

Here is the structured presentation of the six books in the *Littérature IV Duke* collection. It presents, in order: a short summary, the moral, the cognitive processes involved, as well as targeted pedagogical links for 7th and 8th-grade students in Canada.

1. *L'adoption de Duke*

- **Summary:**
Separated from his litter in Halifax to be adopted by a new family in New Brunswick, the puppy Duke feels strong anxiety when faced with changes to his reference points and environment. Through the establishment of new routines and the kindness of his adoptive parents, he understands that change, although intimidating at first, allows one to grow and thrive within a safe environment. Reading this journey calls upon **empathy**, anxiety **inhibition**, as well as the **cognitive flexibility** needed to adapt to a major transition.
- **The moral of the story** is that change and adapting to a new environment require patience and support, but they lead to personal fulfillment.
- **Cognitive processes involved:**
 - **Cognitive flexibility:** Adjusting one's mental schemas and behavior in the face of a major change in routine or environment.
 - **Metacognition:** Becoming aware of one's own emotions (anxiety, bashfulness, feeling of safety) to better regulate them.
- **Links with 7th and 8th-grade students (Canada):**
 - **Socio-emotional transition and identity:** In 7th and 8th grade (a stage often associated with changing schools, starting high school, or the intermediate cycle), students experience major changes in their social and academic environments, relational insecurities, and a quest for belonging.
 - **Social-emotional learning (health and physical education):** Helps address stress management when facing the unknown, the need for emotional safety, and adapting to new routines, whether family, social, or academic.

2. *Duke grandit*

- **Summary:**
As he grows, Duke sees his body transform rapidly and discovers the extraordinary capabilities of his senses, as well as his physical retriever characteristics. This adventure demonstrates that every individual evolves at their own pace, and that one must learn to accept their strengths as well as their awkwardness or moments of impatience. The text stimulates **metacognition** (self-observation of one's transformations), **categorical comparison**, and impulse **self-regulation**.
- **The moral of the story** shows that growing up implies accepting the changes in one's body while learning to master one's strength with maturity.
- **Cognitive processes involved:**
 - **Sensory integration and perception:** Decoding, comparing, and categorizing information from the environment (hearing, smell, panoramic vision).
 - **Self-regulation:** Channeling energy and managing impatience in frustrating situations.
- **Links with 7th and 8th-grade students (Canada):**
 - **Pubertal changes (science and technology / health):** In 7th/8th grade, students experience significant physical and emotional changes, including growth spurts, bodily transformations, and an increased need for autonomy.
 - **Anatomy and adaptation of living things:** Makes direct connections with the science curriculum (living body systems, biological adaptation structures like webbed paws or a double coat of fur).

3. *Duke à la plage*

- **Summary:**
Off to the sea with his parents on a hot summer day, Duke explores marine life and survives a big scare on a boat. The story highlights the importance of respecting the fragility of nature while exercising caution regarding water hazards and reckless behavior. Duke's journey stimulates **attentional flexibility, risk assessment, and environmental scientific thinking**.
- **The moral of the story** reminds us that we must respect nature and the environment while remaining cautious during recreational activities.
- **Cognitive processes involved:**
 - **Critical thinking:** Analyzing one's environment to distinguish safe curiosity from real risk (toxic jellyfish, deep holes, boat collision).
 - **Selective attention:** Filtering out a multitude of environmental stimuli (sea smells, wave sounds, presence of animals) to focus on the masters' safety instructions.
- **Links with 7th and 8th-grade students (Canada):**
 - **Conservation and marine ecology (science):** Directly addresses the ecological roles of marine organisms (hermit crabs, jellyfish, sand dollars), as well as the crucial role of algae in life on Earth (important oxygen generators) and the fragility of marine ecosystems.
 - **Safety, risk-taking, and citizenship (health and safety):** Covers essential life skills for teenagers: water safety (wearing a life jacket), managing panic during unexpected events, and awareness of ocean protection.

