



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

Create

Imagine

Explore

Play

Wonder



SPRING 2016

Volume 54 No. 2

BCPTA NEWSLETTER



The BCPTA is A Provincial Specialist Association of the BC Teacher's Federation



British Columbia
Teachers' Federation

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We hope you enjoy reading this Spring 2016 issue of our newsletter. If you would like to see it in colour, please check out our website at www.bcpta.ca and click on "newsletters". 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 mcavin@sd52.bc.ca

President's Message

by Janine Fraser






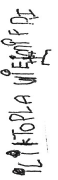
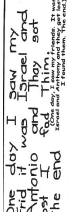
“The only way to make sense out of change is to plunge into it, move with it, and join the dance.” -Alan Watts

This quote explains to me how primary teachers in BC have interacted with the emerging curriculum and assessment changes in our province thus far. That is not to say that the dance is easy, comfortable or we know where we are dancing to yet. We at the BCPTA are here to help you navigate this dance. We value times when teachers get together to learn because we know that time to dialogue is a vital part of professional learning. This belief is a part of our upcoming Spring Event titled "The Next Chapter". On April 16, 2016 in Richmond, local chapter representatives and interested delegates from locals around the Province will meet to learn from Janice Novakowski, a current BC teacher with inspiring ideas for teaching and assessing within the framework of the new curriculum. We will take time in the afternoon talking about what chapters and locals have been doing to support members in this area. There will be a make and take element where teachers will share and take away samples on planning and assessing the new curriculum.

Please stay tuned to our website to see updates about the Spring Event and for information about our Fall Conference in Nanaimo with Faye Brownlie titled "**Inspiring Stories**" I am excited that there are many inspiring speakers and sessions to select from. Among the sessions are ones in the new area of Applied Design Skills and Technologies for primary students. There will also be sessions on Assessing the new curriculum. Until then, have a refreshing spring and an invigorating end to the school year! May this newsletter serve to inform you and make you feel supported and connected.

Templates for Planning and Assessing the Curriculum

- At our upcoming Spring Event, we are encouraging attendees to bring planning and assessing ideas and templates for the new curriculum to share. If you are unable to attend the event, we also encourage you to send in those ideas and we would love to share those templates and ideas on our website. Please send them to Janine.fraser@sd51.bc.ca.

<p>Prewriting</p> 	<p>Letter Strings</p> <p>CHPFDPEZ ACRMSOZ</p>	<p>Environmental</p> <p>the 1 2 3 4 5 see I like some mt</p>	<p>Words</p> 	<p>Emergent Conventions</p> 	<p>Simple Sentences</p> 	<p>Stories</p> 	<p>Developed Stories</p> <p>Once upon a time, a dog named Rocky got lost in the woods. All of the people looked for him after a while, he found his way home again and they was very happy!</p>
<ul style="list-style-type: none"> *squiggles, shapes, drawings *child knows this represents message *some shapes may look letter like 	<ul style="list-style-type: none"> *representing alphabet letters *common to see letters from child's name *no relationship between sound and what letter was chosen 	<ul style="list-style-type: none"> *copies words from room *random, often not able to read back *colour words, friends names 	<ul style="list-style-type: none"> *attempting letter sounds to create words *often just beginning sound *words run together *some memorized words appear *captions/lists/labels 	<ul style="list-style-type: none"> *uses sight words and beginning sounds—strong letters including vowels evident *picture will match *spacing starting to show 	<ul style="list-style-type: none"> *one line of words with both conventional and "close to" spelling *L to R form *some spacing and punctuation *may leave words out *may see unrelated sentences *awareness that "readability is important" - will read back 	<ul style="list-style-type: none"> *more than one sentence is connected *more conventions evident in spelling, punctuation, capitals, and spacing *often on read back will self correct 	<ul style="list-style-type: none"> *topic developed with supporting details *story makes sense *includes emotion and dialogue and details *variety of genres explored *can web and label to generate ideas

An Assessment Tool!

Writing Milestones

Adapted from:
Journey to Literacy: No Worksheets Required
 by Krista Flemington/Linda Hewins/Una Villiers

This is a great chart to share with parents too!

(Sorry it's sideways...it's the only way it would fit on the page!)

April Umbrellas



Raindrops
"Splash," said a raindrop
as it fell on my hat.
"Splash," said another
as it trickled down my back.
"You are very cold," I said
as I looked up to the sky.
Then another raindrop
splashed right into my
eye.

April Rain
Cheerily the silver rain
knocks upon the windowpane
Patter! Patter! Hear the sound!
On the roof and on the ground.
Gentle spring has come at last.
Winter now will take a nap.



Poetry!! Poetry!!

Spring Almost

The sunshine gleams so bright
and warm,
The sky is blue and clear.
I run outdoors without a coat,
And spring is almost here.

Then before I know it,
Small clouds have blown
together.
Till the sun just can't get
through them,
And again, it's mitten
weather.



Five Little Flowers

Five little flowers growing in a row,
The first one said, "I'm purple you
know."
The second one said, "I'm pink as pink
can be."
The third one said, "I'm blue like the
sea."
The fourth one said, "I'm a very red
fellow."
The fifth one said, "My color is yellow."
Then out came the sun, big and bright,
And five little flowers smiled in delight.



Transforming the Sky: A Reading Power Idea

This lesson was inspired by the amazing Adrienne Gear, who gave me a whole new way to look at books. I use this resource to demonstrate the Reading Power “Transform”.

Resource: Sky Colour by Peter H. Reynolds

I start off by giving all the students a blank piece of paper and then ask them to draw a picture of the sky, using crayons. I give no other instructions for this part, but I do remind them that there is no right or wrong way, just do a picture of the sky.

I have done this lesson three times, and without fail, all the kids draw a picture of a blue sky.

