

Design Guide

There are design and layout elements to consider depending on the specific format of the resource.

Print Resources

Body font is regular weight (not **bold** or hairline) and regular proportions (not condensed or expanded).

For young readers, font size is larger and ideally, letterforms align with children's printing, for example: 'a' not 'a' and 'g' not 'g'.

Font (typeface, size, and style) and presentation are uniform and consistently applied to sections of the text, for example: headings, body, and captions.

Word separation occurs between syllables.

Alice sighed wearily. "I think you might do something better with the time," she said, "than waste it in asking riddles that have no answers."

"If you knew Time as well as I do," said the Hatter, "you wouldn't talk about wasting it. It's him."

"I don't know what you mean," said Alice.

"Of course you don't!" the Hatter said, tossing his head contemptuously. "I dare say you never even spoke to Time!"

"Perhaps not," Alice cautiously replied: "but I know I have to beat time when I learn music."

White space is used to decrease density and amount of text on the page.

Alignment, space between lines, and line breaks in sentences and paragraphs do not interfere with tracking and reading.

Illustrations add to the text information and help the reader make meaning. Early chapter books often rely on images to help the reader predict the next word(s).



The Hatter

Credit: *Alice's Adventures in Wonderland* by Lewis Carroll, illustration by Sir John Tenniel. Text and images in the Public Domain.

Additional Considerations for Non-fiction Texts

Images (maps, tables, charts) are well located; placed next to or near the referencing text (for example, not on another page, particularly for younger readers, ELL students, and those with reading challenges).

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coastal people such as the Haida and the Heiltsuk, required a great deal of work from the felling of the tree and the steaming of the hollowed-out shape, to the finishing of the surface. Likewise, fibres were woven into baskets for trade, and furs had to be treated before they could be exchanged.

One of the most important trade items that was carried from the coast to the interior was oolichan grease, which was extracted from the fish in a lengthy process. Because of its importance, major trading routes were called Grease Trails. People travelled in large numbers over the trails to trade for the grease. In recognition of their importance, these trails were constantly maintained and were often two metres or more wide.

Goods were often traded from group to group through one or more intermediaries, so a product's final destination was often a long distance from its origin. For example, the Secwepemc who lived along the Fraser River south of Williams Lake were able to produce a great quantity of dried salmon and salmon oil. They traded the salmon with neighbouring Secwepemc tribes who lived farther to the east. These people in turn traded the dried salmon with the Cree of the Plains.

One unique trade good, obsidian, helps us understand the age and extent of the trade economy. Obsidian is a glass-like volcanic rock which was highly prized in cutting tools. Tiny, razor-sharp pieces of obsidian, called microblades, were fixed in handles of wood, bone, or antler to make efficient knives and projectiles. What makes obsidian such a useful marker for understanding the past is that there were only three main sources of obsidian available to the First Nations of British Columbia. Two are in British Columbia: Mt. Edziza in Tahltan territory and Anahim



Microblades are thin, sharp blades created from obsidian, agate or other hard stone using a sophisticated technology. A chunk of the stone, called a core, was struck in just the right way to break off a thin wafer 2 to 3 cm long. This technique produced two extremely sharp edges, and was the most efficient way of making blades. The blades were set into grooves in wood, bone, or antler to make cutting tools or hunting spears. People stopped using microblade technology several thousand years ago.



Landmarks such as this "trading rock" near Hazelton marked places where First Nations people met for trade.

Obsidian is a volcanic glass, prized for its ability to be honed to an extremely sharp edge. It was used for knives, arrowheads, and other tools. Each obsidian source is unique, so scientists can identify the source of an artifact wherever it is found. Today it is sometimes used as the blade for a surgeon's scalpel.

Images add to the text information to help the reader make meaning from the text.

Enseignements

Observez POUR apprendre!

