

The Primary Success Notebook



From Primary Success Publications

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Happy 2011!



Happy New Year! 2011 is here and I hope you are rested and ready for the new term. Christmas vacation is never long enough. And much too soon you will be back in the classroom.

To make January more interesting, try changing your classroom. Put the desks or tables in different patterns. Decorate in bright cheerful colours! The days are short and January is usually a colourless month outdoors, so we need all the cheer we can get. Re-organize the room and clean up any clutter. This will make the room seem larger and airier.

Plan a few interesting units in math to raise interest. In Grade One teach fractions or measurement and the use of the calculator and in Grade Two begin multiplication and addition with re-grouping. Try to have P.E. every day if possible. Exercise helps to keep everyone happy, and that includes you! Go outdoors with your class whenever possible. Plan an interesting science unit with lots of hands-on activities. Read some fabulous books to your class - try some Roald Dahl for laughter.

Do what you can to brighten the dark January 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.



Ideas for Reading

A Reading Corner

Have a special place to read when other jobs have been completed. A small tent gives a cozy space for several children to curl up and read. You can provide some pillows to make it comfortable. Of course, they must read when in there.....

You can also have interesting chairs in the reading corner - the 'blow-up' chairs are fun, and beanbag ones, too. A rocking chair is always a favourite place to read. Bring in an easy chair and/or a couch if you have room. Try a small wading pool, a teepee or a boat to make an enclosed space. A large outdoor picnic tent with the mosquito net can have some sides down for a classroom library enclosure - and you can see inside, too.

You can add different reading spots to go with your themes, too. Have stuffed dinosaurs for a dinosaur theme, bright coloured pillows when you teach colour, etc.



The Dolch Words

The 220 word Dolch list is useful to test your children. You can use the sheet on the following page to see approximately where your children are reading. Read down each column.

Of course, your students will know other words that are not on this list - phonetic words, words that are specific to the reading material, etc., but the Dolch words are the 'backbone' of reading.

The pre-primer level is from 0 to 75 words.

When reading at the primer level the students should recognize 76 to 120 words.

In the last term of *Grade One*, the students should be able to read 121 to 170 words.

Grade Two students should be able to read at least 210 words (if not all the lists), and *Grade Three* students should read all the words.

Here is an approximate grade equivalent: *Grade One* - one month (end of September) is 1.1, the end of January in *Grade One* is 1.5, and the end of June in *Grade One* is 2.0.

1.1 - 10 words	2.0 - 170 words
1.2 - 20 words	
1.3 - 40 words	2.5 - 190 words
1.4 - 60 words	
1.5 - 80 words	2.9 - 210 words
1.6 - 100 words	
1.7 - 120 words	
1.8 - 140 words	
1.9 - 160 words	3.9 - all 220



Go to this website for lists of the words that you can print and photocopy to test your children.

<http://www.mrsperkins.com/dolch.htm>

Spelling 'Tricks'

They

Have all the children stand in a circle. Write "They are in a circle" on a chart. Then choose one boy to stand in the center of the circle. Write "He is in the middle" on the chart. Then write the word 'they' and show 'he' in the middle of the word. Re-read the two sentences and have the students show you the 'he' in the middle of 'they'.

ie

My mother said, 'Never believe a lie!
My father said, 'I'd like a piece of pie!
My sister said, 'I'll always be your friend!
My brother said, 'This song must have an 'end'!

There is no 'a' in **they**,
There is no 'a' in **they**,
They begins with 't-h-e'
There is no 'a' in **they**!

Here and hear, there and their

Pointing..... 'here is here and here is in there.'

For 'there' and 'their' - 'there' is a place and the opposite of 'here' ('here' is in 'there') and when you are talking about people, 'I' am in 'their'.

They'll be an heir when they inherit **'their'** fortune.

If you can **hear** something, you will need your **ear**.

And more

Double the c, double the s, you will always have **success**!

The **Principal** is always your **pal**...(spelling principal/principle).

The princess will **'be a'** beautiful girl, inside and out.'
Beautiful begins with 'be a'.

Tomorrow.... Tom or row

Some More Mnemonics....

