

The Primary Success Notebook



From Primary Success Publications

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It's a New School Year!

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We have this unique blessing. We have a job that we love - and if one class is not that easy, it renews itself every September first. We have the two summer months to reconcile any problems that occurred in the last year, and make us eager to face a new class and begin again - wiser and anxious to meet the new class of children.

We think teaching primary is FUN! Stressful - oh, yes - but fun. Children are delightful, funny, wise, creative and have a wonderful sense of humour. We enjoy their silly jokes and their simplistic view of the world. When a child who is learning disabled reads you a little book, you will feel the same pride that the child feels.

The responsibility is great. You will, in many ways, determine the students' future. What you teach them will stay with them forever. It is fun to teach them well and feel happy about their success!

: O) 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.

Word Walls

A word wall is only useful if it is used and practiced daily so that the students know every word that is there and where to find it.

Putting Up the Word Wall

First, think how you want to use the word wall. Will all the students be able to see it from the desks? Will you want them to be able to remove a word and take it to their desks? Will you remove words during the year or move words around to keep the words in alphabetical order? If you want to remove words and move them, the word wall will be made differently than if you print words to be permanently under the letters. Do you want a word wall at all - or do you want the sheet in the mini-offices? (Page 11)

Here are some ways to display the word wall.

If you are going to print the words with felt pen under the letters, you may want to decide what words are going to go up during the year to see how large a space should be left under each letter. When you put up the paper, make it two or three layers thick so there is no chance of the ink going through to the board itself. Make columns with a long ruler and a pencil so each row is straight and the first letters of the words in each column will be in neat lines.

The alphabet letters can be stapled to a tackboard, and then words stapled under. Many tack boards are not large enough to display all the words unless the words are fairly small, so test out the size with all the year's words.

If your whiteboards or chalkboards are metal, you can easily put a magnetic strip on the back of the letters and the words. This makes the word wall very easy to change, and the children can remove words and replace them easily. Keep the board looking neat by straightening the words frequently.

You could staple felt to a tackboard (staple it every few inches) and then put a small piece of the hook Velcro on the back of the words. They can be moved easily as long as the felt is really secure.

Some hints:

- Make sure all children can read the words from the desks or from where they work.
- Laminating the words may make them glare from window light so the children can't see them.
- Some teachers use different colours for the words to show different skills. Make sure the printing shows up on the colour.
- Some Kindergarten and Gr. One teachers cut the word shape around the words. This is probably not useful in Grade Two or Three.
- Make the words on the computer, using a primary font (see page 7 - Tables to make words). Use a 'bold' font, and make sure the print is large enough to be seen. You could also print these on coloured paper, or make the letters or words in bright dark colours on a light background.
- Make sure the word wall is always tidy! The children will use it easier and it will add to the room's decoration.

Teaching the Words

The following website gives a good description of teaching the word wall:

<http://olc.spsd.sk.ca/DE/PD/instr/strats/wordwall/>

- In Kindergarten and Grade One many teachers begin the word wall by adding several of the children's names each day until they are all up. This is a good beginning reading experience.



Split Classes

Split classes in the primary grades are difficult to teach. The core curriculum in each grade is very different and the students lose some teaching time that they would have in a straight class. Whole class teaching whenever possible gives the child more 'teacher time'. This is not always possible in a split class.

The make-up of a split class is important. There are many arguments for the different levels that are possible - high students in both grades; lower students in both grades; lower students in the upper grade; higher students in the lower grade; etc. Whatever the choice of the class make-up, it is best to pick relatively homogeneous learners in each grade, if that is possible. This is because there will obviously be grouping of each grade in the core subjects, but when there are wide levels of achievement in each grade, you will feel the need to have too many groups for optimum efficiency.

Try to teach whole class lessons in Science and Social Studies. Discuss the curriculum with the other teachers of these grades as you don't want to teach a subject that the child will repeat the following year, or has learned the previous year. You will not be able to accomplish everything that the straight classes do in both grades. After the beginning of the year and introduction to the subject, writing lessons may be taught to the whole class with different expectations for the grades.

