

The Primary Success Notebook



Primary Success Publications

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Enjoy July!

July is perhaps the one month of the year when we think the least about school and teaching. Take advantage of this, and try to use this month to relax and have fun with your family. Look after yourself and give yourself some treats - a visit to a spa, lunches with girl-friends, barbeques on the long July evenings. Read some books that you have been wanting to read but haven't had the time, get some sunshine - we do need the vitamin D - and have long naps.

You know that in August we will begin to look forward to a new class and a new group of urchins, so take July to be good to yourself. I think of the airline safety talk - if the cabin pressure drops and the oxygen masks come down we are told to put our own on before helping our children. It is sometimes difficult to take in this lesson - but do your best! Your family and your class need you to be strong and healthy.....

Jean

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About Primary Success Publications....



We are a Canadian company, based in B.C. on beautiful Vancouver Island. We have been producing resources for primary teachers since 1995. Teachers appreciate the practical easy-to-teach programs in sight reading, phonics, spelling, writing, math, science and social studies. A high percentage of our orders come from teachers or schools who are using some of our other items, and we get many new customers because teachers share their pleasure with their colleagues.

If you enjoy 'The Notebook', pass it on to your friends. They can join the e-mail list from the website and receive all the freebies, too.

Go to the website for great free booklets and ideas! Then click on 'The Notebook' link and the 'Freebies' link on the home page.

Literacy Centres

What do the students do while you teach small groups? Having literacy centres is one possible answer. Some teachers find centres difficult to manage. It is difficult to know what each student has accomplished at a centre and without supervision some students will not produce work of value. Centres can be noisy at a time when you need quiet to teach a group lesson. That being said, the teachers who model and practice the expectations at each centre before letting the children use it can find centres valuable.

"I introduce centres one at a time. This way each child knows the expectations I have about the purpose of the centre, and I teach them how to use the materials. In the beginning I limit the amount of centre materials. For example, at the writing centre I begin with only paper, pencils and wax crayons. Markers, fancy paper, etc., are added one at a time at a later date. I give the students a few exercises that they all must do first and then they can choose a centre activity. Some days I just do centres if I feel my slow workers are not getting enough choice time."

"One of my favourite Grade One centres is a simple matching game. I have the digital pictures of the students, print them onto tag and laminate them, and I have a name card for every student. They match the pictures to the name cards. It's a favourite - they still pull it out at the end of the year, but then they see how quickly they can do it."



The following centers can be modified for your grade level.

Reading Centres:

Library: Students choose books from the classroom library or leveled book boxes.

Big Books: Students choose big book stories to read - ones you have previously taught. Have them build the story using sentence strips or words.

Poetry: Using the poems you have previously taught, the students read poetry charts or collections in a book.

Partner Reading: Students choose a book at their reading level to read with a partner.

Reading the Room: Students may choose a pointer, glasses, wand, etc., and read the walls of the classroom. They may read the calendar, poems, word wall, charts and other print that may be in the classroom.

Theme Library: As you do each new theme, season, science unit, have a bookshelf in the room that is full of related books.

Tape-a-Story: Students can tape themselves reading.

Magazine Centre: Students choose magazines to look through and read.

Pocket Chart: Students may use letter cards, word cards, and sentence. Build poems and stories.

Writing Centres:

The Writing Centre: Have an assortment of writing tools and interesting paper.

Writing the Room: Students use paper on a clipboard and copy words or sentences they can read from around the classroom.

Dry Erase Boards: Students use dry erase board to practice writing letters, names and words from around the classroom.

Stamp-a-story: Students use stamps/stickers to write rebus sentences.

Write a Book: Have book forms with lines and spaces for pictures.

Word Processing: Use the computer to write a story.

Chalkboards: Use the chalkboards to practice writing letters, names and words.

Journal writing: Students write on a specific topic or write on a topic of their own choice.

Post Office: Students write letters to their friends and family and put in a mailbox.

Alphabet Centres:

Alphabuilders: Straight, curved, and half circle parts are used to make letters.

Letter Sort: sort alphabet tiles on a two part graph - letters in my name/not in my name, curves/ straight, tails/ no tails, etc.

