



British Columbia Primary Teachers' Association
of the British Columbia Teachers' Federation

Create

Imagine

Explore

Play

Wonder



SPRING 2014

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British Columbia
Teachers' Federation

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As our days become longer and the flowers begin to bloom, it is easy to feel energized and excited to spend some time in the sunshine. We hope you and your students had wonderful a Spring Break and Easter long weekend. We thank the many Primary Teachers who contributed articles to this issue and look forward to hearing more about the fantastic learning that is occurring in your classrooms. As always, here at the BCPTA we are interested in publishing more of our Primary Teacher's ideas. Please send any article idea, suggestion, or comment to us at jbarker@sd38.bc.ca or w5adams@telus.net

President's Message

by Janine Fraser



Teaching from the Heart - To Keep Calm

On Saturday April 12, we held our Spring Event in Richmond BC. The theme was a melding of our Teaching from the Heart Conference 2013 theme and our upcoming Keep Calm and Teach On theme for our fall 2014 conference. We had Faye Brownlie present a workshop on literacy. She had us begin by writing 3 things down that made us smile from the day before. Then we shared these happy moments at our tables. It was amazing how it helped to set the tone between participants for the rest of the day. I had to try this activity out right away, so I had students write 3 joyous moments down in their planners on Monday morning. I saw how transformative the activity was for my students too. Faye taught us other hands-on strategies that would help students become engaged, happy, creative, and motivated readers and writers. I can't wait to try more of her suggestions out in my classroom this spring.

So how do you teach from the heart to keep calm? I believe that the key is to trigger happiness and joy both in students and in teachers. And as the Primary Program notes, a key way to do this is to make play and teaching in a playful way a vital part of each and every day.

I plan to continue to make this year a year of joyful teaching. Will you do the same? What will you do to bring back or enhance play in your classroom? What will you do to make your teaching more playful? I'd love to hear your ideas. Please send them to me at

janine.fraser@sd51.bc.ca



Watching things grow...



Submitted by Wendy Adams

In the spring, our school garden became the focus of our learning in science as we made observations, predicted, recorded information, and shared our learning with our peers and big buddies.

Each student chose a seed, plant or tree to watch throughout spring. Then, once a week we took photos of our name cards placed with the chosen item and recorded what we saw on our clipboards. The printed photos were later glued to the page. Children had a living story to share. From our observations and drawings we were able to talk about the function of leaves, flowers, soil, sun, rain and sources of nutrients. As spring turned to summer, some were able to munch on their plants as seeds produced kale, lettuce and peas. Imagine what we found when we returned in the fall.



Science Curriculum Connections

Kindergarten

Share with others information obtained by observing.

Describe features of local plants. Compare local plants.

Demonstrate the ability to observe their environment.

Describe features of their immediate environment.

Grade One

Communicate their observations, experiences and thinking in a variety of ways.

Describe how the basic needs of plants are met in the environment.

Describe changes that occur in daily and seasonal cycles and their effects on living things.

From Reluctant Reader to Confident Reader: Making a difference by making it different

Submitted by Jinder Dhami

When you or I select a book to read, we tend to choose books based on topics that interest us or that we can relate to – the chosen book will often have a connection to our lives. But how does a reluctant reader choose a book?

The most typical scenario is that a teacher asks the student to find a book and the student selects a book out of necessity or the student is given a book to practice, rather than based on a personal connection to the text or pictures. Many young readers have a hard time connecting to books about places or people they have never experienced, and this lack of connection can be even more of a barrier for First Nations children.

I wanted to see if reluctant readers would be more interested in reading – and become better and more proficient readers – if they had a deeper connection to a book's text and pictures. Would reluctant readers experience a shift in their attitudes towards reading if the books they read reflected their lives?

Enlisting students to help create digital books

Using an iPad, a digital camera, a computer, a digital storytelling app and some grade six student volunteers, we are creating digital storybooks that contain images familiar to students. Each day, I send a digital camera home with a student and ask him or her to take pictures of whatever they like – anything except people.

When the camera comes back the following day, I ask the student to tell me about the pictures they took. I upload the photos to my computer and add them to a storytelling app, where I create a digital storybook and write text based on the student's description. I try to match the text complexity to that in PM Benchmark-leveled books, put the student's picture on the cover of the digital book and use the student's name as the title. I then send the camera home with another student, and the next day I create a new digital storybook. In just a few weeks, I have several dozen digital books.

Results: From reluctance to confidence

I have been working with a First Nations student identified by his teacher as a reluctant reader. In May 2012 when the student was in grade two, his reading level was assessed at level 7 using the PM Benchmark assessment. At the start of his grade three school year, he was an extremely reluctant reader and would stop reading any time he found the text difficult.

I started working with this student in October 2012, spending roughly 15 minutes with him every day and letting him choose

the books he wanted to read on the iPad. He gravitated to the books created by his "grade six buddies" as he was able to recognize the images in the books as part of his community. The digital books he read with me on the iPad reflected his reality and he related to the images and text in a way that had eluded him with other reading material.

His progress has been impressive. In December he was assessed at level 13, in February at level 16, and in March he read a level 20 book with support. More importantly, he is constantly trying to read more difficult books. He is also asking me to create books for him on topics of his choosing.

Other students are eager to be part of this project. Many of the low readers, reluctant readers and strong readers come over to see what we are reading and also want to read digital books on the iPad.

Next steps: Creating digital books at multiple reading levels and expanding the program

I have created over 25 digital storybooks that roughly match this student's reading level. I would now like someone who is familiar with reading levels to "translate" each book into multiple levels, so that I will have a version of the same book at a wide range of reading levels. This way, each student I work with could select a book based on content he or she is interested in, and the text would match up with their reading ability.

Ideally, I'd like each student in the class to have their own iPad, loaded with all of the books. Then, when it's reading time, the student would take out their iPad, find his or her reading level folder and choose a book to read.

This project has evolved in ways I couldn't have imagined when I first started creating digital books based on students' photographs.

Jinder Dhami is a Teacher in the Cowichan Valley School District. To learn more about the project, you can contact him at jdhami@sd79.bc.ca



Jinder uses the app Pictello. You can find it in the App store for \$18.99.

Hurray for Cooperative Games!

Here are three fun games to enjoy with your class. These games can be used for Grades K - 3.

