

# Rural Root

B.C. Rural and Small Schools Teachers' Association

Winter 2008 Volume 25, Number 1

Hello Everyone,

I am very happy to be sending this, my first, message as president of the BC Rural and Small Schools Teachers' Association. I teach at Pinantan Elementary, a small school, about thirty minutes outside of Kamloops, BC. I have been involved with the BCR&SSTA for six years. Like the schools we teach in, we are diverse, spread out and wear many hats. I have learned a lot and gained valuable support from the members of this "small, but feisty PSA." (H. Johnson). Profound thanks go to Ivy Alexander, our outgoing, past president, who has shown great leadership in keeping us organized and focused. Ivy has transferred from a small, multigraded school in Wonowon BC to a larger school in Fort St. John. She will be staying on as a member of the BCR&SSTA despite the move to a "city" school. Why? Because she still feels "rural."

In a society obsessed with categorizing and labeling, this is a question that is often raised. What is "rural"? Indeed, I asked that question myself, when I first heard about the BCR&SSTA. After all, my school has a staff of three and is only a short drive, on pavement, to an urban center. Should I consider my teaching situation "rural"? To me, "rural" is a way of feeling in your heart. Kids and parents in rural areas are different, teaching is different, attitudes and perspectives are different. It's something you carry around with you. Once you have felt it, you can never let it go.

Technically, we could say that rural involves multigraded/aged classrooms only, but as declining enrollment descends upon us, many inner city schools are going to the multigraded model. We will be here to support those teachers, too.

So, whether you teach in a rural, or small school, or whether you just feel rural, our PSA is here to help and support you. Please feel free to e-mail any of the executive members. We all have different teaching assignments that might closely resemble yours, or we can connect you to other members who do. Likewise, if you are an experienced rural educator, please help by sharing your knowledge and expertise with others through informal mentoring and/or submissions to this newsletter and/or our blog.



Virginia Ivey

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# What's New in Rural Education?

Virginia Ivey



In an effort to align the achievement rate of students around the province, rural education has been given the spotlight for the third year in a row. The government funded, Rural Steering Committee was formed three years ago. Comprised of ministry personnel, principals, teachers, and superintendents from small and rural districts, the committee has been very active in addressing the recommendations made by the 2003 Task Force on Rural Education. Other than the chairperson and conference coordinator, the committee members are volunteers and work off the side of their desks. The following are the highlights of the committee's current projects.

## 1. **On-Line Professional Learning Series.**

Because professional development in rural and remote areas is difficult the committee began a series of professional development topics that are broadcast using Elluminate Live! Some of the topics are led by well known names in education such as Faye Brownlie, others are led by classroom teachers who are willing to share their experience and expertise with all of us. Once the fear of technology is overcome, these sessions are easy to attend and very informative. They are also summarized and archived for future use at staff meetings, or non-instructional days. Please refer to page 14 for more details.

2. **LearnNowBC.com** – is a Ministry funded web-site that brings together most of the info on education such as the on-line schools and courses. Rural education has a link. Educators can access the on-line professional learning series from here, too.

3. **Rural Renewal Conferences** – the ministry funded, 2007 Rural Renewal Conference was held in Richmond in October. Rural districts were invited to send teams of five participants, comprised of teachers, parents, administrators and trustees to the two day conference that dealt with strategies to engage aboriginal learners, supporting special needs learners, teaching and learning in multigrade classrooms, the power of e-learning, and creating communities of learning. A pre-conference training day was held for technology teachers and for teachers new to rural education. The 2008 Rural Renewal Conference will be held at the Sheraton Wall Center in Vancouver, October 15 -17. The format will be similar to last year, with expanded sessions, so if you are interested in attending, please contact your superintendent to express your interest in being part of your district's team.

4. **New Rural Teacher Mentoring** – teachers who attended the pre-conference day in October were teamed up with an experienced rural educator in a mentorship program for the 2007/2008 school year. This project will continue next year in conjunction with the October conference.

5. **Connected Classrooms** – rural classrooms around the province connect through technology to participate in lessons and units ranging from art to music to science. Information for this project is also available on the LearnNowBC web-site.