La transmission des connaissances par l'observation et la pratique

Texte: Paula Kakegumick et Georgina Nahwegahbo
Photos: Debbie Mishininijima





Les Premières Nations ont toujours planté du maïs, des haricots et des citrouilles. Ils étaient capables de conserver ces trois aliments pour les utiliser toute l'année.

Les citrouilles et les courges peuvent être utilisées dans les desserts. Ici, l'Ojibwé aînée Georgina Nahwegahbo montre à ses petits-enfants, Blessing et Ignatius, comment cuisiner une tarte à la citrouille. Les ingrédients de base sont la farine, le saindoux et le sucre. La citrouille est d'abord cuite puis réduite en purée. On y ajoute ensuite des épices, au goût. Les enfants observent attentivement toutes les étapes avant de faire leur propre tarte à la citrouille.

L'apprentissage par l'observation est le processus qui consiste à apprendre en observant ceux qui nous ressemblent et ceux que nous admirons. Les enfants veulent souvent imiter ceux qui sont bien informés et qui prennent soin d'eux, comme les grands-parents. Grâce à cette expérience positive, les petits-enfants pourront à leur tour faire leur propre tarte.

Maintenant, toute la famille peut savourer une tarte!

MOTS À CONNAÎTRE

- Koosmaan
- Citrouille
- Koosmaan pye (Bittojishkwegnagan)
- Tarte à la citrouille
- Minapgozi
- C'est bon





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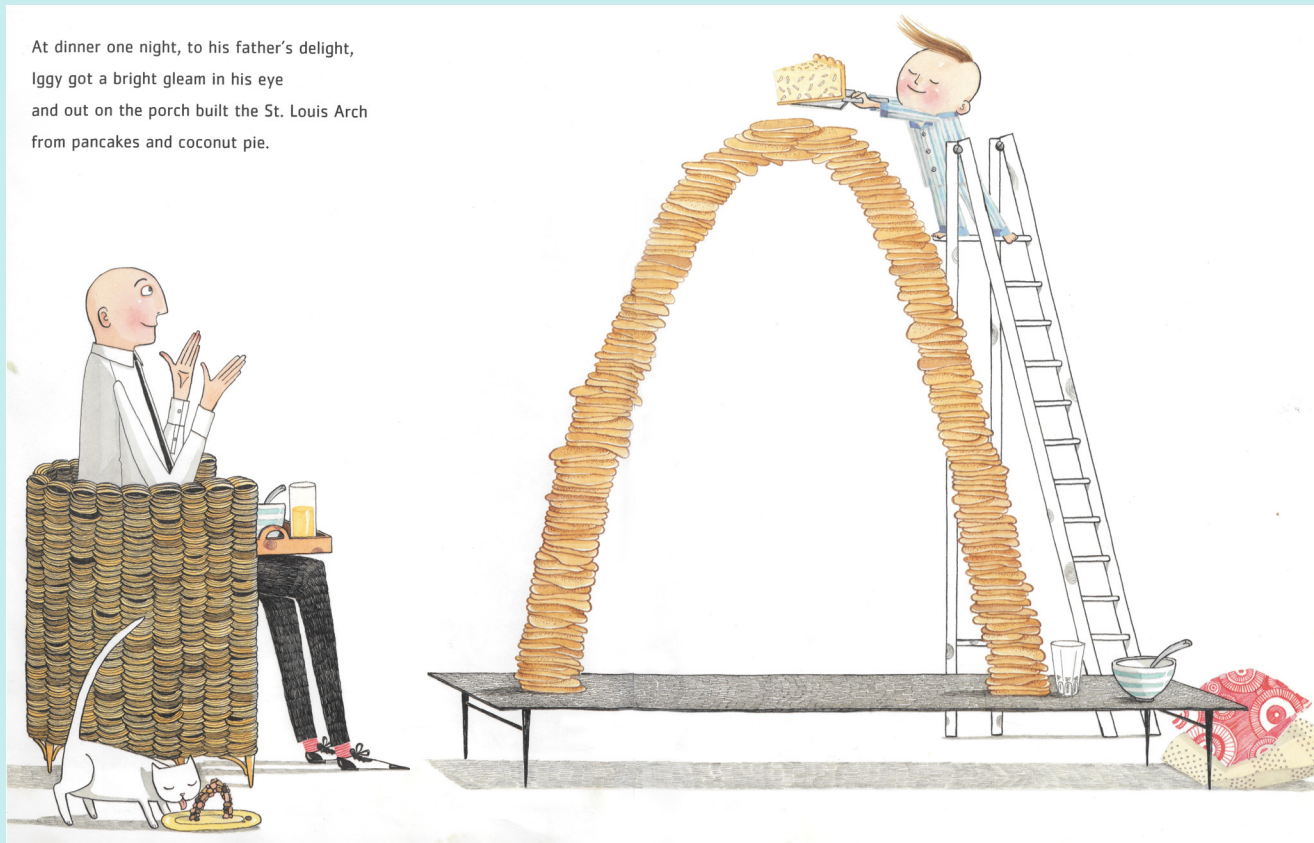
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Text features are well-located and supplement the text meaning, (for example, Table of Contents, Pronunciation Guides, Glossary, Sidebars, Bibliography, etc.).