Kindergarten - Grade One splits are difficult! Both groups really need your complete attention. Especially in the beginning of the year they will be unable to work independently. It is suggested that the first month be spent training the children to do specific independent tasks at their appropriate levels, so that you can take grade level groups and the children in the other grade will be able to do a task for at least 15 or 20 minutes, quietly and without interruption. Independent tasks with a definite purpose need to be developed in both Reading and Math. The time spent at the beginning of the year will be given back to you! Once the children are able to work independently, you can take groups to teach specific skills each day.


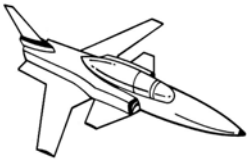
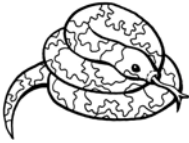


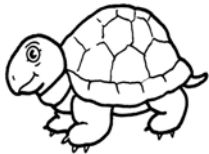






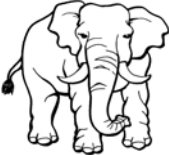






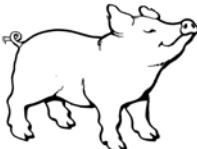
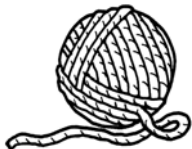



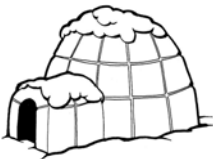

The one benefit of a K / 1 split used to be that the Kindergarten children were at school for half days. This gave you a small class of Grade Ones for the other half, and the possibility of individual and specific lessons with lots of one-to-one help. Now many Kindergarten classes are full day, so that

Grade One / Two splits are also difficult. The Grade Ones need a lot of attention at the beginning of the year and the Grade Twos may feel left out until the Ones are able to do independent tasks. Some teachers compare the curriculum in math, for example, and try to teach one lesson differentiating for the grade levels. This is often less than satisfactory, as the skills are rarely taught at the same time of the year. Sometimes this will work - if you are teaching counting by 5s to the Ones, the Twos can expand this to multiplying by 5.

Split classes often have complaints from parents, usually from the upper class level. The parents feel that the children will be receiving less challenge because of the split. When the classes are being formed, pick children who will benefit from the split and be able to articulate this to the parents. Without parent support the year will be more difficult.



Key Words

Aa		Jj		Ss	
Bb		Kk		Tt	
Cc		Ll		Uu	
Dd		Mm		Vv	
Ee		Nn		Ww	
Ff		Oo		Xx	
Gg		Pp		Yy	
Hh		Qq		Zz	
Ii		Rr			

Mini-Offices with a Portable Word Wall

- Children really like the privacy of mini-offices. They can be made by using two file folders. Open the two, and overlap one side over the opposite on the other file so there are now three sections. Staple them or use the wide clear packing tape on both sides to make the two files into one. They could be laminated, and then the pockets slit open after. Make sure that both sides fold into the center. This can be used to hold a sheet with the word wall words, a letter / key picture page for Kindergarten and Grade One, A math number line, a printed alphabet, etc., depending on the grade level and the needs of the students. If you laminate, the key words and number line, etc., can be glued on before lamination.

- The offices can stand up on the desks or tables and the child can work in the privacy afforded. This is especially useful if the students are sitting at tables or with desks pushed together.

"I have the word wall on a computer page, and each week I add the 5 words and print off the new page. The students put this into the pocket on their mini-offices and also have a copy to take home."

"I put the new words we are studying on a chart each week. Then instead of putting the word wall list into a folder, I tape a new list to the desktops every Friday afternoon, after we have completed the week's teaching of the five new words. I find the students use the word wall list easier and more efficiently when it is always on the desks than when it is up on the wall."

"When we are working on a theme we have words lists that are added to the pockets in the mini-office. We also have seasonal and holiday words lists. The students love to use them in their writing!"

"I gave my children a word list of the cumulative words that would be taught all that year. We made a big deal of finding the five words each week. The more advanced children were able to have a lot more words sooner that way to use in their writing."

These two websites have pictures and descriptions of these.

<http://www.mrsdryzal.com/minioffice.html>

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

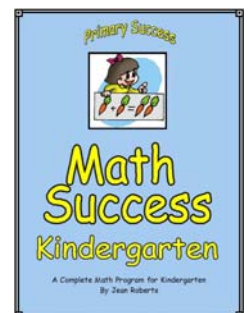


The Math Success Program

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!

