

The Primary Success Notebook



From Primary Success Publications

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It Is Time To Plan!

Inside

Before School Begins	2-3
Class Management	10
First Day	4
Getting to Know You	9
Library Books	6
Math	7-8
Odds and Ends	11
Print	5

Suddenly it is August! Where has the summer gone? I hope you have taken time for yourself so that you are feeling less stressed and refreshed.

August is the time when primary teachers begin to think about the new year ahead, especially if you are changing grades. It is time to research new ideas to use in your classroom, and new ways of doing some of the necessary things. We also begin to get excited about beginning fresh with different children and new faces. It is wonderful that our jobs have this renewal and anticipation each year!

As it is a new year, make some resolutions. Every teacher can improve and make the learning better for the children. Try some new things in your reading and math programs, improve your science program or teach more PE to improve the fitness of your students. If your organizational skills can be improved, work on this. Every year these things should be a higher quality!

Enjoy the rest of your holiday! Let's hope it warms up (here on the west coast) and cools down (in central/eastern Canada).....

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, social studies and more. 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! Click on 'The Notebook' link and the 'Freebies' link on the home page.



Before School Begins

Setting up the physical classroom:

1. Think where the teacher's desk will go (if you have one). Most teachers prefer it at the back or side of the classroom, with clear room to approach it. Many teachers have bookshelves for curriculum guides, etc., near the desk, and a computer for your use either on the desk or nearby. If you have a computer, consider electrical outlets, cords, etc. Organize things on the top of the desk so it will stay tidy.

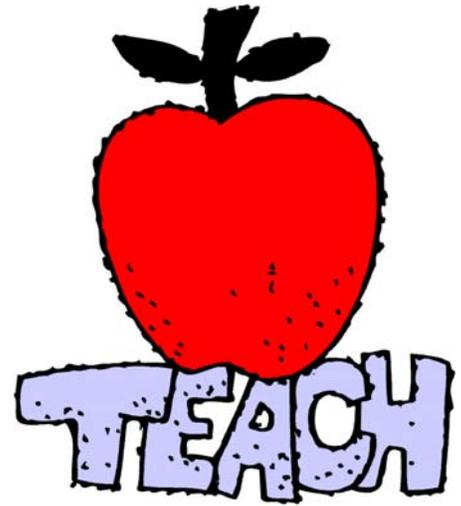
2. How will your children be seated? Desks or tables can be placed in groups of 2, 4 or more, or placed individually. Once you have found a seating arrangement that works well, you can place small bits of tape on the carpet or floor under the table legs. This way the students can easily put the tables or desks back in this ideal position accurately. If you have a lino floor, you can make small spots with white-out or other washable marker to show the leg positions.

3. If you have tables in the classroom, make sure they have a distinct purpose. Tables that don't have a specific purpose collect papers and books and impede traffic.

4. All Kindergarten and Grade One classrooms, and most Grade Two and Three rooms have a meeting area. You will likely use this for morning calendar activities. You will either use this same area for group lessons or have another area with either chalk board (or white board) access and a chart paper stand.

5. Plan your library area. Will you be able to display the covers of a number of books to lure students into reading them? Is there a place to sit and read? Are your bookcases adequate and attractive?

6. Consider the traffic - where will the students walk to get to the meeting area? Where will they line up to leave the classroom? Is the path clear to the coat area? How will they walk to get to the class library?



Decorating your room:

1. You will want a word wall. This must be seen clearly from every desk. If the distance from the desks is great, the words must be made larger. Do not laminate the words as there can be glare, and do not print the words on dark coloured paper.

2. As you decorate your home so that you live in a pleasant space, decorate your classroom pleasantly. You will spend more time there than in your own living room, so make sure it is attractive! Do not under-decorate or over-decorate. The decorations should be relevant to the students. Put charts, pictures, alphabet, numbers, etc. up in an orderly way. Plants and/or fresh flowers add a pleasant touch, just as they do at home.

Organizing your teaching 'stuff':

1. Put all books and teachers' materials that you will not be using frequently out of sight.

2. Many teachers fill plastic tubs with the things needed for each month. The ones that are not being used can be kept at your home or in another part of the school if you do not have out of sight storage.

