

# The Primary Success Notebook



From Primary Success Publications

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## Happy February!



After the long dark days of January, February will seem much happier! There are interesting days to celebrate - Groundhog Day, 100 Day and Valentine's Day, too.

The school year is now officially half over. It is time to evaluate how far you have come and what needs to be done in the second part of the year. There is still time to make changes that will help your classroom management and improve the learning. Are there any subjects in which you have fallen behind? As we head into Spring, spend more time with Science and Social Studies, Art and Music.

Remember, if a child is not progressing as you would wish in reading - there is still time to improve this. It may be that the program or philosophy you are using for this child is not working as well as you would like - so begin a different approach to see if that might help.

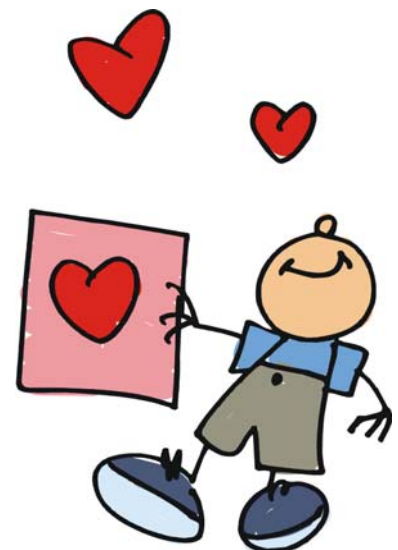
Have fun in February! *Jean*

## 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.



## Reading Groups

Should you have reading groups? It would be wonderful if we didn't have to have them, but it is a rare classroom, especially in early primary, where homogeneous reading groups aren't a necessity.

Without groups, your lower students will not be getting the explicit sequential attention that they need in order to learn to read, and the top kids will not be expanding their knowledge as fast as they should.



### Choosing the groups:

Perhaps three reading groups is the best. Sometimes it is difficult to put the children into just three groups because there are so many reading levels, but it is important that each group has a lesson and directed silent and oral reading practice each day, and with more than three groups this is really not possible.

Try to have no more than four or five kids in the lowest group. You want to have lots of individual attention for them. Your top group can be the largest, as these students are more capable and do not need so much individual attention.

### Choosing programs:

If each group is doing a different program there is much less comparison. Often a lowest group does well with sequential phonics, but this will depend on the students and the level. Some lower children in Grade One have problems with blending, so a sequential sight word program may work best, and a sequential phonics program may be used for these children in Grade Two.

The middle kids can do a different sequential phonics or sight word program, and the top group may do more literature and the reading of trade books. If you can make all three lessons interesting and different from one another, the children will all envy the students in other groups as well as enjoying their own. This way there isn't the 'low group' comparison.

### The lessons:

Each group should have a short quick review of the most recent concepts and skills, a lesson teaching a new skill or reinforcing a previously taught one. Sight words can be taught 'top-down' by beginning with sentences, and then the words in phrases and individually and then showing the phonemes in the words; or 'bottom-up' by beginning with the word and the sounds in it, putting the words into phrases and then sentences. Every student in the group will do some silent reading and some oral reading from a basal or trade book, and the story will be discussed. Ask the students to predict, infer and explain the story. Finally, do a brief review of today's concept or words.

### To add interest:

You can play some games to add interest to the lessons. Play 'I Spy' to find words in the story, rhyming words, synonyms or antonyms, etc. 'Concentration' or other memory games and 'Bingo' are good for teaching sight vocabulary. Do 'Read the Room' with interesting glasses or magic wands. Practice reading in different kinds of voices. Do readers' theatre.

### What are the other students doing?

The other students need to be doing something very quiet and calm and simple. Children should be able to work without asking questions or being confused. Silent reading at the independent level is good. Doing a printing exercise is very valuable. Worksheets are not very valuable in this time - some children will finish them before you finish handing them out, and others will have problems and not finish them forever. Centers are fine if you can model the behaviours and expectations and the students can work quietly at a center - but this is difficult and needs much practice and planning.

