

# The Primary Success Notebook



From Primary Success Publications

Issue #7

January 2010

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## Happy New Year!

Happy New Year, everyone!

As September is a time to start over with a new class and new ideas, January gives us much of the same opportunity to begin new routines and programs. There is the advantage of knowing the children and their strengths. It is much easier to try new routines after the holiday than in the middle of a term. Decide what you want to change and how you want the children to do things, and then spend the first week or two of January modelling the behaviour or skill until the children are completely at ease with it.

Make a few simple New Year's resolutions. Work on your organization, your lessons, the class routines. Everyone can improve! It takes concentrated effort. Just as the children need repetition in order to have skills become automatic, so you can work on your teaching or organizational skills until they become good habits.

If you are not completely happy with the programs in reading, spelling, math, science and socials that you are using, have a look at the *Primary Success* resources! You can see sample lessons on-line.

*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!



# Ideas for Reading

## Whisper Reading

"I give a lesson that helps the children begin to read silently. I show that when they gently press in on the ear, that their voice actually goes from outside of their head to 'inside' their head....they practice doing this to see (do it yourself, start talking, then gently press in on the little cartilage that can cover your ear...you will hear your voice come into your head!) I tell them that when adult readers read, they often hear this voice, even when they aren't using their vocal cords. I also tell them that some don't just hear the voice, they also see pictures like a movie.... Then I tell them that in order to start practicing getting that voice, they can hold their ears and whisper read....this helps some move from the reading out loud to reading silently. This is something that most do naturally, but this lesson helps reinforce the idea that reading silently doesn't mean you still don't hear the words. You could call it inside and outside reading (meaning reading inside your head or outside your head)."



## The Bossy 'r' - R-Controlled Vowels

*This is sung to the tune London Bridge:*

Bossy r comes after a vowel, after a vowel, after a vowel. Bossy r comes after a vowel, bossy r sound.  
 Bossy r changes the vowel, Changes the vowel, Changes the vowel. Bossy r changes the vowel, bossy r sound.  
 When an r comes after an a, After an a, after an a, When an r comes after an a, it says 'ar'.  
 Car and harp and chart and hard, Chart and hard, chart and hard, When an r comes after an a, it says 'ar'.

When an r comes after an e, After an i, or after a u, When an r comes after these three, They say 'er'.  
 Her and germ and bird and nurse, Bird and nurse, bird and nurse, When an r comes after these three, They say er'.

When an r comes after an o, After an o, after an o, When an r comes after an o, It says 'or'.  
 Horse and fork and short and corn, Short and corn, short and corn, When an r comes after an o, It says 'or'.

## Scoop Up a Word

"Here is a neat way to introduce/teach vocabulary! It's called a vocabulary flag and it's a paint stirrer with a piece of white cardboard across the end (like a T). Use it with the overhead. Take the flag to the screen and 'scoop' up a word and pull it off the screen. It projects onto the flag and it is sort of magnified and really makes the word stand out. After you're finished with the word, you scoop it back into its place on the screen. It's very amazing and kids are speechless the first time they see it. It can be anything you have projected onto a screen. You bring the flag and put it in front of the screen where the word is projected, so it's no longer on the screen, it is now on the white cardboard flag. I say that I'm 'scooping' the word up off the screen, so I did a little scoop motion to make it apparent that I was in essence lifting the word out of the context and then 'scooping' it back when we were finished with the word."

Comment from Dr. Bruce Murray, the Reading Genie: "I like the idea of giving books as rewards. It recognizes the reader's progress and says, 'Books are so valuable that I'm giving you a book as a reward.' If you give a pizza as a reward, it says, 'Books are not so valuable, so if you read one, I'll give you something really good, pizza.' No one persuaded us to like pizza by giving us something else (candy? ice cream?) if we would just buckle down and eat our pizza. They provided pizza and modeled how delicious it is. We need to do the same with reading."