3. Be tidy! Keep the top of your desk free so it can be used for doing your work.

4. If you are susceptible to piles of paper that need to be filed, put a plastic tub under your desk or other inconspicuous place and put the filing into it. Do the filing at least once a month.

Know your rules and routines:

Make a list of all the rules and routines you will need in your classroom. You will need to know how you are going to handle children moving around the classroom, drinks, restroom visits, passing/collecting papers, lining up, fire drills, computer use, etc. You must have routines and rules for handling supplies, sharpening pencils, using rulers and glue, turning in finished work and many more. Especially in Kindergarten and Grade

One these must be taught thoroughly, modelled and practiced. In Grade Two and Three these expectations must be clear and thoroughly understood. Don't make any rule/routine you are not prepared to enforce or re-teach each and every time it is broken.



The First Week

1. Have your Dayplan Book done thoroughly for the first week or more. Have lots to do – more than you think you will possibly need. Your students will either do far more than you think they will or much less.
2. Do all photocopying, make flashcards, and have everything ready.

Name Tags:

"I laminate my name tags. I have a primary font program on my computer (with lines and an inter-line) and I typed each child's name on their desk nametag. They look much neater this way!"

"I made my own desk tags (we call them license plates!) on the computer and printed them on coloured construction paper. They each had the student's name, a number line and the alphabet. I covered them on both sides with clear contact plastic. Then I put a piece of Velcro tape on the back and the matching piece on the table. That way, the tag stayed put but when the students changed desks they could take the tag with them. The velcro comes off with a little Goo Gone."

NOTE: I have a very old font that I have used for maybe 12 years for primary things. It comes from back in the 1990s! I have no idea where I got it - but it is the best I have found - simple and almost proportioned correctly. (There are so many that are really bad.....) The only thing wrong is that it does not put the lines top and bottom on a capital 'I'. It comes plain and with the lines - a dotted centre line. It also comes on lines with a dotted letter outline - good for Kindergarten and early Grade One. I like the spacing of the letters and words. I would be happy to send these to you by e-mail. It may have an 'install' button at the top when you open the file - if not, you can manually put it into your fonts - which you will find in the control panel for PCs - slide the file in or cut and paste it. This probably won't work on a MAC, but you are welcome to try! E-mail me to ask for these Jean

It looks like this, or can look like this or it can look like this.

By the way, you fill the lines in the spaces between the words with a forward slash.....

The First Day

The first day in Grade One

"We discuss the school and classroom rules and talk about being safe and being good friends to one another. We go on a tour of the classroom and I read all the charts and poems. (We will do this every day until all the students have memorized the words and the charts and poems can be used for 'read the room'.) We tour the school.

We begin to enforce the routines on the first day, too. They need to be repeated and repeated and practiced until the students do them automatically.

I begin my phonics program on the first day by teaching the letter A. We talk about the letter name and the letter sound. The children practice making the letter - lower and upper case - on the individual white boards. We brainstorm words that begin with the /a/ sound. We do a chart with the words 'I' and 'am', and the children fill in a paper with their names - 'I am ____.' and draw a picture of themselves. We read this over and over, and they touch each word as they read.

I have the children play with the math manipulatives, and I go around and ask each one to count a group of manipulatives. This gives me an idea of who will need help with this.

I read a couple of books, too. This is a full day of things to do, and the students feel that Grade One is serious and that they have done lots of work! I make notes of the things I see - my first idea of their abilities."

Take digital pictures:

On the first day, take digital pictures of your students. For Kindergarten or Grade One children, print each picture with the student's name below on 8 1/2 x 11 paper. (You could also take a picture of each child holding his/her name.) You can print them in black and white, if you feel colour is too expensive. Glue each picture to a larger sheet of paper.) Bind these together into a book. The kids will love looking through it and learning the names of their classmates.

For Grade Two and Three students, take the photos and have them write several sentences about themselves. You could type these sentences below the photos and print them. Again, bind them into a book that all the students will treasure.

A school tour

We do this in the morning on the first day of school. I take my class on a tour. I have done this in Kindergarten and in Grade Two, so it adapts to any grade level. In Kindergarten I invited the parents to join us.

We began by visiting the office to meet the secretary and the principal. I took a digital picture of each person. Each person we met said a few words about their job and the children asked questions. Then we went to the library and met the librarian, to the computer lab and met the teacher there. When the students had different teachers for PE or music, we went to meet them.