6. **BC Rural And Small Schools Teachers' Association Conference** – which is not ministry funded, was held in Prince George on the October PSA day at UNBC. A small,

but enthusiastic group of rural educators joined in for fun, laughs and learning. Special thanks to UNBC education department for their continued support. We, the BCRSSTA, are hoping to hold a regional conference at Quatsino on the west coast Vancouver Island on May 9, 2008. If you are interested in attending please contact Heather Johnson at [hjj@recn.ca](mailto:hjj@recn.ca).

7. Language Arts IRP – Heather Johnson of the BCRSSTA reconfigured the new English Language Arts IRP into a multigrade format. This document drastically reduces the amount of flipping back and forth through the official IRP. Each learning outcome is laid out as it applies to grades K-7. Several districts have purchased a copy of this document for their teachers of multigraded classrooms, but if you are interested and have not received one, feel free to contact Heather at [hjj@recn.ca](mailto:hjj@recn.ca).

So, as you can see there is much about in rural education. The Ministry is putting some focus and money behind the Task Force recommendations and your very own teacher driven Provincial Specialist organization, the BCRSSTA, have been busy working on their own and with the Rural Steering Committee to further enhance teaching and learning in rural and small schools in our beautiful province. Please remember that we are all working off the side of our desks, and many of us in isolated conditions. Working to keep our PSA together and strong is important. Please let us know if you are able to help in any way possible.

Thanks, and all the best to everyone!



### Check out Something New: The Lottie Blog!

Welcome to something new from the BC Rural and Small School teachers' Association – the Lottie Blog! Face to face meetings, like Lottie Bowron's personal visits to isolated British Columbian schoolhouses in the twenties and thirties, will always be the highlights of our relationships. However, between meetings, this Lottie Blog can help us overcome the challenges of high travel costs and time constraints to share professional and social support. So log on today and share your thoughts!

[www.bcruralschools.blogspot.com](http://www.bcruralschools.blogspot.com)



### Teaching in a Multigrade Classroom?

Join our PSA!

It's easy, just fill out the form in this newsletter or go to [www.bctf.ca](http://www.bctf.ca). PSAs are a great way to connect with other teachers and share ideas or make new friends. Many districts will help cover the cost of joining a PSA through Pro-D Funds. See you soon!

# K-7 Language Arts (2006) Learning Outcomes: Multigrade Format


Heather J. Johnson, On behalf of the BC Rural & Small Schools Teachers' Association, Summer 2007

One goal of our PSA (Provincial Specialist Association) is to develop multigrade resources for educators who find themselves teaching more than a single grade. Our first project – putting the new Language Arts Learning Outcomes into **a multigrade-friendly format** - was completed in August 2007 and presented at the Rural Schools Renewal Conference in October, attended by district teams from each of our province's rural districts.

The multigrade format provides a teacher of any constellation of grades **quick access to all grade-level expectations for each learning outcome** in Language Arts. Such a format illustrates the expected growth in learning from Kindergarten to Grade 7, and can also be used as an informal diagnostic tool to determine skill levels that have been mastered, and those that require further instruction and practice (despite the child's assigned grade level).

This document is in no way meant to replace the Ministry's IRP, which contains a great deal of helpful, important information regarding delivery of the curriculum. In my attempt to align similar Learning Outcomes from across the grades, I have sometimes simplified the wording or combined very similar Learning Outcomes where I felt that doing so did not alter the intended outcome. For these reasons I suggest you use the Ministry's wording for those Learning Outcomes that are used in report cards or other official records.

There are just 35 different Learning Outcomes in the Language Arts Curriculum for Kindergarten to Grade Seven. For the most part, only a small increase in skill, along with a slight shift in the application or purpose of each skill, is expected at each grade level. Because all children will benefit from instruction and practice in the same skills, whole-class instruction followed by open-ended (easily adapted) assignments and activities are an effective and efficient way to address the major part of this curriculum in a multigrade classroom.

Included below are sample pages, covering one learning outcome from each of the three components of Language Arts: speaking, reading and writing. **An electronic version of the 48 page document is available for free** by contacting Heather Johnson at [hjj@recn.ca](mailto:hjj@recn.ca) (A limited number of printed copies are available at \$15 plus postage). 

