

# The Primary Success Notebook



From Primary Success Publications

Issue #17 November 2010

## Inside ....

Class Management	2-3
Focus Walls	3
Math	7 - 8
Odds and Ends	11-12
Phonics	4 - 5
Remembrance Day	10
Self-Esteem	9
Story Snacks	6

## It's November!

Halloween is over, and teachers settle in to a month of hard work. November is one of the months where things really come together, and there are fewer distractions to concentrated learning.

When I was teaching Grade One I always talked about the 'November Miracle'. In September and October Grade One teachers feel that the reading and math and writing is coming along very slowly, and they begin to feel that their children may NEVER learn to read. Then suddenly, usually sometime in November, the little lights come on and the kiddies are reading and understanding what you say and are able to work on their own! It is a miracle! It is a great time of year, with the dark and dull days, to feel that all our work has paid off..... and see the smiles when the children know they can do it.

So enjoy November! Feel the children's joy when the first snow falls, and go out and romp in it with them. This is a great time for winter science, games in the snow, and you can even cut paper snowflakes that, in some places in Canada, can be decorations for several months.....

*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.



# Classroom Management

"My class sits in teams and throughout the week they earn team points for various things (the team that is quiet first, desks cleared first, etc.). One of the things I use every day is the mystery item. This is how I get my room cleaned up - pronto! I quickly write on a scrap of paper 5 - 6 things that are not where they belong. This could be a scrap of paper, a pencil on the floor, a chair at the art table, someone's coat, my scissors, etc. When I say 'go' the students SILENTLY take care of anything they see that is out of place. I write the name of the person who takes care of each item on my list. When the room is spic-and-span I announce the names of those students on my list. They earn points for their team if they are on the list. They absolutely adore this activity! It takes just minutes to do and I use it a couple of times a day."

"I have certain jobs that I do each day of the week to try to keep my classroom organized and my work up to date. On Monday I run off the copies for the week and organize my own desk, on Tuesday I file things and clean the shelves, on Wednesday I make sure all my marking is up to date and filed and I do bulletin boards, Thursday I write the weekly newsletter for the parents and on Friday I plan for the following week and update my sub file. Every day I do anecdotal notes on 4 or 5 students and enter the notes on my computer so I can get through every student each week. Sometimes it is difficult to keep up with all these things, but when I can it really makes life a lot easier!"

"We sing .... Write your name on your paper, write your name,  
Write your name on your paper, write your name,  
Ms. \_\_\_\_\_ wants to know who did this work and so....  
Write your name on your paper, write your name!"



"At the beginning of the year in *Grade One* we just write our names on papers (we sing 'The first thing on my paper is my name.....' to *If You're Happy and You Know It*). The next thing we add is our number. So the song then goes, 'The first thing on my paper is my name, the next thing on my paper is my number, First is my name and then I write my number, The first thing on my paper is my name....and my number.' Later, when we add the date we will sing, 'Put your name on your paper, write it down (x2), put your name on your paper, put your number on your paper, put the date on your paper, write it down.'

"I call it 'Quiet Cleaning'. When I say 'Quiet cleaning has now begun....' the kids start their jobs. Everyone has a job on the job chart that they must do without talking. The inspector walks around and looks to see if anything needs to be done, he/she is the only one who can talk and nicely tell people what they missed or what has to be done. They love that power!"

"I never let my kids use the pencil sharpener. I have two cans - one with newly sharpened pencils and one where dull pencils are put. The students take a sharp one and place their dull one in the other can and I sharpen all the pencils after school. Pencils are community property. I find they last a lot longer this way!"

"Only one boy and one girl may be in the restroom at a time. They write their name on the board when they go and erase it upon return. That way I know who is missing in case of emergency and there is no one from our room to play with when they are in the bathroom. When I taught Kindergarten, I had a 'bathroom bear' that the student put on his/her chair when going to the bathroom. As there was only one bear, only one child would be away from the classroom."

