

The Primary Success Notebook



From Primary Success Publications

Issue #3

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Happy New Year!

Inside

Alphabet Chant	9
Assessment	6
Autumn Art	10
Class Books	3
Class Management	8
First Day	3 - 4
Math	5
Odds and Ends	11
Poems	2
Printing	7

No matter how long you teach, you will feel the excitement and anticipation every year as the new school year begins. Most teachers are nervous on the first day, even those who have gone through it many times before.

Make a few 'New Year's' resolutions as you begin the school year. How can you improve your lessons? Do you model your expectations as much as you should? Are your lessons planned well? Are you as organized as you would wish? Can you do more to help your children become proficient readers? Pick one or two areas to improve. Five minutes a day on organization, for example, will make a huge difference in your classroom, or an extra ten minutes a day modeling your expectations will make an enormous difference with your class.

Have a great year!

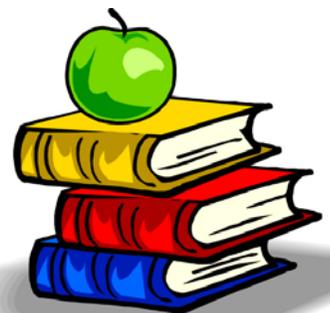
Jean



About Primary Success Publications....

We have been producing resources for primary teachers for ten years. Teachers appreciate the practical easy-to-teach programs in sight word reading, phonics, spelling and math and the great results in the classroom. A high percentage of our orders come from teachers or schools who are using some of our other items, and we get many word-of-mouth customers.

We are a Canadian company, and our materials can be found in most Canadian schools. The resources either follow the province curriculums or contain more than may be required in your province.



For Kindergarten Teachers - Where Are You Going?

Grade One teachers were asked, "What would you expect your children to know when they arrive at your door at the beginning of the school year? If you could talk to Kindergarten teachers, what would you tell them to be sure to teach?"

The following is a compilation of their answers.....

- Socialization skills are very important. They should have the social skills to get along with their peers.
- They need to be able to sit quietly during story time, sit at tables or desks for short activities, use their hands to ask questions, walk quietly in the hall, etc.
- They need the skills of gluing, using scissors to cut on a line, colouring in the lines.
- They should be able to tell their full name, phone number and address, and their parents' full names.
- They should be able to tie their shoes, put on boots and coats, and be able to find and organize their own possessions.
- They must have the concepts of print - reading left to right, from the top to the bottom, understand that print has meaning, that print is separated into words and words into letters.
- The children should have strong phonemic awareness - rhyming, segmenting, etc.
- They should know as many upper and lower case letter names as possible.
- They should know as many letter sounds as possible.
- Grade One teachers beg Kindergarten teachers to insist that the children print their names in lower case letters with a capital only on the first letter.
- The children should know how to form both upper and lower case letters correctly - from the top down.
- The children should be used to printing within the lines - and understand how letters fit on inter-lined spaces.
- Grade One teachers would appreciate the children knowing some sight reading words - basic pre-primer words, colour words, family words, etc. Thirty words would be realistic.
- Do some guided reading lessons in the last term, with a hope of having the kids at least to level 4.
- They should recognize printed numbers to 10 (20 would be better), and be able to count to 100.
- They should be able to count with one to one correspondence.
- They should know shapes: circle, square, rectangle, diamond, triangle, oval.
- They should know the days of the week and the months of the year, and the seasons.

What's Your Name?

Begin to teach the letters and sounds by the letters in your students' names. Each day (at the beginning of the school year or when a new student joins the class) one student is 'The Person of the Day'. Interview him/her; say, shout, whisper, laugh, cry, etc., to spell and write his name. Then add the child's name to your Word Wall under the initial letter. Each student draws a picture of the person of the day and writes the name of that person on the top and their own name on the bottom.

If you have small stuffed animals in the classroom, you can give them names that cover any letters missed by students names so there is a classroom 'person' under every letter of the alphabet.

Bulletin Boards

We're All Here!

