

The Primary Success Notebook



From Primary Success Publications

Issue #16 October 2010

Inside

ADHD	3
Halloween	8 - 9
Low Readers Gr. 2 -3	2
Odds and Ends	10 - 11
Parte of Speech	5
Reader's Theatre	4
Thanksgiving	6 - 7

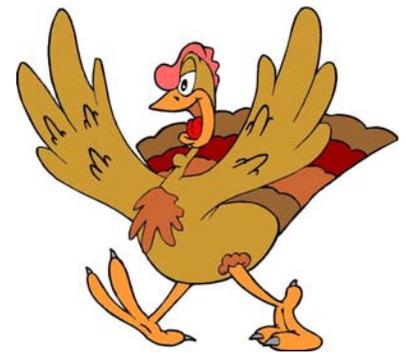
It's October Already!

It seems as if the year has barely begun and September is over. You will have modeled your routines and now your children will understand what you expect through the day.

October has two great special days! Thanksgiving seems to be the 'turkey day' in the classroom - but you can add a family theme or a harvest theme. Make simple pumpkin pie recipes, fruit and vegetable salads and much more.

Then it will be time to think about Halloween! This is always an exciting time in the classroom. Do lots of art and decoration, and plan a simple party. You can also do a pumpkin theme, or learn about bats and spiders.

I hope there are some ideas here to help you plan these great special days!



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 from the website and receive all the freebies, too!

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



Low Readers in Grade 2 and 3

In the first weeks of school, teachers in Grades Two and sometimes Grade Three may find a group of students who are having problems with reading simple material. These children may have a sight vocabulary of 50 words or less and may not be blending sounds to decode. Occasionally a child may come to you who does not have any reading skills! Unless something is done now, these children will continue to have problems with reading and will always be behind their peers. The long-term effects of this can be devastating - the child may act out and be troublesome, and the chances of him/her being functionally illiterate as an adult is high.

You will also have high readers in your new class, and it is difficult to take this group of slower readers back to their level without grouping. We can simply hope that things will click and that they will begin to improve, and this occasionally happens - but we cannot count on this.

The odds are that you will have between two and five children in your class who have learning disabilities. They may have visual disabilities (dyslexia) or auditory difficulties. These students may be sent to get special time with the Learning Assistant. Special Education services will help these students if they are given enough time there, but you cannot give all the responsibility to another teacher. The problem with students leaving the classroom for instruction is that it does not have any follow-up in the classroom. Having the L.A. teacher come to your classroom to give the students help with the lessons you give the quicker students does not give the assistance that these children need.

So what can you do? These students must have specific sequential lessons in order to succeed, and that means that they need a program such as the direct instruction of Reading Mastery from S.R.A. or the Primary Success programs of Successful Phonics and/or Successful Sight Reading. A year of concentrated sequential lessons will make a huge difference to their reading and their future.

To do this, you should take this group of slower children for half an hour every day. The other students could be doing printed exercises, silent reading or other silent activities. There should be no interruptions and a quiet atmosphere. You will be amazed at your group's progress, and you may find that some of these students will catch up to the class.

Test these students before you begin. Test them on the Dolch words or other word lists, and do simple oral reading to find their level. In Grade Two you will likely start at the beginning again with all the programs as a review, working quickly until you reach their level and then making sure that the students achieve mastery as you proceed. In Grade Three you would begin simply to make sure any gaps in knowledge are filled before teaching material that is new to the students.

If you have children in your class who have not done well on the program that was taught in the previous year(s), do something different. If your students were taught through literature, do sight words and phonics. If they have been taught through a phonics program, do a visual program teaching words by sight. If they have been taught sight words and are not succeeding, teach a sequential phonics program. To do more of the same and expect a different result is not realistic!

Have fun with this group! Do quick drills and play word games. Laugh and be silly sometimes. The students will enjoy it more and learn faster, and the rest of the class will be envious.



