

The Primary Success Notebook



From Primary Success Publications

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Fun for April!!



Spring is a wonderful season! It always gives us a lift to see the flowers blooming and feel the warmer sunshine.

After a long winter, it is great fun to do spring activities in the classroom. Take down all the well-worn and dusty winter decorations and back your bulletin boards with pink, yellow and pale green. Make daffodils and tulips in cheery rows, blooming trees, colourful Easter eggs and put a vase of daffodils on your desk. Take your children outdoors to find the first signs of Spring - the shoots of grass, the swollen buds, pale green leaves and the first glowing dandelion.

April has two special days to enjoy in your classroom. Dye eggs for Easter and clean up your classroom and the playground for Earth Day. Watch out for April Fool tricks!

Spring is a time for renewal!

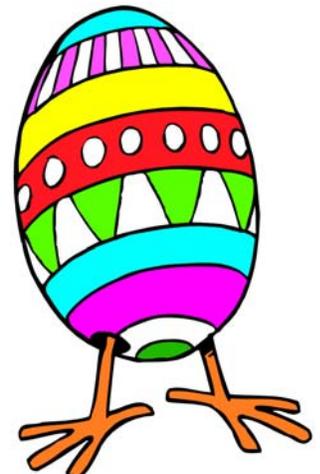
Jean

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, P.E. 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 Ideas

"I always teach a number of sight words to my Kindergarten children. They love it, and most of them are quite capable of learning them. It is my philosophy that if a child can learn the difference between words and remember a few, then it is easier to learn more. I have little books that I photocopy so they can have a book in their hands, and I also use some of the old pre-primers from the basals - these are falling apart, but the kids love them! I teach all the words in a book or a story before they get it, so they can really read it.

I also teach the sounds, and simple blending with short vowels. Not all my students will be able to do this, of course, but they do gain knowledge and I don't insist on them knowing how to do it. The ones who can blend and learn quickly have a huge headstart on *Grade One*."

"My reading groups are homogenous and my centre groups are heterogeneous. I have three reading groups and they all come to me every day for about 20 minutes. My centres work better with a mix of abilities, as the stronger kids can help the weaker ones, and I get fewer problems. The centres are only used after the students have done a printed exercise that is suitable for the reading group level. I have four literacy centres that change through the year. When I am ready for a group of students, they leave their printing or centre and return to that job when the group is finished."

"Each of my students has a book bag that hangs on the back of his/her chair. There are usually six books in the bag, all at the individual student's independent reading level and interesting to that student's interests. This takes some work to set up, but I have large tubs of books at different levels, and the child can take six new books each week from a certain tub. During the week, he reads these books and must be prepared to discuss the stories before choosing new ones. This way they do not spend SSR trying to find a book - they just go into the bag and read the books from there."

"I don't send my library books home with my students. I find that they are often not read or get lost - and then there is the time and nuisance of keeping track of who has what book. I do send home photocopied books and sheets - I get a lot from this site. <http://www.readinga-z.com/> There is a charge, but worth every penny! We work on a book or sheet in class, and then the students take it home to review."

"I had some extra school money to spend on my *Grade Two* classroom. I bought sets of chapter books that interest my boys - *Ricky Ricotta's Mighty Robot* by Dav Pilkey. The boys love them, and read bits to one another, laughing at all the silliness. Once they feel that they are able to read 'chapter books', they go on to read more involved stories."

"I found a way to get the students to stop at punctuation when reading orally. We practice walking and stopping instantly when I show a period, question mark or exclamation mark. Then the students walk as they are reading an easy piece, stopping and standing still when they come to the punctuation. This seems to work well! It also helps with using the punctuation in writing."



Punctuation

Capitals and Periods

"I tell my kids that a sentence is naked until it has the capital letter and period. Grade One children love to talk about naked sentences!"

"We read paragraphs without punctuation, getting very out of breath as we read with no stops. Then we read it through, deciding where we should pause, and putting in the correct punctuation. This is a good time to discuss question marks and exclamation marks, as well as periods."