# More Classroom Management!

"Magic 10 count - On the board I have a small chart that has my name and the class on it. Whenever I want my students to move quickly to a new activity or back to their desks I just have to say magic 10. If they can get to the next thing I've asked them to do without running before I get to 10 (or sometimes I count backwards) they get a point on their side of the chart. If they do not make it then I get the point. On Friday afternoon we count up the points and if they have more points than I do they get to vote and choose an activity for the end of the day. (extra recess, centers, video, colouring pages, etc.) If I have more points then I get to choose." Cathy

"I use the 'secret walker' plan when we move to another part of the school. I tell the line that I am looking for good behaviour from my secret walker. Only I know who it is and that person gets lots of positive reinforcement and a sticker if he/she did a good job. If not, I just say that I am sad that the person I had in mind didn't earn the sticker and I don't reveal their name."

"I use response chants to get their attention - For example I say AB-C-D-E, my students reply AB-C-D-E and then they are silent waiting for my next words."

"I use the 'lining up and walking' poem:

We are so quiet,  
Quiet as a mouse.  
No one will know  
That we're in their house.

We begin in normal voices and then get quieter and quieter to a very soft whisper."

Have a can of large craft sticks with the names of each student. You can draw names by pulling a stick when there is a special job to be done. When all the sticks have been pulled, put them all back and start again. This gives every student a fair chance!

## Focus Walls

Many teachers have focus walls. This is a bulletin board that is frequently changed and shows things that the teachers wants to bring to the students' attention. Here are some things that can be on the focus wall:

- Spelling words for the week
- The phonics pattern the class is studying
- The 'book of the week' - with title, author, key vocabulary, etc.
- Reading strategies
- Word patterns
- Theme outlines
- Math concepts
- Science concepts

For Grade Two and Three, the focus wall can talk about the educational focus of the week - the books that will be read, perhaps problem solving in math, what to concentrate on in writing, the science unit, etc. There can be rules to follow - there can be any ideas that you want your students to see and remember.

Google 'focus walls' and you will see several very good short articles on this and a number of pictures, too.



## Phonics

"I blend sounds based on a program I learned a few years back (Companion Reading). Basically I stretch out the sounds on easy to blend words, especially at the beginning of the year.



SSSSSSSSSSaaaaaaaammmmmmmmm - Sam  
 Ffffffffffffffaaaaaaaaannnnnnnnnnnnnn - fan  
 Rrrrrrrrrrrrruuuuuuuuunnnnnnnnnnnnn - run

The students learn to say the sounds without taking a break and once they seem to have this at least understood - then I add blends, digraphs, etc., and we continue using this method when they get stuck on words. Shiiiiiiip."

"I have the children blend sounds several ways. Here are the most successful ones:

- I put magnetic letters on a cookie sheet and put out the letters I want the child to blend. I really spread them out. The child holds the first letter, makes its sound and carries that sound as he slides the letter over to the next letter. It continues this way until the letters/sounds have all bumped into each other.

- The other way is that I put beginning blends or sounds on the left side of the blackboard, the vowels they know in a row down the middle of the board and ending sounds or blends down the right side. Next I take a toy car and I drive over the letters. As my car hits a letter the children say its sound. They continue to make that sound until I come to a vowel. They say that sound until I hit a final letter and they put the word together. You just have to be careful with this one to check and make sure that no swear words are possible from the combinations you put up! I also make sure that in both games I have beginning sounds that last.... /m/, /s/ and /n/ as opposed to /t/, /b/ or /j/, especially when I'm first introducing the process."

"Blending and segmenting are big things in our district. I do something almost every day that connects with this. I have one word family every week that goes along with the HM materials we use.

Two things we do are favourites with my kids. First, I have a class set of those 4x6 inch magna doodles. I also have a large sized one for me. I start by asking them to write the letter that makes the sound.. For instance, /o/ (they write the o in the middle of their slate). Then I add a beginning letter and then an ending letter to spell the word....h o t..... They erase and we start again (they hold their slates on their chests so I can see them all but others can't, though often I will tell a student to 'look at Kathy's'.

The other thing my kids love - I have a letter sorting box under my overhead projector and I pull out letters to blend word families. First I do many of them, then I call students to do them again. They love to come up. We focus on the vowel sound that week."

I can spell cat - c-a-t  
 I can spell bat - b-a-t  
 I can spell sat - s-a-t  
 But I can't sell hippopotamus

# Clipping the Sounds

*Vici is a teacher from Rhode Island with lots of good ideas. Editing would ruin the flow and flavour of her words! We used to be listserve friends.....*

There are those of us who shall remain unnamed who recall the days when sounds were categorized. I believe that I am way too young for that, but I do recall hearing about them olden days...