# Language Lessons

## Finding the Main Idea

"I use a book that the students know well and can read with ease. I first ask them to re-tell the story orally. Then we write a series of sentences on a chart in sequential order that tell the story.

I ask the students to go to their seats and complete these sentence starters:

- Who ..... (was in the story)
- What ..... (what was the problem or situation)
- But ..... (something happened, what interfered?)
- So ..... (the conclusion)

Then the students write a sentence or 2 at most for the summary. We come together when they have finished this exercise and compare the results. This helps them understand the main idea in the story."



## Story Mapping

"Sometimes after reading a story in our reading text, I will break the kids into groups of 3 or 4....and each group has to draw and write about the setting, main characters, plot or problem, and ending/solution. The kids like to do this. They sit on the floor and discuss who is going to draw what part. They automatically begin discussing the story, and also correct each other. When they are finished drawing and writing a couple of sentences about their part, I give them a large sheet of coloured butcher paper, and they mount their pictures in order, label them, write the title of the story and author, make a border of associated pictures around the poster, and sign their names to the poster. Then I hang each poster on the wall, and the groups come up, one at a time, and orally present their poster. I give them a pointer stick to point out their pictures and they read and discuss their drawings in front of the class.

They love to do this. Try it.....it will be a big hit!"

"Story mapping can be done using the following template: Setting, characters, place, time, problem, events leading to resolution, resolution."

## Teaching Plurals

1. Add a single 's' to make a plural of most words where we hear the /s/ sound: desks, books, kids
- 2: For words that end in a 'hissing sound' (-s -z -x -ch -sh) add an 'es' to the word. In these, you can hear the short /e/ vowel sound: buses, boxes, matches, bushes
3. For words that end in a 'consonant y', change the 'y' to 'i' and add 'es': ponies, candies, lilies
4. For words that end in 'f', change the 'f' to 'v' and add 'es': elves, shelves, calves (There are some exceptions..... roof, for example.)
5. There are many interesting odd plurals: child - children, man - men, woman - women, foot - feet, mouse - mice, goose - geese, person - people.

The words cattle, clothes, pants, pliers, scissors, shorts, smithereens, and trousers are all plural but have no singular form.

Many words, such as deer, moose, and sheep, are spelled and pronounced the same way in both their singular and plural forms. Fish can be both singular and plural, but fishes is also a correct pluralization of the word.

# Encouraging Fluent Reading

## Modeling

Both the teacher and student readers can model fluent reading. When you read stories to your students with lots of expression, you are modeling good reading. You can also read a page in the student's book to illustrate fluency.



## Direct Instruction

Teach specific lessons to encourage fluency. Give the students lots of ideas and feedback.

## Providing Material

It is important that the students are reading easy material when you are teaching or practicing fluency. A student can't read fluently in material that isn't at his/her independent reading level.

## Echo Reading

In this technique the student models the teacher's oral reading, one sentence or phrase at a time. This shows the student how words go together in phrases, spoken in one breath. Encourage them to see these words as one unit, too. Go through a passage doing echo reading, and then have the student read the section alone. Taping both readings can help the student hear the phrasing.

## Choral Reading

In choral reading the group reads in unison, usually with the teacher or a strong reader as the leader. Re-reading several times improves the results.

## Neurological Impress

The teacher reads slightly ahead of, and louder than, the student. As the student gains fluency, the teacher's voice becomes softer and comes just behind the student's voice. This is an effective technique, especially with students learning English.

## Text Chunking

Mark a paragraph of text into phrase groupings. Discuss / seeing and reading / each section / in one group. For example, / the student reads / each group of words / as one unit.

## Repetition

The use of repeated readings is one of the most effective ways of improving fluency. The material should be at the student's independent reading level and of high interest. This can be combined with modeling, echo reading or choral reading to add interest.

## Readers' Theatre

This technique gives groups of students an opportunity to practice and demonstrate fluency. Each student is assigned a particular role. The script is practiced until fluent and then presented to a small audience.

