



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

Create

Imagine

Explore

Play

Wonder



WINTER 2017

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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 Winter 2017 issue of our newsletter. If you would like to see it in colour, please check out our website at [www.bcpta.ca](http://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](mailto:sheila.ogradey@sd5.bc.ca).

# President's Message

## by Janine Fraser



Our conference in Nanaimo was a great way to start a school year and to end a busy 2016 for the BCPTA. Highlights of the conference was the awesome facility, our amazing keynote Faye Brownlie, retired primary teachers (Joan Hall, Cheryl MacDonald and Arlene McLaughlin) who were founding members of this PSA who came as guests for the day, and the amazing workshops available for teachers. We held our AGM held at the end of the conference, and there we set our goals for next year and elected our new executive.

One goal for 2017 is to continue to plan professional development opportunities for our members that reflect the new curriculum and what we know is the best way for young learners to learn. The second goal is to advocate for and represent the collective voice of primary teachers in British Columbia. To reach these goals we are planning to be a part of the Super Conference in 2017 at the Vancouver Trade and Convention centre. Primary teachers will gather with thousands of BC teachers from other PSAs for this historic event. It will be the 60<sup>th</sup> anniversary of our PSA (we were the first one, formed in 1957). It will be a great place to celebrate. There are great keynotes and workshops being planned, so I hope you stay tuned and save the date.



We also plan to host a spring Chapter Assembly in Richmond with Michelle Hikida as our guest on the topic of inquiry. We will also work to hear the collective concerns and joys of teachers that day. So keep your calendars open for April 22, 2017 and watch our website for details.

To reach as many members as possible, we will continue to publish newsletters, keep an updated website and be on Facebook and Twitter. In 2016, we feel proud of our accomplishments on your behalf and are excited about the year ahead.

Here is our newly elected executive for 2017:

President: Janine Fraser

Vice President: Leanne Gahan

Past President & Pro-D Coordinator: Carol Johns

Treasurer: Joanna Larson

Conference Coordinator: Grace Sinnema

Conference Registrar: Trish Hands

Secretary: Silia Dalla Lanna

Newsletter Editor: Margaret Cavin

Newsletter Editor: Sheila O'Grady

Web manager: Sarah Soltau

Chapter and membership Coordinator: Marie Fanshaw

Members at Large:

Laurie Andrews (membership support)

Georgette Walker

Cindy Gordon

Thank you to our outgoing Treasurer, Jennifer Martin. We appreciate her dedication and work to our members.

The new executive is committed to serving you and we wish you the best in 2017.

Janine Fraser ([janine.fraser@sd51.bc.ca](mailto:janine.fraser@sd51.bc.ca))

# Winter Snowmen

Submitted by Debby Stewart

This is a fun stamping activity that uses:

- large marshmallows
- large blue construction paper
- red, white and black tempura paint
- black permanent marker
- white crayon
- tiny bit of orange paper



Steps:

- Use a marshmallow and white paint to stamp print the body and head.
- Use another marshmallow and black paint for the hat and buttons and a third marshmallow for the red scarf.
- Use a black marker to add eyes and stick arms.
- Cut out and add an orange nose.
- Finally, use a white crayon to add snowflakes in the background.

# Poetry! Poetry!

## A Chubby Little Snowman

A chubby little snowman  
Had a carrot nose  
Along came a rabbit  
And what do you suppose?  
That hungry little bunny,  
Looking for his lunch,  
ATE the snowman's carrot  
nose...  
Nibble, nibble, CRUNCH!

## Snowball

by Shel Silverstein



I made myself a snowball  
As perfect as could be.  
I thought I'd keep it as a pet  
And let it sleep with me.  
I made it some pajamas  
And a pillow for its head.  
Then last night it ran away,  
But first- it wet the bed...

## January Poem

January  
Now is here --  
A fine new start  
For a whole new year.  
The snow comes down  
In the dark of night.  
When we awake  
The world is white.  
In January  
When there's snow,  
We get our sleds  
And away we go.

## I'm A Little Snowman

(Tune: I'm a Little Teapot)

I'm a little snowman,  
Short and fat.  
Here is my nose  
And here is my hat.  
When the sun comes out,  
I melt away.  
But when it's cold,  
I'm here to stay!