## Wanted: Your Ideas and Articles

We know that everyone teaching in a rural, small or multigrade school has great ideas and teaching strategies and we want to hear about it! This newsletter depends on your contributions. We are looking for the following:

- Tips and tricks
- School Profiles
- Special Events
- Lesson Plans/Ideas
- Book Reviews
- Other Articles



Please send your articles and ideas to Erika Momever at [erikamomever@yahoo.com](mailto:erikamomever@yahoo.com)

## **A6: Use oral language strategies to aid comprehension**

It is expected that students will...

(Kindergarten) **(A8)** connect what is already known with new experiences during speaking and listening activities.

**(A9)** ask questions to construct and clarify meaning.

(Grades 1-2) use strategies when listening to make and clarify meaning, including...

(Grade 3) use a variety of strategies when listening to make and clarify meaning, including...

(Grades 4-6) select & use strategies when listening to make and clarify meaning, including...

(Grade 7) select & use various strategies when listening to make and clarify meaning, including...

(Grade 1) preparing for listening
(Grades 1-7) focusing on the speaker
(Grades 1-3) asking questions (Grades 4-7) generating questions
(Grade 1) recalling ideas (Grade 2) recalling main ideas (Grade 3) recalling & summarizing (Grades 4-7) recalling, summarizing, & synthesizing
(Grade 2) making a prediction (Grades 3-7) making predictions about content before listening
(Grades 3-7) accessing prior knowledge
(Grades 3-7) listening for specifics
(Grades 3-7) visualizing
(Grades 3-7) monitoring comprehension
(Grades 5-7) drawing inferences and conclusions
(Grades 5-7) distinguishing between fact & opinion

Language Arts (2006) IRP: Reading: Multigrade Format

## **B3: Read & re-read texts to increase fluency**

It is expected that students will...

(Kindergarten) **(B3)** engage in reading or reading-like behavior.

(Grades 1-7) read and re-read just-right texts independently...

(Grade 1) for 10 to 15 minutes daily for enjoyment and to improve fluency and comprehension

(Grade 2) for 15 to 20 minutes daily for enjoyment and to increase fluency and comprehension

(Grade 3) for 20 minutes daily for enjoyment and to increase fluency and comprehension

(Grades 4-7) for 30 minutes daily for enjoyment and to increase fluency and comprehension

Language Arts IRP: Writing: Multigrade Format

### ***C11: Use features and conventions of language***

It is expected that students will...

(Kindergarten) **(C7)** print most of the letters of the alphabet, own name, and a few simple words, and record a prominent sound in a word.

(Grades 1-2) **(C10)** use some features and conventions of language to express meaning in their writing and representing, including...

(Grade 3) **(C10)** use the features and conventions of language to express meaning in their writing and representing, including...

(Grades 4-7) use the features and conventions of language to express meaning in their writing and representing, including

<b>Sentence Structure</b>	(Grade 1) complete simple sentences
	(Grade 2) complete simple sentences, and begin to use compound sentences
	(Grade 3) various sentence types (e.g., declarative, interrogative, imperative, exclamatory)
	(Grades 3-4) complete simple and compound sentences
	(Grade 5) complete simple and compound sentences and begin to use complex sentences
	(Grades 6-7) complete simple, compound, and complex sentences

