

# The Primary Success Notebook



From Primary Success Publications

Issue #64 October 2009

## Inside ....

Behaviour Management	7
Halloween Activities	8
Halloween Art	9
K-Opening Exercises	2
Literacy Centers	3
Math	6
Newsletters	4 - 5
Odds and Ends	10-11

## It's Halloween!

You have worked hard to get your students learning well. The first six weeks has been a serious time. Now it is the first big day of fun! The two weeks before the big day can have time for great art activities. Decorate your classroom with all sorts of spooky things and plan a party with fun for everyone.

Some schools do not celebrate Halloween - sad, but true. You can, however, have fun with a 'Pumpkin Day' or a Fall Festival. If you have it on the last day of the month it can still be a party to remember. Teach spider or bat themes - close, but not Halloween.

Integrate learning into your October theme. Read lots of books about Halloween or your theme, write stories, and lots of math can be part of it, too. Do some Readers' Theater and lots of art projects. It is time for fun!

*Jean*



## About Primary Success Publications....

We are a Canadian company, based in B.C. on beautiful Vancouver Island. We have been producing resources for primary teachers since 1995. Teachers appreciate the practical easy-to-teach programs in sight reading, phonics, spelling, writing, math, science and social studies. A high percentage of our orders come from teachers or schools who are using some of our other items, and we get many new customers because teachers share their pleasure with their colleagues.

If you enjoy 'The Notebook', pass it on to your friends. They can join the e-mail list and receive all the freebies, too! Just send a message to: [primarysuccess@shaw.ca](mailto:primarysuccess@shaw.ca)



## For Kindergarten Teachers - Opening Exercises

### Pledge

Today is a new day,  
With new things  
to learn.  
I will quietly listen,  
Share and take  
my turn.



**We are Canadian Can-Do Kids  
(in a Can-Do Kindergarten)  
Kind and capable in every way**

### What's Your Name?

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. as you 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 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.

### Attendance

We all have to do it - make it into a learning experience! In Kindergarten the children's names can be on cards. Flash them and have each child reply. If you mix up the cards every day the children will have to pay close attention. Help any child who is having difficulty recognizing his/her name. This way they will learn to recognize their names and the names of the other children, an early reading skill. The names of the absent children can be pinned to the tackboard or put into a pocket.

### News of the Day

Have a chart paper or a chalkboard where you can print the important things that will happen today, or in the future or reminders. As you write and read the messages the children are learning the concepts of print. As the year goes on the sentences can have sight words you have taught and sounds you are teaching in phonics.

Good Morning!

We will be going to the park today.

Today Samantha's mother and her dog will be visiting.

### Opening Song

Start the day with the children standing in a circle. Sing this to the Happy birthday" melody.

Good morning to you,  
Good morning to you,  
Good morning, good morning,  
Good morning to you"

Then go around the circle, touching each child on the head as the children sing, "there's Judy and Liam and Katie and Jason..." Each child sits down after being touched. This gives a personal "touch" to the greetings.

# Teachers Talk About Literacy Centres

## Spelling

"The student walks along a counter and learns how to spell and use a word in a sentence. I post the new spelling word for the day; then they take the written letters I have made on poster board and recreate the word in a pocket chart; then they move to the magnetic letters and they have to make it again; then they write it on a white board; next they stamp out the word; and lastly they have to use the word in a sentence."

## Organization

"I have four main centres - Reading, Writing, Thinking and Creating - with choices of activities in each. I have four tables which give me four groups of 5 or 6 kids. I rotate table groups through the four centers on Monday through Thursday and leave Friday open for Free Choice. We have about 20 or 25 minutes a day for this. Depending on the week, I might have up to five choices at a centre. If there is something that is a must for everyone to do, I might only have one 'choice'. At first, I start with fewer choices. A lot of the centre ideas I use are great because I don't have to change them every week. Also, the centres have to stay the same for a week for everyone to have them."

