

The Primary Success Notebook



From Primary Success Publications

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Spring is Coming!



As the days get longer and the sun shines with some warmth, we begin to feel more cheerful! There are some things you can do to show your pleasure in spring.

Decorate your classroom with bright spring colours. Spend time doing art projects that will add to the spring theme. Yellow daffodils, red tulips, rainbows and Easter eggs will lighten your classroom mood. Take your class outdoors to look for signs of spring, and use the five senses to take in all the beauty of the season. Listen to birds singing, look closely at an early dandelion, feel the soft cool new grass and smell the fresh scents.

Our students bring out the marbles and skipping ropes and will love to be outdoors getting exercise, and you will begin to enjoy yard duty....

Look forward to Spring Break!

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.

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Reading Research

Research into the best practices for teaching reading seem to all agree - systematic and explicit phonics seems to produce the best readers. Some researchers add phonemic awareness in the early stages, and literature addition in order to increase comprehension skills and enjoyment.

But read more carefully! What were the control groups doing? In all the research I can find, this is vague. The classrooms that were not doing systematic phonics instruction in the research group seem to be doing 'other things' - whole language or vague literature lessons, not sequential or explicit. Here is where the research is flawed.

It is my opinion that it is often the 'sequential and explicit' that produces better readers, rather than the phonics programs used in the research. As most research is used to come to a pre-determined conclusion, what the control groups are doing is of prime importance! Now here is a question I have never seen answered - what if the control group was doing a specific and sequential sight word program, such as the old Ginn basals (or the Successful Sight Reading program)?

Sight word programs went out of favour in the 1980's, and many teachers have forgotten that they worked very well! They were not boring or repetitive except in the early pre-primers, and most children learned to read fluently. Yes, they did lack decoding skills and students who were poor visual learners had difficulty, but children could read some words from the first day of school and were only reading material at their independent reading level and this was psychologically encouraging.

So what would happen if sequential phonics and sequential sight reading went head-to-head? I do not know which would win! Both explicit phonics programs and sequential sight word programs have good points and detriments, and both work very well to produce good readers.

There are a number of good phonics programs available. Open Court and Reading Mastery with 'Direct Instruction' are two of the most popular, and the Successful Phonics program works well, too. Good phonics training is wonderful and does produce good readers - students who eventually can decode automatically and attack unfamiliar vocabulary - but it has been my experience that there are always some students in every classroom who do not learn well through phonics. These children have auditory difficulties and do not process the sounds accurately and this makes phonics difficult. Some children find the blending process difficult, too, so when phonics is the central or only program taught, they are very slow to actually read words and their success will be limited by the reading philosophy.

A sequential sight word program teaches most children to read well. Most children are visual learners, but there are always a few students in every classroom who are not visual learners and who do not learn sight words easily. Some students do not learn to decode without the direct instruction in phonics, so these sight readers are limited by the reading program.

So where does this leave the research into reading practices? Hundreds of researchers have spent years trying to discover the 'best practices', but it is my opinion that all of the findings are flawed. I believe that sequential phonics with direct instruction is excellent, and sight word programs that teach sequentially are also excellent. One alone does not teach everyone, but if both are taught all children in the class will learn to read very well. But these do not teach the pleasure in reading and the strategies that students can use in real literature - so this is needed, too!

Teachers who can teach all three methods will find that they are teaching to the needs of every child in the class - from the brightest light to the most challenged. There is no need for Learning Assistance or Reading Recovery. The children are all getting the lessons they need in the classroom. The teacher may find that help is needed to hear children read daily, but this can be done by aides or parent volunteers.

Time is a problem. Try teaching sequential phonics for approximately 30 minutes to the whole class. Teach sight words and sight reading to homogeneous groups for 1 hour. Spend at least an hour doing literature - reading to the students and doing whole class guided reading lessons with trade books. It can be done, and your students will shine.

Jean

Teaching High Frequency Words

"I review high frequency words every morning as part of my morning calendar activities. When I taught *Grade One* I had a list of 5 or 6 words on a chart at the side of the calendar, and now in *Grade Two* I have a list of 12, sometimes 15 words depending on the difficulty. We read them quickly, spell them orally and I give clues and they find the word by the meaning. Sometimes the students will also give clues. I find it is a quick and easy way to increase the reading vocabulary!"