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***C11, continued***

<b>Capitalization</b>	<p>(Grade 1) capital letters at the beginning of people's names and of sentences, and capitalize the pronoun "I"</p> <p>(Grade 2) capital letters at the beginning of proper nouns and sentences</p> <p>(Grade 3) capitalization in titles of books and stories</p> <p>(Grade 4) capitalization to designate organizations and to indicate beginning of quotations</p> <p>(Grade 5) capitalization in titles, headings, and subheadings</p>
<b>Citations</b>	<p>(Grade 7) information taken from secondary sources with source citation</p>
<b>Punctuation</b>	<p><u>End punctuation</u>          (Grade 1) a period to mark the end of a sentence</p> <p>(Grade 2) periods, questions marks, or exclamation marks at the end of sentences</p> <p>(Grade 3) punctuation at the end of sentences</p> <p><u>Commas</u>          (Grade 2) commas to separate items in a series</p> <p>(Grade 3) commas in a series, dates, addresses, and locations</p> <p>(Grade 4) commas after introductory words in sentences and when citing addresses</p> <p><u>Apostrophes</u>          (Grade 3) apostrophes to form common contractions and to show possession</p> <p>(Grades 4-5) appropriate uses of apostrophes</p> <p><u>Dialogue</u>          (Grade 4) beginning to use quotations marks and commas in dialogue</p> <p>(Grade 5) indicating passages of dialogue with quotation marks and paragraphs</p> <p>(Grade 6) effective use quotation marks</p> <p><u>Overall</u>          (Grade 6) effective use of punctuation</p> <p>(Grade 7) correct and effective use of punctuation</p>

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<b>Spelling</b>	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> <li>• using knowledge of consonant and short vowel sounds to spell phonically regular one-syllable words</li> <li>• using “s” to form plural of familiar words</li> <li>• spelling phonically irregular high-frequency words from memory</li> <li>• attempting to spell unknown words through phonic knowledge and skills and visual memory</li> </ul>
	<p><u>Grade 2</u></p> <ul style="list-style-type: none"> <li>• spelling words of more than one syllable, high-frequency irregular words, and regular plurals by applying phonic knowledge and skills and visual memory</li> <li>• attempting to spell unfamiliar words by applying phonic knowledge and skills and visual memory</li> <li>• conventional Canadian spelling of common words</li> </ul>
	<p><u>Grade 3</u></p> <ul style="list-style-type: none"> <li>• spelling phonically regular, three-syllable words, by applying phonic knowledge and skills and visual memory</li> <li>• spelling unfamiliar words by applying generalizations to assist</li> <li>• conventional Canadian spelling of familiar words</li> <li>• using strategies for correctly spelling frequently misspelled words</li> </ul>
	<p><u>Grade 4</u></p> <ul style="list-style-type: none"> <li>• spelling multi-syllable words by applying phonic knowledge and skills and visual memory</li> <li>• spelling unfamiliar words by applying strategies (e.g., phonic knowledge, use of common spelling patterns, dictionaries, words walls, thesaurus)</li> <li>• conventional Canadian spelling for familiar words and frequently used words</li> </ul>
	<p><u>Grade 5</u></p> <ul style="list-style-type: none"> <li>• spelling unfamiliar words by applying strategies (e.g., phonic knowledge, use of common spelling patterns, dictionaries, words walls, thesaurus)</li> <li>• conventional Canadian spelling for familiar words and frequently used words</li> </ul>
	<p><u>Grade 6</u></p> <ul style="list-style-type: none"> <li>• spelling unfamiliar words by applying strategies (e.g. phonic knowledge, use of common spelling patterns, dictionaries, thesaurus)</li> <li>• conventional Canadian spelling for familiar words and frequently used words</li> </ul>
	<p><u>Grade 7</u></p> <ul style="list-style-type: none"> <li>• spelling unfamiliar words by applying strategies (e.g., phonic knowledge, use of common spelling patterns, dictionaries, thesaurus)</li> <li>• conventional Canadian spelling for familiar words and frequently used words</li> </ul>