"I teach in an old school that has two floors and two rows of windows. I took a photo of our school and then copied the shape onto white paper so that it was large enough to just about fill a bulletin board. I cut out the windows of the school and tacked it on a yellow background. The first day I took digital photos of the children (head shots) on a plain background. I cut out the pictures to fit the windows and popped the children's pictures into the windows. I titled it "We're All Here!". It was wonderful!"

Watch Us Shine

"I made a huge sun in the upper left corner of the bulletin board. Then I took thick yellow yarn from the sun to the names and pictures of the children."

We Go Together

This can stay up all year long. Make a quilt on your bulletin board. Staple up large different colored squares to make a checkerboard rectangle, with enough squares for all your students (4 x 5, 5 x 5, etc.). The squares can be made of paper or fabric sewn together. (Fabric is good if you sew - it doesn't show staple marks and it doesn't fade easily. It can be used year after year.....) Print a name at the top of each square. Now different projects can be put in the squares. For the first project, have the children make their faces using paper plates with yarn for hair. For autumn the children can do a leaf project, for Halloween it can be changed to drawings of the children in costume, etc. The quilt background stays up and the squares can be changed often by stapling up art or work projects.

Names, Names

"I cut out the letters of each of their names in many different colours. I give them the letters and they arrange them vertically any way they want and glue them together with just a small over-lap. Some kids go straight down, some like to kind of zig-zag it and some have come up with really interesting ways! One student tried to do his horizontally but it took up too much room - it hit the name next to his - so now I have them all glue the letters up and down. I laminate them, punch a hole in the top letter and hang them up with fishing line from the ceiling. The room looks so good with them up there! I do this and leave them up all year unless I take them down to hang something seasonal temporarily."

Popping Up in Grade One!

Cut out popcorn shapes from white tag and add the students' names and/or photos. They can be coming from a theater popcorn tub or a picture of a popcorn machine.



Catch the Reading Bug!

Have the title on the board, and on the first day have the children draw and colour bugs with their names on clearly. Or have a Volkswagen bug and the faces of the children looking out the windows.



We Are Stars!

Make a large apple tree and put up the children's pictures and names on apples. Then one day in the first week, give each child an apple and cut the apples through the center to see the star. They can dip the apple half in red paint and then make prints. Put these and prints made by cutting through the core to get the true apple shape around the border of the apple tree.

Year Long Themes

There are advantages to having a year-long theme. Your bulletin boards can be adapted through the year, and if your theme has broad connotations it can be expanded to encompass the different subjects. Many schools have year-long themes, too.

The Crayon Box

- Use large crayons as decoration. There are also the large plastic crayons that you can hang from the ceiling.
- Make a bulletin board - 'Primary Colours' - each child's picture on a balloon shape of red, blue, or yellow.
- For an art centre - 'Colour My World' with children's art projects.
- For a reading centre - 'Read Under the Rainbow'.



This can be expanded to the seasonal colours: orange and black for Halloween, red and green for Christmas, etc., and for themes:

- The Deep Blue Ocean
- Green Thumbs for a plant theme, etc.



Go on a Safari

"The whole school has a yearly theme. One that we enjoyed was a Safari theme. We called it 'The Hunt for Knowledge'. It was a fun to have animal prints, jungle plants, etc. There are animal print fabrics and wrapping paper that make great bulletin board backing. Big animals can decorate the halls. The older classes learn about Africa, have penpals from Africa and read stories that fit the theme."

Changes

'Changes' is a very broad theme. In the beginning of the year it can be the change to a new grade. It can be changes in seasons, people, animals and plants. It can be changes in matter. It can be learning and expanding knowledge.

Dinosaurs

'Dinosaurs' can give you lots of ideas for bulletin boards and relating themes. "This is Big!" with a brontosaurus type of plant-eater, an alphabet of dinosaurs, a bulletin board with a child's name on each dinosaur pattern, learn about the eras, 'Soaring' or 'Flying High' with the pterodactyl, etc.

Flying to New Heights

This can encompass space, aircraft, birds, hot-air balloons (colourful for a bulletin board) - as well as personal growth in learning and working together.