Credit: B.C. First Nations Studies cover used by permission of the British Columbia Ministry of Education and Child Care.

Credit: Ojibwés de L'île du grand esprit excerpt used by permission of 4canoes. www.4canoes.org.

Picture Books



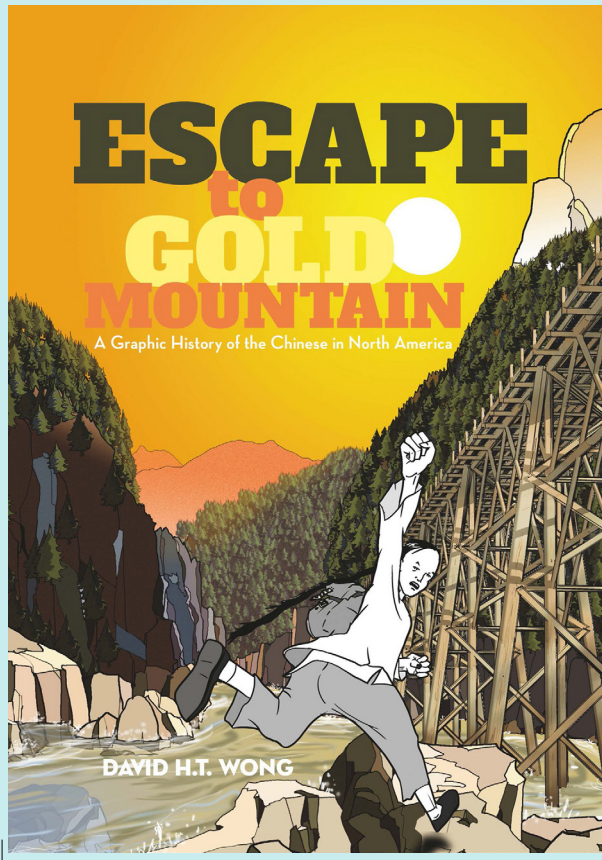
In addition to the Print Resource key points, the following are considerations for books with images:

- Images are high quality.
- Content of the image adds to the text information and helps the reader make meaning from the text.
- Location of the image aligns with the related text content.

Credit: *Iggy Peck Architect* excerpt used by permission of Abrams Books for Young Readers, written by Andrea Beaty, illustrated by David Roberts.