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<p><b>Penmanship</b></p>	<p><u>Grade 1</u></p> <ul style="list-style-type: none"> <li>legible printing from left to right of all uppercase and lowercase letters</li> <li>appropriate spacing between letters and between words</li> </ul> <p><u>Grade 2</u></p> <ul style="list-style-type: none"> <li>letters printed legibly, consistent in shape and size</li> <li>appropriate spacing between letters and words</li> </ul> <p><u>Grade 3</u></p> <ul style="list-style-type: none"> <li>legible print, beginning to show proper alignment, shape, and slant of cursive writing</li> <li>spacing words and sentences consistently on a line and page</li> </ul> <p><u>Grade 4</u></p> <ul style="list-style-type: none"> <li>legible writing that demonstrates awareness of alignment, shape, and slant</li> <li>spacing words and sentences consistently on a line and page</li> </ul> <p><u>Grade 5</u></p> <ul style="list-style-type: none"> <li>legible writing with alignment, shape, and slant</li> </ul> <p><u>Grades 6-7</u></p> <ul style="list-style-type: none"> <li>legible writing appropriate to context and purpose</li> </ul>
<p><b>Paragraphing</b></p>	<p>(Grade 2) some paragraph divisions</p> <p>(Grade 3) paragraphs, with some accuracy</p> <p>(Grade 4) paragraphs to show the beginning of new ideas</p> <p>(Grades 5-6) effective paragraphing</p> <p>(Grade 5) passages of dialogue indicated with quotation marks and paragraphs</p>
<p><b>Grammar</b></p>	<p>(Grade 2) generally correct noun-pronoun and subject-verb agreement</p> <p>(Grade 3) correct subject-verb agreement/noun and pronoun agreement</p> <p>(Grade 4) correct noun-pronoun agreement</p> <p>(Grade 7) correct subject-verb and pronoun agreement in sentences with compound subjects</p> <p>(Grades 2-3) past and present tenses</p> <p>(Grades 4-6) past, present, and future tenses</p> <p>(Grade 6) subordinate (i.e., dependent) clauses</p> <p>(Grade 7) subordinate and independent clauses</p> <p>(Grade 6) comparative and superlative forms of adjectives</p>

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<b>Vocabulary</b>	<p>(Grade 1) using words from their oral language vocabulary as well as less familiar words from class-displayed lists</p> <p>(Grade 2) using words from their oral language vocabulary, personal words list, and class lists</p> <p>(Grade 3) using new words from their oral language and reading experiences</p>
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H. Johnson

## Introducing...

Need some inspiration and direction in your multigrade teaching?  
Join the BCRSSTA for a One-Day Workshop in School District 85  
(Vancouver Island North)

# Multigrade Muse

**Friday May 9, 2008**  
Quatsino Elementary School

### Presentations:

Multigrade Classrooms: What Every Trustee, Superintendent,  
Administrator, Teacher, Parent and Student Should Know

Storytelling: Engaging Your Multigrade Learners

Hello Lottie! A BC History Lesson in Rural Education

Celebrating Our Successes! Teachers Show and Share

Cost of the Workshop is \$50 (includes Water Taxi and lunch)

**Contact: Heather Johnson**  
**[hjj@recn.ca](mailto:hjj@recn.ca)**

*We look forward to seeing you!*

## Lottie Bowron Live @ UNBC

### Installment 1: Meet Lottie Bowron: An interview with history

Wendy Nielsen



Lottie Bowron has become a symbol for us in the BCRSSTA of our commitment and integrity in our work as rural teachers. Those of you who attended our Fall, 2007 conference at UNBC met Lottie during the Friday keynote session. Actress Zandra Ross stepped into the role of Lottie and was interviewed by Wendy. This is the first of several installments to come in the *Rural Root* that shares this piece of BC's educational history. Each piece will be an excerpt from the "interview." This first installment introduces us to Lottie, her family and her job of Rural Teachers' Welfare Officer (Female).

**Wendy:** I have invited a very special historical figure to join us today. If we were rural teachers in the 1920s, she would need no introduction. Also, if we were society ladies and gentlemen, she would need no introduction. Many of you, even in 2007, will recognize her.

I am very pleased to welcome Ms. Lottie Mabel Bowron. Thank you so much for joining us. You are in good company, Lottie, as we have some modern day 'Lotties' among us. During this interview, we will go back in time to get reacquainted with you and learn some more about the history and heritage that is ours as rural and small school teachers.

So, welcome back to Prince George. This city would have been pretty familiar to you...

**Lottie:** Yes indeed. Prince George was a transportation hub for travel in the north of BC, and I have spent many wonderful days and nights in Prince George. It is indeed amazing to see a university here, and with its own Faculty of Education no less. Why, the University of British Columbia didn't even have a Faculty of Education in my day! And, thanks for having me here.

