

The Primary Success Notebook



From Primary Success Publications

Issue #15 September 2010

Happy New Year!

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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. Have at least one 'New Year's' resolution - something to improve. Improve your reading program, classroom neatness or organization. Do more P.E. and vary your writing activities. Having a new goal each year will help to improve your over-all teaching.

Remember that your Kindergarten kiddies are still pre-schoolers, your Grade Ones are still Kindergarteners and Grade Two students are still Grade Ones. It will take a period of review and re-teaching before they actually will be doing this year's work. As a consolation, consider how mature and knowledgeable they will be by the end of the year!

Have a great school year!

:0) 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.



Before School Begins

Setting up the physical classroom:

1. Think where the teacher's desk will go (if you have one). Most teachers prefer it at the back or side of the classroom, with clear room to approach it. Many teachers have bookshelves for curriculum guides, etc., near the desk, and a computer for your use either on the desk or nearby. If you have a computer, consider electrical outlets, cords, etc. Organize things on the top of the desk so it will stay tidy.

2. How will your children be seated? Desks or tables can be placed in groups of 2, 4 or more, or placed individually. Once you have found a seating arrangement that works well, you can place small bits of tape on the carpet or floor under the table legs. This way the students can easily put the tables or desks back in this ideal position accurately. If you have a lino floor, you can make small spots with white-out or other washable marker to show the leg positions.

3. If you have tables in the classroom, make sure they have a distinct purpose. Tables that don't have a specific purpose collect papers and books and impede traffic.

4. All Kindergarten and Grade One classrooms, and most Grade Two and Three rooms have a meeting area. You will likely use this for morning calendar activities. You will either use this same area for group lessons or have another area with either chalk board (or white board) access and a chart paper stand.

5. Plan your library area. Will you be able to display the covers of a number of books to lure students into reading them? Is there a place to sit and read? Are your bookcases adequate and attractive?

6. Consider the traffic - where will the students walk to get to the meeting area? Where will they line up to leave the classroom? Is the path clear to the coat area? How will they walk to get to the class library?

Decorating your room:

1. You will want a word wall. This must be seen clearly from every desk. If the distance from the desks is great, the words must be made larger. Do not laminate the words as there can be glare, and do not print the words on dark coloured paper.

2. As you decorate your home so that you live in a pleasant space, decorate your classroom pleasantly. You will spend more time there than in your living room, so make sure it is attractive! Do not under-decorate or over-decorate. The decorations should be relevant to the students. Put charts, pictures, alphabet, numbers, etc. up in an orderly way. Plants and/or fresh flowers add a pleasant touch.



Organizing your teaching 'stuff':

1. Put all books and teachers' materials that you will not be using frequently out of sight.

2. Many teachers fill plastic tubs with the things needed for each month. The ones that are not being used can be kept at your home or in another part of the school if you do not have out of sight storage.

3. Be tidy! Keep the top of your desk free so it can be used for doing your work.

4. If you are susceptible to piles of paper that need to be filed, put a plastic tub under your desk or other inconspicuous place and put the filing into it. Do the filing at least once a month.

Know your rules and routines:

Make a list of all the rules and routines you will need in your classroom. You will need to know how you are going to handle children moving around the classroom, drinks, restroom visits, passing/collecting papers, lining up, fire drills, computer use, etc. You must have routines and rules for handling supplies, sharpening pencils, using rulers and glue, turning in finished work and many more. Especially in Kindergarten and Grade One these must be taught thoroughly, modeled and practiced. In Grade Two and Three these expectations must be clear and thoroughly understood. Don't make any rule/routine you are not prepared to enforce or re-teach each and every time it is broken.

Ideas for the First Week

Have your Dayplan Book done thoroughly for the first week or more. Have lots to do — more than you think you will possibly need. Your students will either do far more than you think they will or much less.

"I laminate my name tags. I have a primary font program on my computer (with lines and an inter-line) and I typed each child's name on their desk nametag. They look much neater this way!"

