

# The Primary Success Notebook



From Primary Success Publications

Issue #5

November 2009

## Inside ....

Class Management	5
Good Ideas	2
November News	4
Math	7-8
Odds and Ends	11-12
Phonics Rhymes	3
Report Cards	9-10
Spelling Ideas	6
Remembrance Day	8

## The November Miracle!

This time of the school year is often a period of frustration for primary teachers. About the time you receive this, you may be wondering if the children will ever learn to cope with this year's skills. In Grade One you may wonder if they will ever learn to read. You may feel as if they have cotton in their ears or that all your lessons have disappeared into a large black hole. Two months have gone by and they have learned NOTHING!

Then... a day will come, usually in mid-November, when a light will go on. Suddenly you will have a class who can read grade level material! Their printing and spelling will have improved. The students will follow instructions and routines without your constant reminders.

You will see the smiles when understanding finally dawns. What a joy! You can finally actually see the results of all your painstaking work.

The time for the 'November Miracle' is approaching. What a nice gift in an otherwise dull month!

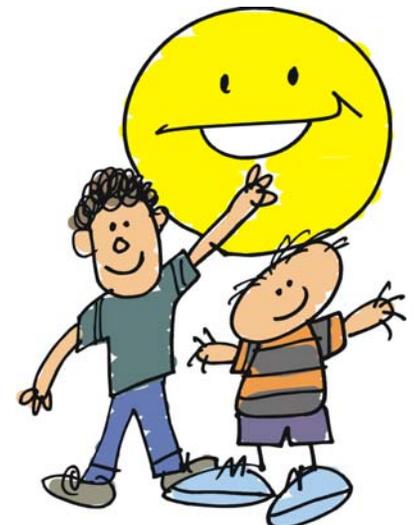
*Jean*

## 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)





# Phonics Rhymes

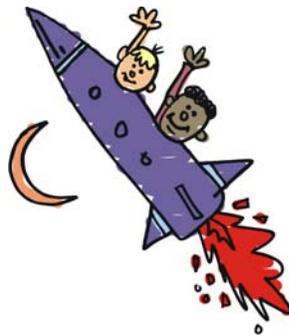
## If Your Name Starts With.....

*(Sung to the tune of "If You're Happy and You Know It")*

If your name starts with A turn around.  
 If your name starts with B touch the ground.  
 If your name starts with C then stand up and touch your knee.  
 Clap your hands if your name starts with D.  
 If your name starts with E wink your eye.  
 If your name starts with F try to fly.  
 If your name starts with G blow a kiss up here to me.  
 If your name starts with H say "Hee Hee!"  
 If your name starts with I tap your toe.  
 If your name starts with J say "Ho! Ho!"  
 If your name starts with K then stand up and start to sway.  
 If your name starts with L say "Ole!"  
 If your name starts with M make a smile.  
 If your name starts with N shake awhile.  
 If your name starts with O put your elbow on your toe.  
 If your name starts with P say "I know!"  
 If your name starts with Q raise your hand.  
 If your name starts with R you should stand.  
 If your name starts with S you should pat your head, I guess.  
 If your name starts with T say "Oh, yes!"  
 If your name starts with U touch your eye.  
 If your name starts with V pat your thigh.  
 If your name starts with W, X, Y, or Z  
 Clap your hands high over your head!

## Phonetic Silliness

"To help phonemic awareness, I call children using the letter we are learning instead of the correct letter. For example, Vanessa may become Manessa. They love it...expect silliness!"



"Last year we had a very interesting in-service about learning styles and one of the things that really stuck with me and that I used was to have children write things you want them to remember (like Spelling and Vocabulary words) in different coloured markers in letters at least 3" high and post them in the places in the room where they look the most often: door, window, ceiling, pencil sharpener! It really works!"

*They are sung to 'Are You Sleeping?'"*

### **Short A**

Where is short a? Where is short a?  
 Here I am, Here I am.  
 I am in a hat rack, cracker jacks,  
 and fat cat.  
 /a/ /a/ /a/. /a/ /a/ /a/.

### **Short E**

Where is short e? Where is short e?  
 Here I am. Here I am.  
 I am in a red bed, jelly eggs and jet sets.  
 /e/ /e/ /e/. /e/ /e/ /e/.