<http://www.theschoolbell.com/Links/Dolch/Dolch.html>

"I make up sets of vocabulary cards and the students do a lot of games with them. They play 'Concentration', matching words from two sets (and of course, must be able to read the words before putting them in their pile). We have board games where the students have to read a word for each space they move. We use these for centers or spare time activities."

"We play a game called, 'Bang!'. (This is sometimes called 'Ouch' or 'Bam'.) The students take turns drawing flashcards with vocabulary words from a container. If they read the word correctly, they get to keep it. In the container are also some cards that say 'Ouch!', and if a student draws this card he must put all the cards back in the container and begin again."

"My kids love to play 'Wordo'. We use the word wall words, and the game is played the same way as BINGO. I have blank cards with nine spaces, and I put perhaps 18 words on the board. Then they pick the nine words they want and print them at random in the squares. I call out a word, the students say it, spell it and say it again, and then check to see if they have it on their card. I have some small stickers as prizes for the first to call out 'WORDO!'"

"I have cut a box full of 1" x 3" tag pieces with a hole punched at one end. Each student has a large key ring (the kind that opens - or a shower curtain ring). I begin by putting the first 5 words on the little cards and put them on the ring. Every day I (or an adult assistant) go through each child's words and put a check on the words he/she can read. Five checks and the word can be taken off and a new word put on. We keep track on Dolch word lists - one for each child - and marking off the list as the child receives the words. Later, the students can have more than 5 words on the ring, as many as you think he/she can learn."

"I teach sight words each morning. One of the jobs the students have is to find the letters of the words in magazines, cut them out and glue them to a paper. I find this really helps the spelling - the kids have to really concentrate to do this."

"This is a very simple activity that I do with my kids when they are with me in small groups. I put all of the word cards face down on the table and then just kind of shove them around on the table top with my hands as I say 'Pick a card, pick a card, pick a card_____.' and name a child. They have to reach in and grab one of the rotating cards. If they can say the word they keep the card, and if they can't we all read it and it goes back into the pot. When we get to the last couple of cards I keep trying to move the cards away so they are harder to grab! The one with the most cards is the winner and then I usually have them lay out their cards and read them all then everyone passes to the right and they read their new list. We continue until everyone has read every card. That way I know everyone practiced all of them. My students are always asking, "Can we play Pick a Card?""

Lamb or Lion?

http://www.dltk-kids.com/crafts/march_weather.htm

Here's a great craft!

Incorporate a weather activity into your March lessons to test the famous March saying. 'If March comes in like a lamb it will go out like a lion. If March comes in like a lion it will go out like a lamb.' Brainstorm with students what aspects of weather are like a lamb and a lion. What colours and sounds and sights go with each?

After discussing temperature and precipitation and wind, etc., draw a calendar grid on the chalkboard or large sheet of paper, then each day, make notes regarding the weather variables. Review from week to week, then do a final observation at the end of the month.

Students can make graphs, vote each day a 'lion' day or 'lamb' day (using stickers or colouring with markers), write a short story about March including weather elements, have a meteorologist visit the classroom, or correspond with other classrooms by e-mail to compare weather information with them. Save your calendar for next year, and you can make comparisons from year to year. This is a good exercise to teach prediction.

Talk about opposites.

Do a weather unit for March.

"I've done the ol' paper plate with curly white paper on one side for the lamb's face and curly orange paper on the other side for the lion's face. It's an old idea but it still works for the March lion, lamb poem."

"I have cut out the lamb on Bristol board or white cardboard, had the kids create the face and then glued white popcorn on the body."

Lamb or Lion?

A lamb is gentle,
Soft and sweet.
It may greet you
With a bleat! (Baa, Baa)
A lion is fierce;
It likes to prowl.
It may greet you
With a growl! (grr, grr)



Lamb or Lion

When March comes in gently,
With soft skies of blue
With warm happy breezes,
And crocus buds, too,
March begins like a lamb,
Sweet, gentle and kind.
But you'd better beware,
For you'll surely find
That the end of the month,
Will be stormy and cold.
Like a lion it'll roar,
Rough, growly and bold.

