

# The Primary Success Notebook



From Primary Success Publications

Issue #1

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## It's Summer!

### Inside ....

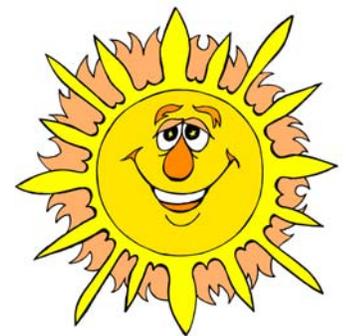
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People who work in other professions rarely get the long vacations that teachers do. That being said, primary teachers never stop thinking about their jobs, even on vacation! So it could be said that the time we get off work is not really a holiday - it is just a planning period.

I certainly see that - our company gets many calls from primary teachers in July and August. These teachers are considering how to improve their teaching and are planning the autumn term throughout their vacation.

It is a pity that the public doesn't understand and appreciate the extensive work that primary teachers must do in order to be effective. It is never a job that is the same, and we can never stop learning. This variety of daily experiences makes our jobs challenging!

Jean



## Pamper Yourself.....

We chose teaching the primary grades because we care for others and want to make a difference. It is difficult to stop caring for others even in vacation time, and to put the attention toward ourselves. And we really need it! Teaching the primary grades is very tiring, mentally and physically.

Try to do some of these!

- Read some novels that you have not had time to read during the rest of the year.
- Have a manicure and a pedicure, and go for a massage.
- Lie in the sun. I know that isn't 'correct' now, but we need the Vitamin D! We work in stuffy rooms, and sunshine is necessary for health.
- Sleep! Have naps and go to bed early.



## Bulletin Boards for Your New Class

Take a picture of each child on the first day. Print 'My name is \_\_\_\_\_.' on the chalkboard and have the child print the name in the blank. Then he stands under the sentence for the picture. Put the pictures up for a hall bulletin board. Caption 'Here We Are!'

### Grade One Fits Me to a Tee!

Cut out a t-shirt from tag for each child. Hang the t-shirts on a clothesline on the bulletin board as the children come in the first day. On each shirt is a child's name inside a cloud shape. The children may add simple decorations and color it. The caption over the clothes-line is, 'First Grade Fits Me to a Tee! Add a photo, too!'



### You Are My Sunshine

Use this simple little poem about sunflowers and have the kids make sunflower masks (put photographs of their faces in the center) for the bulletin board. You can also take a video of them singing the poem together and swaying. This makes a super screensaver!

The sunflower children  
Nod to the sun.  
Summer is over,  
Fall has begun!

### The Bookworms!

Cut worm shapes out of wallpaper, and put a little face on each one and a child's name. Then put a big book shape in the center of the bulletin board with a few corners missing and the bookworms all around. Title it 'Ms. \_\_\_\_\_ Bookworms'.

### Chicka Chicka Boom Boom - Welcome to Ms. \_\_\_\_\_'s Room!

Draw a large coconut tree. Make the board look like the cover of the book. You can the first letter of each child's name and had them going up the tree with pictures of the student attached to the letter. The rest of the alphabet can be in a pile beneath the tree.

Look at Marcia's trees! <http://www.marcias-lesson-links.com/PeekintoourRoom.html>

### Here We Are!

"I put a bright colored paper on it and the letters to spell 'Here We Are!'. The background paper can be decorated with the children's handprints. I fasten a piece of 18" x 24" colored construction paper for each child to the bulletin board. I print the names of each child on lines on a paper 3 inches wide and about 12 long. Each child follows the outline of their name with glitter, sequins or even with crayon or neon paint, if I don't have glitter. This strip is glued at the top of the construction paper. I take a photo of each child. Information about the child can be added. Fasten the items up in the child's spot under the glittered name."

### Toadally Awesome!

'Welcome to Our Pad' - little frogs on lily pads. Place student names on lily pads and add a large frog to a board titled, 'I'm So 'Hoppy' You Are Here!' - or - 'Hoppy to be in First Grade!' - or - 'A Toadally Awesome Class!'