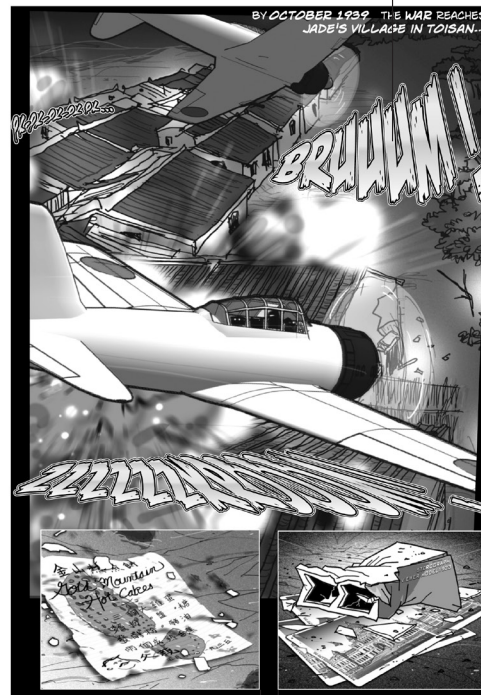
Graphic Novels and Texts

Content is relevant and images are appropriate for the reader's age and developmental level. Here is an example appropriate for Grades 10–12.



Interesting cover that represents the content.

Literary elements for fiction and non-fiction resources are evident. In this example we see onomatopoeia.



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White space is used to help readers move through the book.



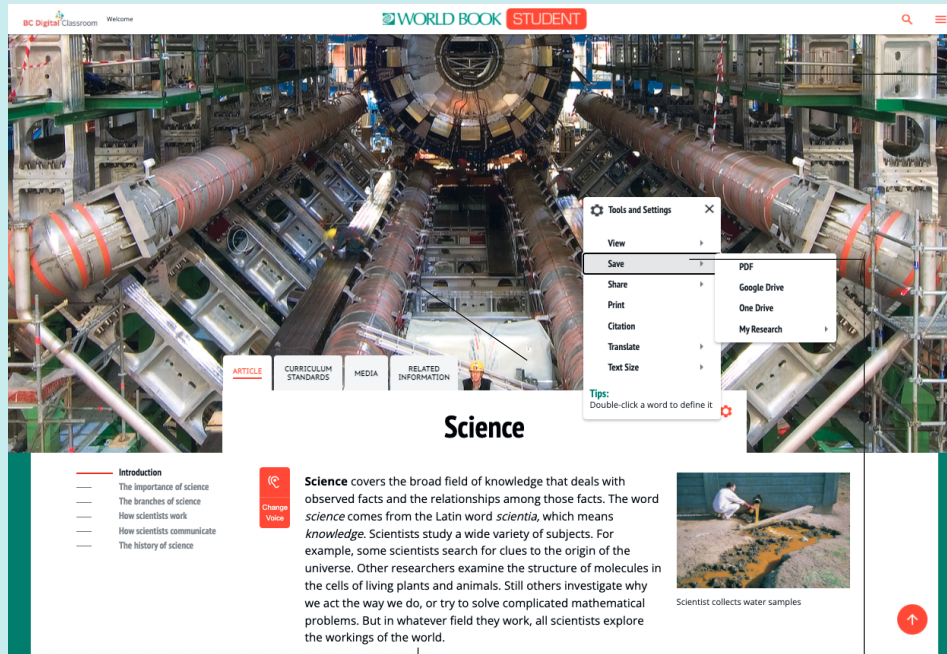
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Sequential illustrations propel the narrative forward, keeping the reader's interest.

Font (typeface, size, and style) is clearly readable.

Credit: *Escape to Gold Mountain* book cover and excerpt used by permission of Arsenal Pulp Press. Written and illustrated by David H. T. Wong.

Websites, Apps, Videos, Audio



Visual/audio content is suitable for the age and maturity of the student.

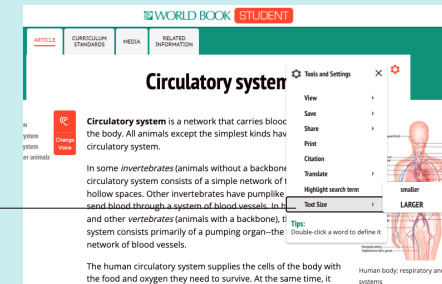
Allows save/print in multiple formats (PDF, Word doc) or linking from within applications (OneDrive, Google Classroom).

