

The Primary Success Notebook



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Marvelous May!

This is a wonderful time of year! The sun is shining, the flowers blooming and everything outdoors looks cheerful. Make your classroom look cheerful, too! Do lots of art lessons with bright colours and decorate your walls. Take some lessons outdoors, and give yourself and your children some much needed sunshine!

It is time to assess - not just your students' progress, but your own. Did your lessons flow as they should? Did all your students achieve as well as you hoped they would? In the words of Thomas Edison, "Results! Why, man, I have gotten a lot of results. I know several thousand things that won't work!" It is great to admit that things could have been better - this is the first step to improvement. May is the time to think about next year and make some plans. Every time you try something new you learn more about teaching.

Jean



About Primary Success

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.



Phonics

"I do not use any worksheets in my phonics program. I did this for years, and finally understood that the results were great for the kids who understood phonics well, and the results were poor for the ones who really needed the practice and had problems. So the kids who didn't need extra practice got the work perfectly done in minutes, and the ones who had trouble did them slowly, made errors and often guessed rather than work through the words.

I threw out all the worksheets, and now I give a phonics lesson, then the higher students have phonetic books to read that are suitable for the lesson, and I take the lower kiddies and we do oral blending of words. I give them flash cards or sheets of words, and they take turns blending words orally. They blend dozens of words each every day, and I find that most of these kids soon are decoding well after lots of this practice. Then we go to decodable sentences and finally to stories. With the oral practice, I know that they are getting what they need and they have my immediate help."

"Last week I was at a primary conference. I went to a session on phonics for Kindergarten and Grade One teachers, and was horrified when the presenter talked about 'buh' and 'tuh', etc. I guess this is quite common, but I was trained to keep the consonants short. Adding the 'uh' after the sound makes it so much more difficult for the kids to blend the sounds. Some of the sounds are 'explosive' - /b/, /c/, /d/, /g/, /h/, /j/, /p/, /qu/, /t/, /w/, /y/ - need to be cut short and spoken without a vowel sound when said independently. These - /f/, /l/, /m/, /n/, /r/, /s/, /v/, /z/ can be held. Just a little thing, but why make things harder than they need to be for the children?"

A Read-a-Thon

"We have a Read-a-Thon in June in my Grade Two-Three classroom. We call it 'Read Around the World'. It really encourages the students to read, and they also learn about the world.

Every time a student completes a book they fill out a form and hand it in. They get one kilometer for each page they read. For example, if a student reads 50 pages the class will travel 50 kilometers. First they reach nearby towns and cities, then across the country we go. Then they can take a ship across the ocean, visit different countries and learn about them as they travel.

Adapt this idea for the readers in your class. I have quite a few students who read chapter books with delight, so the kilometers add up very quickly. If you have a lower level of readers, perhaps they could travel across the country or go a lesser distance. They can use math to add the number of kilometers and map skills, too!

Reading Quotes

"Poor reading produces a perception of stupidity and dumbness to peers and clearly to the youngster who is struggling. That is the shame. They feel like they're failures; they tell us that. And sadly, when we talk with these kids, adolescents, and adults who've had a tough time, that shame of not learning to read is further exacerbated by the fact that they can't compete occupationally and vocationally -- they don't do well in school. Clearly the adolescents show us a level of pain that this society doesn't even see."

Dr. G. Reid Lyon, Branch Chief, National Institute for Child Health and Human Development

No other skill taught in school and learned by school children is more important than reading. It is the gateway to all other knowledge. Teaching students to read by the end of third grade is the single most important task assigned to elementary schools. Those who learn to read with ease in the early grades have a foundation on which to build new knowledge. Those who do not are doomed to repeated cycles of frustration and failure." - *American Federation of Teachers*

Literature Circles

Literature circles are a way of exploring a book or story in depth. They involve a small group of students. This is one possible part of a balanced literacy program, and it can be handled and used in a variety of ways. Generally, literature circles evolve as the students become better readers and more experienced. During literature circles, students meet in small groups to discuss, respond, and reflect on their reading.

A literature circle is one way to focus on the students' responses to a specific piece of literature. Every student in the circle participates in the discussions and the collaboration that produces critical thinking, questions and insights. There is discussion of the characters, the setting, the plot and the author, too.