Roy G. Biv is a way to remember the colours of the rainbow.

My very educated mother just served us nine pizzas (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto) (*although Pluto isn't considered a planet any longer....*)

My Very Easy Method Just Speeds Up Naming Planets

The Great Lakes = HOMES (Huron, Ontario, Michigan, Erie, Superior)

rhythm - Rhythm Helps Your Two Hips Move



Because

To Mary Had a Little Lamb
B-e-c-a-u-s-e,
a-u-s-e, a-u-s-e,
B-e-c-a-u-s-e,
that's how we spell 'because'!

Betty Eats Cake And Uses Six Eggs
B E C A U S E

Big Elephants Could Always Use
Some Exercise

Two Months of Phonics

Below is a two month review or teaching of the short vowels that can be used for all Grade One children, and can also be used for Grade Two students who are having difficulty with word attack. You can even use this with top Kindergarten students! At the end of this short program, your students should be able to blend the sounds, read short vowel words and spell words with short vowels. You will find that your children's reading and spelling will improve. January and February is the perfect time for this program. Before beginning this program, the students should know all the consonant sounds.

Week 1 - Short /a/.

Monday and Tuesday - blend the consonants with /a/. Read: ba ca da fa ga ha ja la ma na pa qua ra sa ta va wa ya za You can put these on flashcards and mix them. Have the students read these as a unit.

Wednesday and Thursday - Read words beginning with the 'consonant /a/'. You can make flashcards or write the words on a chart in mixed order. back, bad, bag, bam, ban, bass, bat; cab, cad, cam, can, cap, cat; dab, dad, dam, Dan; fad, fan, fat; gab, gal, gap, gas; had, Hal, ham, has, hat; jab, Jack, jam, Jan; lab, lack, lad, lap; Mac, mad, man, map, mat; nab, nag, Nan, nap; pack, pad, pal, Pam, pan, pat; rack, rag, ram, ran, rap, rat; sack, sad, sag, Sal, Sam, sap, sat; tab, tack, Tad, tag, tan, tap; Val, van, vat; wag; yam, yap; Zack, zap. ('ck' goes at the end of a one syllable word after a short vowel, and double the s, l, f and z at the end of a one syllable word after a short vowel.)

Friday - Give the students individual chalkboards or white boards and have them spell the words above. Have the students listen for the initial sound, listen for the /a/ vowel sound and hear the ending consonant. You can have them lift three fingers as they hear the sounds - one finger for each sound and then write the word.

Week 2 - Short /i/.

Monday and Tuesday - blend the consonants with /i/. Read: bi di fi hi ji ki li mi ni pi qui ri si ti vi wi yi zi You can put these on flashcards and mix them. Have the students read these as a unit. (ci and gi make the soft sound of the consonant. You can do these in Grade Two, but leave them out in the earlier grades.)

Wednesday and Thursday - Read words beginning with the 'consonant /i/'. You can make flashcards or write the words on a chart in mixed order. bib, bid, big, Bill, bit; Dick, did, dig, dill, dim, din; fib, fig, fill, fin, fit, fizz; hid, hill, him, hip, his, hit; jib, jig, Jill, Jim; lick, lid; mill, mitt; nab, Nick, nib, nip; pick, pig, pill, pin, pit; rib, Rick, rid, rig, rim, rip; sick, sill, sin, sip, sit; tick, till, Tim, tin, tip; vim; wick, wig, will, win; yip; zip

Friday - Give the students individual chalkboards or white boards and have them spell the words above. Have the students listen for the initial sound, listen for the /i/ vowel sound and hear the ending consonant. You can have them lift three fingers as they hear the sounds - one finger for each sound and then write the word.

Week 3 - Short /o/.

Monday and Tuesday - blend the consonants with /o/. Read: bo co do fo go ho jo lo mo no po quo ro so to vo wo yo zo You can put these on flashcards and mix them. Have the students read these as a unit.

