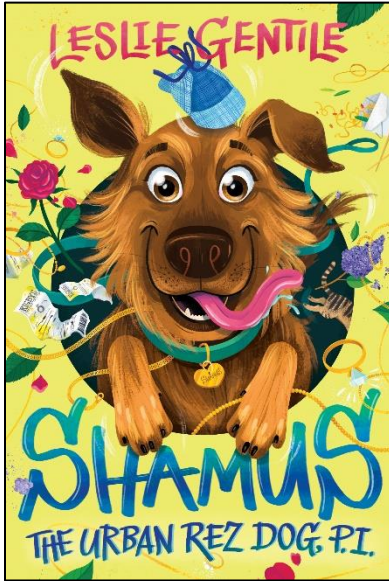


DCB

www.dcbyoungreaders.com

***Shamus the Urban Rez Dog, P.I.* by Leslie Gentile Teacher's Guide**

Created by Martha Brack Martin with support from Leslie Gentile and the Cormorant Team



Shamus is trying to live his best life with his family in the city, which is a far cry from his early days on the reserve. Unfortunately, trouble still seems to find him — and what’s a dog to do? He can’t help it if the neighborhood cat is out to get him, or if the great outdoors is calling his name. He definitely can’t help it he’s never met a snack (or food group) he doesn’t love. He’s a good boy ... really, he is. He’s just a bit ... impulsive. That doesn’t stop him from being one great big, furry guy. And when Mom comes home sad and worried from work, Shamus knows it’s up to him to figure out what’s really going on. Now, if he can only keep his focus, help the twins, and manage to stay out of trouble, everything should turn out fine.

Themes

Some key themes and “big ideas” in this book include:

- Family
- Prejudice
- Appearance versus reality
- The value of Indigenous culture

The Plot

Missing jewelry, a false accusation, and a real thief. Shamus the Urban Rez Dog, P.I. is on the case.

The name’s Shamus. I’m a special kind of dog known as a Rez Dog. That means I’m a mix of different breeds and I come from a reserve. I live in the city with Mom and the twins, Rainey and Cole. We are one of many Indigenous families on our block.

Life is great — until Mom is falsely accused of stealing from the jewelry store she’s worked at for years. When the kids and I set out to catch the real thief, we discover some surprising and, if I do say so myself, hilarious clues — including a false wall, a lucky bowling ball, and a vicious poodle named Hepzibah!

The Setting

This story takes place in a contemporary city in coastal British Columbia or Washington state.

What Kind of Reader Will Love This Book? One who ...

- Loves funny animal protagonists
- Has a best friend who’s a dog
- Can’t pass up a good mystery
- Enjoys stories told in first-person narrative with a distinctive voice
- Is interested in Indigenous culture
- Likes stories with different kinds of families
- Appreciates stories with a twist

Pre-Teaching Prep

Trigger Warning: This book has some references to discrimination against the Indigenous characters. At one point near the end of the book, the word “Indian” is used by the antagonist, and it is addressed as being a racist term. Be sensitive to the feelings of your students. You may want to prepare them ahead of time by discussing appropriate ways to address those who are Indigenous. One option would be to show them this video as a starting point:

[The word Indigenous — explained | CBC Kids News](#)

Chapter Questions (for Independent Work or Class Discussion)

Pick and choose the questions that work for *your* students in *your* classroom. Use as many or as few as you like. All page number references are from the first edition (2023).

Chapter 1

1. How does the author catch your interest as a reader, right from the very first page of the story?
2. Shamus is telling the story in his own words. What is the name for this kind of narrative?
3. On page 1, the author writes, “Squealing tires, the driver yelling out the window, and some fast footwork by yours truly, and I was in the clear.” Who is “yours truly”?
4. Define the underlined words in the quotations below. You can use a dictionary to help you.
 - a. “I managed to jump out of the way of that looming front bumper ...” (p. 1).