If March begins windy,
And stormy and gray,
If it's too cold outside,
To happily play,
The lion's here first,
And he's not so nice.
You should be indoors,
Take my advice.
But wonderful weather,
Is coming, they say,
By the end of the month,
The lamb's here to stay!

Jean Roberts

Sung to : Mary Had a Little Lamb

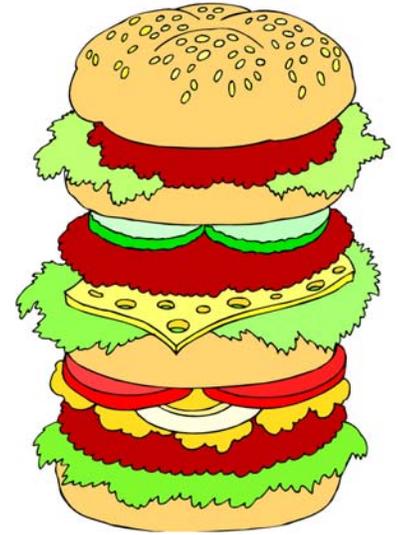
March comes in like a lion,
Like a lion, like a lion.
March comes in like a lion,
And goes out like a lamb.
March comes in with a great big wind,
Great big wind, great big wind.
March comes in with a great big wind,
And goes out with a breeze.

Writing

"I have a really big poster of a hamburger. We talk about how building a paragraph is like building a hamburger. A plain hamburger is very boring! A hamburger with meat, cheese, lettuce, tomatoes, bacon, and all the condiments, etc., is much better and much more interesting.

A story (or a paragraph) can be built in the same way! The bun parts on the top and bottom hold the story together - the beginning and the end. The meat is the most important part, and all the other things add interest and excitement to the story. I cut out coloured strips (green for lettuce, red for tomato, etc.) and we practice writing sentences on each different layer, ending with the bottom bun and a good closing sentence, putting the hamburger together as we write it.

We practice building stories with lots of supporting sentences. The hamburger reference will also help students to keep a paragraph on one topic. For example, ice cream is delicious but it would be nasty in a hamburger!"



"We use the graphic organizer of an umbrella. The topic goes on the umbrella and the supporting ideas or words go on raindrops around the umbrella."

"I like to brainstorm synonyms so the students use more interesting vocabulary in their writing. I make charts of these and hang them in the classroom. I also have word charts that go with our themes and the students can refer to them in their writing."

"I give the kids a cut and paste sequencing page with four pictures on it. This can be a fictional story or a 'how-to' sequence. They put them in order, and then write a topic sentence to tell the reader what they'll be writing about, one sentence to tell what is happening in each picture, and then a closing sentence. And there is a story!"

"I have this chart on the bulletin board for the kids to check when editing:

1. Does my story have a title?
2. Does the story make sense?
3. Have I checked for capital letters and punctuation?
4. Is it printed nicely?
5. Have I checked the spelling?

A friend helps the student check the five items when the story is finished, and then he/she brings the story to me. I underline places where there are errors with pencil, and then the student goes back and erases errors and corrects them."

"I used to find that my students did poor illustrations. Now I tell them to do BCD art. B stands for background, so the character isn't floating in space. C stands for colouring nicely, including all the background. D stand for detail. People have fingers and ears, clothes and shoes; the flower has petals and leaves; the cat has whiskers and a nose, etc."

Dr. Seuss Day

March 2 is Dr. Seuss' birthday,

"We have a reading week on the first week of March, to celebrate Dr. Seuss's birthday. We read his books all week, and on Friday afternoon we wear pajamas and the kids can bring a favourite stuffie."



"I made a neat bulleting board. I bought a Seuss border. The title of the board was 'Oh, the places you'll go...when you know how to read!' Each child coloured and cut a red and white Seuss hat and printed his/her name on it."

"We got a head start on Dr. Seuss activities yesterday with these cute cats...."