Participants often take on a variety of roles in their group and learn to facilitate their own discussions and projects. In the beginning these roles are modeled by the teacher and practiced until the students are familiar with them.

The students read novels, short stories, plays or other classical literature, and literature circles can also be used when reading non-fiction works. Generally, the members of the circle will read the same book. The literature chosen should be at a suitable reading level for the group, so that all participants are comfortable reading the material. If the material chosen is too difficult for a group member, that person will have difficulty participating in the discussions.

Begin by looking at the discussion skills of your students. Discuss the appropriate manners of a group participant. What does a good listener do or not do? Role-play and model both the speaker's and the listener's roles.

Most literature circles have specific roles and responsibilities for the group members. These roles direct the students to focus on different perspectives while reading the material.

Some of the roles could be:

Discussion Director - develops a short list of questions the group might want to discuss this day. This person directs the group discussions and keeps a record of the work done.

Wonderful Word Finder - finds important and interesting vocabulary in the story.

Artful Artist - draws a picture to illustrate a special part of the book or story and discusses the meaning of it.

Cool Connector - finds connections between the book and the real life of the students.

Super Summarizer - makes a simple plot line of the story.

Travel Tracer - makes a map of the travel in the story with events marked.

Investigator - Looks up and researches information for the background of the story - the country, the weather, the setting, the culture, etc. This person can also research the author.

Passage Picker - finds a few special sections of the story to read aloud and justifies the choice.

Character Captain - lists the characters and their personality traits.

The students begin by reading a predetermined amount of text. As the roles have been designated, each student is reading from a different perspective. Each literature circle lasts approximately 10-20 minutes, depending on the text. Good discussion strategies need to be modeled and practiced with students ahead of time. Teachers may want to have students help generate the guidelines as a class.

Some examples of guidelines are: one speaker at a time, explain your thinking, let other people talk, stay on the subject, take your turn at listening, share your ideas, show respect for others' ideas, support your ideas using the book, support your ideas with your own experience.



Writing

"I try to publish one paragraph each week from each student in Grade One. This usually comes from their Journals, but can also come from other writing. I have a page format with primary font set up on my computer, so that I simply save the blank under the student's name (or the date) and type in the story. The kids love to see their writing printed, and as I always do them without errors these can be used as reading material, too."

"We do many Big Books as a class. In many cases I have each child do a page. This works well for alphabet books and books where each page is a sentence or two and the student fills in his/her own words. We made an alphabet book with alliterations:

A is an apple in the attic.

B is a bike on a boat

C is a cat on a car etc.

I always do the printing, because it is used for reading in the classroom and it must be legible, but the students tell me what to write."

"When my kids ask what they can write in their Journals, I connect the daily events talked about in sharing time to their writing. Everyone wants to tell something in sharing time, so this can be written in the journal."

"I insist that the students have dictionaries on their desk before beginning their writing. Each student has a dictionary with a letter on each right-hand page. Each page has the common words that begin with that letter and lots of space for me (or another adult) to print extra words. If a word is needed that isn't on the page, the child comes to me with the dictionary open to the correct page and I write it in. They soon get to know how to find the words they need on the word wall or in this dictionary - and after looking them up for a time they learn how to spell the word from correct usage and do not have to look them up any longer."

"My students write in their Journals four days each week. Journals are true accounts of daily activities. I do a five minute mini-lesson before the children begin to write. This could be about ideas, spelling, mechanics of writing, etc. The Journals are completed, marked and corrected in the writing period. This is time consuming, but very valuable. I insist that they do at least a certain number of words - low enough so the poorer writers can achieve this number with effort. The better writers, of course, can do lots more. In Grade Two I start with about 20 words in September and bring it up to 50 in the Spring. This really helps the children know the expectations. (If you say 'so many sentences' must be completed, you will have some children doing three word sentences!) I quickly mark by underlining errors, and the children soon learn what must be done in order to correct it. They erase and correct the error and then bring it back to me for a second marking. Some Journal entries will get published in poster or book form.