"I made my own desk tags (we call them license plates!) on the computer and printed them on coloured construction paper. They each had the student's name, a number line and the alphabet. I covered them on both sides with clear contact plastic. Then I put a piece of Velcro tape on the back and the matching piece on the table. That way, the tag stayed put but when the students changed desks they could take the tag with them. The velcro comes off with a little Goo Gone."

"I mail one piece of a 25 piece puzzle to each child on my class list. I buy two identical puzzles in case someone forgets to return the piece. I number the pieces first so we know if any are missing. I send the piece home with this little poem. On the first day we complete the puzzle. "See how we fit together? One student missing would ruin the picture!", etc. This is the first step to building community in the classroom."

Number your students alphabetically using the first names (or last name if this is more convenient). Use this number on supplies, coat hooks, personal items, mailboxes, etc. Use the number to file papers quickly and easily—even the students can do it. Use the numbers on your computer, too.

You will likely have a label program on your computer. Make up labels with the children's names. Use these on books, supplies, coat-hooks, library cards, - there are so many uses! You can colour the background on the computer or buy coloured labels. Peel-and-stick labels are a big time-saver!

"I teach Grade Two. On the first day of school we make a time capsule. The students are asked to bring an empty paper towel roll (I have a few extra) or a Pringles can and begin their first day by decorating a piece of construction paper that will cover the roll with their name and a picture. Then they spend the day doing the things that go into the capsule.

They put in a tracing of their hand, a self-portrait and we measure each student and put in the height. This can be in a number or cut a piece of non-stretchable string to show the height. The students fill in a sheet that asks about their favourite book, movie, toy, shoe size, friend, activity, TV show, etc.

Then the items are put into the tube, the ends are sealed and they are put away until the last day of school. It is fun to remind them of their time capsule goals throughout the year. They have such fun on the last day opening them!"

Buy the smallest pack of sticky notes that you can find. Then make a wall chart that shows your desks or tables, with room for the size of note for each one. When you have the students settled, write a name on each note and stick it into the desk space. These are fast and easy to change and your seating chart will always be up-to-date.

Go to www.puzzlemaker.com , select 'wordsearch' and put in all your students' names. This is a good 'getting to know you' activity for Grade 2 and 3. Check that all names are in the completed puzzle.

Teaching Printing

It is important to teach printing correctly. 'Experts' say that it is easier to push the pencil away from you rather than towards you, and this is why so many children print from bottom to top. It seems that the children with poor fine motor skills are more likely to do this. If children learn to print letters this way and use this formation for some time it is difficult to get them to change. It is important because fluent printing is difficult when done incorrectly, and when the letters are made incorrectly it affects legibility as they begin to work more quickly.

Teach the letters individually, and teach the formation by making big letters in the air, on the carpet, on the chalkboard, etc. Ask, 'Where will we begin?' (at the top) every time they begin the letter formation. If you find that some students are reversing letters, give them a verbal cue - 'b is a bat and a ball'.

Our students need to learn to print fluently, as soon as possible. They will not be good writers until the printing becomes almost automatic, as children who struggle with printing will not be concentrating on the writing process and will not produce either quality or quantity until their printing is fairly fluent.

"I have my kids practice making their letters in a word almost touch, and put a 'finger space' between words."

"We started calling the printing spaces spaghetti and meatballs. Spaghetti spaces are the spacing in between each letter in a word (very thin spaces) and the meatball spaces are the big spaces between each word. We practice this concept during our morning message where we squish the letters in a word together and then, in between words, a student comes up, makes a meatball space (fist) and places it next to the word so the writer knows where to start the new word. This works great!"

"I make my own spacemen with the wide tongue depressors. I now use the coloured wide sticks available at Walmart, Michael's, etc. I draw a smiley face and use wiggly eyes. It's a great idea and so easy to make."

Choosing books - The Goldilocks Strategy

'Too Easy' books

1. The book is short .
2. The print is big.
3. You have read the book before.
4. You know all the words in the book.

'Too Hard' books

1. The book is long.
2. The print is small.
3. There aren't many pictures in the book.
4. There are a lot of words that you can't figure out.