<http://www.marCIAS-lesson-links.com/seussart.html>

A favourite book is *Bartholomew and the Oobleck*. A recipe for Oobleck - mix 2 cups cornstarch, 1 cup water, and green food colouring. Put the oobleck on a sheet of wax paper so that you can manipulate it. Discuss this strange form of matter. Is it liquid? Or solid? How would it feel if this fell from the sky? This is great to make at the end of a 'Matter' unit, too.

More activities for Bartholomew and the Oobleck - discuss your favourite weather, make a weather graph. practice reading thermometers, brainstorm weather words and then categorize them, write stories about thing that might come from the sky. This could also tie in with the lion and lamb in March.

"I like to find as many of the Dr. Seuss books as possible that my Grade One students can read. Green Eggs and Ham has only 50 words, so with a little help all the students should be able to read this book. Teach some words that are unfamiliar. On March 2nd we have a special SSR time where everyone reads these simple books. The Grade Two and Three classes in my school do this, too, with the more difficult books. One year everyone in the school went into the gym and sat on mats and read Dr. Seuss books - it was fun! My Grade Ones came in wearing cat hats."

"We use the Seuss books to teach rhyming and phonological awareness in Kindergarten. We find the rhyming words in the books and see how they are the same."

"We do creative writing after reading the Seuss books. We write what we would like to do on a rainy day, what foods we didn't like until we tried, what odd things we imagine we might see on our street, etc. We also design a special hat for Bartholomew Cubbins."

More ideas: make a library display of Dr. Seuss books, read the more difficult books to your class, ask school staff and/or other interested people to come into the class to read a favourite Dr. Seuss book to the class, watch videos of the favourite books, turn a book into a reader's theatre play, make a graph of the favourite books, have a Dr. Seuss read-a-thon on March 2.

"I like nonsense, it wakes up the brain cells. Fantasy is a necessary ingredient in living, it's a way of looking at life through the wrong end of a telescope. Which is what I do, and that enables you to laugh at life's realities." Dr. Seuss

St. Patrick's Day

"This is a cute project for St. Patrick's Day. I bought a cute little leprechaun hat headband. I took a picture with my digital camera of each of my students wearing the headband and holding a black plastic cauldron from Halloween. I printed off the pictures and had the students cut them out. They put gold glitter on the top of the cauldron so that it looked like a pot of gold. I had them watercolour a rainbow and cut it out. They glued the rainbow on 12 x 18 construction paper and then put their photo at the end of the rainbow.

Then they wrote a story: 'What I would do if I found a pot of gold.' This was added to the project. It looks great. A couple of my students REALLY look like leprechauns!"

"I like to make the leprechaun traps with my students and I have the leprechaun mess up the room a little and leave some chocolate gold coins and green shamrock shaped confetti. I buy a sheet of small shamrock stickers and stick these near the traps. I have a tiny leprechaun shoe that I leave in one of the traps. The leprechaun leaves a note beside each trap, making fun of it - how easy it was to get the 'bait', etc."

"We make a book on St. Patrick's Day, each student writing a page. The writing begins... 'I am lucky because...!' When they are done I type them onto a template page I made on the computer, with a pot of gold and a rainbow across the top and a leprechaun and shamrock. Then the page is printed off and the student colours it. When all the pages are done I put them together with a binding comb. We read the book together and then it goes in the class library."

"We do an art theme on rainbows that begins on St. Patrick's Day and ends in April - April showers works with rainbows, too. We learn about the colour spectrum and the colour wheel, and make many different rainbows with different mediums."

Do Green Art!

Have the students make pictures using green glitter, crayons, pens, paint, yarn, tissue or crepe paper, or other mediums - but just green! Talk about all the different things that are green, and make a green list. There are many different shades of green, too. Learn how green is made and try mixing different amounts of yellow and blue to make different shades of green.

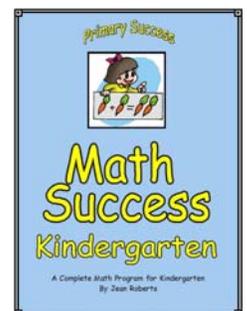


The Math Success Program

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!