MAN FROM MARS

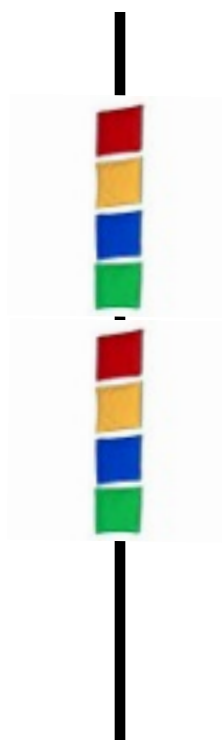
1. Choose one person to be the Man from Mars (they are the "it")
2. The Man from Mars starts in the middle of the gym while all the others start at the wall
3. Children at the wall call out to the Man from Mars, "Man from Mars, Man from Mars will you take us to the stars?" The Man from Mars chooses a colour. For example: "Only if you are wearing yellow!" All of the children wearing yellow get a free walk across the gym to the other wall. Children not wearing yellow have to run to the wall when the Man from Mars calls, "go!" If you get tagged, you put on a pinnie and join the Man from Mars.
4. Continue play until all children are tagged.



NOT IN MY BACKYARD

1. Put your class into 2 even teams.
2. One team plays on one side of the gym and cannot cross the centre line, the other team plays on the other side of the gym. (Each side is the teams' backyard)
3. Place 30 beanbags along the centre line (the beanbags represent garbage)
4. Both teams start on their back wall, and on the teachers "go!" the children carefully run to the centre and start throwing the beanbags (garbage) onto the other teams yard. Garbage continues to be thrown onto each others yard until the whistle is blown. Each team counts their garbage and the team with less garbage wins.

X
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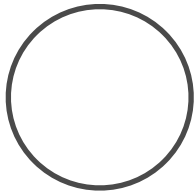
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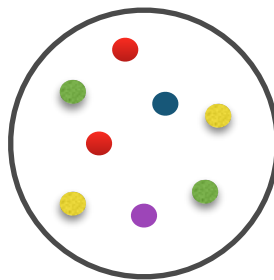
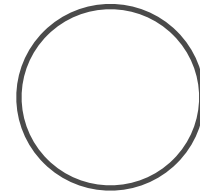
ROBINS NEST

1. Put your class into 4 equal teams.
2. Have each team sit in a line in a corner of the gym with a hula hoop in front of their line. (This is their nest)
3. Give each child a number from 1 - 5, depending on how many students are in each team.
4. Put 1 hula hoop in the centre of the gym with 7 foam balls inside.
5. The object of the game is to get 3 balls in their own nest.
6. The teacher will call a number. "3!" All number 3's will run to the centre and pick up 1 ball and put it back in their nest. The 3's will continue to run back and forth to get more balls to put in their nests. **Remember you can only take 1 ball at a time.** At any point the runners can steal from other nests. Children at the nests cannot block players from stealing balls or protect their balls.
7. The first team to get 3 balls in their nest scores a point for their team. After this, the teacher calls a new number.
8. First team to score 5 points is the winning team.

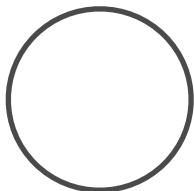
A5,A4,A3,A2,A1



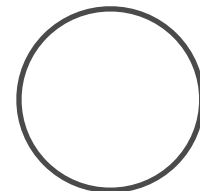
C5,C4,C3,C2,C1



B5,B4,B3,B2,B1



D5,D4,D3,D2,D1



GIANT LETTERS



idea shared by Deb Mullin

Giant pillow letters hang from the ceiling. Each one was created, as children are introduced to the letters and sounds of the alphabet. The teacher uses the book “Alphabet Songs” by Denise Gagne to explore and play using songs and characters with k/1 students.

Alligator Alarm, Sneaky Snake and Morgan Monkey are just to name a few engaging characters that are paired with a short story, fun lyrics and a CD.

**“‘Sss, sss,’ says the snake,
Sitting in the sand.**

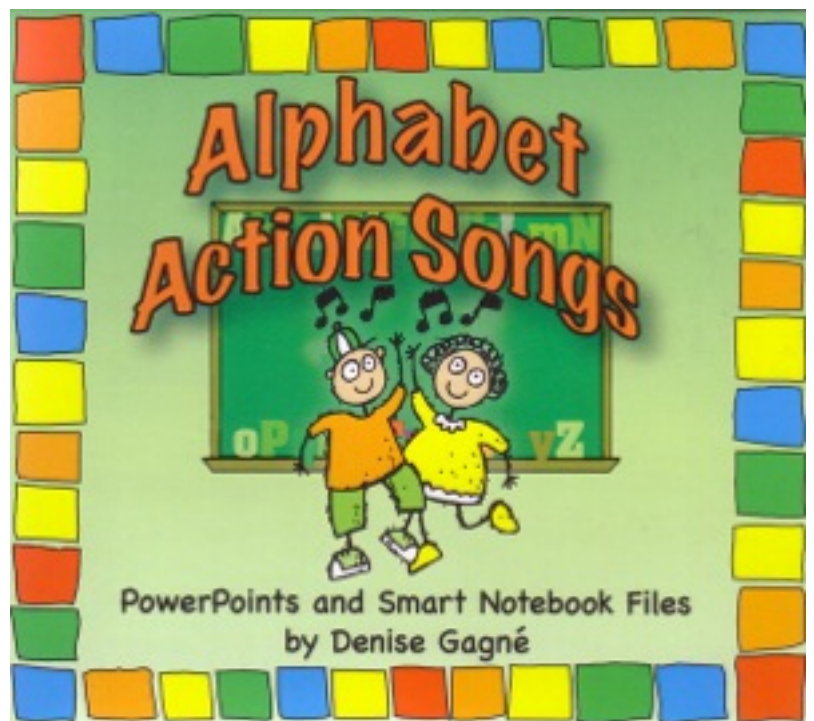
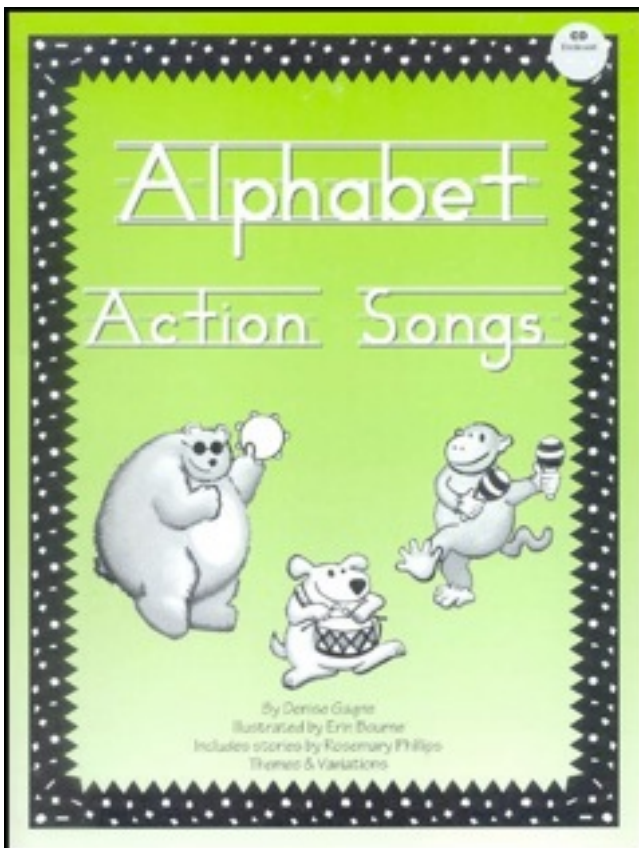
**“‘Sss, sss,’ says the snake,
Find me if you can.”**