## More Centre!

1. Literature circle - A group of students read together from our reading series stories.
2. Browsing Box - Each guided reading group takes the books read during group and puts them into a browsing box. They can look at the books as a group.
3. Independent Reading - Children can choose from our class library.
4. Buddy reading - I have a box of two copies of books at all levels. They read with a partner. This can be familiar or unfamiliar texts. Then they work with their buddy to draw or write about their favourite part.
5. Writing Folder - This is where the children make books and write stories that they will share during group. In the box with their folders I have about 15 different blank books. They can publish them on the computer.
6. Journal Writing - (can be a teacher directed topic if you choose)
7. Pocket Chart. - They build sentences with our vocabulary cards.
8. Phonics Centre - Phonics based literature, games, phonics desk, etc.
9. Handwriting Centre - I have laminated alphabet cards for my lower kids to practice. They can use wikki sticks; pipe cleaners etc. to make letters. This is a good time to write seasonal poems.
10. Overhead - I put cloze exercises on it.
11. Sight Word Centre - They make the sight words with rubber stamps, magnetic letters and I have letters written on shapes. I use this to reinforce letter and word manipulation. Then they make a sentence.
12. Poetry Box - The poems are laminated, and there's another photocopied set with the words cut apart. They put the words together and glue them and illustrate it.
13. Listening - This is always followed up by a writing activity.
14. Big Books - They use pointers to read the books. They use wikki sticks to show specific words.
15. Computers - I usually have a living book or educational game. They have a log to record what CD they used and three new things they learned.
16. Stamp a Story - Kids use rubber stamps to make a picture, and write a logical story to go with it.
17. Build a sentence - Kids choose sentence parts out of a bag. They put them together to make a silly sentence which is copied onto a sentence strip and illustrated.
18. Post Office - I have all sorts of neat stationary, etc., for the kids to write letters on. I have a laminated class list and names of teachers there, too.
19. Tape-A-Story - I have blank tapes so the children can tape themselves reading.

# October News



\_\_\_\_\_ 's Class  
Date: \_\_\_\_\_

## Academic Highlights

### Reading

### Spelling

### Writing

### Math

### Science / Themes

## Upcoming Events

## Homework

## Reminders

## Special Students



## Newsletters

The previous page shows a format for the weekly or monthly newsletter. If you make up this format on your computer with text boxes (MS Publisher or Office do this easily), then you can type in the 'news' and add graphics easily. Make up a newsletter in a very short time! If you are not that comfortable with the computer, then make up a master, photocopy it for each time period and add the news in your handwriting.

"In our weekly newsletter my team partner and I always include what we're doing in our subjects: reading - phonics, sight words; writing, spelling, math, science, social studies, computers, art etc. Then, we devote a portion to school news such as Picture Day, fundraisers, assemblies, etc. We also make it a point to recognize students who have reached certain goals such as reading 100 books, and we write thank you notes to parent helpers and guest speakers. We include information on homework and ideas the parents can try to help their children learn at home. We also give a copy to our principal so he has a running record of what's going on in our class."

"I do a 2-3 page weekly newsletter. Some columns I include are: homework for the week, words of the week, monthly theme with suggested activities, student news and stories (which the children contribute), birthdays, upcoming events."

"At our school, class newsletters are sent home on Mondays so parents know to look for them. I try to keep them to one page so that parents will read them.

1) I write about what we've been learning - notice the past tense. I rarely say that 'This week we're going to . . .' I do that purposely. I don't like to 'forecast' the week just in case we get off schedule and it doesn't really happen. So I say things like 'Last week we began our unit on \_\_\_\_\_.' Then I write about what we did.

2) I also write some parent education. I try to help them understand the what and the why of my teaching. It helps parents be more supportive if they understand.

3) The other thing I include briefly is reminders (e.g., book orders are due)."

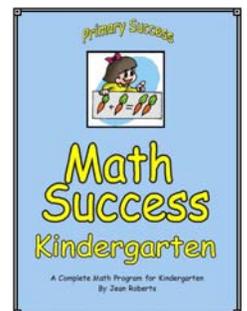
"I tell my parents in the beginning of the year that my newsletters will always be a special colour. This year my newsletters are always photocopied on florescent green paper. This way it is easy to see."

"I have sometimes made deliberate errors in the newsletters. If the parents find them, the child gets a small prize! Everyone read the letters those times!"

### The Math Success Program

Primary Success Publications 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!"*

## Math Ideas

"One of my favourite things is to put a number of coins in a small metal or plastic container. I tell the kids how many coins are in the container but not which coins. As they take guesses at which coins are in there we get lots of practice adding a variety of coins as we total each guess. This is very simple and much more fun than just counting money."

"You know the sounds that manipulatives make on desk or table tops? It can be really annoying when the whole class is involved. I have cut the cloth shelf liner material into 12 inch chunks and we use those to soften the sounds. It also makes a convenient way to define the space in which the manipulatives belong. So whenever counters, pattern blocks, number cubes, etc., are needed the students know to get out their 'math manipulatives work space'. They can just be thrown in the wash when necessary."

