

The Primary Success Notebook



From Primary Success Publications

Issue #18

December 2010

Inside

Classroom Management	6
Christmas Activities	10
Education Today	2
Gingerbread	11
Good Ideas	7
Map Skills	5
Math	8 - 9
Odds and Ends	12
Teaching Sight Words	3 - 4

Christmas is Coming!

It is hard to believe that the holidays are approaching! Yesterday was Halloween and tomorrow is Christmas. Here on the coast we have had snow already - although my son and family in northern BC just laugh at my annoyance - they have had snow for a month.

December in the early grades is always interesting and fun. There are holiday books to read and art projects to do, Christmas concerts to practice and songs to sing. This is a very busy time. Hopefully you will find some ideas in this magazine to make this month a bit easier!

Primary teachers take on many extra jobs at this time. There are projects at home and many more at school. We don't like to say 'no' to those who ask us to do more, but set limits for your health and sanity! Remember what is important - you first, your family second and your classroom third. Take care of yourself and this busy time will be more fun for you and your children.

Have a great holiday!

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.



Education Today

We get children in our classes who are products of a high speed society. This began visually in the 1960s and 70s when Sesame Street first came on TV with its flashing ever-changing scenes to hold the attention of small children. Sesame Street seems slow when compared to the video games and children's television of today.

Conversations are becoming more rare in many families. Many families don't spend much time talking with their children. With this lack, many children do not know how to listen and participate in quality conversations. The students may have had lessons in ballet, soccer, swimming and gymnastics, but they are lacking in communication skills. They do not wait their turn to speak because the parents let them interrupt. They lack creativity because their days are planned for them and their toys don't encourage creativity. Many children don't know how to entertain themselves.

These students have problems in the classroom, of course. Here are some teachers' comments on this subject:

"Yesterday I told my kids about self-control and that from now on we are going to be practicing individual self-control. We talked about it a lot during the day and I kept explaining what a person with self control does. Yesterday was the best day of the year so far - we got through the day with fewer interruptions. We will continue to work on this!"

"I am definitely finding this in my classes. Every year I have more and more students who just seem to find it hard to listen and hard to sit and focus for any length of time - even listening to a story.

I think there are many reasons and it does not all boil down to poor parenting or poor teaching. Some reasons I believe are factors in this include...

- TV and media - children are exposed to such fast moving, bright, loud, etc., things on TV and on video games and through music that I think they find it hard to focus when it is slower paced, not so colourful and quiet.

- Changes in philosophy - many parents treat their children more like "little adults" than as children - giving them choices, allowing them to make decisions that the parents should be making. This is the philosophy that is given to parents so they are only following what others are telling them to do. I've had parents tell me - 'Bobby wanted to stay up late last night so he might be tired today'. When I was growing up it didn't matter what I wanted, bed time was bed time.

- Food - with so many additives, high fat, high sugar foods out there that our children are eating is it any wonder they are either extremely lethargic or extremely hyperactive? The common snacks in my classroom include pop, chips, chocolate bars and store-bought cookies. I get so excited when I see cheese and crackers or fruit being brought to school.

I believe these items, along with others, are changing how our students respond to the world around them. It's not all negative but when the behaviour influences how they learn then we have problems."

"Many of our substitutes are saying that the suburb schools (we are one), which used to pride themselves on 'better behaved' students in primary classes are now on par to inner core schools. They are finding that the students are lacking social skills, lacking that sense of common courtesy with respect to others around them.

We also talked about possible causes. Children lead a life which is programmed for them after school. They have little time for socializing, everything is planned, and computers and video games are solitary pastimes.

We find that the quality of work is decreasing, the capacity for work is decreasing, and the output is decreasing just at a time when educational goals are increasing in difficulty."



Teaching Sight Words

Children need a strong sight word vocabulary to be successful readers. These are the most commonly used words in our language. The Dolch list is one source of these words. The students should have automatic recall of these words. To get automatic recall, these words must be taught in specific sequential lessons, and reviewed every day.

Teach 5 or more of these words each week, depending on your class and the level. You will likely teach 5 words each week at the beginning of Grade One and up to 20 words each week in Grade Two.

To teach a word:

- Introduce the word. Discuss the initial sound and the final sound. Blend the word if it is phonetic. Discuss the vowel sound(s), too. If the word is non-phonetic, say that this word must just be remembered by the look and shape.
- Look for small words in the word. Look for the word ending and think of rhyming words, if any.
- Spell the word aloud.
- Print the word on slates, carpet, in the air, etc. Make the word using magnetic letters, stamps, etc.
- Put the word into sentences orally so the students understand how the word is used.
- Read phrases using the word. Use only words that the students have already mastered to make the phrases.
- Read sentences using the word, again using only words that the students have already mastered.