Then we visited the gym, the playground and even the bathrooms!

During lunch hour I downloaded the pictures, put each onto a simple outline of a school. The older students had a sentence or two with each picture, and the younger ones had a word or two. Then I printed them in black and white. I photocopied them and we made a shape book, with a page for each place we visited.



Environmental Print

This is a great way to introduce reading in Kindergarten and Grade One! Environmental print is the print we see all around us - the print on commercial signs, street signs, labels and products we use everyday, etc. Displaying environmental print in the classroom helps children feel successful 'reading' at an early age. Some examples are: the stop sign at the corner, a sign on a neighborhood gas station or grocery store, the wrapper on a favourite candy bar or snack food, box of a favorite cereal, the label on jar of peanut butter, an 'EXIT' sign, restaurant names, toothpaste, etc.

Ideas for using environmental print:

"I try to find items or labels for each letter of the alphabet. (A-apple juice, B-Burger King, C- Coca Cola, etc.) I have the children to bring in items for each letter to review the alphabet and the sounds. We make a Big Book out of using environmental print items."

"Make a bulletin board of environmental print. Have each letter of the alphabet and the environmental print below. This could be a joint project with several classes participating. We continued to add to it throughout the first weeks of school. We just put labels that the children can read up on the board and the kids loved to use this during the 'read the room' times."

Teaching Printing

"I have my kids practice making their letters in a word almost touch, and put a 'finger space' between words."

"We started calling the printing spaces spaghetti and meatballs. Spaghetti spaces are the spacing in between each letter in a word (very thin spaces) and the meatball spaces are the big spaces between each word. We practice this concept during our morning message where we squish the letters in a word together and then, in between words, a student comes up, makes a meatball space (fist) and places it next to the word so the writer knows where to start the new word. This works great!"

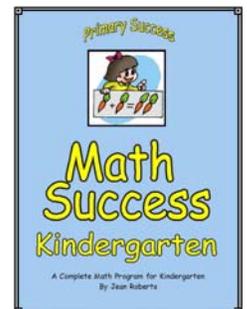
"I make my own spacemen with the wide tongue depressors. I now use the coloured wide sticks available at Walmart, Michael's, etc. I draw a smiley face and use wiggly eyes. It's a great idea and so easy to make."

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!

Now there are Word Problem books for your students that can accompany the Math Success program or other program.



"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!"

Library 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."

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.

"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 anytime they are finished their work or have free time."

Primary Success Publications Art Books

Art Through the Year

Here are hundreds of great primary art ideas and activities! This book contains art ideas for Autumn, Halloween, Christmas, Winter, Valentines, Spring and Easter; and Thanksgiving, Remembrance Day, Groundhog Day and St. Patrick's Day, too. Your children will have fun doing the wonderful projects. This is a great collection!

NEW!! Successful Art Lessons

This new book 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.

Math - What's Important?

Kindergarten

You will have a wide range of skills, even on the first day of Kindergarten! Some of your little dears may be rote counting to 100 and counting many objects accurately - and some may not be counting to 10 or counting objects accurately at all. You will have children who can visualize up to four or five things and others that can't 'see' that there are even two blocks without counting. Some children will have an interest in numbers and others may have no apparent interest.

By the end of Kindergarten it is important that all of your kiddies have fluent use of the numbers to 10. That does not mean addition and subtraction - although many of your students will do that - but your students should be able to group numbers and recognize what a group of four (for example) looks like. They should be able to count forward and backwards to 10, and be able to 'go on' from a number - if you say '6', they should be able to say '7, 8, 9, 10'. The children should recognize the numbers to 10 and be able to print them correctly (top to bottom), and be able to accurately count up to 10 objects, using one-to-one correspondence.

Grade One

The most important thing the children should learn in Grade One is a complete understanding of the numbers to 10. By the end of the year the children should have a thorough understanding of addition and subtraction to 10 and be able to manipulate the numbers. The curriculum wants you to teach addition and subtraction to 18 - but this can be done more easily in Grade Two if your students aren't ready for it. They should also have an understanding of place value to 100, and be able to count objects to 100, making groups of 10.