### Math Centres

- File Folder Games
- Play 'War' with number cards. Play 'Adding War' - Child A has a 2 and a 3 ( $2 + 3 = 5$ ); Child B has a 4 and a 6 ( $4 + 6 =$  total of 10). Child B wins. Play 'Subtraction War': Child A has a 3 and a 2 (total of 1); Child B has a 6 and a 4 (total of 2). Child B wins. They can play 'Add the Dice' or 'Add the Dominoes' (same as 'Adding War').
- Estimation Station: Have a jar of something and student estimate how much is in the jar.
- Add 2 sides of dominoes and write a number sentence.
- Number words with flash cards. Example: students gets the card ' $4 + 3 = 7$ ' and forms 'four plus three equals seven.' with word cards.
- Addition and Subtraction dot-to-dot pictures
- Play 'Addition Concentration': Example - flip a '3' over and a ' $2 + 1$ ' over to match.
- Play 'Subtraction Concentration': Example - flip a '3' over and a ' $4 - 1$ ' over to match.
- Make geometric houses out of paper. Students are given a certain number of each shape.
- Measure using unifix cubes
- Create patterns using unifix cubes or tiles



*"A grade four teacher wanted her students to understand the number one million, so they started counting popcorn kernels. Do you know how much one million kernels of popcorn is? It fills up a child's 6 foot diameter wading pool with 12 inch sides TO THE VERY TOP!"*

### 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!

# Behaviour Management

*"I have come to a frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated, a child humanized or dehumanized."*

*Haim Gigot*

1. Make your rules very clear and consistent.
2. Make them simple.
3. Put the onus on the children to remember guidelines. 'What are you supposed to be doing right now?'
4. Work on mutual respect. ('Whose turn is it to be talking?')
5. Repeat, repeat, repeat. Every time you line up, briefly set expectations.
6. Explain. Get them to explain it to you. ('Why don't we run in the halls?')
7. Proximity is powerful. Keep the ones who have trouble close to you.
8. Develop a 'teacher look', or some kind of non-verbal reminder for situations where you can't stop and talk (assemblies, etc.)
9. Develop a relationship with each child. If they know you like them, they'll be much more inclined to go along with you.
10. Develop clear, predictable routines so the kids can take some responsibility for their tasks.



## Lining Up and Going Places

"I play 'If you talk, I win' game with the kids. The deal is to walk to our destination without making a sound. If I talk, the kids win and vice versa. You'd be surprised how hard it is for me to keep quiet when other teachers want to talk as we pass by!"

"Here's another management trick I use for lining my kids up. In the past, my kids would come running full speed to the line after recess so they could be first. So after about the first week of school, when I get to know personalities, I create a line list. I have two lines that are usually boy, girl, boy, girl. I try to separate those that I think will talk or play in line and put my 'busier' kids toward the front. The line leaders change everyday according to the helpers of the day. We practice lining up in our new order for the first few days. They learn who stands in front of and behind them. I teach them to leave space for the kids who stand in front of them, in case they are dismissed to line up before others in their line. They usually look for a marker on the wall next to where they line up, to help them remember to leave space. I change this line order every quarter for a little variety!"

"If you number your children in the rollcall sequence, they can line up according to the number. You can make any number the leader and then number 1 goes after the last number. For example, if there were 5 kids and number 4 was the leader, the children would line up 4, 5, 1, 2, 3. They could line up with even numbers first and then odd numbers, in reverse order, etc."

"I took an old shoe box and converted it into a wonderful 'Tattle Box'. I told my class that as long as someone was not crying, bleeding, or bullying, whatever they had to say could be written down and stuffed into the box. By the time a month passed, many children decided that they really didn't want to take their free time to write out a tattle."

# Halloween Activities

## Pumpkin Math

- Display the pumpkin.
- Have the students estimate the number of vertical lines on the pumpkin, and record their estimations on chart paper. Count all of the lines with the class and record the actual amount.
- How tall is the pumpkin? How many unifix cubes tall is it? (or other non-standard measure) Measure it in centimeters.
- How tall is the pumpkin? Have each student record the estimate. See who has the closest estimation. Measure it.
- Discuss the word 'circumference' and trace your finger around the 'fattest' part of the pumpkin. Each child cuts a piece of string based on his/her estimate of the circumference. Wrap string around the pumpkin and cut it to length. Tape it to a chart. Have each child come up with their piece of string and let them try to wrap it around the pumpkin. The children's strings are now taped in the correct place on a chart labeled 'too short', 'just right' and 'too long'.
- How much does the pumpkin weigh? Weigh several other items and discuss kilograms. Let the children lift the pumpkin and the other objects and estimate the weight. Write the predictions in order on a chart, weigh the pumpkin and see who is the closest.
- Cut out the top of the pumpkin and have students come up, look inside, and estimate how many seeds are in it. Record estimations. Clean out the pumpkin, dry the seeds, and count them the next day with the class. Whose estimate was the closest?
- Let everyone design jack o'lantern faces, using only squares, triangles and circles. Vote for the favourite face and cut it!