## The Gem Story

There was a young man, an adventurous, risk-taking kind of fellow. He loved his life - the excitement and the thrill of his explorations. He loved jumping from cliff to cliff and swimming raging rivers. He was like Indiana Jones. Most days, luck was with him ... but one day his luck ran out. He was jumping from one cliff to another, when he slipped and fell to a huge drop below him. His pack with everything in it for his survival dropped and crashed. He just managed at the last moment to grab onto a huge root coming out of the mountainside. He slowly and carefully pulled himself up and got back to the top of the mountain. It was a close call! He was left a little disoriented from the fall, but he'd been lost before and wasn't too worried about his predicament. He was in a new territory and wasn't sure of what he could eat or drink ... we know without food and water our brain doesn't work very well and he found himself very lost. He noticed his pace was slowing and his breathing was becoming laboured. His life flashed before his eyes and he realized just how much he loved his life of adventure. He also realized he wasn't ready to die. This realization pushed him forward.

In the distance he noticed a shape under a tree and this caught his attention. As he approached the tree, he realized it was a human - an old man, sleeping under the tree. With a parched voice, he said, "Please can you help me? I am so lost!" Nothing. He thought perhaps the old man was dead, but he could see the old man was breathing. With a loud, clear voice, he asked, "Help me. I'm lost!" Nothing. He could waste no more time or energy, so he backed away from the man, hoping to find someone else who could help. Just as he turned, he heard the old man mutter, "Gather what you can. He pleaded, 'what .. what did you say?'" Again, the old man mumbled, "Gather what you can:" "I can't understand you!" said the adventurer. He put his ear to the old man's lips and heard him say, "Gather what you can:" The old man slumped over and went back to sleep. "Gather what you can ... gather what you can ... what does that mean? I'm dying and you tell me to gather things?"

The explorer decided to take the old man literally, and started to gather things that were around him. He picked up some small, gray, jagged rocks and put them in his pockets. He gathered some twigs and carried them under his arm. With the rope he had attached to his belt, he pulled along a large log behind him. As he walked, he came to a river and on the other side of the river, he saw smoke rising. He knew it was a village - he had to get there to get some help. As I mentioned, the young man was a risk-taker, but you can be a cautious risk-taker, which is exactly what he was. He removed his shoe and his sock and stuck his foot in the water to test it. He immediately withdrew his foot because little flesh-eating fish started to gnaw away his toes. He knew he could swim that river, but with what he had gathered, he could build a raft and use that to get to the other side and then get to the village. And he did.

As he made his way across the waters, those little fish were relentless. They kept jumping up and trying to grab his flesh, but he used the small rocks he had collected to smack those fish right between the eyes. He made it to the village, where the people gave him shelter, food and water. When he was healthy and as he was leaving, he stopped and realized that the old man had saved his life. "Gather what you can;" were the words that had saved him. As he walked on, he heard noises from his pockets. As he felt them, he smiled. The gray, jagged rocks in this pocket were no longer grey and sharp - they had become beautiful smooth, shiny gems with the action of the water and dirt in his pocket. And he thought of them as "Gems of Opportunity!"

Every day, we can be like the adventurer by gathering what we can. Tuck those rocks away ... in our brains, in our hearts and in our souls and when we're ready to pull them out, they can be gems for us too. Gems of Opportunity.

Author Unknown

-as printed and handed out for our Spring 2015 Chapter Event, Spring 2016 Chapter Event, and our Fall 2016 Conference







The **Chinese New Year** is based on the lunar calendar and the next one will occur on January 28<sup>th</sup>, 2017. As a Canadian-born Chinese, I find it important to celebrate in the schools that I am teaching in. It broadens learners' knowledge of other cultures and traditions and the students seem to really enjoy it!

Here are some ideas that I've done in the past:

- bulletin board with Chinese zodiac signs
- colouring sheets of Chinese zodiac signs
- math lessons on 12 year cycle (that is what the zodiac is based on)
- making red pockets for lucky money and explaining why this tradition exists (given to children around New Years and other special events)
- chocolate loonies to go in the red pockets
- introducing exotic fruit and offering a small taste of each (star fruit, lychees, longans \*also known as dragon eyes\*, dragon fruit, etc)
- paper lantern
- paper dragons



Pinterest and google images were great resources for the above activities. Have fun and Gung Hey Fat Choy!

Submitted by Jean Marogna (K/1 Teacher)

# Great Books to Share: Word Fun!



"If I Were A...."

This is a set of books I came upon recently that are great for sharing when working with words with your students. Each one reads like a story, has great illustrations and includes internet links and a glossary at the end. There are approximately 18 in the set and they are available from Scholastic. Perfect for Gr. 2-3 and beyond!



# How Do we Help Students Self-Assess the Core Competencies in the Primary Grades?

When I saw the reporting order that made assessment of the core competencies a year-end activity done by students, I was relieved. This better honours the original vision of the core competencies.

The vision of the core competencies honours the first nations principal of learning that learning takes patience and time. They are lifelong and slow growing. The core competencies grow like the rings on a tree. No one is incompetent. Everyone starts somewhere and their rate of growth in the different competencies develops over a lifetime. It is our job to help foster that growth, but not judge and evaluate it.