One of the categories of sounds were the 'plosives"... yes, from the word explosive... They are sounds that are not made until they explode from your mouth...They NEED the air from a vowel sound to actually cause them to explode...Think of the sounds that cannot be held, but have letter representations in our alphabet. /b/ /p/ /d/

Then there were those that were hard to hold .... like /g/ and /t/. When you make these sounds, watch your mouth and lips, put your hand before your mouth and feel the changes and the air that is emitted.

If you call /b/ BUH...then you a short U to it and doom the child to trying to blend a consonant, vowel, and then likely, a different vowel.

Here is a hint that works great. First, do not have the kids sound things out in segmented pieces... Sentences are like songs and we don't stop between all the notes and have silence. Sounds are like notes, words are like musical phrases. The children, when blending to read...using phonics as their approach, should blend the sounds, no matter how long they hold them... if not, they must learn two skills and a child with a poor auditory memory who is really struggling, will take the last sound they said, and recall it first and you will have a guess at a word that begins with the last, not first sound.

So then how do you do those darn 'plosives...? It is work, get a good night's sleep first, but it is so worth it. First, always ask a child to tell you what sound a letter makes when decoding... the sound matters not the letter name. Next have them hold the sound until they can recall the next sound they need to make (I will tell you about those pesky vowels in a bit).

But if you have a plosive and cannot hold it, they need to (make a chart of 'plosives they can refer to):

Check out the vowel they will need to push the 'plosive open.

Say that sound a few times and get it in their head if they are new at this.

"Get their mouth ready" I say, "get your mouth ready" and while they are holding their mouths in that position, I feed them the info they will need for the vowel sound... let us say short /a/. I cue them... mouth ready... now push out that AAAAAAAAAAAAAA They will give you ba... you model it and exaggerate the pushing as if it is coming from your chest and you are blowing up a difficult balloon. Then they chunk it and go ba again for a clean start and hold the short a until they can decode the next sound.

That is what you do for the very early, very very early reader if you are doing a phonics or decoding lesson... have them look at your mouth, feel their own mouths, look in the mirror... they carry their sound maker around with them... it is their mouth, lips, tongue... if you let them in on this "secret" you can use it to your advantage for those students who have poor phonemic awareness. When they get better at it, they just get their mouths ready and then look at the next letter or vowel and think its sound in their head before pushing the 'plosive open....

You can expose the whole class to this, but those who are already reading won't need much repeat of this... it is just to make sure they also know how this whole thing called speech and reading work. It is the ones with poor memories, phonemic awareness, and all that jazz that really will benefit from this very careful presentation.

Sooooooooooooo to make a long story short...do not apply sounds to sounds that are not really a part of what you do with real speaking. You don't go 'buh at'. You go baaat... and the b is just a position which when opened by the air from the applied vowel or following consonant as in a blend... can be heard.

# Story Snacks

Try story snacks to teach new reading vocabulary, math skills, and many other interesting things!

Pick a story with a food connection. There are lots of choices. This is often an interesting way to have other adults become part of the school experience. Ask the principal or librarian to read a story and help preparing the food, or have parents in to help. Parents can also share books that are favourites. If they read a book at home that has a food connection, they can bring it in and share the book and food with the class. Students love parents doing this!

"We had our first Story-n-Snack reader in our class today! I invited our principal to come and read *The Kissing Hand* and make 'I Love You' cookies (with candy kisses in the middle). It was a big hit!"

"I just did a mini Laura Numeroff unit with the Kindergarten class I was teaching. We read *If You Give a Moose a Muffin*, and then made muffins. Then we read *If You Give a Mouse a Cookie*, and made cookies. Next we read *If You Take a Mouse to the Movies*, and made popcorn. On Monday, we're going to read *If You Give a Pig a Pancake*, and we'll make pancakes in the shape of the first letter of each student's name. They've loved this!"

"We had a great Stone Soup afternoon with my grade two kids! I brought in the things (chopped and ready to add) for the soup, and brought them out one at a time as we read the story, adding them to make the already delicious stone soup just a little better. The kids were great as they acted out each part. (I added some bouillon cubes to make it a bit tastier, too.) Then we feasted, and of course the students were convinced that the stone really did make good soup....!"

*The Gingerbread Man* or *The Gingerbread Baby* - gingerbread, of course....

