**BOOK LIST**

*Green Books for Teachers:*

**Teaching Green – The Elementary Years** (for grades K-5)
- Table of Contents: [www.greenteacher.com/elmbooktoc.html](http://www.greenteacher.com/elmbooktoc.html)
- Book Description: [www.greenteacher.com/elmbook.html](http://www.greenteacher.com/elmbook.html)
- Introduction: [www.greenteacher.com/elmbookintro.html](http://www.greenteacher.com/elmbookintro.html)

**Teaching Green – The Middle Years** (for grades 6-8)
- Table of Contents: [www.greenteacher.com/middlebooktoc.html](http://www.greenteacher.com/middlebooktoc.html)
- Book Description: [www.greenteacher.com/middlebook.html](http://www.greenteacher.com/middlebook.html)
- Introduction: [www.greenteacher.com/middlebookintro.html](http://www.greenteacher.com/middlebookintro.html)

♦ **Place Based Education** David Sobel

The book is a quick read describing how place based, or environmental education can be easily integrated into what teachers already do. It describes examples of how teachers everywhere have integrated sustainability with every other subject area. This book also includes a section for teachers who want to start off small.


This book looks at the entire history of our schools systems and is an excellent compilation of the 200 years of creative new holistic thinking in education that have yet to succeed in decrystalling the belief systems and assumptions that maintain our present economy serving education in place. Miller provides an easy to follow story of what schools are really for. I will use this constantly as a resource and recommend it to every teacher I know.

♦ **Radical Simplicity** Small footprints on a finite Earth, (2003) Jim Merkel

Sustainability and ecofootprinting

♦ **Teaching About Climate Change: Cool Schools Tackle Global Warming**
Tim Grant and Gail Littlejohn, (eds), 2001 (see intro at website [http://www.greenteacher.com/TACCIntro.html](http://www.greenteacher.com/TACCIntro.html))

♦ **Greening School Grounds: Creating Habitats for Learning**, Tim Grant and Gail Littlejohn (editors), 2001, Grades K-12
See intro @ [http://www.greenteacher.com/gsg.html](http://www.greenteacher.com/gsg.html)

♦ **Going Green: Starting an Elementary Environmental Club** - book put out by TDSB
ARTICLES

♦ Remystifying The City: Reawakening the sense of wonder in our own backyards.
     Randy Haluza-DeLay (http://www.greenteacher.com/articles/mystifyingeng.html)

♦ Ethical Consumerism by Katherine Isbell (http://www.greenteacher.com/articles/71kisbell.html)
     this article explores the powerlessness felt by students, and investigates how students can discover
     themselves as empowered to create change through consumer choices and simple local actions. This
     article also gives many links to inspiring educational documentaries.

MAGAZINES

♦ Green Teacher Magazine
     contact information: E-mail: info@greenteacher.com
     Phone: (416) 960-1244 or (888) 804-1486
     Fax: (416) 925-3474 Canada
     Green Teacher
     95 Robert St
     Toronto, ON M5S 2K5

USING FICTION BOOKS AND STORIES TO ENHANCE YOUR
SCIENCE & TECHNOLOGY PROGRAM (adapted from a list by Sean West,
formerly a TDSB Outdoor Ed teacher and Science Dept.)

Resources listed by grade and topic below.

Teacher Resources:

Literature & Science Breakthroughs: Connection Language and Science Skills in the Elementary
     These 2 books can be ordered from Pembroke Publishers Ltd. 1-800-997-9807 or
     www.oembrokepublishers.com
     Science Through Children's Literature: An Integrated Approach, Carol M Butzow and John W .. Butzow,
     This book can be ordered through the National Science Teachers Association web site: www.nsta.org or
     from the publisher at www.lu.com/tips/
     For a list of NSTA (National Science Teachers Association) "Outstanding Science Trade Books for
     Children", go to www.nsta.org/ This web site lists books from 1996-2003 complete with annotation and
division level.