If you go to the curriculum site on the BCTF website (<https://bctf.ca/IssuesInEducation.aspx?id=5646> ) the BCTF shares advice to members on this issue:

“There is to be no teacher evaluation of the core competencies. It goes against the intent of the Ministry reporting order on core competencies.” They also state that members need to be provided “appropriate student self-assessment tools on the core competencies” (<http://www.bctf.ca/uploadedFiles/Public/Publications/NewslettersAlerts/EdChangeBulletin/ECB2016-11-03.pdf>)

We at the BCPTA believe that those tools are best developed by teachers, but not so that every teacher in every district is working on and re-creating different versions of the same thing. We believe that sharing is caring, and we want to share with you things we have been collecting, collating, and working on.

Please go to <https://teachbcd.bctf.ca/list?q=bcpta&p=1&ps=25> to see some other tools to support you in the core competencies.

Please also note that I am a BCTF representative on the Classroom Assessment committee with the Ministry of Education and hope to be working on more tools to support you.

If you have seen some great examples of work in this area in your local, I also would love to see this, so please send them to me at [janine.fraser@sd51.bc.ca](mailto:janine.fraser@sd51.bc.ca)








# The Core Competencies: A Student Self Assessment

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_ IEP  AB/ED   
 A star means this is an area I feel strong in. A circle means it's an area I want to work on.



## COMPETENCIES

The intellectual, personal, and social & emotional proficiencies that all students develop over a lifetime.

 <b>COMMUNICATION</b>	 I SHOW MY COMMUNICATION SKILLS WHEN...
<b>Communication</b> <ul style="list-style-type: none"> <li>• Connect and engage with others</li> <li>• Acquire, interpret, and present information</li> <li>• Collaborate to plan, carry out, and review</li> <li>• Explain/recount and reflect</li> </ul>	
 <b>THINKING</b>	
<b>Creative Thinking and Innovation</b> <ul style="list-style-type: none"> <li>• Novelty and value</li> <li>• Generating ideas</li> <li>• Developing ideas</li> </ul>	 I SHOW MY THINKING WHEN ...
<b>Critical Thinking</b> <ul style="list-style-type: none"> <li>• Analyze and critique</li> <li>• Question and investigate</li> <li>• Develop and design</li> </ul>	
 <b>PERSONAL &amp; SOCIAL</b>	 I SHOW HOW I TAKE CARE OF MYSELF BY...
<b>Positive Personal &amp; Cultural Identity</b> <ul style="list-style-type: none"> <li>• Relationships and Cultural Contexts</li> <li>• Personal values and choices</li> <li>• Personal strengths and abilities</li> </ul>	
<b>Personal Awareness &amp; Responsibility</b> <ul style="list-style-type: none"> <li>• Self-determination</li> <li>• Self-regulation</li> <li>• Well-being</li> </ul>	 I SHOW HOW I TAKE CARE OF OTHERS BY...
<b>Social Responsibility</b> <ul style="list-style-type: none"> <li>• Contributing to community and caring for the environment</li> <li>• Solving problems in peaceful ways</li> <li>• Valuing diversity</li> <li>• Building relationships</li> </ul>	

# Book Baskets: What one district created and yours might like to



## EXTRAORDINARY JANE

### Story Basket

A story that conveys the message that quiet qualities like friendship, kindness, and loyalty are important and worthy is included in this basket that is filled to the brim with materials for play and the creative exploration of the value of self and concepts of self identity through the arts (including collage, sketching, and painting).



## MISS MAPLE'S SEEDS

### Story Basket

This lovely basket includes a charming story that can be used as a springboard for learning and discussion around the changing seasons, seeds and the needs of living things. Also includes materials that facilitate the exploration of natural materials, play and concepts of sorting and patterning.

## Story Basket Catalogue

Any of these baskets can be borrowed for use in your classroom! Contact Kirsten Deasey at [kdeasey@sd46.bc.ca](mailto:kdeasey@sd46.bc.ca) to reserve your basket today!



Idea submitted by  
Patty Dressler,  
School District 46

# Making More Out of Making: Taking Making into Primary Classrooms within the Applied Design, Skills and Technologies (ADST) Curriculum

Susan Crichton and Elizabeth Childs

University of British Columbia and Royal Roads University

On October 21<sup>st</sup>, we had the pleasure of working with amazing educators at the BC Primary Teachers' Association Conference. In collaboration with Janine Fraser, president of the BCPTA, we unpacked the components of the new Applied Design, Skills and Technologies (ADST) curriculum, provided examples of what a Maker Pedagogy for primary students might look like, and engaged in design thinking.