Wednesday and Thursday - Read words beginning with the 'consonant /o/'. You can make flashcards or write the words on a chart in mixed order. Bob, bog, boss; cob, cod, cog, cop, cot; dock, dog, doll, Don, dot; fog; God, got; hog, hop hot; job, jog, jot; lock, log, lop, loss, lot; mob, mock, Mom, mop; nod, non, not; pod, pom, pop, pot; rob, rock, rod, Ron, Ross, rot; sob, sock, sod, sop; Tom, top, toss, tot

Friday - Give the students individual chalkboards or white boards and have them spell the words above. Have the students listen for the initial sound, listen for the /o/ vowel sound and hear the ending consonant. You can have them lift three fingers as they hear the sounds - one finger for each sound and then write the word.

Continued:

Week 4 - Short /u/.

Monday and Tuesday - blend the consonants with /u/. Read: bu cu du fu gu hu ju lu mu nu pu ru su tu vu wu yu zu You can put these on flashcards and mix them. Have the students read these as a unit.

Wednesday and Thursday - Read words beginning with the 'consonant /u/'. You can make flashcards or write the words on a chart in mixed order. buck, bud, bug, bus, but, buzz; cub, cud, cuff, cup, cut; duck, dud, dug, dull; fun, fuss, fuzz; gull, gum, gun, Gus, gut; hub, huff, hug, hull, hum, hut; jug, jut; luck, lug; muck, mud, mug, muss; nut; puck, puff, pug, pun, pup; rub, rug, run rut; sub, sum, sun; tub, tuck, tug, tum; yuck, yum.

Friday - Give the students individual chalkboards or white boards and have them spell the words above. Have the students listen for the initial sound, listen for the /a/ vowel sound and hear the ending consonant. You can have them lift three fingers as they hear the sounds - one finger for each sound and then write the word.

Week 5 - Short /e/.

Monday and Tuesday - blend the consonants with /e/. Read: be de fe ge he je ke le me ne pe que re se te ve we ye ze You can put these on flashcards and mix them. Have the students read these as a unit.

Wednesday and Thursday - Read words beginning with the 'consonant /e/'. You can make flashcards or write the words on a chart in mixed order. bed, beg, bell, Ben, bet; deck, dell, den; fed, fell; get; heck, hen; Jeb, jell, Jen, Jess, jet; led, leg, less, let; Meg, men, mess, met; neck, Ned, Nell, net; peck, peg, pen, pep, pet; red; sell, set; Ted, tell, ten; vet; web, wed, well, wet; yet.

Friday - Give the students individual chalkboards or white boards and have them spell the words above. Have the students listen for the initial sound, listen for the /e/ vowel sound and hear the ending consonant. You can have them lift three fingers as they hear the sounds - one finger for each sound and then write the word.

Week 6

Read and spell all the words previously learned, with the vowels mixed.

Week 7

Read and spell words with short vowels and final blends. Use these words: daft, raft, lift, gift, sift, soft, loft, tuft, left; gulp, help; held; camp, damp, lamp, ramp, limp, romp, bump, dump, hump, jump, lump, mump, pump; ant, pant, rant, dint, hint, lint, mint, tint, font, bunt, hunt, runt, bent, dent, rent, sent, tent, went; hand, band, land, sand, wind, bond, fond, fund, bend, fend, mend, send; bank, lank, rank, tank, ink, kink, link, mink, pink, rink, sink, wink, honk, bunk, dunk, hunk, sunk; apt, opt; asp, lisp; cast, fast, last, mast, past, vast, fist, list, mist, cost, lost, dust, rust, best, jest, nest rest, test, vest, west, zest; bask, cask, mask, task, dusk, husk, tusk

Week 8

Read and spell words with short vowels and initial blends. Use these words: black, blank, blast, blend, block, blush, brag, brand, brick, brush, brat, clam, clap, class, clock, crab, crack, crib, crop, cross, drag, dress, drip, drop, drum, flag, flap, flat, flip, frame, frog, from, front, glad, glass, glib, grab, grass, grin, grip, plan, plot, plug, plus, press, slam, sled, slid, slip, smell, smog, stand, step, stop



Managing Your Time and Stress

Teaching in the primary grades is very stressful. It is hard work! Many teachers develop stress problems, especially in the winter months. Depression is common, and because we need to 'perform' every day, teaching becomes even more difficult.