ADHD

To be successful with ADD and ADHD students there needs to be modification in the areas of academic instruction, behavioural interventions, and in the classroom itself.

Routine is the most important part of handling these students. They need to know what they are going to do, what is expected of them and what will happen next. Changes in the daily routine will cause disturbances in your classroom! Print the day's schedule on a chart with the times, and follow it as best you can.

Academic Instruction: Students with ADD and ADHD learn best with a carefully structured lessons.

- These children do not handle lessons that are not completed in that session. Creative writing, for example, should be completed in one session. By the following day the student will find it very difficult to go back to the same story.

- Review the previous lesson skills before adding something new.
- Tell the students what they are expected to learn in the lesson.
- Tell the children how they are expected to behave in the various parts of the lesson.
- Give explicit instructions, and ask the student to repeat them back to you.
- Give the student only the materials needed in the lesson.
- Simplify the instructions and the choices.
- Provide warnings that the end of the work period is approaching.
- Check assignments in that lesson period. Work checked later is of no value to the student.



Behavioural Interventions: Quiet classrooms with firm routines have less behavioural problems than classrooms with interaction, movement and noise. The teacher wants to spend the minimum amount of time disciplining the problem students, as this time is taken from teaching and assisting all the students.

- Verbal reinforcement of appropriate behaviour is the most effective. Be very specific with praise.
 - Give praise immediately and vary your words. Be consistent and sincere.
 - Negative consequences will rarely change behaviour over the long term and may actually increase the poor behaviours.

- Selectively ignore some behaviours. Sometimes the student is looking for recognition, and will stop the behaviours if this recognition is not given.

- Remove all items around the child that could cause problems. Rulers, elastic bands, etc., are often considered toys. Give the child manipulatives that are calming - stress balls to squeeze, etc.

- Allow the student to move around frequently - purposefully if possible. Send him on errands.
 - Give directions near the child, and have him repeat them if you can. Establish eye contact.
 - Establish private hand signals instead of saying 'Be quiet', 'Remember to put your hand up', etc. For example, ask the child to raise his or her hand every time you ask a question. A closed fist can signal that the child knows the answer; an open palm can signal that he or she does not know the answer.

The Classroom: Children with ADHD often have difficulty focusing on their assigned work. They are easily distracted by other children or by nearby activities in the school classroom.

- Seat the child near the teacher and a role-model student.
- Seat the student in a place where there are as few distractions as possible. Seating near the door or the pencil sharpener would not be helpful.
- A cooking timer can show the student the amount of time left to accomplish the work.
- Sometimes these students have difficulty tracking in their reading. A line marker or pointer can help.
- Try having a very wiggly child sit on one of the big exercise/occupational therapy balls.

Document everything that happens every day. This is very important for the school-based team and for the parents. You may want a 'back-and-forth' book that goes home every night where you and the parents discuss the happenings.

Reader's Theatre

Reader's Theatre is a great way to practice fluency skills. There is a wealth of information on Reader's Theatre on-line, with lots of scripts at varying levels. This can be done with suitable scripts in early Grade One through to the older grades. Groups of students can do a Reader's Theatre for other children in the class.

The students are each given a sheet that looks like a play, but without the stage directions. First, the sheet is treated as simple reading material in a Guided Reading lesson. The teacher can read it aloud first if some children will have difficulty with the vocabulary. Then the sight words are taught, and the play is practiced with different people taking the parts until the students are very familiar with the format and the reading vocabulary.

Children are chosen for the different parts, and the play is practiced until the students are reading fluently in their parts. It can be 'performed' a number of times - repeated reading builds fluency, confidence and enthusiasm.

Reader's Theatre can be quite complicated or taught simply. Try this lesson plan:

- Pass out the scripts.
- Read through the script together, orally and silently.
- Assign parts. Ask the students to write their character's name at the top, and then highlight everything that character says.
- Read through the script, taking parts. This can be done sitting in in the whole group.
- The characters come to the front of the class and go through the play.
- Discuss it, read it again and/or swap characters.