### Felt and Velcro

"I bought yards of colourful felt and instead of using butcher paper for the bulletin board background, I used felt. Then I went to the fabric store and bought yards of the narrow self-adhesive velcro. (Get only the side with the 'hooks'.) I cut tiny pieces of the Velcro and stuck them to the back of anything I want to display on the felt, such as my calendar stuff, sentence strips, student's work, etc. You can put borders around the felt on the wall, just as you would with butcher paper. In fact, I'm going to glue strips of contrasting colors of felt for the border so that when I want to change my boards I will be able to just roll my bulletin boards up and store them away. The velcro sticks to the felt like crazy, so remember to use only a tiny amount of velcro, or you'll be pulling your whole bulletin board down when you move the objects. With this method, my bulletin boards are interactive and I don't need so many pocket charts, as I use sentence strips continuously in my teaching. I teach my kids how to take the sentence strips off the felt without disturbing it. I get to use every square inch of my wall space with my felt and velcro method."

### A Colourful Class

Make a big paintbrush using brown paper for the handle, black paper for the brush, and a little strip of aluminum foil where the brush attaches to the handle. Use coloured paper to add to the very tip of the bristles to make it look like it has been dipped in paint. Then cut out a bunch of irregular paint blobs and write each child's name on a blob. The caption is 'A Colourful Class'.

### And More Ideas.....

'Blast Off for a Great Year' - rockets

'Mrs. \_\_\_\_'s Bunch' - balloons (you could have a clown holding them - the teacher!)

'One of a Kind Class' - handprints

'Ms. \_\_\_\_\_'s New Crop' or 'We are a great bunch!' or 'The Apples of My Eye!' - apples on a tree or another harvest fruit or vegetable

'Stepping into \_\_\_\_\_ Grade - shoes

A school of fish 'Swimming into \_\_\_\_\_ Grade' or 'Welcome to Our School'

Ms. \_\_\_\_\_'s Stars - stars with the names and pictures - edged with glitter

Have students help create a 'Handy Dandy Class' bulletin board on butcher paper. Place a class list in the center.

'We are WILD about \_\_\_\_\_ Grade!' Use pictures of lions, hippos, giraffes, and zebras for their names. Use leopard, zebra, etc. patterned fabric or wrapping paper for background or the cut-out letters.

Make a school bus and put the kids' pictures in each window and yourself as the driver. 'School is Cool' could be on the side of the bus.




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Take a picture of every bulletin board that you do and ones other teachers have done and put them in a photo album or in a computer file. That way you can refer back when you forget or need ideas. There are lots of great pictures of classrooms on-line - cut and paste some pictures you like and have them handy for referral.

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## Teaching Grade One

*Advice to a teacher who has moved from the Intermediate Grades to Grade One.....*

"Beware of culture shock. You can still tell jokes but none of your students will get them. You have to be able to teach while students are falling out of their chairs (a common occurrence). Before your students do anything you have to tell them how to do it - including lining up to leave the room. On the first day early in the morning practice lining up and marching to the bathroom. Show them how to wash their hands. I teach them how to rip out a workbook page without destroying it. Plan on 20 minutes to get the page ripped out and 30 minutes to do the page. I went from the Grade Five to One and will never go back. This is where the action is."



## The 'Primary Success' Philosophy

I was led into a variety of teaching methods, kicking and screaming. After almost forty years in primary education, I have finally distilled my philosophy to two basic points:

**Guiding Rule #1. Children have individual differences, therefore children learn in different ways.**

**Guiding Rule #2. Optimum learning occurs when the lessons are sequential and explicit.**

Simplistic? Not simple at all! I could write a book (and maybe I will) discussing this. Briefly, here is what it means.

