

# The Primary Success Notebook



From Primary Success Publications

Issue #14

August 2010

## It Is Time To Plan!

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The new school year is coming closer and closer. We are so lucky to work in a profession that renews itself every 12 months! By the start of the new school year in the autumn, we are eager to begin again with a new class of children. Our frustrations from last year have all gone on to another teacher and we begin with a clean slate and fresh ideas.

I know many of you will be thinking about the new year ahead, but remember to relax and enjoy August! Do some special things for yourself..... go to a spa, read some good books, do things you find relaxing. Work will be back again soon! I got an e-mail from a teacher who is spending some weeks in Maui, and she said she had been sitting on the beach enjoying the *Primary Success Grade One Treasury!* This is not exactly what I mean by doing special things for yourself - but if it works for you, that's fine.... Teachers are beginning to be excited about the new year, and that makes back-to-school fun!

Jean



## About Primary Success Publications....

We are a Canadian company, based in B.C. on beautiful Vancouver Island. We have been producing resources for primary teachers since 1995. Teachers appreciate the practical easy-to-teach programs in sight reading, phonics, spelling, writing, math, science, social studies and more. 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 from the website and receive all the freebies, too!

Go to the website for great free booklets and ideas! Click on 'The Notebook' link and the 'Freebies' link on the home page.



# For New Kindergarten Teachers!

DO NOT Expect: them to be able to tie their own shoes, know how to flush a toilet (every time), wash hands, share materials, use scissors to cut on a straight line, line up, or, in some cases, hold a pencil.

DO Expect: to get messy, to have your name called constantly, to change wet clothing, to answer 'why' questions every minute of the day, to be able to make an infinite amount of projects using construction paper and be told 'I love you' a lot!

As in all grades, children may be a year apart - a year older is a lot at this age. Some kids come to school with a great educational background and some with little to none. Some children just missed going into grade one, and some are pre-schoolers, still four years of age and babyish for that. Some are ready to learn to read right away, and some have never or rarely held a book. Some will have a wide speaking and listening vocabulary, and some will have only a fraction of this. It is a challenge!



"Starting the year is great...exhausting, but great! We start by spending the first few weeks just getting to know each other and the school. We learn routines and expectations, how to stand in a line, where the bathroom is, how to wash hands, raise your hand to speak, etc. We start the year with colours and shapes, and we do work with names all year long, beginning the first day. This is our second year implementing the 'Building Blocks' program, so we do a lot of those things (predictable charts, morning message, etc.) All of the Building Blocks books are great teacher resource books (by Patricia Cunningham and Dorothy Hall). We do a lot of short activities.... fingerplays, movement, stories, colour box, etc. until they get the hang of the routine and are able to focus for longer periods of time. We read Miss Bindergarten Gets Ready for Kindergarten, The Kissing Hand, Franklin Goes to School, Huggly Goes to School, and The Teacher from the Black Lagoon series before our first time at each special (music, P.E., library), and we read a bunch of ABC and Dr. Seuss books."

"Be prepared for tears (from both kids and parents) the first day. Change activities about every 10 minutes for a day or two. For the first week we practice, practice, practice - rules, lines, procedures, finding the lunch room, playground rules, etc. Count heads frequently, lest one escape unnoticed!

Get playdough and cookie cutters for the first day. Little party favour sized ones are wonderful if you can find them. The children will be excited and occupied as you greet each new child/family. A series of coloured cards in a pocket chart (I use the daily schedule sized one) works really well for discipline because the children are soon able to self regulate their behaviour.

Only run a few basic centres in the beginning (blocks, housekeeping, playdough and possibly computers). 'Tour' the centres with the whole class and explain the rules for play in that centre in detail. Do this same tour and review everyday for the first week. After the first day have the children tell you the rules for that center and fill in anything they miss.

Have lots of stories and lots of songs. I start journals on the very first day of school by having the children draw a self-portrait which says, 'This is a picture of me on my first day of Kindergarten at \_\_\_\_ School', and I put the date on it. The parents are thrilled at the end of the year with this one."

"Instead of taking attendance by calling out the names, I have the names on flashcards and flash them. When the child sees his name, he says "Present". (I have to explain the word 'present' at the beginning to escape the Ramona problem when she expected to receive a gift on the first day of school....) The children watch for the names and soon are able to read the names of many of their classmates. If a child does not recognize his name, I put a special sticker on his card so it will be easier for him to know when it is his turn. I shuffle the cards each day so they are in a different order."

