





SCHOOL DISTRICT NO. 73
(Kamloops-Thompson)

SD73 Resource Review



Title	Aven Green Sleuthing Machine	 
Author / Editor / Publisher	Dusti Bowling / Union Square Kids	
Copyright	2021	
ISBN	978-1-4549-4220-7	
Recommended Grades	Gr. 1 - 3 115 pages	

GENRE / THEME Indicate with an X all that apply.							
<input type="checkbox"/>	Adventure	<input type="checkbox"/>	Fantasy	<input type="checkbox"/>	LGBTQ / SOGI	<input type="checkbox"/>	Realistic Fiction
<input type="checkbox"/>	Anthology	<input type="checkbox"/>	Graphic Novel	<input type="checkbox"/>	Multiculturalism	<input type="checkbox"/>	Science Fiction
<input type="checkbox"/>	Auto / Biography	<input type="checkbox"/>	Historical	<input type="checkbox"/>	Mystery / Suspense	<input type="checkbox"/>	Survival
<input type="checkbox"/>	Coming of Age	<input type="checkbox"/>	Humour / Satire	<input type="checkbox"/>	Narrative Poem	<input type="checkbox"/>	Other
<input type="checkbox"/>	Dystopia	<input type="checkbox"/>	Indigenous	<input type="checkbox"/>	Nonfiction	<input type="checkbox"/>	

DESCRIPTION

ADDITIONAL COMMENTS

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BC CURRICULUM FIT Indicate with an X all that apply.			
	Applied Design, Skills, and Technology		Languages (Core French, German, Japanese, Spanish, etc.)
	Arts Education		Mathematics
	Career Education		Physical and Health Education
	English Language Arts		Science
	French Immersion Language Arts		Social Studies

CORE COMPETENCY FIT Indicate with an X all that apply.			
	Communicating		Positive Personal and Cultural Identity
	Collaborating		Personal Awareness and Responsibility
	Creative Thinking		Social Awareness and Responsibility
	Critical and Reflective Thinking		

GENERAL CONTENT To what extent does each apply? Indicate with E, M, S, or N. <u>E</u> xtensively <u>M</u> oderately <u>S</u> lightly <u>N</u> ot at all	
	Is the content engaging, accurate, and current?
	Does the text represent different perspectives? (e.g. male, female, LGBTQ, Aboriginal, diverse cultures, BC-context)
	Does it show insight into the complexity of being human?
	Does it broaden students' experiences and understandings?
	Is the content appropriate for the emotional maturity of most students at the intended grade level?
	Could most students at the intended grade level read this text with high accuracy and understanding?
	Is the text well-suited to a teacher read aloud?
	Is the text well-suited to whole-class study?
	Is the text well-suited to literature circles?
	Is the text well-suited to independent reading?

DESIGN To what extent does each apply? Indicate with E, M, S, N, or NA. <u>E</u> xtensively <u>M</u> oderately <u>S</u> lightly <u>N</u> ot at all <u>N</u> ot <u>A</u> pplicable	
	Is the use of font, text size effective and uniform?
	Do the illustrations and/or text features enhance learning?
	Are extraneous elements helpful? (e.g. preface, footnotes, glossary, extension activities)

SOCIAL CONSIDERATIONS		
Indicate if the treatment of the consideration is A, U, or NA. <u>A</u> cceptable <u>U</u> nacceptable <u>N</u> ot <u>A</u> pplicable		Comments/ Reasons/ References
	Age	
	Gender Roles	
	Aboriginal Peoples	
	Multiculturalism	
	Gender Identity / Sexual Orientation	
	Ability / Disability	
	Belief System	
	Social-Economic	
	Violence	
	Ethical / Legal	
	Humour	
	Safety	
	Language	
	Sustainability	

REVIEW COMPLETED	
Date	