Stress good public speaking skills. Do not hold papers in front of the face, speak loudly (but not shouting) and clearly, use expression, and try to make the production interesting for the audience. When you tell a student to do something in a different manner, speak to the character, rather than the child. "Little dog, bark more loudly!" "Giant, use your biggest voice!"

You can use the theatre vocabulary: cast, characters, rehearsal, performance

The following websites have many great scripts that you can use in your classroom. Some you can just print out and photocopy, and some can be cut and pasted into a file on your computer and made more student-friendly.

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

Lots of scripts from the 'Reading Lady'. See the link to Reader's Theater on the left side.

<http://www.aaronshp.com/rt/RTE.html>

<http://www.surfcitydelux.com/readerstheater/index.html>

Have a look at 'Cinderella Bigfoot'!

http://bee-in-tulip.dk/KWEB/KWEB/go_home_goldie.pdf

"Go Home, Goldie!" - this is always a favourite!

<http://www.teachingheart.net/readerstheater.htm>



Parts of Speech

Noun Town

This would be a great lesson if you are going to be observed! Have a bulletin board ready with green paper. Make roads with adding machine tape, with a dotted line down the centre. Then.....the town needs PLACES... (houses, stores or mall, school, church, post office, police and fire stations, hospital, banks, etc. The town needs THINGS... (trees, gardens, signs, park benches, dogs, etc.), etc.) The town needs PEOPLE... (people in cars, people walking, kids playing in the park, policemen, etc.) Have the students draw and cut out pictures. Another option would be to have the students cut things from magazines. Put the pictures up, saying for each for example, "The fireman is a person. The word 'fireman' is a noun!" "This tree is a thing. The word 'tree' is a noun!" Nouns are words that tell about people, places and things. Put the pictures up as artistically as possible, putting larger pictures at the bottom and smaller ones in the distance at the top. Put things where they might be in a town, like things together.

Verbs

Verbs are action words. A verb tells what someone or something does. There are also 'helping verbs': was going, am helping, is running, etc. We want our students to use verbs that are more expressive of the action. Brainstorm words that we can use other than 'walk', 'said', etc. Make a bulletin board for verbs. Take your students out to the playground and take digital pictures of each doing some action - run, jump, swing, hang, twirl, sit, stand, etc. Print the picture and have the children write about their action. Or.... they can draw themselves in action....

Adjectives

Adjectives are fun! Talk about a dog you saw in the street without any information about the look of the dog. Then ask the students to write a story about this dog, telling more about it - the size and colour, the length of hair, etc. Every student will be imagining a different dog! Have them underline the single words that tell something about the dog. make a list of them on a chart. To end the lesson, tell about the actual dog you saw.

Write Cinquain Poems

A Cinquain poem is a five-line form that uses a syllable count of two-four-six-eight-two.

Line 1: a one-word line, a noun, that gives the poem its title

Line 2: two adjectives that that describes what the poem is about

Line 3: three action -ing verbs that describe something the subject of the poem does

Line 4: a phrase that indicates a feeling related to the subject of the poem

Line 5: a one-word line, noun, that sums about the poem is about, essentially renaming it

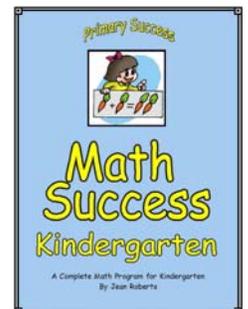


The Math Success Program

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!"



Thanksgiving

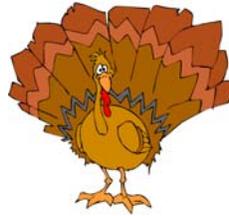
The Turkey Shuffle

To the tune of *Turkey in the Straw* (sort of!):
 You shuffle to the left, (2 steps to left)
 You shuffle to the right, (2 steps to right)
 You heel and toe (stick out right heel, then point right toe)
 And scratch with all your might. (scratch like a chicken with right foot)
 You flap your turkey wings, (thumbs under armpit, flap bent arms)
 And your head goes bobble, bobble. (nod head twice)
 You turn around and then you say, (turn around)
 Gobble, gobble, gobble!