4. *Duke et l'hiver*

- **Summary:**
Through storms and snowy explorations in his favorite season, Duke discovers body adaptations to the cold, using his sense of smell and instincts to uncover hidden objects and observe tracks left by wild animals in the forest. This story engages **logical deduction**, **working memory** (connecting scents/tracks to prior knowledge), and **scientific reasoning**.
- **The moral of the story** highlights the importance of embracing the wonders of nature with curiosity and persevering through intellectual or physical challenges.
- **Cognitive processes involved:**
 - **Inductive reasoning and deduction:** Analyzing visual and olfactory cues (tracks from snowshoe hares, foxes, raccoons) to deduce a non-visible reality.
 - **Working memory:** Connecting prior knowledge (stories of ancestors, ice formation) to real-time observations.
- **Links with 7th and 8th-grade students (Canada):**
 - **Earth science and ecology (science and technology):** Aligns with the Canadian science curriculum on studying local ecosystems, Canadian wildlife (deer, hares, foxes), the food chain, and states of matter (snowflake and icicle formation).
 - **Canadian identity and geography (social studies):** Promotes Canada's northern character, the history of Canadian breeds (St. John's water dogs from Newfoundland and Labrador), and the importance of outdoor physical activity during winter.

5. *Duke au travail*

- **Summary:**
Having become a certified animal-assisted therapy dog after rigorous training, Duke accompanies his social worker mother to a school to offer comfort to struggling students. The story highlights the lesson that they have the power to transform the day of someone who is suffering. The book engages **theory of mind** (understanding the perspective and emotions of students), **decoding non-verbal communication**, and **sustained attention**.
- **The moral of the story** is that everyone possesses unique qualities which, when put to the service of others, allow them to bring comfort and make a positive difference.
- **Cognitive processes involved:**
 - **Empathy and theory of mind:** Decoding facial expressions, body language, and the emotional state of others to adapt one's own behavior.
 - **Sustained attention and executive functions:** Maintaining focus on a complex task despite distractions in the school environment.
- **Links with 7th and 8th-grade students (Canada):**
 - **Mental health and emotional management (social-emotional education):** Explicitly addresses key themes of the intermediate level (anxiety, anger, sadness, shyness, peer pressure, and interpersonal conflicts). The narrative also presents simple strategies for recognizing and regulating emotions.
 - **Community roles and empathy (social studies):** Raises awareness of helping professions (social work, animal-assisted therapy) and fosters an inclusive school climate based on empathy, active listening, and peaceful conflict resolution (e.g., using "I" statements instead of "you").

6. *Duke à l'hôpital*

- **Summary:**

Confronted with an ear infection and then the accidental ingestion of a razor blade, Duke must go through moments of fear and undergo emergency surgery at the veterinary clinic. The story teaches that facing one's fears and accepting help from professionals allows one to come out stronger and appreciate the unconditional support of loved ones. Exploring Duke's reactions engages **inhibitory control** (managing panic and pain), **emotional regulation**, and **problem-solving** in crisis situations.
- **The moral of the story** teaches that caution is essential when facing invisible dangers, and that courage consists of accepting help from others to overcome hardships.
- **Cognitive processes involved:**
 - **Inhibitory control (Self-control):** Suppressing impulses (refraining from licking oneself, remaining still despite the desire to play during recovery).
 - **Problem-solving and inference:** Evaluating the consequences of an impulsive action and understanding the chain of causality (ingesting an object → pain → surgery).
- **Links with 7th and 8th-grade students (Canada):**
 - **Crisis management and decision-making (science / health):** Students of this age are led to reflect on the consequences of their choices and the dangers associated with impulsive or reckless behaviors. The story demonstrates concretely how a reckless action can have major consequences and emphasizes the importance of caution.
 - **Emotional resilience:** Addresses the capacity to seek help from trusted adults (parents, specialists) during a physical or psychological trial. The narrative also introduces various medical procedures and treatments, such as antibiotics, X-rays, and postoperative care.