We then read the book **Sky Colour**, which is a wonderful story about a little girl who has to paint a mural of the sky, without using blue. Initially, she is confused and disappointed, not knowing how it will be possible to do her art without blue paint. Her thinking is transformed throughout the story and in the end, she is able to create a beautiful mural of the sky.

We then discuss different sky colours (sunset, stormy, night....) and their personal favourite types of sky. We also talk about how different sky colours make us feel.

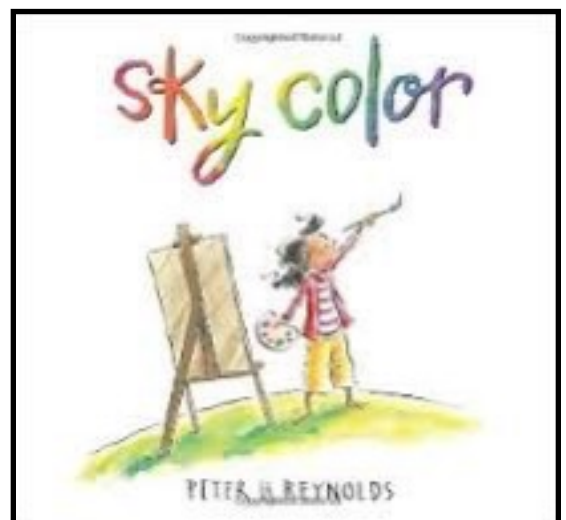
Now, we are ready to do another drawing of the sky. Everyone gets a new blank piece of paper and draws a picture of the sky, without using blue.

We then use our drawing/painting to write a poem.

Ex: My sky is a dark, night sky. It makes me feel sleepy and calm.

It makes for a gorgeous hallway or classroom display.

Idea submitted by Deleen Adams (Gr 1/2, Cranbrook)



Applied Design Skills and Technology: K-3

Subject	K	1	2	3
Math				✓
Science	✓✓	✓	✓✓	✓✓
Social Studies	✓	✓		✓
PE	✓			
Visual Arts				✓

Here are a few instructional examples:

1. Social Studies & Science & ADST (Grade 3)

Students are expected to know the following:

- relationship between humans and their environment (Gr. 3 Social Studies)
- Aboriginal knowledge of ecosystems (Gr. 3 Science)

Context: The students have been learning about native plant species.

They have had a local elder come in to give them a tour of the area surrounding the school and have been taught how to recognize some local plants. They have learned some of the traditional aboriginal uses for these plants. The design task is to create a terrarium with native plants. Students will need a glass jar with a lid, a bag of pea gravel, moss, potting soil, a spray-bottle filled with water, and a selection of rocks, bark, sticks and native plants. Terrarium design is limited only by your own imagination!

Ideating: Students ask questions and then gather information about what they need to know when designing and making a terrarium.

Making: Students use ideas and materials to make their terrarium. They gather feedback and make changes while they make.

Sharing:

Students share their terrariums with peers, discussing how they designed and created their garden highlighting the native plants they chose, why they were chosen, and why they organized it the way they did.

2. Science & Physical Education & ADST (K)

Students are expected to know the following:

- effects of pushes/pulls on movement (science)
- how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games (PE)

Context:

The students have examined the activities of pushing and pulling. They have experimented with pulling things and pushing things and have categorized items to identify the action used (a light switch, a shopping cart, a tow truck, a bumper car). Their design challenge is to create a game that involves both pushing and pulling objects.

Ideating: Students ask questions and then gather information about what they need to know when designing and making a game involving pushing and pulling.

Making:

Students are given time and access to a variety of equipment in order to create a game that involves pushing and pulling. Students need to develop the aim and the rules of the game and be ready to share! Remember to stop students part of the way through their work, as they need a chance to share some ideas that are already percolating. Then allow the kids time to design their game again. This will allow the sharing of ideas and give kids a chance to be inspired and to inspire others.

Sharing:

Students share their game highlighting the equipment and processes they chose and why the materials were chosen.

3. Arts Education & ADST (Grade 3)

Students are expected to know the following:

- notation to represent sounds, ideas, and movement

Context:

The students have been learning how to read music. How did musical notation come to be? What are some other ways music was recorded in the past?

The design task is for students to create a song and find another way to record your song with invented notation so it can be remembered and shared with others.

Ideating: Students ask questions and then gather information about what they need to know when designing and making a way to notate music.

Making: Students use ideas and materials to make their musical notations. They gather feedback and make changes while they make.

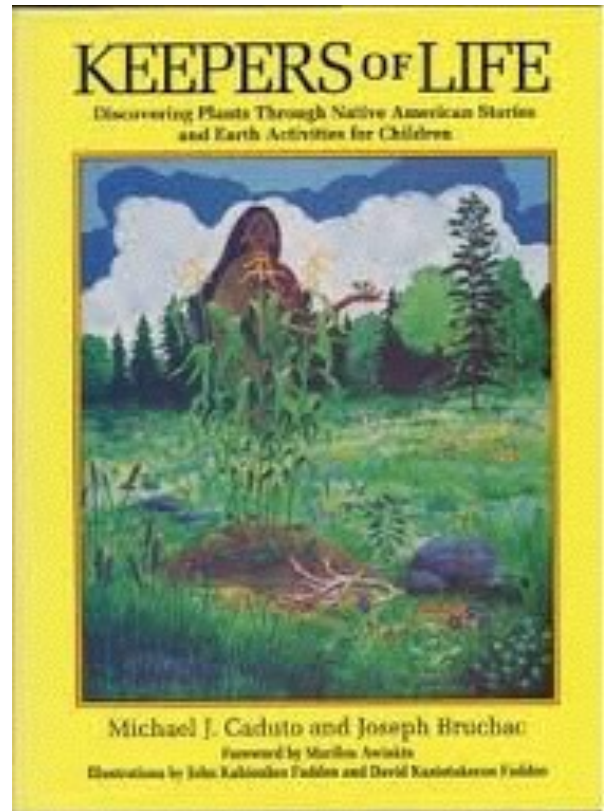
Sharing:

Students have a chance to learn about each other's songs and notation systems.

