



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

Create

Imagine

Explore

Play

Wonder



SPRING 2017

Volume 55 No. 2

BCPTA NEWSLETTER



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



British Columbia
Teachers' Federation

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We hope you enjoy reading this Spring 2017 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 sheila.ogradey@sd5.bc.ca.

President's Message

by Janine Fraser



"For teachers, as for students, the most effective evaluation comes from someone who sits beside us and helps us grow." – Carol Ann Tomlinson

This quote is at the heart of how primary teachers in BC have mentored each other and fostered growth in their students: by sitting beside them and sharing conversational feedback. We at the BCPTA are here to help foster this growth. 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. Our Chapter Assembly will happen in Richmond with Michelle Hikida as our guest speaker in the morning on the topic of inquiry. We will take time in the afternoon for chapters to talk about what have been doing to support members. Provincial updates on a new K survey and what is going on with Classroom Assessment (core competencies and reporting) will be shared, so keep your calendars open for April 22, 2017 and watch our website for details.

Looking ahead, the BCPTA is excited to be a part of the Super Conference in Vancouver on October 20 and 21, I am excited that there are many inspiring speakers and sessions to select from. We also will be celebrating our 60th year as a PSA. Stay tuned to our websites for details on how to register.

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 inspired, supported and connected.



Easter Bunny Activities!!!

Submitted by Leanne Gahan



These ideas were inspired from the blog posts below.

Easter Bunny Directed Draw

<http://artventurous.blogspot.ca/2014/04/easter-bunny.html?showComment=1396478653392#c8458852638914827174>

What's in my Egg?

This activity was found on the wonderful blog called **Fun in First** by Jodi Southard. Check out her blog post for other fabulous Easter ideas <http://funinfirst.com/educating-with-easter-eggs/>

This idea is #11 on her list and is available for purchase in her TPT store.

What's in my Egg?

Your child has brought home a plastic egg. Please help your child choose something to place in the egg. Next, help your child write three clues that he or she will read to the class. The class will then have to guess what is in your child's egg.

Name _____

My Clues

1. _____

2. _____

3. _____

Fun in First Blog Post

My Clues

1. I am the colour blue.
2. I am a book character.
3. I am an animal.



Poetry! Poetry!

Butterfly life Cycle

(Sung to “Miss Lucy Had a Baby”)



The butterfly is happy,
She's laid all of her eggs.
Out pops a caterpillar
Crawling on its legs.

The baby caterpillar
Is very, very thin.
But then it eats and eats until
It bursts right through its skin!

Pretty Butterfly

Tune: Up on the Housetop

First comes a butterfly
Who lays an egg.
Out comes a caterpillar
With many legs.



Oh, see the caterpillar
Spin and spin
A little chrysalis
To sleep in.



Soon the caterpillar
Has grown so very big.
So next the caterpillar
Climbs on a leaf or twig.

The caterpillar makes a shell,
And there it hangs inside.
In time the shell starts cracking.
And soon the parts divide.

The shell is nearly open,
Wow! It's rally strange!
The caterpillar in the shell
Has undergone a change!

Now that the shell is open,
Look what's coming out:
A fully grown butterfly
Is fluttering about!



Aboriginal Resource:

I Was Born Precious and Sacred by Debora Abood

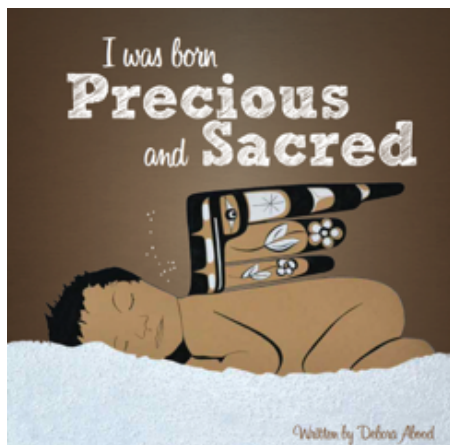
submitted by Coral Fraser

Summary:

This is a wonderful book that has repetitive language and stunning photographs which depict the ancestral teachings about the sanctity of every little person who is born into our communities. This book helps teach that we are all precious and sacred and that we have value, and how each of us must work to preserve and care for our minds, bodies, spirits, and hearts. It starts off with phrases such as “My _____ is Precious and Sacred...and this I need to know”. It then goes on to discuss how “people who love me and care for me know that I am Precious and Sacred...and this I need to know”. With this elegant, yet simple, language students can begin to feel how valued they are, and learn about why they are special and what it truly means to be precious and sacred.

How would I use this resource in Kindergarten?

I have used this book as part of our identity and self-awareness unit. I start with integrating the First People’s Principles and talk about what the words precious and sacred mean to us. I then have students relate to this book and complete a page for our class book. They fill in the blank for what is precious and sacred to them and draw a picture, or bring a baby photo from home to share. I then transform our knowledge into a class book which students can reflect upon and use to learn about other students and what is very special to them. I use this book to talk about Aboriginal culture and some of the artwork shown on the cover page. I find that all students can relate to this book because we were all babies once. Having students bring in baby photos to put with the class book is a nice touch and really helps build community within the classroom. I also include a page of myself with my baby photo too. This can be a great hook for this lesson and have students comfortable talking about what they value in their life. It fits really well for this age group. I can see kindergarten students enjoying looking at other students baby pictures, and beginning to read the repetitive words over and over in the book as well as our class generated book. I know my grade ones have been enjoying our class made book. I will often read this as a shared reading text with my students over a few days to build familiarity, and it also takes that many days to make our class book. I think this book is a must have for September and will help you start integrating First People’s perspectives and principles into your classroom from very early on in the year.