Play bingo with candy corn as markers.

Do all your activities with your pumpkin and then after all the seeds are out and dried, make miniature paper pumpkins. Glue 10 seeds to each mini-pumpkin. Then take all the mini pumpkins and glue or tape them on in tens to a giant paper pumpkin. Circle each group of 100's and write the exact amount on the bottom in big numbers. Display it for parents and everyone to see. Before you do this, have the kids estimate and write down their estimates. Give a prize to the person who was closest.

"I dress up as Miss Viola Swamp from the story *Miss Nelson is Missing*. In the morning I hide in the office and the children are told by the principal that I am ill and while she is finding a substitute a parent or teacher aide will read them a story. The secretary and I are listening in on the P.A. system to see when she finishes the story and then the principal ushers me, as Miss Viola Swamp, to the room. It really is interesting to watch the Grade One students because they are not really sure if it is me. All the teachers go along with this, too. If any of the students are frightened of me I do whisper to them that it is really me."

## 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.

## It's Halloween!

"We were donated enough small pumpkins so each child could have one. The kids decorated their pumpkins with glitter glue, feathers, paper, felt, materials, etc..., everything we could find!"

"My class did a service project last year that was fun. We co-ordinated a Halloween costume drive for poor children. We must have collected boxes and boxes of mostly used but some new costumes. It's a great way for parents to find something to do with outgrown costumes, old dress up clothes, etc."

[http://www.mrsmcgowan.com/reading/Halloween\\_RT.htm](http://www.mrsmcgowan.com/reading/Halloween_RT.htm)

This is a wonderful Reader's Theatre script for Halloween, called *The Little Old Lady Who Was Not Afraid of Anything*! Read it with great expression!

"To make a neat ghost: Use a toothpick to attach a small styrofoam ball to the top of a styrofoam cone. Use popsicle sticks for arms. Dip a square of white cloth (handkerchief size) in liquid starch and then drape it over the ghost shape. Let dry over night. Add googly eyes the next day! These make great ghosts. Try making a really large one!"

### Gauze Ghosts

"Thin down white glue with water. Dip sheets of gauze into the glue and let dry over a large pop bottle. Shape into a ghostly figure. When dry, remove the bottle and add wiggly or black felt eyes. Hang from a string or display on a shelf for a spooky decoration."

### Pumpkin Lights

"Brown lunch bags are painted orange. Eyes, nose, mouth are cut out and yellow tissue is inserted. The children were asked to bring a flashlight from home and we taped these to the bottom of our jack-o-lanterns. We have a hallway without windows where the children took their lantern lights. We turned out the lights and sang our Halloween songs. There were a lot of 'ooo's and ahh's' from the children. We had to do this for several days on the children's request."

### Handprint Ghosts

The children paint their hands white and press onto black construction paper with fingers together. When they dry have the children turn them upside down and add faces.

### Glue Ghosts

Have the child draw a ghost outline on a piece of waxed paper, and then have them fill in the outline with white school glue. Dry overnight, and then have the child add facial features. Place on a string and you have a spooky ghost necklace.



### Pumpkin Seeds

"Roast pumpkin seeds by spreading oil on a pan, spreading out seeds in a single layer, adding a little salt and paprika for colour (I like chilli pepper at home, but I don't do that at school), and roast at 400 degrees until brown. It only takes about 10 or 12 minutes. You can also roast them at 200 degrees for 1 hour. I have also drawn the steps for this process which the children colour and assemble into a little book to take home."

## Odds and Ends!

### Children With ADHD

"Children who suffer from ADHD are living a life of negativity. The first thing that I would recommend is to try to focus on the positive instead of the negative. These children are used to receiving punishment and often become negative attention seekers. This then perpetuates the problems that they have.

1. Realize that the children are suffering too. No one likes them (sadly enough - this often includes the teacher), they are always 'in trouble', and they are likely failing miserably.
2. Realize that these children don't have brains that function the way yours probably does. They oftentimes can't see past their impulse to do something in order to focus on the consequence of their actions. Then, having to focus on a whole day can be too overwhelming for them to even contemplate.
3. I find at least one positive thing about them and make that my focus. If he's constantly talking, allow him opportunities to do so - maybe as the class messenger.
4. I've found that behaviour contracts work extremely well with ADHD children. If I break our day into smaller, more manageable chunks of time, the child is able to focus on one chunk at a time. For example: our chunks are the following - arrival and up until recess; after recess until lunch; after lunch until SSR time; after SSR time until dismissal. I have a form that the child and I work together to complete and that child sets individual goals (with my help) and we determine a reward for accomplishing that goal. For example, for every time period that the child achieves his goal (maybe staying in seat or raising hand before speaking but only one goal at a time), he gets a stamp on the contract. After 10 stamps (or whatever) he can choose a prize."