Great Books to Share!!



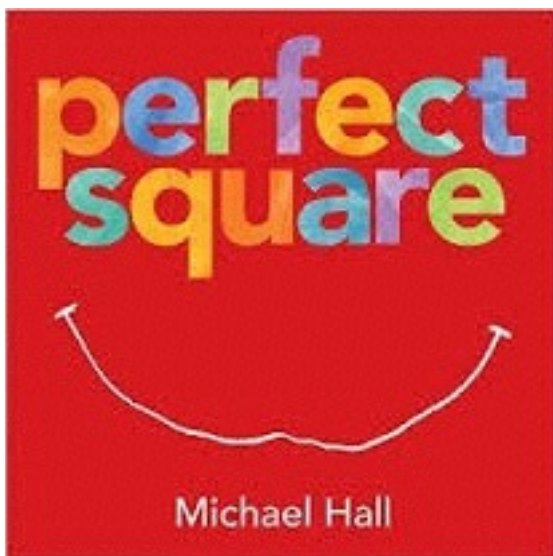
A book about bullying by Kathryn Otoshi



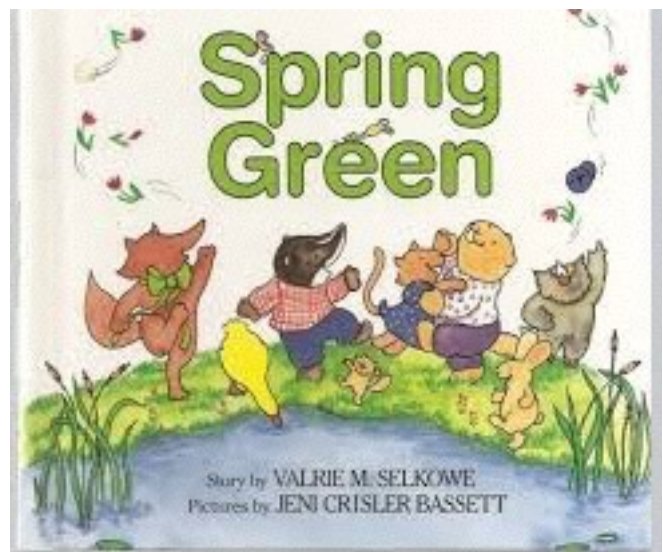
Other books in this series:

Keepers of the Earth

Keepers of the Animals



A book about imagination, creativity and possibilities by Michael Hall



Mother's Day

- 1.) Students draw 3 flower outlines (about the size of their fist to an adult fist size) then trace 2 copies of each flower on white paper.
- 2.) Colour each flower.
- 3.) Cut out each flower then place identical flowers back to back.
- 4.) Glue a pipe cleaner between the 2 flowers and let dry.
- 5.) When dry, curl the pipe cleaner "stems" around a pencil 2 or 3 times to create curly stems close to the flower, leaving the bottom of pipe cleaner straight or wrap around pipe cleaner around popsicle sticks for stronger stems.
- 6.) Place in a decorated jar or other container.



Recipe: Magic Playdough

Great colour mixing activity!!

1.) Prep Ahead

- Make plain white play dough
- Split into balls (1 per student)
- Poke a whole into the centre of the play dough ball to create a small well.
- Drop a few drops of one colour of food colouring (e.g. Blue) into the hole.
- Drop a few drops of the second colour of food colouring (e.g. Red)
- Close hole of ball being careful to not squeeze or let any food colouring leak out.
- Place dough ball in small plastic bag (1 per student)

2.) Handout one bag per child and tell them that it is magic play dough. They need to leave the dough ball in their bag at the start to get it warmed up. (This is so students do not get a lot of food colouring on their skin). As they squeeze the dough, they will start calling out a colour that their ball is changing to. Others will call out what changes they are noticing.

3.) After you think that most of the food colouring is “attached” to the dough, the students can take the balls out of the plastic bags and begin creating. The dough continues to change colour towards the mixed colour as they work with it.





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Spring Event



**COME TO OUR ANNUAL
CHAPTER ASSEMBLY**

“The Next Chapter”

**A Professional Component with a focus on the
New Curriculum and Assessment**

FEATURING **JANICE NOVAKOWSKI**

Chapter Sharing and Networking Time

Food and Beverage

Door Prizes

Exhibitors

DATE: Saturday April 16, 2016

WHERE: Sheraton Vancouver Airport Hotel 7511 Westminster Highway Richmond BC

TIME: 8am to 3pm

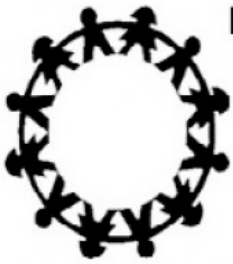
COST: one night shared accommodation, travel and catering at the event is provided for 2 delegates from a registered chapter or from an interested local. Additional delegates may register for a fee of \$60 (and will be responsible for their own accommodation and travel).

**Those in attendance need to be BCPTA members. (You can register at the event.)

**Bring along copies
of planning templates or reporting templates for new ways to assess the
new curriculum. We will do a make and take, so you will be able to take away resources.**

For More Information & Application Forms Contact Marie Fanshaw:

mfanshaw@sd57.bc.ca



Announcing the October 21, 2016 BCPTA Conference

“Inspiring Stories”

*The BCPTA Annual Primary Leadership Conference Comes to Nanaimo
to the Vancouver Island Conference Centre on the Provincial PD Day in 2016*

Keynote Speaker Faye Brownlie

Faye Brownlie, one of B.C., most sought after literacy and learning experts, believes that all educators must be leaders of learning – classroom teachers, specialist teachers, administrators, district staff. She believes that it is our common goal to work together to support the best learning possible for all learners. Faye’s Keynote message will inspire you as a ‘Leader of Learning.’”