The children also write a fictional story once a week. I also begin this writing period with a mini-lesson. This is a free writing period. The children do not stop to find spelling words, they simply sound out words and continue with their thoughts. This work is not marked at that time, and unfinished stories can be finished at a later date. Some of these stories will get published in book form.

The children quickly learn the two different forms of writing and one compliments the other. The Journals teach the mechanics of writing, writing on one topic, correct sentence structure and spelling. The fictional story writing improves writing fluency and story structure."



Specific Writing

Writing Letters

Sing to the tune of 'Mary Had a Little Lamb'.

First you write the heading, the heading, the heading,
First you write the heading,
The month, the day, the year.
Next you write the greeting, the greeting, the greeting,
Next you write the greeting,
You start it off with dear.

Then you write the body, the body, the body,
Then you write the body,
You ask and tell some things.
Then you write the closing, the closing, the closing,
Then you write the closing,
'Your friend' or 'I love you',
Sign your name right under this, under this, under this,
Sign your name right under this,
And now your letter's through.

Writing E-Mail

E-mail writing is more fluid and conversational. That does not mean that there can be errors! The rule can be: If you are writing for yourself, errors may be permitted. If you are writing something that another person is to read, errors are not permitted. Of course, e-mail falls into the second category.

E-mail does not need the letter writing format, but it is polite to mention the other person's name at the beginning and end with your name.

Many teachers set up e-mail penpals with other classes. This can be done with the class as a whole and later have the students talk to other students on an individual basis - with your over-sight, of course. Classes can trade pictures and information about their school, town, and area. This can even be done between countries, so can be a valuable learning experience. Students have fun with the text and e-mail acronyms.

Writing Fictional Stories

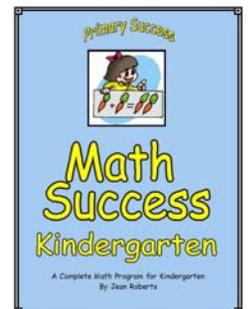
"Some days, after I do the read-aloud, I have the students identify the beginning, middle and end of the story and we write it up on chart paper. After we have done many of these I get them to do it with their own stories. The beginning should describe the characters, setting, and what is happening in the story. The middle should be a problem or a change in the story. The ending needs to be a solution or conclusion. You can really see the difference in their writing after this kind of mapping."

"We discuss writing a hamburger story. The top bun is the beginning, the cheese, meat, and lettuce are the three juicy details (middle) and the bottom bun is the end. I will draw this on the chalkboard and discuss it first, and then we talk about stories that they have written. The more details in the middle - mayonnaise, mustard, ketchup, mushrooms, etc., the better!"

The Math Success Program

Primary Success 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!



Classroom Management

Have a look at these mini-offices!

<http://www.jmeacham.com/mini.offices.htm>

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

They can have high-frequency words, colour words, family words, digraphs, consonant blends, positional words, classmate names, and much more! They also are a great reference for letter and number formation. Have a look!



Students' mailboxes

"Some of the closet organizers are great for mailboxes! I have used shoe holders from Walmart and hanging closet organizers with lots of pockets from Ikea."

"I bought a plastic black file box and put a hanging file folder for each child in it. I typed the labels for their names on the computer and they all fit nicely. The good thing is that if someone wants to file, they can take the box to a table to file things. It only takes up a little space, and that is good in my crowded classroom."

"I found a pocket chart with 20 clear vinyl slots in it. I put names on tag that fit the slots and slip them inside."

"I have one of the pidgeon-hole boxes from Staples. I like it because it is neat and handy. I put the student's name and number on the slot, and that makes it easy to file papers for going home."

"I love a clean teacher's desk! It took me a long time to achieve this - I used to have piles of paper and books and 'things' on the top, and I would have to do my prep book somewhere else because there wasn't a space to write on! Now I make a special effort. I just have my day-book and a pen and pencil and marking pencil, and I try to have some flowers or a plant, too. It is so nice to sit down and have a pleasant place to do my paper work!"

"I have a binder set up for a sub. It has a class list, a seating diagram, the class rules, a timetable, etc. When I know I am going to be away I leave it open on the desk, with helpful hints and extra things that the sub teacher can do."