**Wendy:** Let's start with some background on you Lottie, since you were a key figure in BC's education history during the interwar years. For several of those years, you had a very

interesting job. Could you tell us a bit about it?

**Lottie:** I'd be happy to. In 1928, I was appointed to the post of Rural Teachers' Welfare Officer (Female). Just an aside, there wasn't such thing as a Rural Teachers' Welfare Officer (Male). Men were usually promoted right away to be principals or even Inspectors. Over the course of the school year, I would travel out to remote and isolated areas of the province and visit the young women who were teachers in those communities. Most often, they had asked for a visit, but as I got to know them, I would make a point of stopping by if I was in the neighborhood. As you know, many of these tiny schools were in logging or mining camps or off in the remote corners of the province. After meeting these young women, I would keep in touch via the mails. Many of them felt quite isolated in these communities.

**Wendy:** Those are the same sorts of communities where we can find one room and small schools nowadays. Back in 1928, here's what Superintendent Willis had to say about your appointment: "It meets a long-felt need and in her the young female teacher in the rural district has a friend and good counselor who will be ever ready to respond to any call that may come for advice and assistance." Were you a teacher too?

**Lottie:** No, I wasn't, but I would visit them if were in trouble with the local trustees. I found several young women who were getting attention from unwelcome suitors, and I had chats with them, let me tell you! Other times, the Inspector let me know of a young woman who was in need of some female companionship. Logging camps were notoriously devoid of other single females, which made any sort of social life difficult for many young teachers, and most of them were young, average age, 23. Oftentimes, the teachers in the most remote and lonely postings were fresh out of Normal School. And in those days, the minimum qualification to be a teacher was a high school diploma and maybe 6 months at Normal. Many of the teachers who ended up in these remote communities were in their very first teaching job and maybe away from home for the first time too.

**Wendy:** How did you hear about the job?

**Lottie:** I was encouraged to apply for the job by other society ladies in Victoria.

Wendy: And you were very active in benevolent societies in Victoria at the time?

**Lottie:** Yes, in addition to my work with the Local Council of Women in Victoria, I was the founding president of the Kumtuks Club, which later came to be known as the Victoria Business and Professional Women's Club. I also belonged to the BC Historical Society, the Women's auxiliary of the Canadian Institute for the Blind and the White Cane Society.

**Wendy:** Sounds like you were a very active lady, and as they say, 'well-connected.' What were your parents like?

**Lottie:** My father, John Bowron, was one of the "Overlanders" who settled in the Cariboo country in 1862, Barkerville to be exact. He and my mother, Emily, were both educated people, who made sure their children were also educated. My father held a number of civil service posts including postmaster, Government Agent, and then later Gold Commissioner. My mother was outgoing, social, cheerful, fun-loving, active in church, the local drama group. She even established a circulating library. I was born in 1879.

**Wendy:** Barkerville must have been a thriving town when you were young.

**Lottie:** These were the days of the gold rush. My dad had originally come to the area in search of gold. He must have done ok, because we lived in a fine house. It seemed like we always had company, visitors from all over the Province. We had many grand dinners and parties.

**Wendy:** What kind of schooling did you have then?

**Lottie:** My early years were in Barkerville, of course. We had a fine school there. After that, I went to All Hallows School in Yale and then on to Annie Wright School, a finishing school in Tacoma. This was the place where all of the fine young ladies of British Columbia went, so of course, my sister and I went there too.

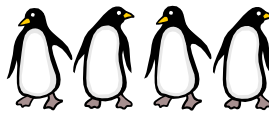
**Wendy:** You probably met many of your society friends there.

**Lottie:** Yes, and through my family too. My parents were very well-connected both in the Cariboo and in Victoria.

*Stay tuned for our next installment of Lottie Live @ UNBC in an upcoming issue of the Rural Root, where we learn more about the job Lottie held from 1928 to 1934. *

# Black and White: Hosting a Penguin Party

Erika Momeyer



**M**y class performed the play *A Penguin Christmas* during our recent Christmas Concert. This play provided the perfect opportunity to study penguins. As part of our unit on Penguins we had a Black and White day. The students looked very cute in their black dress pants and white shirts, painted faces and one student found a fleece jacket covered in penguins! As the afternoon arrived it was time for a party, a Penguin Party. I divided the students into 4 groups and each group spent 20 minutes visiting one of four stations, before moving to the next one. The stations were: Penguin Science, Penguin Food, Igloos and Icebergs and Crafty Critters. They are explained below.