“Morgan the Monkey likes to mamba,

Morgan the Monkey likes to dance.

Morgan the Monkey likes to mamba,

Every time he gets a chance!



“Peace Education”

A Critical Component of Every Educational Curriculum

As educators, we see the need, and have assumed the responsibility to teach far beyond the regimented mandate of the BC provincial curriculum. IRPs, PLOs, Performance Standards, assessment rubrics, accountability contracts, and all forms of the madness around standardized testing may occupy significant and precious preparation and teaching time, but they will never over-ride our desire and conviction to educate children to meet their full potentials and develop into responsible, socially just and peaceful global citizens. A tall (and ever-increasing) order, yes - but thousands of teachers in this province have been doing just that for decades.

The need to “teach peace” has never been greater. Increased exposure to the violence contained in video and computer games, television programs, children’s literature and toys, more frequent episodes of bullying in our schools and communities, and the continuation of armed conflicts around the globe have left many children desensitized about war, violence and conflict, and feeling helpless about how they can turn this critical tide.

But how did we get to this desperate state, and what lessons can we take from it? In her essay, “Life Is Precious, Or It’s Not”, attempting to come to terms with the Columbine High School tragedy, author Barbara Kingsolver reinforces the fact that “children model the behaviour of adults, on whatever scale is available to them. Ours are growing up in a nation whose most important, influential men - from presidents to the coolest film characters - solve problems by killing people... it is utterly predictable that some boys who are desperate for admiration and influence will reach for guns and bombs. And it is not surprising that this happened in a middle-class neighbourhood; institutional violence is right at home in the suburbs... the tragedy in Littleton grew out of a culture that is loudly and proudly rooting for the global shootout. That culture is us.” Although Kingsolver refers here to the cultural reinforcers of the United States, her comments are easily transferred to a Canadian context, as the television programs, professional sports, and video and computer games enjoyed by American children, are the same as those enjoyed by Canadian children. And particularly under the direction of our present Harper-led federal government, the foreign and domestic policies of Canada and the US have never resembled a more identical blueprint.

So what to do about this madness? And how do we build a better and more peaceful world for our children to grow up in - and empower them to do the same? Well, it all starts with modeling and education! If we are to give children the tools to fight the negative and violent influences our present day society has to offer, and hope that they will follow the cycle and do the same with their children, and so on, we need to “teach peace”.

The United Nations has declared a culture of peace as “a set of values, attitudes, modes of behaviour and ways of life that reject violence and prevent conflicts by tackling the root causes to solve problems through dialogue and negotiation among individuals, groups and nations”. We teachers need to ensure that our students are taught and understand that we are all interconnected and interdependent; that everything we do has an impact or a consequence on something or someone else. We need to believe and internalize that in order to build true and lasting peace around our globe, that this must become an intrinsic value in

our students, and we must instill this intrinsic value at the earliest possible age. And we must implement peace education not strictly as a curricular topic, but as a pedagogical perspective, infused throughout each and every subject, each and every day, throughout one's education and one's life.

Many teachers have been following this educational path throughout their careers, but there are still a great number of us who, for a lack of curricular materials; due to the demands of the rest of the IRPs; because "peace education" is not a specifically identified part of the BC curriculum; as a result of parent or administrator objections; or simply because of not knowing how and where to get started, have not undertaken this most important role in our teaching responsibilities. But this is easily rectified!

For those of us reluctant to wade into the very gratifying waters of implementing peace education, there is help out there! An ever-growing body of teacher-produced peace education materials have been, and continue to be made available through a wide variety of lesson aides, workshops, websites and PSAs, to name but a few sources. Teachers interested in beginning to promote a peace education curriculum in their classrooms can find a multitude of resources through the BCTF PSA, "PAGE" (BC Teachers For Peace and Global Education) at www.pagebc.ca; the "Roots of Empathy" program initiated by Mary Gordon; and an extremely comprehensive peace education website developed by the Social Justice Committee of the Burnaby Teachers' Association at www.teachingforpeace.org to get them started.

The potential for teaching peace, in our schools and communities, throughout our nation, and internationally are limitless. For teachers, it is not only "possible" to implement a peace education curriculum, it is "essential", and perhaps even a "moral obligation" of our profession to do so. Teachers need not be afraid to walk down roads they may not have traveled in the past - a plethora of resources and materials exist to help! "Imagine"..... the world we might create if all teachers were to infuse a global, peace education perspective in their teaching!