Alphabet Sorting: Put the letters in the correct alphabet order.

Matching: Match initial consonants and pictures.



Spelling and Word Centres:

Magnetic letters/words and magnetic boards: Students manipulate letters to spell names, words, or sentences.

Name/Word sort: sort into boys names/ girls names, by number of syllables, by beginning letter, by number of letters, by number of vowels, etc.

Rainbow Writing: Students write words/letters in words in different colours.

Magazine/Newspaper Search: Students search for particular letters or words in magazines or newspapers. Cut and glue the letters/words on another piece of paper.

Word Families:: Students use fold-overs to create new words in the same family.

Building Words: Put out the letter tiles of the letters the students have learned and they build words using phonics. Then print the words on a sheet of paper.

Audio-Visual Centres:

Listening Centre: Students choose books and matching tapes to listen to stories using a tape recorder and headphones. Listen to directions given on a tape to complete a worksheet after listening to a story.

Computer Centre: Students work on the computer with games that teach phonics, spelling or reading.

Overhead: Students use clear lettered tiles, water-based pens, and other materials to practice stories, letters, names and words on the overhead projector.

Keyboarding: Learn where the letters are on the keyboard and practice typing. Practice typing names and words.

Other Centres:

Science Observation: Students examine objects or displays and then draw and record what they see.

Art Centre: Use a variety of materials to illustrate stories that have been read.

Fine Motor Centre: Have activities to improve fine motor skills: colouring books, dot to dot, write on chalkboard, nuts and bolts, use stencils or trace simple pictures, use Lite-Brite, lacing or stringing beads.

Printing Centre: Practice printing perfect letters.

Organizing Your Centres....

Centres should have a learning outcome and a method of assessing that outcome in order to be useful.

Place all the materials needed into a labeled container with a lid. When not in use put all the containers in the same place each day.

Make your centers portable by putting the materials into a plastic tub. The students pick up a tub and go elsewhere in the classroom.

Outline the space to be used for the center by using placemats, a floor mat, a desk or table, a hula hoop or other space delineation.

Model the behaviour required and the necessary outcomes.

Library Books

Do you ever find yourself bored in the summer? Here's a hobby for you! Increase your classroom library by going to yard sales and second-hand stores to look for slightly used books.

"My library has three parts. The first part has plastic book bins that are leveled. Each bin has a colour on the end, so the kids know which bin is the one for them. I put a coloured sticker on the spine and cover of each book so it is easy to make sure the books are in the right bins and the children can put them back with ease. These leveled books are used for the self-selected reading time, and most have been read by the children in guided reading. The second part has books that are not leveled. Most are too difficult for the students, but they are able to look through them and try to read. Many of these I have read to the class so the children are familiar with the stories. The third section is non-fiction. I only put out books that illustrate the theme or seasonal work that we are doing. If we are working on the rainforest theme, I put out books of places, plants and animals that live there. If we are learning community helpers, then I have a selection of books to fit."

"I sorted my library into four groups. They are not precise levels but rather very easy, moderately easy, more difficult and beyond. I do this for any grade I teach. For example, in Grade Two the books range from easy picture books to difficult chapter books. I put stickers on the books to show the level.

Then we go through the Goldilocks strategy. We talk about finding books that are not too easy or too hard, but just right. We also talk about the 'five finger rule' - open a book and begin to read a page. Raise a finger for each word you can't read. If you have five fingers up on a page, the book is too hard."

"When they feel they have mastered a level, I have them read several books to me and if they're ready they can go on to the next level. I also do running records."

"They keep their own leveled books in a bookbag. These are stored in tubs. They get their bookbags any-time they are finished their work or have free time."

"The students in my class have book boxes for silent reading time. They select these books weekly. They choose six books for their box on Friday. I stipulate that at least two of the books must be ones that they can read to me when I visit them during SSR. I record the books that they read to me on a conference sheet. Most children in my class work well with this system. Some children need to change books more often, I let them do this during recess (it usually takes just a few minutes). Some children need help selecting books, so I will help them with a few choices, but not all six. On Friday, when books are 'switched' we have a sharing time where children talk about a favourite book they had that week. I feel that this encourages other to try that book, too."