## Language Ideas

### B-D Reversals

"I tell my students that they always have the answer in their hands. Say the ABC's.... b comes first. Now take the thumb and forefinger of each hand and make a circle with each hand, stick the other fingers up (as in the okay or good luck signal).....hold your hands up in front of your face like glasses.....b comes first (on your left) and then d (on your right)."

"I have three suggestions that seemed to have worked for me.

1. Have the kids use their left hand to make a 'b' (as above) , then have them make a 'd' with their right hand—bring the hands to touch and tell them they made a 'bed'! The 'b' is the head board and the 'd' is the foot board. It's a neat little trick they can do whenever they need to.

2. Show the kids that a small 'b' can be made into a big 'B'. So when in doubt, they can try to make their little letter into a capital B. If it doesn't work, they know it's a 'd'!

3. This is just simple practice. At the beginning of the week have them make up a 'b' poem (such as 'Billy Bob bobbed for big balloons and got bopped in the belly.') and have them write it two or three times. At the end of the week do the same with 'd's. The repetition of reading, writing, and saying this will help reinforce the differences in their minds."

### Write Acrostic Poems

Do an acrostic poem for January. Print the letters downward, and then brainstorm words or phrases to go with each letter.



### Front and Back Doors

"I use the 'front and back door' phrase to get my students to understand that sentences are like units, they have a beginning and end or 'doors'. By making little brown doors and posting them on an 'actual' sentence on the wall, gives them a visual reminder. When they are writing sentences I will say, "Make sure you check your front and back doors" so that they check for the capital letter and the punctuation."

### Bang!

"This year my kids loved playing 'Bang!' I had 5 small coffee cans, which I covered with paper and labeled 'Bang'. Inside were cards with Dolch words and 4 cards that each had 'Bang' written on them. I divided my 25 kids up into 5 groups. Each group sat around a can. The first person draws a card and says the word. If he knows the word, he keeps it. Play goes on. If someone draws a 'Bang' card, he has to put all his cards back. I also changed the cards later in the year to math facts."

### The Contraction Song

I'm the first word; don't change me!  
Don't change me, don't change me.  
I'm the first word; don't change me!  
Oh, no, just let me be.

Certain letters are taken out,  
Taken out, taken out.  
Certain letters are taken out.  
One word will remain.

Can't and couldn't, isn't, too.  
Isn't, too, isn't, too,  
Won't and I've and let's, it's true,  
Contractions every one.

When you change the second word,  
Second word, second word,  
When you change the second word,  
A shorter word you'll see.

Apostrophe will fill that space,  
Fill that space, fill that space.  
Apostrophe will fill that space,  
The rest will stay the same.

I'm and she's and you're and he'd,  
You're and he'd, you're and he'd,  
Wouldn't, didn't, we'll and she'd,  
Good! And now we're done

# Teaching Phonics

## Ideas to Teach Blending

"I have my children put the letters down a slide - then the letters bump into each other like children on a playground slide. I often draw a simple picture of a slide when blending words. Then we slow speech the word /s/ /u/ /n/. Next I say put it down your slide and the children (often with a sweeping motion) put it down their slide and it blends."



"The way *Open Court* teaches blending seems to work! Here it is.

For the word sun, for example:

teacher points to the s

child says /s/

teacher blends to the u

child says /u/

teacher sweeps hand under s and u

child says /su/

teacher points to the n

child says /n/

teacher sweeps hand under entire word

child says sun

Any one sound that is made of two letters like th, ay, ar, er, etc., is printed together.

A long vowel with a silent e is printed like this: i\_e, blended as /i/ and then the missing letter is put in and blended.

"With *Companion Reading*, I start with writing out the sounds like this.

Sam sssssssaaaaaaaammmmmmmmm

As I move my finger along the word the children say the sound and just change the sound when the letter changes. This really helps with blending. Later with chunks I would do this -

sing ssssing

It works with most of the kids."