"I put up a morning greeting every day. We read it through to discuss the vocabulary, then what it means - then we read it with sound effects for the punctuation. Sometimes we clap or stamp or whistle when we come to a period! It is fun, and they become more conscious of the punctuation. Then we do it with hand motions - a point with the finger for the period, and we draw the question mark and exclamation mark."

"I use a traffic light to teach the meaning of punctuation. A red light means a full stop for a period, question mark and exclamation mark. (We notice that there is a period in each of these.) A yellow light means to go slowly and pause - a comma, colon and semi-colon. When the light is green - we just keep reading."

"I model the three different kinds of sentences, by writing several of each on the chalkboard and reading them with appropriate emphasis - rising at the end of a question, using an excited voice for the exclamatory sentences and a flatter voice for the declarative sentences. I have students read the sentences, too - using their appropriate voices. I give each child three cards, one with a period, one with a question mark and one with an exclamation mark. We read each sentence and the students raise the appropriate punctuation card at the end of each sentence. Then I put the students into pairs, and they must make up a sentence of each of the three kinds and write it out. When everyone is done, each pair comes up to the front of the group and reads the sentences. The class raises the correct card for the end of each sentence, and the pair of students checks to see if the class is correct."

"As a class the students decide on a noise or motion for each of the punctuation marks. We read a story on a sheet, and make the sounds or motions as we read. This is lots of fun!"

Quotation marks

<http://www.songsforteaching.com/grammarspelling.htm>

This website has two neat songs for teaching quotation marks - plus many other neat songs for teaching skills.

"We do a 'Use your noodle' lesson! We talk about the exact words that people say. I have the students say something to the group, and we write it with the speaker's name - e.g. Megan said, "I am having a good day." "I like to read books," said Peter.

Then I write these sentences without the quotation marks on sentence strips. The students each have one. We put the quotation marks into the sentences by gluing on elbow macaroni (using their 'noodles')."

"I teach quotation marks by first doing cartoons. The students print what the characters are saying into the bubbles, and then put the quotation marks around these words when it is transferred to a sentence in a story."

Homework

The ideas about homework changed at about the same time as 'whole language' became popular. Before then, there was little homework assigned in the primary grades - in fact, B.C. teachers were not allowed to assign homework until Grade Three. So what happened?

Homework became an extension of responsibility. Parents became partially responsible for the education of their children. On list-serves and on-line chat-boards teachers are often heard complaining that it is much more difficult to teach the child because the parents are not pulling their weight. This is regrettable. Of course we would wish that all parents would or could help the child, but the transference of responsibility is not a good thing.

It is my opinion that teachers should try to develop a mindset that the child's education ends at the classroom door. We would hope, of course, that it doesn't - but in many cases that is really what happens. The teacher should be taking the full responsibility for the child's education. What the child learns or doesn't learn is up to the teacher. Then, when a child is having problems, the teacher cannot blame others and must do something to help the problem in the classroom.

There are many reasons why homework is not good for the child. Many children are in after-school care and don't see the parents until dinner time. They eat a quick meal and then the tired parents want to relax and have fun with their children. There is not much time for fun before bedtime. Homework can become a hated ritual after dinner, when both the parents and children are tired and cross. It becomes an unpleasant time, as the parents are often not patient or positive. Most children will dislike this time and dislike the reading or math that is being done. Days can go by without happy family fun, and this is tragic. The family and the children would be much further ahead if they all went out to play together. Quality time with parents is often missing.

We try to encourage creativity and imagination, yet most children today spend very little time in imaginative play. They watch TV, play video games and play with toys that do not encourage imagination. Homework takes more time away from creative play.

Children don't get enough exercise. They often do not walk to school and there isn't the neighbourhood play that we knew as children. Homework keeps the child sedentary, too.

Parents are not teachers. They do not understand the way we teach skills in the primary grades. Even the well-educated parents are often at a loss as to how to teach simple skills. They will not understand why the child may have difficulty with skills that they think are very simple, and the reaction to this may be either the child's incompetence or the teacher's incompetence - this is not good for the child or you!