Bean Bag Toss

Divide a shower curtain liner into 16 boxes with a permanent marker. Attach the words to the boxes on the shower curtain with tape. Put small numbers on the corner of the cards. Divide the class into 2 teams. The teams take turns throwing the bean bag to a square. If the student can read the word the bean bag lands on, the team gets the number of points on the card. If the student misses the word, the other team gets the chance to say it. The team with the most points wins the game.

Around the World

All the students sit in a circle or the students can remain at their desks. One student stands behind another student who stays sitting. Flash a sight word to the two students. Whoever says the word first moves on to the next student. The student that makes it back to their own desk or starting point is the winner and has gone 'Around the World'!

Tic-Tac-Toe

Give everyone a blank copy of the tic-tac-toe board (or the students can draw the lines on a whiteboard), and put the list of words on the board. Have them place the words where they want in their board. As you call out the words, you will have to say if it is an X word or an O. The first one to tic-tac-toe is the winner.

Wear a Word

Put the new words on cards and put strings on them to go around the children's necks. They wear the word for the day and that word is their name. You call the child that word and so must the other kids! It is amazing how quickly they learn the words this way!



More Sight Word Ideas

"We played 'word whackers'. I wrote 16 high frequency words on the board and divided the class into two teams. The first person in each team got a fly swatter (yes, we first talked about the appropriate use of said swatters.) I stood to the side and called out a word from the list on the board. The first person to swat the correct word with the swatter earned a point for their team. Lots of fun!"

"We also did a high frequency game where they rolled a die and drew that number of cards from the pile. If they could read the words, they got to keep the cards. If not, they went back into the pile."

"I have the Dolch words broken down into pre-primer, primer, and 1st, 2nd, and 3rd grade word lists.

<http://gemini.es.brevard.k12.fl.us/sheppard/reading/dolch.html>

Each of those is broken into smaller groups of words so I have 10 groups, starting with easy ones and getting harder. Each group is printed on a colour of construction paper, 10 groups, 10 different colors. The colours are the colours of the rainbow, in order - beginning with yellow for the first list. As a student can read the first group of words he/she gets a certificate of that colour. The name goes on the certificate and is then put up on a bulletin board. As the students pass each color group of words, they get another badge of the matching color. This makes a beautiful Reading Rainbow wall, with a rainbow of color badges as the kids pass each level."

Here are sets of the Dolch words, with the great Jan Brett illustrations.

http://www.janbrett.com/games/jan_brett_dolch_word_list_main.htm

Wordo

You need blank cards with 9, 16, or 25 blocks. Have students fill in the card with the words that you want to use. Tell them that each card will be different and to try to mix up the words they are using. Playing the game is just like BINGO. Call out the words and have the students spell it out loud with you and then mark their spaces. This will give those who are unsure of the word some extra help. The first one with a row covered calls out 'WORDO'!

Erase Relay

Write two columns of words on the chalkboard that are approximately equal in difficulty. Write as many words on the board as there are children in the relay. Children are divided into 2 teams, and stand in two lines at right angles to the chalkboard. At the signal, the first child in each line points at the first word in his respective column of words and pronounces that word. If he pronounces it correctly, he is allowed to erase that word. The game is won by the side that erases all the words first.

Team Sight Word Race

The children are divided into 2 unequal teams in lines away from you. Turn over a sight word and the two children at the front of the line try to see who can say it first. The team that says the word first gets a point. Then these two children go to the back of their lines. The teams are unequal so the students have a new person to race each time as they get to the front of the line.



Map Skills

Maps are very abstract. Many adults have problems reading maps! Small children need to be led into map reading by concrete examples, familiar places and gradually expand to maps of larger areas.

Kindergarten teachers can teach beginning map skills by using play doll's furniture. Set up a room and then look down on it. Draw the room on large paper, and have the children pretend to be in the room and go from one feature to another. Draw a map of the classroom on large paper and let the students use it as a play center with dolls.

Grade One students can make maps of the classroom, the school or their bedrooms. When they understand these examples, the teacher can make a big map of the town or local area of the city. Find streets and familiar buildings. Label the map. You can also make a local map on a table, making models of the buildings and local sites. Discuss the different ways you can go from the school to your home, from your home to the grocery store, etc.

Grade Two and Three students should be ready to learn more abstract map skills. They can learn about their province, their country, the continents and oceans.