### **Short I**

Where is short i? Where is short i?  
 Here I am. Here I am.  
 I am in a big fig, silly Rick and pig wig.  
 /i/ /i/ /i/. /i/ /i/ /i/.

### **Short O**

Where is short o? Where is short o?  
 Here I am. Here I am.  
 I am in a hot pot, rocky tops, and stop  
 clock.  
 /o/ /o/ /o/. /o/ /o/ /o/.

### **Short U**

Where is short u? Where is short u?  
 Here I am. Here I am.  
 I am in a dump truck, lucky duck and bump  
 skunk.  
 /u/ /u/ /u/. /u/ /u/ /u/.

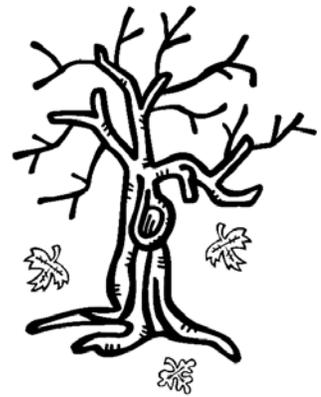
## "When Two Vowels Go Walking....."

*Sing this to Twinkle, Twinkle Little Star*  
 When two vowels are in a little word  
 The first one is long  
 And the second is not heard.

# November News

\_\_\_\_\_ 's Class

Date: \_\_\_\_\_



## Academic Highlights

### Reading

### Spelling

## Upcoming Events

## Homework

## Reminders

### Writing

### Math

## Special Students

### Science / Themes



# Classroom Management

## I Am Here!

"This year I combined my attendance and bathroom procedure into one. I got blank magnetic strips which have white writing spaces on the front. I put a name on each strip. Near the door I have a metal chalkboard. I made a box shape on the board where I wrote 'I am here'. In the morning, they have to move their magnet into the box to let me know they are present. Throughout the day when they need to go to the bathroom, they move their magnet outside of the box. I can easily look over and see who is here and who is not. I have found it to be a great time saver!"



## Folding Paper

"When telling the kids to hold a piece of paper or writing boards a certain way, I tell them to hold it either the hotdog way (horizontally) or the hamburger way (vertically). It works - hotdogs are long horizontally, and hamburgers are wide. There is also the 'taco way' which is to fold a square diagonally into a triangle."

## Highlighting Helps

"For younger kids who have trouble making their letters the right size on lined paper, trying highlighting the lower half of the line (i.e., from the dotted line down on interlined paper). This area is where all the 'small letters' should be. For some reason, this highlighting on their paper seems to focus some of these kids and helps them put their letters on the line and make them the right size."

## Upside Down

"I teach small reading groups at a 'rainbow' table, where 5 or 6 children are across a table, all within arms reach. I learned to print well upside down, from right to left so the words are correct for the children. This is a very useful skill! I have dark laminate on the table, write on it with chalk and erase with a kleenex. The children write spelling or vocabulary words on the table with chalk, too. It is very handy!"

## Dry Erase Boards

"At large hardware stores there is an inexpensive material used behind showers in a bathroom. It comes in a 4' by 8' sheet. The man at the store cut it into smaller pieces - 8" by 12" - for a small fee. For a very few dollars we were able to get a class set of dry erase boards. They have a white covering just like the normal dry erase board. The edges were a bit sharp, so I put duct tape around the sides. I give the kids addition problems and they have to write the answer on the board, check with a partner and then hold it above their heads. We practice spelling and lots of other things!"

## Address Labels

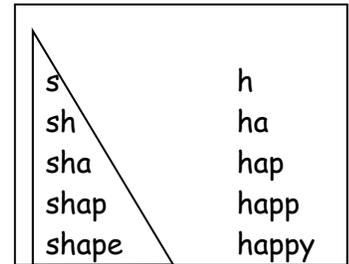
"Here's my timesaver. I use address labels all the time in my classroom. I send lots of things home in envelopes to parents. I use the computer to print up labels with the students' names, labels for books, and lots of other things. Anything that you find yourself writing over and over again can be put on an address label. I also keep a sheet of blank address labels on a clipboard to write any information that would be useful in my anecdotal notes, and then I can just lift the label and insert it where I want it. I have Christmas tags, apple tags, pumpkin tags and of course followed by their name on the tag. I use them on their books, glue bottles, Christmas gifts, etc."