I can tell you what to do, but as a teacher I know that we don't always do what is the best for us. It is easy to give suggestions, but difficult to follow them. If you are feeling stressed, over-worked and under-appreciated, try as many of these suggestions as you can.

Look after yourself first.

If you are not in top form you will not be able to care for others as well as you would like.

- Watch your health, physical and mental. Go to the doctor when you feel symptoms that are not usual. Anxiety, tiredness, lack of energy, lack of sleep or wanting to sleep all the time, irritation and physical aches and pains may be symptoms of a condition that perhaps can be treated by your physician.

- Give yourself some time alone each day. Even 15 minutes of quiet peaceful relaxation can re-charge your batteries. Read a book, have a bath or simply lie down and rest. Learn simple yoga techniques.

- Pamper yourself occasionally. Go to a spa with friends, go out for dinner or buy yourself something for a treat.

Have your priorities straight.

What are the important things in your life?

- Your own children should come first. Every time you are not there for your own kids you will regret it later. Your children should always come before the children you teach.

- Your husband/wife should also have priority over your job. Only rarely should it be necessary to bring your job into your family time (we do have report card times and parent evenings - and these can't be helped). Never short-change the people you love best.

Practice time-management techniques. I have heard teachers say that they can't do their job without staying until 6:00 p.m. each day and then bringing work home to do. Try these:

- Set limits on your at-school hours. If you would like to be home at 4:30 or 5:00, then pace your day to achieve that and leave the school in time.

- Mark as much of the work as possible in class with the students. It is much more valuable for the kids to have immediate feedback. Don't be afraid to dump some work in that circular file rather than agonizing over it.

- Plan a week in advance - on the computer, if possible. You can easily 'cut-and-paste' rather than writing out everything.

- Follow programs in each subject that have been set out for you. That way you don't have the daily preparation and someone else has done all the work! Often these teach the children better, too, as they are usually more sequential.

- Have the children spend ten minutes before school ends to tidy things and then you can spend another ten minutes to organize the classroom. Keeping a tidy workplace will make both you and the children calmer.

Take care of yourself! Your teaching will be better and your life will be happier.



Teaching Fractions

Begin the activity by telling the students that they have earned a treat (soft candy/cookie) for good behaviour. Surprisingly, you only has enough treats for half the class. What should you do? It wouldn't be fair to only give half the class a treat. The students will tell you that you should tear each treat in half so that everyone gets an equal half.

Teaching fractions is an exercise in being 'fair'. Small children really understand this concept! Show the class a large candy bar still in its wrapper. Explain that you want to share the candy bar with four children. Bang the candy bar against a desk to break it into different size pieces. The students will tell you that this isn't fair because not all the pieces are the same size. Ask the students for ideas on how to divide the candy bar fairly.

Put the students into groups of two, three and four. Give each group a gummy worm. Have the students discuss how they would share fairly (without touching the worm). Change the group numbers and discuss. Finally, cut the worms and give the pieces to the students.

Discuss how we write fractions.

$$\frac{1}{2} \quad \frac{1}{2} \text{ of the parts}$$

As you write the fraction, read it as in the second box. If you teach this statement, it is easy to teach fractions with more parts..... two thirds (two of the three parts), three fourths (three of the four parts), etc. Ask, "How many parts are there all together? How many parts are we talking about?"

Do fractions with squares, rectangles and circles.

Once the students have the idea of fractions of one whole, talk about the fractions of a set. Ask the students to write the fractions for these questions: What fraction of your row is wearing blue? What fraction of the group has black hair?

Ask the class the question: What would you rather have? They can draw the pictures to prove which fraction is larger. Would you rather have one fifth or one eighth of a chocolate bar?

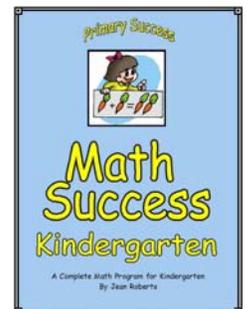
In Grade Two you can add fractions with like denominators. If the students read fractions as '___ of the ___ parts', addition of fractions is easy. $\frac{1}{4} + \frac{1}{4} =$

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!"