A Framework For the 2016 Conference Program

Although teachers have been given time to explore the new curriculum, similar to our student learners the level of individual understanding will vary. We are hoping that the presentations provided at our conference will inspire teachers to continue to learn and develop as professionals, as well as increase their understanding of the shifts in the new curriculum, such as how to teach content through the competencies in integrated, meaningful and connected ways.

Presentations Will Include:

Picture Books, Oral Language and Creative Thinking Competencies • Inquiry in the Primary Classroom

A Balanced Literacy and Writing Program • Literacy Learning and Technology

Jumping Off Points for Creating Art • Teaching Kids About Self Regulation

Helping Students Deal With Stress and Anxiety, Manage Anger and Build Confidence

Incorporating Aboriginal Literature into the New Curriculum • Relational Pedagogy

Connecting Curriculum Competencies with the Math Curriculum

Aboriginal Education and Struggling Students in Math K-1 plus Enrichment Gr.1-2

Illustrative, Hands On Science Curriculum Workshop Designed to Establish Confidence

Integrating Curricular Areas: Using Picture Books to Engage Students in Literacy and Math

Playful Storytelling: Oral Storytelling Experiences Connected to the First People’s Principles of Learning

Outdoor Education and Sustainability • $A + B + C = \text{Children’s Wellbeing}$ • New Assessment / New Curriculum

PLAN YOUR OCTOBER 21, 2016 PD DAY EARLY

Register For: The Annual BCPTA Primary Leadership Conference
Location: Vancouver Island Conference Centre
101 Gordon Street, Nanaimo BC

BCPTA CONFERENCE SCHEDULE - OCTOBER 21, 2016

7:00 am	Registration / Food and Beverage / Exhibits Open	
8:00 am - 8:15 am	Photo Loop	(15 minutes)
8:15 am - 8:30 am	Seating / Opening	(15 minutes)
8:30 am - 10:00 am	Keynote Address	(90 minutes)
10:00 am - 10:30 am	Am Snack Break	(30 minutes)
10:30 am - 12:00	Breakout Session S1	(90 minutes)
12:00 - 12:45 pm	Lunch Break	(45 minutes)
12:45 - 2:15 pm	Breakout Session S2	(90 minutes)
2:15 pm - 2:30 pm	Break - Move to S3	(15 minutes)
2:30 pm - 4:00 pm	Breakout Session S3	(90 minutes)
4:00 pm - 4:30 pm	Exhibits	
4:30 pm - 5:30 pm	2016 AGM	
5:30 pm - 6:30 pm	Executive Meeting	

CONFERENCE RATES IN NANAIMO HOTELS

Coast Bastion Hotel: 11 Bastion Street

BCPTA Conference Rate: \$143 + taxes (Single or Double)
Call: **1.800.983.8472 / Ask for Group Code: CBI-GFC14015**
BCPTA Conference Rates In Effect Until October 1, 2016 - Book Early
Parking Pass Available / 24 Hour Pass \$8.50 / Wifi Free in Guest Rooms

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Best Western Dorchester Hotel: 70 Church Street

BCPTA Conference Rate: \$129 + taxes (Single or Double)
Call: **Hotel Direct 250-754-6835 or Reservations 1-800-661-2449**
Ask for Group Name: BC Primary Teachers' Conference
BCPTA Conference Rates In Effect Until September 20, 2016 - Book Early
Parking Included in Room Rate / Wifi Free in Guest Rooms

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BCPTA CONFERENCE REGISTRATION FEES - 2016

Includes a One Year BCPTA Membership or One Year Extension for Current Members

F/T & P/T - Full time or part time teacher in a public school	\$165
TTOC - TTOC in a public school	\$135
Retiree - Honorary Retiree retired from active BCTF membership	\$135
Student - Student teacher in a post - secondary program leading toward BC teacher certification	\$135
Associate Member of the BCTF - Paid \$100 Associate Membership Fee	\$165

Includes a One Year BCPTA Subscription or One Year Extension for Current Subscribers

Teacher Private School - Teacher teaching in a private school	\$195
Other - Anyone else who does not fall into the above categories	\$195

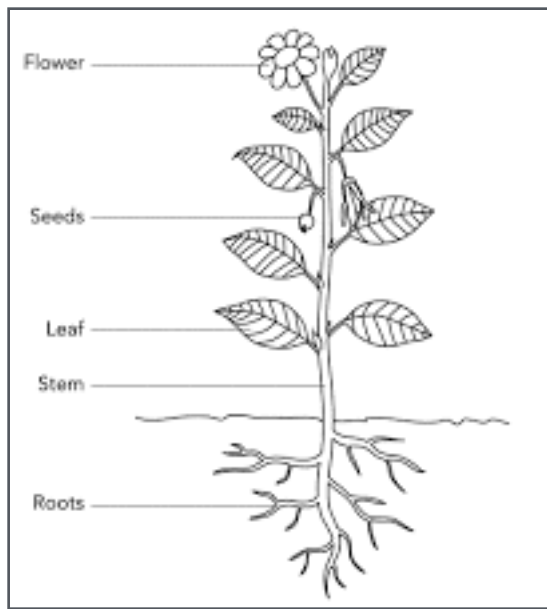
For Conference Details and Online Preregistration Check the BCPTA Website: www.bcpta.ca

ART: Spring Flower Silhouettes



1. Pre-cut tissue paper squares in a variety of Spring colours.
2. Provide black construction for background and flower shapes.
3. Using watered down liquid glue, students brush on tissue in an overlapping fashion.
4. Once dried, students cut out and attach spring flower shapes - the more creative the better!