**JK/SK**

**Natural Occurrences**


*Fall Leaves Fall!*, Zoe Hall, 2000, ISBN 0-590-10079-3

Also See Grade 1 Daily and Seasonal Cycles and Grade 3 Growth and Changes in Plants

**Living and Non-Living Things**


Also see Grade 1 Characteristics and Needs of Living Things and Grade 2 Growth and Changes in Animals and Grade 3 Growth and Changes in Plants

**Natural Habitat**


For books about habitats see Grade 2 Growth and Changes in Animals and Grade 1 Characteristics and Needs of Living Things

**Patterns and Cycles**


Spring is Here. Taro Gomi, 1989, ISBN 1-55005'-047-8


The Very Quiet Cricket, Eric Carle (1990), ISBN 0-399-21885-8


Chickens Aren't the Only Ones, Ruth Heller, 1981, Putnam Publishing

Also see Grade 1 Daily and Seasonal Cycles, Grade 2 Growth and Changes in Animals and Grade 3 Growth and Changes in Plants

Energy Sources

I Can't Have Bannock But the Beaver Has A Dam, Bernelda Wheeler (1993) ISBN1-895411-48-3


For books about Wind see Grade 2 Air & Water in the Environment.

Springboard to Design Technology


Grade 1 Life Systems; Characteristics and Needs of Living Things


A primary level story about a young girl who plants a sunflower seed in the spring. The girl cares for the sunflower throughout the story helping it to grow. The story follows the life of the sunflower as it grows from a small seedling
to a flowering plant. The winter arrives and the sunflower dies but not before depositing its seeds. The story ends with new seedlings starting to grow the next spring. Throughout the story, numerous animals visit the sunflower to meet their individual needs. For example the bee arrives to get nectar and the squirrel steals some black seeds. The reading level would be difficult for most grade 1 students to read independently, however it could be used very effectively if read by the teacher. Connects also to grade 1 strand of Daily and Seasonal Changes,

This rap poem is an excellent springboard into identifying and describing common characteristics and variations of these characteristics in humans. The illustrations and text describe beautifully different characteristics of humans (children, teens and adults) such as eye colour, hair type, skin colour and body shape. The story also stresses repeatedly that although we have different appearances, we are also the same. The reading level would be difficult for most grade 1 students to read independently; however it could be used very effectively if read by the teacher.

**My Arctic 1.2.3;** Michael Arvaarluk Kusugak, Annick Press. 1996, ISBN 1-55037-504:0
A primary book looking at the wildlife which can be found in the Canadian Arctic ecosystem. The author starts with looking at one polar bear and sequentially goes on to ten lemmings and finally a million ripe berries. This book could be used as an introduction to the characteristics of animals living in an arctic environment. The teacher would have to use the illustrations in the book to draw the attention of the students to the characteristics as the text is fairly limited to only introducing the animal’s names. There is a helpful section at the end of the book which gives students and the teacher some further information about each of the animals.


**Some Smug Slug,** Pamela Duncan Edwards, 1996, ISBN0-6-024789-4

**Edward the Emu,** Sheena Knowles, 1988, ISBN 0'-06-443499-0


Grade 1 Energy and Control; Energy In Our Lives

I Can't Have Bannock But the Beaver Has A Dam, Bernelda Wheeler (1993) ISBN1-895411-48-3


Grade 1 Earth and Space Systems; Daily and Seasonal Cycles


A primary level story about a young girl who plants a sunflower seed in the spring. The girl cares for the sunflower throughout the story helping it to grow. The story follows the life of the sunflower as it grows from a small seedling to a flowering plant. The winter arrives and the sunflower dies but not before depositing its seeds. The story ends with new seedlings starting to grow the next spring. This book could be used to focus the children on changes that occur in a seasonal cycle. The reading level would be difficult for most grade 1 students to read independently, however it could be used very effectively if read by the teacher. Connects also to grade 1 strand of Characteristics and Needs of Living Things.


The book goes through and describes the seasonal characteristics of each month of the year. Each new month is emphasized using beautiful illustration along with a poetic verse. The book is an excellent match with the Ontario Curriculum expectations and would serve as a great way to introduce and discuss seasonal variations. This book would need to be read by the teacher as vocabulary is too difficult for grade 1 students to read independently.


Fall Leaves Fall!, Zoe Hall, 2000, ISBN 0-590-10079-3

Adaptation and Preparation to/for Seasonal Change

The setting for this story is the remote village of Brochet in Northern Manitoba. When the people of Brochet see the first signs of the coming of spring, they gather for an annual community picnic. The book tells of a young girl's involvement in one of these picnics. This story could be used as a springboard for discussion on what are some signs of spring in the book. It could also be used to look at a different perspective describing how living things, including humans, adapt to and prepare for daily and seasonal changes (a spring celebration). The reading level would be too difficult for grade 1 students to read independently, however it could be used very effectively if read by the teacher.