Mini-Unit: Positive personal identity

Big Idea(s):

Stories help us learn about ourselves and our families and can be told through pictures and words.

Language and stories can be a source of creativity and joy.

Know:

Students will know that they were born precious and sacred and that they *are* precious and sacred.

Students will know how to effectively communicate at carpet with one person talking and the other person listening.

Students will know some strategies for what 'good readers do'- such as re-read stories, stop and ask questions, and read at a good pace- not too fast or too slow.

Understand:

Students will understand new terms such as 'precious' and 'sacred'.

Students will understand that stories about ourselves can be told through photos and words.

Students will understand that we are a community of learner's with diverse needs and self-worth.

Students will understand that we are all good readers and build confidence in their reading abilities.

Do:

Build a classroom book which will tell about what is precious and sacred to each student.

Will generate and share ideas with their classmates.

Bring in baby and toddler photos of themselves.

Share a memory about themselves.

Practice reading orally with their peers.

Curricular Competencies:

Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community.

Recognize the importance of how story in First Peoples' cultures connects people to family and community.

Recognize the importance of story in personal, family, and community identity.

Materials and Technologies:

Document camera, projector.

I Was Born Precious and Sacred by Deborah Abood.

Page created for students to write about and place picture of how they were born precious and sacred.

Book cover designed by teacher for class book.

Duotang for class book.

Pre-Class Preparation:

Photocopy language arts sheet for students.

Read story and plan pauses to deeper thoughts and understanding.

Have students bring in photos for the day of activity to share - give a weeks notice to parents and collect and put names on back for week so every learner is included in share day.

First People's Principles of Learning:

I often refer to these principles in many lessons and even quote them at times. Especially "Learning involves patience and time" as learning sometimes takes time a few lessons or when we can't always finish everything in a day. We talk about this as a class and that we are flexible and sometimes things will change and I am always open to ideas/compromises that students want to recommend to me. We would also be continuing to build upon "Learning requires exploration of one's identity". I really am building this idea with this story as we are continuing to learn about each other and what is precious and sacred to us. I also firmly believe that this book is a good time to introduce the principle "Learning involves recognizing that some knowledge is sacred and is only shared with permission and/or in certain situations". As this lesson is running a little long I might start a conversation about this during our talk of what sacred is and then continue to find examples of sacred knowledge and places to share with my students as a next lesson on what sacred means.

Extensions/Possible Cross-Curricular Connections:

Could connect with Social Studies curriculum, and extend lessons into discussing how our families are precious and sacred, how our community is precious and sacred.

I could also connect this to Health Education and looking at healthy bodies.

Assessment/Evaluation:

Formative: anecdotal notes, observations, looking for student's responses during discussions, conversations with students while working, oral language skills while sharing photos, written work, letter formation and spacing between words, ability to communicate ideas, interactions with other students, respect towards others.

Adaptions/Modifications:

Have multiple language arts templates ready for child's skill or ability with writing.

I can scribe for students that need it, or I can write in a highlighter and have students trace over the highlighter for printing letter practice.

_____ Name: _____

I Was Born Precious and Sacred

I was born Precious and Sacred...

My _____ is Precious and Sacred...

...and this I need to know.

People who _____

know that I am Precious and Sacred...

...and this I need to know.

I am Precious and Sacred and this I need to know.

I Am A Pizza!!

Submitted by Lisa Scherr, K/1 Teacher, SD52 (Prince Rupert)



The focus for this theme was pizza and financial literacy. The dramatic play center was set up like a restaurant with plaid table cloths and pizza boxes. There was a money tray with play coins and paper bills.

In Math, we sorted coins and learned the names and features of the coins. We also collected data with two different graphs – “Do you like cheese pizza or pepperoni pizza?” and “What are your favourite toppings?” We made prices for some of the toppings and went pretend shopping. This was also in collaboration with our Elementary Math Helping Teacher.

In Literacy, we sang songs about pizza, including the main song “I am a pizza” by Charlotte Diamond. We read a variety of stories and poems.

We finished the day with pizza! We made pizzas on English muffins and ate off of plaid paper plates. I scribed a story or thoughts the students had about the pizzas that they created themselves as pizza chefs.



More pizza unit pictures.....

I Am a Pizza

I am a pizza, With extra cheese
From tomatoes, Sauce is squeezed
Onions and mushrooms, Oregano
I am a pizza, ready to go

I am a pizza, Pepperoni
No anchovies, Or phony bologna
I am a pizza, Order by phone
I am a pizza, please take me home

I am a pizza, Peppers on top
Out of the oven, Into the box
Into the car and, Upside down
I am a pizza, dropped on the ground

I was a pizza, I was the best
I was a pizza, Now I'm a mess!

What toppings do you like on your pizza?