**"If we are to reach real peace in this world, if we are to declare war on war, we must start with the children".
Mahatma Gandhi**

By Tina Anderson
Burnaby Teachers' Association

**"Peace Quilt"
Grade 2 & 3,
William Cook Elementary
Richmond, BC (created
for the 2006 "World
Peace Forum")**



Aarr! Matey

It all began several years ago with a goal of 100 cereal boxes to celebrate One Hundred Day. Keeping careful track on a 100 chart posted on the wall, students coloured spaces as they brought boxes to add to the collection. As we approached the bottom of the chart, the question of what to do with the boxes arose. We had a class meeting and decided, with a class vote that we would construct a pirate ship when we met our goal. It didn't take long and we were drawing up plans for our ship. We talked about what would go in a pirate ship ... a flag pole, cannon's, the lookout, the galley, and of course a plank! The only thing we were missing was pirates.

So we began our pirate training. Everyday we had pirate school, where we learned to talk like a pirate (matey, swashbuckler and scallawag were added to our vocabulary) and we learned to grumble the pirate salute **"Aarr!"** We made eye patches, hats and pouches for our gold. We studied maps and made spyglasses, sang pirate songs and read pirate stories.

When we were good and ready, we celebrated with Pirate Day. Everyone came to school dressed up, brought pirate food - fish dishes of all kinds (but no vegetables - pirates don't eat vegetables!), played pirate games and made pirate pals (parrots, of course).

From that day on we have celebrated pirates each year and expanded our crew by inviting our friends in the other primary classes to join us. With the help of a few grade sevens, we set up pirate stations on the playground and children are placed into family groupings (k, l, and 2). Each group rotated around the stations (walk the plank, quick sand, treasure hunt, pirate battle & make a parrot). We set up tables outside and the food was laid out for feasting.



We read and sang the story of Port Side Pirates by Barefoot books. Go to www.barefootbooks.com to find the book and the video.

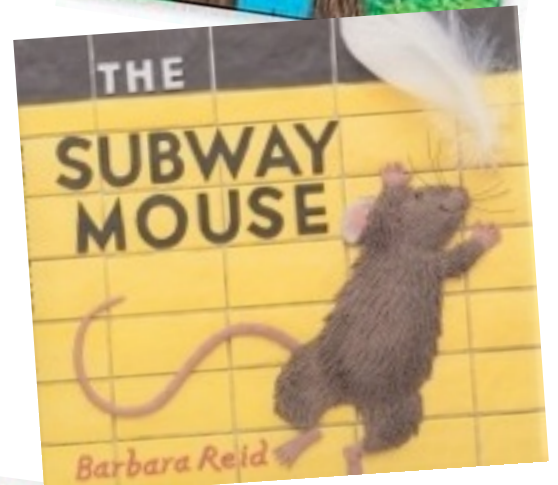
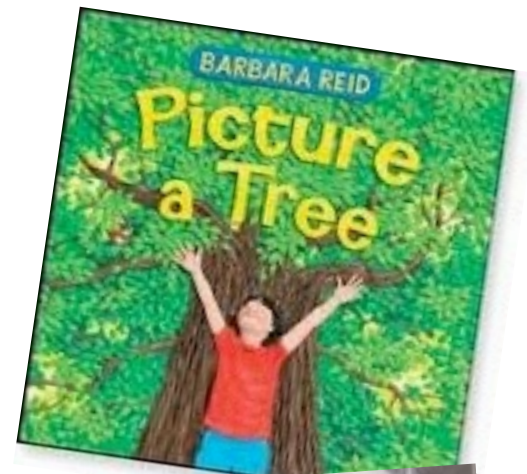
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In the style of Barbara Reid

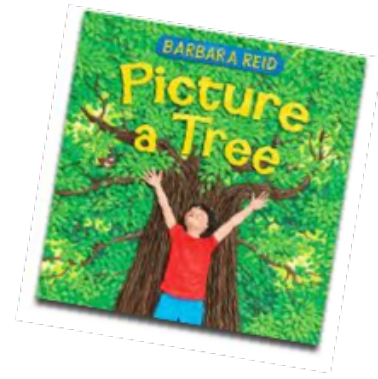


Artwork courtesy of Tina Crookshank's Kindies

I love these pictures created by primary children in the style of Barbara Reid. All you need is a variety of colours of platercine, heavy weight paper cut to size (approximately 5" x 7" was used). Just as you would for a directed drawing, you demonstrate each step to children. Consider using tools (forks, knives, honey scoops, scrub brushes, tooth brushes) to add details for water, grass, sky or fur. With careful and guided instruction even the youngest students can build bright and vibrant art work.



Picture A Fraction

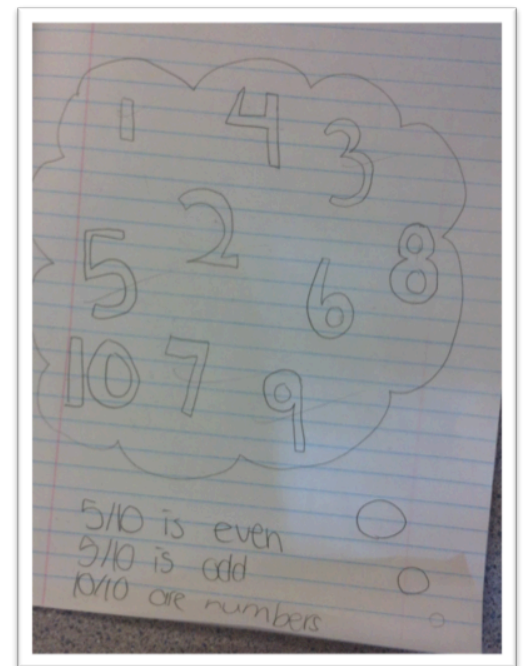


Lesson Background:

Students in this Grades 3/4 class had a few lessons focused on describing and representing fractions of a whole, a group, and a measure. We read children's literature books about Fractions and discussed the students' connections. It was important that the students had enough background knowledge regarding fractions, to allow them to think creatively about fractions they could represent with plasticine.

Task/Inquiry/Experience:

After reading Barbara Reid's Picture a Tree students were asked to "Picture a Fraction" and represent this image using plasticine. Photos were taken of each "picture" and uploaded to Book Creator. Students narrated their pages; students shared where they pictured fractions in their environment and stated fractional part they were visualizing. Some students also shared the other fractional part ~ the rest of the whole.



Curriculum Connections:

Number: Fractions

- Demonstrate an understanding of fraction less than or equal to one using concrete or pictorial representations to:
 - Name and record fractions for parts of regions, parts of sets, or parts of measures.
- Provide examples of where fractions are seen and used
- Understand there are always two fractions involved in any single fraction situation – the part you are considering and the rest of the whole.

