

# The Primary Success Notebook



From Primary Success Publications

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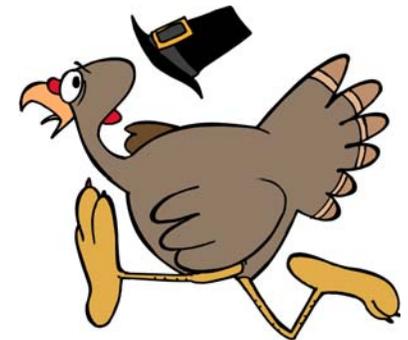
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## It's October!

It seems as if September just began, and now it is October! In September we get to know our new class, and in October we get to work in earnest. You will now know which of your kiddies will need extra help and which ones finish any work before you finish explaining it.

October is fun! The weather is still nice and you and your class can still go out most days for P.E. Then comes Thanksgiving with paper turkeys and harvest themes. Soon you can begin the Halloween fun in the classroom. If you can't do Halloween, and some schools don't, do an extensive pumpkin/harvest theme, and then for science learn about bats and spiders. That way you can do some of the 'Halloween' art and projects without mentioning that day.

I shall be away, cruising the eastern Mediterranean! I will tell you all about it when I get back.....



*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 and social studies. A high percentage of our orders come from teachers or schools who are using some of our other items, and we get many new customers because teachers share their pleasure with their colleagues.

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

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



# Ideas for Language Arts

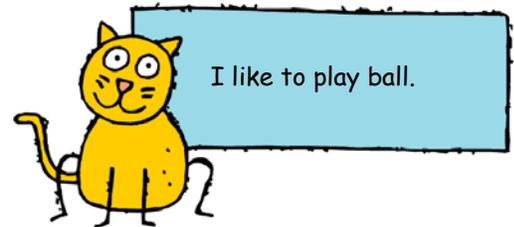
## Sentence / Fluency Strips

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 11) with one column and perhaps 5 rows, completely filling the page. Use a primary font and print a sentence in the first space, making it a size that fits well. Copy this to the spaces below so you have a template. Type your sentences, 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. Oral reading is usually the last part of the lesson - they have previously read the story silently and we have discussed it and learned the vocabulary, etc. 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.

"I have my library books in alphabetical order. I put a sticker on each spine with the first letter of the author's name on it. Part of the clean-up each day is making sure that all the books are in their proper place. It also helps with alphabetizing, and learning the authors' names."

## Printing Exercises

All children must practice printing in order to improve the speed of printing. There should be high expectations for neatness and control for each child - differing between children, of course. The goal is to get them to the point of fluent printing, just as we want them to read fluently. Then the child will be able to write fluently, too, and let the ideas flow onto the paper without thinking about the mechanics.

Copying poems or sentences will improve the printing skills but many children will print letters and words without thinking about what they are actually putting on the paper. It is much more beneficial to have a purpose for printing so the students read and think about the printed work.

Teachers with reading groups often want something for the other students to do that is a valuable learning exercise and quiet so she can teach groups without noise or interruption. A printing exercise is perfect for this. Here are some ideas:

- Give the students cloze exercises. They must choose a word to complete a sentence and then print the complete sentence.

I went to \_\_\_\_\_ at his house.    can like play

This can also be done with a list of words, each fitting in one of the sentences.

- Print a good sentence from the mixed words:    play like ball. to I

This also reinforces capital letters and periods.

- Match words: these can be the parts of compound words, contractions with the long form, synonyms, etc.

- Add endings: ed, ing, or plurals to a list of words.

- Answer questions in complete sentences:

- Who lives in the house? 'Who' questions are easy to answer, as the student takes out the 'who' and puts in the answer.

- Where does Bill live? When did Bill go? What did Bill do after school? 'Where', 'what' and 'when' questions are answered by beginning with the person or thing in the question. All the examples will begin with 'Bill', of course. This must be taught so the students don't print phrase answers.

- Why did Bill go home? 'Why' questions are the most difficult. There is usually the word 'because' in the answer, but as a sentence can't begin with 'because' there must be part of the question first. Again the answer should begin with the person or thing, tell part of the question and then 'because'.



## Fine Motor Skills

You will likely find a few students in Kindergarten and Grade One who have great difficulty with fine motor skills. These children may have to be taught how to hold a pencil and scissors, and need specific direction to learn how to form the letters. In all cases, practice makes perfect, and lots of fine motor exercise, gradually making the printing smaller and smaller as they become more proficient. Check to make sure that the kids are able to see the lines - sometimes a child has vision problems and if he can't see the lines on the page they will be unable to print where you want it.