- b. “So somewhere out there in this townhouse complex is another dog devious enough to go into Old Man Melnyk’s yard ...” (p. 2).
 - c. “There was also a whiff of something on Mom that reminded me of Maudie’s workshop” (p. 4).
5. “Now *that* was terrifying,” Shamus says on page 3. Why is “that” written in italics?
 6. How did Shamus come to live with Mom, Cole, and Rainey? Summarize his early life in no more than five sentences.
 7. Create a graphic organizer of your choice (a chart, Venn diagram, mind map, etc.) to show what you learn in this chapter about Mom, Cole, and Rainey.
 8. At the end of chapter 1, how does the author make you want to keep reading the rest of the story? In your own words, what would you call this technique?

Chapter 2

9. Describe the complex where the kids and Shamus live with Mom.
10. The kids have a best friend named Max. What do we learn about him in this chapter?
11. On page 9, Shamus describes his feelings about the importance of physical appearance. How do you feel about his point of view? How important to *you* is the way someone looks?
12. This chapter has a cliffhanger ending. As a reader, do you find you appreciate books more if they have these? Explain.

Chapter 3

13. Do you believe animals can sense the emotions of others? Why or why not?
14. Have you ever had an animal respond to your emotions the way Shamus responds to Mom’s feelings? Share your story with a classmate or two in a small group.
15. On page 12, Shamus says, “There’s that perfect spot just behind my — sorry, I’m getting sidetracked.” That horizontal line is called an “em dash.” As a reader, how do you read that sentence? What does the em dash tell you to do? Explain it in your own words.

Chapter 4

16. What clues has Shamus picked up that things aren’t good in the family?
17. Define the underlined words in the quotations below. You can use a dictionary to help you.
 - a. “Over the sound of the pizza boxes being opened by Cole and the cutlery being clattered around the table ...” (p. 14).
 - b. “I can make it from Cole’s room to the kitchen to scoop a dropped morsel in under five seconds, I swear” (p. 2).
18. How do you personally feel about pizza crusts? Explain.
19. Predict what you think is going on with Mom. Prove your prediction using evidence from the story and your own ideas.

Chapter 5

20. Using the information from this chapter, explain what a silversmith does?
21. Do you believe reading a person's "tea leaves" can tell their future? Explain.
22. What do we learn about Mr. Rigby and his jewelry shop in this chapter?

Chapter 6

23. Define the underlined words in the quotations below. You can use a dictionary to help you.
 - a. "As we came up next to the car, the woman smiled at us, took one look at me, and gushed, 'Ooh, look at the lovely doggie!'" (p. 20).
 - b. "'What a beautiful boy,' she crooned" (p. 2).
 - c. "She's usually pretty friendly but I think her chakras have been out of alignment since our move" (p. 22).
24. How would you describe the characters of Mitch and Aura, after we meet them in this chapter? Use examples from the novel to explain your ideas.
25. On page 22, after Shamus has his encounter with Hepzibah, he explains that he was shaking but it was "more excitement than fear." Do you believe him? Why or why not?

Chapter 7

26. Where does the jewelry store owner, Mr. Rigby, hide his new shipments? What do you think of his security system? Explain.
27. What advice would you give Mom about her situation? Imagine you are a close friend or relative of hers. Write an email or a friendly letter to Mom, including your suggestions and advice.

Chapter 8

28. We learn Shamus's original owner is a "well-known Coast Salish silversmith" (p. 29).
 - a. Where would someone live if they are "Coast Salish"? With your teacher's permission, do some research to find out.
 - b. What do you think "tree pitch" (p. 29) might be?
29. Describe what you learn in this chapter about how a silversmith makes their artwork.

Chapter 9

30. Look at this quotation from the book: "Mom and Uncle Doug went into the living room, and I could hear them talking quietly; I heard the word *jewelry* a few times" (p. 31). The author uses the punctuation mark known as a semicolon in this sentence. In your own words, what is its purpose? Explain your thoughts.
31. What updates do we get about Max's life in this chapter?
32. What do you think the expression "hunkered down" means on page 31?
33. Like Shamus, are you a fan of ice cream? What is your favorite flavor and why? Share your answer with a partner or two in class. Then take a vote to determine the favorite flavor of your class!