## Kindergarten, Continued....

"Chart the names that have a certain letter in them. Have a large ABC chart (or word wall) with space to tape the names under the letters. We put up the first names that begin with A first, but then include the names that have a's at the middle or the end. This helps to associate the capital letter with the lower case letter.

We also made index cards with the children's names. Then we play a game where they sit in a circle and try to find the names (first their own), then a friend's. You can ask them to find the name of the person sitting next to them or of a special friend, then you can talk about the letters in that name. You can also ask them to find the name that begins with a particular sound or letter.

Another thing we do is have a magnetic letter board with a child's name taped up on a piece of paper. The magnetic letters in his name are scrambled and each child can come and unscramble them."



"To get to know each other at the beginning of school, I take a photograph of each child in my class. I begin a class book with Brown Bear, Brown Bear, who do you see? On the next page I add a picture of a student and the caption 'I see Aaron looking at me.' Then, 'Aaron, Aaron, who do you see?' I create a page for each student in the class in this way. I even include adults such as the principal and the secretary. Each page can be pulled out and replaced as students move or are added to our classroom. It has been very helpful for new students to quickly learn each other's names."

"I make big books on lots of subjects. I make alphabet books, books about animals, books about shapes and books about numbers. The kids especially love to read the books that have their names. I use 18" x 24" paper and just staple the pages. For smaller books I use 8 1/2 x 11" photocopier paper and put a cover of tag on the front and back and then bind it on our binding machine."

I make a Big Book with a digital (or other) photo of each child, one to a page. Under the photo, I print 'Here is (name).' The children love to read this book, and I encourage them to trace under the words as they 'read'."

## What's Your Name?

Teach the letters and sounds by the letters in your students' names.

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

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

## Attendance

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

## Writing Ideas

"I have a 'writing centre', where the children can experiment with the writing skills. The writing area has a variety of paper, pencils, markers and crayons. There is a lower case magnetic alphabet and the children can make their names and other words. They can make books, too. I also have the alphabet in stamps with a stamp pad. I sometimes print a list of words that they might need - words for Hallowe'en or Christmas, for example. The children share their writing with a partner or the class.

This centre is where the kids can feel comfortable beginning to write. I give them help when it is needed. Here they can experiment with the materials. As I model writing, the children attempt to try to copy my steps."

"I like to make my writing lesson as interactive as possible. After I model the procedures, I ask the children lots of questions and have them 'help' me. I try to make the writing lesson also a reading lesson, discussing words and asking the children to remember them so they can help me read it when the sentence is completed. I make sure I go really slowly in the beginning of the year, as many in my class do not have the concepts of print and many do not understand that words have meaning, the directions for reading and writing, or that speech can be broken down into words and then letters. After I model writing for a couple of months it is amazing to watch the kids copy my steps! They love to play school and I often see one being the teacher (me) and asking the same questions I ask."

"I do a modeling lesson at the beginning of each writing period. My kids have two basic kinds of writing. Journals tell about their daily life - true experiences. Their Journals must be corrected perfectly every day. When they finish their entry, they bring it to me and I underline any errors and then they go back and correct. We discuss any problems at this time. They don't re-write, they erase and correct. The other kind of writing is free writing where they may write fiction. Free writing can occasionally be edited and published but most days is just for writing fluency.

"I require a certain number of words each day in the Journals, rather than sentences. If you ask the kids for a certain number of sentences, there are always children who will make the shortest sentences possible. Asking for a number of words prevents this and the quality is better."

Editing checklist: 1. Read to see if it makes sense. 2. Punctuation 3. Capitals 4. Spelling."

"My favourite activity is very simple, and also helps with correct form in writing questions. The kids find a magazine picture that they like. Then they think up a 'Why' question about the picture. They glue the picture on the front of a folded piece of paper, and write their question above or below the picture. I insist on correct punctuation, capital usage in the question. I often use legal size paper for this. They unfold the paper and write an answer to their question on the inside. Using the word 'because' in their answer sentence seems to help them direct their thoughts.

"For example, one child found a picture of a boy wearing a raincoat and boots and playing in the rain. His question was 'Why is the boy wearing boots?' On the inside of the 'booklet', his answer was, 'He's wearing boots because it's raining'.