## Spelling Lesson Ideas

Write triangle words.

Your words are 'shape' and 'happy' so the triangle would be as follows... After they write the word, they draw a triangle around it.

Make word search and cross word puzzles with their words using the free website: <http://www.puzzlemaker.com>



Put the words into alphabetical order. Then there could be exercises to do with the list of words....

Write the first word 5 times.

- Write the 6th word with your eyes closed.
- Write the 7th word with the hand that you don't normally write with.
- Use the 4th word in a sentence.
- Spell the 2nd word by cutting the letters from a magazine or newspaper.

Place each word in the correct column.

### Easy

I can spell these words.

### Moderate

I might have to write these one or two times to remember them.

### Hard

I will have to study these words.



Make the words by cutting the letters out of newspapers or magazines, or stamping them with a stamp pad, or make them with plasticine.

Scramble the words and have the students unscramble them. Or, the students can scramble them and trade papers.

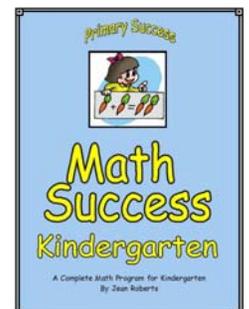
Write words each time using a different way of writing until there are 3 of each word. Can choose from: printed, cursive, crayon, marker, coloured pencil, squiggly lines, puffed letters, upside down, or one you have thought up on your own.

## 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 for me and one for you  
If there's one left over then what'll we do?  
Take up a knife and cut it in two  
So there's one part for me and one for you.



"I introduce addition with those red and white plastic beans you can buy at any teacher store. If you want you can spray paint white dry beans on one side any colour you choose and let the other side stay white.

Example of activity: Put the same number of beans in each child's cup. I tell the kids to 'put your hand on the top and hand on the bottom and shake, shake, shake and spill the beans'. This helps with controlling beans all over the floor and the noise factor. We do it together. Then they sort their red beans from their white beans and write the number sentence that they shook. I have small books made up with pictures of the beans and they colour the red beans and then write the number sentence. The kids love doing it."

"To practice early addition I start each day with a dice game. In pairs the children take turns to throw two die and write out the sum. The winner could be the first one to a specified number, the one with the lowest number, etc., or you can do it for a certain period of time. The children love it."

"Here is a Venn Diagram/graphing idea. I use hula hoops on the floor for Venn diagrams. Make one for those who have sisters and one for those who have brothers. Children place their name cards in the correct circle. If they have both, try to have them figure out to make the circles intersect. If they have none, try to have them figure out to put their name tag on the outside of the circle. Estimate which section has more and transform it into a graph to check their guesses. Another great Venn diagram is alphabet letters that are straight, curved, or both. I do it twice - once for capitals and once for lower case. This can be transformed to a graph too."

"I have taught doubles, doubles +1 and now I am teaching counting on by 2's and 3's (I tell the class this should be very easy for them). I always want to give them strategies so they can solve these 'in their heads'. I will do adding 10 and 9 soon. For subtraction I teach number line, counters, counting back by 1, 2 or 3, pictures, but subtraction is hard for some. I have made them flashcards (different colours for different strategies) so far with the strategies I have taught, and I ask them to take them out and practice them for 5 minutes every other day."

### 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!

## Dice-Roll Prediction Game

- 2 Players
- 1 die (Use 2 dice for more of a challenge)
- Dice-Roll Game Sheet (Make a sheet using 1 inch graph paper. On the bottom write the number of dots on a die. For 1 die use the numbers 1 - 6. For a pair of dice use the numbers 2 -12) On another piece of paper have children predict which number will come up the most.

Directions:

- Before you begin, predict which number will come up most often.
- Record your predictions on the game sheet by making an X or coloring in a box.
- Players take turns rolling a die. Both players then make tally marks next to the appropriate number on their tally game sheet. (You could also make tally marks on a piece of paper.)
- Play for 20 rounds. (You can play more for more of a challenge)
- When you have finished playing count up the boxes and record the results.
- See if your predictions were right.