## Learning the Short Vowels

"a a a choo (hold your finger under your nose)

e e exercise (flex)

i i i itchy i (reach back and scratch ...I shorten it to one finger itching shoulder)

o o obstinate o (finger into mouth like a tongue depressor)

u u u umbrella (point one finger to center of belly as if poked in tummy with umbrella point)

You cue the sound they need or they can look up and see the picture which reminds them of the action which reminds them of the word which elicits the correct short vowel sound."

## Practicing the Short Vowels

"I say a word with a short vowel in it. They listen for the vowel sound and then do the appropriate action.

a is at your desk sitting tucked in with perfect posture and hands folded.

e is next to your desk (standing)

i is in your seat

o is on your desk (sitting or leaning)

u is under your desk



# January News



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

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

## Academic Highlights

### Reading

### Spelling

### Writing

### Math

### Science / Themes

## Upcoming Events

## Homework

## Reminders

## Special Students



# Class Management

"I only ask for 'boring yellow pencils' on our supply list at the beginning of the year. One colour is easier for our 'community pencil' system. Then I have a 'dull' can and a 'sharp' can in the room. One of the kids' first jobs of the day is to come in and get a pencil from the 'sharp' can. If their pencil breaks, they simply get up quietly, put the old pencil in the 'dull' can, and get a new one from the sharp can.

At the end of the day, all my kids have 'Daily Jobs'. Two kids sharpen pencils. I have two electric pencil sharpeners. These kids collect the pencils from everyone, sharpen them all plus any others in the dull can, and put all the newly sharpened ones in the 'sharp' can. I throw away ones that are really short and replace them with new pencils.

This works great ...I will never go back to having lines of kids sharpening pencils all through the day! "

"Positive reinforcement goes a long way! Show students that you appreciate their best effort with the 'Classroom Wall of Fame'. When a student makes significant progress in a certain subject, photograph him or her holding their great work. Mount the photo along with a caption describing the achievement on the board entitled 'Our Wall of Fame'. At the end of every month take down the photos and read the captions to the class, as you hand out the photos to the students to take home to share with mom and dad."

"Always try to clean your desktop before you go home. Once you make a habit of it, it will become second nature - or so I've heard. I'm still working on this one! Be selective about what you keep on your desk. If you don't use it at least three days of the week, store it somewhere else. Put a table or bookshelf near your desk and use it to store items that you need on a regular basis.

Use stacking trays or upright organizers (whichever you prefer) to hold important papers, teacher's editions, etc. Use each tray/compartiment for different types of information. For example, one tray can be for extra copies of blank forms, while another can be for extra copies of recent assignments. You can find the trays/organizers at most office supply stores, and even Wal-Mart or K-Mart."

"Something I do that is a real timesaver is just check to see if a child has homework rather than checking for correctness. I was spending an hour each day checking work, most of which was correct. I ask the parents to check for correctness at the beginning of the year; their signature will indicate that they have checked the work. I usually assign three sheets of work we don't do in school: math, phonics, and reading. I just take a quick look, and give it back."

"One of my favourite tips for a quick classroom clean-up is 'Mystery Spot'. I tell the students I've chosen a 'mystery spot' (it might be a paper scrap on the floor, scissors not put away, chairs not pushed in, etc.) and tell them they may begin cleaning. Whoever finds the mystery spot earns a reward. You can use whatever reward you'd like. I can't believe how quickly and quietly they all clean up. The room looks great!"

"One thing I do to help with lining up is to have them line up in alphabetical order. Whoever is the person of the day is the first one in the line, the rest have to line up in order starting at that letter. They get really good at learning how to put things in alphabetical order and I can easily tell who is missing."

"I make a class list on my computer that has a little line next to each name. I keep several copies of this on hand at all times. It comes in so handy when I have to keep track of who hasn't returned a permission slip, who still needs to finish a particular project, etc. I can post a list by the materials used and the kids can check to see if they have yet to finish that activity. Saves me so much time!"