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



Math Ideas

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

Tally Marks

"I have been working on tally marks this week in various forms. Today we did this poem. I even had them copy it in a poem book and illustrate it. Then I wrote a list of numbers on the board for them to copy and write the tally marks."

1, 2, 3, 4, cross the 5 for one more.

Keep doing this and you will see

How easy counting things can be!

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, 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.

Autumn Activities

<http://www.dnr.state.wi.us/org/caer/ce/eek/veg/trees/treestruicolor.htm>

For Grades 2 and 3 - a great page to explain why leaves change colour.

Autumn Vocabulary:

autumn fall harvest garden rake leaf leaves sky sunflower scarecrow birds fly south cool yellow orange red brown apples ripe

Wreaths

There is a great variety of wreaths your students can make using leaves, twigs, seed pods, and other Autumn objects found on an Fall walk.

Discuss the signs of Autumn before going on the walk. Then give each student a plastic grocery bag and go collecting. They can find coloured leaves, dry grasses with the seed heads, seed pods, etc.

The bases for the wreath can be paper plates, cut from tag or grape-vine wreaths. Attach the collectables onto the wreath with glue. You can give each student a puddle of glue on a scrap of paper and they can gently dip the item into the glue and press it onto the wreath.

A suggestion - do this outdoors, or spread a huge sheet of plastic over your classroom floor. All these collectables will drop, crumble and make a huge mess!

Have each student pick one favourite brightly coloured autumn leaf. Press it on clear contact paper and cover it with another sheet. (You should do the second part - it is a bit tricky!) Then the students can cut out the leaves. These real leaves can be put up on your windows or hung by fishing line from the ceiling as if the leaf is falling.

Take a parachute or a sheet and go to a part of the schoolyard where there are lots of fallen leaves. Pile the leaves onto the parachute, and then each person can hold the edge, lift it up gently and on a signal, go down and then up suddenly! See how high the leaves will bounce.

Go out and see how many different kinds of leaves each student can find. Pick up one of each. When they have perhaps a dozen different ones, use them for sorting and classifying. Do you know the names of the trees so the leaves can be identified? Compare how they are alike and different. Who has the largest leaf? The smallest? Put them in order from largest to smallest.

Brainstorm changes in the fall. What are people doing? What are animals doing? What are birds doing? What is happening with plants and trees? Why are these things happening?

Do a unit on the five senses in the autumn. During your outdoor walk, have the students look for autumn changes, smell apples and the smoke of burning leaves, touch the leaves and seeds, taste fruit and vegetables that are ripe now and listen for geese flying south, crickets and grasshoppers, etc. Chart the things you noticed.

Do a weather unit, noticing and recording the changes in the autumn.



Computers in the Classroom

"I teach in a higher socio-economic area, and all of my Grade Two students have computers at home. Many of them have been playing games and doing other things on the computer since they were three. I have to scramble and learn in order to keep ahead of them! Many are used to using the internet in a small way and going to sites that interest them.

Because they have the basics of computer use and know how to use the mouse, I bypass a lot of the usual beginning computer skills and go directly to word processing. I made files for each student, and they open a new page in Word when they begin a story, and then I give them a small choice of fonts - Times New Roman, Comic Sans and Arial. I teach them to choose the font and the font size, and we discuss using the bold, italic and underline functions.

I have a photocopy of a keyboard, and we practice finding letters and memorizing the letter placement away from the computer. They pretend to type on this, and I talk about proper placement of the hands. When they come to the computer, they write stories - slowly at first, but their typing gradually increases in speed as they learn the keyboard. Of course they learn to make capital letters with the shift key and to use the tab to indent paragraphs. I teach them to cut, copy and paste. When they are finished their time, they title and save their work to their individual files. I let them print two copies - one for me and one to take home. They can illustrate their stories later.

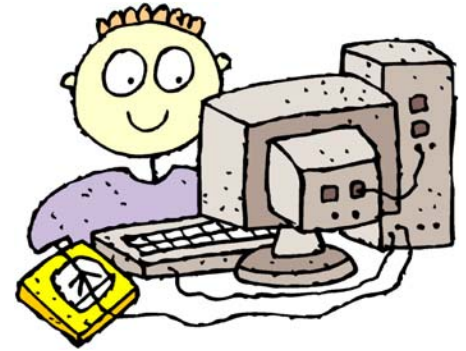
I do a five minute mini-lesson each day, reviewing previously taught skills and adding new ones.