Chapter 10

34. Shamus is a huge fan of garbage. Why?
35. All dogs have great noses for smells, but Shamus manages to use his nose in an extremely helpful way. What does he find?
36. Write a summary of the events that caused Shamus to be able to identify Mrs. Rigby's special curry in the trash. You should use five to seven sentences and include only the key bits of information in your summary.

Chapter 11

37. At this point in the story, who do you believe is behind the stolen jewelry? Explain your theory.
38. Rainey has a theory about Aura and Mitch. How do you feel about the way Max reacts when he hears her theory?
39. Do you think people should sleep with their pets? Why or why not?

Chapter 12

40. Shamus plans to teach Mr. Tibbles a lesson. How successful do you believe this plan will be? Explain your thoughts.
41. Define the underlined words in the quotations below. You can use a dictionary to help you.
 - a. "... I know that if he saw me, he'd yell something mean and shake his trowel at me" (p. 45).
 - b. "I slunk out, looking around to make sure Old Man Melnyk didn't see me out on the loose" (p. 46).
42. Can you think of any logical reason for the papers from Mr. Rigby's store to be in the neighbors' garbage? Discuss this with a partner or a small group of classmates in your class.

Chapter 13

43. On page 47, the author writes, "Hey, boy, whatcha been up to?" What does the word "whatcha" mean? Why does the author use it here?
44. Why are the kids sure the police won't believe them if they bring the clues in? How do you feel about their reasoning? Explain.
45. What are the kids planning instead?

Chapter 14

46. Shamus is a huge fan of peanut butter, as you learn from his description of the snack. If you could have any snack, what would you choose? Share your choice with your classmates, explaining why you would pick it.
47. How does the author show in this chapter that she knows dogs really well? Share an example from the text that proves this.
48. Why is Shamus tied up when the kids play street hockey?
49. Do you think street hockey is a true Canadian sport? Why or why not?

Chapter 15

50. Why does Shamus not like it when the kids visit the local library?
51. Rainey likes reading longer library books, while Cole reads graphic novels and books about astronomy.
 - a. Are you a fan of reading? Why or why not?
 - b. What would you most like to read, and why?
 - c. What would you least like to read, and why?
52. Mom is shocked by Mr. Melnyk's accusations, but what do we know that she doesn't?
53. Define the underlined words in the quotations below. You can use a dictionary to help you.
 - a. "Sure, I get a walk in, but just as we get into our walking groove, sauntering down the street, we arrive at the library ..." (p. 57).
 - b. "That rotten mutt got loose again last week and ran rampant all over the complex!" (p. 57).
 - c. "Well what other big mutt is there around here running amok, I'd like to know!" (p. 58).

Chapter 16

54. Cole confides in Shamus about his worries. Who do you talk to when you have feelings that are too big for you to handle? How does that work for you?
55. Today many dogs are acting as therapy or service animals. Do you think Shamus would be good in this role? Why or why not?
56. Think about what we have learned about Shamus so far. Choose two adjectives that you believe describe Shamus perfectly. Then use examples from the book to prove these adjectives are great choices.

Chapter 17

57. At this point in the story, we have a really good idea of Shamus's favorite things. Make a list of what you think Shamus would consider his "top ten" list, with number one being his absolute favorite thing. Then share your list with a small group of your classmates. Do you all agree?
58. Mitch has two hugely different reactions to Shamus, depending on whether he is alone with Shamus or others are in the room. What do you think is going on there? Use examples from the chapter to explain your theory.
59. Summarize the new clues to the mystery we have learned in this chapter.

Chapter 18

60. Shamus refers to the gold chain as a "shiny hamster-leash find" (p. 79). How does the author make Shamus more believable as a narrator by using word choices like these?
61. How do you feel about the way the kids broke the news to their mom? How would you have done it? Are you surprised by her reaction? Explain.