PLANTS



My Garden
This is my garden, I'll plant with care.
Here are the seeds I'll plant in there.
The sun will shine,
The rain will fall.
The seeds will sprout and grow up tall.

Plant Salad

Teacher Directions:

Have students bring in the plants listed below. The class can work together to assemble the salad using the recipe.

Students can draw and label each ingredient with the appropriate plant part term.

MATERIALS:

Large bowl

Knife (for teacher use only)

Cutting board

Salad tongs

1 head of lettuce

3 tomatoes

2 carrots into slices

1 head of broccoli

5 stalks of celery

10 pea pods

Salad dressings

Small bowls

Plant Centre

Flower Shop: A variety of materials can be placed at this centre to promote play. (seed packages, plastic flowers, branches, and plants, garden magazines, vases, garden gloves, small garden tools, soil, plant pots, order book and forms, watering can, ribbon, cash register, styrofoam squares, and florist smocks. Be sure to have a table covered in plastic to catch any bits for easy clean up and for use in the centre.

Ideas submitted by:

Sheila O'Grady, Kindergarten teacher, Cranbrook

Plants Need Water to Survive

Materials:

- Celery stalks or white carnations
- Water
- Food colouring
- Sharp knife
- Tall, clear heavy cup or jar

Thinking and Predicting Questions:

- Do plants need water to survive?
- Do plants drink water?
- How does water travel through a plant?

Procedure:

1. Fill the cup about three-quarters full with water. Stir in a few drops of food colouring, so the water is brightly coloured.
2. Remove one thick celery stalk from the bunch. With the knife, carefully cut about an inch off the bottom of the stalk or the carnation stem. Cut it at a slight angle and try not to “crush” the tubes. DO NOT remove the leaves.
3. Place the celery or carnation in the coloured water and wait for several hours.

What will happen:

The coloured water will travel up the celery stalk and into the leaves or up the carnation stem into the flower petals. By the end of the day, you will see colours in the xylem (water tubes) and you will see the leaves slowly change colour.

*Capillary action (the tendency of a liquid to rise in narrow tubes) causes the water travels up the plant, through the xylem (tubes that carry water through a plant) and into the leaves

Plants Need Light to Survive

Question:

Do plants need light to grow?

Materials you will need:

- 2 empty yogurt containers or single-use cups (any size)
- 2 larger plastic or Styrofoam trays or bowls
- An awl
- Soil (dirt from outside should work)
- Seeds (bean, pea, cucumber, tomato, sunflower, corn, pumpkin or squash)
- Water (tap water is fine)
- Aluminum foil

Directions:

- Poke small holes (1-3 per container) on the bottom of 2 containers or cups using an awl (have an adult help you with that!)
- Fill containers with soil and place them in a larger bowl/tray
- Pour some water onto the soil to make it moist, but do not overwater.
- Put the seeds in soil (it is OK to put multiple seeds into each container, but keep the number of seeds in both containers the same) and cover them with a little bit of soil (finger-thick layer or less)
- Wrap one of the two containers with foil (it will block the light and keep the plants in the dark), leaving some space on the top of the container for the seeds to grow
- Put both containers next to the source of light (a windowsill).
- Wait for 3-14 days for the seeds to germinate. (this will vary by type of seed).
- Unwrap the pot with dark-grown plants and examine how it looks in comparison to the light-grown pot

Helpful hints and suggestions:

- Don't forget to label the containers so you will not get confused.
- Don't forget to water your plants! The easiest way to water the plants is to add water to the dish/tray your pots are sitting in.

Expected results:

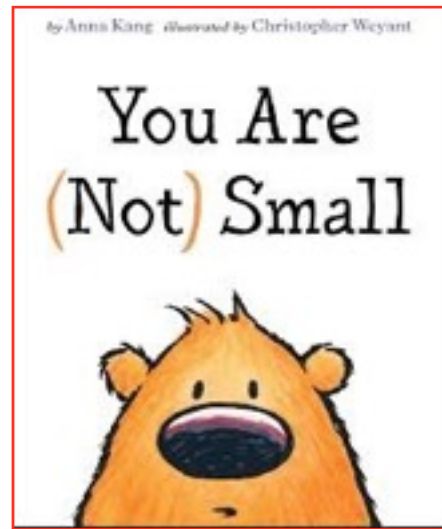
- Seeds should germinate in both light- and dark-grown pots.
- The dark-grown seedlings typically grow a lot taller than light-grown ones (the ones in the dark continue to elongate in search for light)
- While light-grown seedlings turn green (due to the development of green chloroplasts that allow plants to capture light), the dark-grown seedlings remain yellow.

Follow-up questions:

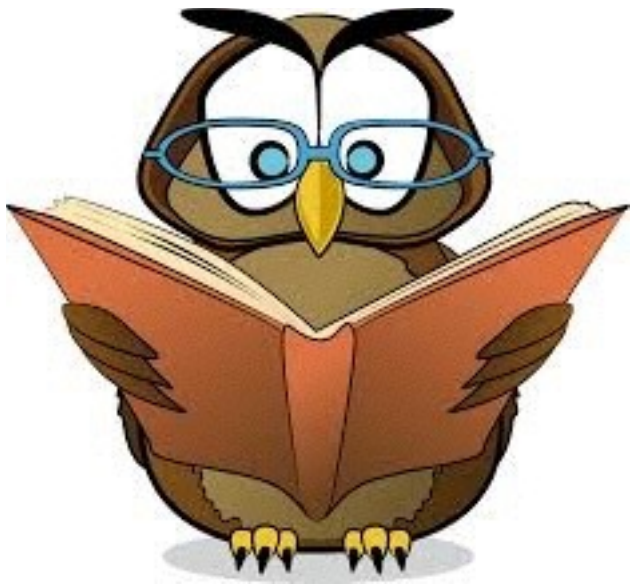
- Why do you think plants need light?
- Why do plants grow taller in the dark?
- What would happen with your plants if you continued to grow them without light?
- What would happen if you took off the foil and moved dark-grown seedlings to light?
- If you were to repeat the experiment, would you get the same results?
- What would happen if you used another kind of seeds?

