



# PITA

Volume 7 Issue 2  
June 2009

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## Provincial Intermediate Teachers Association

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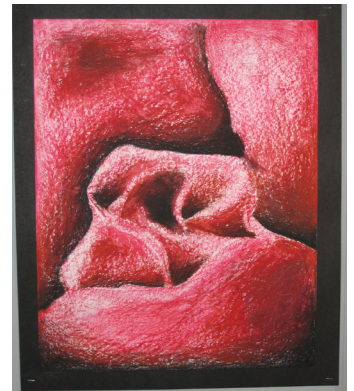


**A**rt can be a fabulous way for children to explore their world and their abilities. It can teach them to notice small details and express their understanding of their surroundings in new ways.

One of my favourite art projects at this time of the year, when the sun is shining and gardens everywhere are full of colourful blooms, is to do a large scale art project based on the work of Georgia O’Keeffe.

Georgia O’Keeffe is one of the prominent female painters in North America in the past century. Her work focusses primarily on lines and colour, and makes use of flowers, bones, and natural landscapes as inspiration. Some great websites that focus on her life and her work are [www.artst.org/okeeffe](http://www.artst.org/okeeffe) and [http://www.geocities.com/ljacoby\\_2000/okeeffe.html](http://www.geocities.com/ljacoby_2000/okeeffe.html), and books such as *Georgia O’Keeffe: Portraits of Women Artists for Children* (by Robyn M. Turner) have a wealth of information about her.

Students tend to respond strongly to her work as it evokes a response based on her use of vibrant colours, strong lines, scale. When shown prints of her painting, they typically tend to ask “What is that?” I believe that it is this response, and this question, that allow students the artistic freedom to create their own bold images using the style of Georgia



(continued on page 4)



# in this issue



# PRESIDENT'S note

Well the year is winding down for all of us and before report cards hit us, our school staff is taking a moment to look back on this past year and forward to the next.

One of the things I have been thinking a lot about is how we can thoughtfully simplify our work. As someone who usually doesn't think about such things right away, what struck me was that I often allow myself to 'feel' busy and not do the things that will allow myself to 'be' less busy.

In addition to our own personal organization within our classroom, I think there are things we can do as a profession as well. Here are three things:

**1** Research shows that it takes about 50 hours of professional development to 'embed' new teaching ideas into our professional practice so that they will not 'fade'. One of the things we can do is 'to do more by doing fewer things'- that is: FOCUS on ONE area of professional growth each year and keep focused all the way through unit planning to lesson preparation and delivery.

**2** There are over 3000 teachers in BC who teach each intermediate and middle school grades. We need to SHARE the work and the benefits with each other. There are many levels of this.

- a) Offer to study, plan, prepare and teach a unit, jointly.
- b) Create an electronic version of the materials so that they can be adapted and shared.
- c) Share your work. One place to do this is on the wiki that is part of the Year of Professional Support program for early career teachers. You can find it at [pita-earlycareer.wikispaces.com](http://pita-earlycareer.wikispaces.com) New teachers will be grateful for your contributions.

**3** Advocate for job embedded collaboration within your school. Our school's day is 10 minutes longer 4 days a week, and the intermediate teachers meet together last period on Wednesday. The literature supports teachers meeting regularly together to focus the professional development. It takes time to apply professional development in our classrooms, but with the weekly focus provided by uninterrupted time, we see definite progress.

PITA will be working to continue our pilot program: the Year of Professional Support Program for early career teachers. If you know any early career teachers, encourage them to check out the early career wiki and our website, [pita.ca](http://pita.ca) for more information about the Year of Professional Support program which begins at the end of August to prepare and support these teachers during their first years of teaching.

I hope you have a restful and invigorating summer.