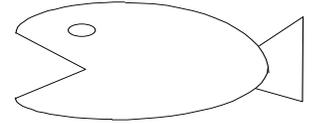
"I have been teaching for 14 years and have never had a group of Grade Twos come this far in Math ever. I totally love this program!"



Math Ideas

More than - less than

I have always used the story of a whale. The mouth of the whale makes the 'more than' and 'less than' signs. A whale is so big that he has to eat a lot, so always let him eat the biggest number (of fish). The mouth opens towards the larger number. For example: $4 > 2$ $3 < 6$



"I learned about the alligator eating the larger number when I was a child. I have a toy alligator - when you squeeze him his mouth opens. The students take turns feeding him and giving him the larger number. The alligator always faces this larger number."

"I made a poster with a big $>$. Then I draw teeth in the open part of the mouth that always faces the big, larger, higher number. The kids like to call it a shark. And did you notice that the 'less than' side has a point to show the smaller number?"

"I teach my kids to put two dots $:$ by the large number and one dot \cdot by the small number. When you connect them you have the sign going the correct way."

"I teach my kids to point at the smaller number... $7 > 2$ "



Teaching Money

"Before I introduce counting coins I have the children count by 5's and 10's and start them off at various points. For example, they start at 25 and count by 5's to 55, or start at 35 and count by 10's to 95, etc. Then we start off counting by 5's and then switch to counting by ones, or start off counting by 10's and switch to 5's then to 1's. This practice really helps them when they begin to add coins."

"I take the large bulletin board coins and hand them out. Then I call on each one to stand up and the other students tell what the coin is and how much it is worth. Then I call two students to stand up and they tell how much money they would have. When the students know the coin amounts I call five or six students to the front of the classroom with their coins and give them a total amount of money. The students sitting down have to tell which students have the coins to make that amount. This is fun and the students caught on really fast to the name of the coins and their worth."

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!

More Math Ideas

Assessing Skip Counting

Play 'Buzz' with the class using different types of counting. For each activity, put the children in a circle and have them stand. Assess how the children do their counting. See if they can do it quickly and automatically. Children love to play this game, and assessment is easy. Spread activity out over a day or two. Record on a grid with children's names and types of counting.

1. Rote Counting - Count by ones to 100. Any child who says a number with a 7 in it says the number and then 'buzz' and sits. For example, these numbers will sit: 7, 17, 27, 37 up to 70.
2. Counting by 2 - Children count by 2s to 20. Each time 20 is reached, the child says '20 buzz' and sits.
3. Counting by 5 - Count by 5s to 50. Each time 50 is reached, the child says '50 buzz' and sits.
4. Counting by 10 - Count by 10s to 100. Each time 100 is reached, the child says '100 buzz' and sits.

Word Problems

"I do a word problem every day. I teach the students the process for doing word problems:

1. What information do I have?
2. What do I need to find out?
3. What will I do to find an answer?
4. Write an equation.
5. Put the answer into an oral sentence.



We do lots of problems about our themes. I usually make the questions more difficult than the regular math we are doing, but the questions can be done by using manipulatives or drawing a picture. I write the problem on the chalkboard every morning, and we consider the answer a secret until later in the day. I have every child write the equation and the answer in a sentence on a piece of paper and put the slips into a box, and I take the slips of paper out and we discuss the answers, without the names of the students."

More Ideas

"I find that the students develop more understanding when I have them explain the processes. We take time at the end of each lesson to describe what they have been doing and what they learned. It seems that the verbalization seems to cement the understanding. This works at all levels."

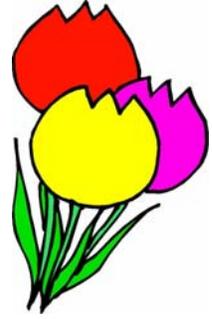
"I bought some tennis balls and wrote numbers 1 to 20 on them. We use these for various games. I roll balls to children and let them add the numbers together or subtract the numbers or tell which is more or less."

"I use the number cards from a regular deck of cards to reinforce the number facts. The children are in pairs. They both lay down a card and the first person to add the numbers together gets both cards. They check the answer by counting the hearts, diamonds, etc."

Successful PE

This 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. See samples on the website.