So what can we do? It really is a good thing if the child can have some extra practice at home - but we must assume that it isn't being done and take full responsibility for every child's education. Always take this responsibility, and do whatever is necessary to give each child the teaching and practice he/she needs. That is our job!

When you send books home for the child to read, make sure that the book is at his/her independent reading level. Then the child can read to the parent and 'show off' the skill. This way both the parents and child will enjoy the experience. Books and material that are too difficult will cause unnecessary friction at home. Tell the parents that the work at home must be fun. If it isn't, then it isn't worth the effort.

Sometimes it is a good idea to send homework of a different kind. Teach the children to play simple board games or card games, and send them home to be played as a family. Ask the children to get some exercise - do daily runs at school and ask the families to run together in the early evening. Do family projects. Make homework fun, positive and pleasant for both children and families, and you will be helping to further the child's love of learning.

Phonics - All About 'E'

Grade One teachers may sometimes be frustrated teaching this most difficult sound! The weeks before Easter may be a good time to solidify this knowledge and have fun at the same time. Kindergarten teachers may be teaching this letter for the first time.

- Key words - egg, elephant
- Physical activities - eat eggs, glue eggshells onto the 'e' shape; walk like an elephant.
- Read the *Elmer* books, *Ella, Encore for Eleanor* and *The Ant and the Elephant* by Bill Peet.
- The letter - practice printing 'e'.... go straight down the middle of the highway, stop, then turn in a big circle, touching the sides of the road (lines).
- Use egg shapes as math manipulatives.
- Put the correct number of eggs into a basket for Easter.
- Learn to make scrambled eggs.
- Make a graph about the way the children like to eat their eggs.
- Read *Green Eggs and Ham*. Teach the words in the story that the students are not yet familiar with, and have them read the story, too.
- Sort jellybeans, calling them eggs.
- Read *The Little Engine That Could*. Act out the story.
- Write letters and put them in envelopes.
- Dye eggs for Easter, using the /e/ sound clearly and separately as you talk about eggs.
- Do estimation. Have an estimation jar and guess the number of the contents. Talk about the /e/ in estimation.
- Do exercises! /e/, /e/ exercise. Make e and E's on the floor, with several students helping to make the letter shape with their bodies.
- Pretend to ride an elevator and escalator.
- Do science experiments with eggs. Will they sink or float? What happens to eggs left in vinegar?
- Use the word 'Excellent' to praise your students! Use it every day.
- Make a picture by gluing elbow macaroni to coloured paper.
- Make an eggshell collage.
- Learn about different animals that lay eggs.
- Learn about the parts of an egg. Talk about the 'egg white' and fry an egg to make it white.
- Do an egg and spoon race.
- Learn Humpty Dumpty.



More on the Magic 'e'

Print magic 'e' words on paper strips. Fold over the end of the strip so the 'e' can't be seen. Blend the word with the strip folded and then lift the folded end to see the word with the magic 'e' and discuss how the 'e' has changed the sound of the vowel.

"We make a big thing of the 'magic' of the 'magic e'. This is like a fairy or a wizard with a magic wand that touches the first vowel and makes it say it's name. I have some wands like Harry Potter's wand, and we discuss what this magic can do."

Spelling

"I don't test my Grade Ones each week, but after we have learned the word wall words all week and put them up with much ceremony, the students are expected to always spell them correctly."

"I have my kids do a worksheet on their weekly spelling words. Here are some of the exercises:

- Count the syllables
- Divide into syllables
- Find little words in this word
- Print rhyming words
- Print the word in 'sound clumps' clown = cl ow n flower = fl ow er
- Can the student think of a way to remember the spelling?
- Print the word and decorate the letters
- Draw the word shape
- Print the consonants in blue and the vowels in red
- Print the word with stamps
- Find the letters in a newspaper, cut them out and glue them on a sheet"



Studying Spelling words

First, feel what your mouth is doing as you say the word. Example spelling 'night'

- a. **Say** the word. night Say the syllables if there are more than one.
- b. **Stretch** the word. /nnn-iii-t/ Work by syllables if necessary. Some letters do not stretch - just stretch the ones that will. For example, in 'night' the /n/ and the long 'i' sound will stretch, and the 't' won't.
- c. **Split up** the sounds. Work by syllables if necessary. First sound? /n/ Next sound? long i Last sound? /t/
- d. **Count** the sounds. 3
- e. **Draw blanks.** ___ The blanks stand for the sounds. Put slashes between syllables if necessary.