**Rule #1** - Some children are visual learners and some have a difficulty with visual discrimination and memory. Some children are auditory learners, and some have difficulties with auditory discrimination and memory. Some children are kinesthetic learners, and learn best by doing and feeling. All children (even your most disabled learners) have a strength in one of these. Visual learners need to learn to read by being taught a sight vocabulary. Auditory learners need to learn through phonics. Kinesthetic learners need to print and feel the letters and words.

**Rule #2** - All research shows that children learn best when taught explicit lessons in a sequence, and learn to mastery as they progress. What educators call 'research-based' teaching consists of explicit sequential phonics lessons - but this is only part of the answer. Many children are visual learners, and they learn best when taught sight reading vocabulary in explicit sequential lessons along with the phonics. Kinesthetic learners need explicit movement strategies in order to learn to their potential.

So what can teachers do in order to be the best they can be and teach every child in the classroom to his/her potential? Teach explicit sequential lessons in phonics and explicit sequential lessons in sight reading vocabulary. Teach printing and kinesthetic strategies in all your lessons. Teach literature in guided reading lessons, too, to practice and enjoy the skills that have been taught. It is difficult, but very worthwhile! You will find that you won't be sending your students out to special teachers to learn the skills, just for extra practice of the skills you have taught. It is a joy to see all your students shine!

## Math Ideas

### Teaching Numeral Formation *These can also be used for letter formation.*

1. Trace the outline of different numbers on wallpaper. Cut them out into 5-6 pieces and give out as puzzles.
2. Choose a manipulative and form the numeral with the manipulative.
3. Do the above with edibles. Children may eat the final numeral).
4. Make numerals in shaving cream or pudding.
5. Have children trace around their numerals with a crayon. Have them change colors and keep tracing.
6. Roll a snake out of clay. Lay their snake on a numeral card forming the number.
8. Stamp out numerals 0-9 and then have children trace over them.
9. Using precut 1 inch squares of construction paper make a mosaic of the numeral.
10. Cut numerals 0-10 from sand paper. Place under a sheet of paper and rub with a crayon.
11. Paint with water on a sidewalk.

### All About Me Math

Have the students make a math 'All About Me' book. They can include measurement...height, weight. They can measure the length of their feet or fingers. Teach length and weight measures.

You can make a counting 'All About Me' book. Have each page a different number, and writing the following:

I have one \_\_\_\_\_. (mouth, family, school, bicycle)

I have two \_\_\_\_\_. (eyes, parents, cats, hands)

I have three \_\_\_\_\_. (notebooks, favorite TV shows)

I have four \_\_\_\_\_. (friends, grandparents, pencils) etc. Have them expand on each idea.

You can make class graphs telling about the children...the color of their eyes or hair, number of people in their family, how they get to school, how many older siblings, how many went to this school last year, how many know how to swim, etc. Have the children count the letters in their name...graph the numbers, find some manipulative in the room to represent the letters in the name. Make up math stories about who has more or less letters than a specific name.

### Money, Money, Money.....

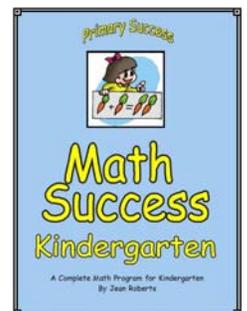
Put a number of coins in a small metal or plastic container. Tell the kids how many coins are in the container but not which coins. As they take guesses at which coins are in there they get lots of practice adding a variety of coins as the class totals each guess. This is very simple and much more fun than just counting money.

## The Math Success Program

Primary Success has an original math program that has been proven to work very well! Schools that use it report that their math scores have increased and the students are far ahead. The program uses strategies that increase understanding and give students alternative ways to approach math procedures that suit different learning styles. This program is for Kindergarten through Grade Three. Math Success is a complete program with teaching strategies, lesson plans, student practice sheets and assessment.

Go to our website to see sample lessons!