Chapter 19

62. On page 83, the author writes, "Once the dishes and the kids' homework were done, we headed out for a walk." Let's explore some spelling and grammar in that sentence.
 - a. Why does the author use the word "were" instead of "was" in this sentence?
 - b. Why is there an apostrophe after the letter "s" in the word "kids"?
 - c. Why is there a comma after the word "done"?
63. "*Wow, you'd think she'd know how well trained her own kids are*, I thought to myself" (p. 83). Why does the author use italics for the first part of that sentence?
64. Define the underlined words in the quotations below. You can use a dictionary to help you.
 - a. "... I could tell that Mom was still mad at me for getting loose and rummaging around in the garbage ..." (p. 83).
 - b. "The kids sat down and started to swing listlessly" (p. 84).

Chapter 20

65. Why do you think Grandma Rose is coming to visit?
66. Define the underlined words in the quotations below. You can use a dictionary to help you.
 - a. "I could tell he was miffed when I didn't even glance at him" (p. 86).
 - b. "Then it was time for the ole Stealth Dog to make his move" (p. 88).
 - c. "Apparently I had a knack for finding them ..." (p. 89).
67. Why are the words "Stealth Dog" capitalized on page 88? Explain.

Chapter 21

68. In your opinion, do you believe animals are as sensitive to human emotions as Shamus appears to be in the story? Explain your thoughts.
69. Why is Shamus captivated by Grandma Rose's ring?

Chapter 22

70. What new developments happen in this chapter?
71. Would you like to be interrogated by the Minskis? Why or why not?
72. How do you feel about Mom's chances of being proven innocent?
73. Do you think it's significant that no Indigenous silver pieces of jewelry have gone missing? Explain your thoughts.

Chapter 23

74. Max is very polite. How does the author show this to the reader in this chapter?
75. Predict how well you think Uncle Doug's training will work to keep Shamus in the yard. Use details from the story to defend your prediction.

Chapter 24

76. There are lots of new developments by the time this chapter finishes. Write a summary of no more than seven sentences, explaining these new developments and how they occurred.
77. On page 119, Cole says, "But what can we do about it? No one will believe a couple of Native kids!" Do you think the kids are right? Why or why not?
78. How do you think their plan to catch the bad guys will work? Share your thoughts with a few of your classmates.

Chapter 25

79. Do you think it's a good idea to feed pets human food? Why or why not?
80. How can the kids and Shamus tell that Grandma Rose is worried about Mom?

Chapter 26

81. Have you ever been in a situation where you felt sorry for yourself? How about one where you made a bad decision that caused lots of problems? Write your story down. Then, if you're willing, share your story with a friend in the class and discuss what you learned from your experience.
82. Shamus asks, "... how come it's okay for a cat to wander around loose, but not a dog?" (p. 125). What do you think about this double standard? Explain.

Chapter 27

83. What's your favorite part of this chapter? Why?

Chapter 28

84. How does the author manage to add humor into a pretty serious scene? Explain using details from the story and your own ideas.
85. Who do you think made the anonymous tip, and what is your reasoning?

Chapter 29

86. What's your first impression of Andrea, Mom's cousin?
87. Have you ever been to a powwow? Based on Shamus's description on page 141, what do you think would be his favorite part?
88. How can we tell the thieves are not very smart?

Chapter 30

89. What are the kids planning to do to solve the mystery? How do you rate their chances of success, and why?

Chapter 31

90. On page 148, Grandma Rose says, "Shamus, keep your paws crossed. I may just have gotten you out of the doghouse!" What does she mean by the underlined phrases?

Chapter 32

91. Would you stick around and keep working at the jewelry store if you were Mom and facing all this poor treatment? What does it say about her character that she hasn't quit yet?
92. Do you believe Mr. Rigby's excuse that he "has to cut back" (p. 151) and that he's choosing not to carry the Indigenous silver jewelry just because of that? Explain.