Classroom Management Ideas

Create a substitute folder with specific instructions on how your room is run. Have an up-dated class list and seating plan, a daily schedule, a brief outline of your procedures throughout the day. Have generic lesson plans that could center around a book for the reading lesson, generic math plans, etc.

Have 'While You Were Away' folders for the students who are absent. Pass out work and papers to all desks, including the desks of absent students. Train the person who sits nearest to the absent person to get a folder and as work is assigned throughout the day he/she adds these to the folder.

Have a folder where you file copies of newsletters or other notes that go home to parents. Sometimes these get lost and the students need another copy. You also have proof that things were sent home!

"My Kindergarten kids are always getting crayon or marker on things. Did you know that toothpaste will take almost any stain out of any surface including permanent marker out of clothes?"

"To get their attention, I bought a battery-operated doorbell. The chime part plugs into the wall, but the part you touch can go into your pocket so it is always handy, no matter where you are in the classroom."

Have the students use sign language to let you know when they need to use the bathroom. You can nod yes or no, so it does not have to interrupt the lesson. To make the sign for "toilet" make a sign language T (fist with thumb between the index and middle fingers) then turn the wrist from side to side.

Buy two rolls of the narrow matching Velcro with the sticky back. Use the Velcro to attach posters to walls.

Aluminum foil makes an interesting bulletin board background, especially for an ocean unit. Cover it with a garden net and add sea creatures!

Write praise words and student names on sentence strips to use as bulletin board borders.

Use wallpaper border as a border on bulletin boards.

At the end of every month visit the local fabric store to look at printed fabric on sale. They often have inexpensive fabric with holiday designs (Halloween, Valentines, St. Patrick's Day, etc.). This is great to cover bulletin boards - and is bright and colourful. It can be washed and used for years!



COMING SOON!

Successful Art Lessons

This new book teaches line, shape, colour, patterns and design with interesting lessons and great art projects to reinforce the skills. It also teaches the different mediums, sculpting, and famous Canadian artists (and some others, too). It is useful for all grades, K to 3. You can pre-order by contacting Primary Success.

Winter Ideas

Snow Similes

Similes compare two things using the words 'like' or 'as'.

For example: The snow was as thick as cream soup.

The snow was like tiny feathers

Fill in the similes below:

1. Snow is like _____.
2. The snow was as _____ as _____.
3. My jacket was as _____ as _____.
4. The scarf was like _____.
5. The road was as slippery as a _____.
6. We slid down the hill like a _____.
7. The ice was as _____ as _____.
8. It is as cold as _____.
9. My nose was red like a _____.

Write some of your own.



<http://www.docstoc.com/docs/15334379/How-to-Talk-to-Your-Snowman-poem>

This is a great poem for your winter unit!

Cut a green pepper in half and remove the seeds. Dip it in white paint and stamp on blue paper to make snowflakes.

Make snowflakes out of wagon wheel pasta. Glue three Popsicle sticks crossed to make a 6-point snowflake. Glue on the pasta. When dry, paint them white.

Send home three paper plates stapled together and let the student's family help them decorate it like a snowman.

Trace the students lying on paper and draw on sweaters, gloves, boots etc. Three students can colour each one.

Make a snowman using ice that has been frozen in balloons and put together with salt and decorate. Add scarf, nose, eyes (felt sticks well). See how many day it takes to melt.

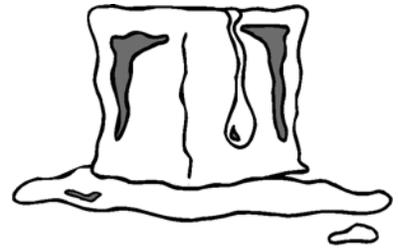
Make a snowman using three circles cut out of white paper and glue on cotton balls.

Make a snowman from white doilies.

Check these out!