'Just Right' books

1. The book looks interesting.
2. You can figure out most of the words in the book.
3. Someone has read this book aloud to you.
4. You have read other books by this author.
5. There is someone to give you help if you need it.
6. You know something about this subject.

Math Ideas

Straight line down,
Then we're done.
That's the way
To make a 1.

Around and down
And out go you -
That's the way
To make a 2.

Around and around
Like a B,
That's the way
To make a 3.

Down and over.
Down once more.
That's the way
To make a 4.

Straight line down,
Then around
Hat on top,
And five's a clown.

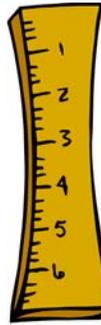
Stick and a hoop
Do the tricks.
That's the way
To make a six.

Across the sky.
And down from heaven.
That's the way
To make a 7.

Make an S
And so not wait.
Go back up
And that's an 8.

A loop
And a line.
Make a
Beautiful 9.

Straight line down.
Then around with a grin.
That's the way
A 10 will win!



"Number lines are wonderful and easy to use, but the children must know that they are not to count out the largest number. They should be aware that addition questions can be turned around; that $2 + 7$ is the same as $7 + 2$. Go directly to the largest number. Stand there and then step out the smaller number, not counting until the first step has landed on the next number. Students should never step out both numbers on a number line and, of course, it is much more practical to go to the largest number and step out the smaller one when adding. When using the number line for subtraction, the students will again go to the largest number, of course, stand there, and then step out the smaller number going down the number line. Make a large number line on the floor and have the children physically step out the questions.

This is called 'conservation of number - and until the children can do this they don't have a true understanding of the relationships of numbers."

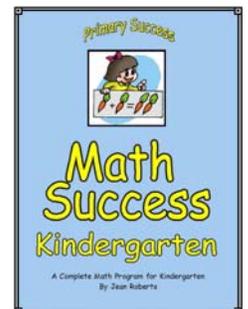
"I am strict about how to read math problems. The children read the problem through and then say, "I start with (a certain number) and I (add, subtract, etc.) (this many). When I am done I should have ??????" I use the same format for all problems. This can be said with the question marks in a different place - "I start with (a certain number) and I (add, subtract, etc.) (?????). When I am done I should have (the total). The children shrug and gesture with their hands when they come to the question marks."

The Math Success Program

Primary Success 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!

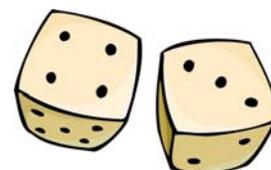
"I have been teaching for 14 years and have never had a group of Grade Twos come this far in Math ever. I totally love this program!"



Math Ideas

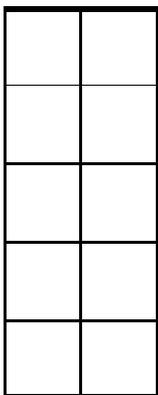
Math Centres

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



Addition and Subtraction to 18

I like to use the ten frames first. Each child has two frames that are laminated. They use flat manipulatives to cover the squares for the numbers in the question. To add, the largest number is first put on the first frame, and then I ask lots of questions. How many blank spaces are in the first frame? If you fill those from the other number, how many will be left? Etc. After this process has been done so many times it has become second nature - then it is done mentally with the frames in front but no counters. To add $8 + 6$, there will be 2 spaces needed to fill the first 10 frame and 4 left over from the 6. So... $8 + 6 = 8 + 2 + 4$ or $10 + 4 = 14$. It is finally done without the frames.



To subtract, the largest number is put on the frames, filling one 10 and part of the other. When you subtract, there aren't enough counters on the second frame to do it - so the number is taken from the full 10 frame. It is easy to subtract from 10, so how many will be left? Some on the full 10 frame and the number on the other frame. Now you are doing an easy addition question! As with the addition, when the students can do this on the 10 frames in their sleep, take away the counters and visualize it - then finally do it mentally without the frames.