Lesson Overview:

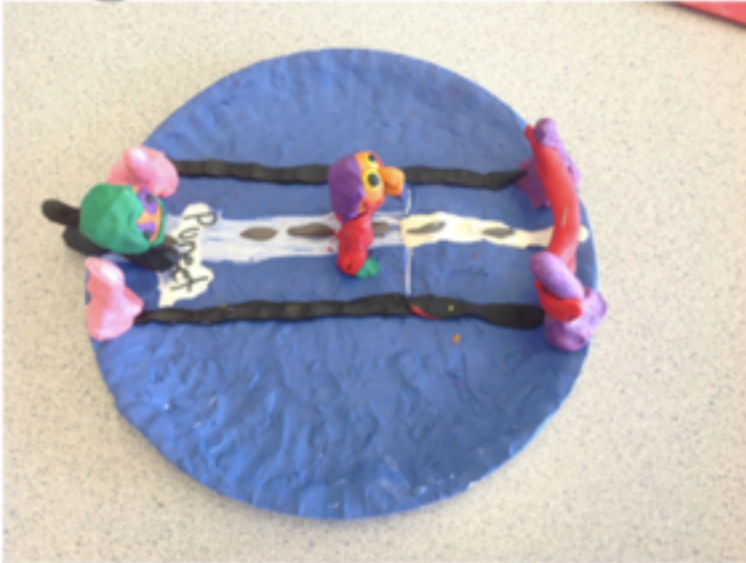
1. The class listened while I read aloud Picture a Tree by Barbara Reid. We discussed what it meant to picture something. We reviewed individual pages and compared the text to the picture.
2. Students then placed their head down on their desks and closed their eyes. I asked them to “Picture a Fraction” and raise their heads when they had a couple of ideas.
3. Modelling Barbara Reid, who always makes a plan first, students were then asked to record the various fractions they pictured in their Math Journals. Next students were asked to choose one that they wanted to represent in plasticine and write the fraction using numbers and symbols or written words.
4. Next we viewed a video about Barbara Reid in which she explained how she created her illustrations. Students were asked to record 2 – 3 techniques they observed. Together as a class, we listed the techniques Barbara Reid used on chart paper.
5. Table groups of students were provided with various colours of plasticine, as well as a knife, fork, and comb to add details to their pictures. Each student was asked to create his or her picture on a white paper plate.
6. Photos of each student's creation were taken and uploaded to Book Creator on the iPad. I called over Individual students to type text on their page, as well as provide an oral narration of what they had written and where they pictured fractions.

Other Possibilities:

For younger primary classes, students could “Picture a Half” or “Picture a Third or Fourth”.

Fraction Pictures!

The person with purple hair is $\frac{1}{2}$ way finished the race



$\frac{3}{8}$ of the planets have rings



$\frac{5}{8}$ of the planets do not have rings

$\frac{2}{3}$ of the cookies are whole



$\frac{1}{3}$ of the cookies is cut in half

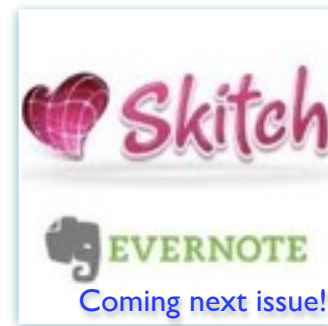
$\frac{1}{3}$ of the snowballs is a face



$\frac{2}{3}$ of the snowballs make the body of the snowman

This Newsletter's App is Doodle Buddy

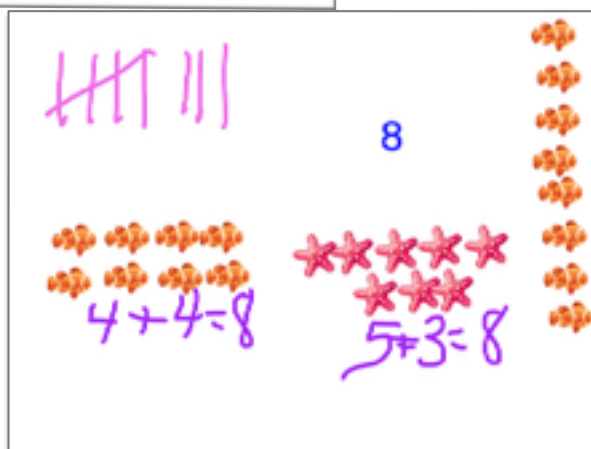
THE DOODLE BUDDY APP CAN BE USED IN SO MANY WAYS!



iPads in Primary: Our Favourite Picks

Doodle Buddy

This amazing, FREE app is like an enhanced digital white board. Doodle Buddy can be used any Grade level or curricular area. Students can represent numbers in various ways, create funny self-portraits, or label a picture. They can use dot paper to create shapes or work on area and perimeter. The ideas are endless!



Students can:

- use their fingers to draw anything
- use chalk, glitter, paint, marker, smudge tools
- choose from many colours
- use stencils to draw
- choose from a number of different backgrounds including a dot, geoboard pattern
- can add stamps - some even have musical additions to them
- add written text
- upload photos and annotate

Finding JOY in teaching Reading!



"Any book that helps a child to form a habit of reading, to make reading one of his deep and continuing needs, is good for him."

-Maya Angelou

I am involved in the ministry initiative, Changing Results for Young Readers, as an Early Reading Advocate for my school district. The goal of the program is to increase the number of engaged and successful readers across our province. Engagement and joy are closely connected. When students enjoy reading, they want to read and the more they read, the more opportunities they have to improve their reading and come to a deeper understanding. Focusing on joy in reading can be difficult with the pressure many of us feel to get every student reading at a certain level by a certain date.

Find Joy in Teaching of Reading:

1. Joy is contagious. Share your own love of reading with your students.
2. Read out loud to your students, daily, no matter what age.
3. Build a community of readers who share books, make recommendations and talk about books.
4. Put phonics and phonemic awareness in their place. There is a place for both of these pieces of the puzzle, but they are just that, pieces of the puzzle. Sounding out is not the only strategy for word solving and it is often not the best strategy.
5. Focus on meaning. Reading is making meaning and interacting with text. When we teach for meaning, students have more opportunities to be successful when reading text. Their success allows them to interact more freely with text and come to a better understanding of what they are reading.
6. Let there be choice. Time to read just right books (fluency level) and time to read just right books (passion level).
7. Celebrate success and a love of reading.