The teachers enjoyed this one as much as the kids!

One Fat Turkey

One fat turkey went strutting by
 He shook his feathers and winked his eye,
 He flapped his wings and his head gave a wobble,
 And he looked at me and said, 'Gobble, gobble, gobble!'



Albuquerque Turkey

(sung to the tune of "Clementine")
 Albuquerque is a turkey
 And he's feathered and he's fine
 And he wobbles and he gobbles
 and he's absolutely mine.
 He's the best pet that you can get..
 Better than a dog or cat.
 He's my Albuquerque turkey
 And I'm awfully proud of that.
 He once told me, very frankly
 he preferred to be my pet,
 not the main course at my dinner,
 and I told him not to fret.
 And my Albuquerque turkey
 is so happy in his bed,
 'Cause for our Thanksgiving dinner...
 We had egg foo yong instead.

Pumpkin Fluff

"We make Pumpkin Fluff with cool whip and canned pumpkin pie mix. We crush graham crackers for topping. It is delicious and the kids love it."

Pumpkin Pie in a Cup

Mix a 30 oz. can of pumpkin pie filling with 16 oz. of cool-whip. Put a layer of graham cracker crumbs in a small dish, a spoonful of the pumpkin mixture and a dab of whipped cream on top. It tastes like pumpkin pie!

Real Butter!

"We make butter in little babyfood jars. We put whipping cream in the jars and the kids shake them until butter forms. I usually put on jazzy music so they shake with rhythm - it seems to make the time go faster! Add a bit of salt when it is done."

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!

Thanksgiving

My name is Tom Turkey
I'm afraid as I can be.
I'm wearing my disguise
So you won't catch me.



Two or three weeks before Thanksgiving send home a turkey outline on brown construction paper. Send a letter that asks the family to give the turkey a disguise so he can avoid being caught for Thanksgiving dinner. Dress him up like a fireman, Superman or a ballerina, for example.

Another idea is to ask the families to decorate the turkey. They could use real feathers, glitter, etc.

Students in Grade Two or Three can write a story about how their turkey manages to escape!

Stone Soup

This is a favourite book by Marcia Brown. Stone Soup is the story about three hungry soldiers who come to a small village in search for food and a place to sleep. The town is poor, and the people hide the food so the soldiers can't have any. The soldiers then show the villagers how to make stone soup. The stone soup begins with a stone and only needs a few other things in order to make it superb.

The students can each bring in an item needed for the soup. They can bring potatoes, carrots, onions, garlic, tomatoes, ground beef, beef bouillon, macaroni or rice, and celery. Act out the story. Assign your students different parts and have them add the ingredients to the pot. Cook the soup and serve with bread!

Turkey Talk

Use turkeys to teach a lesson on quotation marks. Have the students make construction paper turkeys and glue them onto large pieces of paper. Then they print something they think a turkey would say about Thanksgiving. Glue elbow macaroni around the words the turkey speaks.

Pumpkin Pie in a Baggie

Pour $\frac{1}{2}$ cup of milk into a small ziplock baggie.

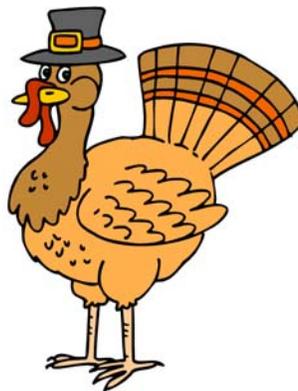
Add 1 tbs. of vanilla pudding mix. Add 1 tbs. of the canned pumpkin pie mix into the baggie as well.