**Penguin Science** At this station we discussed where in the world penguins were found. Students coloured Antarctica on a world map. We then discussed what the climate would be like there. This lead into a discussion on ways animals, including penguins keep warm. Students then had an opportunity to see how blubber works to keep an animal warm using a "blubber mitt" (see below for instructions on making your own "blubber mitt.") Fill a dishpan with water; add ice or snow to make the water very cold. Students then place one hand in the water and the other hand inside the "blubber mitt" and then into the water. Have the students

predict which hand will stay warmer the one directly in the water or the one in the blubber mitt?

**Penguin Food** At this station, students had a chance for a healthy black and white snack made of popcorn and raisins. I also provided students with colouring sheets of penguins and their food.

**Igloos and Icebergs** This station was really just a reading center in disguise. IKEA sells small tents that look like igloos and I have several large pillows that were once part of a couch. Students read books about penguins and other polar animals while sitting in the igloo or "floating" on the icebergs. I also placed several stuffed penguin toys at this station.

**Crafty Critters** Students created their own penguins at this station out of salt dough. A paperclip was placed in the top so that they can hang on a Christmas tree or other place. I baked the penguins over the weekend and students painted them on another afternoon.

Our Penguin Party was a great hot with all of the students. These activities were completed by all students in my K-3 class. I hope your black and

white day is a huge success too! 

## Making a "Blubber Mitt"

Materials: 2 medium size zipper-style freezer bags, 1 package of cooking lard, duct tape

### Directions:

- Place lard from one box into a plastic Ziploc bag
- Next turn another Ziploc inside out and put inside the first one
- Zip the two bags together
- For additional security duct tape the edges of the two bags together
- Squish the lard around to evenly distribute it around the bag.

## A Peek at Your School...

*How many Rural or Small Schools still use hand held bells instead of mechanical bells to call students in to school?*



Send an email to the editor with your response at [erikamomeyer@yahoo.com](mailto:erikamomeyer@yahoo.com).

## RURAL EDUCATION NETWORK PROFESSIONAL LEARNING ONLINE SERIES SCHEDULE

MONDAYS FROM OCTOBER 22 TO APRIL 28 AT 3:30 UNTIL 4:45 PST IN LEARN NOW BC'S VIRTUAL CLASSROOM ELLUMINATE

### **Inter-Action Strategies for Learning and Thinking**

Faye Brownlie and other teaching experts from British Columbia will share learning and thinking strategies. There will be two sessions each on Math, Science and English.

### **The Power of E-Learning**

Educators from around British Columbia will present interactive sessions focusing on use of technology in the classroom as well as in distributed learning settings.

### **Improving Student Success in terms of Completion Rates**

Okanagan Mainline districts will share sessions on strategies for improving student success with a focus on students at risk.

### **Exemplary Practice in British Columbia**

Presenters from around British Columbia will share exemplary practices they are engaged in to improve student learning. There will be a full range of topics that will benefit both rural and urban educators.