Topping	Child 1	Child 2	Child 3	Child 4	Child 5	Child 6	Child 7
Mushrooms							
Pepperoni							
Olives							
Green Peppers							
Onions							
Extra Cheese							

Pizza

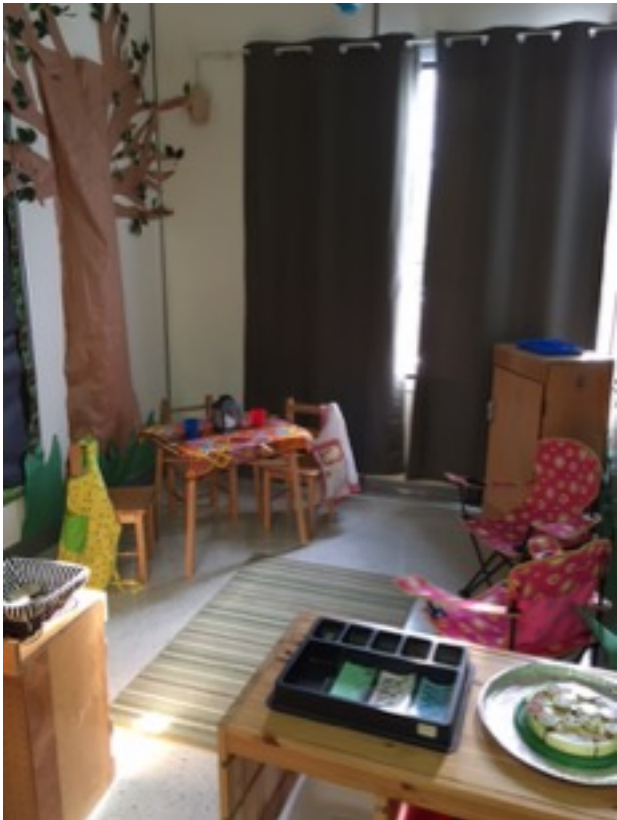
Pizza, pizza, it's a treat.
Pizza, pizza, fun to eat.
Ooey-goey cheese so yummy
Crunchy crust goes in my tummy.

Pizza, pizza, it's a treat.
Pizza, pizza, fun to eat!

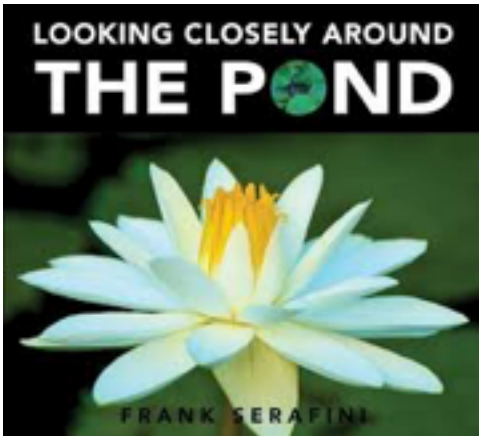
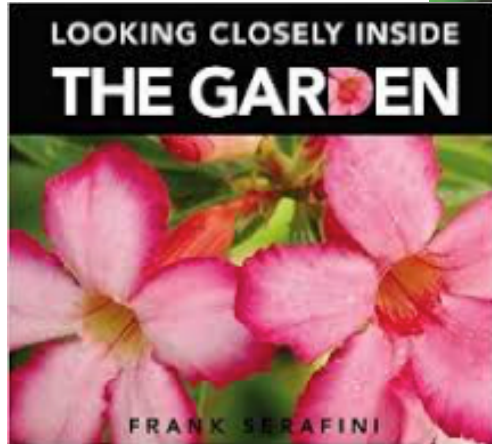
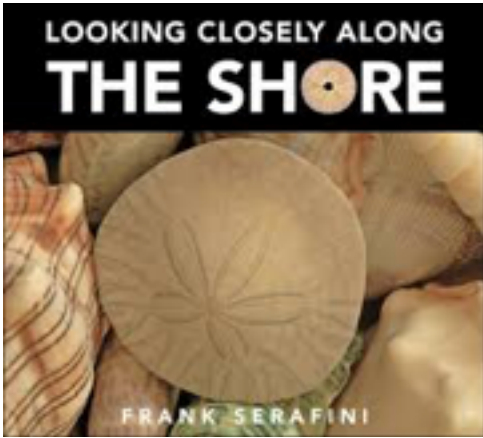
Victoria

EM

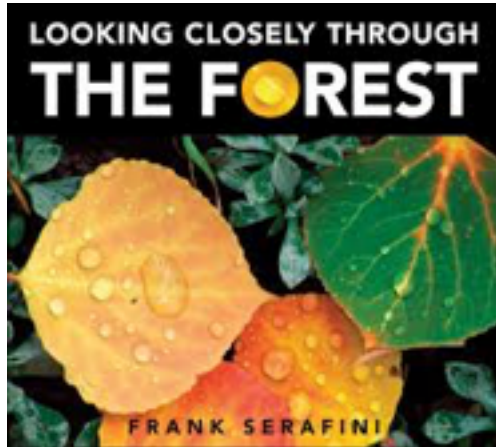
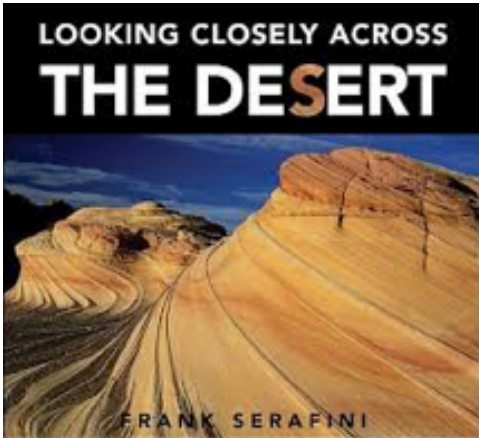
Madison



Great Books to Share:
Looking Closely.....