## Behaviour Management

"During times when I need it relatively quiet in the class I ask the children to use their '15 centimetre voices'. In preparation for this request we look at the ruler and calculate how long 15 cm. is. A 15 cm. voice is the voice you would use if someone were that far away from you. Of course we demonstrate this with two children. They catch on really quickly and when someone forgets to use a soft voice, I just hold up my hand 3 times and they immediately reduce their volume. It also is a beginning measurement exercise."

"I've been trying to help my children 'find' their indoor voices. They didn't seem to know how to work, read, etc. with a quiet voice. Out of frustration one day I had them repeat after me... 'This is my one voice (barely audible whisper), This is my two voice (soft whisper)' and so on with these bench marks - 3- regular whisper, 5 - regular speaking voice, 6 - presenting voice - up to 10 - a good loud shout. A zero voice then becomes just mouthing the words - no sound.

"After very little practice they seemed to be able to find the volume when I call out a number. Now when they are working I'll say something like - 'this is quiet work so I should only hear your 1 and 2 voices', or 'this is quiet reading time - you are the only person who needs to hear what you are saying so let's use our one voice'. When it creeps up to 5 or 6 I remind them that they are using their 6 voice (in my 6 voice) and they should be using their 2 voice (in mine) We practice - this is my 2 voice, etc. It seems to work well."

"The one little thing I do that helps my days run smoother, is that I use signs and a little brass bell for general instructions. I have about 5 - printed on tag - things like Quiet Please, Come to the Carpet Please, Tidy Up Please, etc. I never have to raise my voice to get the class's attention and EVERY child can read the signs in no time at all - they are very proud that they can read them, and the class stays much quieter because I never have to raise my voice."

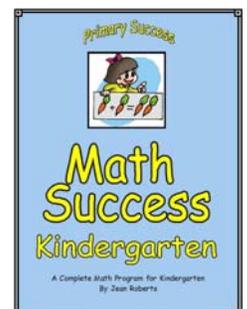
"How many people use the old 'Remember your number. I'm going to number you 1, 2, 3 to divide you into groups'? I usually find they have trouble remembering their number. When I give each group a name instead - Wonderful, Terrific, etc., 'All the Wonderful people stand on this side and all the Terrific people over there' - it's funny, but I've rarely had a child forget who they are!"

"I keep a basket in my room labeled 'Extra Practice' and a basket labelled 'The Fun Box'. These are choices available after all work has been completed. I fill it with extras of former papers, dot to dots, etc. The kids LOVE it!"

### 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



### A Money Chant

A penny is one cent (stamp your foot)  
 A nickel is five (slap your thigh)  
 A dime is ten cents (clap your hands)  
 A quarter twenty-five (snap fingers over the head).  
 How many cents have I on this try?

"For example: Snap, stamp, stamp ... would be 27 cents. I always begin with the largest coin and work down. The kids chant and do the actions with me up through the question. Then, they stop and I make up the amount (like the 27 cents above). They shoot their hands into the air when they think they know. They enjoy this so much. I hear some of them chanting it softly as they are doing their money work independently."

### 'S.T. Mate'

Practice estimation on a regular basis in your classroom with a plastic peanut-butter jar named 'S.T. Mate!' Give each student a chance to take S.T. Mate home and fill it with beans, pennies, candy, nails, or other items. During class, have the students write down their estimates of the number of pieces in the jar. Then let the whole class share in their counting. Recognize the student who had the best estimate by posting his or her name with the estimate and the actual count.

### More Estimation

"I do a lot of estimation at class parties. I use the same container so the children can use previous estimates to help them. I write a chart to help them remember how much there were in the jar when we last did the estimation. For example, I might use candy corn, Christmas candy, valentine hearts, etc. Then, we count it by sorting it into tens and ones. If time allows, I let them change their guesses when we are about halfway through. Another great estimation activity is to fill a cup with water and drop pennies in. The kids have to estimate how many pennies it will take to make the water overflow."