A primary level story describing the changes that occur in a seasonal cycle. The story begins with two bears emerging from hibernation. The author uses the bears and their environment to illustrate the changes that occur over the four seasons. The story ends with the bears heading back to their cave and they, along with the earth, “gets ready for winter”. Although there is an appropriate amount of text on each page for a grade 1 student, the reading level would be difficult for most students to read independently.


Naomi Knows It's Springtime; Virginia L Kroll 1993 ISBN 1-56397-006-6

Grade 2-Life Systems; Growth and Changes in Animals


A tale of two Iguana brothers - Tom and Dom. Tom has decided that he no longer is going to eat bugs. As the story proceeds Tom and Dom carry on a dialog in which Tom tries to decide what he will eat instead (maybe pigs, snakes or flowers). Dom is not without his problems: He would like to find a friend. Tom sets out asking a number of animals (tarantula, toucan and armadillo) if they would like to be Dom's friend. Due to the fact that none of the
animals that Tom asks share similar characteristics to Dom, he is unable to find a friend for his brother. In the end Tom and Dom decide that it would be best if they were to become friends. This book would fit well in helping to meet the following expectations: identify and describe the major physical characteristics of different types of animals; classify a variety of animals using observable characteristics; compare ways in which animals eat their food. The reading level would be difficult for most grade 2 students to read independently, however it could be used very effectively if read by the teacher.


Behavioral Characteristics

Life Cycles


The Emperor's Egg, Martin Jenkins (1999); ISBN 0-7636-0557-3

Chickens Aren't the Only Ones, Ruth Heller, 1981, Putnam Publishing


The Very Quiet Cricket, Eric Carle (1990), ISBN 0-399-21885-8


Have You Seen My Duckling, Nancy Tafuri, 1984-, ISBN 0'-688-02797-0'

Grade 2- Matter and Materials: Liquids and Solids


Grade 2 Structures and Mechanisms; Movement


The call goes out from the owner of Casa Loma for flagstones to build a wall at the famed Toronto landmark. With the promise of being paid one dollar, a young boy sets out from Cabbagetown with a large rock for the wall. Using a wheel and axle cart, the boy pushes and pulls his rock on the long trek to the castle. The students could be asked to design a mechanism or simple machine that they would use if they were in a similar situation. The reading level would be difficult for most grade 2. students to read independently, however it could be used very effectively if read
by the teacher.

The Enormous Carrot VladimIr Vagin, 1998, Scholastic
(Springboard to design and make a mechanism e.g. wheel and axle)
Positional Vocabulary

Grade 2 Earth and Space Systems; Air and Water in the Environment
(note: many of these titles could also be used for grade 2 Energy and Control; Energy from Wind and Water)

Grade 3 Life Systems; Growth and Changes in Plants
This story fits very well with the expectations for this strand. A primary level story about a young girl who plants a sunflower seed in the spring. With the girl caring for the sunflower, it begins to grow. The story follows the life of
the sunflower as it grows from a small seedling to a flowering plant. The winter arrives and the sunflower dies but not before depositing its seeds. The story ends with new seedlings starting to grow the next spring. Appropriate level of vocabulary, large print.


**Human use of Plants**


**Grade 3 Structures and Mechanisms: Stability**


The call goes out from the owner of Casa Lama for flagstones to build a wall at the famed Toronto landmark. With the promise of being paid one dollar, a young boy sets out from Cabbagetown with a large rock for the wall. Using a wheel and axle cart, the boy pushes and pulls his rock on the long trek to the castle. The students could be asked to design a mechanism or simple machine that they would use if they were in a similar situation (i.e., a lever such as a wheelbarrow). Vocabulary may be difficult for some grade 3 readers to read independently.
The Enormous Carrot, Vladimir Vagin, 1998, Scholastic (springboard to design and make a levered mechanism)

Grade 3 Energy and Control; Forces and Movement


The Enormous Carrot, Vladimir Vagin, 1998, Scholastic (push and pull forces)

Grade 3 Earth and Space Systems: Soils in the Environment


Grade 4 Life Systems; Habitats and Communities


A young Athabaskan girl named Anna spends her summers with her family at their fish camp, in the interior of Alaska. The story tells of how Anna's family uses the plants and animals of the area as food to store for the long winter. The story emphasizes respect for the living things and taking only what the family needs. This book would fit very well in helping to meet the following expectations: describe ways in which humans are dependent on plants and animals; describe ways in which humans can affect the natural world; construct food chains that include different plant and animal species and humans. The reading level of the text is age appropriate.