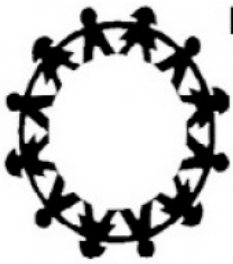
- •
- Great for Place-Based Education/Inquiry! •
- •
- Fantastic books for promoting observational skills in different environments. •
- •
- Series by Kids Can Press •
- •



Recipe: Edible Bugs!



What can you do with celery to make it a cool snack? There's no limit to the ways you can use peanut butter, cream cheese (and even Cheese Whiz!) along with all kinds of fruit and vegetables to create any kind of bug you like. Your students will enjoy thinking of creative ways to build their own bugs! Have fun!



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BC Primary Teachers' Association

Spring Event 2017

Please come to our Annual Chapter Assembly!
Your voice is important!

Guest Speaker: Michelle Hikida: "Inquiry in the Primary Classroom"

Inquiry-based approaches to teaching and learning are a focal part of the redesigned curriculum. Are you wondering what inquiry looks like in the primary class? Come and see examples of ways to use student and teacher generated inquiry questions to guide big thinking and learning with children in grades 1-3.

Michelle Hikida is a primary teacher who is passionate about fostering a love of learning and big thinking. She has taught in Richmond for 18 years and is currently teaching a grade 2/3 class.

Comments from her participants at the BCPTA Fall Conference 2016:

- Inquiry questions to direct my teaching and our learning! I love it!
- Inquiry can be easy and low prep!
- Workshop was mind opening and heart opening – so many tools for a beginning teacher.
- An inspiring and enthusiastic speaker

Discussion topics for the afternoon:

- 1.All Day Kindergarten Survey: What do you think?
- 2.Assessment and Reporting: Including the Core Competencies
- 3.Primary Advocacy

Date: Saturday April 22nd, 2017.

Place: Sheraton Vancouver Airport Hotel

**Two delegates from each registered chapter will have some of their expenses covered!!

Fee for members to attend this event: \$75

(non members will have the opportunity to join the BCPTA at the registration table)

See <http://www.bcpta.ca/wordpress/> for more details.

Thank you for being a part of the BCPTA!



April 22, 2017 – BCPTA SPRING EVENT

SHERATON Vancouver Airport Hotel – 7551 Westminster Hwy. Richmond BC

Featuring Michelle Hikida

With a Focus on Inquiry

Sharing Time for Chapter Presidents, District Reps and Non Delegates

Exhibits / Food and Beverage

- All attendees **Must be BCPTA Members or Subscribers**
- If you are not a Current Member: Fill in the attached PSA Membership Form (paper or online)

SPRING EVENT APPLICATION FORM

DEADLINE FOR APPLICATIONS – April 10, 2017

Send to: BCPTA Chapter /Membership Coordinator: Marie Fanshaw (mfanshaw@sd57.bc.ca)

NAME _____
 REPRESENTING – PLEASE CHECK: _____ Chapter Delegate for SD# _____ or Non-delegate _____
 CONTACT: HOME TEL _____ EMAIL _____
 ADDRESS _____ CITY _____
 PROV _____ PC _____
 DIETARY RESTRICTONS: _____

TRAVEL (LAND, AIRFARE, FERRY) WILL BE REIMBURSED /MEALS N/A

BCPTA will Sponsor and Pay the following up to 2 Chapter Reps

April 21 or 22 Hotel room* Travel Expenses(not including meals on route) *April 22: Breakfast/ Snacks /Lunch while at the event

CONDITIONS

Shared Accommodation and Car Pooling are encouraged / Hotel Parking is Complimentary

Shuttle to hotel is available for transport to and from airport.

Receipts for Travel will be required /TTOC costs if required will not be paid by BCPTA

A Travel Expense Claim Form will be issued at the Event

ONE HOTEL NIGHT – APRIL 21 OR 22, 2017 – Sheraton Airport Hotel

Please note that all hotel reservations for the BCPTA Event must be requested by the BCPTA

- Delegates: If required Check Reservations for April 21 or April 22 :BCPTA will reserve and pay for one night
- Request: April 21 _____ or April 22 _____ N/A _____ Single _____ Sharing With _____

NON DELEGATES ARE INVITED AS WELL – PARKING IS FREE – CHECK IN AT THE FRONT DESK

- A \$75 Per Person Fee will be charged for Catering and Activities
- Make cheque Payable to: BCPTA
- Email Applications to: Marie Fanshaw: mfanshaw@sd57.bc.ca

Bring payment (cash or cheque) to Spring Event to pay at the door.