## Practice

All of the above strategies can be put into this one word! If a child is to be a good skater, a piano player or printer, practice is the key. The more a child practices reading, the better a reader he/she will be. Read aloud, read silently, read with a partner, read at school, read at home, read on the computer, read environmental print, read good literature, read comic books or magazines..... Read, read, read!

# Teaching Sight Words

Sight words are words that are known so well that they can be read instantaneously and automatically. Students cannot read fluently until they have a large bank of sight words, and comprehension of text and enjoyment of reading comes with fluent reading. In the early grades sight words are the most frequently occurring words in text. Sight words are memorized as whole words even if they can be sounded out.

"Print the words on pieces of paper (half sheets) and crumple them into balls. Give each child one. Then throw snowballs! After perhaps 20 seconds, open the snowballs and read the words. Crumple up and repeat."

"In Kindergarten, print sight words on mittens and the students must find a pair of mittens that match. This matching could be done with compound words or contractions in Grade One, or synonyms or antonyms in Grade Two."

"I select 10 new words each week to teach. (I usually follow the Dolch lists.) I try to pick words that do not look alike so they are easier to remember.

When I teach a word I go through these steps. I show the word and discuss the letters and sounds in it, and try to find something to associate the word with - a smaller word in it, a rhyming word, etc. Then we spell it aloud and print it with the finger on carpet pieces, saying the letters and the word as we print. I print the word in phrases and sentences, using only words that have been previously mastered.

We practice the word by finding it in a story and highlighting it in charts around the classroom. We play games and do hands-on activities using the words for that week - like bingo, concentration, Go Fish, etc.

I have a short story with all the week's words up on a chart, and we read through it every day. Finally I put the words up on the word wall, and we review them after that."

## Did you know?

Children learn words more quickly when they are taught in isolation first, then presented in context. Some children need to see a word 50 or more times, in isolation and in context, in order to recognize it automatically.



## Flashcard Activities:

**Louder and Louder:** Make a list of words on a chart or put flashcards into a pocket chart. Have students begin reading the words in a whisper. As they go along, have them gradually increase the volume until they are shouting by the last word.

**Guess My Word:** Lay several word cards face up on the floor. One student mentally chooses a word and gives a clue about it: 'This word begins with a t.' The student can continue to give clues ('It rhymes with tall.') until another student is the first to touch the correct card. He or she gets to give the next set of clues.

**Memory:** Create two flashcards for each word card. Lay the cards face down on the floor. Students take turns trying to match identical words. The student with the most pairs wins.

**Funny Voices:** Flash the cards to students, and have each student read a word in a robot voice, an old voice, a squeaky voice, and a monster voice.

**Swat!:** Divide students into two teams, each standing on one side of the word wall. Give the first student in each team a flyswatter. Read a word from the word wall. The first team to swat the word gets a point. The swatter then passes the flyswatter to the next team member.

# Science - Weather Experiments

## Make a Rain Cloud

Place hot water in a large glass jar (the largest you can find - the ones that a cafeteria gets are best). Fill it with hot water first and then pour out most of the water. Then invert the lid and fill with ice. When the warm air in the jar meets the cold of the lid a cloud will form.



## Evaporation

"I put pussy willows in a jar with water in my classroom. We mark the water level, and then watch as the water level drops over the next two weeks, marking the levels every few days. We discuss evaporation and what is happening."

Put identical jars with equal amounts of water marked with tape. Put one in a cool spot and one in a warm/hot spot. Observe what happens over a week and discuss the results and the reason.

Put water in a tall narrow jar, put the same amount of water in a wide mouth jar, and a third amount of water in a shallow dish. Observe the evaporation. You can then relate this to how the water cycle is affected by different conditions.

## Measuring Snow

Fill a clear plastic container with fresh snow and use a ruler to measure how much snow you have. Bring the container inside and let the snow melt. Now, measure how much water is in the container.