We also play educational games - math drills, reading on-line stories and doing research. I find that the computer time is very valuable and the students have made great advances by the end of the year. The Grade Three teachers are always impressed!"

"I teach skills to the whole class, then teach the brightest ones next, and then partner them with the next and so forth. One of my favourite uses of the computer when we are all short of time is to have spell check turned on but auto correct turned off. They open Word and type the word, hit return and can immediately tell if it is correct.. then if it is not, they can try different things that might work. Guess whose spelling my brightest students are checking half the time.. MINE!"

"I have peers that do Powerpoint with the kids, and Kidspiration and all sorts of other things. I prefer to skip the kiddy stuff and go straight for typing, cut and paste, file, save, edit, undo, spell check, grammar check, inserts later on.. and they also 'google' stuff for research. We have filters in our district so I can let them do that safely. I have some that find it all, click the photos, enlarge, print, copy and edit."

Do you make and use databases to keep your marks? If you haven't done this - it is the best! If you haven't and need instructions - just e-mail primarysuccess@shaw.ca .

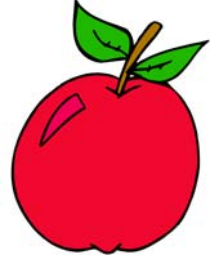


Homework Calendars for 2011-2012

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.

Art for the Autumn

- Make a Fall bouquet with real leaves, grasses and seed heads, etc.
- Use fall coloured crayon shavings on wax paper - fold over, cover with t cloth and iron until the crayon shavings melt. Cut out a leaf shape.
- Dip marbles in autumn colours of paint and roll them on brown paper. Do this in a large cake pan or a box with sides.
- Have an apple theme - taste fresh apples, applesauce, apple pie, apple cider, apple juice, dried apples and caramel apples. Make apple prints - cut the apple in half length ways and round to show the star and seeds.
- Read the Apple Story: http://www.tooter4kids.com/Apples/Apple_Story.htm
- Fill a small paper plate with plaster of Paris and stick in acorns, leaves, moss, bark, twigs, etc. Make sure to stick in a paper clip for hanging.
- Staple a paper plate cut in half to a whole paper plate with the bottoms matching. Fill the open pocket with collected weeds, dried flowers, eucalyptus branches, pepper tree berries, etc. Decorate the front plate with paint.
- Make trees by using hands dipped in paint for the leaves.
- Collect large leaves. The students paint the back of the leaf with red or orange paint, and when the entire leaf has been painted, press the painted side down on paper to make a print. Keep the paint fairly liquid and use big brushes.
- Have each student cut out a tag leaf. Cover the leaf with glue and lay brightly coloured fabric over it. Cut around the leaf shape again. Now turn the leaf over and do the same on the other side. These interesting leaves are great to hang in a doorway or from the ceiling. Make them into a mobile, too!
- Paint a child's full hand, wrist and a bit of the forearm with brown paint. Press the arm onto paper to make a tree shape - the arm is the trunk and outspread fingers are the branches. You will need parent helpers for this! Make coloured leaves with bits of torn paper.
- Make pictures with the Autumn collectables. Give each student a piece of clear contact paper (or the coloured in yellow or brown). They stick their leaves, seed heads, etc., onto the contact paper. They must think before they place each object - there is no changing the mind!
- Use coffee filters or paper towel. Paint the surface with water colours in yellow, orange and red and let the colours run together. When it is dry, cut out a large leaf shape.
- Collect leaves that are dry and brittle, and will crumble. Draw, colour or paint a large tree. 'Paint' a part of the leaf area with liquid glue. Crumble the leaf onto the glue. Shake off and 'paint' the next leaf area with glue and repeat.



Odds and Ends

Tattling....

"My teaching partner uses the 3 Bs - blood, barf or being hurt (or bathroom) - the only things they can tell about. She asks, 'Does your story begin with B?' - and if it doesn't, she won't listen...."