### Using the Computer in the Classroom

Do you use your classroom computer to its fullest? Make newsletters to parents, dayplans, weekly schedule, yearly plans, letters to parents, writing report cards, banners and posters for the classroom, cards for the children and staff, worksheets, keeping in touch with parents via e-mail, keeping inventory, staff communication, Principal's messages, keeping records of children's marks and anecdotal remarks on a daily basis, nametags, flashcards, class lists, typing and printing books for the children to read, and making books from their stories, attendance, certificates, spelling lists, photos from the digital camera ..... etc.!

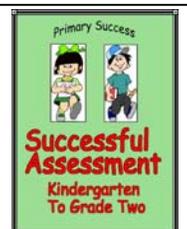
On the internet find poetry, worksheets, units, awards, and great ideas.

Using a database is great! If you have MS Word on your computer, you will likely have MS Works - and Works gives you the database. When you use a database for marks, for example, the children's names would be in Field 1, and then each set of marks goes into a separate field. You can pop the marks in easily with the database in 'List View', and then you can sort the marks in one field into ascending or descending order, etc. You can sort each field in numerical order or alphabetical order.

This is also great for your library book list. Put the book name in field 1, author in field 2, subject in field 3, and levels in field 4. Add other fields if you wish. When you are finished and would like all the books in Level 7, just sort that field and there they are. You can sort the authors list alphabetically, and all the books by that author will come up. The books can be added in any order and at any time. This is a great resource when it is finished!

### **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.....

### Music

"As we learn songs I hand out a song sheet with the words. The children can illustrate the sheets, and then they put them into a binder (or duotang). There are lots of sites on the web where you can get the words to songs - try <http://www.kididdles.com/> and then go to the 'Musical Mouseum' for almost 2000 songs. The children can add each song to a table of contents so they are easily found in singing time. The children will love this book, and often take it out to read and sing at other times, too."

"Most children are not familiar with classical music. Classical music can become a favourite if it is played often as background music. You can play a Mozart tape, for example, in silent reading time, in art, or as transition cues. Play a classical tape in the mornings as the children come in. You may be surprised at which children enjoy this most! Remember that different music creates different moods. Tell the children the name of the selection you are playing and the composer so that they become familiar with the different composers and the different music. It is neat to have small children ask to listen to Beethoven today!"

### Teach Drawing

"I model drawing for my students. I show them how I start with a pencil so that I can erase if I need to. We talk about shapes. Then we discuss the background; mountains, trees, water, grass, etc. I draw that, too. Then I colour the whole picture always asking their opinion and what they think would make the picture better. By the time the picture is done the entire picture is coloured. There are no white spaces left. Then I tell them that every time they draw a picture I don't want any white space left. If a student finishes a picture of a person and that is the only thing on the page I ask questions to make them think. Such as: Can a person float in air? What is your person doing then? What did you forget? Where is that person/animal? In the house? outside? What would help me know that? I always tell the students before they start a picture I want to be able to tell what is happening in your picture without having to ask. By the end of the year I only have to ask, 'What did you forget?' High expectations!"

## 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 - First Grade

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.

### Successful Writing Lessons - For Grade 1 and Grade Two

Each of these resources has more than 100 short lessons to begin your writing sessions. They are easy to teach, practical and require little teacher preparation. They begin with simple skills and gradually increase in difficulty. These mini-lessons will greatly improve your students' writing.

## 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 for Readers' Theater

<http://www.teachingheart.net/readerstheater.htm>

<http://loiswalker.com/aloud.html>

'Go Home, Goldie!' - a favourite!

<http://www.readerstheatre.ecsd.net/collection.htm>

Simple scripts for Kindergarten and early Grade One

<http://pbskids.org/zoom/activities/playhouse/>

Grade Two and Three students will love these..... look up Beeping Sleauty!

#### Primary Success Publications

4971 Fillinger Crescent

Nanaimo, BC V9V 1J1

E-mail:

primarysuccess@shaw.ca

Website:

<http://www.primarysuccess.ca>



Phone:

1-800-758-0889

Fax:

1-250-758-2661