Successful Science Lessons - Kindergarten, Grade One and Grade Two

These books have great sequential lesson plans that will spice up your science program! Each book covers more than the provincial curriculum, and the lessons are simple to teach and effective. Both you and your students will enjoy them, and you will find yourself doing many more science lessons through the year. The Kindergarten book is \$34.95, and the Grade One and Two books are \$39.95 each.

Math

Math Games

"My kids love "Beat the Calculator!" The game has three players; the first reads the problem from a card pile, one works it out mentally, and the third does it on the calculator. A point goes to the player who gets the correct answer first. They trade positions after a set number of questions."

"My Grade One kids like to do 'Dice Math'. It can be done alone or with a partner. Roll two die and add and subtract the numbers shown. I have a set of huge die and the kids love them!"

"I have made bingo cards with addition or subtraction problems in each square. I call out single numbers and they can cover the square if the problem answers match my number."

"I teach in a poorer area. We play math games in school, and when the kids are confident with them I send home a deck of cards and/or dice so they can play at home. This has worked very well and many families are now having a game time several days each week."

The Math Minute

"I give my students 3 minutes, and sheets with 50 questions. They begin by having their sheets face-down on their tables, they print their name on the back. When I say "Go!" they turn their papers over and begin. I have them work across each row in a specified direction. Having three minutes takes some of the pressure away from the short 'minute' math, where you just give them one minute. When the 3 minutes are up, I say "Stop!" and the students draw a circle around the last question that has been answered. To get the number per minute, I divide the total correct by 3, of course.

In grade two and three we marked the sheets together - I had the students draw over the answers with a yellow highlighter so answers could not be changed, and then I read out the answers for each row and they marked. I checked a few of them who had problems to make sure the marking was accurate.

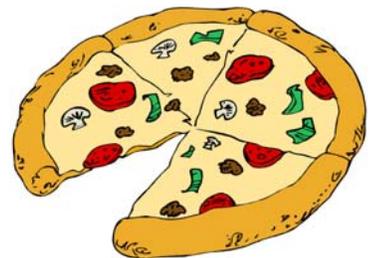
Each student had a score sheet on a graph, and they graphed their scores at the end of each period. I found it took less than 10 minutes to do the minute math and mark it. Students who did not finish did it in their spare time in the rest of the day and turned it in."

"I have sheets at different levels. The students must get 15 correct in one minute before moving up to the next level. I keep a master sheet showing the students and the levels. My teaching assistant marks the papers and fills in the charts."

Math Ideas

"We go on 'shape hunts'. The students bring items from home to show solid figures such as cans of food for cylinders, boxes for cubes, ice cream cones and balls. We also had a search around the school. They are excited when they find a new one! One of my students was in Michaels craft store and found lots of little wooden shapes that he brought to school."

"I enjoy teaching fractions! I don't use that word in the beginning, I call it sharing and we spend time talking about sharing fairly. Being 'fair' is very important to children.... We shared chocolate bars, fruit, pizza, etc."



More Math

"I am really interested this year in getting my Grade One students to learn conservation of numbers. I am working to get them to begin at the larger number when they add and count on, rather than beginning at 1 each time and counting a number they already know. I have found that going to the largest number on the number line helps them to see this - then they count on the smaller number of jumps. Going to the largest number also works for subtraction, of course."

How do you know?

"At the end of each math lesson, we have a 3 to 5 minute circle time. I ask the students to talk about what they did in the math session, what they learned and how they worked. I ask, 'How do you know?' We go over the basic concepts used and the students talk about their understanding of the concept and how it works. They discuss any problems they had and how the problem was solved. I believe this time is extremely valuable. If a student can explain how a concept works, you know that understanding has taken place."

"We play 'The Other Part of 100'. I have a stack of cards numbered 1 to 100, and I pull one from the stack. The students have sticks and they make the number with tens and ones groups. Then they must figure out the number that would make 100. Some students have to make the second number with sticks, but most can do it mentally. I then have them tell me how they found the answer. This really gives you a good idea of place value understanding, and the understanding of numbers to 100. I have even done this to 1000 in Grade 3 - the thought processes are very interesting!"