ADDITIONAL HOTEL ROOMS AT THE BCPTA RATE (\$169 plus taxes) ARE AT YOUR OWN EXPENSE

CONTACT MARIE FANSHAW TO MAKE THE RESERVATIONS TO BE BILLED TO YOU DIRECTLY

2017 PSA Super Conference



With 25 Provincial Specialist Associations

Many Big Name Keynotes

300+ Breakout Sessions

Exhibits Hall

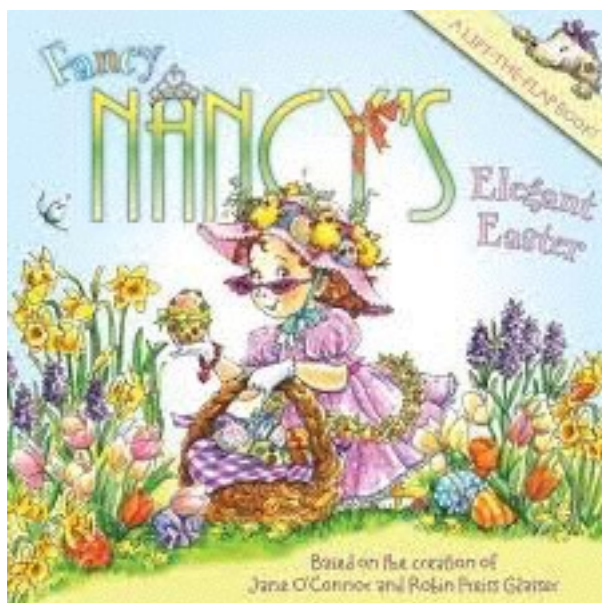
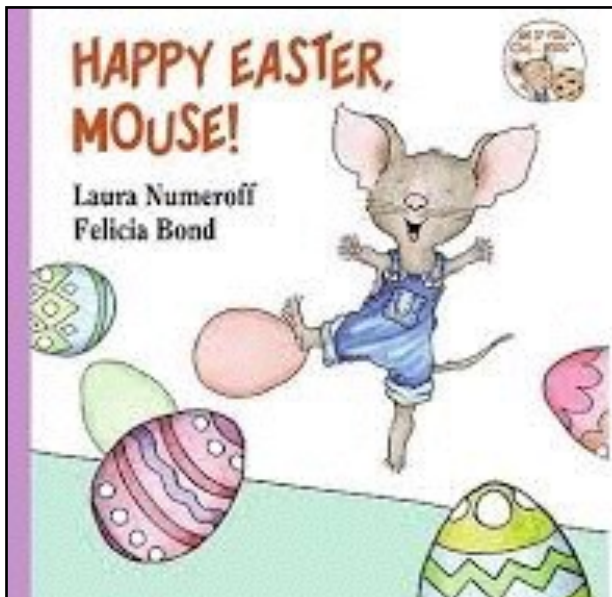
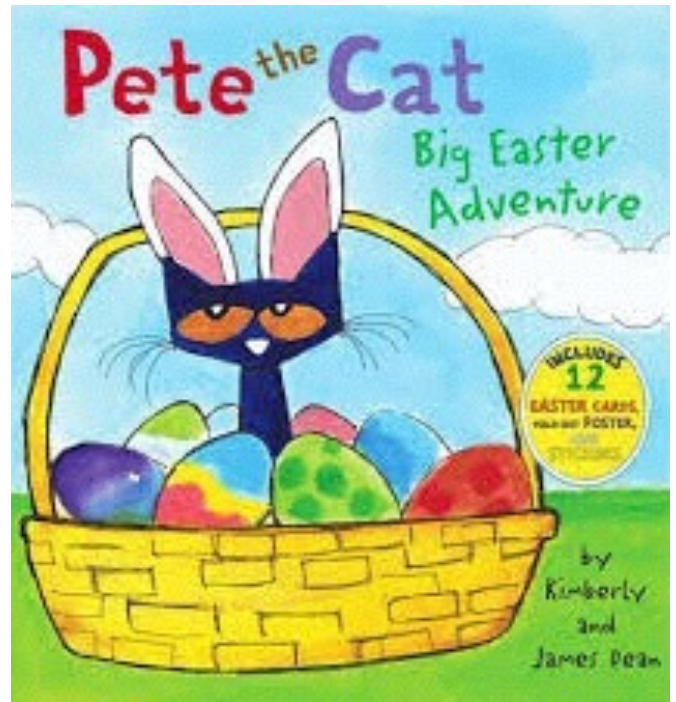
When: Friday, October 20, 2017
and

Saturday, October 21, 2017

Where: Vancouver Trade and
Convention Centre

See <https://www.psuperconference.ca/> for more information

Great Easter Books!



Bloom's Taxonomy of Questioning

It is important to encourage children to move up the ladder of Bloom's Taxonomy by asking them higher and higher levels of questions. By doing so, you will be helping them to become critical thinkers!

6. Create - Design, Construct
5. Evaluate - Give an opinion
4. Analyze - Recognize Changes, Infer
3. Apply - Explain, Make Connections
2. Understand - Compare, Summarize
1. Remember - Identify, Name



“Loose Parts”: A Critical Thinking Focus submitted by Michele James

Loose Parts Patterning Station

Questions to keep in mind

1. Remember:
What makes a pattern?
Can you recall a time when you made a colour pattern?
Do you remember a tricky pattern you have made?

2. Understand:
What would happen if you kept this pattern going?
Can you give an example of an AB pattern?
What would happen next in this pattern?