<u>Date</u>	<u>Training Session Description</u>	<u>Theme</u>	<u>Presenter</u>
22-Oct	Inter-Action Strategies for English Language Arts	Learning and Thinking	Faye Brownlie
29-Oct	Elluminate Training	Technology	Odyssey
5-Nov	Virtual Middle School Laptop project	Exemplary Practice	Joe Jamison, SD 23
19-Nov	Learn Now BC Tools and resources	Technology	Virtual School Society
26-Nov	Inter-Action Strategies for Science	Learning and Thinking	Fay Brownlie
3-Dec	Web 2.0 – Wikis and Blogs	Technology	Andy and Raven Sundahl
10-Dec	Advanced Placement Online	Exemplary Practice	Brent Sawatzky
17-Dec	Improving Student Success	School Completion	Okanagan Mainline
14-Jan	Inter-Action Strategies for Math	Learning and Thinking	Carol/Faye Brownlie
21-Jan	Web 2.0 – Tools for Teachers	Technology	Peter Kozin/Tor Nenzen
28-Jan	Exemplary Practice	Exemplary Practice	Linda Kaser
4-Feb	Trades Programs for success	School Completion	Gold Trail
11-Feb	Inter-Action Strategies for English Language Arts	Learning and Thinking	Faye Brownlie
18-Feb	Web 2.0 - Podcasting	Technology	Andy and Raven Sundahl
25-Feb	Exemplary Practice	Exemplary Practice	Linda Kaser
3-Mar	Students at Risk	School Completion	Okanagan Mainline
10-Mar	Inter-Action Strategies for Science	Learning and Thinking	Faye Brownlie
31-Mar	Technology in the Classroom	Technology	BC Learning Network
7-Apr	Exemplary Practice	Exemplary Practice	Linda Kaser
14-Apr	Students at Risk	School Completion	Okanagan Mainline
21-Apr	Inter-Action Strategies for Math	Learning and Thinking	Faye Brownlie
28-Apr	Technology in the Classroom	Technology	BC Learning Network

#### **How to Participate:**

Go to [http://www.learnnowbc.ca/educators/Rural\\_Education/Prof\\_Learning\\_Login.aspx](http://www.learnnowbc.ca/educators/Rural_Education/Prof_Learning_Login.aspx)

#### **For Training and Support:**

Go to <http://www.learnnowbc.gov.bc.ca/lnbcresources/elluminate/default.aspx>

Free Elluminate training sessions are available online if you want to learn more:

Wednesday from 2:00 to 4:00 pm

#### **What if I miss a session?**

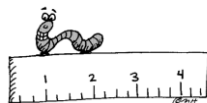
All sessions will be recorded, edited and archived into short 20 minute summaries. All sessions are open to anyone.

You can find the above links by going to: [www.learnnowbc.com](http://www.learnnowbc.com) – click on Educators

Need more information or help contact: [dlee@sd22.bc.ca](mailto:dlee@sd22.bc.ca)

## Math and the Multigrade Classroom

The next issue of the *Rural Root* will focus on teaching math. Everyone has different ways of dealing with the challenge of teaching math in our small schools to a variety of levels. How do you conquer this challenge? Please submit your ideas and lesson plans. Don't feel you have enough time to write an entire article? Why not send a quick email with your student's favourite math game, the one they are always begging to play!



**Deadline: April 8, 2008.**

## Interesting Website:

Check out:

[www.pcificedgepublishing.com/download](http://www.pcificedgepublishing.com/download) for some helpful resources for your multigrade classroom. Resources include a variety of topics and worksheets with Canadian content in several subject areas.

## The B.C. Rural and Small School Teachers' Association

was formed in 1982 by teachers from across the province.



Recognizing the unique circumstances and practices of teaching in small (and often remote) schools, our association exists to provide support to teachers of multigrade classrooms who work and often live within small communities. We recognize both the demands and joys of such teaching, and know firsthand and wholeheartedly the diverse and important roles of teachers and small schools in providing quality education to rural children. If you are interested in joining us, please complete the membership application enclosed. For more information, please contact one of the executive members listed inside this newsletter.

## Where did we get that?



All clipart, except the brass school bells, is licensed from the Clip Art Gallery on [DiscoverySchool.com](http://DiscoverySchool.com). Check out the great selection of clipart available to purchase or free download at <http://school.discoveryeducation.com/clipart/>



## Meet Your BCRSSTA Executive



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**President: Virginia Ivey**

**Vice President/Past President: Ivy Alexander**

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Kamloops/Thompson (SD #73)

Contact:  
**ialexander@prn.bc.ca**  
Peace River North (SD # 60)

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**Secretary/Newsletter Editor: Erika Momeyer**

**Treasurer: Wendy Nielson**

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**Membership: Heather Johnson**

**Past President: Ivy Alexander**

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Peace River North (SD # 60)

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**University Liaison: Willow Brown**

**Member at Large: VACANT**

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Contact:  
University of Northern British  
Columbia

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