*"I have been teaching for 14 years and have never had a group of Grade Twos come this far in Math ever. I totally love this program!"*



## Activities to Teach the Sounds

**Action; food snack; make tactile letters; praise**

- Aa** - asking apples (set an apple on a desk and ask it questions!); apples, applesauce, asparagus; Apple Jacks, aluminum foil; astounding!
- Bb** - bouncing a ball; eating a banana, bread, beans; buttons, beans, balloons; beautiful!
- Cc** - cutting a cake; eating carrots, cake, cookies, corn; cotton balls, crayons; commendable!
- Dd** - digging in dirt; eating doughnuts, dates, dips; dots, dominos, dishes, plastic dinosaurs; delightful!
- Ee** - exercise; eating eggs; egg shells; excellent!
- Ff** - finding funny frogs; eating fruit; feathers, foil, fingerprints; fabulous! fantastic!
- Gg** - gobbling grapes; eating grapes; colored glue, glitter, grass; gorgeous! great!
- Hh** - hopping hundreds (count by hundreds); eating hotdogs, ham, honey; hearts, hair, handprints; heavenly!
- Ii** - move like inchworms; eat Indian corn; plastic insects; impressive!
- Jj** - jumping jacks; eating jam and jelly, jelly beans, juice; jelly beans, jewels, jigsaw pieces; jazzy!
- Kk** - kingly kisses (we practice kissing in the air - very funny!); eating kiwi; keys, kleenex; Kingly Kids!
- Ll** - looking at leaves; eating lemon, lasagna, licorice; lace, leaves, lollipops, letters; lovely!
- Mm** - munching marshmallows; eating muffins and milk; money, macaroni; marvelous!
- Nn** - nibbling nuts; eating noodles, nuts; nails, newspaper, nylon; nice!
- Oo** - obstacle course; eating olives, omelet; Cherrios (or other 'o' shaped cereal); awfully good????
- Pp** - punching pillows; eating pancakes, pie, pickles; peas, popcorn, puzzle pieces, pipecleaners; perfect!
- Qq** - quietly questing quarters (hidden in the room); eating quiche? (sound isn't correct.....); quarters, quilt squares, Q-tips; quite \_\_\_\_\_!
- Rr** - racing rockets (balloon and straw rockets on a string) or rattling rocks (put rocks in a container and rattle if you can stand it!); eating raisins, rice, radishes; rice, rocks, ribbon, raisins; really \_\_\_\_\_!
- Ss** - sipping sodas; eating soup and sandwiches, salad; sand, seeds, sandpaper, string; smart!
- Tt** - tapping toes; eating tea and toast, tomatoes; toothpicks, tape; terrific!
- Uu** - putting umbrellas up; eating upside-down cake; ugly \_\_\_\_\_; unsurpassed! unusual!
- Vv** - voluminous voices (singing loudly!); eating vegetables; velvet, velcro; very \_\_\_\_\_!
- Ww** - weaving webs (from string); eating walnuts, water, wieners, watermelon; wire, wool; well done!
- Xx** - do eXercises; eat ????; x-rays; eXcellent!
- Yy** - do yoga or play with a yo-yo; eating yogurt (yummy!); yellow yarn; YES!
- Zz** - zany zippers (glue a zipper on a piece of paper and then draw a zany picture around it), zipping zippers; eating zucchini; zig-zag braid; zippy!"

### Primary Success Publications Art Books

#### Art Through the Year

Here are hundreds of great primary art ideas and activities! This book contains art ideas for Autumn, Halloween, Christmas, Winter, Valentines, Spring and Easter; and Thanksgiving, Remembrance Day, Groundhog Day and St. Patrick's Day, too. Your children will have fun doing the wonderful projects. This is a great collection!

#### The BIG Christmas Book

This book has poetry, art, Christmas concert ideas, ways to integrate the holiday into the curriculum, gifts for parents, bulletin boards, 'Christmas Around the World' and lots more. Now everything for the holiday is in one place!