Next, learn the spelling.

- a. **Record** the spelling sound by sound. On the first blank, write [letters] n ___ On the next blank, write igh. On the last blank, write t. n igh t
- b. **Study** the spelling. Discuss the parts of the word that are tricky.
- c. **Write** the word. *night*
- d. Give the **meaning**. What does ___ mean? Put it in a sentence.

A shortcut version of the strategy for studying spelling words:

1. Say
2. Stretch
3. Split up
4. Count
5. Draw blanks
6. Record
7. Study
8. Write
9. Give meaning



More Teacher Tips

- Classroom Rules:** Care, Share, Play Fair! (pretty much covers it!)
- Student Numbers:** put student papers in numerical order and it's quick and easy to see which paper is missing - file folders with numbers can be used over and over each year and putting papers in numerical order makes filing a lot faster, too! Or, ask even numbered students to line up first....once students know their numbers, the possibilities are endless!
- Graphing:** Glue gun small magnets to the metal lids from frozen juice cans and place photo or name on front. Most chalkboards are magnetic, so this works very well for quick and easy graphing for viewing and follow-up discussion. Do a daily graph, as a part of your morning routine and it's a quick and easy way to see who is absent, too!
- Printing:** To encourage correct pencil grip, have students hold a cotton ball with their pinkie and ring finger. That leaves the thumb, pointer and middleman finger to hold the pencil in the traditional tripod grip. This method helps to prevent the full finger "palm it" grip. Works like a charm!
- Work out the Wiggles:** Children that are "wigglers" just need to do some "hard work". To get rid of the wiggles, get children to do an isometric hand push while counting to 10. This quick and easy exercise gets students back into the calmly, focussed zone that is necessary for working in a classroom. Or, get students to do a "wall push" which is another "hard work" exercise to release energy. It takes 10 seconds and everyone gets back to work. VERY MAGICAL!!!
- Deep Breathing:** More and more students have raised levels of anxiety and need to be taught how to calm themselves, so teach students how to deep breathe using their full diaphragm (tummy moves in and out). Ask students to "smell the rose" (breathe through their nose) and "blow out the candles" (breathe out through their mouth). Get your whole class to do some deep breathing and you will notice the whole energy level of the room just comes right down, as everyone releases some stress. (Good for the teacher, too!)

Thanks to Cathy!

Cooperate!

Sing to 'If You're Happy and You Know It'...

When you have a job to do, Cooperate!
When you have a job to do, Cooperate!
When you have a job to do, When you have a job to do,
When you have a job to do, Cooperate!

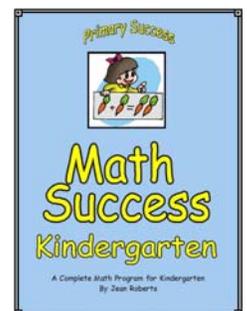


When you have a pet to feed..... When you have a room to clean.....When you have a table to wash.....
When you have a door to close.....When you have a desk to wash..... Etc....

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

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. The kids love doing them!"



Science and Social Studies

Successful Science Lessons — Grade One

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 new 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.

Spring Planting

Planting Outside

If you have a bit of school garden where you can plant some seeds, this is an idea that the students love! Make a teepee-like frame out of six to eight 5-foot-long bamboo or wood stakes. Draw a circle about four feet in diameter in the dirt. Evenly space the stakes around the circle and push the bottoms into the ground. Then tie the stakes together at the top. Lash seven 2- to 3-foot cross-stakes to the stakes near the ground, leaving a door where the children can enter the 'house'. Tie three to four strings between each of the stakes from the top to each of the cross-stakes.

Purchase pole bean seeds and plant three seeds below each string and stake. As the seedlings grow, gently help them get over to the nearest string. Eventually, the beans will learn to grow on the strings by themselves. In about a month (depending on the seed variety and your growing season), the entire bean house will be covered with green stems, flowers, and eventually . . . beans.