If a child also has gross motor problems, he may have DCD (Developmental Coordination Disorder) - a disability that makes it difficult for a child to do simple physical tasks. This is a form of dyspraxia. Do a gross motor test of simple skills, and if this is poorly done or the child is unable to do the skills - ask for a test through the school psychologist or physiotherapist. It is good to have this done, as there are psychological, emotional and neurological aspects to this disability that the school and parents should know.

# Printing

## Kindergarten

It is very important for Kindergarten teachers to teach the letter formation correctly. Kindergarten is where those habits get formed - and once formed may be there forever. Grade One teachers are upset when they receive students who print using upper case letters, so it is important to teach lower case letters as the most important way to print. All letters and numbers should be formed from the top down. Do a lot of very large practice. Make letters and numbers in the air, on the chalkboard, on the carpet and on individual white boards. Stress direction by verbal cues, too. Always ask, "Where do we begin?" with the answer, "At the top!"

Many Kindergarten students will be ready to print on lines using inter-lined paper and can be taught the correct spacing of letters and words. Some students will be having fine-motor difficulties, and will need more directional work and practice gradually making the letters smaller and smaller as their skill grows. The Grade One teacher will applaud if you have trained the children in printing basics!

## Grade One

For many years children were allowed to make their letters any way they wished and they printed without lines. Thankfully, those days are over! Students need to be taught correct and neat printing, and then to practice it daily until they print fluently. As creative writing is a large part of the Language Arts program, the students who print fluently, neatly and correctly will be miles ahead in creative writing. When the printing is automatic they will not be held back by the lack of this skill, and will be able to write fluently - and will write a much larger quantity with higher quality. Have specific daily lessons in letter formation, and daily printing practice other than in the writing block. Grade One students should be able to print four sentences neatly on interlined paper by November, with correct letter formation and spacing, and some students will be able to print up to ten sentences by January. Praise neat careful work, and help the students that have difficulty.

## Grade Two

The Grade Two teacher will hope that the students have been taught to print fluently and neatly! If not, spend time at the beginning of the year to teach your high expectations. Again, practice makes perfect. If your students do a lot of printing and you expect neat work, by the end of the first term you will find your students developing more of their own style, still within your framework of letter formation and spacing. In January or February, if your students are fluent printers, start them doing cursive handwriting. They love it! Check with the teachers in the upper grades to see what kinds of handwriting they teach - if they do at all - is it becoming a lost art? Do one cursive letter every three days, for example, stressing correct formation and practicing joining letters carefully as the letters are taught. Teach the simplest letters first - usually the 'undersweep' letters, and gradually increasing the difficulty. This is great fun, and by June your students will be able to write. Don't use cursive writing to do work in Grade Two - they will not be fluent enough to do this.

## Grade Three

There are children arriving in Grade Three still printing poorly - simply because the teachers in the lower grades haven't treated this as a priority. This makes written work at the Grade Three level so much more difficult! If so, spend September getting the printing into the quality you want. It is sometimes difficult to achieve this after they have been allowed to print poorly for several years and formed bad habits - but it can be done if you have the highest expectations and insist on quality work. Teach the students to use the formats that you like - headings on the work, lines under the work with a ruler, spaces left where you want them. Teach specific lessons to train the children. If the students are printing fluently and well, and have not been taught to do cursive writing in Grade Two, begin this when you think it is suitable. If the students did cursive writing in the lower grade, continue in the same writing style.

# 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.

## Conservation of Number

Conservation of number is the understanding that the number of objects remains the same when they are rearranged spatially. Children usually gain this understanding at 6 or 7 years of age.

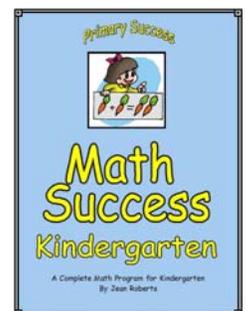
We use this concept in grade one when the students are learning to add. When adding  $5 + 3$ , the children make the patterns with counters. To find the answer, if the child re-counts the 5 starting at 1 again and goes on to 8, he has not learned conservation of number. If he knows that the first group has 5 and is able to count on 6, 7, 8, we know this concept is being learned.

## The Math Success Program

Primary Success Publications has an original math program that has been proven to work very well! Schools that use it report that their math scores have increased and the students are far ahead. The program uses strategies that increase understanding and give students alternative ways to approach math procedures that suit different learning styles. This program is for Kindergarten through Grade Three. Math Success is a complete program with teaching strategies, lesson plans, student practice sheets and assessment.

Go to our website to see sample lessons!

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



# Thanksgiving

"About three weeks before Thanksgiving my class take home their Tom Turkey cutouts. During the next week they will decorate/disguise their Tom Turkey, write a story about what the disguise is and why they chose it, and present to their classmates when they return it. Then they go up on a bulletin board for the two weeks before Thanksgiving. Some of the families go all out decorating their turkeys, and disguise them in really clever ways! He is disguised, of course, because he doesn't want to become Thanksgiving dinner...."