Ray Myrtle

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## Our Website has more... [www.pita.ca](http://www.pita.ca)

- more information about memberships and workshops
- more novel study units
- more great resources

Log in to the resources section (login "pita"/password "bread")

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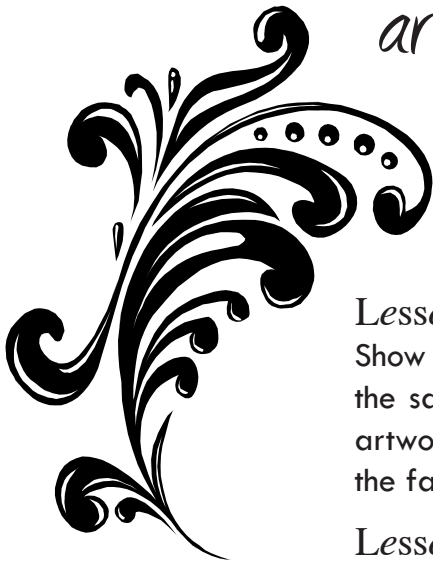
We at PITA are trying to cut down on the amount of paper that we use. In order to achieve this goal, we are beginning to transition to use a partial web-based format for our workshop information and newsletters.

How about you? Would you prefer to receive this newsletter by email? How about information about our upcoming events?

It's simple to let us know! Send us an email at [provincialintermediateteachers@yahoo.com](mailto:provincialintermediateteachers@yahoo.com) with your basic information and email and we will add you to our new web-based system.

# LINES IN THE GARDEN..

## art in the style of georgia o'keeffe



(continued from page 1)

O'Keeffe. Through my own experience, even the students who tend to shy away from creating art because they doubt their own skills, blossom when completing this project.

### LESSON 1

Show students samples of Georgia O'Keeffe's work. Have them try to guess what the samples are pictures of. Introduce Georgia O'Keeffe, her history, passion and artwork. Show many samples of her work so that students become comfortable with the fact that artwork can be an abstract image.

### LESSON 2

Prep work: photocopy worksheet found below (expand to full size)  
make 2 L-shaped frames per student from black construction paper  
(~15cm tall, 15cm long and 2cm wide)

To develop freedom to create artwork that does not look like a specific object, start students with something safe and familiar, like their names. Students draw their name in block letters in the upper left hand box. They colour in both their names and the background of the box.

Next, students use their two L-frames to zoom in on an area in the upper lefthand square that has a combination of flowing lines, dynamic angles and interesting colours (at least 4). Once they select an area, they have to zoom in and draw this area enlarges in one of the other boxes.

Students continue this process for the other two boxes, either zooming in further or selecting another area to zoom in on in their initial blocks.

### LESSON 3

Prep work: photocopy worksheet (beside)  
Materials: 2 L-shaped frames per student from  
black construction paper  
detailed close-up photos of flowers  
white posterboard  
pastels

Have students draw and colour a detailed, coloured image of their chosen photograph. Similar to the activity with their names, students then use the L-frames to zoom in on a section of their drawn flower. Encourage them to select an area with interesting colours and lines

*Name:*

*Object to Abstract Image*

and retain all of the details found in the original image.

Once students have completed all four squares, have them choose the box that they feel is the strongest image. Students then begin to work on their posterboard image, first sketching it in pencil and then adding colour with their pastels. Ensure that students press hard enough on the pastels that the colour is vibrant and continuous.

When students have finished their art pieces, have them name their image. They can write a reflection of the process of creating the image or their response to creating an abstract image.

Note: The completed art pieces tend to show well when given a black background.

Happy creating!



We would love to post some of the artwork created from this lesson on the PITA website. Please email us photos of your students' artwork at [www.pita.ca](http://www.pita.ca)



BRITISH COLUMBIA  
  
TEACHERS' INSTITUTE  
ON PARLIAMENTARY DEMOCRACY

The Legislative Assembly of British Columbia offers an exciting professional development program for British Columbian teachers in elementary, middle and high school. Come to your Parliament Buildings in Victoria and learn about parliamentary democracy and the political process.

Eighteen teachers will be selected to participate and experience B.C.'s parliamentary system first-hand, returning to their schools and communities with an enhanced understanding of democracy.

Deadline for applications is July, 15, 2009

Further information and to apply on-line visit [www.leg.bc.ca/bcti](http://www.leg.bc.ca/bcti)

OCTOBER 20-24, 2009

# WHEN, WHERE AND WHY TO PLAY THINKING GAMES

1. Create a classroom center to practice strategy thinking or curriculum concepts
2. As enrichment activities for advanced learners that have mastered the current math curriculum
3. During a designated class time (last period Friday) to ensure all students have an opportunity to play
4. At the end of a lesson or unit as a fun activity to reinforce concept learning
5. For rainy day entertainment
6. To encourage strategy thinking as a leisure activity for students and their families
7. Develop a sign out system to send games home to promote family involvement

## OH NO! 20!

GOAL: TO FORCE THE OTHER PLAYER TO LAY DOWN A CARD THAT FORCES THE POINTS TO REACH 20 OR HIGHER.