"We talk about hurt. Telling is good if someone is hurting themselves (had an accident), is hurting someone physically, is hurting someone's feelings or hurting something solid - writing on the wall, tearing someone's possessions, etc. There are many ways things can be hurt - and we brainstorm a list of important hurts. So when a child tattles, they must explain how the hurt is occurring and tell why this hurt is important enough to involve the teacher. Soon they are telling others that the problem isn't a big enough 'hurt!'"

"We practice telling nice things about others. After recess we share good things that people did - someone who helped another, who asked another child to play, who did a kindness. Then, when someone comes up to tattle, I ask them if they have something nice to report. This soon stops a lot of the tattling."

"We talk about the difference between a tattle and a tell. We tell something nice and we tell when something important has happened - something dangerous, hurtful or destructive. A tattle is when the person wants to get someone else into trouble."

"I have a box like a mailbox with a slit on top in my Grade Two classroom that is titled 'Problems'. If a child has a problem, he writes it out and puts it into the box. Every day after school I check it, or if I see a child put a message into the box during the day. I ask the tattlers to write their problems out and put them in the box, and if the problem is not important, they usually don't bother or see that it looks silly when they print it. And the box sometimes gets really serious personal problems, too, and is a good way for the children to tell me things without embarrassment."

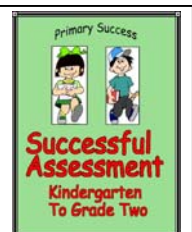
"I have a big picture of an odd creature with big ears. We named him Oscar. When there are tattles, I ask the kids to tell Oscar. Strangely enough, some of my Kindergarteners do!"

"I have a split 2/3 class. We spend a lot of time on problem resolution. If two children are having a problem, I have them go apart and try to work it out. If they come back without a resolution, I have another child go with them and they tell the other person both sides and the third child tries to resolve it. We have roll-played this, so they know the format they have to use to resolve problems. It works for me!"



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!



More Odds and Ends.....

"On the first day we make birthday bags. I print the child's name and the birth date on the bag, and then they decorate it. I put some treats in each bag with they are finished (a birthday pencil, stickers, an award for the birthday, a balloon, and other things from the dollar store). The bags are twisted shut and put up on a special birthday bulletin board. On the birthday, the child gets to take down his/her bag. The children who have birthdays in the vacation times we celebrate at 'half-birthdays', so everyone has a special day in the classroom."



"I put string up on my door with the words: Look Who's Hanging Out with Mrs. Sandahl. Then I use those tiny clothespins and hang a t-shirt up with each child's name on it. I take them down, and the kids glue the t-shirt onto a 12x18 piece of construction paper (manila coloured, but you could vary the colour). Then they draw in their body and pants or skirt. I tell them it should use most of the height of the paper. They turn out so enjoyable! Last year I made them a year long project. I put September in the corner of it, then laminated each child's clothes once they had their body done, and we had written what we did in September on it at the end of the month. Each month we added another t-shirt. I just stapled each one over the previous ones. They wrote down what we learned about each month. Just the first one was laminated, to help the body last all year. They took these home at the end of the year."

"I videotape some of my lessons. It doesn't bother me, because I know I will be the only one to see it. I find it really helpful! I found I had some annoying repetition of words, and that sometimes I had an unpleasant frown when I wasn't feeling cross. It taught me to be aware of what I say and how I look to the kids. I could see what worked really well, and what was not effective. It is a really good idea!"

Popular Primary Success Resources!

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. Price: \$39.95

Successful Spelling - Grade One, Grade Two, Grade Three

There are simple, effective daily lesson plans with interesting strategies, practice sheets, word wall ideas and take-home practice sheets. This program is widely used! Price: \$39.95 each

Successful Writing Lessons - Grade Two, Grade Three

Each book has 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, too! Price: \$29.95 each

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

I would like to introduce you to Barb, a teacher in Sooke, near Victoria, B.C. I have 'known' Barb on-line for more than 10 years and admire her work. I consider her one of the best!

She has recently created a new website for grade one teachers that is worth while joining and visiting often, as she adds new things every day. It is called "Grade ONEderful". It is a lot of work to do a website like this and she deserves your support. It is a blog, so you can comment and add to the great ideas she gives.

<http://gradeonderful.blogspot.com/>

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