They should understand that adding $4 + 5$ is the same as $5 + 4$. They should understand that when they add $2 + 8$ it is easier to think of it as $8 + 2$. Then they should not have to count out the 8 as they know that they already have that many. This is called 'conservation of number'. Without this the child does not have a true understanding.

Because the Grade Two math curriculum is built on the understanding and the working knowledge of the number facts to 10, it is important that the students have memorized these addition and subtraction facts after complete understanding, and are able to work quickly with them. With a good understanding of place value to 100, your students will do well in Grade Two math.

Grade Two

Grade Two students must learn to manipulate numbers to 18. As addition and subtraction with re-grouping is taught here, the memorization of the number facts to 18 is a basic necessity. The students should be able to see number relationships and be able to visualize changes in number groupings. For example, they should understand the relationships between 3 numbers - 7, 8 and 15 have addition and subtraction relationships. They should be able to see that if $6 + 6 = 12$, then $6 + 7 = 13$. They should understand subtraction as 'take away' and the 'difference between' and use the easiest method on a given question. They should be able to manipulate numbers: $8 + 6 = 8 + (2 + 4) = (8 + 2) + 4 = 10 + 4 = 14$ and $15 - 7 = (10 + 5) - 7 = (10 - 7) + 5 = 3 + 5 = 8$ Or.... have other strategies to find the answer quickly.

By the end of the year Grade Two students need to have memorized the number facts to 18 or have a strategy to find the answers immediately. They learn to add and subtract two and three digit numbers.

Grade Three

Grade Three students will now use these number facts and strategies to do more difficult questions. In this year they need to learn about multiplication and division, and have most of these number facts memorized for the more difficult work in the intermediate grades. If the students can understand numbers well enough to manipulate them to find answers, and have the basic facts memorized, the primary teachers will have succeeded!

Math Ideas

Math in the Opening Exercises

"We put in the number of the days in school and discuss the place value by adding one straw to the total. We talk about today's date and say it - 'Today is Thursday, September 18, 2011.' Then we write it as 18/09/11. We learn the days of the week and the months of the year. We do several questions about the calendar: What will be the date in 5 days? How many days until Peter's birthday? Then we chart money daily by adding a penny, changing to nickels and dimes when possible, with the days in school total. We know that there will be 180 days in school this year, so we find out how many days we have left. We use the calendar date and make equations equaling it. The students can make equations as complicated as they are able to do. We count by 5s, 10s and 2s in Grade One. In Grade Two we count by 3s and 4s, too."

Simple Addition Practice

Here are some easy ideas for students to practice addition:

- Have egg cartons with numbers 0 to 5 printed in the bottom of the cups. Put two beans in the egg carton and shake it, open and write a number sentence using the numbers where the beans have landed.
- Use playing cards with the face cards removed. Use the numbers Ace (one) to 5 for Grade One, and to 9 for Grade Two students. Turn over two cards and write the number sentence.
- Use dice and add the total. This can be done when playing Chutes and Ladders.
- Use dice and add the total outdoors on the playground - have two children together - one with the dice and the other the player. Begin with backs to a fence and take the number of steps that are rolled on the dice.
- Play addition war. Two players each turn over two cards each at the same time. The player with highest total takes all four cards.



One-To-One Correspondence

Sometimes we assume that all our children can do this - and then find that a few children are really having problems with manipulatives. Every morning have one child count the boys, the girls, and the children at school today - have him go around the circle touching each person as he counts (emphasize this), and remembering himself, of course. Take egg cartons, and print a number in each pocket with a felt pen - 0 to 10 in mixed order and with each egg carton different than the others. The children can go in pairs. One child puts the correct number of beans in each pocket, and the other child takes them out as a check. Do estimation jars, and have children count the objects. Watch the counting to make sure it is accurate.

If a child is having difficulty, have him drop rocks into a can. The sound adds another modality

. Have the children tell one another what they are doing as they count with one-to-one correspondence.

Homework Calendars for 2011 - 2012

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.

Getting To Know You

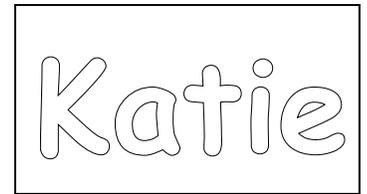
Fun With Names

"I read the Kevin Henkes book, 'Chrysanthemum'. We talk about names. Who has the longest name in the class? Who has the shortest name? How many letters are in your name? We graph the number of letters in the names. Then we decorate our names on bubble letters."

