

The Primary Success Notebook



From Primary Success Publications

Issue #6

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Christmas is Coming!

The Christmas season is wonderful in the primary classroom! There are many great books to read and lessons that will be made more effective by tying them to the holiday. The children can learn about maps and other countries as they travel on the Polar Express, write letters and stories, and do Christmas math problems. Take time to do some great art projects. Do lots of Christmas stories through Readers' Theatre. Sing at every opportunity. Christmas is a happy time, so share lots of smiles!

The holidays approaching make us think about others. Perhaps you can use these days to encourage your children to help those who are less fortunate and to have respect for others. Learn about other cultures, especially if children in your class come from different backgrounds. Learn about winter holidays around the world. Perhaps you can collect money or items for a worthy cause, or have a coin drive for your local food bank. Teach tolerance and acceptance, and give your children the pleasure of giving to others.

Have a delightful Christmas, and a good holiday!

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



Ideas for Reading

"Train your kids to choose a library book that is approximately at their independent reading level. The idea for the 5-finger rule is to open the book up to a page and try reading it. Each time you come to a word you don't know you put up a finger. Once you have 5 fingers up for one page, that means the book is too hard for you at this time...or at least for reading alone. I do tell the children if they want to read it badly enough, it is a book they could read with someone and get a little help with the hard words.

"Now for emergent readers, you can't really do that for a page of reading...so you have to do it for a 2-page spread or for a few pages...and that is hard to define for the young ones. So you may start out with the Goldilocks rules...before you take the book back to your desk for reading, try to read a page or two. See if it is too easy, too hard, or just right."

"If you enjoy the books by Jan Brett and read them in class, go to her website and print out the wonderful alphabet with her special art work. While you are at her site, check out all the other neat things!"

"Pill canisters - I have 26 of them labeled and we use them for alphabetical order practice. Use the round alphabet stickers on top and on the sides, one letter per can. We keep them in a small plastic tray and that is a literacy favourite, putting all 26 in order."

"Teach higher vocabulary in creative ways. One little thing When calling the children to the rug... say, 'I'd like you to sit on the perimeter of the rug,' or 'I'd like you to sit in the area of the rug.' This is a very easy way to teach them these words. Teach more difficult colour words by remarking on what a child is wearing - 'Penny has a scarlet skirt today!' 'Peter has an indigo shirt!' 'Puce' is a favourite new word!"

"I love to have my students 'read the room' and read big books together when at literacy centers. I found an inexpensive way to make pointers for them. I buy a bunch of chopsticks at a local Chinese restaurant and put those pencil erasers on top...usually seasonal ones. The kids love them. I also have magic wands, fancy toy glasses, etc., to make 'read the room' more interesting. I change the poems and charts in my room often—at least every month so they have new vocabulary to read."

"I divide my grade 2/3 class into five co-operative learning groups. These groups stay together for five days. My groups are run by the facilitator in the group. The groups cycle through these activities.

Language games - compound words, dictionary skills, contractions, parts of speech, etc.)

SSW (Silent Sustained Writing) - They peer edit and share ideas and WRITE.

RAP (Read Any Place) - They self-select a book and record in their RAP journal.

Research - The group has to research a topic. (At the end of the 5 days we compared what we have learned about the topic. At first I get books for them about the topic. I also make a list of questions to be answered. They work together and help each other. The easiest to start with is animal research, which is part of our curriculum. I model this activity often before they do it on their own.

Computers - I usually set up a something for them to do - it could be a game, a search, webquest, 'Where in the World'.

Listening Center - The kids each have a book along with a tape. They read the book silently while the tape runs.

After committees I have the facilitator report. This takes about five minutes, but it is worth it because it familiarizes the rest of the groups with the tasks, gives accountability and closure, and alerts me to any 'pitfalls'."



Language Arts for Christmas

A Christmas Reading Incentive

Make a bulletin board with the North Pole at the top. Have train tracks winding back and forth across the board and ending up at Santa's workshop. Move an engine up the track with each book (or 10 books) read. See if the children can get to the top before the holiday. (Of course, you will see that they do!) Have a special treat when the train engine reaches the top of the hill.