## An Apple Theme

Do a KWL chart - 'what I know, what I want to know, and what I have learned'. Have books from the library that show pictures of apples, orchards, foods, etc. Apples grow on trees!

Show three apples (red, green and yellow) and ask the children to tell you what is the same about the apples and what is different.

What is inside? Discuss the seeds. Have the apples for a snack.

Apples smell \_\_\_\_\_.

Apples look \_\_\_\_\_.

Apples feel \_\_\_\_\_.

Apples sound \_\_\_\_\_.

Apples taste \_\_\_\_\_.

Learn about the short /a/ sound. Collect words that begin with this sound (ant, alligator, animal, astronaut, ambulance, alphabet, axe, etc.)

Learn apple vocabulary: Depending on your class and grade, teach words that fit this unit. Some suggestions are: apple, red, yellow, green, tree, leaf, blossom, fruit, eat, cook, star, cut, etc.

Have the children tell you words to describe apples and write them on a big apple shaped chart.

Find interesting words such as 'crisp', 'juicy', 'tart', 'shiny', 'smooth', etc.

Make a big book about apples in the shape of an apple. On each page have a child tell you something about an apple and print it and have the child draw a picture. Put all the pages together to make a big book.

Read the story: **The Little Red House** by Carolyn Sherwin Bailey

<http://kinder.cmsd.bc.ca/kinder-l/1997/9706/0261.html>

Taste red, yellow and green apples. Have a graph with pictures of red, yellow and green apples on the left side. Ask each child what her/his favorite apple was and write their name on the appropriate color apple shape and let them glue it in that line. Note which was the class favorite.

Each child can pick a favorite apple from the apple boxes (apples provided by teacher) and make a floor graph. Ask each child to bring an apple to school, but don't specify what kind or color. Graph the apples by color, using die-cut apples on the graph. Write sentences about your graph, telling how many of each color, and which color has the most, the least, fewer, greater, more than and less than. Line the apples up, from biggest to smallest.

Do apple tasting. Do apple fractions. Make apple recipes and measure ingredients.

Make an apple counting book with apple shapes and/or seeds. Practice addition and subtraction with apple shapes, and do oral problems.

Discuss healthy eating. 'An apple a day keeps the doctor away!'

**Make an applesauce book:**

**We washed our hands.** (*Kids trace and cut their hand prints out of bright paper*)

**We washed the apples.** (*Cut a faucet shape out of gray paper and a few water drops out of blue and the kids cut red, yellow or green circles, free-hand, to put under the water*)

**We peeled and cut the apples.** (*Kids cut large red, yellow or green chunks of paper*)

**We cooked the apples.** (*Cut a pan on the stove*)

**We added cinnamon and sugar.** (*Cinnamon is brown paper cut with a hole punch and sugar is clear glitter*)

**We ate the applesauce.** Yum! (*Kids draw pictures of themselves eating the applesauce*)

Make an apple tree on a bulletin board for the beginning of the year.

Make apple prints - cut the apple in a variety of ways - some to show the half shape and some with the star.

### Magic

Do not slice your apple down -  
Cut your apple through.

A magic star will appear

To be a treat for you!

### The Apple

I have a little apple,

Red and round.

On a tree it is found.

If you take a bite

You will see

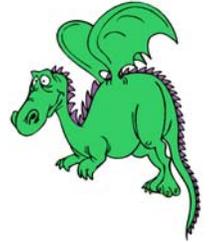
Just how tasty it will be!



## Classroom Management

"At the very beginning of the year I take the time to teach the kids how to pass papers. I give papers to the first person in the row (or one person at a table) and show them how to take one and pass the rest. It is so simple, but something they never seem to know how to do and with just a couple of practices, my handing papers out time is greatly reduced. I also show them how to hand things in by starting at the end of the row and passing them forward. You know, waiting until you have all the paper of the person next to or behind you and then you pass theirs and yours. It's so nice to be able to say, pass your papers to the front and they know what to do!"