"I do a lot of addition on the number line. I have a big line on the floor, and they jump on it. They go directly to the largest number, stand on it, and then hop the second number. So if they are adding  $3 + 8$ , they stand on the 8 and take 3 hops to 11.

They also do this when subtracting. They start by standing on the big number. Then they have to walk back by taking the number of steps as the 'little' number shows."

## Remembrance Day

"We had a discussion on what peace is. Then we had the students brainstorm what they thought peace is. We wrote the ideas on the board, the students choose one, wrote the following

Peace is \_\_\_\_\_. (one of the ideas)

and drew a picture to go with their sentence. Some of the ideas they came up with were:

Peace is:

- |                        |                      |
|------------------------|----------------------|
| - a sleeping baby      | - sitting by a fire  |
| - looking at the stars | - night time         |
| - having a bath        | - my bedroom         |
| - a rainbow            | - a forest           |
| - a gentle rain        | - snowflakes falling |
| - hugging someone      | - a beautiful bird   |
| - looking at a pond    | - someone sleeping   |

After doing this activity it was plain to see that they really do have an understanding of what peace is."



## 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.

## Report Card Comments

*It will soon be report card time, and the time to struggle to find exactly the right words to describe each student. Here is a selection of some of the tried, true and dependable phrases to help you with this chore:*

is a good citizen  
 is learning to share and listen  
 is becoming more dependable during work periods  
 is showing interest and enthusiasm for the things we do  
 is learning to occupy his time constructively  
 wants responsibilities and follows through  
 can be very helpful and dependable in the classroom  
 always uses his/her time wisely  
 has strengthened his/her skills in \_\_\_\_  
 enthusiastic about participating  
 gaining more self-confidence  
 has improved steadily  
 is learning to listen to directions more carefully  
 now accepts responsibility well  
 has been consistently progressing  
 the following suggestions might improve his/her \_\_\_\_  
 I am hoping this recent interest and improvement will continue  
 has shown strong growth in \_\_\_\_  
 is cooperative and happy  
 volunteers often  
 is willing to take part in all classroom activities  
 works well with his/her neighbors  
 has the ability to follow directions  
 learns new vocabulary quickly  
 has a sense of humour and enjoys the stories we read  
 has difficulty retaining the concepts in \_\_\_\_  
 is inconsistent in his efforts, especially in \_\_\_\_  
 sacrificing accuracy for unnecessary speed in his written work.  
 needs to listen to directions.  
 Does not complete assignments in the allotted time.  
 Please continue working in/on \_\_\_\_\_.  
 \_\_\_\_\_ is a hard worker but needs more practice in \_\_\_\_\_.  
 \_\_\_\_\_'s work habits and social skills have increased  
 I enjoy \_\_\_\_\_'s enthusiasm for all activities  
 needs to increase speed in written assignments  
 tends to work too rapidly which often results in careless mistakes and poor written work.

is developing a better attitude  
 is learning to be a better listener  
 is learning to be careful, cooperative, and fair  
 is continuing to grow in independence  
 \_\_\_\_\_'s work habits are improving  
 is maintaining grade-level achievements  
 works well in groups  
 takes an active part in discussions  
 accepts responsibility  
 extremely conscientious  
 bubbles over with enthusiasm  
 has a sense of humor we all enjoy  
 grasps new ideas readily  
 needs to develop a better sense of responsibility  
 performs well in everything he undertakes  
 mature vocabulary  
 reads extensively  
 must improve work habits  
 is pleasant and friendly  
 needs to increase reading speed  
 gets along well with other children  
 making steady progress academically  
 quality of work is improving  
 responds well  
 handwriting needs to be improved  
 cooperative, well mannered  
 makes friends quickly and is well liked by classmates  
 cries easily  
 good worker and attentive listener  
 fails to finish independent assignments.  
 needs to work more quickly.  
 needs to be urged.  
 is a steadfast, conscientious worker  
 is very helpful about clean-up work around the room  
 anxious to please