"I have cards with the ordinal words to 10. I give these out when it is recess time, and these ten children must get in line in this order. Each recess I give the cards to a different set of children and they like to see how quickly they can get into line."

To multiply by 9: hold your hands in front of you with your fingers spread out. For 9×3 bend your third finger down. (9×4 would be the fourth finger, etc.) You have 2 fingers to the left of the bent finger and 7 after the bent finger, and this gives you the answer of 27.

The Homework Calendars are now ready for the 2011-2012 year!

Schools across Canada are using this great resource. The children take a photocopied page home each month and 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. Parents and teachers love them! With the Homework Calendar set there is another set of blank calendars for the next school year that you can send home to remind parents of special days and events.

Homework Calendars are available for Kindergarten, Grade 1, Grade 2 and Grade 3.

Price for the hard copy booklet: \$8.95 for each grade level

Also available in PDF format and sent by e-mail \$5.95 for each grade level. Please purchase through the website.

If you are not familiar with these, e-mail Primary Success and we will send you this year's calendars which you can use for the rest of this school year - free of charge.

Mother's Day

Mother's Day Placemats

Cut out pictures from old mother's day cards or magazines. Make sure they're pictures of things Mom would like. Glue the pictures onto 12 x 18" heavy construction paper leaving room in between to draw your own. Add a special poem for Mom.

Write your name and the date at the bottom. Cover the placemat with clear contact paper.

Thumb-body Loves You

Make a card by folding paper, then have each child put his/her thumb prints on the front of the card. Make a picture out of the thumb prints. You can make them into flowers and bees, by using the thumb print as the center of the flower and the body of the bees. You can add clouds in the sky and a tree or use your imagination. Then write on the inside 'Thumb-body loves you!'

Heart Brooch

Mix:

1 cup flour

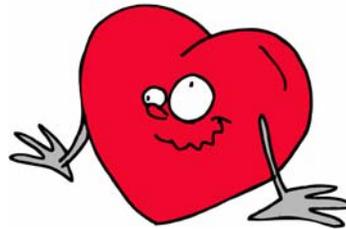
1 cup warm water

1/4 cup salt

2 teaspoons cream of tartar

1 teaspoon oil

food colouring



Mix together the flour, water, salt, cream of tartar, oil, and food colouring. Stir over medium heat until smooth. Remove from pan and knead until blended smooth. Place in plastic bag or airtight container when cooled. To make brooch(es), shape into hearts, or roll out and use a heart shaped cookie cutter. Before totally dry, press pins into backs of hearts (buy the pins at a craft store). When the hearts are totally dry, paint them.

More Ideas

"The favourite gift the child can give is something the child has made, and it is even more appreciated if there is a photo attached or as part of the gift. A photo in a student-made frame is one of the projects I do with my class and the parents love it!"

"Write Mom a letter, or do a card insert. Start with the words 'I Love You Because' then write in the reasons."

"I go to the local plant nursery before Mother's Day and buy enough little flowering plants for my class. I also get small pots. The students decorate the pots with acrylic paint. I have also had them do a drawing on paper that fits the pot and colour it - Then it is taped on the pot and then covered with contact plastic."

"I have the children complete statements: My mom is ...I love her because ...She is best at ...She does not do well at ...She is very ...She loves to....She make me ...I wish she would...She's the best because..."

To Mother

Every mouse
and bumble bee
Every bird
up in a tree
Every caterpillar
and lady bug
Loves to feel his
mother's hug
Every bear
so fat and funny
Loves his mother
more than honey
Just as woodland
creatures do
Mother that's how
I LOVE YOU!

Spring Murals and More

1. Draw huge flower shapes, birds and grass on mural paper. After it has been drawn, turn it over and draw big puzzle pieces that cover all the paper - enough for each student to get one. Number these in order and cut them out. Now each student gets a puzzle piece to colour. Paints can be used or pencil crayons (felts do not do a good job). After the pieces have been coloured in solidly, put the puzzle back together upside down, taping the pieces together. The pieces of a flower will be different colours and the general effect will be very interesting!
2. Paint huge trees on the mural paper. Crumple tissue paper squares and glue them onto the trees. Fringe green paper for grass.
3. Make huge flowers by fingerpainting large pieces of paper with bright flower colours. Start in the middle of the paper and swirl widening circles out to the outside, or begin in the centre and make lines to the edges with your fingers. When they are dry, cut out large flowers. Make flower centres with black and yellow paint, cut out shapes and glue them on. Green leaves can be fingerpainted, too.