Submitted by Lisa Schwartz

Spring Math Literature Connections...



Random Raindrops - page 2



What you need:

Small counters or small pieces of paper in two colours and Art supplies

What to do:

1. Read the opening page of *Sorting through Spring* aloud to your class. Ask students to explain what they think the word “random” means.
2. Ask students for a word or phrase that describes the opposite of random (e.g., made in a pattern, made with a plan).
3. As a class demonstration or in small groups, use the counters to show randomness (e.g., toss them on the table). Then use the counters to show a deliberate pattern.
4. Have students describe natural phenomena that seem random (leaves falling) and those that seem deliberate (how petals are arranged in a flower).
5. As a class or in small groups, have students describe whether the artist has drawn the raindrops randomly or in a pattern. Have students redraw page 3 of *Sorting through Spring* with the raindrops placed randomly.

Curriculum: Mathematics, Language Arts, Visual Arts

Learning Outcomes: Comparing, Describing

Grouping: Small Groups, Whole Class

The above lesson idea comes from page 2 of the Math In Natures, Teacher Guide’s, written by Owlbooks. There are many excellent lesson ideas that correspond to each page and multiple curricular areas. The Teacher’s Guide can be accessed online at www.owlkidsbooks.com

Play Beyond K: Wildlife/ Veterinary Play Bin

Submitted by Tara Schmunk



Measurement, dental care and much more...

The children often pretend they are running a Veterinarian clinic and they wear the lab coats and glasses, have note pads and clipboards. There is a 35 piece Pretend and Play Animal Hospital, first aid kit, scale, animal x-rays, hygiene tools (toothbrush, clippers, brush) toys for the animals, carry cases, various stuffy animals, and animals with actual broken legs (horses) and finger puppets. There are various animal "vet" books and picture books in the bin: "My First Pet" by S. Lieurance, "Kitten and Cat Care" by Patricia Paula, "VET - Emergencies 24/7" by Susan Evento, and "I Want to be a Vet" by D. Liebman.

There is also a "money tray," but I pull it out after they've played for a bit, as I have found once the money tray is added the play becomes more of a check-in vet clinic - with a front desk and then a lab area where the vets work on the animals. The students have even created a waiting room prior to meeting with the vet scenario.



WHO WOULD WIN?

Submitted by Lucien Ervington

WHALE VS GIANT SQUID

LION VS TIGER

MR SHOSTAK VS MR ERVINGTON

The battle was on, not long after Lucien Ervington introduced the Scholastic Series, "Who Would Win?" to his grade 3/4 class.



Actually, the door design was created to celebrate Literacy Week at Kelly Creek Community School. The "Who Would Win" was a series that Lucien's students could all identify with and participate in the design of the door:

He made a template for the class to create their own fight or rivalry between two creatures. The students really took to the activity, pitting really interesting subjects to fight one another (i.e. Water vs Fire). Their choices of subjects generated conversation around the qualities and characteristics that would help if in a fight or conflict. However, the Mr. Shostak vs Mr. Ervington brought about the most discussion. Daily, he would hear kids talk about who would win? He also used the books in an animal research unit. Readers of all abilities have enjoyed this series.





Websites To See!



ANIMOTO

For Teachers

Check out:

This easy to use FREE app allows users to upload photos, as well as videos to create stunning movies. The FREE version allows users to create 30 second videos. With the click of button you can add music as well as pick from several themes that will add dynamic transitions and backgrounds, making your video look like it was professionally created. Should you decide to upgrade to plus account you will be able to produce videos up to 10 minutes in duration and include your own music selections.

Videos can easily be shared and/or downloaded.

www.animoto.com



WOULD YOU LIKE A FREE BOOK?

The BCPTA would like to offer to purchase you any Teacher's Resource book or Children's Literature book in return for a written book review and/or lesson ideas and photos of something you tried inspired by the book you ordered.

Book purchased are limited to \$40 If this sound like something you would be interested in, please email Jennifer Barker at jbarker@sd38.bc.ca with:

- The book you would like to have ordered
- A brief description of your intent
- The grade(s) you teach and your school
- You name and address



What are we looking for?

book ideas
a story you love a story your
students love a book
you are reading in a
professional book club
or on your own

curriculum ideas
math * science* language
arts * fine arts
technology physical
education * social
responsibility * health
and career * social
studies

strategies
reading * writing * math
*oral language *
beginning of the year *
end of the year

technology
favorite website * favorite
programs * Smart
Board * Mimio * Ipad
*

classroom management
organizational ideas *
classroom set up *
math stations * literacy
centers* strategies *
beginning of the year *



A \$25 Gift to You!



A \$25 Gift to You!

How would you like to win a \$25 Chapters/Indigo gift card?
All you have to do is send us an idea for an article for the next
newsletter and your name will be entered into a random draw to
win an \$25 gift card.

What do we need?

It is very simple, just send us a written description of a lesson,
favorite book/author, strategy, professional reading, website ...
something you are excited about! Pictures help too! What will
we do? We'll format it for you (so don't worry about making it
fancy, unless you want to!). Then we'll send the page back to
you for your approval. What do you get? A chance to win a
\$25 gift card from Chapters/Indigo and your idea published in
our next newsletter. Where do you send it?

wendy.adams@sd47.bc.ca or jbarker@sd38.bc.ca

We look forward to hearing from you!



British Columbia Primary Teachers' Association
of the British Columbia Teachers' Federation

Create Play Imagine Wonder Explore



FRIDAY OCTOBER 24, 2014 BCPTA "PRIMARY LEADERSHIP" CONFERENCE

The BCPTA is Hosting The 2014 Primary Leadership Conference
In Victoria at the Victoria Conference Centre and Fairmont Empress Hotel
October 24, 2014 – BC Professional Development Day

"KEEP CALM and TEACH ON"

We encourage BC Primary Teachers to take advantage of this excellent opportunity to visit Victoria and share in this event with teachers from Vancouver Island

The BCPTA Executive extends a special invitation to the Primary Educators on Vancouver Island to plan to attend the October 2014 ProD Day in Victoria

You Won't Want to Miss This Inspirational Professional Development Opportunity!