Under the Sea

Learn about the oceans and the creatures that inhabit them. Bulletin boards can have seaweed and fish, a 'yellow submarine', creatures that live at the bottom of the sea (crabs, shelled animals, starfish, etc.), class stars can be starfish, etc. Try 'Catch a Good Book' or 'The Catch of the Day'. 'Our School' can be displayed with a school of fish.

Math Ideas

One-To-One Correspondence

Sometimes we assume that all our children can do this - and then find that a few children are really having problems. Every morning have one child count the boys, the girls, and the children at school today - have him go around the circle touching each person as he counts, and remembering himself, of course. Take egg cartons, and print a number in each pocket with a felt pen - 0 to 10 in mixed order and with each egg carton different than the others. The children can go in pairs. One child puts the correct number of beans in each pocket, and the other child takes them out as a check. Do estimation jars, and have children count the objects. Watch the counting to make sure it is accurate. If a child is having difficulty, have him drop rocks into a can. The sound adds another modality to the exercise. Have the children tell one another what they are doing as they count with one-to-one correspondence.

Beginning Addition and Subtraction

Before beginning addition and subtraction, the children must be able to count forward and backward (to 10) beginning at any number. Say, "Count on from 5." The child does not say the 5 - he begins at 6 and counts 6, 7, 8, 9, 10. Or say, "Count down from 8." The child does not say the 8 - he begins at 7 and counts 7, 6, 5, 4, 3, 2, 1, 0.

Do this on a large floor number line. If you say "Count on from 5", the child goes to the 5 and stands on it but does not say that number, then walks forward in the squares saying 6, 7, 8, 9, 10. If you say, "Count down from 8" the child stands on the 8 but does not say it - he begins at 7 and counts 7, 6, 5, 4, 3, 2, 1, 0. Once the children are comfortable with this and do it correctly on the floor number line, give them individual number lines for their desks and practice this.

When they begin to add, they use this skill. For example, if they are adding $4 + 3 = \underline{\quad}$ they stand on the 4 but do not say it. Now they take 3 steps - 5, 6, 7.

The reason this practice is valuable is that we don't want the children to count from 1 each time. This is teaching 'conservation of number'. We know we have the first number, so we don't have to count it out. If the children practice this conservation and it is taught and practiced early in the addition and subtraction process, it will improve understanding and the children will find the work much easier.

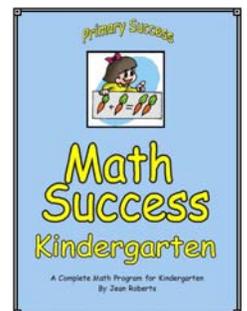
Do an autumn pattern exercise. Make a big tree on the bulletin board. Then each student is given a 'branch' and a bunch of leaf patterns. They colour the leaves and create different patterns - some will be basic, ABAB, and others may be quite complicated. You will have a big colourful pattern tree in the room.

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!"



Beginning of the Year Math Assessment - Grade Two

Here are some ideas to assess the math skills of your new Grade Two students.

- Have them print the numbers to 100. Look for children making numbers incorrectly - bottom to top or reversed. See if there are children who have difficulty sequencing numbers.

- Take the children individually or in small groups and give them manipulatives. Show one addition question ($4 + 5 = \underline{\quad}$) for example. See what children do not need the manipulatives and have the answer memorized or can do the sum mentally. Watch the children to see how they use the manipulatives. Children who show the 4 and the 5 with manipulatives, and then count 1, 2, 3, 4 - 5, 6, 7, 8, 9 may be having difficulty with understanding, or need to be shown 'conservation of number' as they don't need to count out both numbers, of course.

- Give the children manipulatives and the question $8 - 5 = \underline{\quad}$. Watch the children's methods of reaching the answer.

- Give the children a number line and a similar addition question. Do the children count out the first number and then the second or go directly to the first number (or, preferably, the largest number) and then count on the other number?