Ideas from Teachers:

"We created a class character that took a trip around the world. I wrote the first "chapter" and got our character from our school to the first country. Then each child was assigned a country and would write another chapter that told what our character did and saw in that country and got him/her to the next country."

This website has lots of poems and songs to learn the continents and oceans:

<http://teachers.net/gazette/DECO2/continents.html>

Make a book called *Me on the Map*.

Photocopy the book with the maps needed, and the student can place himself on the map.

Have lines at the bottom of the page for printing the sentence.

Page one is a picture of the student...This is me.

Page two is a picture of the school...This is me at (name of school).

Page three is a picture of the town...this is me in (name of town).

Page four is a picture of the province...This is me in (name of province).

Page five is a picture of the country....This is me in (name of country).

Page six is a picture of the continent. This is me in North America.



"Read the book 'How to Bake an Apple Pie and See the World' by Marjorie Priceman. The little girl travels all over the world to get her ingredients. The children love the book and we end up making apple pies."

There are lots of books that involve maps. The Winnie the Pooh books have a map of the Enchanted Wood, My Father's Dragon has a good map for the students to follow, and there are lots more. You could even do a map to illustrate Goin' on a Lion Hunt! As you read books to the students, make maps of the characters' travels.

"We created salt dough maps. I checked out a bunch of books that had the characters going from one place to another. The students read the book, drew a map to show where the character went (like through a meadow, over a stream, past a forest, mountains in the distance, through a field, etc.), and then made their salt dough maps."

Classroom Management

"One of the things I use every day for tidying 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!"

If your students have numbers, sing the same song with "Write your number on your paper etc."



"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 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."

Good Ideas

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



Poetry Folders

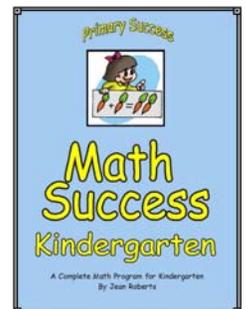
"My kids kept a Poetry/Song Folder this past year in a duotang. Every time we did a poem or song for morning meeting, reading, writing, science, social studies, or for fun, I would copy it and give it to them to put in their folders. They could illustrate the poems whenever they had a chance - or during 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!"

"I do a class songbook with my students. I use a 3 prong portfolio for this. At the beginning of the book, the students place two sheets of lined paper in the front. These are labeled 'Table of Contents'. As we add songs to our books, we number each page and write the page number and song title on our table of contents page. The songs themselves I do on the computer and photocopy, and the students can decorate the pages if they wish. This is a good reading experience, too, as there are often higher level vocabulary words in the songs."

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.

Rounding Numbers:

"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.

Primary Success Publications Art Books

Art Through the Year

Here are hundreds of great primary art ideas and activities! This book contains art ideas for Autumn, Halloween, Christmas, Winter, Valentines, Spring and Easter; and Thanksgiving, Remembrance Day, Groundhog Day and St. Patrick's Day, too. Your children will have fun doing the wonderful projects. This is a great collection!

The BIG Christmas Book

This book has poetry, art, Christmas concert ideas, ways to integrate the holiday into the curriculum, gifts for parents, bulletin boards, 'Christmas Around the World' and lots more. Now everything for the holiday is in one place!

Math Journals

"I used math journals a lot last year. I never thought I'd ever do them, but once I started I couldn't stop! Usually, I didn't require the kids to write certain things. They chose what they wanted to write about the math concept we covered. At the beginning of the year, it was mostly pictures and a few words, but by the end of the year, I encouraged the kids to write sentences.

Here are a few things we did in them:

- Draw pictographs, predicting, and then drawing the reality. e.g.: At St. Patrick's Day, they all had to bring in a green fruit. The kids drew pictographs to predict how many apples, limes, grapes, etc. would be brought. Then we did a graph after the fruit were collected. They also wrote about comparisons.... there were more apples than....
 - I taught the kids many math games. After about a week of playing a game, I had them recount how to play and draw diagrams in their math journal for each step of the game, so they wouldn't forget how to play.
 - For our geometry unit, students drew and labelled things in the classroom that were the shape that we were studying for the day. Eg: square: window, mat
cube: box, t.v.
 - For our money unit the kids drew the coins and their equivalents, and wrote about things they could buy.
 - During any unit our students took time to write about how they felt about concepts. Did they understand it, did they like it...?
- The possibilities are endless. I think that Scholastic has a book about math journal ideas."