Central to our conversations that day was the importance of designing before making and the need to make MAKING relevant as part of the “doing” in the new ADST curriculum. Design helps learners to view their world in an optimistic and possible manner. Rather than seeing things from a one perspective or merely accepting things as they appear to be presented, Design Thinking invites learners to engage in human centred, problem finding by gaining empathy for others' points of view. Design is a mindset and an open way of engaging in the opportunities and challenges of our times – locally or more globally. Design honours one of the greatest strengths of being human – our need to make things and then make those things better. We are tool makers and fabricators – it is part of our DNA and who we are. However, recently, we have become more passive consumers of our world rather than proactive creators. Taking Making into Primary Classrooms is an invitation for learners and educators to become designers and make to positive change in the world.

By positioning designing before making, we are helping learners and educators to develop a design mindset. Traits of a design mindset include the ability to

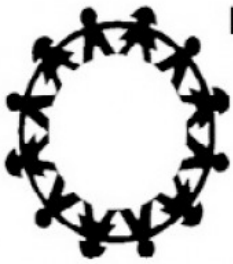
- Empathy – Image the world from multiple perspectives
- Integrative thinking – Ability to exploit opposing ideas and opposing constraints to create new solutions
- Optimism – Assume no matter how challenging the constraints of a given problem, at least one potential solution is better than the existing alternatives
- Experientialism - Pose questions and explore constraints in creative ways that proceed in entirely new directions
- Collaboration – Recognition that complex problems require an enthusiastic interdisciplinary collaborator

(Tim Brown, <https://hbr.org/2008/06/design-thinking>).

The new ADST curriculum is both a content area for study and pedagogy to promote social, constructionist learning. It is a way of purposefully playing with ideas and engaging in hard fun to make personal and authentic meaning. The ADST curriculum “builds on students' natural curiosity, inventiveness, and desire to create and work in practical ways” (<http://innovativelearningcentre.ca/wp-content/uploads/2014/09/applied-skills.pdf>).

For examples of ways you might Take Making into your own primary classroom, please explore the following resources shared on our PADLET site (<https://padlet.com/echilds/i09lw168ygh4>). The Design Challenge – Help Our Friends, the Bats – was offered as an example of how educators might position design and making within the curriculum. The design challenge provides the provocation / curriculum link for the learning while the design thinking sheet and design thinking notebook provide ways to guide the doing / making.

Also, please check out the materials available from <http://www.skillsalberta.com/skills-exploration-days>. A BC version of the Skills Alberta toolkit will soon be available through a collaboration with the Innovative Learning Centre (<http://innovativelearningcentre.ca/>), the Industry Training Authority (<http://www.itabc.ca/events/maker-day>) and Open School BC. The toolkit offers in-depth background to making and design and variety of sample design challenges.



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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 22<sup>nd</sup>, 2017.**

**Place: Sheraton Vancouver Airport Hotel**

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

\*\*Watch for registration information in the next newsletter and on our BCPTA website.

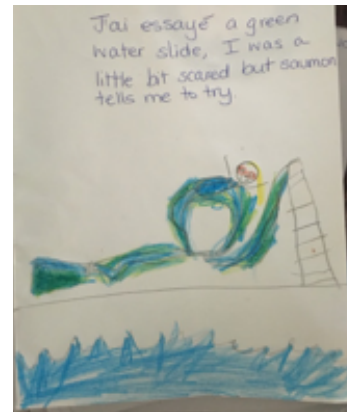
**Thank you for being a part of the BCPTA!**

## THE SALMON TEACHES US ABOUT GROWTH MINDSET

October 1, 2016: <https://rbathursthuntblog.wordpress.com/2016/10/01/the-salmon-teaches-us-about-growth-mindset/>

As part of our embarking on learning about the Spirit of Alliances, see post [here](#), I realized a strong connecting between Growth Mindset and the Salmon. The Salmon is a great teacher about having a Growth Mindset, and this topic has been an enjoyed focus by our Kindergarten friends.

Over the past week, we have been discovering more about what the Salmon teaches us. We have been learning that the Salmon teaches us to persevere, to try new things, and to think openly and positively about new ideas. The Salmon teaches us that we may think like the Salmon in some situations, but not all. For instance, we may think with an open mind about trying something new, but a suggestion for a new way of doing something else new might feel challenging for us to think like Salmon about. Through many discussions, role plays and modelling we came to the conclusion that it is OK that we don't always think and feel like Salmon in every situation. We also decided that when we aren't feeling or thinking like Salmon, it is important to remind ourselves of what Salmon would do if Salmon were in a situation like ours in order to begin moving our thinking and feelings forward in a positive direction.