A Book Review!

by Andrea Clipsham



My favourite book to read to my primary students is “You are (Not) Small” by Anna Kang. The book is an excellent way to start class discussions on friendships (between people who do not look like you), comparing (measurement for math) and the illustrations are amazing. The class was laughing and on the edge of their seats the whole way through. I had it displayed in the class after so they could read it during silent reading or Daily 5, and it was definitely a favourite for both them and myself. The two main themes of unlikely friendships and measurement comparisons run streamline throughout the entire book. The illustrations are almost 3D and the illustrator brings you right into the book. The illustrator also made the characters faces so descriptive and full of emotion that it shows and teaches the children about different feelings and the actions that go along with it. It is a great book for kids to literally see the size difference between things. The story is told so that a child can easily see through the speakers eyes and it enables children to relate to the two main characters very easily. The story takes you on a journey of a big bear and a little bear and their two perspectives of whether who is “big” and who is “small.” It is a great way to lead to the point that although we are all different, we can still be friends in the end. It also teaches that because we are all different, we all view the world through a different lens, and with it, comes our bias’ about each other and about the world around us. I think that it is important for children to understand and know about different perspectives at a young age, because it will teach them to be open-minded and diligent towards others feelings and points of view. It may be a bit too hard for children to see this metaphor, but I believe that the author was also trying to teach adults about world peace, because there is a scene where the bigger bear points to his other bears and says “They are just like me. *You* are small.” Even the “bigger bears” need to learn a lesson here and realize that just because you have others standing behind you, it does not make your point of view better than someone else’s. Anna is able to pull in a wide array of audiences, from little kids to adults.



WOULD YOU LIKE A FREE BOOK?

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

Book purchases are limited to \$40. If this sounds like something you would be interested in, please email Sheila O'Grady at sheila.ogradey@sd5.bc.ca with:

- The book you would like to review
- A brief description of your intent
- The grade(s) you teach and your school
- Your name, address and email





Do you know a child who could benefit from the use of a FREE sport wheelchair?

Introducing Let's Play... www.letsplaybc.ca

While everyone understands the intrinsic health and social benefits of getting kids involved in physical activity from an early age, it is generally taken for granted that all kids have access to these opportunities. Children with physical disabilities have an urgent need for inclusive opportunities in physical education, play, and sport, like all children. To address this need the BC Wheelchair Basketball Society (BCWBS) created Let's Play which provides services to preschool and elementary aged children in BC who have reduced mobility, whereby the use of a manual sport wheelchair enhances their ability to be active. Please note this can include children who walk independently, use crutches, walkers, prosthetics and wheelchairs!

The purpose of Let's Play is to ignite a passion for play and physical activity in kids with mobility related physical disabilities, giving them the support, opportunity, and confidence to be active and healthy. Working in collaboration with community partners we identify children and provide the resources required, such as a sport wheelchair, to build fundamental movement and wheelchair sport skills in an inclusive environment. The model is flexible to adapt to community needs, but by working collaboratively with health care providers, school personnel, community leaders and families in BC we support the development of physical literacy so kids can confidently participate in play, sport and physical education with their peers. This opportunity for inclusion and skill development lays a foundation for both healthy life long enjoyment and if desired, for wheelchair sport participation.

What exactly is Let's Play?

We focus on play, sport and fun while supporting the following activities and resources:

- Distributing Let's Play sports wheelchairs specifically designed for young children at no charge to children in BC
- Hosting Let's Play Days for children and their families in the community
- Working with parents, teachers, healthcare providers and community groups to integrate children with disabilities into play opportunities such as physical education classes
- Offering an online tool kit at www.letsplaybc.ca, plus hands-on teacher resources with best practices and safe, fun games
- Providing expertise, guidance, and equipment for community groups we call "Chair Champions" that deliver inclusive programs and awareness across BC
- Providing mentorship for children with disabilities while offering one to one support to families
- Engaging in outreach to rural areas to help identify and support children across BC

How Can You Help?

It is often a challenge to identify children with physical disabilities and connect them with the resources available to assist them in becoming physically active. As a key service provider to children in BC, we would appreciate your assistance in identifying appropriate children as we work to achieve our vision of giving children with a mobility related physical disabilities a happy and healthy start to being physically active. Please pass this information along or contact us at 604-333-3532 or info@letsplaybc.ca to learn more about Let's Play.

Thank-you for your assistance from the BC Wheelchair Basketball Society

The Let's Play program is helping kids with physical disabilities become physically active early in life... and encouraging them to stay that way.