Friday October 24 - Keynote Address

Regie Routman: "Ensuring ALL Readers and Writers Thrive"

Regie Routman is a highly acclaimed lifelong learner-teacher-leader.

In her Keynote Address and based on her ongoing work in diverse schools in the U.S. and Canada Regie Routman will discuss and demonstrate proven authentic literacy practices that lead to more effective teaching and learning and raise expectations, enjoyment and achievement for all learners.

Friday Breakout Sessions – Up to 10 Choices in Each Session – Presenters Include

- Vancouver Island Presenters
- Presenters recommended by Primary Teachers
- Your Favorite Presenters
- Highly Acclaimed National and International Presenters

Sandra Herbst: "Setting and Using Criteria with Primary Learners"

"Helping Students Understand What is Expected of Them: Sharing and Using Samples"

Sandra has extensive experience in assessment, leadership and adult training and is deeply committed to seeing the educational system contribute to the success of all learners.

Lisa Schwartz: "Engaged and Joyful Readers: Strategies to Reach All Students"

"Love Stories, Love Writing: Connecting Reading and Story Writing Through Picture Books"

Lisa is a teacher consultant who is passionate about literacy, intentional planning and the explicit teaching of reading and writing. She believes every child can be a successful reader and writer.

Helen Lee: "Play: Exploring the Play - Debrief - Replay Model"

Trained under Selma Wassermann, Helen who supported the introduction of Full Day Kindergarten introduced the 'Play Debrief Replay' model in her role as Instructional Support Teacher in Campbell River.

Carol Martin: "Children as Artists & Storytellers: A Bridge to Success in Literacy"

A school counselor, school psychologist, resource teacher and teacher of grades K-6 Carol Martin developed this method of instruction by drawing heavily on a Jungian Art Therapy Strategy titled 'Serial Drawing.'

Brian Herrin: "Upcoming Curriculum Changes in K-Grade 1 Science"

"Upcoming Curriculum Changes in Grades 2-3 science"

Brian has taught from pre-school to post graduate work, claims to be one of the oldest children you will ever meet, has a passion for 'Science Old-Science New' and is still wonderstruck with the natural world we live in.

Tina Anderson: *"Primary Peace Curriculum – A Beginning"*

Tina has written curriculum to assist primary teachers with teaching peace through a global perspective. This is a passion and commitment of hers to her students and to building a better world for them to grow up in.

Bonnie Davison: *"Song-Games: Fostering Emotional & Social Skills"* and *"Song-Games-Take It Outside"*

A national educational consultant and music therapist Bonnie is an advocate for creating ideal learning environments and changing the education system to fit the growing needs of children in the 21st century.

Sara Jolivet: *"New To Kindergarten?"* and *"Experiencing Kindergarten and Grade One Years Through Art"*

Sara has taught since 2009 and as a new Kindergarten teacher expresses a keen interest in sharing her experiences with her colleagues. She supports the 6 Domains of the BC Primary Program in her daily instruction.

Robyn Thiessen & Diana Williams: *"Technology, Project Based Learning and Genius Hour Oh My!"*

Robyn is currently shifting her practice to a more student centered learning model through Inquiry, Project Based learning and has incorporated Genius Hour into her practice.

Diana works with Inquiry, passion based learning, Daily 5 and CAFÉ to enhance hands-on learning and student centered assessment. Thoughtful integration of technology is central to her teaching.

Erika Foreman: *"A Tapestry of Learning: Weaving Together Rich Learning Experiences to Create A Unique Design"* and *"Literacy Leads the Day: Achieving Literacy Through Immersion and Integration"*

Erika is passionate about the primary program and strives to create dynamic classrooms with rich and divergent learning experiences through the use of manipulatives, centers, children's literature and integrated learning. Recent Challenges include exploring ways of integrating our 'tried and true' with curriculum that is revised and new.

Paul Pantaleo: *"Accelerating The Progress of Readers Experiencing Difficulty"*

Paul is currently a Learning Support Teacher. As sessional instructor at UVic he has taught numerous courses on focusing on assisting students at the elementary level experiencing difficulties with reading and writing.

Tanya Armstrong: *"Share the Magic of Yoga in Your Classroom"*

"Techniques For Teachers To Use After a Long Day to Relax And Rejuvenate"

Tanya is passionate about sharing Yoga with children providing them with tools and techniques to use when they wish to focus, calm and or relax. Tanya believes Yoga is for everyone and can be anywhere and anytime.

Carole Fullerton: *"Alternatives to Calendar in Primary for Grades K-2"*

"Teaching the Operations for Understanding in Grades 1, 2, 3"

Carole is an educational consultant, author and mathematician working in BC and beyond. She promotes mathematical thinking and reasoning in her work with K-12 students, their teachers and parents."

**Pam Quigg: *"Learning Centres: Promote Discovery Learning and the Process of Learning How to Learn"*
*"Puppets, Props and Re-Tell Strategies"***

Pam retired from teaching Kindergarten but remains busy writing and presenting workshops and teaching at the University of Victoria. Her repertoire of workshop topics is always expanding – these 2 workshops are an example.

Colleen Politano: *"Self Regulation: Currently The Biggest Draw in Education"*

Colleen always shares a wealth of ideas that are PRACTICAL and POSSIBLE keeping up on the latest trends in education. Self Regulation continues to be the biggest draw. Colleen will present this topic in her unique way.

Sooke School District Team: *"Nature Kindergarten: Moving Learning Outdoors"*

The Sooke School District Team involved in their popular 'Innovative Nature Kindergarten Project' are coming to the 2014 BCPTA conference to share their experience on the process of developing a Nature Kindergarten Model.

Marilyn Bryant and Lisa Scherr: *"First Nations Content Across Curriculum: It's Possible"*

Marilyn an Education Resource Teacher in Prince Rupert School District was a curriculum team member involved in revisions to the curriculum. Lisa currently teaches a blended K-1 class in Prince Rupert. This session will focus on the Resources for K-Grade 3 developed by the Prince Rupert Aboriginal Department Staff and Classroom Teachers.