### *Here are some words that are useful.....*

able, accurate, active, aggressive, ambitious, anxious, attentive, capable, cheerful, confident, cooperative, conscientious, courteous, dependable, determined, eager, energy, energetic, enthusiastic, friendly, generous, happy, helpful, imaginative, industrious, initiative, interested, keen, neat, nervous, observant, orderly, pleasant, polite, prompt, quiet, receptive, reliant, resourceful, studious

## Specific Report Card Remarks

### Phonics

- (is able to distinguish, has difficulty distinguishing) sounds in words
- now knows and is able to use \_\_\_\_\_ consonant and vowel sounds
- confuses the sounds \_\_\_\_ and \_\_\_\_\_
- is able to blend short words using the vowel(s) \_\_ \_
- is learning to attack words independently
- uses the phonics skills to attack new words

### Reading

- reading is (smooth, jerky, hesitant, rapid, irregular, fluent)
- comprehends what he reads
- is interested in books and reading
- can read to follow directions
- can now recognize \_\_\_\_\_ sight words
- reads for pleasure
- needs lots of repetition and practice in order to retain reading vocabulary
- is still confusing words which look alike
- is beginning to read words in groups (phrases)
- reading is becoming (not yet becoming) automatic
- enjoys discussing the stories
- has had difficulty with learning (phonics, sight vocabulary) so in the coming term we will focus on (sight vocabulary, phonics)

### Writing

- uses punctuation correctly
- is able to place periods and question marks correctly
- uses colourful words
- uses (complex, simple) sentences
- is now able to write a complete sentence (paragraph) independently
- puts words in the appropriate order
- prints interesting stories
- shows self confidence in writing
- can compose several related sentences

### Math

- can work with numbers to 10 (or ?) with understanding
- understands the signs +, -, = and uses them correctly
- understands and uses basic facts of addition and subtraction to \_\_\_\_\_
- reverses some numbers still
- understands place value to \_\_\_\_\_
- can use manipulatives to add and subtract
- can use manipulatives to show place value to \_\_\_\_\_
- understands money (pennies, dimes, nickels)
- relies heavily on concrete objects
- can count to \_\_\_\_\_
- is able to create graphs using simple data
- understands several methods of graphing
- is beginning to memorize the number facts

### Listening

- can follow directions
- enjoys listening to poetry
- enjoys listening to stories
- listens carefully
- evaluates what he hears

### Speaking

- speaks in good sentences
- speaks clearly
- has difficulty using (pronouns, verbs) correctly
- enjoys dramatization
- enjoys participation in conversation and discussion
- expresses ideas clearly
- has a good oral vocabulary
- takes turns talking
- speaks with confidence to the group

### Spelling

- is building a good spelling vocabulary
- uses his individual dictionary to find unfamiliar words
- enjoys learning to spell new words
- is able to learn to spell words easily
- sometimes reverses letters in a word
- has difficulty remembering the spelling of non-phonetic words
- is helped by using hand or body motions to remember spelling

### Printing

- often reverses letters, such as \_\_\_, \_\_\_.
- has good (poor) fine-motor skills
- is able to print on the lines
- spaces letters and words correctly
- some printing is excellent but is often untidy in daily assignments
- enjoys doing neat careful work



## Odds and Ends!

### To Display Children's Work

"One of the things that I have learned to do to shorten the time it takes me to display children's work is to laminate construction paper and hot glue it to the wall or tack it up on a bulletin board. You can turn the paper either the portrait or the landscape way. After they are up attach two paperclips - plain are fine but the colors are pretty. After you have done this all you have to do is hang the student work up under the paperclips. The construction paper makes a pretty frame around the work."

### Work for Absent Children

"I have an area in my room (either on a shelf on our worktable or in a container) where work that is handed out to the class is put if a student is absent for the day or even out for one class. The students quickly learn this system and then when I get a call 5 minutes before home time from a parent who wants homework, I can quickly find the work we have covered since the student has been absent.

As well, once the student is back, it is easier to catch them up or again send home work and I don't have to search through the books to find their book or look back to my daily planner to see what we did. This has also helped me keep my desk area more organized, no more loose worksheets just sitting on my desk."