Close the ziplock sandwich baggie tightly. The students mix the ingredients in the bag by squeezing gently until the texture is smooth and thick - about three minutes.

Carefully snip off one bottom corner of the baggie with scissors. Each child will then squeeze out the pumpkin pie pudding into the pie crust, graham cracker crumb crust or onto a plate. Top with whipped cream, cinnamon, or graham cracker crumbs.

Thankful Poem

There are many things I am thankful for,
I can find them near and far.
There are many things I am thankful for,
Let me tell you what they are.
I am thankful for the sun.
I am thankful for the trees.
I am thankful for my friends.
And I'm thankful to be me!



Turkey, turkey
Gobble, gobble.
Eat too much and
Waddle, waddle.

Websites:

<http://www.enchantedlearning.com/crafts/thanksgiving/>

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

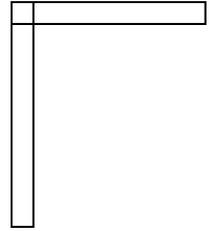
Lots of art ideas....

This is a subscription, but you get a lot for it!

Halloween Fun!

Cut out huge pumpkins from the largest construction paper. Add triangle eyes and nose and a toothy mouth.

Teach the students to fold a spring. Glue two long strips of orange construction paper at right angles to one another. Then take the strip that is underneath and fold it over the top to make the right angle again. Take the one underneath and fold it over the top again and press down. Keep doing this until the strips have been folded into a pile. Glue down the top ends into the square. Always keep the centre on the table - if the children lift it, the folding gets confused. Make four of these. These are the arms and legs, so glue them at the sides and bottom of the pumpkin.



Have the students work in pairs to trace their hands and feet on black paper with white pencil crayon or chalk. Cut these out and glue them on the ends of the springs. These are fun!

Make skeletons out of Q-tips, straws or noodles. This works well with a unit on the human skeleton.

Teach or review shapes by making a big witch! Use a circle for the head, a square for the torso, a bigger triangle for the skirt, a triangle for the hat with a narrow rectangle for the brim, circles for the feet, rectangles for the arms and circles for the hands. A long thin rectangle makes the broom, with a square or rectangle for the bristles. Add a face, wool or curly paper strips for hair. If these are made almost child-sized, they are very cute lining the hall outside your classroom!

Another hall decoration that is effective is to begin with a fence. Cut brown fence pickets - rectangles with pointed ends. Then cut out a large tree from black paper and put it at one side. The students can make jack o'lanterns to sit on the fence or at its foot. They can make bats to fly in the air.

You can begin this before Thanksgiving, with the fence and the tree. Coloured leaves can be falling. Add wheat sheaves behind the fence and put a big scarecrow in front of the fence. Add a few pumpkins that are not yet jack o'lanterns.

Fingerpaint large sheets with orange and then cut big, big pumpkins out when they are dry. These are very effective! Older children can fingerpaint the curved pumpkin ribs.

Take digital pictures of each child making the scariest Halloween face possible and put into a pumpkin frame (a pumpkin shape with the centre cut out) with the date, the grade and school. Place a magnet on back for the student's refrigerator.



Draw spooky trees! Draw a upper case letter Y that is about as tall as your paper. The vertical part is the trunk, and the arms are two of the branches. Widen the trunk. Now make middle-sized Ys, the stem touching an arm of the original Y. Make smaller ones, again with the stem of the Ys touching these 'branches'. It is easier if the children keep turning the paper so the 'Y's stand upright.

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.

It's Hallowe'en!

A pumpkin round and very fat (*hands clasped, arms forming a circle*)
 A scary witch with a pointy hat, (*hands making hat above head*)
 The shiny eyes of a big black cat, (*point to eyes and look around*)
 That is Hallowe'en!
 A ghost that's hiding the hall, (*make swooping "ghost" gestures with arms*)
 A skeleton wobbling on the wall, (*make body wobble back and forth*)
 The spooky sound of an owl's call, (*hand cupped behind ear, listening*)
 That is Hallowe'en!
 A walk in the dark in the shivery night, (*shiver*)
 Door bells ringing with all their might, (*imitate ringing door bell*)
 Candy, cookies, and apples to bite, (*rub stomach*)
 That is Hallowe'en!