## A Turkey

1. Colour a coffee filter for the tail. Use paint that is quite liquid, or dampen the filter first as you want the colours to run a bit. Make lines of colour outwards from the center of the filter. Use bright colours for an artistic turkey and browns for a realistic one. Have the students trace around a bare foot on brown construction paper and cut it out. The heel is the turkey's head. Glue the body to the tail, and add eyes, a beak and a wattle. You can see a picture of a similar turkey here:

<http://www.kinderplans.com/content.cfm?pageid=176>

Trace hands and cut them out, and two feet. Assemble as in the picture.

Make a list of Thanksgiving words: Thanksgiving, thank you, giving, sharing, dinner, celebrate, turkey, family, etc.



Research the origins of Thanksgiving. Why is the Canadian Thanksgiving celebrated much earlier than the U.S. one?

A great bulletin board decoration is to ask each child to bring one of Dad's old ties, the brighter the better. Staple them up in a fan shape on the board for the tail, and then cut out a body, neck and head from brown paper and add eyes, the beak and a red wattle, and orange feet. This is very cute!

Make a fruit salad. Bring in one or two of many different kinds of fruit. This is a very good language experience, as you pass each around and ask how it feels, how it smells, how it looks, etc., and elicit interesting words. Then everyone gets a taste and other pieces are added to the salad.

## 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.

## 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 penpals or 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.



# Halloween Fun!



## Houses to AVOID while Trick-or Treating

Have your students brainstorm a list and draw the houses that should be avoided! The following list is an example....

Any house made of food. Any house that sits four feet above the lawn. Any house that makes weird noises. Any house where green lights flash out the windows. Any house with realistic statues in the front yard of people in 'running away' poses.

## Witches and Wizards

"I have an inexpensive digital camera, and I let the children take pictures of each other against a white background. Then we looked at them on the computer, turned them into black and white, and printed them. Then the students cut out a witch or wizard hat that would fit the picture head, and glued it on. They used a green or yellow crayon, and softly coloured the skin to make the face look like a witch. The kids had such fun with this! Next year I think I will have a black robe for them to wear and a wand, and they can do full length portraits. Then they filled in the white behind and put themselves into a spooky scene."

## 3-D Ghosts

Cut out a ghost shape from white copy paper, about 8 inches (20 cm.) tall. Have a 12 x 18" piece of black construction paper for the background. Put a strip of glue at the top of the ghost's head and stick that down. Lift the rest of the ghost, and put a strip of glue at the ghost's neck. When this is stuck down, slide it upwards so the head loops forward a bit. Now do this two or three more times down the ghost's body, leaving 'waves' of the paper between each row of glue. When finished, the ghost should have a wavy 3-D appearance. Decorate the rest of the paper with cut-out pumpkins or other Halloween items. Some of these can be glued the same way.

"I got large plain white plastic shopping bags, the kind with doubled holes for handles. The students used felt pens to decorate them for trick or treat bags."

"I had my grade threes draw a witch's head in profile on construction paper - pale green, yellow or brown - then they had to cut it out without scissors. They tried to tear on the lines, but of course it wasn't always perfect. Then they crumpled the face up and opened it again. This gave the witch face lots of wrinkles and lumps and bumps!"

"My Kindergarteners love to make ghost drawings - they colour a ghost shape (I made very soft pencil outlines for some of them) with white wax crayon on white paper, then we paint over the whole sheet with dark blue paint. They are very excited to see the ghost appear!"



## 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.

# It's Hallowe'en!

"I usually tie a science unit in with the Halloween fun. We talk about and name the different bones and discuss the make-up, shape and the way they fit together. For fun, we practice drawing bones (more like cartoon bones) and then we print our names in bones and draw pictures with nothing but bone shapes."

For Grade Threes - expand the usual Halloween activities to include research into the origins of Halloween and Halloween customs in other countries.

Write a story:

Last night I carved my Halloween pumpkin. It was a very unusual pumpkin because \_\_\_\_\_. When I finished it, \_\_\_\_\_.



Sponge paint a white ghost on black paper.

Before carving your class pumpkin, do some on-line research. There are a number of sites that give ideas for carving.

<http://www.pumpkin carving101.com/>

Collect used Bounce drier sheets. Cut ghost shapes out of them. Add eyes. Attach them to the window with a tiny piece of clear tape on the head of each. The light will come through them and they will look very ghostly!

Hang orange and black crepe paper streamers over your classroom door like you would a beaded doorway - it adds a lot of character to your Halloween décor!