Read About Christmas

Your school library will have dozens of stories about the Christmas season. Make a chart of the titles as you read them to the class, and see how many you read in the month. Discuss favourites and graph favourite stories. Have each child draw a poster to advertise his/her favourite story, and write a sentence or two about it (if they are capable - otherwise dictate sentences to an adult to write.)

Big Books

Make a class big book based on the 12 Days of Christmas. "On the first day of Christmas my teacher gave to me, a _____ to decorate the tree."



I Can Sense Christmas Is Coming

Teach the 5 senses and make individual books:

I can smell Christmas.

Cut a gingerbread boy from fine sandpaper. Rub it with a cinnamon stick and glue it to the page. Or - cut a gingerbread boy from brown paper and spray with cinnamon room freshener.

I can touch Christmas.

Have a picture of Santa's face and cover the beard with cottonballs or cotton batting.

I can hear Christmas.

Have a picture of a bell. Tie thin ribbon through a tiny bell and glue the ribbon behind the bell so the little one is the clangor for the pictured bell.

I can see Christmas.

Make a tree light and edge it with glitter. Or - make a candle and have glitter on the flame.

I can taste Christmas.

Glue in a small candy cane.

Little Elf, Little Elf

A Christmas book about the 5 senses.

Illustrated by _____

Little Elf, Little Elf,
What do you see?
I see shimmering lights on the Christmas tree.

Little Elf, Little Elf,
What do you hear?
I hear sleigh bells ringing on Santa's reindeer.

Little Elf, Little Elf,
What do you feel?
I feel Santa's soft beard, it feels so real.

Little Elf, Little Elf,
What do you smell?
I smell something in the oven, but I won't tell!

Little Elf, Little Elf,
What do you eat?
I eat candy canes so crunchy and sweet!

Merry Christmas from Little Elf

Teaching Phonics

Phonics should be taught in isolation in the beginning of the reading process, and integrated into the complete reading process as the children increase their skills. There are three parts to a successful reading program - phonics, sight words and language/literature.

To teach a phoneme, name the letter and say its sound. Discuss words beginning with the sound - all words beginning with the same letter do not necessarily start with the same sound - and draw pictures illustrating words beginning with the sound. Have the children trace the letter on tactile surfaces, on their desks, in the air (sky writing) or on the floor at the same time as they make the sound. **(It is very important to use the auditory, visual and kinesthetic senses simultaneously.)** Make sure every child can form the letter correctly (top to bottom) and say the sound correctly. Do a worksheet illustrating the sound. Teach only one sound at a time. For children who have difficulty, you can do activities, sing songs, eat, do art, make tactile letters - all using the sound.



Begin to blend words after the children have learned a few letter sounds using only one short vowel sound. Use only the sounds that the class have mastered.

To blend words, have the child tap his finger under each letter in the word and say each sound, and then slide the finger under the whole word, blending the sounds together to form the word. Say, "/s/ /a/ /t/ sat" (When / / is used, it means the sound of the enclosed letter, not the letter name.) At first, bring the large letter cards together to show blending, and you can use your hand to slide the sounds together. If a child needs help, take his hand and blend with him, but try to get him to do it for himself. Once a child has the idea he will learn quickly.

Some children will have a great amount of difficulty blending in the beginning. For these children, use kinesthetic exercises with large letters, and do many words with these children every day until they understand the process and can do it themselves.

It is important that you teach the sound correctly. It is especially important that all consonant sounds are kept short and spoken quickly. Often children struggle to blend consonant sounds with a vowel sound "uh" on the end. For example, /b/ /a/ /t/ cannot be easily blended if the sounds are made by saying 'buh /a/ tuh'.

To help keep the consonants 'short', the child can hold the first two fingers of his hand in front of the mouth like scissor blades, and 'cut' the sound off short as it is spoken.

Some consonant sounds come from the throat and the voice box and are 'voiced'. Some sounds are made in the mouth with air and are 'unvoiced'.

Be careful that any words you use have the correct sound. /g/ makes the sound in 'goat', not 'giraffe', /c/ makes the sound in 'cat', not 'city', and /e/ makes the sound in 'elephant', not 'early' or 'easy', and so on.