The Goldilocks Strategy

'Too Easy' books

1. The book is short .
2. The print is big.
3. You have read the book before.
4. You know all the words in the book.
5. The book has lots of pictures.



'Too Hard' books

1. The book is long.
2. The print is small.
3. There aren't many pictures in the book.
4. There are a lot of words that you can't figure out.
5. There's no one to help you if you get stuck.
6. You don't know much about this subject.

'Just Right' books

1. The book looks interesting.
2. You can figure out most of the words in the book.
3. Someone has read this book aloud to you.
4. You have read other books by this author.
5. There is someone to give you help if you need it.
6. You know something about this subject.

Language Arts Ideas

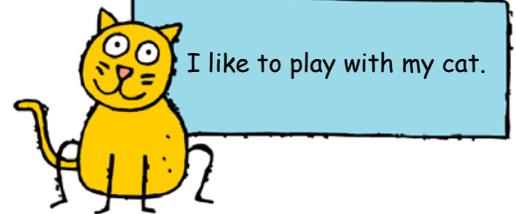
Sentence / Fluency Strips

Sentence strips (sometimes called fluency strips) are great to develop early fluency and to promote phrasing. Make sentences using the sight words you are teaching at any grade level and cut them into strips. You can use sentences or phrases from poems or stories to improve word recognition or word meaning.

Some teachers use large ones - there are strips that you can buy that are inter-lined and perhaps 36 inches long. You print the sentence on them. There are problems with these, however - they are not easy to store and as the paper is quite light they may become bent and torn easily.

Another easier idea is to make them on 8 1/2 x 11 tag. You can do them on the computer by turning the page to 'landscape' and make a table (page 10) with one column and 3 to 5 rows, filling the page. This can be adjusted as you wish. Use a primary font and print a sentence in each space, print on tag then cut them apart. These are easy to file, they fit on the child's desk or table, and the words are easier to read in phrases as the eye can take in more at one glance than in the larger sized ones - necessary for phrasing correctly.

I like to play ball.
Will you come and play with me?
I have a bat and a ball.
Let's play at my house.
Bill can come to play ball, too.



Oral Reading

"I think it is very important to have my students oral read to me every day. They oral read as part of the reading group. I have every child follow the words in the book with the finger so I can see that he/she is in the correct place. I ask one child to read, and when I want them to stop, I say, "Thank you, ____!" and then ask another child to read. As they are all following silently, the next child can just continue the story.

It is important because the oral reading focuses them on accuracy, and I can diagnose any problems. I can also listen for phrasing and fluency and watch this develop. Oral reading is a very useful skill, too. It is different than silent reading, because others are listening and the reader wants to use expression and read as a story teller would read."

Successful Writing Lessons - Grade 1

This resource has more than 100 short lessons to begin your writing sessions. They are easy to teach, practical and require little teacher preparation. They begin with simple skills and gradually increase in difficulty. These mini-lessons will greatly improve your students' writing. There are lots of reproducible sheets and a reproducible dictionary with common words and spaces for you or the child to print extra words.

Successful Writing Lessons - Grade Two

There are more than 100 short lessons to begin your writing sessions. These teach the necessary writing skills in a skill progression with lots of interesting strategies. These mini-lessons will greatly improve your students' writing. There are lots of reproducible sheets and a reproducible dictionary with common words and spaces for you or the child to print extra words.

See samples of both of these books on the website.



School-Wide Themes

Many schools use a school-wide theme as a way to build community. If the theme is general, the classes can go off in all directions still under that umbrella.

First, decide on the goals for the theme. Perhaps the school wants to improve reading or writing or fitness. There may be a wish to teach the geography of the country or connect with the Olympic Games. Once the goal is decided, then a theme can be chosen. The broader the subject, the more ways the theme can be explored.

The following ideas may be used for the whole school for the yearly theme, or as a yearly theme in a single classroom.

Changes

This is a very broad topic. It can mean changes in the students, positive changes in the school tone or academic achievement. It can mean seasonal changes, changes in weather or life cycles. There are lots of ideas to explore!

Exploration

With this could be taught maps and space. You could explore books, numbers, or your community. It can be taken in many directions. The older grades could learn about the explorers and the world.