3. Apply:
How would you use all of the materials provided?
What would happen if it wasn't in a straight line?
How would you use these materials to make a brand new pattern?

4. Analyze:
Can you compare your pattern to your friend's?
Why do you think that patterns keep repeating?
How could you sort these patterns?

5. Evaluate:
What would you recommend to a friend making a pattern?
Where would find patterns in real life?
Is there a better way to make these patterns?

6. Create:
Could you make a similar pattern again tomorrow?
What would happen if you only used one of these materials?
Can you compose an ABBA pattern?

Can you make a pattern?

The station features a wooden tray containing several bowls of materials: white and grey beads, blue and white beads, yellow and white beads, and dark brown beads. A small white card with the question 'Can you make a pattern?' is placed in the tray. Dashed lines connect the questions to the materials and each other.

A Planning Grid for Inquiry in your Classroom

Grade/Subject Area: Big Idea:		Area of Focus:	
Curricular Competencies (What students will do) • • • • • •	Core Competencies: <input type="checkbox"/> Communication ✓ <input type="checkbox"/> Creative Thinking <input type="checkbox"/> Critical Thinking <input type="checkbox"/> Positive Personal/Cultural Identity <input type="checkbox"/> Personal Awareness and Responsibility <input type="checkbox"/> Social Responsibility	Assessment (What evidence you will collect) • • •	Tasks to Support Inquiry • •
Content Learning Standards (What students will know and understand) • • • • •	Inquiry Question	Resources (What you currently have that can be reused, tweaked, repurposed and what you will need to gather) Have: • • NEED: •	
		Learning Targets/Success Criteria (I can statements) • • • •	

Grade/Subject Area: Grade 1 – Science

Area of Focus: Living Things in the Environment

Big Idea: Living things have features and behaviours that help them survive in their environment

**Curricular Competencies
(What students will do)**

- Demonstrate curiosity and a sense of wonder about the world
- Observe objects and events in familiar contexts
- Make and record observations
- Experience and interpret the local environment

Core Competencies:

- Communication ✓
- Creative Thinking ✓
- Critical Thinking ✓
- Positive Personal/Cultural Identity
- Personal Awareness and Responsibility
- Social Responsibility

Assessment (What evidence you will collect)

- Does the student demonstrate curiosity, wonder and engagement in the task?
- Can the student describe observations and sketches?
- How does the student explain features and behaviours of plants and animals?

**Content Learning Standards
(What students will know and understand)**

- Names of local plants and animals
- Structural features of living things in the environment (stems, roots, leaves and how it helps us understand organisms)
- Behavioural adaptations of animals in the local environment (dormancy, hibernation, migration, etc)

Inquiry Question

Looking at the plants and animals in our forest, what changes do the plants and animals make as the seasons change?

Learning Targets/Success Criteria (I can statements)

- I can see changes in our forest (leaves falling, animals hibernating, nesting)
- I can name plants and animals in our forest
- I can sketch and observe living things in our forest
- I can describe parts of plants and animals

Tasks to Support Inquiry

- Observation of trees and plants in the forest multiple times in fall and winter
- Hunt for clues of local animals -what animals do we know live in the area and how can we see their presence (tracks, owl pellets, sightings of animals, skeletons of prey, etc)

Resources (What you currently have that can be reused, tweaked, repurposed and what you will need to gather)

Have:

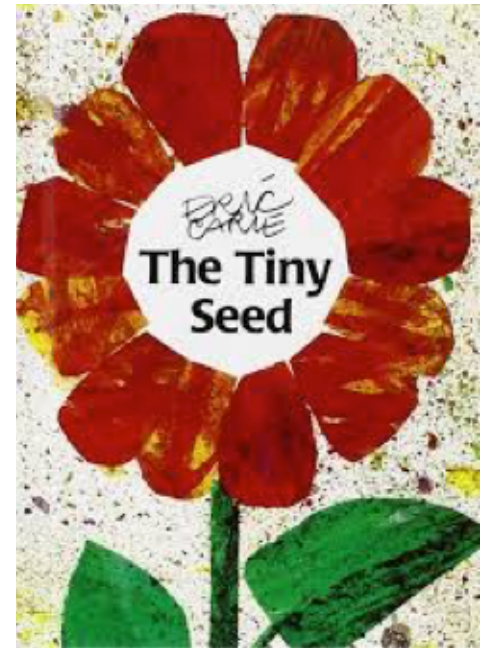
- Clipboards and paper for sketching and writing observations

Internet for images/video of local animals, owl pellets, animal tracks

NEED:

- Would be nice to get owl pellets to dissect

The Tiny Seed by Eric Carle



Follow the adventures of a tiny seed through the many obstacles it may face in its life cycle.

Eric Carle Paintings:

- 1.) Have students paint many pieces of white paper in different colours. You can have the students create warm-coloured papers, cool-coloured papers, and create some with just the same colours. Creating a variety of papers will allow the students choice when it comes to create their Eric Carle paintings.
- 2.) Have students sketch out their pictures in puzzle pieces like Eric Carle does.
- 3.) Use the sketch to determine what pieces will be needed to create their art.
- 4.) Cut out and glue various coloured pieces to create painting.