Make easy spiders by pressing a finger onto a black ink pad and then onto paper. Put eight legs on the spider and big eyes with a fine black marker.



## Three Little Witches

### *Three Little Indians*

One little, two little, three little witches,  
Fly over haystacks, fly over ditches,  
Slide down moon beams without any hitches,  
Hey ho Halloween's here!

Horned owl's hooting, it's time to go riding,  
Deep in the shadows are black cats hiding,  
With gay little goblins, sliding, gliding,  
Hey ho Halloween's here!

Stand on your head with a lopsided wiggle,  
Tickle your little black cats till they giggle,  
Swish through clouds with a higgledy, piggle,  
Hey ho Halloween's here!

## Odds and Ends!

"I have an Ikea nearby, and I buy lots of neat organizational things there. I especially like the drawers with the metal frames - some of the drawers are plastic and some are wire mesh. I like the shoe holders for the kids mailboxes, too. There are hanging shoe bags and other hangers with places for toys, etc. that I hang in the kids' coat area."

"Every student has a 'Take Home' file folder that they decorate and then I have laminated. One inside pocket is labeled 'Leave at home' and the other is 'Return to school'. I cut open the pockets, after lamination. They put all the papers in the correct pocket. It is easy and efficient."

"I bought the heavy cardboard boxes from Staples with 12 x 2 inch openings to use as mailboxes. I think they are called 'Literature Sorters'. The paper we use fits easily, and each compartment holds all that is needed for take-home mailboxes. I made labels for each child and put a label with the name and number under each box. They are very neat and attractive. Mailboxes can be so messy!"

"Instead of having to clean off transparencies for the overhead I just use a dry erase marker and write directly on the overhead projector. I wipe the top clean with a tissue - and use a baby wipe if any marks are left."

"Over the years I have discovered the importance of having all the children facing me when I want to tell them something or teach a whole class lesson. I really dislike having children with their backs to the front of the classroom - it is so much harder to get their attention. Now that I have a Grade One class, I sit them in a semi-circle facing me. I put them into separated rows when I want them to do independent work without looking at each other's assignment."

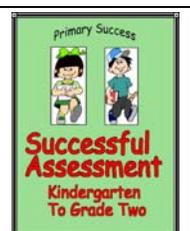
"I have a plastic box with a hanging file for each student. Any work that isn't finished in class time goes into the file. When the children finish their work, they can go into their file and finish other work. They are not allowed to draw or play until the file is empty. At the end of the day they take any work still not done out of the file and take it home to complete."

"I am going to work on my transitions in the coming year. Last year I found that the children were taking too long and were too noisy when we were cleaning up from one activity and going to another. I am going to model the behaviours I want and see if I can save those precious minutes!"

"I don't have student helpers. I say that we have all helped to make the mess and we should all help to clean it up. At the end of the day I simply give two tables the floor to clean, one table the shelves and bookcases, another table to check students' desks, etc. I find it is all done in 30 seconds and without any fuss."

### 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.....

### Making Tables

Tables can be used for your planbook, for making math or reading flashcards easily, sentence strips as on page 2, and for making class lists and mark sheets to print and put in a binder. Here's how:

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

It will ask for 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 corners of the table until it completely fills the page, and test to see 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

## Popular Primary Success Resources!

### Read Through the Year - Emergent Level - Kindergarten

There are more than 50 little books to photocopy for your emergent readers. These are suitable for Kindergarten and beginning First Grade students. Most of the books are predictable or can be read through picture cues. There are many holiday and seasonal books, alphabet and number books, books about the children's daily lives, and there are books to go with your themes, too! There is a teacher's guide and a worksheet or exercise to accompany each book. The children can all have the same book to read, and then take them home to share with the parents.

### Read Through the Year - Early Reading Level - First Grade

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

### Successful Writing Lessons - For Grade 1 and Grade Two

Each of these resources 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.

## 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

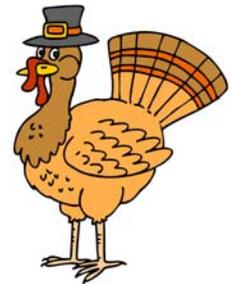
These binders each have more than 50 little books for you to photocopy for your students. These little books match the lessons in Successful Sight Reading - Part 1, 2 and 3. These will give your children the extra reading practice that they need, and the little books are fun, too!

*"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.ipl.org/IPLBrowse/GetSubject?vid=12&cid=3&tid=4248&parent=0>

Sorry for the long URL! There is a lot of reading that your kids can use on-line.

This site has some good shape books - an apple, pumpkin, turkey and a ghost for the autumn.

<http://teacherview.com/WritingCenter/index.html>

<http://www.topmarks.co.uk/Interactive.aspx>

This is a great UK site to use in your Kindergarten and Grade One classroom!

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