Grow Your Initial!

Have each child draw a 'fat' initial of the first letter of his/her name about 10 cm tall on a 20 cm. paper. Make each line of the letter about a finger wide. (1 cm.) Then, cut out this letter so a reverse pattern is created - we don't want the letter itself, we want the original paper with the letter gone. Lay this pattern on dampened soil in a small pan. Sprinkle lawn seed on the letter. Add a bit more dampened soil over the letter and seed. Lift the paper away, spray with water and cover with Saran wrap. Take the Saran wrap off when the grass sprouts and see the letter!

Potato Planters

Scoop out some of the top of the potato before you give it to the children, and flatten the bottom so it will sit upright. Let the children make a face with pipe cleaners, yarn and eyes. When they have finished add soil to the top and grass seed. When the grass grows your potato has hair.

Watch It Grow

Give each student a plastic drinking cup, some bean seeds, paper towel and a baggie. Dampen the paper towel and place the beans in it, then into the baggie. The students can keep their seeds on their desks, and open it up every day to see what is happening. Dampen the towel if it gets dry, but make sure it isn't too wet or the seeds will rot. Write the changes daily.

Once these seeds have grown, they will be very leggy and will not be suitable for planting in soil - this is an experiment rather than growing seeds for another purpose.

Mother's Day

Plant marigold seeds in late March so they will be blooming for Mother's Day!



Homework Calendars for 2010–2011 NOW FREE!!

Teachers and parents love this great resource! The children take a photocopied page home each month. The calendar gives them an interesting educational activity to do each day, suitable for the grade. This gives the children homework to do, but there is no preparation or marking for the busy teacher. Homework Calendars are available for Kindergarten, Grade One, Two and Three.

Earth Day

Earth Day is April 22 each year.

<http://www.epa.gov/recyclecity/mainmap.htm>

This is fun! If you have internet access in your classroom or lab, this is an interesting site to explore.

<http://www.kidsdomain.com/holiday/earthday/cando.html>

A story about helping in small ways.

<http://www.energyquest.ca.gov/story/index.html>

Here is a unit about energy - there are lots of good ideas for the older students!

We Can Make a Difference!

What can your students do to help our earth?

- pick up trash
- recycle
- turn out lights
- turn off taps when we are not using the water
- recycle paper
- use paper wisely - write or draw on both sides
- plant a tree
- put groceries into your own bags



Litterbugs

Litterbugs bug us! This can be done as part of an insect unit. Make bugs from re-cycled items - egg cartons, paper scraps, stones, etc.

Read: *The Lorax* by Dr. Seuss, *A Pig's Tale* by Olivia Newton-John, *The Wump World* by Bill Peet

"I've done paper making with K - 7. They all start by ripping up the paper from the recycling bin into tiny bits and putting them into a blender with LOTS of water. They could all decide what to add to the pulp in the blender...glitter, bits of coloured construction paper, dried rose petals, dried parsley.....the list is endless. Then they all watch as it blends up in the blender. If you don't have a paper making screen, just stretch some screen door mesh over a large tin can and tape it down. Put a cookie cutter on top of the mesh and gently pour the pulp into the cookie cutter until it's about 1/8" thick. Now the kids can gently press some of the liquid out with their fingers and when it's pretty compact, remove the cookie cutter and flip the wet "paper" onto a damp J-cloth. (I wet 15 J-cloths and put them laid out in a smooth pile on top of a neatly folded bath towel. Once the first child flips their paper onto a J-cloth, the cloth gets taken off the pile and the next one is ready to go.) Gently press the "paper" with a sponge until most of the liquid is soaked up and then hang the J-cloth up to dry. The next day the kids can peel off their personal paper."

Easter

Eggs, Eggs, Eggs!

Fingerpaint large sheets of paper in bright colours. When they are dry, cut out huge egg shapes. These could be put into a very big basket or used to make a bright eye-catching display.