"Another thing that I think helps with cause and effect is jokes and riddles....my kids love to read and solve them."



## Reading Fluency Scale

Reader reads:

1. Word by word
2. Primarily word by word with some 2 - 3 word phrasing
3. Primarily by phrases (2 - 3 words) but sometimes word by word; sometimes gives phrases inadequate stress in relation to syntax.
4. Primarily in phrases with very little word by word reading; sometimes ignores external punctuation, generally reads in a monotone.
5. Primarily in phrases, attending to terminal punctuation, some internal punctuation is ignored, expression is not consistently adequate.
6. In phrasing with fluency, using both terminal and internal punctuation; provides appropriate semantic and syntactic emphasis for the purpose of dramatization; expression approximates normal speech.

## Home Reading

"I do my own system since there isn't a school-wide program. I call it 'Let's Read'. Basically, it is an voluntary program at the beginning of the year and by the end is part of their homework. I try to get the students to either read aloud or be read to for 15 - 20 minutes each week. Many do much more than that. In the past I have had the parents fill out a Reading Log with the name of the book, number of minutes, date, and their signature. Then I total the minutes weekly and each time the student reaches 30 minutes they get a sticker on their individual chart. When their whole chart is filled, they get a certificate and a prize. This year to make it easier for the parents, I have made monthly calendars and they will just have to record the minutes on the date and initial it for the student to get credit. As the year goes on I count silent reading as well. I let them choose the books themselves but I offer some guidelines. It really improves their reading."

## Practice Blending Sounds

Practice blending by singing to *If You're Happy And You Know It*.

If you think you know this word, shout it out!

If you think you know this word, shout it out!

If you think you know this word, then, tell me what you've heard,

If you think you know this word, shout it out!

Teacher says /b/ - /a/ - /t/. (Students shout ) bat!

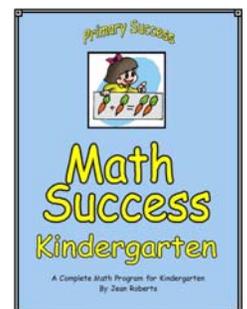


## The Math Success Program

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!

**NEW!** Now there are Word Problem books for your students that can accompany the Math Success program or other program.



*"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!"*

## Poems for Classroom Routines

Walking through the hallways  
We all QUIETLY go  
Taking care, all the way,  
To walk on our **MARSHMALLOW TOES**.

Quiet, Quiet  
Quiet as a mouse  
So no one will know  
That we're in their house.

The rule with glue is  
a little dab will do.

Dot dot, does a lot! (glue)

### My Promise

Each day I'll do my best,  
And I won't do any less.  
My work will always please me,  
And I won't accept a mess.  
I'll colour very carefully.  
My writing will be neat.  
And I simply won't be happy  
Til my papers are complete  
I'll always do my homework,  
And I'll try on every test.  
And I won't forget my promise--  
To do my very best!

### Lining Up Poem

I'm giving myself a great big hug.  
I'm standing straight and tall.  
I'm looking right ahead of me.  
I'm ready for the hall.  
(*whisper:* And I'm not talking!)

### The End of the Day

This is the way we say good-bye,  
Say good-bye, say good-bye.  
This is the way we say good-bye,  
To all our friends at school!  
Good-bye! See you on \_\_\_\_\_!

### See You Later

See you later, alligator,  
Bye-bye, butterfly,  
Give a hug, ladybug,  
Be sweet, parakeet,  
Blow a kiss, goldfish,  
See you soon, racoon,  
Take care, polar bear,  
Out the door, dinosaur!



You cannot give a smile away,  
No matter what you do.  
Whenever you give one away  
It comes right back to you.

## 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!

## Math

### Review of Grade One Math

"For September and October (and sometimes into November and December) we learn the combinations to 10 so that the children can do them backwards and forwards, quickly and with ease. They need to have these understood and memorized before they go on to the Grade Two math. Here are some of the things that I do to accomplish this:

- Have the children visualize patterns of the numbers to 5. A few children won't be able to do this, but it really helps if the children make numbers with counters and then visualize the patterns with their eyes closed.
- Let the children use counters at first - the double sided ones are useful - but encourage visualizing the numbers rather than using the counters so that the children soon put them aside and don't need them.
- Do a lesson each day giving the children clues of how to add certain numbers - e.g. doubles, + 1, + 2, + 3 by counting on, subtraction by counting backwards, etc.
- Do a drill practice sheet every day, graphing these scores.
- Once a week see how many questions the children can accurately do in a set amount of time and graph the weekly results.
- Especially work on the combinations of 10. The children should know these perfectly before you go on to the combinations of the 'teen' numbers. If they are completely confident of the combinations to 10, you can teach the 'magic 10' - for example,  $7 + 5 = 7 + 3 + 2 = 12$ , and this makes teaching the combinations to 18 much easier."