Planting Seeds



Questions:

- What do seeds need in order to germinate?
- What changes do seeds and little plants undergo during germination and early growth?

Ways to show seed germination:

- 1- Split open a lima bean or other large seed (peanuts will work, too (watch for allergies) and see the 'baby' plant inside, the cotyledon (embryo leaf).
- 2 - Soak bean seeds overnight and then split them to see the cotyledon.
- 3 - Put the seeds in damp paper towel and then into a ziplock baggie. Pop the baggie into a paper cup. This can sit on each student's desk and be opened each day to see the progress.

OR: Put a row of large seeds (separated) across the middle of a piece of paper towel that will fit into a large ziplock baggie. Then put a narrow strip of clear tape over the row, attaching to the towel between each seed and staple between each seed. Dampen the paper towel and put in the large baggie. Tape in place so the paper lies flat and seal. Tape some of the baggies onto the window and put some in a dark cupboard. You can do some without water, too. See how the seeds sprout and the differences in the growth. You can also put some bags in the fridge to see what happens.

OR: Use clear plastic cups. Cut some strips of black construction paper and line the cups with the black paper. Stuff paper towels into the cup to hold the paper up against the sides. Now, slip 3 or 4 bean seeds around the cup, between the black paper and the cup. Water the paper towels. Keep them damp, but not flooded. The students get to see the beans wrinkle (as the water softens the seed coat), sprout, grow roots, stems, leaves, etc. It can all be seen through the clear cup.

Notice how gravity affects the root and the leaves.

First, the students will see the 'tap root' coming from the seed. Then branches will form off this and finally 'root hairs' to absorb moisture. Then the cotyledon leaf or leaves will appear on the stem. These are not true leaves - the true leaves come later.

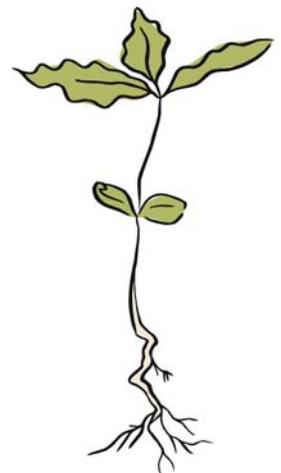
The students can be asked the following questions:

1. Is air important for seed germination?
2. Is water important for seed germination?
3. What happens to a water soaked seed?
4. Which direction do the stem and/or root grow?
5. Can a dry seed germinate?
6. What does a seed need in order to germinate?

Name the parts of a seed, and the parts of the new baby plant (seedling).

Plant some seeds in soil to give to Mom for Mother's Day.

Small marigolds are a good choice - they germinate easily and bloom in about 6 weeks



Spring

"I gave my kids a 8" x 18" (20 cm. x 45 cm.) strip of light blue construction paper. They then got a strip of green butcher paper 18" long and about 1 1/2" wide for grass. They fringed this with little cuts and glued the uncut bottom of the strip so it matched the bottom of the blue paper. Then we made small daffodils and tulips, etc. and made a row of flowers. We put these up in the hall as a long banner."



"This is a very simple windsock that my Kindergarten kids make. I buy some large Styrofoam cups and the students decorate them with paint. Then they glue or tape crepe paper strips inside the open edge of the cup. I string a piece of string through a hole in the cup bottom and knot it so they can be hung up. I bring in a fan so the children can see them in the wind and we go outside and run with them fluttering behind."

"I am using Robert Munsch's book Mud Puddle. I am going to cut up brown paper in puddle shape, have the kids walk through brown paint and walk on the paper - bare feet, of course. That will be the background. I am then going to have them write a few lines about playing in mud puddles, draw the picture, and hang them on the board. I am going to call it April Showers Bring Mud Puddles.

I have had the kids make four or more hand prints around a small circle - the fingers are the flower petals. Cut out a center to cover the circle, add green stems and leaves. You can have them do this with traced and cut out hands as well.

We do cherry blossoms. Use a four petal flower shape and kids glue 1" pieces of pink tissue paper that has been pinched around the end of an eraser onto the flower shape. I add green sparkle glue for the centers.