"I like to give each of my students their name in bubble letters. I have it set up on my computer, so if I have unexpected students on the first morning, I can easily print off the names. Here's how I do it:

Open Word, and choose a font. I like Comic Sans and I also have a primary font that I like - but any font that has the simple primary a and g will do. Turn the page to 'Landscape'. I print the name and make the font size as large as possible - usually between 200 and 300. Then go under 'Format' to 'Font' and then down and check the square in front of 'Outline'. This makes the bubble letters. I print them off, and have the children colour them. When I taught Grade Two, I had the kids colour them in fantastic ways, cut them out, too, and assemble them again slightly overlapped from top to bottom - but early Grade One kids are not usually that good at cutting!

I cut out the name shapes (after school) and make a bulletin board of them."



"In my Kindergarten class I have lots of die-cut letters in different colours. The kids pick out the letters in their names and then glue them together vertically, just barely overlapping. This is interesting, as I can soon see who knows how to spell the name, who can read but not spell it and who does not know the letters at all. When they are assembled, I laminate them and then they are hung from the ceiling."

"On the first day of school, I read 'The Important Book', by Margaret Wise Brown. It's a fun, repetitive book that tells the important thing about many things. We talk about the format, and re-read, the kids helping to 'read' the pages. Then I give the children a page format with 'The important thing about (name) is' and they complete it with a picture above the words. Then we do the last page, which is: But, the most important thing about our class is We brainstorm all the ideas why our class is so important, and then vote on the favourite. We put the book together and put it in the classroom library."

"I love to start the new year with activities that introduce and reinforce the children's names. I took the idea of who stole the cookie from the cookie jar and changed it to three other activities.

1. Who took (I like that word better than stole) the cookie from the cookie jar?

I made paper cookies with each child's name on it, my name on one and cookie monster's name on another. We play the game with cookie monster's name coming up last.

2. Who took the pencil from the pencil can? Same idea but with paper pencils.

3. Who took the crayon from the crayon box? Again the same idea but with paper crayons.



"I also put each child's name up on the word wall. These are the first words to go up. We play 'I Spy' and 'Read My Mind' with the names. By the second week of school most of the children are very familiar and comfortable with everyone's name in the class.

Class Management

Heather's Tips

I give every child a number. I have my record keeping binder with dividers in it and used to write new name tags each year, and put new names on a folder I keep for work samples and... What a lot of work! I memorize their numbers quite quickly - and the students are even faster than I am. On a field trip, my daughter's teacher had them line up 'in their number order' and then count off so he could easily tell if everyone was there - no need to dig out the class list from the bottom of your back pack.

Use a yellow highlighter pen to mark your 'original' copy of worksheets etc. When I do this, I almost never hand out my original (and if I do the child who receives it almost always notices) - when I don't - I almost always lose it. Just take the yellow highlighter and make a scribble across it. It does not show up in any copies you make.

Barb's Tips

This is my version of a math kit: each child has a little white board, wipe off pen and polar fleece eraser, 2 dice, 10 digit cards 0 - 9, a paper number line, a film canister with lima beans that have been painted on one side in it, a small cardboard clock (that they make when we do a unit on time).

I also have a tub with little tiny containers of playdough. At the beginning of the year we use these a lot in math....We play 'pancake'...everyone rolls up their playdough and then we say "1,2,3 pancake!" at which time the kids smack their playdough onto their desk. I then say "show me 3" and they poke three holes in their pancake and I quickly walk around and see who actually has 3. It's amazing how many of the kids don't! It's also interesting to see how they choose to make bigger numbers like 8. We talk about how it's easier to count when you make it in groups of 2 as opposed to just poking 8 random spots in the playdough. Sometimes we walk around and see how everyone else makes a number. If I ask for 10, for example, some kids make it in two rows of 5, others make two sets of 5 like on a pair of dice, others make 10 dots in a row and others do random patterns. We talk about which they find easier to quickly count.