Sounds are taught in order of difficulty, from the easiest to the most difficult. The simplicity of blending and the clarity of the sounds should be taken into consideration. A possible order for teaching the sounds is: a t s m c f b i h j k n p g l r d v w o x y z qu u th sh ch wh e (/e/ is the most difficult sound for some students to hear)

Do a daily lesson taking approximately 20 minutes. Phonics can be primarily an oral lesson, with or without a short written or pictorial follow-up practice sheet. Each day the sounds already taught should be reviewed, words blended and a new sound taught if the previous ones have been mastered. There should be time for each child to practice the skills. Every child should reach mastery at every level.

December News



_____ 's Class

Date: _____

Academic Highlights

Reading

Spelling

Upcoming Events

Homework

Writing

Math

Reminders

Science / Themes

Special Students



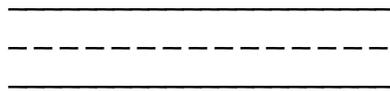
Printing

Here are some suggestions for teaching letter formation:

- To show that we always begin to print letters from the top, have the children stand and make huge letters in the air, beginning with their hands raised. (This is unnecessary to say, but if you are facing the group and demonstrating - make sure you reverse the letter so it is correct to the children)

- To have the children 'feel' the letter, have them print it on the carpet (floor writing), on desks, on bits of fabric with a nap, on the wall and in the air (sky writing).

- Have a space at the chalkboard for each child or have individual chalk or dry erase boards and have them begin making the letter as large as possible and then smaller and finally on lines. Ask the children to first make a highway (or have the 'highway' permanently on the board) - and then practice printing the letters the correct size.



- Use inter-lined paper or books for the children to practice the printing. Letters have their 'heads' on the ceiling and their toes on the floor. Some letters are tall like a two story house, some have only one story, and some have a tail that goes down in the basement.

- When doing a printing lesson, it is preferable to print one letter perfectly rather than a lot of incorrect ones. Quality instead of quantity!



"I always make a big chart with all the Christmas and holiday vocabulary. After we have brainstormed words for several days, we put the words into alphabetical order and re-write the chart. These words are very handy for the kids to use when they do creative writing. We have also made lists of nouns, verbs and adjectives when we are doing the Christmas theme. We pick one noun each day, and think of as many adjectives as possible. For example, if the noun was 'candy cane', the children might say..... striped, tasty, sweet, brittle, etc. The students love to collect interesting words, especially adjectives!"

A gift for school friends!

Snowman Soup

Give packets of Snowman Soup! This is a great gift for teachers to make for other teachers, parent helpers, or staff at the school.

Assemble in a gift bag or small zipper food storage bag -

it can also be put into a gift mug and then wrapped in cellophane.

- 1 individual pack hot chocolate mix
- 3 Hershey's chocolate kisses
- 10-15 mini-marshmallows
- 1 small candy cane



Snowman Soup

I was told you've been real good this year.

I'm always glad to hear it!

With freezing weather drawing near,

You'll need to warm the spirit.

So here's a little Snowman Soup

Complete with stirring stick.

Add hot water, sip it slow.

It's sure to do the trick!

Directions:

Open bag and open into your favourite cup.

Fill the cup with hot water.

Stir with the candy cane and add the marshmallows.

Sit back and enjoy your Snowman Soup and Snowman Kisses!

Behaviour Management

"Something that might work for a really talkative class: when there is too much noise/talking, start to count slowly and quietly. ..normal voice...not LOUD so they can hear you over themselves...Tell the children to stop talking as soon as they hear you so others will stop because IF you get to 5, you start taking time off of their playtime...e.g. 1...2...3...4...(talking has stopped) 1.....2....3....talking has stopped 1...2....3....4....5.... Write a BIG 5 on the board for minutes of playtime lost where they have to sit at their desks or stand in line until the 5 minutes is up. Start again 1...2...3...4....5... OR the next time say 6 rather firmly and loudly.....then 7 firmly and loudly....change the number on the board. You don't have to do this very many times to get the message across, and it is a quick way to get attention.."

"I have found that when I am in the computer lab and want my students' attention, it can very difficult because they want to continue using the mouse. The answer is simple - I have them sit on their hands. This tip also works well in the classroom when you want 100% attention quickly."

"My favourite thing is giving little certificates and notes of praise. Throughout the year I write little notes of praise - great reading aloud, helpful, clean desk, neat printing. I send one home for completing and correcting each Math unit. I've had very positive feedback from parents."