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!

Autumn Activities



Bring in several types of leaves. Divide the class into groups of four. Each group will work to answer the following questions:

What can you tell me about the leaves?

Which leaf is the longest? Which is the shortest?

How do the leaves feel to the touch?

Draw your favourite leaf.

Use a magnifying glass to look at your favourite leaf. Turn the leaf veins upwards and cover it with paper. Use the side of a crayon to bring out the leaf shape and vein pattern.

Do creative writing on leaf shaped paper.

Why do you like the autumn? What changes occur in the fall? What are your favourite fall activities? If you were a leaf floating in the wind, where would you float and why? Why do you think leaves change colour? Imagine you are a leaf hanging on a tree, how would you get another leaf not to be afraid of falling off the tree?

Make a Fall 'Class Soup' using fall vegetables. You can do this by acting out the book "Stone Soup", if you wish, and this makes an excellent language lesson. While each child adds his ingredient (whether brought from home or provided by you) take a picture. After eating your soup make a class book with the recipes for "Stone Soup". Each child can write the recipe and what they added.

Make a 'signs of fall' chart or book. Here are some examples: Wind blows, leaves fall, squirrels gathering nuts, changing clothes, birds fly south, apple picking.

Dried Leaves. You will need construction paper, fall leaves and heavy books. Place the leaf on the paper and then inside the book for 2 weeks. After you can make a beautiful fall leaf wreath, or laminate the leaves.

Use fall leaves to make patterns.

For your fall estimation jar use candy corn or corn kernels.

"Last year, a student wrote a wonderful little book for me about leaves. She glued on fresh, beautiful fall leaves. I laminated the pages of the book, and much to my surprise, the leaves are still as beautiful as the day she picked them!"

Have the students paint the back of a real leaf with tempera paint in autumn colours of red, yellow and orange. Then they press the painted side of the leaf onto dark coloured construction paper, preferably black. They may use more than one leaf and different colours of paint in their pictures. There is a little trick to it - not too much paint and when you press, rub away from the center all the way to the tips while holding the leaf securely in one place. You can mount the black onto another larger piece of red, yellow or orange as a frame.

Good Ideas!

Here's an idea that can help organize both new and veteran teachers. I have a 'Planning Binder' that helps me keep my school year organized. Here are a few of the things I keep in this binder:

1. I keep a list of the supplies I order every year.
2. I print a calendar page for each month of the school year. Before school starts I sit down and mark all the holidays, professional development days, parent nights, Open House, report cards due, etc. Then I pencil in when I want to start each new theme, author study, writing project, math topic, etc. This gives me a visual idea of how my year might look. Some themes are only a week and some last two or more weeks, so I can see how they will fit around related holidays, seasons, vacation time and report cards. I keep one calendar from the previous year to see what worked and what didn't. I try to make notes as to things that worked and what I might change for next year.
3. Web addresses - as I surf through the web, I often come across sites that I might want to use later to go with a theme. I jot these down on a notepad and then add them to my planning binder later. I keep a binder page for each theme I teach that includes web addresses and related book titles.
4. Student information - name, phone number, address, birthday, emergency numbers, etc.

"I have a binder that is always left in view for substitute teachers who come into my classroom. I have my weekly schedule showing the specials that my children go to, and the routines involved. There is an up-to-date seating plan. I have a page of the classroom rules and the expectations I have for behaviour and the consequences for inappropriate behaviour. There are ideas for extra lessons in every subject in case I am unable to prepare for some reason. I give an overview of the classroom routines. Teachers-on-call have told me that this has been very useful!"

"I hate cluttered desks and one thing I do is to keep most of the students' notebooks and duotangs on a shelf. I have cardboard magazine boxes labeled for each subject (math, poetry, spelling etc.) and all their books go in the boxes. It takes time to hand them all out but I know where they are if I need to find one, and it really keeps down the desk clutter. A friend keeps all of her notebooks in Rubbermaid dishtubs on a shelf. I label each book at the TOP with the student's name and book name (journal, math). That way, they can more easily find theirs by flipping through the books than when the names are at the bottom on the space provided."