"After the children do the clean-up jobs around the classroom, we meet at our circle area. I have a little stuffed dragon and you can only speak if you are holding it. We go around the circle and say 'I had a good day today because..'. At the end I get the dragon back - I also start the circle - and then I pass out their home/school folders. They put them in their backpacks and then line up at the door for dismissal. It has made the end of the day much calmer."



"This is not a joke! Carefully pry off the little orange cap on the top of each new bottle of liquid glue. Take a Q-tip and coat the inside of the orange cap and the tip of the bottle where the glue comes out with a thin coat of Vaseline. Then snap the cap back on. This prevents the glue from sticking to the bottle and the cap."

"Another hint: I use spray Pam on the inside of the orange top. That works great too."

## The Importance of Neatness

It is important to keep the classroom reasonably tidy. Teachers who have disorganized rooms often say that they are too busy and that it doesn't matter. Wrong! Organization is one thing that we try to teach our children - and the best way to teach it is by example. We want them to have tidy desks and materials, to print neatly and put their coats and other possessions away properly. It is hard to ask the children to do these things when the teacher's desk can't be seen for paper and the classroom is a mess.

There are other effects to messiness. Supervisors, parents and peers who come into your classroom will automatically judge your ability by your organizational skills. This spills over into your planning, preparation of lessons and actual teaching. If your classroom is a disaster, it is unconsciously assumed that if you don't take the time to tidy, you won't be taking the time to do a good job in these other areas. It may be unfair to be judged in this way, but this is what happens.

The classroom is not only your workplace, but the 'home' of the children for six hours each day. Keep it pleasant - nicely decorated, tidy and organized. It is easy once you get into a routine! Get your children to clean and tidy the floor, shelves, desks several times during the day and just before dismissal. It only takes a couple of minutes. Then, when they go home after school, it will only take you minutes to go around and make sure everything is in its place. Keep your own desk attractive - you will enjoy working there!

## Homework Calendars for 2009-2010

Teachers and parents love this great resource! The children take a photocopied page home each month. The calendar gives them an interesting educational activity to do each day, suitable for the grade. This gives the children homework to do, but there is no preparation or marking for the busy teacher. Homework Calendars are available for Kindergarten, 1, 2 and 3.

# Meeting Your Parents

## A Parent Handbook

"Each teacher in our school district made a booklet to give the parents at orientation. It contained teacher information, teacher's responsibility, parent's responsibility, classroom information, home reading programs and homework, phone numbers, my policies on parent/teacher conferences, my expectations and District Standards. It was a little time consuming to put it together, but they turned out very helpful."

## Meet Your Teacher

"I make a display called 'Meet your Teacher'. It has an introduction, my philosophy, pictures of my family, pets, and descriptions about my interests. I put the pages in plastic binder inserts and hang them outside my door on a hook. The parents can read the 'About Me' book before entering the room for the first time."

## An Introduction

"I like to ask parents to write a letter of introduction for their child. I ask them to tell me things about the child they would share with me if we could sit down and talk for a while. How the child has changed over the last year, what the parents goals are for the child this year, events in the child's life that may have an effect on the child, hobbies, interests, etc."



## A "Welcome" Letter

*If you have a class list ahead of school opening, the children love to get a personal letter from their new teacher!*

"One thing I put in my welcome letter is what I will be wearing. This has gotten great feedback in the past. Last year I wrote as part of my letter... 'I have already picked out my clothes for the first day of school. I will be wearing a black and white checked jumper with a big red apple pin. I have short brown hair. When you see a lady who looks like that, you know you'll be looking at me! But I don't know you yet, so you'll have to let me know who you are.'

Last year I had 2 little girls show up on the first day wearing black and white checked dresses. The parents always say that telling the kids what I'm wearing is the single most important part of the introduction letter. The kids calm down because they know what to look for. They aren't so scared. And they remember it! The kids I had 5 years ago still remember what I wore!"