"Take photos of the behaviours you expect - eg. kids with hands up, kids holding hands (for working cooperatively, etc. Put these pictures in stars. Then whenever you want to remind students of behaviours say 'reach for the stars' to remind them of how to behave."



"Here's a way to keep the kids quiet for a short time.... Have all the students focus on the red 'second' hand of the classroom clock. For one whole minute they are to keep their lips sealed. What a long time it seems to them! And it gives the teacher a minute of peace..."

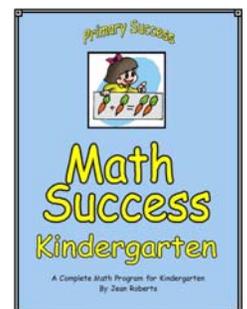
"One thing I use for discipline is to tell the child they must go out into the hall, sit quietly and find their good behaviour. I usually let 5 minutes pass and then go out and speak to them."

"I have my kids sit with hands folded. I call it 'criss-cross squeeze'."

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

"I usually bring my kids back to the circle for a final few minutes (closure) at the end of every math lesson. We discuss the concept that they have been exploring. After we talk a minute about the activity they just did, I tell them I will dismiss them by counting in some way. Sometimes it is counting by a set, sometimes counting down, etc."



"We use the Christmas chains to practice math equations. If today we are working on combinations of 15 (for example), the students make chains with these numbers in colors. They do patterns of 6 and 9, 7 and 8. By the end of the exercise, they really know and remember these!"

"I use magnetic strips on the backs of math manipulatives to teach and model lessons. I have a magnetic white board that I use instead of a chalkboard. So, I teach math lessons on my magnetic white board as the kids sit on the floor in front of me. It works a lot better than using the overhead!"

Solving Problems

1. What do you have? What does the problem tell you?
2. What do you want to find out?
3. What will you do to find out? Will the answer be larger or smaller than the numbers in the facts? Can you visualize the problem? Can you estimate the answer? What do you think you will do to find the answer?
4. Write an equation. Use the strategy you chose and work the problem.
5. Look back. Re-read the question. Did you answer the question that was asked? Does your answer seem reasonable? Can you put the answer into a sentence?

"I like using 'dot cards' to teach subtraction. Get strips of tag, paste/draw colored dots or stickers on them. Then fold the strip outwards with the dots showing anywhere you like. Use to make subtraction equations. For example, you have 6 stickers on the strip. You make a fold in between the 2nd and 3rd sticker. If you fold back the section with 2 dots, you say $6 - 2 = 4$. If you fold back the section with 4 dots you say $6 - 4 = 2$. It's really quite simple, you can get the kids to make them and practice equations and they like using them."

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!

More Math Ideas

Addition Strategies

If you have children who are still counting out both numbers when doing addition, it means that they do not understand 'conservation of numbers'. Frequently these are children who have some disability in math, and do not 'see' patterns or short-cuts.

It is important that they know that they already have the first number when they are adding, and that they should use the largest number. For example, if they are adding $4 + 8$, they take the largest number (8) and do not need to count it out. Then add the 4 to it. Practice this concept until they thoroughly understand and use it. Practice 'counting on' from numbers every day. One teacher suggests having the kids 'pour the first number into their heads and then count up from there'.

Teach the 'Magic Ten' strategy. First, make sure they all have memorized the combinations of 10, and can produce them in a variety of ways: $6 + 4 = 10$, $10 - 3 + \underline{\quad}$, $8 + \underline{\quad} = 10$, etc. They also must be able to add numbers to 10.... $10 + 4 = 14$, etc.

Then, practice finding hidden 10's. $8 + 6 = \underline{\quad}$ has a hidden 10. 8's partner for 10 is 2, so we take the 2 out of the 6. We can write it

$$8 + 6 = 8 + 2 + 4 = 10 + 4 = 14 \quad \text{Use ten frames to help with this strategy.}$$

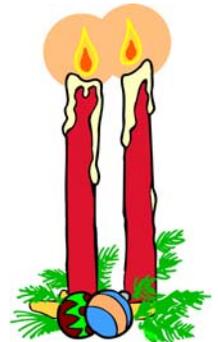
This is only useful as a strategy if you practice it every day. Show the students that they can use the Grade One easy addition and subtraction to do difficult questions. We want them to be able to do this procedure in their heads, thinking through each question and 'seeing' the patterns.