### Calendar and 'Days-in-School' Math

#### In Kindergarten

- Use the calendar and the days-in-school chart to practice counting.
- Learn the formation of the numbers.
- Answer questions: 'How many days until \_\_\_\_'s birthday?'
- Learn the days of the week and the months.
- Learn about time past, present and future - yesterday, today and tomorrow.
- Learn before and after.
- The days-in-school chart can be used for patterning and odd and even numbers.



#### In Grade One

- As above. Ask more difficult questions about the calendar.
- Learn place value from the days-in-school chart. Add a stick each day, bundling tens.
- Use the calendar day number and make equations to equal it (later in the year).
- Make the calendar day number with coins.
- Using the days-in-school chart, count by 2s, 5s and 10s.

#### In Grade Two

- As above. Use higher level skills as you ask questions about the calendar.
- Use the days-in-school day number and make equations to equal it.
- Make the days-in-school number with coins.
- Do place value exercises.

#### In Grade Three

- As above. Ask more complex questions about the calendar.
- Use the days-in-school chart to count by 3s, 4s, 6s, etc., skip counting for multiplication.
- Make complex equations (+, -, x and ÷) to equal the days-in school number.
- Use this number to teach money.
- Discover the prime numbers.
- Question from the charts to teach problem solving.

## Zero the Hero!

Many teachers use Zero the Hero to teach place value. . . .

"We count the number of days in school so the day before school starts is day number '0'. Since the children weren't in school yet, when Zero Hero came by, he left us something in a bright red bag. We opened the bag on the first day and..... there was a note from him, a poem, and a treat that looked like zeros. That was not all.. He left us an estimation jar (with a suitable number of items in it), too, and I introduced them to estimation (guessing). We talked about the size of the jar and the size of the objects and then made estimates. I recorded them and then we put the numbers in order. The child that was correct (or nearest to it) got a small prize."

"In kindergarten I show them what a zero looks like and to look for days with another zero because Zero the Hero returns each time the zero appears. He comes every 10th school day, and we always miss seeing him. He always leaves us a poem, a treat and an estimation jar."

"In our school one of the aides dresses up as Zero the Hero with a red mask and cape and a white sweatshirt with a red Zero on it. He comes around to all the K, grade 1 and 2 classes."

"On days we have a zero, we play games with a zero. We play tic-tac-toe, and ring toss. We do exercises with hula hoops. We play circle games, too."

"I buy washers at the hardware store and have the children thread them on string or something to make a necklace on the first 10th day. They wear their necklaces every Zero the Hero day."

"I give the children some hole re-inforcers and a small piece of black construction paper to make a picture."

This old number,  
It means none.  
It is even less  
Than one.

Zero the Hero  
Came to school  
Zero the Hero  
he's no fool~  
Zero the Hero  
Stays in his space.  
So all the other numbers  
Can stay in their place!

When you see a zero on the numberline.  
Look for a visit or a sign -  
From that super hero  
Who loves to see a ZERO,  
Oh, he always comes to visit right on time!



### Some Zero the Hero Treats:

red zeros - cherry lifesavers  
zero beads - Fruit Loops  
Cheerios  
pineapple rings  
olive slices  
mini-bagels  
fudge striped cookies  
sliced oranges  
cored apple  
doughnuts

## Homework Calendars for 2010 - 2011

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.

## Getting To Know You

### Names, names (K, 1):

Buy foam letters and the students make a name plate for their desks - or - have the students use alphabet beads to make bracelets. Make the names using different stencils. Use the computer to make names using primary font.

Print the names in fingerpaint.

Use alphabet sponges to print names.



### Names, names (2, 3):

Assign each letter of the alphabet a number (a = 1, b = 2, etc.). The students print their names in the code and put them in a hat. Then each takes one out and spells the name and takes it to the original student. They can add the numbers to make their own totals.