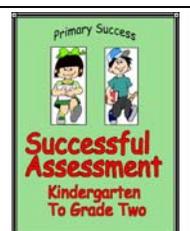
I have intertwined rolled up tissue paper to make branches and will have some kids shake some cotton balls in pink powder paint and will staple these on to make a cherry tree."

"We always do fingerpainting in the spring. I have the children paint a whole sheet with one colour - pink, yellow, red (flower colours). If they do two colours, the colours should be close in the colour wheel - yellow and orange, red and orange, blue and violet, etc. When the sheets are dry, I have them draw huge flower shapes on the back of the sheets. Sometimes I have to help to make the flower shapes huge. They can make tulip shapes or 4 petalled flowers. Then they cut them out. We also fingerpaint green sheets, and leaves and stems are cut from these. The huge bright flowers are wonderful around the classroom and in the hall - spectacular!"

"We traced hand and arm (fingers spread apart) on light blue cardboard to make a tree, which was then coloured several different shades of brown. We glued on cherry blossoms using the old 'tissue paper square wrapped over a pencil eraser and then glued onto the paper for a 3-D effect' trick. Some used pink tissue paper, others used white, and the rest used white and pink combined. They're beautiful, especially the ones that added a carpet of petals at the bottom of their tree.

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

To learn cardinal directions, we play a game in the gym. I use the line in the middle of the floor for the equator. We discuss which side of the gym is north, south, east and west. We face north - south is behind us, right hand to the east and left hand to the west. I say, "Run to the north Pole! Run to Vancouver! (or some other place to the west) Run to Toronto! (or some city or place to the east) etc."



"In addition to my Grade Two word wall, I have charts with specialized vocabulary. We have collected words that the students can use instead of 'said', there are theme vocabulary charts, synonym charts, interesting words, and others. I find they use these words in their writing when they are displayed around the room. They use them with 'read the room', too."

"I buy the plastic page sleeves and slip in math drill pages and exercises sheets. The kids write on the plastic with dry erase markers and then rub them off with a Kleenex or paper towel."

"I ask every child to bring in a box of Kleenex at the beginning of the year. I put them all into a cupboard and bring them out one at a time."

Teach your kiddies to give silent cheers! They can give 'two thumbs up' or cheer with hands in the air - but no sound! This way your class remains focused and ready to listen, even when cheering on their friends. You can also do 'marshmallow' claps! Clap, but do it silently....

We love to do dictionary races. After we explore the dictionary and discuss the use of alphabetical order, we close the book, put both hands in the air, I write a word on the board, explain it, and then say "Ready, Set, Go!" First one to find it gets to read out of the dictionary. The kids love it and ask to play many times.

Popular Primary Success Resources!

Read Through the Year - Emergent Level - Kindergarten

There are more than 50 little books to photocopy for your emergent readers. These are suitable for Kindergarten and beginning Grade One students. Most of the books are predictable or can be read through picture cues. There are many holiday and seasonal books, alphabet and number books, books about the children's daily lives, and there are books to go with your themes, too! There is a teacher's guide and a worksheet or exercise to accompany each book.

Read Through the Year - Early Reading Level - Grade One

Successful Science Lessons - Grade One

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.

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. Beginning map skills are included.

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

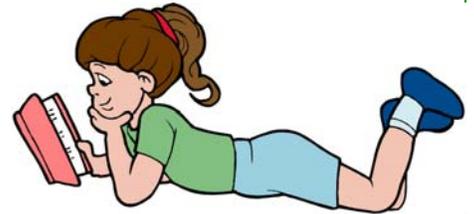
These binders each have more than 50 little books for you to photocopy for your students. These little books match the lessons in Successful Sight Reading - Part 1, 2 and 3. These will give your children the extra reading practice that they need, and the little books are fun, too!

"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

From Chantal Latour - a great list of report card comments

<http://www.teachnet.com/how-to/endofyear/personalcomments061400.html>

<http://www.thevirtualvine.com/workstations.html>

'Work stations' or learning centers - lots of good ideas!

<http://www.awalley2001.com/>

A well-done grade one classroom - peek inside!

Tic-Tac-Toe homework.....

<http://teachers.net/gazette/OCT02/printable.html>

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