You can try this experiment several times over the winter to see if the different types of snow make a difference. Some snow is very dense, which means it contains a large quantity of water for its relative size. Other snow has a very low density. Many things affect the density of snow including: temperature, air pressure, the nature of the storm, your geographic location and altitude. On average, every 10 inches of snow equals one inch of water.

## Melting Snow

Fill a glass jar with snow. Place a thermometer in the jar filled with snow and take the temperature. Write down the temperature on a piece of paper. Bring the glass indoors and wait until the snow melts. Now, take the temperature again. What happened?

## Looking at Snowflakes

Place black paper or fabric in the freezer for several hours or outdoors in a dry spot. Take this cold paper or fabric and put it where snowflakes fall on it. Use a magnifying glass to see the beautiful shapes.

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

## Make a Thermometer

Fill about 1/4 of a clear plastic bottle (small water bottle) with equal parts of water and rubbing alcohol. Add a few drops of food colouring. Put a drinking straw in the bottle, but don't let it touch the bottom. Use modeling clay to seal the neck of the bottle, so the straw stays in place. (Make sure the straw does not touch the bottom of the bottle.)

Hold your hands on the bottom of the bottle or set it on a heating pad and watch the mixture move up through the straw. The mixture expands as it warms.

# Math Strategies

## For 'Conservation of Number':

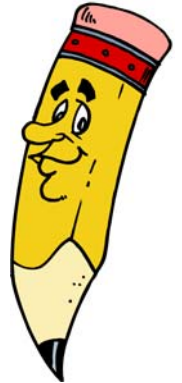
**Addition to 10:** Make a large numberline to 10 for the floor and tape it down. Have each square large enough for the children to jump in - perhaps 30 cm. When they get an addition question, they choose the largest number and stand on that number on the numberline. Then, they make the number of jumps as the smaller number. For example, if a child is adding  $3 + 5 =$  , he/she stands on the 5 and takes 3 jumps to the 8. This teaches several important concepts.

- Numbers can be transposed in a question.....  $3 + 5$  is the same as  $5 + 3$  and we can add them in the easiest way. Why do we begin at the largest number?

- We do not have to count from 1 and count out the first number - we know we have the 5 so we begin from there. Discuss why this is the best way to add.

- This helps the students to see the number relationships.

The gross motor involved in this exercise is beneficial for those students who learn best in this modality. When all the students can do this easily, give them small numberlines for the desktops and let them use them when doing practice sheets.



**Subtraction to 10:** Use the same floor numberline. First, practice jumping down the numbers from 10 until all students are comfortable with counting this way. Then, practice subtraction in the same way as the addition. Stand on the largest number, and jump the smaller number of times - down the numbers, of course.

For the students who truly understand number relationships, discuss a different way of looking at the subtraction. The student can stand on the first, largest number, and count the jumps to the smaller number. This is useful when the numbers are nearer to one another in value.  $7 - 6$  , for example - the student stands on the 7 and takes only 1 jump to the 6. (This is easier than taking 6 jumps to the 1). However, unless your students really understand the concept of the numbers, only use one method! More will be confusing. You could lead your higher students to discover the pattern and discuss it.

## For Addition of Numbers to 18

Teach the 'Magic 10' strategy. First, make sure your students know the combinations of 10 fluently. Now, talk about how these can be found hiding in larger numbers, and can help to find answers by just doing Grade One math! For example, if your student is answering  $9 + 5 =$  , find the magic 10 by using the 9 and take 1 from the 5 to make the 10. Use brackets to show it.....  $9 + (1 + 4)$  Brackets are used to 'hold' numbers together. Now change the brackets and hold the numbers in an easier way.....  $(9 + 1) + 4$  or  $10 + 4$ . And  $10 + 4$  is easy, of course. This can be transposed, too.  $6 + 8 = 8 + (2 + 4) = (8 + 2) + 4 = 10 + 4 = 14$

If you discuss this in group sessions, have the students daily explain this to you and it is practiced every day many students will soon be doing this method mentally and simply coming up with the answer very quickly. It gives the students who do not memorize answers easily a way to avoid errors and time wasted.