Do a name glyph. The student follows directions to complete his code. The student traces wide letter stencils to spell his name on a paper strip or two strips taped together. Trim any excess length. The student decorates his name by the code, using desired colours for the indicated patterns.

After all students have completed their glyphs, they can challenge one another to interpret the glyphs. These can be laminated and used as desk tags.

### The Code:

First Letter of your name: Are you a boy or girl? If you are a boy make diagonal lines across the first letter and if you are a girl make a grid pattern

Second letter of your name: Do you have any brothers or sisters? yes = red, no = green

Third letter: Do you have a pet? no = make dots on your letter, yes = colour the letter the colour of your pet

Fourth letter: Which subject do you like the most? reading = red, math = blue, science = green, social studies = purple, art = orange, music = yellow, other = brown

Fifth letter: How do you get to school? walk = yellow, bus = purple, car = red, van = orange, other = green

Sixth letter: Do you like to read? yes = make small coloured circles on the letter, no = make small coloured triangles on the letter

Seventh letter: Do you like sports? yes = make small yellow stars on the letter, no = make small black stars on your letter.

If you have more than seven letters in your name, colour the eighth letter like the first one. Colour the ninth letter like the second one, and so on.

You can put this code onto a sheet and have the students circle the answer to the question and then do the colouring of their stencilled name.

### Chrysanthemum

Read the book *Chrysanthemum* by Kevin Henkes. The students discuss why their name is absolutely perfect. Write: My name is \_\_\_\_\_ and it is absolutely perfect because \_\_\_\_\_.

This can be displayed with a picture on a bulletin board to begin the year.

### Name Math

Make a class graph of the numbers of letters in the names. Find out how many letters are in all of the names together. Sort the names and then guess how they have been sorted. (vowel sounds, number of letters, number of syllables etc.)

## Tips From Teachers

"Inexpensive chart holders: I bought some of those white plastic hooks that hang up on the wall with sticky tape backs. I have also used the kind of spring loaded hooks you can use to hang Christmas wreaths on metal doors and used them on my metal chalkboards. They hold up pocket charts perfectly.

"I hot-glued clothes pins to the wall and hung poems and charts. They won't hold anything heavy, but they are fine for a single chart."

"Skirt hangers with a number of clothes pins hold many charts in my cupboard."

"Carefully pry off the little orange cap on the top of each new bottle of liquid glue. Take a Q-tip and coat the inside of the orange cap and the tip of the bottle where the glue comes out with a thin coat of Vaseline. (Or... spray it with Pam....) Then snap the cap back on. This prevents the glue from sticking to the bottle and the cap."

"I spend time in the first week teaching the students how to use the glue bottles and how to use the glue sticks, too. I am tired of the problems when they don't learn to use them properly!"

"I do a class big book each month that we kept in the book center. I begin the first week of school by taking a picture of each child and attaching it to his personal page. We interview each student and add interesting facts. At the year end they can take their page home.

At the end of each month we do a page of a big book with pictures of special things we did and stories written by the students. They write about the things they have learned and special days. I put this big page up in the hall each month so everyone can see it. (Great for parents to look at and read while they are waiting....)

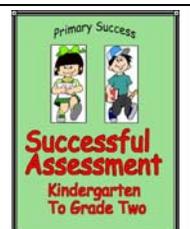
At the end of the year I have all this great information and lots of pictures on my computer, and I put together a memory book for each student."

### Desk Drawer Necessities!

- |                              |                                     |   |
|------------------------------|-------------------------------------|---|
| -safety pins                 | - lipstick                          | - cough drops                               |
| - lunch bags                 | - medication like Advil and Tylenol | - baby wipes                                |
| - an umbrella                | - Vitamin C and Echinacea           | - prizes for the students                   |
| - variety of stickers        | - a pointer                         | - extra pairs of shoes                      |
| - extra class key            | - blank cards for thank you notes   | - feminine necessities                      |
| - candles for birthday cakes | - Goo-gone                          | - Scope                                     |
| - lighter or matches         | - scraper                           | - hair clips for students with hair in eyes |
| - batteries                  | - dice                              | - thread, twine                             |
| - pair of socks              | - bandaids                          | - different kinds of tape                   |
| - change of clothes          | - peroxide                          | - a whistle                                 |
| - a sweater or vest          | - latex gloves                      | - a hand bell                               |
| - deodorant                  | - staple remover                    | - some blank CDs                            |
| - flashlight                 | - extra pair of shoes               | - antibacterial wipes                       |
|                              | - awards                            |   |
|                              | - timer or stopwatch                |   |

### **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!



## Odds and Ends.....

### Caught You!

"I took several pictures of my kids reading. I really tried to catch them reading things other than books. In the hall reading posters, reading the computer, reading their stories to others classes, reading directions to a game, directions on a work page, postcards, pen pal letters, lunch menu, readers theater, reading to the principal, etc. I put these on a bulletin board (in the hall) with the caption 'I Got Caught Reading!' They loved it and the parents loved it, too."