Chapter 33

93. Shamus says, "I couldn't help feeling proud of how well the kids were both doing with their training" (p. 152). Why is this funny?
94. Why has Shamus's original owner, Maudie, come into the city? How does Shamus respond when he sees her?

Chapter 34

95. Why do you think the kids haven't simply told their mom and grandma what they know? Explain your thoughts.

Chapter 35

96. In your opinion, should Rainey have gone into the store alone? As a reader, what did you think when she did?
97. This chapter ends with a cliffhanger. If you were the kids, what would you do next?

Chapter 36.

98. Are you surprised by Edith's actions? Explain.

Chapter 37

99. How does Shamus accidentally save the day?
100. Sergeant Minski yells at Edith for using racist language. Her nephew, Constable Minski, replies, "That kind of thing oughta be illegal" (p. 184). How does the author bring humor into an otherwise awful moment by including this comment?
101. Are you surprised by the identity of the thief? Why or why not?
102. How do you feel about stories that have a twist in their plot? Are you more likely to read those stories, or does it matter to you? Explain your thoughts.

Chapter 38

103. The kids proved their mom's innocence, but they snuck out of the house at night and ended up in trouble with dangerous criminals. Do you believe they should have a consequence for their actions?
 - a. If you answered yes, what do you think their consequence should be?
 - b. If you answered no, why don't you think they should have one?

Chapter 39

104. How does the author show us that Shamus has learned his lesson (for now, at least)?

105. Do you think Shamus will be able to stick to his good behavior? Why or why not? Use examples from the story to prove your answer.

Chapter 40

106. Give at least three reasons why Mr. Melnyk decides to rip up his letter to the Housing Committee.

Chapter 41

107. Mr. Rigby also appears to have learned from his mistakes. What do we learn he has done in this chapter that proves this?

Chapter 42

108. What final developments do we learn in this last chapter that show things are heading in a positive direction for Mortimer Rigby and Mr. Rigby, Max and Max's mom, and the Masters?

109. How did you enjoy the book? Share your feelings with your class in a class discussion.

Acknowledgements

110. Read these pages at the back of the book. What do you notice is included in an author's "acknowledgements"?

111. Where did the author get the idea for Shamus noticing Maudie's ring?

112. Would you have read the acknowledgement pages if you weren't assigned to do so? Are you glad you did? Why or why not?

Culminating Activities

Silversmithing 101

In the novel we learn about the industry of silversmithing, as Maudie creates wonderful works of art and Mom sells Indigenous silver jewelry at Mr. Rigby's store. Now it's time to learn more about this art form and other Indigenous artwork as you explore and evaluate some websites. In addition to learning about the artworks, you will be using your digital literacy skills to assess the media literacy elements of the websites you visit. Your teacher may decide to have you work independently, or with one or more classmates. You might even visit the websites together as a class.

Teacher tips:

Ideally students will enjoy this most by working in small groups, but it can be done as a whole class exploration if that's all you can manage with technology. The goal is to educate the students not just on the artwork and the ways it is made, but to provide an opportunity to cover media and digital literacy expectations as well.

Have the students visit each of the four websites in turn. Have the students keep track of any words they don't know for possible discussion later. If students are navigating in groups, they

will be less likely to skip areas or options. Circulate with a clipboard to observe and record how well the students can navigate around the sites. Encourage them to take turns navigating the websites with their partners. Listen to the discussions and make anecdotal notes of learning. To further assess their knowledge, you can share these prompts for a class discussion or to be used to independently write a reflection:

- What is/are the purpose(s) of each website and how do you know?
- How did the website creators design the websites to make them interesting?
- What media techniques are used on these websites?
- Do the websites offer elements that make them accessible to all users?
- What elements could be added to make these websites more interesting?
- If you had to buy one item from one of these online sites, what would you buy, and why?