## For Subtraction of Numbers to 18

This is the reverse of the addition strategy. First, separate the teens number into  $10 + \underline{\quad}$ . Then the number that is to be taken away is subtracted from the 10. What is left is added to the original ones number - so it becomes an easy addition question instead of a difficult subtraction question.

$$15 - 8 = (10 + 5) - 8 = (10 - 8) + 5 = 2 + 5 = 7$$

Again, this needs to be review every day and the students need to be able to explain to you what they are doing and why. With daily practice many students find this a much easier way to find an answer.

# 100 Day

My favourite 100 Day poem is "100 Is A Lot" By Meish Goldish. Find it at:

<http://blogs.scholastic.com/files/100-is-a-lot-poem.pdf>

"We eat 100! Sometimes we use the small party wieners and two mini-bagels. We have used pretzel rods and gold chocolate coins for the zeros. I have made cookies shaped like 1s and 0s, too, and the kids decorated them. There are cookies you can buy shaped like 'fingers' for the 1 and with the center out for the 0s. We have used mini-doughnuts for the zeros, too!"



"I have each of my students bring in a collection of 100 things that day. The collection must fit into a baggie. I have had some kids bring in some very interesting collections! Some will bring cereal or macaroni bits, some sea shells or pebbles, buttons, pearls from a broken necklace, etc. We share the collections and re-count them in 10s, of course."

"My kids bring in collections of 100 items in a baggie, too, but the items must be 'disposable'. I give each of them a 2" wide strip of butcher paper (I use a variety of colours). Then they glue on their collection, with each object touching the next. They draw a line between each ten. After all the objects have been glued on the strips, we place them beside one another in order of length, deciding which will come next and then trying it. We measure the length of each collection. There is a discussion of how many objects we have all together. Then we lay the strips end to end down the hall to see how long they are, after estimating the distance first."

"We have a 'Derdnuh' party! That is 'hundred' spelled backwards. We all bring in 100 things, and because it is Derdnuh Day we count them backwards. We wear shirts backwards, too, and walk backwards."

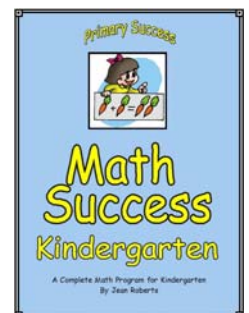
"We read for 100 minutes that day (Grade Two). Whenever the class gets too noisy that day, we have absolute silence for 100 seconds - we watch the second hand on our clock, and if there is noise the class must begin again. We go to the gym and do 10 different exercises - 10 times each."

"I use this day to teach money. I have each student bring in \$1.00 in small coins in a baggie. We discuss the different patterns that have been brought."

## 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!"*



# Chinese New Year

Chinese New Year is on February 3rd in 2011. This is the year of the Rabbit - a placid calm year after the wild year of the Tiger!

## Lion Dance Song

*Mary Had a Little Lamb*

See the lion dance and prance,  
Dance and prance, dance and prance,  
See the lion dance and prance,  
On Chinese New Year's Day.

Hear the firecrackers pop,  
Pop pop pop, pop pop pop!  
Hear the firecrackers pop,  
On Chinese New Year's Day.

See the children laugh and clap,  
Laugh and clap, laugh and clap,  
See the children laugh and clap,  
On Chinese New Year's Day.

## Study Dragons!

Did you know that Chinese dragons are different from European dragons? Europe had blood-thirsty, fire-breathing dragons with wings. Asian dragons are celebrated for their benevolence, intelligence and good will. Chinese dragons are also physically concise - they have 117 scales, of which 36 are imbued with Yin energy and 81 with Yang energy. They also have exactly 5 claws on each foot. According to Chinese legend, the farther a dragon travels away from China, the more claws it loses. This explains why dragons from other Asian countries have less than five claws. Asian dragons are usually depicted in the colours blue, black, white, red, or the ever-popular yellow.

After your class has learned about dragons from different parts of the world, do a Venn diagram to show the similarities and differences.