*The Kissing Hand* - handprint cookies

*Blueberries For Sal* - mini blueberry muffins

*The Teddy Bears Picnic* - teddy grahams

*Swimmy* - fish crackers

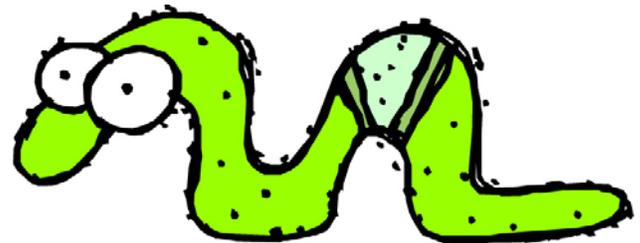
*The Doorbell Rang* - chocolate chip cookies

*Clifford* books - 'dog bone' shaped cookies

*Curious George* - (small) chocolate covered frozen banana

*Two Bad Ants* - "Ants on a Log" (with cheese instead of peanut butter)

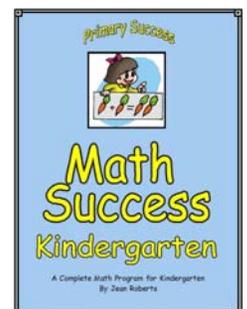
*Inch by Inch* - gummy worms



## The Math Success Program

Primary Success Publications has an original math program that has been proven to work very well! Schools that use it report that their math scores have increased and the students are far ahead. The program uses strategies that increase understanding and give students alternative ways to approach math procedures that suit different learning styles. This program is for Kindergarten through Grade Three. Math Success is a complete program with teaching strategies, lesson plans, student practice sheets and assessment.

Go to our website to see sample lessons!



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

## Math Ideas

"In Grade Two we fill out a paper when we do an estimation jar.

Today we are guessing about \_\_\_\_\_.

The highest guess is \_\_\_\_\_.

The lowest guess is \_\_\_\_\_.

The actual number is \_\_\_\_\_.

The sum of the highest and lowest guess is \_\_\_\_\_.

The difference of the highest and lowest guess is \_\_\_\_\_.

The number is even/odd.

The number has \_\_\_\_\_ hundreds \_\_\_\_\_ tens \_\_\_\_\_ ones.

The number guessed most often is \_\_\_\_\_.

You say this number when you count by 1's, 2's, 3's, 5's, 10's.



I have the kids put their guesses on yellow sticky notes. When it comes time to do the actual count I hand back their yellow stickies and we line up at the front of the class in numerical order. If one child has the same guess as another, they stand in front of that person, rather than beside them. If you have a common guess, you are going to have a stack of children in that one spot. This is important because it illustrates the 'mode' or the average that was determined by the number that came up the most. We talk about the 'range' of numbers that were guessed, any guesses that were terribly unreasonable and we look at the 'median' or the number that stands in the very middle of our line."

### Counting Backwards Game:

You need: small blocks or bingo chips, cards with various numerals. Students work in a group. Each player gets 5 blocks as counters. Cards are in a pile face down. One player turns over the top card, next player clockwise starts to count backwards from the number on the card. Continue around the circle with each player saying the next lower number on his/her turn. The player who says '0', loses a block. Winner is last one with blocks. Enrich by counting backwards by 2's.

### Around the World

"I played 'Around the World' with my students almost daily and it really helped them to learn the facts. You start with one student standing behind another student's chair and you call out a math problem. The first student to answer moves to the next student and you do the same. ( If the student standing doesn't answer first, he then sits in that chair and the student who answers moves on) They enjoy competing against each other and ending up in different seats. We do two or three rounds a day to start math class."

### 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!

# Rounding Numbers

Rounding numbers make questions that are easier to do mentally.

Rounded numbers and answers are only approximate.

Use rounding to get an answer that is close but that does not have to be accurate.

Make the numbers that end in 1 through 4 into the nearest lower tens number. 74 rounded to the nearest ten would be 70.

Numbers that end in a digit of 5 or more should be rounded up to the next even ten. The number 88 rounded to the nearest ten would be 90.

Mark the place.

Look to the right.

4 or less are out of sight!

5 and more will buy one more,

Before they, too, are out the door.

In those empty right-hand spaces,

Zeros keep their proper places.

