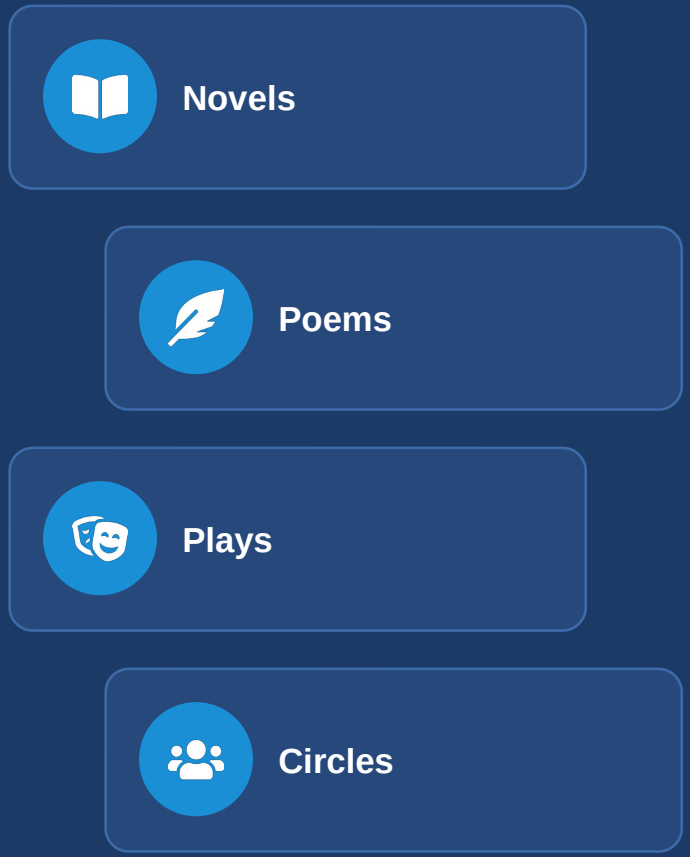
NBE3U Stories Now, Lesson 1

Book Tasting

Choosing a contemporary novel



Today's goals

We are learning…

- To sample and choose contemporary texts by First Nations, Métis and Inuit writers.
- To set purposes for our reading.

I can…

- Describe the openings of several contemporary novels.
- Explain my choice with specific reasons.
- Set two purposes for reading my novel.
- Name a reading strategy that works for me.

Today's plan

Time	What we're doing	You will…
0–10 min	**Hook**	Discuss
10–45 min	**Tasting**	Sample and note
45–60 min	**Choose**	Rank
60–75 min	**Purposes**	Write

Then and now

In Unit 3 we read writers who died a century ago. What do you expect to be the same in writing by First Nations, Métis and Inuit authors today? What might be different?

Sentence starters

“I expect ___ to still matter because…”

“I think the forms will change because…”

“I'm curious whether…”

How it works

- Pairs: 3 minutes.
- Share one prediction.



Big idea

Contemporary First Nations, Métis and Inuit writers are not one voice: they write speculative fiction, literary novels, graphic novels, memoir, comedy and tragedy, from cities, reserves, the Arctic and the prairies. We start by sampling widely and choosing a novel to read together.

Many voices, many forms

Speculative

Futures and collapse: Rice, Dimaline.

Literary

Family and survival: Good, Vermette.

Graphic

History through a teen's eyes: Vermette's Echo.

Inuit fiction

Nappaaluk's Sanaaq; Dunning's stories.

Coming of age

Wagamese's Indian Horse.

Your teacher's picks

Board-approved, previewed titles.

How a book tasting works

Seven minutes at each station:

1. Read the back cover and the first two pages.
2. Read the author's own words (statement or interview).
3. Note voice, setting and the first question the book raises.
4. Rate your interest from 1 to 5. Move when signalled.

What to notice in an opening

voice	Who is speaking and how they sound. *First person, a child, an Elder, a chorus?*
setting	Where and when. *A northern reserve, Winnipeg's North End, a future Ontario.*
hook	The question the book makes you ask. *What happened? What will happen? Who is this?*

Reading with care



Several of these novels deal with residential schools, violence or loss. You will always know what's coming, and you can choose another book.

Hope for Wellness: 1-855-242-3310 (24/7). Kids Help Phone: 1-800-668-6868 or text 686868. Call or text 988. Residential School Crisis Line: 1-866-925-4419.

Rank your choices

On page 1:

1. Choose your first and second choices.
2. Give a specific reason for each: a voice, a question, a theme.
3. Not only “I like mysteries.”
4. Hand in to form groups.

Weak and strong reasons

Weak

- “It looks short.”
- “My friend picked it.”
- “I like the cover.”

Strong

- “The narrator's voice is funny and angry at once.”
- “I want to know why the power went out.”
- “I want to understand the Sixties Scoop.”

Set your purposes

On page 2:

1. Two purposes for reading this book.
2. Strategies that helped you in Units 3 and 4.
3. Which ones you will use now.
4. One question you bring to the novel.

Strategies that work

Listen

An audiobook alongside the page.

Character list

Names and relationships.

Sticky notes

One per chapter: a question or a line.

Chunk it

A set number of pages a day.

Check yourself

Be honest. This helps you choose what to work on next.

Success criteria	Not yet	Almost	Got it
I can describe the openings of several contemporary novels.			
I can explain my choice with specific reasons.			
I can set two purposes for reading my novel.			
I can name a reading strategy that works for me.			

Exit ticket

1. Your first-choice book and one specific reason.
2. One purpose for reading it.
3. One strategy you'll use.

Next class: How Circles Work.

Teacher reveal

Choosing well: key points

Variety: Contemporary FNMI literature spans genres: speculative (Rice, Dimaline), literary (Good, Vermette), graphic (Vermette), Inuit storytelling and fiction (Nappaaluk, Dunning).

Openings: First pages establish voice, setting and a question the book will answer.

Purposes: Read to understand, to enjoy, to learn a history, to examine representation, to study craft.

Reasons: Strong choices name the voice, the question the book raises, or a theme, not only the genre.

Strategy: Know what helps you: audiobook, a character list, short daily chunks, sticky notes.