We brainstormed, after reading our Spirit of Alliances story, the different traits that the Salmon teaches and shares with us. We then worked on acting like Salmon in different role play situations, this was a great experience for some children who decided to partake as actors and actresses, and others was a important role as an audience member making observations when actors and actresses were thinking like Salmon and when they were not. When they were not thinking like Salmon, we gave suggestions as to how they might shift their thinking to be more like Salmon, if they were so inclined.



Our discussions about Growth Mindset and thinking like Salmon kept coming back to trying new things. For us, in Kindergarten, that was the biggest take away we had about thinking like Salmon. It seemed to be the most relatable piece for five year old's. We decided it would be a great idea to journal about our experiences in trying new things, and sharing how it felt once we had tried something new. Here are a few examples of our work. The word 'essayeur' ("try" in French) became a fun word to say and use in our classroom this week.



This week we have been working on setting daily intentions and goals for ourselves which are based on the four Spirit of Alliance animals. Each morning we have been sharing orally about our intentions for the day in a circle setting. Lots of our friends have been sharing intentions based on the Salmon. Intentions such as keeping going when feeling frustrated, trying new activities, using my name tag to help me when I feel mad that I can't write my name yet, listening to others suggestions, and many more. It is very inspiring to listen to four and five year old's share about intentions and goals like this. Please stay tuned to hear how this progresses and how we begin to capture, reflect and share about how we are meeting our goals and intentions in Kindergarten.

Submitted by Rebecca Bathurst-Hunt, Kindergarten teacher, Victoria.



# Recipe: Moldable Snow!

(Please don't eat!)

## Ingredients:

3 cups of baking soda

1/2 cup hair conditioner (cheap white conditioner)

Mix together

## Sensory Bin/Story Telling Bin:

Add small model penguins, polar bears, forest animals and blue and white beads.

Students create a scene then tell a story to match their scene.



### Snow Play

It's fun to walk in the sparkling snow,  
And hear my boots go crunch,

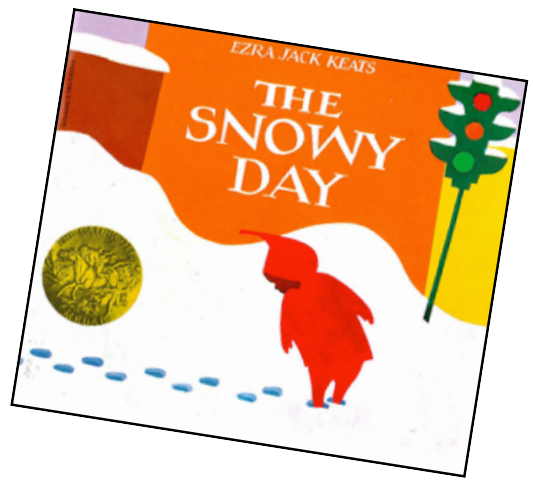
I play so hard.

Soon I'm wet and tired

And ready for hot soup with lunch.

# The Snowy Day

## By Ezra Jack Keats



When Peter wakes up to discover that snow has fallen during the night and covered everything as far as he can see, he eats breakfast, puts on his snowsuit, and runs outside.

**Grades:** Pre-K–2

**Themes:** Snow, Creative Play, Feelings, Discovery

**Subjects:** Literacy, Visual Arts, Science, Math

<http://www.ezra-jack-keats.org/lesson-plan/a-flurry-of-activities/>

- 1.) Oral Language Development-Questioning and discussions before and after the reading.
- 2.) Brainstorming: words that describe snow
- 3.) Centre Ideas:
  - a. Art Centre-
    - i. Students paint a white, snowy hill on blue construction paper. I asked parent volunteers to make cutouts of Peter prior to the lesson, and supplied doll shoes, toothpicks, a rubber stamp and cotton swabs for Peter’s footprints, the track he makes with a stick, and snowflakes.
    - ii. Torn Paper Art
  - b. Writing Centre- The students are given a page with the phrase, “Snow is...,” and directed to complete the sentence with a word from the board, for example, “Snow is cold” or “Snow is soft.” The teacher can also write a child’s chosen word on an index card for the child to copy. The children draw a picture that illustrates their sentence with colour pencils or crayons. The completed pages can be compiled into a class book titled, “Snow is...” First- and second-graders can write their own sentence and make a book themselves.
  - c. Easel Painting Centre- At this free-choice center, children may paint whatever they like. Younger children can dictate a sentence about their painting to the teacher, who attaches it, while older children can write their own. I like to leave this center open-ended. Some children will paint a favourite scene from the story without prompting!
  - d. Playhouse Centre- This area has play kitchen appliances and furniture. The children can play-act situations based on the story or improvise a scene of their choice. Mittens, hats and scarves can be added to the center to continue the “Snowy Day” theme.
  - e. Blocks Centre- With many types of blocks, along with wooden people and signs, the children can build a snowy city based on the book, or imagine a different one. Cut-up paper can be used to make snow.
  - f. Math Game Centre- Check out the website [Gather.com](http://www.gather.com), where there are a few math activities for The Snowy Day that work well in this center.
  - g. Science Centre- For a book-based science lesson, place paper cups filled with ice cubes in various places around the classroom (in a closet, near a sunny windowsill, in an insulated lunch bag, or in a pocket like Peter did), and take estimates on rates of melting. (<http://www.scholastic.com/teachers/lesson-plan/snowy-day-extension-activities> )