HOW TO PLAY:

DEAL 5 CARDS TO EACH PLAYER.

TAKE TURNS LAYING DOWN ONE CARD.

ADD UP THE TOTAL AS YOU LAY THE CARD DOWN.

THE PLAYER WHO HAS TO PUT DOWN A CARD THAT REACHES OR GOES OVER 20 IS THE LOSER.

CARD POINT VALUES:

a	1 POINT
2	2 POINTS
3	3 POINTS
4	4 POINTS
5	5 POINTS
J	-5 POINTS
Q	0 POINTS
K	WILD CARD - CAN HAVE ANY VALUE BETWEEN 1 AND 5

8. Games Club — a school wide pursuit involving all interested students, teachers, and parents
9. Family Games Night — providing families with an uninterrupted time to play and learn together

Created by Barbara Johnson



(FROM [HTTP://MINDFULLFILES.WORDPRESS.COM/2008/10/OH-NO-20.PDF](http://MINDFULLFILES.WORDPRESS.COM/2008/10/OH-NO-20.PDF))

# SCATTERGORIES

*gallore*

Scattergories is a vocabulary game - one that students always enjoy and find challenging. To play, simply randomly draw a letter. Students write the letter in the top line of one of the columns. In 90 seconds, students need to think of a word for each of the categories given that starts with the chosen letter. For example, if the letter is "F," a boy's name could be Fred, a flower could be fuschia, an insect would be a fly, etc. The goal is to come up with a fitting and original word. After 90 seconds, put students into groups and have them go through their words. If a word has been written down by more than one player in the group, that word is crossed out. If no one else in the group has written down the same word, the word is circled and the student gets a point. Repeat the card with a different letter. Students should strive for a personal best point score by thinking of original and creative words.

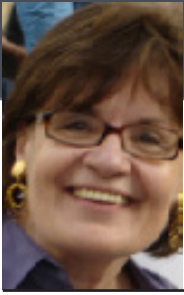
*Card 3*

	_____	_____
Cartoon	_____	_____
In a Kitchen	_____	_____
You Would Yell	_____	_____
Occupation	_____	_____
Something Lucky	_____	_____
Adverb	_____	_____
Part of a Car	_____	_____
Actor	_____	_____

*Card 4*

	_____	_____
In the Ocean	_____	_____
Famous Athlete	_____	_____
Proper Noun	_____	_____
5 Letter Word	_____	_____
Fast Food	_____	_____
Something Sticky	_____	_____
Melts Easily	_____	_____
Movie Title	_____	_____

# CRUCHLEY'S COLLECTION



Diana Cruchley is an award-winning educator and author, who has taught at elementary and secondary levels. Her workshops are practical, include detailed handouts, and are always enthusiastically received. (H. Diana Cruchley 2006, 604-464-7058, dcruchley@shaw.ca.)

## THE QUEEN'S FEET

Sarah Ellis, Fitzhenry & Whiteside, ©2006  
ISBN 0-88995-320-1



A Queen's feet won't behave. They won't wear the proper shoes or do the proper things. In the end she agrees that for one hour every day her feet can be "footloose and fancy-free."

## SHOE HISTORY

Fitting into the intermediate curriculum as a study of culture realms in grade 6 or ancient world for grade 7, a fast research project on the history of shoes could be very productive for your class.

Assemble a set of graphics of shoes throughout time, or around the world and assign students to write a paragraph about each one. This can be done as a group project, or as a class project with each pair of students researching only one shoe. Try <http://www.shoefonet.com> for the history of shoes.



## SHOE BOX DIORAMA

If you are about to do a shoe box Social Studies project, this would be a terrific picture book to introduce this classic project in a light-hearted way.