### More Than - Less Than

"I have taught many methods, and the children are still confused, and I, who never was confused, am now confused! Now I ask, 'Which number is bigger?' It gets two dots. 'Which number is smaller?' It gets one dot. Now connect the dots. The sign goes the correct way. Once they do this a few times (if the numbers are the same they both get two dots, equal sign) they can understand the sign easier."

"We discuss the size of a whale and the large amount such a big animal must eat. We always point the whale's mouth towards the largest number."

### 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 and Subtraction With Re-Grouping

"When the children are learning addition with re-grouping, be careful not to refer to what they carry as a 1. If the teacher before me has referred to it as a 1, then when they get to me in grade three they don't understand that it's one ten."

"We write it on paper this way for a little while:

$$\begin{array}{r} 28 \quad 2 \text{ tens } 8 \text{ ones} \\ + 45 \quad 4 \text{ tens } 5 \text{ ones} \\ \hline 6 \text{ tens } 13 \text{ ones} \\ 6 \text{ tens } + 1 \text{ ten and } 3 \text{ ones} = 7 \text{ tens and } 3 \text{ ones} = 73 \end{array}$$

"Also in borrowing I use the 'BBB' method. This means if the Bottom number is Bigger you Borrow. We practice this every day by repeating the meaning and discussing. A lot of modelling and practice goes with it."

And don't forget "Bigger Bottom, Better Borrow!"

More on top?

No need to stop.

More on the floor?

Go next door.

Get one ten

(That's ten ones more)!

Numbers the same?

Zero's the game.



### Counting Money

"Always begin to count money by starting with the largest in worth. Practice counting by 25's before you begin. It is 'counting on'. For example, if you have 2 quarters, 3 dimes, 2 nickels and 3 pennies, it would be counted like this: 25, 50, 60, 70, 80, 85, 90, 91, 92, 93."

"Every morning when we do the calendar, I have the students make the 'days in school' number from coins - I have a magnetic board for this."

### The \$1.00 Word Hunt

"The \$1.00 word hunt is where you write out the alphabet and then assign a value to each letter. A=1, B=2, C=3 .... Z=26. After you have figured out the value of each letter, try different words to see how many points they are. Find a \$1.00 word! This is tricky! See which of your children (and/or their parents) can find a word first or who can come closest.

Here's a little math that might prove helpful:

H A R D W O R K

8 1 18 4 23 15 18 11 = 98

K N O W L E D G E

11 14 15 23 12 5 4 7 5 = 96

But.... check this out..

A T T I T U D E

1 20 20 9 20 21 4 5 = 100

So, it stands to reason that hard work and knowledge will get you close to the top, but attitude will get you there."

### Coming Soon!

The next new resource will be 'Successful Social Studies and Science - Kindergarten'. Both subjects will be in the same book, with simple hands-on lessons and activities. The format will be similar to the very popular science and social studies books for Grade One and Two - with easy to teach lessons that interest the students and are fun for teachers and children. Tentative date: Feb. 10, 2010. Book - \$39.95, CD - \$29.95  
Pre-order now!

## Winter Science

"I always do a quick science unit on snow and do the following experiments in groups of 4. Each group goes outside and collects an ice-cream bucket of snow. I make up little booklets with the instructions and the kids write or draw the results of what happened and then we discuss what happened together.