# 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.ogrady@sd5.bc.ca](mailto:sheila.ogrady@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



# Creating Shapes with Geoboards

## Materials needed:

- Geoboards
- Elastics
- Dot Paper
- Instructions for designs (below)

## With a partner or in a small group:

Get a geoboard for each person and some elastics. Create shapes using the instructions below (Try a few and then make your own shapes on the geoboard). After you have made a shape show it to your partner or people in your group and then record your favorite shape on your dot paper.

Make one, two, three and four point shapes.

Make a shape with two sides, three sides, four sides, six sides.

Make a shape with two or three points in the middle of it.

**Adaptation(s)/Extension(s):** Students come up with names for the shapes.

Source: Addison-Wesley. *Quest 2000: Exploring Mathematics Series, Grade Two and Three*. Canada: Addison-Wesley Publishers Limited.

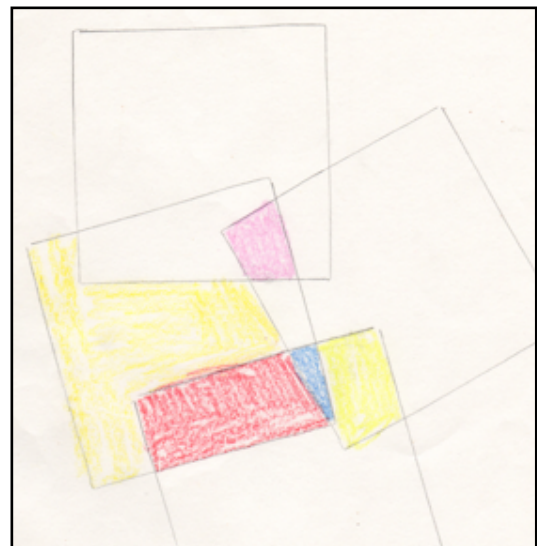
## SHAPE ART

### Materials:

- Shape tracers
- Paper
- Pencils
- Crayons

### Directions:

- 1.) Trace a shape or a variety of shapes on paper, ensuring they overlap.
- 2.) Colour in each smaller shape that has been created by the overlapping traced shapes using different colours to make each shape visible.



# Self-Regulation by Colleen Politano

## Making Sitting More Self-Regulation 'Friendly'

For some students a 'sit cushion,' a semi-inflated rubber chair cushion with bumps which provide sensory input can literally give some wiggle room -- giving the feeling of movement without disruption.

If you can't get a commercial wiggle cushion a piece of foam is a temporary measure.

Many students who need to move find all-in-one desk-and-chair furniture challenging and sometimes have problems because rocking the chair results in rocking the whole desk.

A desk with a separate chair; may be safer.

If there are funds available there are chairs that rock, desks that allow students to stand or have built in fidgets.

It is possible to wrap the bottom legs of a standard chair with Thera-band, inner tubing or rubber tubing.

The student can push against the band and gain some movement without providing a distraction for others.

Another possibility from Pinterest is a pool noodle cut to the size of the front space in the chair.

Sting some cord through the noodle and tie each end to one front leg.

The students can use their feet to roll the noodle. It is silent

Some teachers put 3 tennis balls or felt sliders on the legs of the chair to cause a small amount of unevenness so the student get movement.





### **Sitting Cowboy Style**

Some kids do better if they can stable a chair and sit facing the back of the chair.

Leaning on the chair back provides deep pressure that helps the student feel calmer.

### **Sit or Stand**

Many students can be much more able to be focused and alert if they can stand.

When I observe students who have difficulty focusing while sitting we have a conversation about trying standing at a table or desk to work but I make it clear that their part is to be engaged in their assignment or activity.

An area of desks or tables where students can stand with our getting in the way of other people helps some students to be more productive.