Dice-Roll Prediction Game

- 2 Players
 - 1 die (Use 2 dice for more of a challenge)
 - 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 have the students use a walk-on number line when I first introduce subtraction. 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. Then I ask them where they are now? $5 - 3 = ?$ Stand on 5, walk back 3 steps, where are you? After we understand this, we let our fingers do the walking on a number line."

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.

Christmas Art

Staple garland around your bulletin boards for a beautiful Christmas effect!

Pine Cone Mini Christmas Trees

Spray paint a pine cone green. Once it is dry drizzle glue and then glitter over it. Use the glue and add your embellishments for ornaments; sequins, jewels, small stickers, etc.

Hand Print Wreath

Cut a circle out of the middle of the paper plate. Trace enough green hands to go around the plate and make a full wreath. Glue the hands on the plate, fingers pointing away from the middle. Cut out red circles and add as 'berries', or make red fingerprints. Poke a hole in the top and run the ribbon through to hang.

Pinwheel Poinsettias

Begin with a square of red paper. Draw lines between opposite corners. Trace a penny-sized circle in the center where the lines cross. Cut down the lines to the center circle. Bring the left side of the top point to the center and glue, turn so another corner is at the top, bring the left side to the center and glue, turn, and so on. Gently bend each corner, not fold! A poinsettia has a yellow center, so glue a yellow paper circle in the middle of the pinwheel. Add green leaves around the flower. These make a wonderful bulletin board display - very showy if they are made quite large!



Gingerbread Man Ornaments

Gingerbread ornaments can be made by mixing applesauce and cinnamon (about half and half) until it is thick enough to pat out and roll on wax paper or plastic wrap. Use a small gingerbread cookie cutter and use a straw to make a hole at the top. Let dry for at least a week and it will harden. These will smell wonderful on your tree! Some teachers add some Elmer's glue to make them more durable. Cinnamon can be expensive, but can be purchased in bulk at some stores.

Photo Tree Ornament Gifts

The favorite gift you and the children can give to their parents is a photo keepsake. Take special pictures of the children - just head and shoulders, with a plain background. Use a modeling dough recipe and form a flat star, bell or plain rectangle and insert a paper clip for the hanger. When it is dry, glue on the child's picture. Glue glitter or ribbon around the edges. The parents will love these tree ornaments and admire them every Christmas after!

Snowflakes

"My favorite Christmas ornaments are the snowflakes made out of Popsicle sticks. Glue three in the middle to make the six-pointed snowflake shape. Glue suitable pasta symmetrically on the six points and paint with white paint and before the paint dries sprinkle on clear glitter. Students who don't celebrate Christmas can still make them to hang in a window at home."

Christmas Trees

Don't forget the joys of yesteryear, too! String popcorn and/or dried cranberries for your tree, make paper chains, and hang student-made decorations.

More Christmas Ideas

"My favourite Christmas book is Jan Brett's *Gingerbread Baby*. She has some neat stuff on her website about the book, and I want to make cookies to go with it, of course!" www.janbrett.com

"We make a big yellow star and loops of red, white and green in a pattern to countdown. We glue this poem to the star: 'Each evening when goodnight is said, Tear off one ring and jump into bed. When only the star is left to shine, Then you will know it's Santa time! The kids take this home on December 1st.'"

Play 'Santa Says' - just like 'Simon Says'.

"We have had the children trace their hands on brown construction paper. Then they glue their paper hands onto a sentence strip or a strip of paper. Then make it into a headband - instant reindeer!"

"For December, we decorated our classroom door like a chimney. I painted a chimney to look like bricks. All of this was done with red bulletin board paper for the backing. The children then decorated small holiday stockings and printed their names in the middle. These are now displayed on our chimney. I also made a sign that hangs above the door that states, 'Our stockings were hung by the chimney with care.'"



"Provide paper plates with the centers cut out. Children can decorate them using macaroni dyed green and red, yarn, and small cut out berries."

"To make a bell decoration, cover styrofoam cups with tin foil. Attach pipe cleaner. Insert the pipe cleaner up through the center of the bell. Bend the pipe cleaner to make a hanger."