<http://www2.lhric.org/pocantico/2ndgrade/halloween.htm>

Grade Two students have made up Hallowe'en math problems.

Try these on your goblins!

Cut out pumpkins from construction paper. Give each pumpkin an expression.

Attach a stick to each pumpkin puppet.

Say the poem using appropriate expression.

Here is a pumpkin who's happy
 Here is a pumpkin who cries
 Here is a pumpkin who's sleepy
 Here is a pumpkin who sighs
 Here is a pumpkin who's angry
 Here is a pumpkin who's sad
 Here is a pumpkin who's noisy
 Here is a pumpkin who's glad!



When Is Hallowe'en?

When (adjective) (noun) (verb)

And (adjective) (noun) (verb)

When (adjective) (noun) (verb)

And (adjective) (noun) (verb)

Then it's Hallowe'en!

Say this in your spookiest voice.

Ghost Chant (recite very quietly)

Ghost so scary.

Ghost so white

Don't scare (child's name)

On Halloween night!



Halloween Is Coming

Halloween is coming,
 What will you be?
 I might be a pirate
 On the deep blue sea.

Halloween is coming,
 What will you do?
 I might go trick or treating,
 How about you?

Halloween is coming,
 Who will you meet?
 I might meet a princess
 Skipping down the street.

Halloween is coming,
 What will you wear?
 I might wear a blanket
 And be a brown bear.

Halloween is coming,
 What will you see?
 I might see a jack-o-lantern
 Winking at me.

Halloween is coming,
 What will you be?
 It's a SECRET,
 So wait and see!

"I let my grade two students plan their Hallowe'en party. At the beginning of October we discuss the party and the students put their own ideas for games and food into a plastic pumpkin. A week before Halloween we vote on the food that has been suggested. The games must be created by the students, so they discuss the games that have been suggested and vote for three or four. They write out the rules and agree on them. This makes the party more relevant."

Odds and Ends!



The Things That Saved You Because They Were in Your Desk

Inspirational: Pictures of family and friends (don't forget pets!), pictures of MY kids (I suppose I should have one of my husband, too), framed certificates/diplomas/credentials, a book (my friend gave me) with inspirational stories about teachers and teaching, an assortment of cards: birthday (for friends you forgot), thank you, congratulations (baby, etc.), sympathy and my favourite moral support cards (everybody needs one now and then)

Office Supplies: Box of envelopes, extra pencils already sharpened, small hand held pencil sharpener (I can sharpen a pencil and keep teaching, too...), stickers and awards, extra printer ink for those emergency printing needs, string, scissors (at least 2 pairs as I lose one all the time), pen (extra one that I wear around my neck so I don't lose it), extra stapler

Food Needs: CHOCOLATE!! (why not start with the most important - M&Ms are good, they don't melt or go funny), treats for self and kids such as gummi bears, mints/TicTacs/ hard candy, snacks/granola bars, tea bags/herbal tea bags, change for the coke/snack machine, lunch money, pop/water bottle/juice boxes, gum, can of soup (for when you forget your lunch)

Emergency: First aid kit, band-aids, pain medication, (Tylenol, Advil, Excedrin, Aspirin), ricola throat drops, cough drops, Imodium A-D, Echinacea, safety pins, Goo Gone, some spot remover (packaged in individual towelettes), a spare vehicle key taped up on the underside of one of the drawers (just in case I accidentally leave the lights on, but have already locked the keys inside, or, um, something dumb like that), a long distance phone card - because you can't use the school phone to call long distance, hammer, screw driver, needle-nosed pliers, tape measure