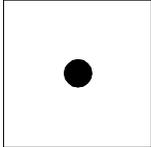
Consider the Primary Success Science and Social Studies programs for Kindergarten, Grade One and Grade Two. These books follow the curriculum, and more - they give interesting lessons for the different units and a practice sheet for the children. The lessons are easy to teach with materials usually available in the classroom or outdoors in your school yard, and they are a simple and interesting way to teach these subjects. Go to the Primary Success website for sample units.

Melt an Ice Cube

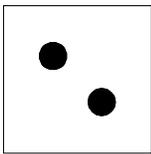


Each player gets an ice cube. Take turns rolling a die.

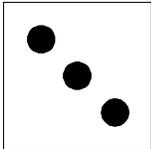
The first one to melt the ice cube wins.



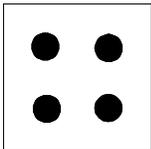
Wave it in the air for 10 seconds.



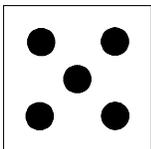
Put it in water and count 10 seconds.



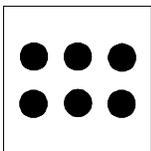
Blow on it for 10 seconds.



Put 10 shakes of salt on it.

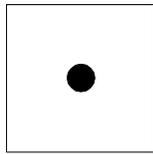
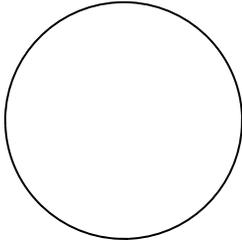


Throw it up and catch it.

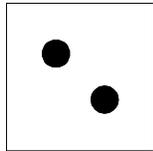
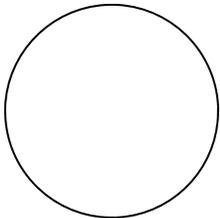


Draw a Snowman

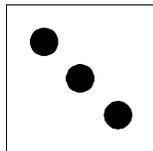
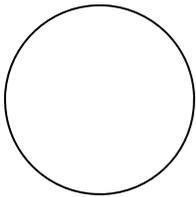
Take turns rolling a die. Draw what the number tells you.
Pass if you repeat a number. Who will finish the snowman first?



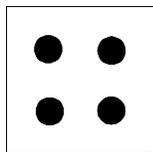
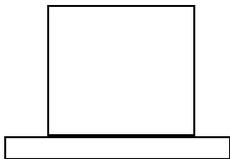
Draw the body bottom.



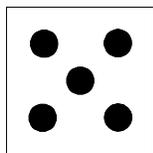
Draw the body middle.



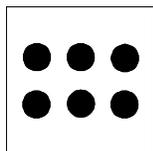
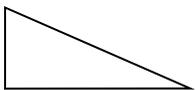
Draw the head.



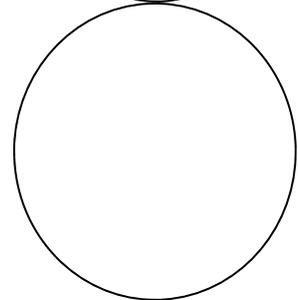
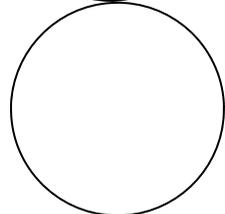
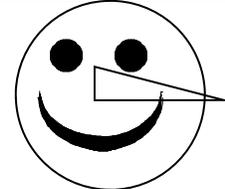
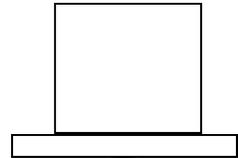
Draw the hat.



Draw the face.



Draw the nose.



Odds and Ends

"In Grade One 'b' and 'd' reversals are very common. I teach my students to make 2 'thumbs up' and join them so that the fists are together and a thumb sticks up on each side. A bed can be visualized using the left thumb as a headboard and the right as a footboard. If you look closely at the word bed you can visualize the word as a bed in the same way. Bed starts with /b/ and ends with /d/. When you look at the bed you made with your hands...the left side looks just like a 'b' (where the bed begins) and the right side looks like a 'd' (where the bed ends). Before each spelling test I remind students to 'Be sure to make your bed!'"