## 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!

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

### Submission Deadlines:

Spring Newsletter: Feb. 28th

Fall Newsletter: August 20th

Winter Newsletter: November 15th



Submit your ideas to Sheila O'Grady at:  
[sheila.ogrady@sd5.bc.ca](mailto:sheila.ogrady@sd5.bc.ca)

# BCPTA Budget Summary

Form 2: Proposed budget for - Y 550 and 552 - for BCPTA #55

		(\$ AR)		
BCTF Code		2015-16	2015-16	2016-17
		Budget	Actuals	Proposed Budget
<b>Income Accounts</b>				
901000	Income surplus (deficit), June 30, 2016*	103051.88	102634.38	78343.80
902000	Portion of income surplus held as reserve June 30, 2016*	50469.23	50886.73	45366.47
903000	Conference surplus outside account, June 30, 2016	1500.00	3756.60	1500.00
904000-9930	Membership/subscriptions fees	25000.00	33473.68	25000.00
	BCTF members _____ @ \$ _____			
	Students/Retirees _____ @ \$ _____			
	Subscribers _____ @ \$ _____			
904000-9931	BCTF grant _____ @ \$ _____ (\$5,250 minimum)*	10000.00	15500.00	10000.00
904000-9932	Advertising Revenue			
904000-9933	Sale of back issues			
904000-9934	Interest income	1500.00	1284.70	1500.00
904000-9935	Project grants			
904000-9939	Other Meeting Revenue			
905000-9940	Professional Learning/Conference fees	20000.00	62742.10	57710.00
905000-9941	Professional Learning/Conference grants			
905000-9942	Professional Learning/Conference advertising revenue			
905000-9943	Professional Learning/Conference exhibits/sponsorships	3000.00	2240.40	1000.00
905000-9944	Professional Learning/Conference entertainment			
905000-9948	Professional Learning/Conference sale of souvenirs			
905000-9949	Professional Learning/Conference miscellaneous (specify)	0.00	8525.22	0.00
	<b>Total Income</b>	<b>\$ 214521.11</b>	<b>\$ 281043.81</b>	<b>\$ 220420.27</b>

<b>Expense Accounts</b>				
906000-9950	Meeting—executive	20000.00	27314.17	26000.00
906000-9951	Meeting—table officers			
906000-9952	Meeting—PSA Council*			
906000-9953	Meeting—subcommittee			
906000-9954	Meeting—annual general meeting	500	315.00	300.00
906000-9958	TTOC expenses for meetings	5000	4624.53	5000.00



<b>Expense Accounts (con't)</b>		<b>2015-16</b>	<b>2015-16</b>	<b>2016-17</b>
		<b>Budget</b>	<b>Actuals</b>	<b>Proposed Budget</b>
906000-9959	Meeting—other	0.00	79.46	0.00
907000-9960	Publication—journal	15000.00	11017.93	15000.00
907000-9969	Publication—equipment	1000.00	438.75	1000.00
908000-9970	Operating	500.00	0.00	500.00
908000-9971	Equipment purchase			
908000-9972	Chapter support	30000.00	27349.16	25000
908000-9973	Affiliation fees and meetings			
908000-9974	Response to curriculum or development of resources	10000.00	0.00	0.00
908000-9975	Projects			
908000-9976	Complimentary memberships	400.00	315	400
908000-9978	Scholarships			
908000-9979	Miscellaneous	300.00	140.00	0.00
909000-9970	Professional Learning/Conference—operating	1500.00	900.60	1000.00
909000-9981	Professional Learning/Conference—facilities	10000.00	5670.00	10000.00
909000-9982	Professional Learning/Conference—catering	35000.00	36924.35	35000.00
909000-9983	Professional Learning/Conference—printing	1000.00	900.76	1000.00
909000-9984	Professional Learning/Conference—promotions	2000.00	65.10	500.00
909000-9985	Professional Learning/Conference—committee costs	3000.00	0.00	0.00
909000-9986	Professional Learning/Conference—entertainment	5000.00	5963.38	5200.00
909000-9987	Professional Learning/Conference—equipment rental	7700.00	9251.00	10000.00
909000-9988	Professional Learning/Conference—speakers	20000.00	20642.60	20000.00
909000-9989	Professional Learning/Conference—start up costs			2000.00
909000-9998	Professional Learning/Conference—hold, future conference expenses*	46621.11		62520.27
909000-9999	Professional Learning/Conference—miscellaneous		1665.15	
	<b>Total Expenditures</b>	<b>\$ 214521.11</b>	<b>\$ 153576.94</b>	<b>\$ 220420.27</b>

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

# 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 - Richmond, B.C.  
Primary Leadership Conference - October 2017 - location TBA

## **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](http://www.bcpta.ca) or email [info@bcpta.ca](mailto:info@bcpta.ca)

# TECHNOLOGY CORNER:

## Websites to check out

### Science: Winter Animals:

Shared by Sheila O'Grady, Kindergarten Teacher (Cranbrook, BC)  
Resources for Rethinking: Movers, Sleepers, and Tough Guys:  
Wildlife in Winter

[www.resources4rethinking.ca/en/resource/mover-sleepers-and-tough-guys-wildlife-in-winter?](http://www.resources4rethinking.ca/en/resource/mover-sleepers-and-tough-guys-wildlife-in-winter?)