Draw a number line on the board and number it from 0 to 50 by ones. Make the multiples of ten larger on the number line. (Multiples of 10 may be written in a different colour of chalk.) Write a number on the board - 18, for example. Have a student find it on the number line. 18 comes between 10 and 20 on the number line. Which multiple of 10 is the nearest? Try this with different numbers. What about numbers with a 5 in the ones place? (We go up to the 10 above.)

In Grade Two and Three, teach rounding to the nearest hundred. Draw another large number line and number it by one hundreds (0-1000). Discuss rounding numbers to the nearest multiple of 100. Write a number on the board (647). Discuss where 647 is located on the number line. Circle the multiples 600 and 700. Explain to the students that 647 is rounded to 600 because it has 4 tens in the tens place. Numbers with 1, 2, 3, or 4 are rounded down to the lower multiple of 100. Numbers with a 5, 6, 7, 8, or 9 in the tens place is rounded to the larger multiple of 100.

## Ideas from teachers:

"We wiggle down during the first part of the poem, and wriggle up during the second part.

I made a number line around the room with the tens marked in red. I give every student a number. That student then has to go and stand beside the ten they are closest to."

If the number that you circled is a 1, 2, 3, or 4

You gotta' go down to the ten before.

If the number that you circled is a 5, 6, 7, 8, or 9,

You gotta' go up the number line.



"I use the idea of the roller coaster to teach rounding. We talk about a roller coaster and the humps and hollows. They draw a wavy line across their paper. They put a 5 on the top of the first hump, a 10 in the hollow, a 15 on the next hump, 20 in the hollow, etc.

If a number ends with 5 and is at the very top of the hump (roller coaster) then the number will roll forward. All the other numbers will roll downhill, either backward or forward.

The same thing can work with 100's. This gives the students a clear picture of the rounding strategy."

## 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.

# Self-Esteem



We know that our students' self-esteem affects their success in school. The children come to school with a level of self-esteem that has been formed by the experiences in the early years, but what we do can also affect the way the self-esteem develops.

In the 1990s the improvement of self-esteem was deemed to be a central goal in the primary grades. This was an important part of the original 'whole language' movement. Teachers didn't group for reading instruction because students in the 'low group' would have lower self-esteem. There were no tests because some students might do poorly. It didn't matter if children learned to read in Grade One - they would learn when they were ready and it would be damaging to their self-esteem if they had to struggle. There was often empty praise and too much positive feedback for mediocre work. All competition was eliminated because competition has winners and losers. Of course, this didn't work! The children were smarter than the teachers. All children knew that they were supposed to learn to read, and they could see that other children were reading when they were not. Children are naturally competitive, and the competition was there even if teachers discouraged it. Teachers with this philosophy didn't understand how self-esteem is built.

Self-esteem in school work comes from success and an understanding that this success has worth. The success must be measurable and visible to the child. Praise without this measurable and visible success is empty flattery, and may even do damage by raising doubts in the child of the adult's believability. Praise must never be given for work that is poor or mediocre for that child. Praise that does not genuinely reflect back to the child what they feel about their work will be recognized as false. This simply stops the student from trying harder to do well. If the teacher feels praise is needed, then find a separate facet of the project to praise. Children have already made a mental estimation of the project's worth, and the teacher should know the student well enough to praise accurately.

High self-esteem in the early years of school comes in great part with success in reading. Children who read well will be confident. Students who have problems should be getting the extra help they need to succeed.

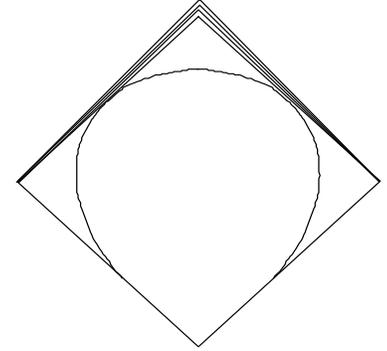
Many teachers still do whole class teaching in reading lessons. This too often leaves the lower students feeling confused or left out. When you teach to the entire class, the lessons are often pointed to the middle of the class. There may be attempts to make the lesson multi-level, but students at the lower end and students who have learning disabilities will certainly feel at a disadvantage. They need direct systematic instruction at their level, as very often these children do not learn from whole-class lessons. There is an answer..... students can be homogeneously grouped without the 'low group' stigma if each group is doing a different program. For example, teach a sequential phonics program to this group, a sight word program to the 'middle' group and literature based learning for the top kiddies. You can also teach different sight word programs or different phonics programs. When you do this, the students in the group and class do not have a basis for comparison. If you make the 'low group' lessons especially dynamic, the other students will be envious. With directed explicit systematic lessons and high expectations these children will learn much faster. With the learning will come genuine praise and self-esteem.