Here are the websites:

History of silver with Indigenous Peoples in Canada:

<https://www.thecanadianencyclopedia.ca/en/article/indian-trade-silver>

Sapling and Flint <https://www.saplingandflint.ca>

Melanie Gray's page on the Indigenous Arts Collective website

<https://indigenousartscollective.org/melanie-gray>

Coastal Peoples Fine Arts Gallery (with jewelry as a section of the website)

<https://coastalpeoples.com>

The Write Stuff

Part of the fun of this story is that Shamus the dog narrates it himself. We see everything through his eyes, and the author really puts herself into the mind and heart of Shamus.

Now it's your turn. Choose an animal you find fascinating and imagine how that creature might spend a typical day. What would it do? See? Hear? What would it find enjoyable — or hate passionately?

Write down your ideas as brainstorming. Then create a diary entry in the voice of your chosen animal, describing their day in all its good, bad, and ugly moments.

Doggy Detectives

At the end of the novel, Edith says, "My plan was working perfectly, too, until these kids and their stupid dog came along!" (p. 185). If you're a fan of *Scooby-Do*, that line might sound like one you heard every episode. Scooby isn't the only famous dog detective in books and media; there's Wishbone and Lassie and even Rex from *Hudson and Rex*! Can you think of any others?

Dog detectives are not just imaginary. There are real dogs whose job is to find missing people, capture criminals, and even perform research! Speaking of research ... learn more about these working dogs by exploring the following resources:

<https://superscience.scholastic.com/issues/2019-20/110119/dog-detectives.html?language=english#970L>

[5 Fun Facts about Training Police Dogs](#)

[Watch This K9 Dog Help Her Dad At Work Every Single Day | The Dodo](#) (The word “crap” is mentioned in it briefly ... so be aware.)

Now, do you think Shamus could be trained as a working dog detective? Think about what qualities he has that are necessary, according to these resources. Then, based on what you’ve learned about dog detectives, create an application letter for Shamus where he can share what makes him a perfect candidate for dog detective school.

Go Graphic!

Select a favorite scene or part of the novel. Think about how you could portray it visually. What would you want to include? How would you show what happens with minimum text? What colors would you use? What perspectives would you show?

Now create your own version of a graphic novel to portray that section. Create a spread of either eight or sixteen panels, or whatever your teacher prefers. Use conventions of graphic novels, like panels, gutters, captions, etc. Learn more about what goes into a great graphic novel here: <https://www.masterclass.com/articles/how-to-create-a-comic-book-step-by-step-guide-for-making-your-own-comics#what-are-the-elements-of-a-good-comic-book>

Exploring the Same Themes in Different Texts

After reading *Shamus the Urban Rez Dog P.I.*, consider reading *Elvis, Me, and the Lemonade Stand Summer* by Leslie Gentile, *Mortimer: Rat Race to Space* by Joan Marie Galat, *Pickles vs. the Zombies* by Angela Misri, *Swept Away* by Natalie Hyde, or *Up for Grabs* by Michelle Mulder. How are some of the same themes repeated in these stories? How are they handled differently?

Create a presentation comparing the themes in your choice of books or share your ideas orally in a class discussion.

Interview with the Author

Martha: Hey Leslie! Great to chat with you!

Leslie: Hi Martha! It’s wonderful to catch up with you!

Martha: You are clearly a dog lover, as we can see from your dedication at the front of the book. Have you always wanted to write a book from a dog’s point of view?

Leslie: Years ago, I read a detective story that was written from the dog's point of view. It was very funny, and that's what gave me the germ of the idea for a middle grade book.

Martha: Shamus describes himself as an "urban rez dog." How did you come up with that term?

Leslie: Shamus came up with that one as I wrote! Indigenous people who live off reserve are referred to as Urban Indigenous, which sounds so official. As I write, I like to let the characters "speak for themselves," so it was only natural that Shamus would refer to himself as an urban rez dog. It struck me as really funny, and really helped me define his character.

Martha: I found it interesting the way the community was set up, with Indigenous families on one side of the street and non-Indigenous families on the other. Where did that come from?