Teamwork

This is a good theme if you wish to improve discipline in the school. Teamwork can produce good results to help learn, and to improve reading and math. Working together we can achieve great things!

The Road to Success

"Our school did this one - we made a yellow-brick road that began at the front door and went along the walls connecting all the classrooms. The teachers put good work samples up on the 'road', and examples of excellence. We had reading races, where little cars were moved along a track as books were read."

BEAR

"Be Excited About Reading! We decorated with bears and used that word for the SSR time each day. The older classes researched bears and wrote reports on the findings. Our emphasis for this year was on reading. We put aside more time each day for silent reading and reading lessons. It worked very well!"

Sailing to Success

"As we are near the ocean, we decorated with ocean scenes, animals, boats and lighthouses. We had a reading marathon, and moved whales along the hall wall to show the number of books read in each class."

Let's Soar Together

This theme can have birds and planes and also space ships as decorations.

Adventures

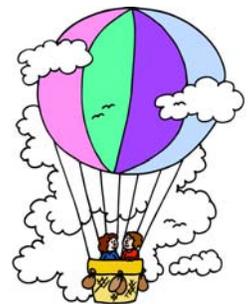
This is also a broad theme. Each class could 'go' on a different adventure - learn about the ocean or space or another country. Read adventure books and write adventure stories, too.

Our Country, Our World

Learn about your country. Do map reading. Learn about the continents and oceans. Study animals, habitats and peoples. Have e-pals from other parts of the world. This ties into many different parts of the curriculum.

Smiles

See if the school can become a happier place! Use smiley faces for awards, on newsletters and for decoration. Try to use positive discipline.



Math Ideas

Kindergarten

<http://www.barrbunch.com/mathmats.htm>

This website has lots of different math mats with different pictures. You can use them in different ways. You can cut them apart and use them for counting practice or for patterning. The children could roll a die and put counters over the squares to see who can fill the card first.

"We count 'heads' to do attendance each day. One child goes around the circle and pretends to touch each head as he/she counts. The child must make the motion as the number is said - not before or after. We practice doing this. Then when they are counting objects we talk about doing this - picking up or touching an object at exactly the same time as the number is spoken. This really helps the children who are just learning one-to-one correspondence."

"We practice making number patterns to 5 and drill the number cards so the students learn to 'see' that there are 4 things instead of counting them each time. This is hard for some kiddies but after we practice it all year they are much improved."

"As we learn each number, the children learn to print it. Some numbers need a lot of practice. We do them every day with fingers on the carpet, on the chalkboard, with different crayons and paint, and finally on lines. We do a lot of directional cues to help them know which way to go in the beginning - some go left and some go right....."

Grade One

"I like to use huge floor number lines to learn simple addition and subtraction questions. I have the students use the same words each time they do a question..... 'Stand on the first number..... Jump the second number.'" Once they understand that and the concept of reversing addends to get the same result, we change the words a bit - 'Stand on the biggest number Jump the smaller number.'" By this time they can see that it is easier to do this, especially in a question like $1 + 5 = \underline{\quad}$. I find that if the children really understand this, the number facts are learned much easier."

Teach 'equals' with a balance scale. Try balancing different classroom objects. Instead of saying, "Does it balance?" ask, "Is it equal?" after explaining that equal means 'the same'. Then use classroom blocks. Get the concept that $1 = 1$ and if you add another to one side it is no longer equal. Give the children balancing scales and one person makes an unequal pattern on the scale and the other makes it equal. Have the children talk about what they are doing to make the pattern equal.

Grade Two

Teach the clue words for addition: sum, total, in all

Teach the clue words for subtraction: difference, how much/many more, left

Do lots of problem solving. Teach the students the steps involved in answering a problem.

- What facts have we been given?
- What do we want to know?
- What will we do to find the answer?
- Give the equation.
- Put the answer in a sentence, orally

Teach the Grade Twos all the addition and subtraction 'tricks' (there is a freebie called 'Math Facts Are Easy! - If you don't have it, just ask!