Read books about dragons and discuss the characteristics.

Use the Chinese New Year to teach about Asia. Find China on a flat world map and on a globe. 'Fly' the shortest route to China from your city or town on both the flat map and the globe. What happens? Which is accurate? Yes - you will fly to China over Alaska and Siberia and the Arctic!

If you have a local store that sells the red and gold good luck symbols for the New Year, get some to decorate the class.

The Chinese make sure their houses are spotless for the New Year. Do a classroom 'house-cleaning' as part of your celebrating! Can you say "Kill two birds with one stone?"



## 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!

## Valentine's Day

"About the beginning of February I send home a heart pattern and each family decorates it the way they like and the child brings it back. Some of them are very beautiful! They make a lovely display."

"I staple several sheets of paper down the side to make a book. Then after the students have opened their valentines, they use clear tape to make a scrapbook of the cards. They tape down the left side of the card so it can be 'opened' and the back read, too. They love their scrapbooks and treasure them - and really read them, too!"

"I make a valentine book on my computer. I use the long paper and print three names on each page (or 2 names on 8 1/2 x 11" paper). I print off the pages and photocopy them double sided. Not there is a place for a valentine from each student. At the valentine party, they open their valentines and find the name of the person who gave them the card and then glue it in. They glue the name side down or decide what part of the valentine they would like to read and glue it down. I like to make a fancy cover with clipart and fancy writing."

"February is healthy heart month. As we celebrate Valentines Day, we do nutrition and I teach healthy snacks. For a party on the day, we have a Friendship party and celebrate the wonderful friends in our classroom. Then we eat - healthy snacks for our hearts, of course! We have vegetable and fruit plates and yogurt dips, etc. We do exercises and aerobics, too, and learn to skip as part of our February celebrations."

"I send home a class list each year in early February, and tell the parents that the child **MUST** send a valentine to everyone on the list! They also must fill in the 'To:' and the 'From:' sections, so every student gets a card from every other one."

"When the cards are handed out, the students must read them aloud and then go and thank the person who gave the card! This makes for a very noisy, but pleasant card sharing time!"

"I give all the students in my class a class list and they must write one wonderful word or quality next to each name. Then I take the lists and combine all these 'compliments' onto a special valentine from their friends. This is always the favourite, and makes all the students feel special."

"We eat red foods for our Valentine party! We make red Jello Jigglers: 2-1/2 cups boiling water, 2 pkg. (8-serving size each) Jello in a red colour. Stir boiling water into dry gelatin mix in large bowl at least 3 min. until completely dissolved. Pour into 13x9-inch pan. Refrigerate at least 3 hours or until firm. Dip bottom of pan in warm water for 15 sec. Cut into decorative shapes using 2-inch cookie cutters, being careful to cut all the way through gelatin to bottom of pan. Lift the shapes out.

We drink Cherry pop. We eat red apples and watermelon (when I can find it at this time of year!) and frozen strawberries. We have sugar cookies with pink icing. I make rice krispie hearts by pressing the mixture and cutting it with heart cookie cutters. I have had ice-cream sundaes using white or strawberry ice cream and putting strawberry sauce on top. It is fun to think of new things to eat!"



## Classroom Management

"I like to ask my Grade Three students to line up in a variety of ways. I use alphabetical order (first or last names), length of names, birthdays through the year and birthdays in seasons, hair colour from lightest to dark, the number of pockets, tallest to shortest, etc. I also have a map on a bulletin board and ask the students to line up depending on where they live - nearer or farther from the school, and also the place of birth and the distance from the school that place is. We get some very interesting discussions from these. We discuss our differences and the things that make us special, as well as the obvious learning of alphabetical order, months, map reading, and so on."

"If a student does not look after his pencils, only give that person the short ones - not the newer long ones - until they get the idea!"

"I have a large 3" binder to organize all my things. There are sections for my daily plans, substitutes, seating arrangements, meeting notes, student information, weekly newsletters, calendars, class mark sheets, individual student anecdotal notes, etc. I print out pages from my computer and pop them into the book. Everything I need is in this book! When I go to meetings or do report cards everything is with me. This is a great organizer!"