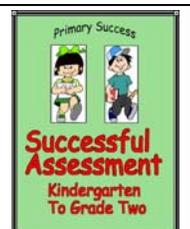
Make a simple Rudolph by tracing each child's foot (with shoe on) for the head, tracing the hands with the fingers spread for the antlers, a red pom-pom or button for the nose and add wiggle eyes.

"Make a 'Froot Loops' tree. Fold a standard size piece of green construction paper in half lengthways, draw a triangle with base (1/2 of a Xmas tree) then cut out with zigzag edged scissors (pinking shears). Cut a star shape from the yellow construction paper. This is to put on the top of the tree. Have the children put the names on the back before adding the cereal. Give each child a puddle of glue on a separate paper. They gently dip each cereal bit into the glue and place it on the tree. Glue the star on the top of the tree. Lay flat to dry."



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!



Christmas Classroom Gifts

"My class has 10 boys and 10 girls and the boys are bringing 10 gifts, one for each boy, and the girls are bringing 10 girls' gifts, all the same. On party day these are put into boys and girls stockings we made great fun to all be the same and not worry about comparison."

Have each child bring a wrapped book for the classroom! Each can open the one he/she brought. Then everyone can enjoy 20 gifts instead of one, and your classroom library benefits. Then each student writes the name and the date on a special label and glues it in the book. Have a few extra book gifts for the students who are unable to bring one.



"I just did a bulletin board for school. I covered 8 inch squares of poster board with gift wrap of various types. Then I added a Christmas bow and in the middle placed a picture of the child. In each of the four corners we placed an ornament cut from the Ellison machine with a talent that each child has - example - 'I can read really well' or 'I can draw really great rockets' written on each one. In the middle of the board, I attached an empty wrapped box to make it have a 3D component - Caption - 'We All Have Wonderful Gifts To Share'."

Gifts

What shall we give the children?
Christmas is almost here -
Toys and games and playthings
As we do each and every year?

Yes, for the magic of toyland
Is part of the Yuletide lore
To gladden the hearts of childhood
But I shall give something more.

I shall give them more patience
And a more sympathetic ear,
A little more time for laughter
Or tenderly dry a tear.

I shall take time to teach them
The joy of doing some task.
I'll try to find time to answer
More of the questions they ask,

Time to read books together
And take long walks in the sun
Time for a bedtime story
After the day is done.

I shall give these things to my children
Weaving a closer tie,
Knitting our lives together
With gifts that money can't buy.

Popular Primary Success Resources!

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. Order it now!

Successful Phonics - Part 1 (Grade One) and Part 2 (Grade Two and Three)

This program gives you everything you need to teach phonics successfully. Part 1 teaches the single consonants, the short vowel sounds and the digraphs—and Part 2 all the rest of the sounds. There are specific daily lesson plans, strategies for teaching the sounds and blending, reproducible reading sheets, flashcards, and booklets so the children can practice their skills in actual reading material.

Successful Science Lessons and Successful Social Studies

These books for Grade One and Grade Two are very popular. All your lessons are laid out for you, with a worksheet for the students and lots of extra ideas to expand your lessons. Everything you need is there for you, and teachers are thrilled with the easy-to-teach sequential lessons!

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 / Part Three / Part Four

This program is very popular and is being used with great success, both in the classroom and in Learning Assistance rooms with students who have difficulties with early reading. The Successful Sight Reading books 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. Part Three and Four continue the sequential program. It is well organized, simple to follow and the program has proven results.

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, 2 and 3. These will give your children the extra reading practice that they need, and the little books are fun, too!

"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.



Sight Reading - Start Right Kindergarten

This program teaches the first 30 words in Kindergarten with hands-on strategies and lots of interesting reading practice and little books. Teachers love it!

Favourite Websites

http://www.amazingmoms.com/html/christmas_page.htm

http://www.fvsd.ab.ca/stm/christmas_sites.htm

This is a good place to begin a Christmas search!

<http://www.carlscorner.us.com/Holidays.htm>

This site has lots of great ideas!

<http://www.kidzone.ws/thematic/gingerbread/>

<http://www.edhelper.com/gingerbread.htm>

Gingerbread themes with lots of great ideas.

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