More Math

Grade Three

"To begin the idea of rounding numbers, I draw a mountain on a chart. Zeros go at the left and right base of the mountain and 5 at the top of the mountain. I then write the numbers 1 - 4 up the left side of the mountain and 6 - 9 on the right side of the mountain. I have a toy car and pretend to drive it up the mountain. This car does not have good brakes! If I stop on the 1, 2, 3, or 4 to admire the view, the car will roll back to the zero on the left side of the mountain. Sometimes the car goes over the hill and I try to stop on 6, 7, 8, or 9 - and because the brakes won't hold it rolls to the zero on the right. When I stop on the 5 the car wants to go forward so it rolls to the right side.



Then..... we round numbers to 100 to the nearest 10, thinking about the mountain and the little car. Ones numbers 1 - 4 we roll back, 5 - 9 we roll forward to the next ten."

"This is an idea I use to show one thousand. Take your class on a walk to gather pebbles, autumn leaves or dandelions. Ask each child to gather ten of the item at a time. Place the bunches of ten on the ground until you have ten rows of ten bunches each. Beginning at one end of a row, have one person pick up and group the bunches in that row as the rest of the class count by tens. For each row, repeat the process until you have ten piles of one hundred items. Then, pile by pile, put them into a giant pile as you count by hundreds to one thousand!"

Let's Make Graphs!

Make a magnetic graphing board:

Flat rectangular oil drip pan - the big ones (for cars) approximately 3'x5'. (inexpensive at Wal-Mart)

Clear contact paper

Clean frozen juice can lids (one for each student and the teacher)

Coloured construction paper (preferably a light colour)

Two rolls of stick-on strip magnets or other magnets that have a sticky back.

Sentence strips

Teacher Tac

Cover the oil pan with the clear contact paper. Draw a simple grid. Six rows going horizontally works great. Leave about three or four inches open at one end to write in the answers to the questions. I left the right end open. This allows 14 votes in any one row. Clean the 2 1/2 inches in diameter juice can lids and cut circles to fit inside the lids. Prepare the juice lids by attaching the magnets before giving them to the children. Have the children draw their faces (and their name inside the bottom arch) to make it special identification badge. At the beginning of every day, post a graphing question. Write it on a sentence strip or other paper and use teacher tac to attach it on the top of the graph board. Either first thing in the morning or when the children have an extra minute they move their face (juice lid) to place their vote. Take time to talk about the choices that everyone made.

"Make 'Human Graphs!' The children become the graph. We use the floor tiles as boxes to stand in and do vertical and horizontal graphs on lots of topics. Or use the floor tiles by putting a name or an object in each.

A Math Wall

"I have done a math wall in Grade Two and Three. I don't have it in alphabetical order, but add concepts and vocabulary after they have been taught. I put up the processes, too - like adding with regrouping or rounding and estimating. I just put a small sample of the process - something to remind the kids of what they have learned. The words are used in their math journals, too, so the spelling is important.

A Class Handbook

A class handbook can be done with the ABCs! Find a word or words for each letter that are suitable for the information you wish your parents to have.

THE ABC'S OF GRADE ____!

A - Agenda The agenda book will be required to be taken home every day and brought back the next day. The front of the agenda contains a plastic bag which will contain unfinished work to be completed, notes from us, spelling tests, notes from the school etc. Please check it and empty it every night. The rest of the agenda contains information that you will need to know about the school.

- Absence If your child will be absent, please call the office (Phone #) and inform us of the reason for it.
- Attendance Regular attendance is important to a successful school year.
- Arrival and Dismissal

B - Book Orders A Scholastic book order form will be sent home once a month. If you wish to buy books, please return the form with a cheque made out to Scholastic books within a week of receiving the order form.

- Backpacks They help your child carry books, messages and information to and from school, you are asked to provide a backpack.

- Birthdays

- Breakfast Please ensure that your child has eaten a healthy breakfast. Children need this energy to learn.

C - Clean We do a lot of different activities that may become messy. Please don't send your child in clothes that shouldn't get dirty. A paint shirt helps too - preferably send one with short sleeves as long sleeves fall into the paint (an old adult-shirt is good).

D - Discipline The school rules are - be respectful (to everyone and everything), be responsible (for his/her own actions/progress), be ready (on time, with all required materials). Grade1's also need to listen and do their best.