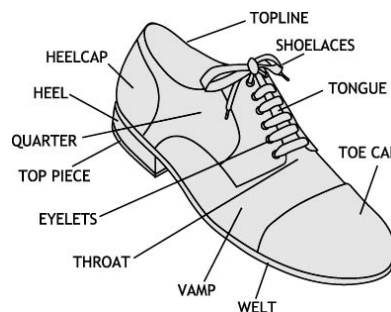
## KNOW YOUR SHOE

A few minutes thinking can result in a long list of the names of different styles of shoes for many different uses. Ask students to brainstorm every kind of shoe that they know. To build a vocabulary awareness, solidify the list, and ask students to write 2 sentences for each type of shoe describing what it looks like and what it is for.

Alternatively, students could be asked to brainstorm shoes for specific functions and describe the features that suit them to that purpose.



1. Sandals
2. Flip flops
3. loafers
4. Runners
5. High heels
6. Cowboy boots
7. Stilettos
8. Crocs
9. Hush puppies
10. Slippers
11. Boots
12. Penny loafers
13. Hiking boots
14. Sling backs
15. Snow shoes
16. Basketball shoes
17. pumps
18. Mules
19. Ballet slippers
20. Ski boots
21. Skates
22. Orthopedic shoes
23. Golf shoes
24. Track shoes
25. Boating shoes
26. Sneakers
27. Glogs
28. platform shoes
29. Saddle shoes
30. Espadrilles
31. Wingtips
32. Moccasins
33. Gumboots



## DIAGRAM OF A SHOE

This is a good time for students to learn the vocabulary for the parts of a shoe that you consider to be important for every adult to know.



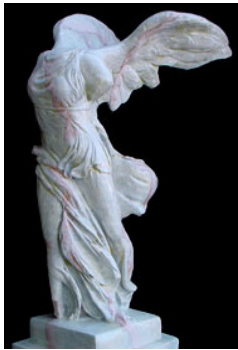
## AWL ABOUT IT

The awl is the tool used to punch holes in the leather so that it can be stitched. Louis Braille's father was a shoemaker and when he was 3 years old Louis blinded himself in one eye while playing with the awl. He then got an infection and became completely blind. When he was only 16 years old he single-handedly invented braille (in the face of opposition from his teachers at the school for the blind he attended in Paris). Ironically, the tool he made the impressions with was...an awl.



## WRITING IDEAS

- *I Couldn't Control Myself*  
Write about a situation in which you found it hard to behave, or control yourself. (Opening a present, eating all of something, etc.)



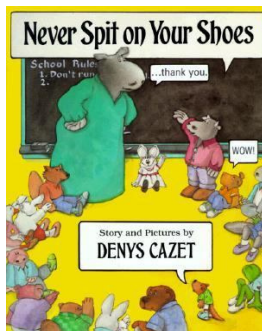
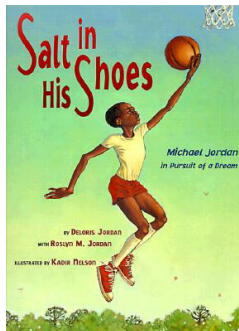
- *My Marvelous Shoes*  
Write a story about a person who goes in to buy a pair of shoes on sale and discovers they have special properties.
- *I'm Sorry*  
Write a detailed letter of apology from the Queen describing things her feet did and promising that it won't happen again.

- *Stinky Feet*  
A story about a character who has a series of problems trying to cure stinky feet (like *Walter the Farting Dog*).
- *Near Myths*  
Write a modern myth, or a new "ancient myth" about the goddess Nike (Victory) or the God Mercury (Messenger) and his/her sandals.

## SHOE ETIQUETTE

Throughout history and around the world there have been rules for the etiquette of wearing shoes, and who can wear certain kinds of shoes. In almost all contemporary cultures there is a difference between shoes for men and shoes for women. Other differences include:

1. In Alaska, Northern Europe, Canada, the Middle East, Asia, and parts of Africa it is customary to take the shoes off when entering a home.
2. It is rude to show the soles of your feet in the Middle East and Thailand.
3. In Thailand it is an extreme insult to touch someone's head with your foot, socks, or shoes.
4. In Ancient Egypt the sandals of the pharaoh or a priest had a long curling toe.
5. In Japan the geisha wore a shoe on 4 little stands to keep their incredibly expensive kimono's out of the wet.
6. In the time of Louis XIV it was the men who wore high heels.