Whether you write in a math journal or discuss math in the group, these questions are valuable. They increase in complexity as the students go through the grades.

- What did you learn from this activity (or lesson)?
- Is there anything about this activity or lesson you do not understand? Explain your difficulties.
- What does the word ' _____ ' mean to you?
- Do you have any questions about _____?
- What is your favourite way to count? Why?
- How can you share a group of objects fairly?
- What are some ways we use numbers?
- What have you learned about adding and subtracting?
- What do you know about money?
- How do you count large collections of things?
- What words do we use when we do addition, subtraction, etc?



A Math Journal may include: recording sheets, diagrams, lists, surveys, charts, math vocabulary, questions, pictures to help solve problems, student reflections, self and peer evaluations. These can be kept in a variety of ways including: duotang folder, scrap book, binder, booklet, notebook, file folder with pockets.

The Math Journal should be used frequently and the students can read previous entries to see how their understanding has improved.

You can have the students do prompted writing, open-ended writing, and the demonstration of knowledge or skills visually or in writing. They can explain your thinking in pictures, numbers and words.

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.

Christmas Activities

"For our holiday party, we switch between the 3 classrooms and the students do 2 activities in each room:

1. We made a paper plate Santa with cotton beard.

2. We organized a bag of reindeer food with a poem about sprinkling it on the front lawn. We mixed raw oatmeal, birdseed and the coloured sugar crystals to sparkle. (Don't use glitter - it can harm wildlife and is not bio-degradable.)

Sprinkle on the lawn at night
The moon will make it sparkle bright
As Santa's reindeer fly and roam
This will guide them to your home.



3. We made a nutcracker using toilet paper rolls.

4. A teacher taught the children how to play the dreidel game.

5. They liked to make snowmen cookie treats - an oatmeal cookie as the bottom snowball, a vanilla wafer as the head, frosting over both cookies, a 1/2 gumdrop hat, mini-m&m eyes, mini-chocolate chip buttons, and a fruit rollup strip for the scarf.

6. We made a snowflake windsock - large piece of blue construction paper, a few snowflakes made by cutting coffee filters, and blue and white streamers to hang down. Glue the snowflakes onto the blue paper, glue the streamers along the bottom, roll into a cylinder and staple, hole-punch the top and tie ribbon or yarn through to hang.

As they make everything and rotate, they carry around a grocery bag to keep everything - except the cookies- they're saved to be eaten at the end of the party."

Help Others

Have a penny drive and donate the money to a children's charity. This is a good project - just think of all the math work you can do with all those pennies! Have a penny race with students in the next class.

The Partridge in a Pear Tree

For each one of the days, we like to do a different hand or body movement.

Partridge in a pear tree - hold your hands over your head like a ballerina (my girls like to stand on their toes)

Two turtle doves - put your folded hands on one cheek and bend your head to the side (like you're showing that you're sleepy)

Three French hens - put the backs of your hands on your bottom and flutter your fingers up and down like they're feathers

Four calling birds - put your hands around your mouth as if you're making a megaphone and say (a little loudly) four calling birds

Five golden rings - hold out one hand and sing this line really loudly.

Six geese a-laying - squat down like you're laying eggs and get right back up

Seven swans a-swimming - fold your arms at your elbows and make like you're swimming with your hands

Eight maids a-milking - pretend you're milking a cow with both hands

Nine ladies dancing - tap your feet in front of you like you're dancing

Ten lords a-leaping - leap up and down a few times

Eleven pipers piping - hold your hands out to the side like you're playing a fife

Twelve drummers drumming - drum your hands up and down in front of you like you're playing a drum



Gingerbread, Gingerbread!

If you have a digital camera take pictures of the students and make their faces the gingerbread people.

Gingerbread Poem

Stir a bowl of gingerbread,
Smooth and spicy brown.
Roll it with a rolling pin,
Up and up and down.
With a cookie cutter,
Make some little men.
Put them in the oven
Till half past ten!



"We made a great door decoration by putting aluminum foil on our classroom door and then putting on the gingerbread men. The children made gingerbread men out of construction paper. We decorated them by tracing the outside of the shape with white paint and then decorate inside with glitter, construction paper, etc. The foil is the cookie sheet - you can curl up the edges to make it look real. This would make a good bulletin board display, too"

My Gingerbread House

I made a house of gingerbread.
It was so sugary sweet.
It took me all day long to make.
But lasted just a week!
Monday - I ate the ceiling
Tuesday - I ate the door
Wednesday - I ate the windows
Thursday - I ate the floor
Friday - I ate all four walls
Saturday - I ate the lawn
Sunday - I licked up the crumbs
My gingerbread house is gone!