"I have a different 'Class Parent' each month. This parent calls all the other parents if this should be necessary, finds volunteers if they are needed for field trips or other special occasions, organizes food for special days, etc. This takes a lot of work off my shoulders."



"I can't live without the baggies with zippers. What a great idea! I use them in dozens of different ways."

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.

Mapping Skills - Around the World

September

We made a map of our classroom and the children used KidPix on the computer to create very simple maps of their bedrooms.

October

We went for a walk up and down the street and then created a map of our street, but this time we made it 3-D, adding construction paper houses, trees, people, traffic lights, cars, etc.

November

We talked about our province and our country. Each child was assign a province to do a report on and also they were given a pattern to place on top of a cake and to cut out so we could create an edible Canada. (This is always a big hit!). Pairs of children ice a province or territory and add an M&M for the capital. We add upside down Buggles for the mountain ranges and then we eat!

December

Each child was issued a passport because now we were leaving North America and traveling to Europe. We learned about continents and oceans. We studied reindeer, and learned about Christmas traditions in Sweden. We did an author study on Jan Brett.

January

We traveled to Antarctica to learn about penguins. We created a 3-D map of Antarctica. We tried to walk balancing an egg on our feet and we drew life size penguins around the room to see how tall they really are. We read Mr. Popper's Penguins and after completing KWL charts each child wrote a report about penguins.

February

We were off to Africa where we once again created a map. We drew a full size baby giraffe. We learned about giraffes, hippos, lions, elephants and ostriches. Several parents who had either lived in Africa or had traveled to Africa visited with lots of artifacts, pictures, food, and dress. The children began making African flags from the pictures they found in the atlas. Soon our hallway was a parade of flags.

March

We were off to Asia where we zeroed in on India and the Philippines because the class had students from both of those countries. Again parents visited with lots of artifacts, money, tasty treats, traditional dress, and samples of money. The children continued to create flags now including the countries of Asia as well. We studied the monkey, the Asian elephant and the water buffalo.

April

We arrive in Australia and plan to create an eucalyptus tree. We will learn about the koala bear and the kangaroo. We will learn about islands and the children will get to create an island map again using KidPix. We will definitely be drawing a full size kangaroo to join our penguins and giraffe. One child has a relative in Australia so we will be e-mailing them during the month to ask questions. At the end the kids will get to pick to write a report about the koala or the kangaroo.

May

Last stop will be South America where again several parents will be visiting and I am planning a piñata and a party for Cinco de Mayo. We will learn about the rain forest and the animals that live there.

June

We will blast off for space! Each time we leave a continent we stamp our passports, draw a picture of the place we are leaving, write about something we have learned and get a sticker related to that place. At each stop we compare the weather thanks to the internet.

Odds and Ends

Environmental Print

This is a great way to introduce reading in Kindergarten and Grade One! Environmental print is the print we see all around us - the print on commercial signs, street signs, labels and products we use everyday, etc. Displaying environmental print in the classroom helps children feel successful 'reading' at an early age. Some examples are: the stop sign at the corner, a sign on a neighborhood gas station or grocery store, the wrapper on a favourite candy bar or snack food, box of a favorite cereal, the label on jar of peanut butter, an 'EXIT' sign, restaurant names, toothpaste, etc.

Ideas for using environmental print:

"I try to find items or labels for each letter of the alphabet. (A-apple juice, B-Burger King, C- Coca Cola, etc.) I have the children to bring in items for each letter to review the alphabet and the sounds. We make a Big Book out of using environmental print items."

"Make a bulletin board of environmental print. Have each letter of the alphabet and the environmental print below. This could be a joint project with several classes participating. We continued to add to it throughout the first weeks of school. We just put labels that the children can read up on the board and the kids loved to use this during the 'read the room' times."