### 'All Year' Bulletin Boards

"This worked ALL year. In the beginning of year, each student made a cloud out of white paper and glittered their name in the middle of it. I tacked them up with a title: **Proud Clouds** Throughout the year, the student was in charge of putting up work that he/she was proud of under their cloud. Sometimes, I put something up, but mostly at the end of every week, I would ask if anyone wanted to exchange a new paper for their 'proud cloud'. Simple, but so effective."

"I had two huge bulletin board in the hall. One of them was covered with blue paper, then I painted on a huge bare branched tree and tore green paper and stapled it to the bottom with some bumps to look 3 D. I stapled green leaves all over it that we had collected on our first week of school walk. You could certainly add student photos and an easy title to tie it all in. I took a broom when they were all dry and dead and it was October and simply swept them all off to the floor and cleaned it up very easily. Thanksgiving time had turkeys on the tree. I then stapled paper plate owls we had made all over this tree for Hallowe'en. I added a touch of white paint to the branches and voila...it was December. January was snowflakes cut from paper and more white paint for snow and mittens, too. February was hearts and .....I am sure you get the picture. When it was time to have the green paper covered with snow I just tore white paper and added it on top. Then we painted sprigs of green and buds on things as they began to appear out doors. I loved the bulletin board as it was so easy to change."

"When lining up I have them take note of a 'landmark' (a poster on the wall, or lined up with a shelf, etc.). This helps them to be spaced apart so there is no pushing or bumping each other."

## Popular Primary Success Resources!

**Read Through the Year** - Emergent Level - Kindergarten - There are more than 50 little books to photocopy for your emergent readers. These are suitable for Kindergarten and beginning Grade One students. Most of the books are predictable or can be read through picture cues. There are many holiday and seasonal books, alphabet and number books, and more. There is a teacher's guide and a worksheet or exercise to accompany each book.

**Read Through the Year** - Early Reading Level - Grade One - This binder also contains more than 50 little books to photocopy. There are many holiday and seasonal books, books about the children's daily lives, favorite fairy tales, interesting stories and books to go with your themes. These books are perfect for your Guided Reading lessons.

**Successful P.E.** This 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 exercises, classroom breaks and games for recess. This book is suitable for teachers from Kindergarten to Grade Three.

**Successful Science Lessons** Teachers are loving the books of lessons for Grade One and Grade Two. Everything is laid out in sequence, so your preparation is minimal. Look on our website for sample units.

**Successful Social Studies** The books for Kindergarten, Grade One and Grade Two are very popular! The sequential lessons follow the curriculum and have great lessons and follow-up sheets for the students - and lots of ideas to add even more interest. Look on our website for sample units.

## 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

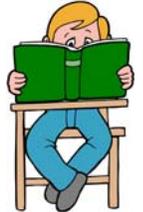
This program is very popular and is being used with great success, both in the classroom and in Learning Assistance rooms with students who have difficulties with early reading. The Successful Sight Reading books have daily lesson plans, with lots of teaching strategies and practice sheets. It has everything 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.*



### Successful Phonics - Part 1 / Part 2

These programs will give you everything you need to teach phonics successfully. Part 1 is a complete phonics program for Grade One and Part 2 is for Grade Two students. 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.

**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.marcias-lesson-links.com/>

Marcia has collected an amazing number of great websites to explore!

The following two sites have huge amounts of 'back-to-school' ideas and poetry.

<http://www.thevirtualvine.com/BacktoSchool.html>

<http://www.teachingheart.net/backtoschool2.html>

[http://www.auburn.edu/academic/education/reading\\_genie/](http://www.auburn.edu/academic/education/reading_genie/)

There are lots of good things here. Read Dr. Murray's ideas on teaching phonics, and then look below for specific lessons in phonics.

### Primary Success Publications

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