## STORIES ABOUT SHOES

There are many picture books about shoes including the classics: Cinderella, The Shoemaker and the Elves, Puss 'n Boots, There was an Old Woman Who Lived in a Shoe

In addition there are picture books that will help show students the many possibilities for story creation from one simple item. Some possibilities are:

1. Never Spit on Your Shoes
2. Salt in His Shoes (by Michael Jordan)

# start ..... a three part program for all early career teachers

# UP!

*year of professional  
support program  
for early career  
teachers*

## *feel confident and prepared for school*

PITA's valuable year long workshop program to assist Early Career Teachers is back! Our goal is to assist Early Career Teachers apply the curriculum to their classrooms, share strategies and resources, and give them ready-to-use programs and units to take some of the stress out of starting a new class.

## **start** ..... **UP!** *Your Class Successfully*

This one-day session will enable you to start and manage your classroom with consistency and a positive atmosphere. You will receive extensive lesson descriptions, checklists, and suggestions for your first week with your new class. Also, prepare an overview of your entire school year. Start Up! your year with confidence.

## **start** ..... **UP!** *Your Program Successfully*

Next, attend three days of workshops packed with information in all subject areas to prepare you to teach every single subject. You will receive ready-to-use starter units, complete with blackline masters and lesson plans, for each subject in grades 4 through 7.

## **build** ..... **UP!** *Your Program Successfully*

Four half-day workshops focus on specific topics such as literature circles, writing techniques, or mathematics strategies. You will be given "building block" units, strategies and resources focussed on subject-area PLOs. Complete your year with support! Complete Build Up! schedule to be announced soon with the first sessions happening at the PITA Fall Conference, October 23-24, 2009.

**www.pita.ca**

*fall conference  
october 23-24  
surrey*

provincial  
teachers' **pita** intermediate  
association

# year of professional support program *for early career teachers*

## **start** *UP!* Your Class Successfully

	Metro North Cohort	Metro South Cohort	Interior Cohort*	Additional Sessions:		
				Langley	Kamloops	Surrey
Workshop Location	Burnaby	Surrey	Kelowna Sec. School (KSS), Kelowna	TBA	TBA	PITA Fall Conference
Date	August 30	August 29	September 2	September 3	October 3	October 24
Time	9:00am - 3:30pm	9:00am - 3:30pm	8:30am - 3:00pm	9:00am - 3:30pm	TBA	9:30am - 11:30pm

## **start** *UP!* Your Program Successfully

Workshop Topics	Metro North Cohort	Metro South Cohort	Interior Cohort*
Socials /French	August 31, 2009 9:00am - 3:30pm Burnaby	September 1, 2009 9:00am - 3:30pm Surrey	September 4, 2009 8:30am - 3:00pm KSS, Kelowna
Language Arts / P.E.	September 1, 2009 9:00am - 3:30pm Burnaby	August 31, 2009 9:00am - 3:30pm Surrey	September 19, 2009 8:30am - 3:00pm Bankhead Elem., Kelowna
Science / Math	September 12, 2009 9:00am - 3:30pm Burnaby	September 12, 2009 9:00am - 3:30pm Surrey	September 3, 2009 8:30am - 3:00pm KSS, Kelowna

**Fee (covers all 4 days of START UP! workshops within a cohort group, lunch and coffee):**  
**\$150 student teachers/tocs/early career teachers      \$200 private school teachers**

*register at*  
**www.pita.ca/workshops**

\* Interior Cohort registration at <https://ereg.sd23.bc.ca/> or phone COTA at 250-860-3866

other  
upcoming  
events

PROVINCIAL INTERMEDIATE TEACHERS' ASSOCIATION

# fall conference

FRIDAY, OCTOBER 23,  
9:15am-3:00pm

&

SATURDAY, OCTOBER 24,  
9:30am-12:00pm

North Surrey Secondary School  
15945 - 96 Avenue, Surrey, BC



full conference brochure and registration  
available at [www.pita.ca/conferences](http://www.pita.ca/conferences)

## get a free gift with membership

Renew or sign up for PITA membership online and receive a free copy of the useful teacher book *Voices of Experience: Practical Ideas to Wrap Up the Year*. You will also continue to receive newsletters and information about upcoming PITA events and workshops.

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