Super Sentences

1. Begin by showing students a simple, unadorned but complete sentence. Example: 'I went for a walk.'
2. Ask students to verbalize the questions a sentence like this hopefully brings to their minds - Where did you go? Were you alone? Why did you go on this walk? What did you see or do on this walk? When did you go? Did you come back?
3. Using these ideas, students will then add some life to the sentence - details, description, etc. - to help it become a 'super sentence.'

Example: 'Yesterday afternoon my friend Jody and I took a long walk through the dark forest.'

4. These super sentences should be shared aloud before being displayed (a Super Sentences bulletin board) under the original sentence to emphasize the changes that were made.

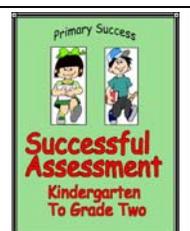


Caught You Reading!

"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."

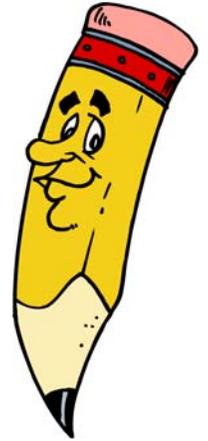
Successful Assessment - Kindergarten to Grade Two

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.....

"I take a 1" binder to all staff meetings, and I keep all notes, directives and messages to the staff in it. Often I want to check something that came out previously, and I can go to this book and find it quickly. I have a different binder for parent notes - I have a section for each child, and I put notes of all phone calls from the parents, notes from them and parent teacher conference feedback. Often the parents tell me things about the children, and I write them here and if the information affects the student's work or behaviour, I type it into the student's file on my computer. In the computer file I keep all the anecdotal notes - I try to do at least one set of anecdotal notes on each child each week. I find I do this quicker and easier by typing things into these computer files, rather than having them in longhand. I go to the computer after school and put in a few things from that day when the information is fresh in my mind. The computer files are wonderful with it is report card time or parent conference time - I try to have lots written in the files so these are so easy and the facts are very relevant."



"I try to take a minute in between lessons to put things away. I used to just toss everything on my desk because I was afraid to waste time on task - but I would have to stay after school organizing my desk. As we all know we need to stay after school for plenty of other things. While I am tidying my things, I have the students do a quick tidy, too. It keeps my room from ever getting untidy, and this is good because people are often walking in to visit."

"I photocopy multiple copies of sheets with the student's names down the left side and a space beside. I keep one on a clipboard. These are very handy for making notes, checking off students as their work is completed, putting in marks, etc."

Popular Primary Success Resources!

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 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. Price: \$39.95

Successful Spelling - Grade One, Grade Two, Grade Three

There are simple, effective daily lesson plans with interesting strategies, practice sheets, word wall ideas and take-home practice sheets. This program is widely used! Price: \$39.95 each

Successful Writing Lessons - Grade Two, Grade Three

Each book has more than 100 short lessons to begin your writing sessions. These teach the necessary writing skills in a skill progression with lots of interesting strategies. These mini-lessons will greatly improve your students' writing. There are lots of reproducible sheets, too! Price: \$29.95 each

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

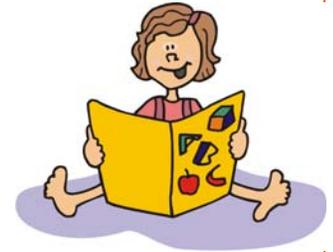
This program is very popular and is being used with great success, both in the classroom and in Learning Assistance rooms with students who have difficulties with early reading. The Successful Sight Reading books have daily lesson plans, with lots of teaching strategies and practice sheets. It has everything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

If you are lucky enough to have a SmartBoard - here are lots of ideas!

<http://www.starfall.com>

Wonderful interactive books for your early readers!

http://curry.edschool.virginia.edu/go/wil/rimes_and_rhymes.htm

Nursery rhymes - great for Kindergarten or early Gr. 1!

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