- Make 2 snowballs the size of golf balls. Melt one at room temperature on a plastic lid. Melt the other in a container filled with cold water. Leave them for about 15 minutes. Which one melted fastest?
- Make 2 snowballs the size of golf balls. Put both of them in containers of cold water. Stir one container but not the other. Which one melted the fastest?
- Each person can make a snowball the size of a golf ball. Put it on a plastic lid. Sprinkle some salt on top of your snowball. and wait a few minutes. What happened?
- Which is heavier, snow or water? We put snow in a cup. We put water in a cup. We weighed the cups. What did we discover?
- Which melts faster, a snowball or an ice cube?
- We put a snowball in a dish. We put an ice cube in a dish. We waited. What happened?
- Can snow be made to melt faster? (a more involved experiment than above) We put snow into 4 dishes. We covered each dish with either paper, cloth, salt or dirt. We waited. What happened?

For each of these activities, discuss why this result might have happened. Elicit opinions.

### More Snow Activities.....

- Make a snow gauge. Take a large clear plastic pop bottle and cut off the top half. Mark the outside in inches with a permanent marker and place it outside in a place where it can collect the falling snow.
- Measure how much melted snow it takes to make water. Collect some snow in a container and record the level of snow on the container. Let the snow melt. How much water is there? Are you surprised at the difference?

### Catch Some Snowflakes

Put black velvet or black construction papers in the freezer or outdoors to chill. When it is snowing, take them out and go outside and let some snowflakes land on the dark surface. Quickly, before they melt, examine the flakes with a magnifying glass. Many snowflakes are 'broken' and so you don't see the whole six-sided crystal, but with persistence you'll see some beautiful examples. Not all are six-sided—research other forms.

<http://www.its.caltech.edu/~atomic/snowcrystals/photos/photos.htm>



### A Window Decoration

Make six pointed snowflakes by folding a coffee filter in half and then in thirds so it is a cone shape. Cut pieces from the sides and the top of the cone. Tape the finished snowflake to the window. Dip small pieces of sponge in white paint and dab over the holes in the snowflake. Remove the snowflake and see the beautiful results! Add a squirt of dish detergent in the white poster paint so it will wash off easily later.

Then, dampen the coffee filter snowflake, re-fold it and drip paint colors over it so the colours run.

### Faux Snow

"Would you like spotless desktops? Give each child several squirts of shaving cream and pretend it is snow. They can pile it up and make snowmen and all sorts of creations. It is great fun!"

## Odds and Ends

### Plural Rules Are Coming to Town

*Chorus.....*

Oh, you better watch out,  
You'd better not cry.  
You'd better not pout  
I'm telling you why.  
Plural rules are coming to town.  
Just look at the word  
Then follow the rules  
Very few times they'll give you the blues  
Plural rules are coming to town.

To some words you just add an s  
Like dolls and paints and cans  
And cups and trees and ornaments  
And nails and crayons and pans.

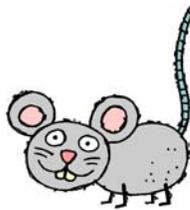
*Chorus*

Sh, ch, and x or s  
To these you add es  
Like porches, dresses, boxes - Please  
And wishes, YES, YES, YES.

*Chorus*

### January Chant

Jan u ar y Jan u ar y (*spell and clap on the u and the y*)  
January - let us peer  
Into the first month of the year.  
In the year 2010  
Let's strive to do our best.  
To treat each other fairly -  
To work hard, then to rest.  
A new year has begun.  
Resolutions have been made.  
Let's live each day - one by one.  
And not let our visions fade.  
Jan u ar y Jan u ar y (*spell and clap on the u and the y*)  
A new year begins!  
Hooray!



For some words change the y to i  
And then you add es  
Like fairies, ponies, cities, please  
And pennies, YES, YES, YES!

*Chorus*

If words end in f or fe  
Change f to v, add es  
Like wife to wives, and half to halves,  
And knife to...well you guess

*Chorus*

Sometimes you take the special word  
Change it to something new  
Like tooth to teeth  
And mouse to mice  
And foot to feet, you see.