- Using the number line, give the children a subtraction question. Again, do they count out the first number or go directly to it? Are they counting down correctly?

- Give the class a drill page of addition questions to 6. Give them 2 minutes to complete it. Then try a page of subtraction questions to 6 and again, give them 2 minutes. Then do a timed sheet of addition questions to 10 and then subtraction questions to 10.

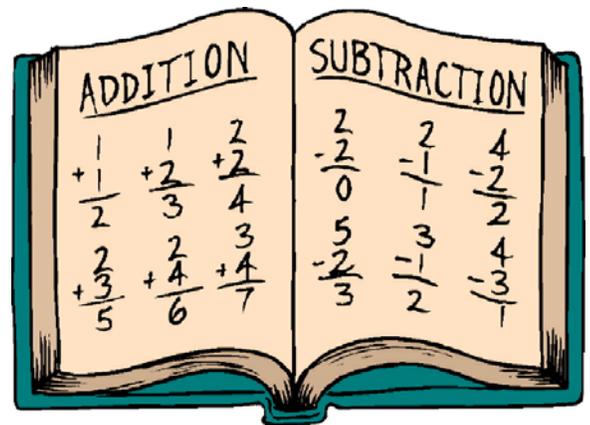
Give the children 5 minutes to do each.

- Give the children a ruler and have them measure a pencil. Do they know the word 'centimetre'?

- Can they tell time to the hour and half hour?

- Have them estimate the number of objects in a jar. Put approximately 25 objects in the jar.

- Ask each child privately how he feels about math. Does he feel he does well at it or does he think it is difficult? If the child feels he has a problem, can he explain why? Sometimes children have a very accurate description of their abilities.



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!

The Word Wall

Here are some guidelines for your word wall.

- The word wall must be interactive.
- It is a teaching tool, not a decoration.
- The teacher must 'teach' the word wall, not just 'have' it.
- You will use high frequency words, the words that are used the most often in writing and reading.



As this is the most important use of space in the classroom, choose a large enough space. A word wall has the letters of the alphabet at the top, and words are placed under the letter with which they begin.

- Make sure the words are printed large enough for every child to read. Put some words up, and then go to the other side of the classroom and see if you can read them.

- Make the tag on which the words are printed a contrast to the bulletin board background. The words usually are printed on a light colour and the background darker - e.g. yellow tag for the words on a dark green or blue background. Pastel word cards on a white wall are also suitable.

- Some teachers cut around the word shape and some print the words on a rectangle. The jury is still out deciding which is best.....

- Print the words clearly in the form you would like the children to print. If possible, do them on the computer in a bold primary font. In Grade One you may want to print the words on lines to show letter sizes.

- We would like the words to last without looking 'dog-eared', but generally it is not a good idea to laminate them. Often there is light reflection and the children can't read the words from their seats.

- The words are usually removable. If it is possible to move the words around, then a child can take a word to his desk, the words can be changed to alphabetical order as they are added to the list, etc. If you have a magnetic chalkboard or dry erase-board, then put a strip of magnetic tape (available in a large roll at craft stores) on the back of each word. Another idea is to put a strip of velcro vertically below each letter heading and have each word with a strip of the opposite velcro on the back. Get the velcro that has adhesive on the back. Put the soft fluffy side on the bulletin board and the looped side on the back of the words.

- A word wall is only useful if it is taught every day and if the teacher refers to it constantly. The children must spell the words on the word wall correctly in all their work.

- Starting the word wall with your students' names helps add interest and motivation.

- Most teachers add five words each week. These can be sight reading words or spelling words - they must be high frequency words.

- Every day schedule a time to chant, cheer and clap these words. Teach the new words and review the words already on the wall. Teaching the word wall words should be a multi-sensory activity.

Good Ideas!

For kids that can't sit still—make 'lap buddies'! Fill large fleece or flannel cloth bags with corn or rice (available at your local feed store), about 5 pounds worth. The child can hold his lap buddy during story/circle time. You can make several in no time at all. Buy cute fabric on sale. A word of advice—make them all the same!