## How to Get Parents To Read the Newsletters

"I had a problem when parents didn't read the newsletters I sent home. I inserted a word that didn't belong into several sentences in the newsletter. I would tell the students, "There are four words that don't belong in this week's newsletter. Ask your mom or dad to help you find the words!" If they brought a slip of paper the next day (or even the next) with all of the words they got a small prize: candy, sticker, junk toy! Worked like a charm. After the parents got in the habit of reading it and realizing how much they could learn I stopped doing it weekly and only did it every month or so - just to keep them on their toes!"

Send the newsletters home on a special color of paper. For example, if they are always printed on lilac or lime green, the parents will recognize it immediately.

## Getting Ready!

### Things To Do

1. Make name tags for desks, coat hooks, bulletin boards, door, necklaces, helpers; on magnets, clothes pins and/or tongue depressors.
2. Opening Exercises corner - Make or buy a calendar, weather chart, days of the week, months, today is ....., days in school chart, birthday chart, and tack up.
3. Charts - alphabet, color words, numbers and number words, poems, direction words, etc.
4. Letters to parents and/or children.
5. Prepare your computer files for each child and a data-base with emergency numbers, addresses, birthdays, etc.
6. Decide on your discipline methods. Make a rules chart (unless you do it with the students).
7. Review curriculum outcomes.
8. Prepare a data-base or binder for marks and remarks.
9. Know your programs and have at least one week's lessons, worksheets, flashcards, games, etc., ready for the first week.
10. Have art supplies ready and paper supplies organized.
11. Have plans for the handling of supplies.
12. Have a decorated bulletin board with the children's names.
13. One bulletin board should be covered and outlined, ready to put up children's work in the first week.
14. Organize the classroom library, displaying books.
15. Have books chosen to read to the class in the first week.
16. Have a handy shelf for teacher's manuals, curriculum guides and useful books. Put boxes of themes and teacher 'stuff' out of sight. If you have no room to put them out of sight, perhaps there is another place in the school - or leave them at home until you need them!
17. Organize your own supplies - pencils, pens, ruler, chalk, scissors, glue, stapler, etc.
18. Have file folders labeled with the children's names and portfolios ready.
19. Understand your procedures - entering the room, bathroom, sharpening pencils, lining up, taking drinks, etc.
20. And after all that - relax and be rested for the big day!

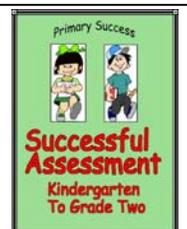


### Learning the Names

"In the beginning of the year, one student a day (I go in order of the birthday chart) tells us something special. I write it out starting with the child's name: e.g. 'Katie Robertson went to visit her Grandma.' Katie then goes up to the board and reads the sentence by pointing to each word with a pointer. We all clap when she gets it right, then we all read it with her as she points to each word. Later we read the sentence as it is spoken...faster and with inflection. We do four sentences a week, and each day we read the sentences for the previous days this week."

### **Successful Assessment - Kindergarten to Grade Two**

There are tests and assessments for math, reading, phonics, spelling, and other subjects. This binder includes assessment check lists, screening sheets, running record sheets, writing standards, and more. There are report card comments and sample interim report cards. This is a very useful resource!



## Odds and Ends....

### Faux Windows

"I only have a small high window. I'm very claustrophobic so I've taken to making my bulletin boards in the shapes of windows, with window frames, the whole bit. I have one board I entitle 'Our Weather Window' and it changes with the seasons. It has a 3D tree made of paper and the tree changes as the seasons change, for example, green leaves in the summer, brown leaves in the fall (real ones which I pick up off the street and glue to the branches), then no leaves in the winter and blossoms in the spring. I add touches like the sun and clouds (both white and gray). I make sure the sun remains up throughout the seasons. In the spring lots of butterflies and birds adorn the board and in the winter there is snow, of course! Since I use felt instead of butcher paper to cover the board and velcro on the backs of all my graphics, it's a cinch to change, even to the extent of putting on raindrops or taking them down daily."