"Make celery print flowers! Cut across a celery bunch, a couple of inches from the bottom. Dip in tempera paint, and print on paper. Use several colours. After everyone has printed one colour, wash off the celery, and print a different colour of flower. You can make other flowers by cutting peppers and dipping in the paint."

We use coffee filters to make flowers. You colour them with markers and then spray water on them. They look tie-dyed. After they are dry, we hold the centre of the back of the filter and fold the sides down (like an umbrella) and then tie the centre with a pipe-cleaner. With older grades we put two or three on top of each other and poke a pin through the centre point and then gather them together. The pin holds all layers together as you gather the centre and tie it.

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 First Grade 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.

Read Through the Year - Early Reading Level - Grade One

This binder also contains more than 50 little books to photocopy with your students. There are many holiday and seasonal books, books about the children's daily lives, favorite fairy tales, interesting stories and books to go with your themes. These books are perfect for your Guided Reading lessons. The children can all have the same book to read, and this is an inexpensive way to expand your library of guided reading material.

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.

Odds and Ends

"I have a computer file for each student. During the day I make small notes on things I see on post-its, and after school I take five minutes to put these notes into the computer files, with the date. I try to do at least two for each child each week.

This is the best thing at report card times and parent interviews! I have a record of all the important things I have noticed, and it really jells my thoughts about the child and the progress in behaviour, scholastically and in work habits.

I also write down all parent contacts, and what was said. I sometimes need to review these meetings and phone calls, and this is very handy!"

"An easy way to make sure the students have his or her name on their paper have them draw a shape beside their name before turning it in. So when you go to collect the home work tell the class to draw a happy face by their name (you can have a different shape for each day). This eliminates any nameless papers!"

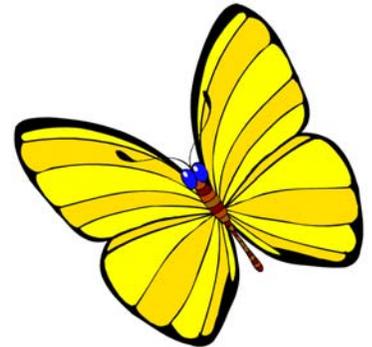
"I play classical music in quiet working times. I was surprised at how much the students like it! I play a different composer each month and we talk about his life and work. Beethoven and Mozart are the favourites!"

"I have a 'Helping Tree' on one of my tackboards near the door. There are apples on the tree with things the classroom needs or volunteer help that is needed. The parent can choose an apple, if he/she wishes, and help out in that way."

Make Big Books

"We make lots of class books each year! Some that we make are:

- Summer ABCs
- Our Field Trip
- The Pumpkin Patch
- In My Christmas Stocking
- The Mitten
- The Kissing Hand
- The Important Book
- Animal ABCs



I didn't necessarily make a big book out of each of the big things we did, but you could do a book wall where each child has a page to do in the sequence of the activity (e.g. cracking a coconut, making apple pie, etc....then they could be stapled into a book and could be signed out and taken home. At the end of the year all the books can be taken apart and each child's pages are stapled into books so each child has his or her own pages. I did that this year, and I am so happy with it. I had a parent collate the pages for me and our aide put them together.

You could do a class book on fire safety and a trip to the fire station (if you go) or a trip to the orchard or pumpkin patch, or having a Thanksgiving feast. We do all these things and they are ready-made opportunities for big books."

"Each child was given a page with just a few blanks for their information, then all student pages were stapled in one class book. This was a very useful and beneficial activity for the children were able to read them immediately and continued to read them all year."

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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"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 a terrific site with lots of interesting things to explore.

<http://mrsmcgowan.com/>

Children's storybooks on-line:

<http://www.magickeys.com/books/index.html>

Science books to read:

<http://www.msucleus.org/membership/guide/storybooks.html>

Story books for Kindergarten:

<http://www.lil-fingers.com/storybooks/index.php>

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