SATURDAY OCTOBER 25 – BREAKFAST/ SPEAKER COMPONENT

For registrants who are interested in adding a Saturday Session to the Friday Primary Leadership Conference the BCPTA has added a Saturday Morning Add - On Option

- You may add this option to your Friday Preregistration for a Separate Fee•
This is not a Saturday Only Option

Saturday Schedule

- 8:30 am – 9:30 am: Registration Check In: Saturday Name Tags will be required
Continental Breakfast
- 9:30 am – 11:30 am: Presentation - Includes a Break

Saturday Feature Speaker

Colleen Politano: "Self Regulation: Currently the Biggest Draw in Education"

Colleen Politano is known for sharing a wealth of ideas that are PRACTICAL and POSSIBLE and in keeping with the latest trends in Education. Participants appreciate her sense of humour and sensible, realistic approach. She is an experienced teacher and presenter. The co-author of 15 professional books for teachers, her enthusiastic approach to teaching is contagious and you will leave with a multitude of easy to use ideas to make your life easier and help your students do and be their best.

Colleen presents regularly at BCPTA Conferences

She demonstrates knowledge, flexibility and creativity related to appropriate developmental classroom practices. Her ability to connect Self Regulation with Classroom Practices gives participants a wealth of practical ideas. Some examples of practical ideas in Colleen's presentations on Self Regulation at BCPTA conferences are:

- Ways to build classroom harmony and cooperation
- Self regulation is a multi-faceted process encompassing experiences, brain and body
- Movement activities pay off in students being more calm, focused, alert and attentive

***Come prepared to Learn More About Self- Regulation and
How To Incorporate Self Regulation in Your Daily Classroom Practice***

ONLINE PREREGISTRATION INFORMATION

- Please note that the BCPTA has not increased the 2014 Conference Registration Fees
- The Fairmont Empress Hotel has quoted the BCPTA a Special Conference Rate of \$129 plus taxes

FRIDAY OCTOBER 24

- Keynote Address: Open to all registrants / Preregistration is not required
- Breakout Sessions: Preregistration is required (3 sessions – up to 10 Choices in each)
- Conference Fee: Includes a One Year BCPTA Membership or Subscription
\$165 BCTF Members
\$135 Education Students, TTOC, Retirees
\$195 Non-BCTF Educators / All Others
- Catering: Included in the Friday Conference Fee
Light Breakfast, AM Snacks, Lunch, PM Beverage Break
- Payment: Credit Card Payment with Online Preregistration

SATURDAY OCTOBER 25 – Add On Option

- Breakfast/Presentation Preregistration is required
- Saturday Fee: \$30 The Same Fee for All Registrant Types
(BCTF Members , Education Student, TTOC, Retirees, Non-BCTF Educators, Others)
- Payment: Credit Card Payment Included with Friday Online Preregistration

Visit the BCPTA Website for Updates & Preregistration Information: www.bcpta.ca

It Pays to Be a Member of the British Columbia Primary Teachers' Association



What are the benefits of being a member of the BCPTA?

- * 3 informative newsletters per year and an updated website
- * the opportunity to attend catered BCPTA conferences with exhibitors, promotional giveaways, and door prizes. Next year our conferences so far are:

Primary Leadership Conference - October 2014 - location TBA
Primary Spring Chapter Event - April 2015 - location TBA

How much does it cost to become a member?

- * the fee is \$45.00

What else does my fee support?

- * advocacy work the BCPTA does on your behalf for issues that matter to primary teachers in order to support best practices for kids. We communicate with the Ministry of Education and the BCTF and have been actively involved in creating policies and workshops to support Primary teachers in BC. We will be looking at curriculum changes in relation to the Primary Program when new curriculums are introduced.

Informational support for Chapters plus support to put on mini-conferences. There was an event in the Spring that registered chapters had support for. We also passed a motion that for this year, registered chapters get a mini-grant to help them with their work.

How do I become a member?

register for one of our conferences or go online to sign up for a PSA at:

<https://bctf.ca/psa/join.aspx>

For more information about the BCPTA
go to www.bcpta.ca or email info@bcpta.ca

THINKING OF STARTING A LOCAL CHAPTER OF THE BC PRIMARY TEACHERS' ASSOCIATION?

Are you interested in belonging to a local chapter of the BCPTA?

Have you considered the benefits of belonging to a local BCPTA chapter?

If you are interested in forming a local chapter in your district, the following information will be useful.

This is all it takes:

- A start up committee of five or six teachers
- A meeting time and place to elect an executive
- A membership open to all interested primary educators
- Contact with the BCPTA Membership and Chapter Coordinator

Local Chapters are provided with:

- Financial support for two of your local's delegates to attend our Annual Chapter Assembly
- The ability to apply for a support grant
- Communication and support with the members of the BCPTA Executive Newsletter
- Opportunity to communicate with other BCPTA chapters in the province as well as other PSA's, the BCTF and government ministries

Let us help you start a local Chapter!
If you require further information please contact one of us below,
or visit our website Chapter Information area at:

<http://www.bcpta.ca/bcpta-events-info.php>

Contact:

Trish Hands

Chapter Coordinator

trish-hands@hotmail.com



Annual BCPTA Chapter Registration Form

District Name _____

Name of Local Primary Association _____

President or contact person _____

Date of Election _____ **for the term/year 2013 - 2014**

President/Contact Person:

NAME _____

POSITION _____

HOME _____

MAILING ADDRESS _____

TELEPHONE _____ (HOME) _____ (SCHOOL)

FAX _____ (HOME) _____ (SCHOOL)

E-MAIL ADDRESS _____

Vice President/Secretary/Treasurer or Second Contact

NAME _____

POSITION _____

HOME _____

MAILING ADDRESS _____

TELEPHONE _____ (HOME) _____ (SCHOOL)

FAX _____ (HOME) _____ (SCHOOL)

E-MAIL ADDRESS _____

Return annually
and correct any
changes to
contacts' names
and addresses

Please send this information
sheet to:
Trish Hands
trish-hands@hotmail.com



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IN THE NEXT ISSUE...

coming to you in the
FALL of 2014

Our next issue will be coming to you in September and it will contain some great ideas for the Fall, including how the app Evernote Skitch can be used in the classroom. Look for it online at www.bcpta.ca and in your mailbox. There will also be more information about our the 2014 Fall Conference.

We encourage you to send us your ideas, suggestions, or articles you wish to share. Email ideas to jbarker@sd38.bc.ca or w5adams@telus.net Have a wonderful Spring and relaxing, joyous Summer!