Try making place mats with the children's names, the alphabet and a number line and then laminate them. Tape them to the desk tops with clear tape. It will help the children know where to sit at the beginning of the year, too.

Tell your children often about the ways we read words. Tell them that we can read words by remembering how they look. They will be remembering their own names this way, and some children will soon be able to read the names of their class-mates, too. The other way we can read is by knowing the sounds and blending them to form words. Sometimes all they need to begin to read is the understanding of the process.

Snip the top corner of all your master copies so you don't ever accidentally hand out the last copy of something. (*Note: clip the corner off flash cards, too - if you do they are always right-way-up.*)

"I put my name in yellow highlighter on my master copies. This doesn't show as they go through the photocopier and lost or borrowed copies will find their way back to you."

Keep a list of parents' names and phone numbers by the phone in your classroom as well as a pen and a notepad.

"I put a piece of tape on the floor about 3 feet away from the class sink and this is where the kids begin their line to wait to use the sink. This is so they don't crowd around the person who is using it. It encourages them to use it **one** at a time."

"I do my daily plans on the computer for the week. It is easy to make quick changes and the finished copy always looks perfect!"

Family Projects

This is an interesting idea! A project is sent home each month for the family to do. As they are fun, parents enjoy them and the completed results make great books or bulletin boards. Each month instructions are sent home and background supplies. Add a date that you need the project back.

September - A child's 'All About Me' page for a book. Send home the page and ideas that could be used to complete the page - photos, information, family, pets, likes and dislikes, favorite things, etc. If you plan on putting these into a book, you would not want items that are too 'bumpy', but this would be fine if you are planning a bulletin board.

Or: send home a pattern of a scarecrow. The family decorate it and dress it.



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, Grade One, Two and Three.

Sunflowers for the Autumn

* Here's an easy sunflower idea

Cut out brown circles and white circles that are slightly smaller.

On the white circles get each of your students to draw a picture of their face.

Glue this in the middle of the brown circle.

Cut out petals from yellow paper and glue on the back of the brown circle.

Cut out a stem and some leaves from green paper and glue on.

Then glue real sunflower seeds (with shells of course) on the brown circle, all around the white circle face.

If you want to hang them, you could also get the children to cut out two white circles instead of one, and on the back of the sunflower draw the back of their heads.

* Make sunflowers by having the children trace their hands 3 or 4 times and cut them out on yellow paper. Arrange the hands in a circle. Trace and cut out a brown circle for the flower centre. Add a tall green stem and leaves.

* Make the names with sunflower seeds. Put the seeds on one at a time (let the seeds kiss each other tip to tip). Count how many were used in the name.

* Make a sunflower graph by tasting them and then deciding whether they like them or not.

* Bring a sunflower head to school and have the kids estimate how many seeds are in it. Take out the seeds, group in tens and count.

* Make large sunflowers with a small paper plate for the center. Cut huge yellow petals and glue them behind the plate. Glue sunflower seeds to the plate, make a tall green stalk and leaves.

* You could measure VERY small items with both shelled and unshelled sunflower seeds and see what the difference is and discuss why.

* Do some research on the net about different types of sunflowers and compare their sizes. You could find out how many kids tall certain sunflowers are.

* Plant sunflower seeds and observe in class.

Sunflower children
Nod to the sun.
Summer is over,
Fall has begun.



* Show students a sunflower plant (roots and all). Ask them to describe what they see. Identify the parts (roots, stem, petals, and seeds).

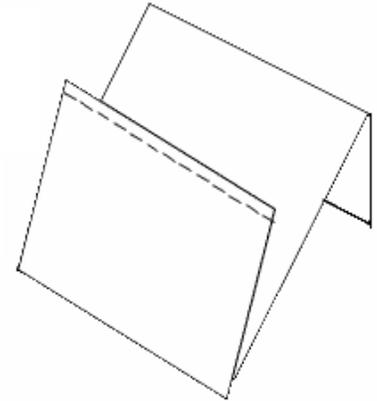
* When the sunflower seeds are dried (in a few weeks) you can give each student several to take home and plant next spring.