Class Book:

The whole class can create a story of a seed and its travels as it moves through its life cycle. After creating the story, each student or pairs of students can illustrate a page. For younger students, the teacher can type the story out in small sections to create the pages of the book. Older students could print out their portion of the story on their page. Bind the book and add to classroom library.

Creative Movement/Drama:

Students can act out the life cycle of the seed or create movements that symbolize the journey.

Science

- 1.) Plant flower seeds in a slushy cup or other clear container to watch them grow.
- 2.) Print out cards showing the life cycle of a flower and use them for a sequence activity.
- 3.) Soak bean seeds overnight then have students dissect the seeds to see the parts.

YouTube Read Aloud:

<https://youtu.be/Is6wTeT2cKA>



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



Butterflies and Caterpillars

Submitted by Laurie Andrews

Here are some ideas to add to your unit:



The Very Hungry Caterpillar
by Eric Carle



Painted
Butterflies



Coffee Filter
Butterflies
(More on front
cover!)



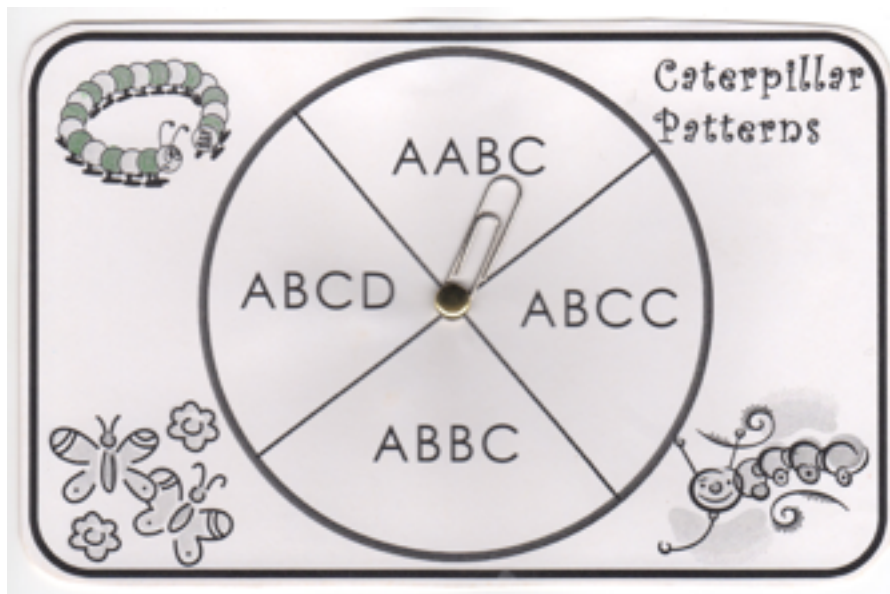
Hatching real butterflies!



More butterflies!
Don't forget the glitter!!



Math Idea: Caterpillar Patterning



Materials Needed:

- Crayons
- Spinner
- Recording Sheet

The students spin the spinner and then record the pattern in the rectangular box. They then colour a caterpillar that matches the pattern spun.

Name _____

Caterpillar Patterns

The recording sheet contains three identical rows. Each row starts with a caterpillar head (two antennae, two eyes, a nose, and a smiling mouth). To the right of the head is a circle representing the first segment of the body. This is followed by a larger circle representing the second segment, which has two small legs. To the right of this are four more circles representing the remaining segments of the body. Below the first segment is a rectangular box for recording the pattern. The background of the sheet features a faint watermark of a caterpillar.

FortisBC Energy Leaders



Program

Supporting the development of energy literacy in B.C. Classrooms

FortisBC is excited to introduce the Energy Leaders program for B.C. teachers and students! Join us to explore energy, safety and conservation with engaging curriculum-connected resources.

Energy Leaders is an online program designed to support schools across B.C., and we are inviting kindergarten to grade 9 teachers to participate in the pilot until May!

We've worked with B.C. teachers to develop engaging materials that support:

- Inquiry and hands-on teaching and learning
- Place-based experiences
- First Peoples Principles of Learning

The program brings energy concepts alive in the classroom with high-quality, bias-balanced materials that connect to B.C.'s new curriculum, including Science, English Language Arts, Social Studies and Physical and Health Education. Some of the topic areas include:

Energy

- How do we use energy in our daily lives?
- How is natural gas related to the rock cycle?

Safety

- What should we do if we smell natural gas?
- What should we do if we find a downed power line?

Conservation

- What can we do to care for the environment? How can I reduce my energy use?
- How might renewable natural gas be used as an energy source in the future?

FortisBC is committed to supporting energy literacy in B.C. classrooms and your feedback is important to us. Teachers in kindergarten to grade 9 can register online today to find great resources to teach your students.

Register and download your free resources today at energyleaders.ca

Self-Regulation by Colleen Politano

(A continuation from her article in our last issue!)

Arranging for Focus

Two friends have had great success in helping students be more focused during discussions and during independent work time by arranging the furniture so that students are looking at each other. Betty, a university instructor, has her students arrange their chairs in a circle so students make eye contact and leave phones 'stowed' during class. Despite a very small classroom, Jen arranged her intermediate students' work spaces in a rectangle with a space for movement in the center. The feeling of being in a 'public space' led students to be more courteous to each other. She observed that when students could see each other during independent work times so they tended to be more engaged in their own projects.