E - Envelopes When sending money (cash or cheque) to school, please put it in a sealed envelope labeled with your child's name, what the money is for, and the teacher's name. This insures all the money gets to school and we know what to do with it.

- E-mail You may reach me at my e-mail address which I check each day.

- Emergency Closings If schools are closed for a snow day or any emergency, radio station _____ or the local TV stations (Channels _____) will make an announcement, generally by 7:00 A.M.

F - Field Trips We go on one or two field trips every year.

- Fire drills These are held once each month.

G - Gym Classes will be held on Tuesday and Thursday. Girls should be wearing pants on those 2 days. Your child will also need runners for the gym. Since your child needs indoor and outdoor shoes, the indoor shoes should be runners.

H - Hours of school School begins at Lunch time is School is over at

- Health Please let me know of special circumstances which may affect your child. These could include medication, allergies or other conditions.

- Home Reading Discuss your home reading program.

- Homework - We expect that the children will read at home each night. Other homework may include work not completed in class, learning spelling words, doing math drill sheets, etc.

I - Illness Any medication your child needs will be given in the office and must be brought with a note giving detailed instructions as to how and when to administer.

- Inside days Children will be allowed to stay indoors in inclement weather.

- Inside shoes These shoes are kept at school. Please try to have shoes that your child can easily put on with velcro fasteners.

J - Juice, Water, Snacks Each day we will have a scheduled 5 minute snack time before our morning recess. Please send a small nutritious snack with your child (a piece of fruit, granola bar, small yogurt, cheese and



Class Handbook, continued....

crackers, carrot sticks, celery etc.). Try to send things that are easy to open and not messy. Also, send a water bottle - preferably one that will not spill.

- Journals We will do Journals several times each week where the children write about the things they are doing through the days.

K - Kindness Students in our classroom are encouraged and expected to treat everyone with kindness and respect. Bothering others, bullying and interrupting learning will not be permitted.

L - Library A library period will be given on Fridays. Books will need to be returned every Friday.

- Lunches We eat lunches in the classroom. Please send nutritious lunches.

M - Music We learn many songs through the year. Ask your child to sing them to you!

- Milk sales The school sells milk and juice for lunch for 5 days each week.

N - No toys No toys are allowed at school.

- Newsletters A weekly newsletter will be sent home to keep you informed of our activities.

O - Outdoor time We have two recess times each day. Most of the time the children are outside and should be dressed for the weather.

P - Portfolios We are creating a portfolio of work for each student which will be sent home on a monthly basis.

- Parent Interviews - Parent/teacher interviews will be held in November and March.

- Parties We will have class parties for Halloween and Valentines Day.

Q - Questions Anytime you have a concern or question, you may contact us by writing in the agenda or phoning the school at _____ from to (a.m./p.m.) or e-mailing me at

R - Report Cards Report cards will be sent home in November, March and June.

- Recess All children are expected to go outdoors at recess unless the weather is inclement.

- Room Parent

S - Special Day Each student will have a special day on a rotational basis - approximately one day every month. For September, each child will get a paper bag labeled "Me in a Bag". Place 3 or 4 items in the bag which tell about your child - pictures or small toys or ornaments. Your child will discuss each item and how it relates to him.

- Spelling tests - Spelling will start in October. 5 words will be sent home each week and a test given on Fridays.

- Show and tell Your child will have one special day each week to bring something to share. No toys, please!

- Supplies You will be notified when your child is running short of supplies and you will be asked to replenish these as promptly as possible.

T - Tooth and Birthday Book Bags The Lost Tooth and Birthday bags celebrate those special days. Your child will get a Birthday book bag at the time of his birthday. If your child's birthday is in the summer, we'll have a special time to send the bag home. The Lost Tooth bag is, of course, given when your child loses a tooth. Each bag contains books to read and a journal to write in about the experience of losing a tooth or having a birthday.

U - Units of study The monthly newsletter will explain what will be taught in the major subjects that month.

V - Volunteers For those of you who wish to volunteer, please fill in the form in this newsletter and we will set up a schedule. We also use volunteers on special days (Hallowe'en, last day before Christmas ...)

- Visitors All visitors to the school must check in to the school office.