The digits of the answers in the 9's multiplication table add up to nine. $2 \times 9 = 18$ ($1+8=9$) etc.

Apparently, being super talkative is a distinctive characteristic of 6 year olds! It isn't nearly as prominent when they're five, and they become quieter and more introspective when they're seven, at least according to the authors of a child development book.

- 1 - down you run and one is done
- 2 - around and down and out go you, that's the way we make a two
- 3 - around and around, like a B, that's the way we make a three
- 4 - go down, go right, go down once more, that's the way we make a four
- 5 - short neck, belly fat, Mr. 5 wears a hat
- 6 - a line and a loop, a six rolls a hoop
- 7 - go right, slide down from heaven, that's the way we make a seven
- 8 - make an s and do not wait, go right back up and make an eight
- 9 - a loop and a line, that's the way we make a nine

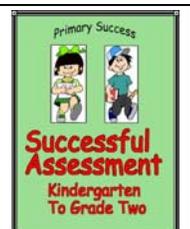
Do you have children in your Grade One class who have not learned to read many words at the end of the first term? If you do, your teaching method isn't working well. Don't be afraid to try something else. Pick a sequential sight reading or phonics program and begin from the beginning! You still have time to have every child be a reader by the end of the year - but if a process didn't work well in the first term, it won't work any better later in the year.

What does the word 'Emergent' mean? Teachers use this word a lot! The meaning is often vague. An 'emergent' reader could be a child who is still at level 1 or 2 - memorizing very simple books and not having any reading vocabulary yet. An 'emergent' reader could also be a reader in Grade Two who is just beginning to read with fluency. It seems to mean - 'He/She is not doing it yet...' and is designed to show movement toward the goal - but is often used to mean poor progress.



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!



All I Need to Know about Life I Learned from a Snowman

It's okay if you're a little bottom heavy.
 Hold your ground, even when the heat is on.
 Wearing white is always appropriate.
 Winter is the best of the four seasons.
 It takes a few extra rolls to make a good midsection.
 There's nothing better than a foul weather friend.
 The key to life is to be a jolly, happy soul.
 Always have fresh carrots.
 We're all made up of mostly water.
 You know you've made it when they write a song about you.
 Accessorize! Accessorize! Accessorize!
 Avoid yellow snow.
 Don't get too much sun.
 It's embarrassing when you can't look down and see your feet.
 It's fun to hang out in your front yard.
 Always put your best foot forward.
 There's no stopping you once you're on a roll.



Popular Primary Success Resources!

Successful Writing Lessons—Grade One, Grade Two

In each of these books there are more than 100 short lessons to begin your writing sessions. These teach the necessary writing skills in sequence with lots of interesting strategies. These mini-lessons will greatly improve your students' writing. There are lots of reproducible sheets and a reproducible dictionary with common words and spaces for you or the child to print extra words. Price: \$29.95 CD: \$22.95

Beginning Handwriting

Grade Two and Three students love to learn how to write! This book shows you how to teach the letters and gives practice sheets to photocopy for your students. The style taught is rounded cursive. Price: \$24.95 Level: Grade 2/3

Sight Reading—Start Right Kindergarten

Give your Kindergarten children a great start in reading! This program gives you many ideas to teach the concepts of print and it teaches the beginning sight vocabulary (30 words) in an interesting 'hands-on' way. There are reproducible worksheets and little books for the children to read. Price: \$69.95 CD - \$44.95 Level: Kindergarten

Poems to Read and Remember - Kindergarten

Simple short poems, each on a reproducible page with a border and illustration. Make poetry books for each child and/or let the sheets go home to be read and enjoyed. Price: \$34.95 CD - \$24.95 Level: Kindergarten

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

This is fun! It is a guide to snowflakes and ice crystals. Look at the photo collections, unusual forms and frost crystals. Use this page when teaching about snowflakes.

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

<http://www.suzyred.com/music.html>

Songs that teach skills - lots of useful ones.

<http://www.suelebeau.com/priminteractive.htm>

Interactive websites for primary children.

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

A great penguin unit!

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