The following should also be considered:

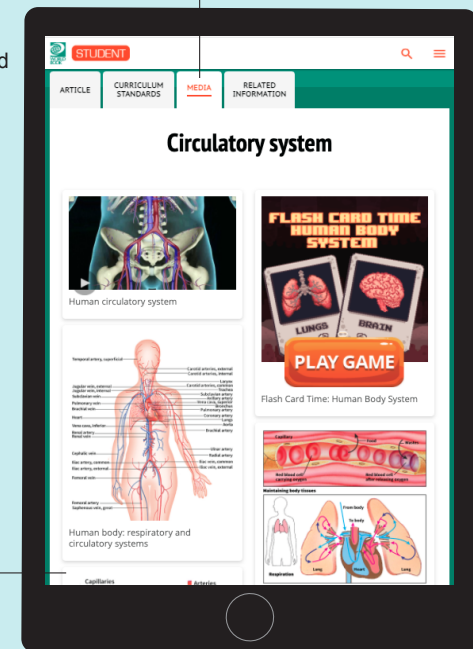
- Ad-free and without promotional links or images.
- No login or password required or it allows for anonymized passwords, for example, Student1A or Div5a.
- Personal information on students is not collected or retained.
- No fee for use.

Images and sound are high quality.

Accessible access features included, for example, personal preference settings, adjustable text size, text to speech, controls for rate and volume of audio/video stream, and language translation.



Searchable by file type (PDF, video, image, and so on). This is more applicable to reference databases.



Displays on multiple devices: tablet at a minimum, and possibly mobile.

Credit: World Book Student website interface screenshots used by permission of World Book, Inc.

E-books (Digital Books)

Electronic books, more commonly known as e-books (or eBooks) are digital books. E-books may include only text or a combination of text and images, or only images (known as “wordless books”).

Depending on the e-book and the e-reader software, a digital book may contain interactive features.

The screenshot shows the Gale In Context Canada interface. At the top, there's a navigation bar with 'GALE IN CONTEXT' and 'Canada'. Below it, a search bar and various icons for navigation and actions like 'Cite', 'Send To...', 'Download', 'Print', 'Get Link', and 'Highlights And Notes (0)'. The main title is 'The Government of Canada'. Below the title, there's a date 'Date: Aug. 16, 2018', a source 'From: Gale Canada Online Collection', a publisher 'Publisher: Gale, part of Cengage Group', and document details: 'Document Type: Topic overview', 'Length: 1,755 words', 'Content Level: (Level 4)', and 'Lexile Measure: 1220L'. The text area shows a paragraph about the Canadian government system, with words like 'Canada', 'monarchy', 'Ontario', 'Nova Scotia', and 'New Brunswick' highlighted in blue. Below the text, there are icons for text-to-speech, font size adjustment, and a glossary.

Text that automatically wraps when font size is increased on a page

Text-to-speech functionality

Interactive glossaries that display definitions

Ability to bookmark, highlight text, and add notes to pages

Hyperlinked table of contents

Embedded media that supports audio (sound effects, music, or narrated text)

The screenshot shows an excerpt from 'The Eagle Feather Story'. The text is in both English and Dakhla. There are audio icons for the story narration and a mouse sound effect. A mouse is shown next to a large yellow mushroom. The text describes a mouse finding a place to stay warm and dry. Below the text, there's a section for 'Dakhla Language Vowel sounds' with a guide to pronounce the names of the characters in the story. A feather is shown at the bottom left.

Credit: “The Government of Canada.” *Gale Canada Online Collection*, Gale, 2018. *Gale In Context: Canada*. Accessed 27 Oct. 2022.

Credit: *The Eagle Feather Story* (e-book) excerpt used by permission of 4canoes. www.4canoes.org. By Guy Prince and Kevin Milne (illustrator, introduction, photographer).