You should create an atmosphere of structure and discipline. Children feel secure when they know the boundaries and feel insecure when there is inconsistent discipline and consequences. A child who is allowed to feel out of control will lose respect for the teacher and not feel as secure or important in the classroom.

Make the child feel important in the classroom in other ways. Have private conversations with the students, display student work (only if it is something the child feels is good), give classroom responsibility and make sure it is followed through, give honest praise, etc. Greet each child personally in the morning. Have a sincere compliment to say to each child as they leave the classroom after school is over. Make the child feel successful in the important subjects by teaching directed sequential lessons and celebrate the child's successes!

# Remembrance Day

Most schools have a Remembrance Day ceremony. Make a wreath to bring up to the front of the assembly. Cut out a wreath shape from tag. Have the students cut out poppies. Fold a square of red butcher paper twice. Hold it with the four points up. Draw a petal shape as shown in the diagram. Cut out the petal shape and open the poppy. Put black dots in the center. Curl the petals towards the center around a pencil. Glue the centers of the poppies to the wreath so it is completely covered. You can add some leaves, too.



Play *We are the World* by Bryan Adams as classes walk into gym.



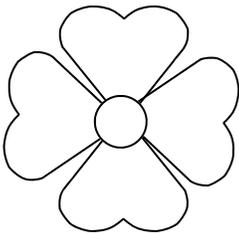
## Poppy

Poppy we are but children small,  
We are too little to do it all.

Children, you may do your part.  
Love each other is how you start.  
Play without fighting.  
Share your games and toys.  
Be kind and thoughtful,  
To all girls and boys.

## Remembrance Day

We wear a poppy  
On Remembrance Day,  
And at eleven  
We stand and pray.  
Wreaths are put  
Upon a grave.  
As we remember  
Our soldiers brave.



"We make poppies by cutting hearts. The students first practice folding paper and cutting hearts, and when they are confident they are each given four squares of red paper. They cut out four hearts. Then the tips of the hearts are glued together to make poppies. They can add a red circle and then put yellow and black spots in the centers. Curl the petals into the center. Put them on a bulletin board display or a wreath."

## Little Poppy

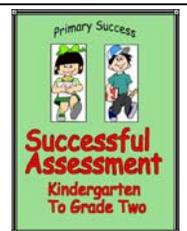
Little poppy  
Given to me,  
Help me keep Canada  
Safe and free.



I'll wear a little poppy,  
As red as red can be,  
To show that I remember  
Those who fought for me.

## **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!

## Wikki Stix

Wikki Stix are made of a non-toxic wax formula in a yarn strand. They are soft and pliable, and very easy to bend and shape. Plus, they are slightly tacky to the touch and adhere to almost any smooth surface with just fingertip pressure to provide a raised line effect. No glue. No paste. No mess. They are also easy to lift off and reposition, so mistakes can be quickly corrected. They are safe, non-toxic and endlessly reusable. They will not pull apart, but cut easily with scissors. The sticks are in either 8 or 6 inch lengths and come in a variety of colours. This is a great tool for tactile learners and for creating visuals. They can be added to a map to show routes of explorers or used to underline words on a poster.

"Wikki sticks are awesome! They are so much fun for the kids to manipulate and MUCH easier to clean up! I use wikki sticks in almost every subject. In reading, we use them to circle or underline words of the vowel sound/pattern that we're studying that week. We also use them when learning about punctuation and parts of a sentence. Highlight text on a book page or chart.

Use the words in your morning message and let students find and circle them with markers or Wikki Sticks. Do the same with poetry, finding phonetic patterns, rhyming words, vocabulary words, etc. In Math, the kids form numbers and create addition/subtraction problems. Make diagrams and geometric shapes. In Socials, I laminated a map of Canada. The students manipulated the wikki sticks to form the rivers, mountains, etc.

These are great to use for arts and crafts, too, or simply creative play."