Great New Resource

Kristin Wiens and Paul Totzke have created a series of excellent Stop Motion Videos.

Their site, northstarpaths.com, is an incredible source of videos that support self-regulation.

Most of the videos run about 2 1/2 minutes.

The videos are engaging and excellent to use with students, their families and colleagues.

One of my favourites is Visuals: I See What You Mean.

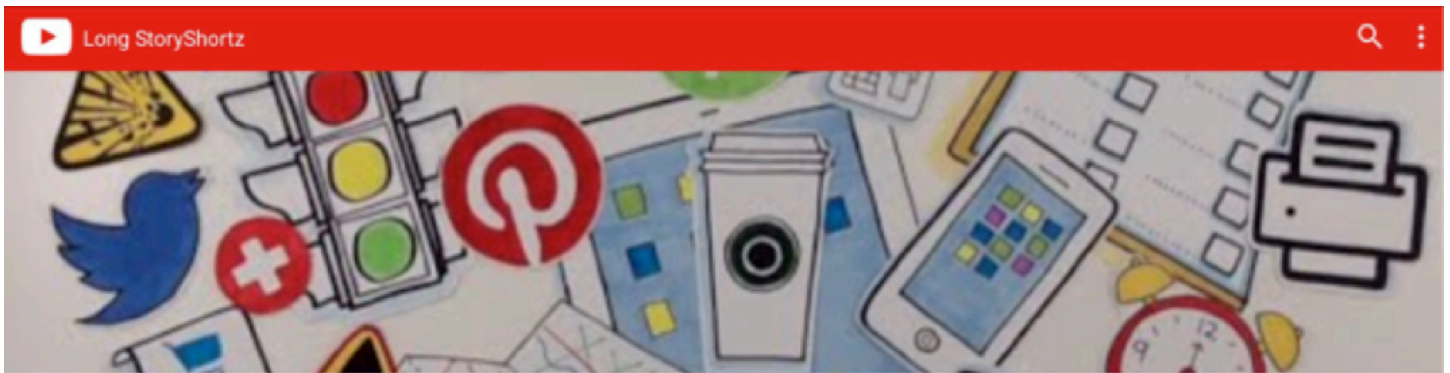
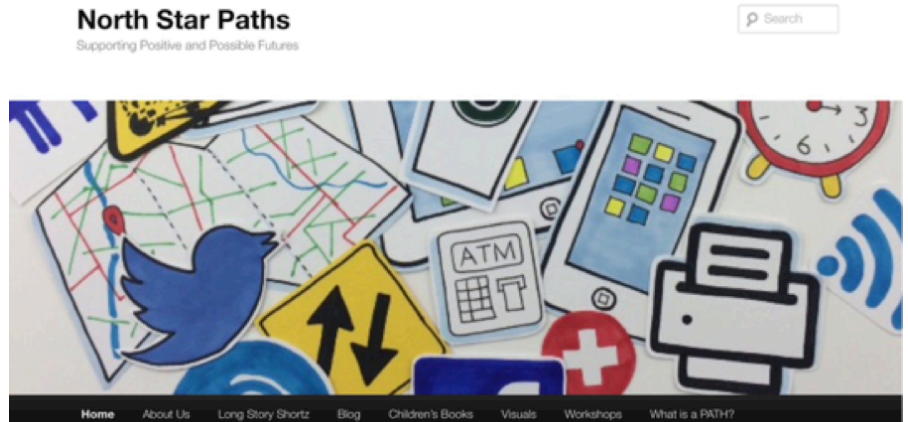
90% of processing is visual. Visuals support self-regulation by making it easier for students to do what is expected.

Look at the BLOG for enlightening information on Visuals.

When I read the BLOG posts I felt like I was getting a course in using visuals.

Click on Long Story Shortz to access the videos:

- Fidgets
- Visuals
- Fairness
- My Gratitude Jar
- Recess
- Breathe
- Mindfulness
- Universal Design



Long Story Shortz - Visuals

Uploads

-  **WATCHED** Long Story Shortz - Fidgets
865 views
-  Long Story Shortz - My Gratitude Jar - Written and Narrated by Kristin Wiens
193 views
-  Long Story Shortz - Fairness
859 views



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 20th

Winter Newsletter: November 15th

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

Winner from Winter 2017
Issue:
Andrea Clipsham



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

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 2017 - Sheraton Airport Hotel, Richmond, B.C.
2017 PSA Super Conference - October 2017 - Vancouver Convention Centre
BCPTA Primary Leadership Conference - October 2018 - Richmond, 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

TECHNOLOGY CORNER: CODING FOR YOUNG CHILDREN



On Apple App Store and Google Play

Young children (ages 5-7) can program their own interactive stories and games. In the process, they learn to solve problems, design projects, and express themselves creatively on the computer.

<https://www.scratchjr.org>

Activity Videos: <https://ase.tufts.edu/devtech/CSEdWeek2016.html>

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



Annual BCPTA Chapter Registration Form

District Name _____

Name of Local Primary Association _____

President or contact person _____

Date of Election _____ **for the term/year 2017-2018**

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



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IN THE NEXT ISSUE.....

Coming to you in the
Fall 2017 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.ogrady@sd5.bc.ca

*Great book
suggestions!*

*Ideas for
Remembrance
Day*

*Information
about the Fall
2017 Super
Conference!*