### Indoor PE ideas when it's an indoor day and the gym is busy!

[PEGAMES.ORG](http://PEGAMES.ORG): Classroom Games for Confined Spaces

### Snowflake Making:

Here are two wonderful free websites for making snowflakes and demonstrating symmetry. My grade 1's and 2's loved them, and especially enjoyed spotting their classmates' snowflakes on the [snowdays.me](http://snowdays.me) site.

<http://>

[snowflakes.barkleyus.com](http://snowflakes.barkleyus.com)

<http://snowdays.me>

Submitted by Deleen Adams

### Drama Games:

Shared by Tera Merkel, Elementary Music/Drama/Librarian Teacher  
Cranbrook, BC

[www.improvencyclopedia.org/games/index.html#E](http://www.improvencyclopedia.org/games/index.html#E)

### Books for the Content Areas:

[The-Best-Children's-Books.org](http://The-Best-Children's-Books.org)

You can search their list by topic, reading level or academic area

Did you know that the British Columbia SPCA has school programs available all over our province??

bite free  
playing it safe with dogs  
grades k-5

**Bite Free** teaches children how to stay safe around dogs. By giving students the tools to read dog body language, and respond appropriately they will be safer and more confident around dogs.

kindness counts  
grades k-2

**Kindness Counts** teaches empathy for both animals and people. Students will learn how to gently handle an animal while learning about the similarities and differences between humans and animals.

so you think you  
want a pet?  
grades 3-5

**So You Think You Want a Pet?** will help students make informed decisions and understand the responsibility to the animal and the community when choosing a pet.

home on the  
free range farm  
grades 4-7

**Home on the Free Range Farm** introduces students to farming practices and encourages critical thinking about where their food comes from and how animals are treated in the food industry. Video included.

you can make  
a difference  
grades 4-7

**You Can Make a Difference** uses stories of animals who have come into SPCA care to highlight how others have made a difference for animals to inspire students to take action themselves.

pet overpopulation:  
a problem we can 'fix'  
grades 4-6

**Pet Overpopulation** looks at the effects of pet overpopulation on the community and ecosystem. Students can engage in the issue through a novel study, a statistics challenge, a science lesson and a math activity.

social justice:  
including animals in the  
conversation  
grades 6+

**Social Justice** explores society's attitudes and values towards animals based on breed, species and use to humans. This provokes the conversation about stereotyping and inequality and about where our own beliefs originate.

## Contact Us

250-741-0778  
bsigson@spca.bc.ca  
spca.bc.bc/teacher

**To Book a Presentation** contact  
**Blaire Sigson**, Humane Education  
Coordinator



# 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 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 2017 Contact List

### President

Janine Fraser  
Rock Creek, BC  
[janine.fraser@sd51.bc.ca](mailto:janine.fraser@sd51.bc.ca)

### Vice President

Leanne Gahan  
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[lgahan2@gmail.com](mailto:lgahan2@gmail.com)

### Treasurer

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Prince Rupert, BC  
[jl Larson@sd52.bc.ca](mailto:jl Larson@sd52.bc.ca)

### Secretary

Silia Dalla Lana  
Prince George, BC  
[sdallalana@sd57.bc.ca](mailto:sdallalana@sd57.bc.ca)

### Past President & Pro-D Coordinator

Carol Johns  
Cranbrook, BC  
[cjohns@bctf.ca](mailto:cjohns@bctf.ca)

### Conference Coordinator

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### Conference Registrar

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### Member-at-large

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### Member-at-large

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Victoria, B.C.  
[cgordon@sd61.bc.ca](mailto:cgordon@sd61.bc.ca)



# IN THE NEXT ISSUE.....

Coming to you in the  
Spring 2017 issue!

Our next issue will be coming to you in April and it will contain some great ideas to use with your students. Look for it online at [www.bcpta.ca](http://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](mailto:sheila.ogrady@sd5.bc.ca)

*Butterfly and  
Caterpillar  
Activities*

*More self-  
regulation  
ideas for your  
classroom*

*Information  
about the Fall  
2017 Super  
Conference!*