## Printing and Handwriting

Good printing and handwriting seem to have less importance in primary classrooms in the past ten years. For young children to print well, there must be specific lessons daily and emphasis placed on this skill. Often time is short, and this seems to be one thing that is frequently left out. As in reading, our goal in printing is fluency, and this takes lots and lots of practice.

Why is it important? It is one of the pre-requisites to creative writing. Writing has a high priority in our curriculum, but the students' abilities in writing are intimately tied to printing and handwriting skills. If students are not fluent in printing or handwriting, this will decrease the amount and quality of the writing that is produced. If the children are concentrating on forming letters, the quality of writing will decrease. It is important that the students write legibly on lines, with the letters the correct heights and proper spacing. Part of the writing process is sharing the writing. The student must be able to read his own work with ease and the teacher or writing partner must also be able to read what has been written. Without this the writing has little value.

How can you ensure that your students get enough practice and become fluent printers? It is important that the children print each day, and it is equally important that you have the highest standards. Not all children are able to print perfectly, but everyone should be doing their best. Each week the amount of daily printing should increase. Most Grade Ones should be able to copy and print four or more sentences by Christmas and write a paragraph quickly, easily and neatly by the end of the year. Grade Twos should be printing fluently so they do not have to think about the printing skills at all when they are doing writing.

Classes that are taught to print well do much better creative writing!



## 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.

## More Odds and Ends.....

### Read, Read, Read!

"I do not use centers in my classroom - I find them time-consuming to set up and difficult to monitor. I like to teach reading in small groups, and while I am teaching these groups or having conferences with individual children, everyone else reads. My Grade Two kids can read up to an hour by the end of September. Some children can get into a book and be comfortable reading independently for the entire time, and others do a variety of reading and can change several times during the period. I have a basket of books on each table with picture books, non-fiction books, magazines, books of varying difficulty, books by authors we are studying, books about themes we are studying, copies of books made by the class, etc., in them.

As long as the students are reading material at their independent reading level, this is the best use of time! Their reading really improves with all this practice, and even the lower readers learn to concentrate and read lots of books."



### Poetry Folders

"My kids kept a Poetry/Song Folder this past year in a duotang. Every time we did a poem or song for morning meeting, reading, writing, science, social studies, or for fun, I would copy it and give it to them to put in their folders. They could illustrate the poems whenever they had a chance - or during our Finish Up Friday time. I use a LOT of poems and songs, so by the end of the year they each had a fat folder of memories from our year together. Throughout the year, the kids really loved reading their Poetry Folders and revisiting the poems/songs we had done. They stored the Folders in their book baskets. I did not allow them to go home during the year, for fear of them not returning since we used them almost daily! They took their folders home on the last day of school. Lots of summer reading material!"

## Popular Primary Success Resources!

### Successful P.E.

This new primary book has lesson plans, gross motor activities, skill training, indoor and outdoor games galore - and lots of ideas to make your P.E. lessons fun and successful. There are helpful ways to organize your P.E. periods, too. There are exercises, classroom breaks and games for recess. This book is suitable for teachers from Kindergarten to Grade Three. Finally, this book is completed! Hundreds of teachers have been waiting patiently..... Thanks you!

### 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, 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 - Grade One

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, favourite 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.

## 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

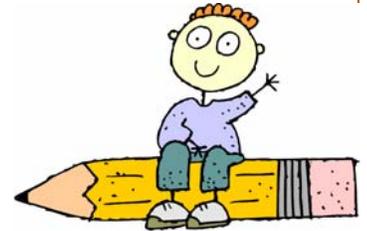
These binders each have more than 50 little books for you to photocopy for your students. These little books match the lessons in Successful Sight Reading - Part 1, 2 and 3. These will give your children the extra reading practice that they need, and the little books are fun, too!

*"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.sabine.k12.la.us/zes/resource/default.htm>

This is a great site! Go exploring!

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

Another great resource.

Here is a keyboard you can download and photocopy.

<http://www.teachnet.com/power/tools/neattools/keyboard/index.html>

There is a great site called RhymeZone. It gives rhyming words, synonyms, homophones, and lots more.

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

### Primary Success Publications

4971 Fillinger Cres.

Nanaimo, BC V9V 1J1

E-mail:

primarysuccess@shaw.ca

Website:

<http://www.primarysuccess.ca>



Phone:

1-800-758-0889

Fax:

1-250-758-2661