Cathy's Tips

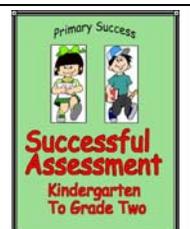
Always make extra copies of any workbooks or work pages you create. This way when a new student arrives in your class you can easily find work for them to do. If there is no need to use those extra copies I have given them to some of my students who would benefit from extra practice at home.

Have a bin for students who are absent. Copies of all work that is handed out during the day goes into the bin. This way if a parent calls for homework you can find items easily.

If your school uses agendas - something I do every Monday is type a message on a large sticker (I buy the sheets with 6 stickers per page). I put the sticker in the agenda with upcoming events, special news or reminders. It saves class time instead of having the students copy notes into their agendas every morning.

Successful Assessment - Kindergarten to Grade Two

There are tests and assessments for math, reading, phonics, spelling, and other subjects. This binder includes assessment check lists, screening sheets, running record sheets, writing standards, and more. There are report card comments and sample interim report cards. This is a very useful resource!



Odds and Ends.....

"I mail one piece of a 25 piece puzzle to each child on my class list. I buy two identical puzzles in case someone forgets to return the piece. I number the pieces first so we know if any are missing. I send the piece home with this little poem.

On the first day we complete the puzzle. "See how we fit together? One student missing would ruin the picture!", etc. This is the first step to building community in the classroom."

My name is _____,
I'll be your teacher soon.
I can't wait to meet you,
And show you our new room!

There's so much to learn in grade ____,
We've lots of great things to do,
It is going to be a very special year,
For an awesome child like you!!

Love, _____

Have a list of items that the parents can bring or do that will help the classroom. many parents are willing and able - even eager - to help, and you should be prepared with a list. Some teachers make a small bulletin board near the door with an apple tree - each apple has a suggestion of ways to help. "Pick an Apple!" Here are some favourite ideas:

- Ziplock bags in different sizes
- Kleenex
- Books for the classroom
- Stickers
- Crayons, markers, fancy pencils for rewards, etc.
- Box of 'popsicle' craft sticks
- Coloured paper
- Plastic containers (specify the kinds - baby-wipes containers, margarine, etc.)
- Art supplies - cardboard roles from Christmas paper or aluminium foil, egg cartons, etc. Small foam shapes are great for sorting.



Popular Primary Success Resources!

Read Through the Year - Emergent Level - Kindergarten - There are more than 50 little books to photocopy for your emergent readers. These are suitable for Kindergarten and beginning Grade One students. Most of the books are predictable or can be read through picture cues. There are many holiday and seasonal books, alphabet and number books, and more. There is a teacher's guide and a worksheet or exercise to accompany each book.

Read Through the Year - Early Reading Level - Grade One - This binder also contains more than 50 little books to photocopy. 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.

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 exercises, classroom breaks and games for recess. This book is suitable for teachers from Kindergarten to Grade Three.

Successful Science Lessons Teachers are loving the books of lessons for Grade One and Grade Two. Everything is laid out in sequence, so your preparation is minimal. Look on our website for sample units.

Successful Social Studies The books for Kindergarten, Grade One and Grade Two are very popular! The sequential lessons follow the curriculum and have great lessons and follow-up sheets for the students - and lots of ideas to add even more interest. Look on our website for sample units.

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 P.S.P. website.

Successful Sight Reading - Part One / Part Two / Part Three / Part Four

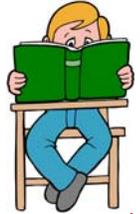
This program is very popular and is being used with great success, both in the classroom and in Learning Assistance rooms with students who have difficulties with early reading. The Successful Sight Reading books have daily lesson plans, with lots of teaching strategies and practice sheets. It has everything 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.



Successful Phonics - Part 1 / Part 2

These programs 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 students. 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.

Sight Reading - Start Right Kindergarten This program teaches the first 30 words in Kindergarten with hands-on strategies and lots of interesting reading practice and little books. Teachers love it!

Favourite Websites

<http://nces.ed.gov/nceskids/>

I do a 'word of the day'. I also go into the favourite books of the class and find tricky words - palatial, levitation, scarlet, organic, etc."

"If you are a Jan Brett 'Hedgie' fan, there are some colouring pages for back-to-school on her website. Go to 'Colouring Pages' and then 'Friendship'." www.janbrett.com

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

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

These websites have a wealth of material.

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