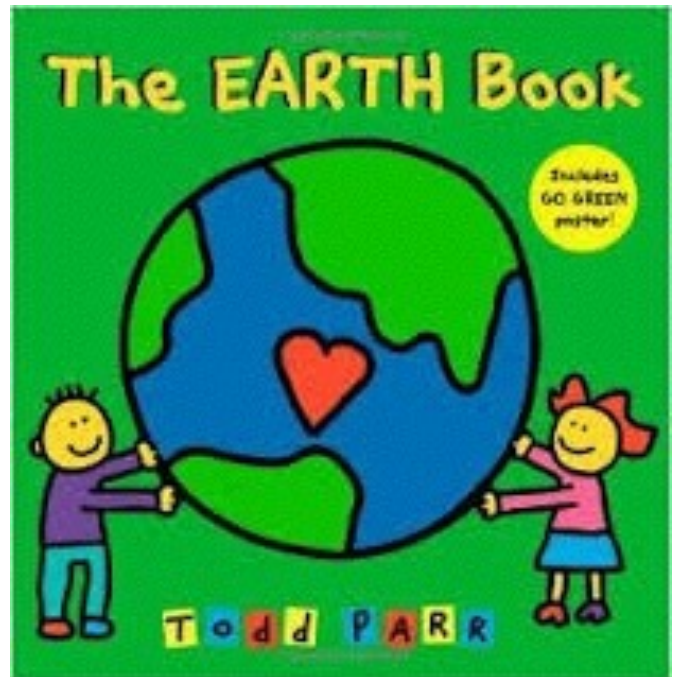
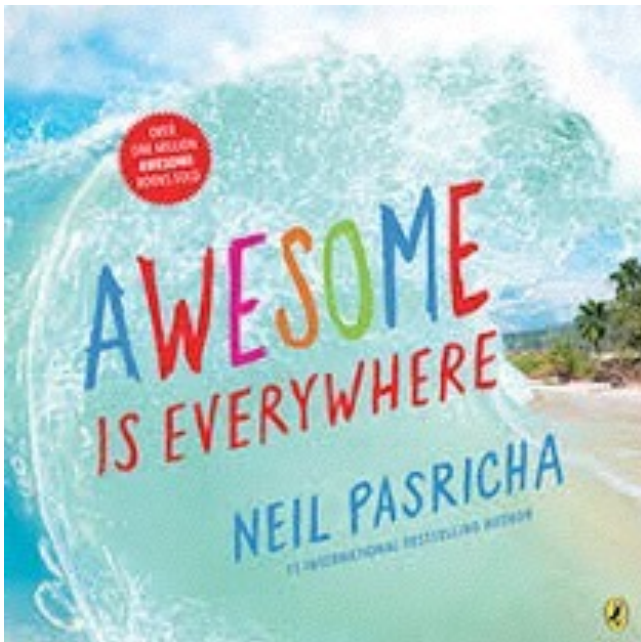
Earth Day Art



“With these hands we will help the Earth”



A couple great Earth Day books:





Would You Like to Share a Teaching Idea?

We would love to hear from you! Tell us about an activity or lesson you have done with you students. It could be anything from a cool science experiment to a neat art project. Any subject area is fine! All you need to do is write it up as a word document and email it to us. If you would like to include a picture or two that would be great. We will do the formatting, so you don't have to worry about that! If you have any questions, just ask!

Submission Deadlines:

Spring Newsletter: Feb. 28th

Fall Newsletter: August 30th

Winter Newsletter: November 15th

Everyone who submits a teaching idea will automatically be entered to win a **\$25 Indigo Gift Card** each newsletter!!!



Winter 2016 Winner:
Debby Stewart

Submit your ideas to Sheila O'Grady at:
sheila.orgady@sd5.bc.ca

TECHNOLOGY CORNER: PHYSICAL LITERACY

Submitted by Angela Linardic (Kindergarten teacher in Cranbrook)

What is Physical Literacy? Individuals who are physically literate move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.

Check out this website:

<http://www.phecanada.ca/programs/physical-literacy/what-physical-literacy/why-it-important>



Fundamental Movement Skills

To be physically literate, here is what needs to be mastered (ideally developed between ages 0-9)

<http://www.phecanada.ca/programs/physical-literacy/what-physical-literacy/fundamental-movement-skills>



BCPTA Budget Summary

Form 2: Proposed budget for - Y 550 & Y552 - for 55 BC Primary Teachers

BCTF Code		(YEAR)		
		2014-15 Budget	2014-15 Actuals	2015-16 Proposed Budget
Income Accounts				
901000	Income surplus (deficit), June 30, 2015*	166,150.00	155,949.77	103,051.88
902000	Portion of income surplus held as reserve June 30, 2015*	68,536.00	68,536.00	50,469.23
903000	Conference surplus outside account, June 30, 2015	1673.00	116.03	1500.00
904000-9930	Membership/subscriptions fees	18,495.00	43,635.45	25,000.00
	BCTF members _____ @ \$ _____			
	Students/Retirees _____ @ \$ _____			
	Subscribers _____ @ \$ _____			
904000-9931	BCTF grant _____ @ \$ _____ (\$5,250 minimum)*	12,000.00	10,320.00	10,000.00
904000-9932	Advertising Revenue			
904000-9933	Sale of back issues		84.00	
904000-9934	Interest income	2,000.00	1410.76	1500.00
904000-9935	Project grants			
904000-9939	Other Meeting Revenue			
905000-9940	Professional Learning/Conference fees	20,000.00	22,553.58	20,000.00
905000-9941	Professional Learning/Conference grants		55.92	
905000-9942	Professional Learning/Conference advertising revenue			
905000-9943	Professional Learning/Conference exhibits/sponsorships	4,320.00	2288.00	3000.00
905000-9944	Professional Learning/Conference entertainment			
905000-9948	Professional Learning/Conference sale of souvenirs			
905000-9949	Professional Learning/Conference miscellaneous (specify)*		598.13	
Total Income		\$ 293,174.00	\$ 305,547.64	\$ 214521.11

Expense Accounts				
906000-9950	Meeting—executive	15,000.00	20,796.54	20,000.00
906000-9951	Meeting—table officers			
906000-9952	Meeting—PSA Council*			
906000-9953	Meeting—subcommittee			
906000-9954	Meeting—annual general meeting	500.00	0	500.00
906000-9958	TTOC expenses for meetings	5,000.00	5,247.69	5000.00