"When making copies I was forever forgetting which paper was my original. Many times I gave a student my original to use and did not catch it until it was too late. To prevent that from happening again, I highlight the top corner with a yellow highlighter or clip off the corner. The copier does not pick up the highlighted or clipped part and I immediately know which copy is mine."

"My kids have workbooks for math and phonics, too. When both sides of a page have been completed and corrected, I clip the top corner of the page. This way I can see exactly what pages need doing or correction, and the students use the clipped corners to find the right page easily."

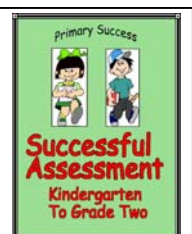
"I put labels with my name on all the things I buy with my own money. Then when I move to another room or another school I will know which things go with me. It is also handy when I lend items to others - there is a much better chance of having them returned!"

"I really liked your idea of the 12" sentence strips rather than the long ones. The long ones are hard to store and to find when I need them - and the students can just put the 12" ones in front of them at the group table. This works really well!"

"Our district allows teachers to visit other classrooms to see how things are done. This is often very valuable and I have picked up lots of new ideas to take back to my own classroom. Sometimes, though, I get a needed lesson in 'what-not-to-do!' The last teacher I visited (Kindergarten) did a lesson that was disjointed, was far over the children's heads and completely confusing. Watching this reminded me of the value of good planning. Poor lessons produce a negative - confusion rather than learning. But - I did get some good art ideas from this teacher and she had some good bulletin board ideas....."

### **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

### Onsets and Rimes

Is the teaching of onsets and rimes useful? It requires the reader to group the ending letters of a word, to see a simple word in two parts, the beginning consonant and the rime.

Wouldn't it be more sensible to teach the single letter sounds and practice blending from the first letter through the word to the ending sound? The student would be able to read more words and this word attack skill translates to all decoding.

### Effective Principals:

- Support the staff in every possible way.
- Understand what should be taught and the best practices at each grade level.
- Have a personal relationship with as many students as possible.
- Are the directors of instruction as well as being financial administrators.
- Are eager to learn from the experienced teachers.
- Take part in all school activities.
- Share, discuss and lead rather than being 'the boss'.
- Encourage all the staff to provide a beautiful organized school.
- Should be seen often in the classrooms and halls.
- Encourage the teachers to broaden their experiences and give them opportunities to do so.



Make an ABC book of writing topics! Brainstorm one letter each day. For A, for example, the students could write about apples, astronauts, air travel, advertising, afternoon activities, etc. The students will have fun thinking up topics, and this will give them lots of suggestions and ideas.

Do the 'Wrinkled Heart' activity near Valentines Day! We have put this in several magazines, but if you have missed it, just send an e-mail and it will be sent to you.

## 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. Price: \$39.95 CD - \$29.95 Level: K - 3

### Successful Social Studies — Grade One

This great resource gives specific lesson plans for an entire year of Social Studies. It follows the curriculum expectations in all the provinces, with special emphasis on the child's world - the classroom, school and community, expanding outwards with understanding of interdependency, relationships and responsibilities. Price: \$39.95 CD - \$24.95

### Successful Science Lessons — Grade One

This book has all the themes in the Science strands that are required in all the provinces, so it will be useful for teachers across Canada. The sections are: the characteristics and needs of living things, plants, animals, the five senses, matter and materials, energy and motion, weather, the water cycle and daily and seasonal changes. There are lessons, exercise sheets, some little books, experiments and hands-on work. Initial reviews have been very positive! Samples are on the website. Price: \$39.95 CD: \$24.95

## 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

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.dltk-holidays.com/valentines/index.htm>

<http://www.alphabet-soup.net/alphabite.html>

<http://www.thepotters.com/ltrain/activities.html>

Have a look here for lots of ideas and poems for each letter of the alphabet.

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

Songs and poems to teach language skills.

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