"I laminated several manila envelopes at the beginning of the year. I wrote on the front:

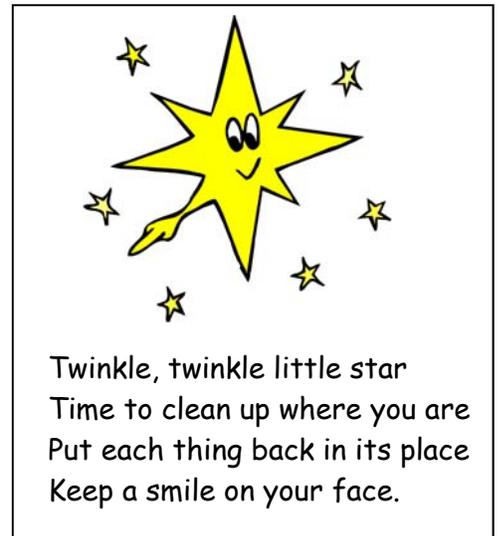
*This is your child's make up work for \_\_\_\_\_.*

*Please make sure all work is completed and returned in this envelope by \_\_\_\_\_.*

I usually give them a couple of days. This envelope goes on the absent child's desk and it is the responsibility of that child's neighbours to put her work in the folder. If I give a test I paper clip it to the front of the folder and students know when they return that they are to take this folder home after they bring me the paper clipped items. This has really helped me a lot!"

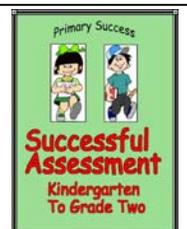
### Paper Children

"Several years ago I gave each child a five foot piece of white paper, the kind on the big rolls. In pairs the children traced each other. Then, the children coloured themselves in the clothes they were wearing that day. When finished, we cut out the paper children and taped them into chairs. I used metre sticks to hold up the heads. Hardware stores will often donate them. It was quite a sight to see the room full of these paper children sitting in the real children's seats. The kids loved it! This is fun to do for open house and see if parents can find their children."



### **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 Wrinkled Heart

"I do an activity with my kids that runs along the lines of this 'tale'. With the kids seated on the floor I start talking about the difference in the things we say that make people feel good or that hurt them. While talking, I am cutting out a big heart. After I have it cut out, I hold it up and tell the kids that each one of us starts out with a heart that is as pretty as this one. I ask the kids to start telling me things that a person might say that might hurt another person's feelings. With each response, I fold the heart (any direction....just put a fold in it). Eventually the heart is crumpled in my hands. I tell the children that each time they say something hurtful to someone, they are putting a little wrinkle in that person's heart. We talk about how someone's heart might begin to look like this crumpled heart if people continue to say mean things to them. I then have the kids start to tell me things that they might say to someone to make that person feel good. With each response, I unfold one of the creases in the heart. Eventually I have pressed out all of the 'hurts' ....except, of course, for the fact that the wrinkles can still be seen, even though the heart is now all the way unfolded. We talk about how we each have those wrinkles in our hearts from things that people have said to us, and how we want to be careful with what we say so as to not add more wrinkles to anyone's heart.

It's a great activity.....and we put that heart up in a high corner of a bulletin board and leave it in plain view all year. Frequently someone will mention it....that their heart is wrinkled like that one, etc. It serves as a great reminder all year long."



### DYB

"DYB means 'do your best'. Post the initials in your room near the chalkboard and every once in a while say, 'remember to DYB'. They think it's a secret code and get a charge out of remembering what it means."

## Popular Primary Success Resources!

### NEW! Successful P.E.

This new primary book has lesson plans, gross motor activities, skill training, indoor and outdoor games galore - and lots of ideas to make your P.E. lessons fun and successful. There are helpful ways to organize your P.E. periods, too. There are exercises, classroom breaks and games for recess. This book is suitable for teachers from Kindergarten to Grade Three. Finally, this book is completed! Hundreds of teachers have been waiting patiently..... Thanks you!

### 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, favourite 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 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

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 the 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.sciencegeek.net/lingo.html>

Jargon generator! Amaze and confuse your colleagues!

<http://www.canteach.ca>

Go to the Songs and Poems section for a grand collection. Iram is a BC teacher.

A favourite site for student interaction is :

<http://www.starfall.com> Try the Halloween one this week!

<http://carlscorner.us.com>

To give you an idea of the depth of this site - click on the word Alphabet and scroll down!

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