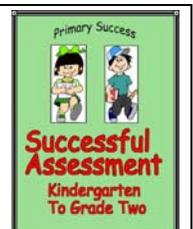


### Popcorn Reading

"Once a week we do 'Popcorn Reading', sometimes whole class, sometimes in teams. Here's how it goes: every child must have a copy of the same book/story. One child begins to read, he reads 1-3 paragraphs (whatever he wishes), when he finishes he says 'Popcorn to...(Joe, Jane)' The person named must keep reading another 1-3 paragraphs, and so on. My children have always enjoyed doing this. Also, it makes sure they are all paying attention."

### 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

### Kids are Funny!

"Years ago I was teaching a unit on plants, and we were discussing plants that could be harmful to people. The Grade 2's were to read a page in a text and then draw and label one of these plants, such as poison ivy. I watched one boy who never looked at the text, but immediately began to draw. When he finished I went to see his work. He had drawn a prickly-looking bush, and underneath had neatly printed, 'Ambush'."

"I remember one year during a discussion of horses, I asked if anyone knew what a colt was. One little boy replied, 'It's what you get in your nose.'"

"One time I was using my lunch period to pick up something at the supermarket across the street from my school, and I bumped into one of my kindergarten students with his mom. We chatted for a few minutes, then I said that I had to be getting back to work. He incredulously asked: 'Where do you work?'"

"Some boys in my class get into a lot of trouble during recess. When the assistant principal was interrogating them one little boy said, 'I feel like I'm on Oprah.'"

"Kids have such great faith in their rubber boots. Once I found a Kindergarten boy holding his boot under the tap in the sink and filling it with water. When I stopped him, he said, 'Don't worry. They are waterproof.'"

### Days of the Week

*To the "Addams Family" - remember the tune?*

Days of the week \*snap snap\*, days of the week \*snap snap\*

Days of the week, days of the week, days of the week \*snap snap\*

There's Sunday and there's Monday, there's Tuesday and there's Wednesday

There's Thursday and there's Friday, and then comes Saturday

Days of the week \*snap snap\*, days of the week \*snap snap\*

Days of the week, days of the week, days of the week \*snap snap\*



### Popular Primary Success Resources!

#### Successful Writing Lessons—Grade One, Grade Two

In each of these books there are more than 100 short lessons to begin your writing sessions. These teach the necessary writing skills in sequence with lots of interesting strategies. These mini-lessons will greatly improve your students' writing. There are lots of reproducible sheets and a reproducible dictionary with common words and spaces for you or the child to print extra words. Price: \$29.95 CD: \$22.95

#### Beginning Handwriting

Grade Two and Three students love to learn how to write! This book shows you how to teach the letters and gives practice sheets to photocopy for your students. The style taught is rounded cursive. Price: \$24.95 Level: Grade 2/3

#### Sight Reading—Start Right Kindergarten

Give your Kindergarten children a great start in reading! This program gives you many ideas to teach the concepts of print and it teaches the beginning sight vocabulary (30 words) in an interesting 'hands-on' way. There are reproducible worksheets and little books for the children to read. Price: \$69.95 CD - \$44.95 Level: Kindergarten

#### Poems to Read and Remember - Kindergarten

Simple short poems, each on a reproducible page with a border and illustration. Make poetry books for each child and/or let the sheets go home to be read and enjoyed. Price: \$34.95 CD - \$24.95 Level: Kindergarten

## 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 Primary Success 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.*

*"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 books will give you everything you need to teach phonics successfully. Part 1 is a complete phonics program for Grade One and Part 2 is for Grade Two/Three. 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 les-

## Favourite Websites

<http://www.odu.edu/~kkersey/101s/101principles.shtml>

An interesting site for behaviour management principles.

<http://www.thevirtualvine.com/themes&units.html>

There are book activities and themes galore.

<http://www.alphabet-soup.net/alphabite.html>

Alphabet activities

<http://www.tooter4kids.com/>

There are great ideas on this website!

<http://www.mspowell.com/>

I like this one - check out the time-savers!

## Primary Success Publications

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