents and teachers in assessing the moral content and spiritual impact of this insidious revolution In doing so he points the way to rediscovery of time tested sources and to new developments in Christian culture If you have ever wondered why a certain children s book or film made you feel uneasy but you couldn't figure out why this book is just what you need This completely revised much expanded second edition also includes a very substantial recommended reading list of over 1 000 books for kindergarten through highschool

**Underground To Canada** Barbara Smucker, 2008-06-03 Taken away from her mother by a ruthless slave trader all Julilly has left is the dream of freedom Every day that she spends huddled in the slave trader s wagon travelling south or working on the brutal new plantation she thinks about the land where it is possible to be free a land she and her friend Liza may reach someday So when workers from the Underground Railroad offer to help the two girls escape they are ready But the slave catchers and their dogs will soon be after them

Re-Rooting the Learning Space Jennifer S. Thom, 2019-04-09 To understand a living system such as a tree in an ecologically systemic way involves more than simply reducing the tree down to its parts or by analyzing the tree from part to whole Not only does one need to study the tree s leaves stems branches trunk root system and its interaction with the environment but from many vantage points to make sense of how each part exists in dynamic relationship with the others as an integrated system The same is true about the purpose of this book It is not meant to be a recipe for how to teach mathematics well or to serve as simply a descriptive account of a teaching practice It is in essence a systemic exploration into the embeddedness and co emergence of theory and practice in mathematics teaching This book is ideal for undergraduate and graduate courses in mathematics education and curriculum studies With its up close and contextual forms of data and a variety of interpretive methods used for the analyses this book is highly suitable for courses in research The audience includes professors teacher educators and in service teachers who are interested in ecological theories and how these inform mathematics teaching and learning

Storybridge to Second Language Literacy Irma-Kaarina Ghosn, 2013-09-01 Storybridge to Second Language Literacy makes a case for using authentic children s literature alternately also referred to as stories or real books as the medium of instruction in teaching English to young learners particularly in contexts where children must access general curriculum subjects in English The author first proposes theoretical foundations for the argument that illustrated children s books are superior to traditional language teaching courses in the primary school She builds the case around the motivational power of stories the language

and content of quality children's literature and the potential of literature to contribute to development of second language academic literacy. She then reviews research of the past thirty years that clearly supports her claim. Finally, she uses transcripts from real classrooms to illustrate how teachers in diverse contexts make use of stories. Through the classroom vignettes, a practical model of literature-based instruction emerges that is adaptable to a wide range of primary school teaching contexts, including English as a second language contexts in core English countries. *Storybridge to Second Language Literacy* compiles in one volume solid theoretical foundations for story-based instruction, research evidence of the past thirty years supporting the approach, not currently available in a single source, and extensive classroom vignettes illustrating diverse practical applications, not lesson plans. This makes the book valuable for anyone in the field of young learner ELT. MA students in TESOL will find the book useful and will develop an understanding of why and how literature-based instruction works and develop insight to guide their practice. Members of TESOL Elementary Education, EFL and Bilingual Education SIGs, and IATEFL Young Learner SIG will be interested in the volume. Instructors of teacher development courses should also find the proposed volume a valuable addition to assigned readings. Each chapter is followed by 'Think about it' questions and 'Try it out' suggestions.

**The Weekly Curriculum** Barbara Backer, 2003. What's your plan? If you're not sure, this great big book has the answer. With 52 weekly plans, it's easy to come up with appropriate learning experiences that children will love. This essential classroom resource covers special holidays, seasonal topics, everyday plans, and other things you've probably never thought of, such as National Pretzel Month or National Pancake Day.

*Teaching Children Mathematics*, 2002. 20 Irresistible Reading-Response Projects Based on Favorite Picture Books Sherry Girard, 2002-05. Adorable Reproducible Patterns With Engaging Writing Prompts. Invite kids to create meaningful responses to literature with these engaging hands-on art and writing projects. First, children enjoy a well-loved story together, then create their own response page that includes a colorful art activity and ready-to-personalize sentence frame. Later pages can be bound into a class collaborative book. You'll find discussion questions to use before and after reading, step-by-step instructions for each project, reproducible patterns, cross-curricular links, related reading, and more.

**Differentiated Learning** Kathy Paterson, 2005. Recognising that students bring different backgrounds and cultures to the classroom, this text offers a process approach to teaching with multiple student options and varying levels of complexity. It shows teachers of various ages how to create dynamic opportunities for language literacy and learning.

Home Words Mavis Reimer, 2008-03-18. The essays in *Home Words* explore the complexity of the idea of home through various theoretical lenses and groupings of texts. One focus of this collection is the relation between the discourses of nation, which often represent the nation as home, and the discourses of home in children's literature, which variously picture home as a dwelling, family, town or region, psychological comfort, and a place to start from and return to. These essays consider the myriad ways in which discourses of home underwrite both children's and national literatures. *Home Words* reconfigures the field of Canadian children's literature as it is usually

represented by setting the study of English and French language texts side by side and by paying sustained attention to the diversity of work by Canadian writers for children including both Aboriginal peoples and racialized Canadians It builds on the literary histories bibliographical essays and biographical criticism that have dominated the scholarship to date and sets out to determine and establish new directions for the study of Canadian children s literature

**Mathematics Teaching in the Middle School** ,2008-02

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