Expense Accounts (con't)		2014-15	2014-15	2015-16
		Budget	Actuals	Proposed Budget
906000-9959	Meeting—other			
907000-9960	Publication—journal	14,000.00	14,967.18	15,000.00
907000-9969	Publication—equipment			
908000-9970	Operating	1,000.00	540.35	1000.00
908000-9971	Equipment purchase	500.00	70.99	500.00
908000-9972	Chapter support	40,000.00	23,684.79	30,000.00
908000-9973	Affiliation fees and meetings			
908000-9974	Response to curriculum or development of resources	17,000.00		10,000.00
908000-9975	Projects			
908000-9976	Complimentary memberships	400.00	225.00	400.00
908000-9978	Scholarships			
908000-9979	Miscellaneous	200.00	284.63	300.00
909000-9970	Professional Learning/Conference—operating	5,000.00	900.60	1,500.00
909000-9981	Professional Learning/Conference—facilities	5,000.00	10,010.30	10,000.00
909000-9982	Professional Learning/Conference—catering	46,750.00	46,884.24	35,000.00
909000-9983	Professional Learning/Conference—printing	1,000.00	753.98	1,000.00
909000-9984	Professional Learning/Conference—promotions	2,000.00		2,000.00
909000-9985	Professional Learning/Conference—committee costs	3,000.00	485.21	3,000.00
909000-9986	Professional Learning/Conference—entertainment	5,000.00	1151.93	5,000.00
909000-9987	Professional Learning/Conference—equipment rental	7,900.00	7551.04	7700.00
909000-9988	Professional Learning/Conference—speakers	17,000.00	18,276.03	20,000.00
909000-9989	Professional Learning/Conference—start up costs			
909000-9998	Professional Learning/Conference—hold, future conference expenses*	106,924.00		46,621.11
909000-9999	Professional Learning/Conference—miscellaneous (specify)*		80.00	
Total Expenditures		\$ 293,174.00	\$ 151,910.50	\$ 214,521.11

The association presented/will present its 2014-15 financial statement (as of June 30, 2014) to its members at its AGM and will publish it for members (state where (e.g., journal, website) and date December, 2015

Consider inflation and GST when calculating proposed expenditures (materials, labour, postage, accommodation and transportation). If your PSA shows a deficit as of June 30, carefully budget to prevent a similar deficit next year. Total expenditures must not exceed total income.

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



By becoming a member, you will be mailed 3 newsletters per year that are full of ideas you can use in your classroom immediately!

We also have a great up-to-date website for your convenience!

Next year's events are:

Primary Spring Chapter Event - April 2016 - Richmond, B.C.
Primary Leadership Conference - October 2016 - Nanaimo, B.C.

How much does it cost to become a member?

The fee is \$45.00 annually

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. Looking at curriculum changes in relation to the Primary Program as new curriculums are introduced.

Chapter support through annual grants for all registered chapters. Access to additional mini-grants for those chapters wishing to work on special projects and organize mini-conferences. Support in attending our Spring Event.

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
- All committee members must be BCPTA members

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:

Marie Fanshaw
Chapter Coordinator
mfanshaw@sd57.bc.ca



Annual BCPTA Chapter Registration Form

District Name _____

Name of Local Primary Association _____

President or contact person _____

Date of Election _____ **for the term/year 2016-2017**

President/Contact Person:

NAME _____

POSITION _____

HOME MAILING ADDRESS

_____ P. C. _____

TELEPHONE _____ (HOME) _____ (SCHOOL)

FAX _____ (HOME) _____ (SCHOOL)

E-MAIL ADDRESS _____

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

Vice President/Secretary/Treasurer or Second Contact

NAME _____

POSITION _____

HOME _____

HOME MAILING ADDRESS

_____ P. C. _____

TELEPHONE _____ (HOME) _____ (SCHOOL)

FAX _____ (HOME) _____ (SCHOOL)

E-MAIL ADDRESS _____

Please send this
information
sheet to:
Marie Fanshaw
mfanshaw@sd57.bc.ca



BCPTA Executive 2016 Contact List

President

Janine Fraser
Rock Creek, BC
janine.fraser@sd51.bc.ca

Vice President

Leanne Gahan
Powell River, B.C.
lgahan2@gmail.com

Treasurer

Jennifer Martin
Cache Creek, BC
martinjennifer@hotmail.com

Secretary

Silia Dalla Lana
Prince George, BC
sdallalana@sd57.bc.ca

Past President & Pro-D Coordinator

Carol Johns
Cranbrook, BC
cjohns@bctf.ca

Conference Coordinator

Grace Sinnema
Abbotsford, BC
bcptaconference@telus.net

Conference Registrar

Trish Hands
Chilliwack, BC.
trish-hands@hotmail.com

Chapter and Membership Coordinator

Marie Fanshaw
Prince George, BC
mfanshaw@sd57.bc.ca

Web Manager

Sarah Soltau
Port Hardy, BC
ssoltau@sd85.bc.ca

Newsletter Co-Editor

Margaret Cavin
Prince Rupert, BC
mcavin@sd52.bc.ca

Newsletter Co-Editor

Sheila O'Grady
Cranbrook, B.C.
sheila.ogrady@sd5.bc.ca

Member-at-Large

Georgette Walker
Sooke, B.C.
lx62vp@bctf.ca

Member-at-large

Laurie Andrews
Powell River, B.C.
lauri.andrews@sd47.bc.ca

Member-at-large

Cindy Gordon
Victoria, B.C.
cgordon@sd61.bc.ca



IN THE NEXT ISSUE.....

**Coming to you in the
Fall 2016 issue!**

Our next issue will be coming to you in September and it will contain some great ideas to use with your students. Look for it online at www.bcpta.ca and in your mailbox.

We encourage you to send us ideas, suggestions, or articles you wish to share. Email ideas to sheila.ogradey@sd5.bc.ca

*Back to School
Ideas*

*Fall books
and poems*

*2016 Conference
Information*

*Fall
Art
Projects!*