### Advice to New Primary Teachers

"My one bit of advice about teaching primary - if you set high expectations for them and teach them to be responsible for their own work, you will be amazed at what they can do...even at this age."

"The best advice I was ever given is to be prepared for the next day before you leave. You never know when you'll be late or when the copy machine will be broken! This also makes it so much easier for a sub to come into your room."

### The Four Keys

"They are *Please, Thank you, May I* and *You're Welcome*. I drew keys on poster board, wrote a word or words on each one and made a mobile. We are reviewing our keys each day along with our classroom rules."

## Popular Primary Success Resources!

### Read Through the Year - Emergent Level - Kindergarten

There are more than 50 little books to photocopy for your emergent readers. These are suitable for Kindergarten and beginning First Grade students. Most of the books are predictable or can be read through picture cues. There are many holiday and seasonal books, alphabet and number books, books about the children's daily lives, and there are books to go with your themes, too! There is a teacher's guide and a worksheet or exercise to accompany each book. The children can all have the same book to read, and then take them home to share with the parents.

### Read Through the Year - Early Reading Level - Grade One

This binder also contains more than 50 little books to photocopy with your students. There are many holiday and seasonal books, books about the children's daily lives, favorite fairy tales, interesting stories and books to go with your themes. These books are perfect for your Guided Reading lessons. The children can all have the same book to read, and this is an inexpensive way to expand your library of guided reading material.

### The Grade One Treasury

The Share-One newsletter has been extremely popular for nine years - and now all these great ideas have been put in one book, and it is truly a treasure! You will want the *First Grade Treasury* on your shelf to use every day. It will be your favourite source of super ideas!

## The Successful Sight Reading Program

This series is widely used in the classroom, especially for the children who are slower to learn to read. These books give them the needed repetition and give you many strategies to help them learn. These books are also popular with Special Education teachers, as they are easy to teach and contain everything needed for success. For more information, go to the P.S.P. website.

### Successful Sight Reading - Part One / Part Two

This program is very popular and is being used with great success. SSR Part 1 and part 2 have daily lesson plans, with lots of teaching strategies and practice sheets. It has everything you need to teach beginning reading successfully! Part One teaches the first 100 sight words so that your First Grade students soon become readers, and Part Two teaches the next 150 words. It is well organized, simple to follow and the program has proven results. This program is also widely used to teach children with reading difficulties.

### Little Books to Accompany Successful Sight Reading - Part One / Part Two

These binders each have more than 50 little books for you to photocopy for your students. These little books match the lessons in Successful Sight Reading - Part 1 and Part 2. These will give your children the extra reading practice that they need, and the little books are fun, too!

### Successful Sight Reading - Part Three / Four

The third and fourth books in the series are suitable for Second and Third Grade students. As the other books, there are daily lesson plans, practice sheets and lots of reading practice for the students.

*"My children's reading has greatly improved with the Successful Sight Reading program! Thanks for this wonderful resource!" R.M.*

*"I am impressed with how quickly the students were able to read using the reading programs!" K.B.*



### Successful Phonics - Part 1 / Part 2

These programs will give you everything you need to teach phonics successfully. Part 1 is a complete phonics program for the First Grade and Part 2 is for the Second Grade. There are specific daily lesson plans, strategies for teaching the sounds and blending, reproducible reading sheets, flashcards, and reproducible booklets so the children can practice their skills in actual reading material. Successful Phonics is easy to teach, and is explained in simple lessons.

## Favourite Websites

<http://www.kinderthemes.com/backtoschool.html>

A great back-to-school site!

[http://www.mybookmarks.com/public/ark\\_teacher/#current](http://www.mybookmarks.com/public/ark_teacher/#current)

Here are Becky's links!

<http://www.fvsd.ab.ca/stm/>

Cathy's site is a favourite - go down to her back-to-school links and ideas. There's a great classroom management page there, too, with super ideas!

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