Leslie: It's an allegory for how different communities can live next door to each other and yet stay separate from each other. Many reserves in the area where I live are literally across the street from settler communities, and I often wonder how well they know each other, if at all.

Martha: Is Shamus based on a specific dog in your life?

Leslie: Shamus is a composite of all the dogs that I've known and loved through the years. We had a golden retriever named Shamus, and his personality was the most like this Shamus.

Martha: Did you have a plan for the plot from the beginning, or did you just let Shamus tell you where his adventures would take him?

Leslie: I had a loose plan, but as I wrote, that changed. Shamus definitely told me where things were going — it was like having my "writer's leash" strongly pulled in a different direction sometimes!

Martha: I love that visual! [*grins*] I also really appreciated the way you didn't give the families in the story the traditional "Mom, Dad, two kids" structure. Was that intentional?

Leslie: It definitely was intentional; it's important that stories reflect the real world. Also, it can be easier to write when you have less characters, so to have a single-parent family was easier in this case. It gave a good reason for the kids to have the freedom to try to solve the mystery, too!

Martha: I appreciated how you showed the close relationship the kids have with their Uncle Doug and their grandmother, and how even though the kids don't live on the reserve, they have maintained ties with the people there, like Maudie. I thought that was a really interesting



element in the novel. I wondered if that was typical for people living off reserve, but I guess there is no “typical” in any culture.

Leslie: True. Every Indigenous person living off reserve has a different story — some are strongly connected to their reserves and have maintained strong ties. Some people no longer have close ties to their reserves, and some don’t even know what reserve they are from. In Canada, there were many children taken from reserves and adopted out to settler families. These people know that they are Indigenous, but they don’t know anything about their history, which is very sad.

Martha: It’s heartbreaking. One reason it’s so important for Canada to do better, now that we know better. And your books are certainly helping with that. Your novels do a great job of telling entertaining stories with fun characters, yet you also manage to educate your reader about issues from an Indigenous perspective. No easy feat. And speaking of educating, I had no idea silversmithing had such a history to it in Indigenous culture. I loved how you wove that into the story. From where did that inspiration come?

Leslie: Shamus needed to have a strong tie to jewelry, so that he would be emotionally invested in helping Mom. While writing the book, my husband and I visited a breeder to see some puppies, and she happened to tell me the story of a sickly pup she had that needed to be bottle-fed and was mesmerized by her diamond ring. He went on later to find a valuable ring. That whole story is in my acknowledgement and became a strong part of the novel.

Martha: I could see more adventures with Shamus, but what I’d really love is to learn more about Hepzibah’s life. Could there be a sequel featuring Hepzibah in the future? Think how much fun her narrative voice would be!

Leslie: Now that’s an interesting idea, and it sure would be fun to write!

Martha: What do you hope to inspire in your readers as they turn the last page?

Leslie: Mostly, I hope that they enjoyed the book! I hope that they’ll be inspired to read more books by Canadian authors, especially Indigenous authors — there are so many incredible writers and stories to discover!

About Leslie Gentile

Leslie Gentile is a singer/songwriter of Northern Salish, Tuscarora, and Scottish heritage. She performs with her children in The Leslie Gentile Band, and with one of her sisters in The Half White Band. Gentile currently lives on Vancouver Island with her husband. Her debut novel, *Elvis, Me, and the Lemonade Stand Summer*, won the City of Victoria Children’s Book Prize and the Jean Little First Novel Award and was short-listed for the Forest of Reading Silver Birch Award, the MYRCA Sundogs Award, the SYRCA Diamond Willow Award, and many more. *Shamus the Urban Rez Dog, P.I.* is her second novel.

Related Web Links and Resources for Further Learning

<https://www.writersunion.ca/member/Leslie-Gentile>

<https://www.cbc.ca/books/26-canadian-early-reader-and-middle-grade-books-to-read-in-fall-2023-1.6905039>

<https://www.cbc.ca/books/shamus-the-urban-rez-dog-p-i-by-leslie-gentile-1.6879275>