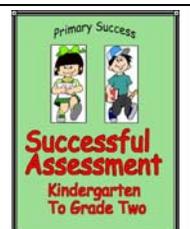
Toiletries: Lip gloss/lip balm, hand lotion/cream, sunscreen (for when you take those wigglers outside), hand sanitizer (kills germs without water or towels), perfume, hairbrush/comb, nail file/fingernail clippers, toothbrush/toothpaste, mouthwash, dental floss, travel size contact lenses solution/case, baby wipes, mini bottle of eyeglass cleaner, mirror, ponytail holders/a scrunchy to pull up my hair, hair bands and barrettes (for those little girls who need their hair put up), deodorant, feminine hygiene products, a can of Lysol (I sometimes spray the room once they leave at lunch just to freshen the place up)

Clothing Related: Key chain that goes on my wrist or hangs around my neck, extra pair of reading glasses, needle and thread, sunglasses, cardigan/ sweater/ shawl, Cling Free Spray, mittens, hat/scarves, a smock or apron for messy work, a clean shirt, extra pair of hose, extra pair of socks, pair of comfy shoes (for when you make the mistake of wearing those stupid shoes that hurt your feet to school), pair of slippers (under the desk), extra underwear, an umbrella

Is your desk large enough? Maybe we need a cupboard, 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.....

Thinking Ahead

"This coming year I plan to take lots of pictures with a digital camera, and every month do a page with photos in black and white talking about all the activities that month, and have the children do a page of auto-graphs and a self portrait, and a picture of the school, etc. If I am organized enough to do this each month (maybe the last day of the month and have the children decide the important things and the best pictures) - then it would be a cinch to put together at the end and bind it to make memory books - the parents would love it and it would be a favourite keeper."

"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 pictures on my computer, and I put together a memory book for each student."

Themes for September and October

"I start with a unit on friendship and names and our school community. We did a Big Book using the frame of Brown Bear Brown Bear Who Do You See? with a different student saying hello to a worker in the building like the secretary, the principal, speech teacher, bus driver, PE teacher, librarian, etc.

Then we did Chicka, Chicka Boom Boom with lots of things to go with ABC's. We put up names on the word wall under the letters - and for the letters that didn't have names, we named some stuffed toys - Barbara Bear, Ziggy Zebra, etc.

We did an Apple theme in September and Pumpkins in October. I have done Scarecrows, The Harvest, Bats, Spiders, the Skeleton and Migration in the Autumn. All of these teach concepts well and interesting facts, too."

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 First Grade students. Most of the books are predictable or can be read through picture cues. There are many holiday and seasonal books, alphabet and number books, books about the children's daily lives, and there are books to go with your themes, too! There is a teacher's guide and a worksheet or exercise to accompany each book. The children can all have the same book to read, and then take them home to share with the parents.

Read Through the Year - Early Reading Level - First Grade

This binder also contains more than 50 little books to photocopy with your students. There are many holiday and seasonal books, books about the children's daily lives, favorite fairy tales, interesting stories and books to go with your themes. These books are perfect for your Guided Reading lessons. The children can all have the same book to read, and this is an inexpensive way to expand your library of guided reading material.

Successful Writing Lessons - For Grade 1 and Grade Two

Each of these resources has more than 100 short lessons to begin your writing sessions. They are easy to teach, practical and require little teacher preparation. They begin with simple skills and gradually increase in difficulty. These mini-lessons will greatly improve your students' writing.

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 lessons.

Go to the website for samples and book prices.

Favourite Websites

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

Make your own crossword, word search and other puzzles. Easy to use and your children will love them!

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

The 'Ultimate Halloween Resource'!

<http://www.readerstheatre.ecsd.net/collection.htm>

Simple scripts for Kindergarten and early Grade One

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

Primary Success Publications

4971 Fillinger Crescent

Nanaimo, BC V9V 1J1

E-mail:

primarysuccess@shaw.ca

Website:

<http://www.primarysuccess.ca>



Phone:

1-800-758-0889

Fax:

1-250-758-2661