W - Words Every day, we'll be teaching and reinforcing the basic sight words for reading and spelling. 5 sight words will be written in your child's agenda each week. Please practice them with your child.

- Website Our class has a website at

- Wish List Our class has a wish list of things we need or can use in the classroom. Some may be purchased and some are recycled things. These will be in the weekly newsletter.

X - An eXtra set of clothes It is very important that you send an extra set of clothes in case of an accident.

Y - You You are your child's most important teacher! Encourage their education by working with us and forming a positive relationship.

Z - ZZZzzz's: Make sure that your child gets plenty of rest. Setting and keeping a bedtime is a wonderful gift you can give your child. It will help them be ready to learn and alert every day.



Computer Ideas

Making Tables

Tables can be used for your planbook, for making flashcards easily, and for making class lists and mark sheets to print and put in a binder. Here's how:

Open Word or Office. Go under 'Table' and then to 'Insert Table'.

It will ask the number of columns and the number of rows. Click on OK.

You can also choose the Table AutoFormat to make different looking tables.

You can move any line in the table by putting the cursor on it and clicking when you see two little lines. Hold down the cursor and move the line.

Change the number of rows or columns by putting your cursor on the table beside what you want done, clicking on 'Table' and then go to 'Insert' or 'Delete' and then to the row or column, before or after.

Change the font and font size as you would in Word, highlighting the entire table first. Center the print. Print in the desired cell and use the tab to move from cell to cell if you wish.

To make flashcards, pull the corner of the table until it completely fills the page, and test the large font size and how many cards you want on the page. You may want the page in 'landscape' rather than 'portrait' - change it under 'File' and then 'Page Setup'.

Before you begin to write anything in a completed table, do a 'Save as...' and then write in the new one. This way you will always have the template

my	the
go	to
street	park
house	car

Using Databases

Databases are very useful! Microsoft Works has a simple one. Open a blank database, and it will ask you how many fields you want. A field is a column of data - it could be student names, addresses, age or birthdays, marks in a test or practice sheet, etc. One column holds information on one subject. Keep adding fields - you can name the fields before clicking on 'add'.

Now you can add information in each of the cells. For example, you can put the students' first names in the first field and the family name in the second, their birthdays in the third, addresses in the fourth, etc. You don't have to enter things in any order. Now you can sort the data by going above to 'Record', and click on 'Sort Records'. Put the field name or number in the order of importance. If you have first names in one field and last names in a second field, you can put the names in alphabetical order by first or last names, by telling this box which is the top priority. Items can be sorted by whatever field you wish.

If you enter test results, you can sort the records to put the students in order of rank.

If you have Excel Databases, you have a lot more options. With this program you do not have to add fields as they are already set up, and you can simply highlight and put the field names at the top of the columns.

NEW! Successful Art Lessons

This new book will be available in the late summer of 2011. It is suitable for all primary grades K to 3, with a wide range of skills. The book has chapters on line, shapes, drawing, colour, pattern, modelling, print making, Canadian (and other) artists and more - and uses a wide variety of mediums. There are photos of the lesson ideas and lots of suggestions to add interest.



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

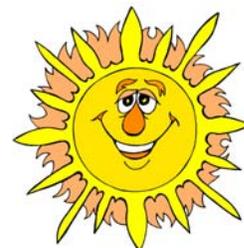
These binders each have more than 50 little books for you to photocopy for your students. These little books match the lessons in Successful Sight Reading - Part 1, 2 and 3. These will give your children the extra reading practice that they need, and the little books are fun, too!

"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

<http://www.bbc.co.uk/schools/>

Explore the BBC site. There are lots of activities in reading, math and more. Many are games for your students - a safe interesting place. Look under 'Find Content...'

<http://hill.troy.k12.mi.us/staff/bnewingham/myweb3/>

This is a good teacher's website...

This is a very large site. Perhaps in the summer when you have time you could explore all the goodies!

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

Primary Success Publications

4971 Fillinger Cres.

Nanaimo, BC V9V 1J1

E-mail:

primarysuccess@shaw.ca

Website:

<http://www.primarysuccess.ca>



Phone:

1-800-758-0889

Fax:

1-250-758-2661