Styrofoam Eggs

Buy Styrofoam eggs at a craft store. Tear tissue paper (assorted colours) into irregular 2 - 3 cm. pieces. Working over waxed paper, brush a section of Styrofoam egg with decoupage solution or liquid glue that has been diluted. Place overlapping pieces of tissue paper over this section of the egg. Brush a coat of the decoupage solution over tissue paper. Continue until entire egg is covered. Use toothpicks pushed into the Styrofoam to keep the egg from rolling around while you work. Let dry. Remove toothpicks.

Tie Dye Easter Eggs

These are very easy to make and no special supplies needed. Boil eggs. Choose 2 or 3 crayons. Sharpen them over a bowl to save the shavings. When eggs are still very hot, roll them into crayon shavings. Let cool.

Paper Mache Eggs

Paper mache recipe: 1 cup water, mix in 1/4 cup flour until thin and runny. Stir this mixture into 5 cups lightly boiling water. Gently boil for 2-3 minutes. When cool pour into a pie tin.

Blow up a balloon and tape it to a table. Dip strips of newspaper in paste and place carefully on balloon. Continue overlapping pieces of newspaper on balloon. Cover balloon completely and let dry. It may take overnight or longer to dry, particularly if you've used lots of paste. Once dry, decorate the dried balloon with paint or colored tissue in pretty pastel Easter colours. Finish with shellac for a shiny, glazed effect.

Dying Eggs

Wash your hands well in hot, soapy water before handling eggs at every step, including cooking, cooling, dyeing and decorating.

If you use Easter egg dyes and decorating kits, just follow the package directions.

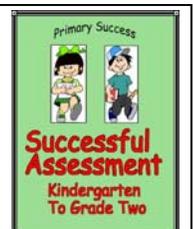
You can also dye eggs with food colouring. Make sure the water you use is warmer than the eggs. For each cup of water, squeeze in a few drops of food colouring and add 2 to 3 teaspoons of white vinegar. Then, use a slotted spoon to put an egg into the water. Leave the egg in the water until you like the colour. Then lift it out with the slotted spoon and let it dry.

You can also dip a brush into food colouring and paint with it right on the eggshell. Use the colouring straight from the bottle or blend colors together to make other colors. To make a stipple pattern on an egg, first dip a clean sponge into food colouring. Then press it onto the shell.



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!



Spring!

"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*."

"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.

We drew a large flower (pencil only) on cream coloured construction paper. Then we covered the stem, leaves, petals, etc. with ripped tissue paper (no tracing the shape or cutting allowed) using a glue stick. It looked better if it wasn't too perfect."

Make umbrellas for April! These look nice on a bulletin board with the heading 'April showers bring May flowers...'. We make raindrops, and print a poem on the umbrellas and make flowers for the bottom of the board."

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 early Grade One students. Most of the books are predictable or can be read through picture cues. There are many holiday and seasonal books, alphabet and number books, books about the children's daily lives, and there are books to go with your themes, too! There is a teacher's guide and a worksheet or exercise to accompany each book. The children can all have the same book to read, and then take them home to share with the parents.

Beginning Handwriting - Grade Two / Three

Grade Two and Three students love to learn handwriting! This is something that is great to do near the end of the year. This book shows how to form the letters and has student pages for each lower and upper case letter and words to practice. Your kiddies will love it!

Successful P.E.

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.

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.

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Successful Phonics - Part 1 / Part 2

These books will give you everything you need to teach phonics successfully. Part 1 is a complete phonics program for Grade One and Part 2 is for Grade Two/Three. There are specific daily lesson plans, strategies for teaching the sounds and blending, reproducible reading sheets, flashcards, and reproducible booklets so the children can practice their skills in actual reading material. Successful Phonics is easy to teach, and is explained in simple lessons.

Go to the website for samples and book prices.

Favourite Websites

<http://www.boardman.k12.oh.us/bdms/golubic/money.htm>

Lots of ideas for teaching money.

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

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

A readers' theatre script about the water cycle....

<http://www.enchantedlearning.com/rt/weather/watercycle.shtml>

Links to great interactive math sites for kids.

<http://www.boardman.k12.oh.us/bdms/golubic/numberfacts.htm>

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