Great for meeting the expectations in the Ontario Curriculum! The book explores the habitat of the sea otter and its relationships with other inhabitants of the kelp forest. All is in balance in Sea Otter Inlet until the day humans arrive. The humans hunt the sea otters until there are none left in the inlet. As a result, the ecosystem becomes out of balance and things start to die. The book ends happily when some new otters swim into the inlet and put the ecosystem back into balance. The book contains beautiful illustrations of the ecosystem. This book is written by the same author as Wolf Island and Ladybug Garden. Some vocabulary may be a bit difficult for students to read independently.


**Wolf Island**, Celia Godkin


A book which could be used as an introduction to the animals-and habitats of the arctic ecosystem. The author introduces a number of different animals including the whale, polar bear, seal, walrus and falcon. The illustrations show excellent examples of the habitats in which these animals live. The story begins to explore such topics as predator prey relationships and animal adaptations. The reading level of the text is grade four appropriate.


Urban Gardening

**Grade 4 Matter and Materials: Materials That Transmit, Reflect and Absorb Light or Sound**

(note: also appropriate for Grade 4 Energy and Control, Light and Sound Energy)

**Grade 4 Earth and Space Systems: Rocks, Minerals and Erosion**


**Grade 4 Structures and Mechanisms**

The Enormous Carrot, Vladimir Vagin, 1998, Scholastic (springboard to "design and make a pufiefy system")
Grade 5 Earth and Space Systems: Weather


Grade 5 Structures and Mechanisms: Forces

Acting on Structures and Mechanisms

The Enormous Carrot, Vladimir Vagin, 1998, Scholastic

(springboard to "design and make a mechanical system")

Grade 6 Life Systems: Diversity of Living Things


Wolf Island, Celia Godkin


Grade 5 Earth and Space Systems: Space

**Grade 7 Life Systems; Interactions Within Ecosystems**

- **Sea Otter Inlet**: Celia Godkin, Fitzhenry & Whiteside, 1997, ISBN 1-55041-080-6
- **Wolf Island**: Celia Godkin

**Wind**


**Seasonal Change & Animals Getting Ready for Winter**


**Flight**


**Space**


**Care for Animals**


**Plants**

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<td>Animal Detectives</td>
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<td>Dot</td>
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<td>Spring's Sprung</td>
<td>Seasons Spring</td>
<td>0-689-84229-5</td>
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<td>Leon the Chameleon</td>
<td>Camouflage</td>
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<td>Lost in the Woods</td>
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In a Nutshell  Plants Ecosystems Life Cycles  1-883220-98-X  Primary

Sky Tree - Thomas Locker 06-024883-1 great for ecosystems, art, seasonal changes, plants
Secret Place - Eve Bunting 0-395-64367-8 rural communities, ecosystems
Toronto Rocks - Nick Eyles 1-55041-854-8 rocks minerals and erosion
Home - Jeannie Baker 0-06623935-4 ecology, changes in our environment, urban/rural issues
When Dad fills in the garden pond - Pam Ayres + Graham Percy - ecology
There's a Hair in my Dirt - Gary Larson 0-06-019104-X soils, plant partnerships, rocks and minerals
The Wump World - Bill Peet 0-395-19841-0 ecology and ecosystems
Science Is - Susan Bosack 0-590-74070-9 variety of programs

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<td>Donald &amp; Lillian Stokes</td>
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<td>“Owl Moon”</td>
<td>Jane Yolen</td>
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<td>“Tree of Ontario”</td>
<td>Linda Kershaw</td>
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<td>Dick Hammond &amp; Chris Cavert</td>
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<td>“Animal Tracks &amp; Signs of North America”</td>
<td>Richard P. Smith</td>
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