* Make a large sunflower and cut out the center. Take a picture of each child with the face in the center hole. These pictures are adorable!

Odds and Ends

Chair Pockets

Teachers who have chairs and tables often find the children's personal supplies difficult to handle. One idea is to sew chair pockets. Chair pockets can be made in a variety of ways - they are a length of fabric folded as shown and the edges are sewn together and turned (or they can be surged). The top pocket goes over the top of the chair back and the bottom pocket hangs behind for supplies.



You can use heavy cotton or denim or other firm fabric. The pockets can be colour coded to match your group or table colours. If your fabric has a right and 'wrong' side, the pocket can be cut in three pieces and sewn so the 'right' sides show outwards. Cut the fabric wider than the chair back for seam allowances, and decide what supplies will be in the pocket so the size will be appropriate. Cut and sew one pocket first, to make sure you have it right! Hem the horizontal edges. Wash them when they begin to look soiled. (It might be a very good idea to wash the fabric before cutting and sewing, as it may shrink.)

If you plan on using them only one year, the children's names can be put on them with fabric paint or the children can decorate them. If you want to use them year after year, keep them bare.

"I am also adding clear vinyl pockets to the outside of the pocket (3x10) so I can put name plates in there for each child and change them for the coming year or if the child moves, etc."

Applesauce

3 apples peeled and chopped

1/4 cup water

Cover and cook on medium heat for 15 minutes. Mash with a fork (or potato masher).

Add 1/4 tsp cinnamon.

"We made 5 different kinds of applesauce - Golden Delicious, MacIntosh, Red Delicious, Granny Smith and Spartan.

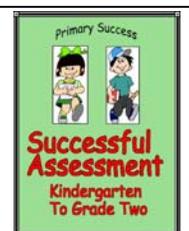
On the tasting day, we did a blind taste test (only I knew which was which). I numbered the applesauce, put numbers on paper plates, put about a teaspoon of each flavor on the plates, had the kids taste each one and choose which their favourite was. They put an apple sticker on a graph and we charted which was the favourite. Then I told them which flavour and apple they had chosen. They really liked doing this and the children were amazed at the different tastes of the different apples."

Primary Success Publications has a n Apple Theme booklet which has lots of wonderful ideas!



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!



More Odds and Ends.....

The holidays are over.....
 "What holidays?" I say -
 I did go to the beach
 And my kids and I did play.
 But every day, no matter what
 I did, or where I went,
 From working in my garden
 To camping in a tent,
 September first was with me
 And thoughts of things ahead.
 I planned when I was swimming
 And while I lay in bed.

They all say that teachers
 Have this cushy year
 With two months off each summer -
 It makes me shed a tear.
 For teaching's always with me
 Especially in a primary grade.
 The great responsibility
 Never seems to fade.
 It seems odd to say this,
 And I'm sure it isn't cool -
 But I'm glad the summer's over
 And I am back at school!

Jean R.



Off to school
 We go together
 In September's
 Sunny weather.



September

S - is for the new school year,
 E - is for early to bed,
 P - is for pencils and paper,
 T - for the teacher who said,
 "E - is for work that is easy",
 M - is for me, hooray!
 B - is for books that are funny,
 E - is for fun *every* day -
 R - reading, 'riting and 'rithmetic!

A Little Elf

A little elf
 Sat in a tree
 Painting leaves
 To throw at me.
 Leaves of yellow
 And leaves of red
 Came tumbling down
 About my head.

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 Grade One 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 was 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 *Grade One 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 Grade One 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 / Part Three

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 Grade Two and Three 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 Grade One and Part 2 is for Grade Two. 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.yesiteach.org/primary.htm>

Great classroom management tips!

<http://www.kinderkorner.com/abc.html>

A great page for Kindergarten and early Grade One.

<http://www.enchantedlearning.com>

Enchanted Learning will keep you busy for hours! There is a fee for most of it - but well worth it. This is an excellent site for Science topics and much more.

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

Back to school ideas!

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