Jan Brett's Gingerbread Baby

There are so many things to do on Jan Brett's site! Try these to go with *The Gingerbread Baby*.

http://janbrett.com/activities_pages.htm

http://janbrett.com/activities_pages_masks.htm

Masks to use to put on a play. She has patterns for the animals and more suggestions on her website on how to use the book for a play!

http://janbrett.com/gingerbread_baby_recipe.htm

The best gingerbread recipe!

And try this site for lots more gingerbread ideas.....

<http://tech.dcbooces.org/~oneill/gingerbreadpage.htm>



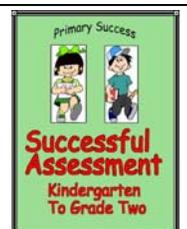
Peppermint Stick

I took a lick of my peppermint stick
And I thought it tasted yummy.
It used to hang on my Christmas tree
But now it's in my tummy.
Peppermint stick, peppermint stick
I thought it tasted yummy!

Make a candy cane ornament to go with this song.

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

Christmas in an Elementary School

(Sung to the tune of Winter Wonderland)

Children scream, they're not listenin'
When they go, we won't miss em',
In all of this pain, we try to stay sane,
Workin' in an elementary school.
Christmas comes, they're excited,
Though our nerves they've ignited,
They're off of the walls; they run in the halls,
Workin' in an elementary school.
In the lunchroom we can hear them yellin'
And we know that they are really wound.
Someone hits, the other says, "I'm tellin'!"
And that is when our heads begin to pound.
Pretty soon we'll be restin'
Cause our nerves, they've been testin'
We're happy it's clear,
It just comes once a year
Christmas in an Elementary School !



'Twas the Daze Before Christmas

'Twas the days before Christmas,
And all through the school,
The teachers were trying
To just keep their cool.
The hallways were hung
With Christmas art
(Some made in November
to get a head start!)
The children were bouncing
Off ceilings and walls,
And seemed to forget
How to walk in the halls.
With 'holiday shirts'
And 'jingle bell jewels',
The teachers looked festive
Enforcing the rules.
From deep in the teachers' lounge
There came such a chatter,
The principal went in
To see what was the matter.
The teachers were hiding
And trying to refuel,
On coffee and cookies
And treats for the Yule.
When what to their wondering
Ears do they hear,
But the ringing of school bells
It's the children, they fear!
More rapid than reindeer
The little ones came,
And the teachers all shouted
And called them by name;
Walk, Vincent! Walk, Tanner!
Walk, Tyler and Sammy!
Sit, Jamie! Sit, Laura!
Sit, Tara and Tammy!
To your desks in the room!
To your spots in the line!
Now walk to them! Walk to them!
No running this time!
So straight to their places
The children all went.
With fear of detention
Where they could be sent.
With manuals of lessons
Cradled in arms,
The teachers began
To use all their charms.
But the lessons presented
All fell on deaf ears.
The children were thinking
Of Santa's reindeer!
With a toss of their hands
They put manuals aside,
Went straight to the cupboards
Where videos hide.
And laying their finger
On the TV remote
They sat back to write
Their last Christmas note.
But you could hear them exclaim
At the end of the day -
Have a wonderful, happy and
L-O-O-O-O-O-NG HOLIDAY!!

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. Order it now!

Successful Phonics -

Part 1 (Grade One) and Part 2 (Grade Two and Three)

This program gives you everything you need to teach phonics successfully. Part 1 teaches the single consonants, the short vowel sounds and the digraphs—and Part 2 all the rest of the sounds. There are specific daily lesson plans, strategies for teaching the sounds and blending, reproducible reading sheets, flashcards, and booklets so the children can practice their skills in actual reading material.

Successful Science Lessons and Successful Social Studies

These books for Kindergarten, Grade One and Grade Two are very popular. All your lessons are laid out for you, with a worksheet for the students and lots of extra ideas to expand your lessons. Everything you need is there for you, and teachers are thrilled with the easy-to-teach sequential lessons!

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.

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.littlegiraffes.com/christmas.html>

This site has fabulous ideas for Christmas art projects. Don't miss it!

<http://www.teacherplanet.com/resource/christmas.php>

Here are lots of links to explore!

http://www.fvsd.ab.ca/weblinks/christmas_sites.htm

Cathy has a good collection of sites with Christmas ideas.

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

Scroll down for readers' theatre scripts. Look for Redheaded Robbie's Christmas Story.....

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:
250-758-2661