

The Primary Success Notebook



From Primary Success Publications

Issue #29 November 2011

Inside

Class Management	9
Guided Reading	3
Literacy	5
Math Ideas	6 - 7
Odds and Ends	12
Questioning	4
Physical Environment	2
Remembrance Day	11
Teaching Poetry	8

It's November Already!

Here I am, back from my fabulous holiday in the Mediterranean - and finding the colder days and dampness of the coast a bit of a shock! For the first two weeks in the Med, the temperatures were in the high thirties, and in the last two weeks they fell to about 20 degrees - still very pleasant. Today here on the coast it is 9 degrees, and attempting a drizzle. It would be nice to be permanently on vacation - especially on a cruise where one can be pampered!

November in the classroom is a time for hard work and concentrating on reading, writing and math. October has Halloween and December has Christmas - so November gives you four happily uninterrupted weeks of learning.

The days are often dark and dull, so try to cheer up November! Perhaps you will have snow for the first time this year, so celebrate it, play in it and learn about it. This is a great time for winter science, games in the snow, and you can even cut paper snowflakes that, in some places in Canada, can be classroom decorations for more months than we like to think about!

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.



The Physical Environment

The way your classroom is arranged says a lot about your expectations for learning and behaviour. The classroom arrangements and structure will affect both the learning outcomes and the behaviour of both the students and yourself!

Some teachers have very structured environments that support very structured instruction. Other teachers have freer environments that promote more social interaction between students, but the classroom structure is just as important here, too.

The physical arrangement of the classroom can improve learning and help to prevent behaviour problems. This is especially important if you have students with learning or behavioural problems such as ADHD, FAS or autism. Many students do not have much structure in their home life, and structure and routine give them a feeling of security and reassurance that increases their ability to learn. A poor arrangement in the classroom will increase behaviour and learning problems for these students and many others.

This environment refers to the seating plan, the movement of students, the position of the teacher, the placement of materials and the neatness and order of the classroom. A well structured classroom will have the following:

- ◆ Desks or tables should be set so that every student can see the teacher, and the teacher can see every student and what he/she is doing. Setting desks in separated rows will increase independent written work and improve listening, and seating at tables or desks pushed together in groups increase social interaction. Whatever the pattern, these should be set in neat order. Marks of tape on the floor can show the students the correct desk position and prevent untidy desk patterns. Desks together can be held as one by using a strip of vecro to hold the legs together. Students in the early primary grades really like to have a desk of their own, and when changing seat places may prefer to keep this familiar desk and personal space and move it, too.
- ◆ The teacher should be closer to 'high maintenance' students when he/she is teaching a lesson. This is to monitor behaviour, work and for positive reinforcement, too. Students who are easily distracted should be seated away from pencil sharpeners, doors and high traffic areas.
- ◆ Classrooms should be set up with different areas that are used for different purposes; the calendar teaching area, an area or table used for teaching reading groups, a library area, etc. The movement to these areas should be practiced and the behaviour in each area must be thoroughly understood. There may be a quiet area for students to work. There will be different areas with different rules for interaction.
- ◆ Classrooms should be well organized and neat and orderly. Clutter is a distraction for many students and may prevent them from learning to their potential. Things that are not being used should be neatly boxed and out of sight, if possible. Some students will be very sensitive to visual as well as auditory stimulation. Classroom decorations should be attractive and not over-done. Having stimulation in every possible space is distracting to many students. In fact, it has been proven that students with FAS and ADHD learn much easier in an environment with little or no stimulation. This isn't possible, of course, in a regular classroom but it is important to keep this in mind.
- ◆ The teacher's desk should be always tidy. This sets an good example! Have only what is needed for the day - the plan book, pens and pencils in a container, note pad and perhaps a plant or flowers. Now the desk can be used to mark or plan, and when the students are cleaning their own desks they can look at yours as a model.



Guided Reading

Three Days of GR

Day 1.....

Look at the book cover, the author and illustrator. Read the title and predict what the story might be about. If there is a picture on the cover, discuss it, too.

Take a picture walk if it is suitable. You don't want to do this if there is a surprise ending or happenings in pictures that will spoil the suspense of the story.

Discuss prior knowledge - Have we read books on this topic? Have we met these characters before? Have we read books by this author? Do the students have prior knowledge of the topic?

Teach new vocabulary - discuss the words and the phonics, put the words into phrases or sentences (usually from the book) and practice reading them.

Pass out the books. Read the book to the students, or have them read it silently with discussion between pages or sections, or have them read aloud taking turns or read aloud with you. Have them follow the lines of print by sliding their finger down the side of the page to show what line they are reading. The slower students can be taken to one side and read the book with you.

Read through each page, discussing the story. Have the students frame words, phrases or sentences with their fingers.

The students read the story silently, moving the finger down the side of the page to help tracking and show you where they are.

Day 2.....

Read through the book again. Fast readers can do it a second time while they are waiting for the slower readers.

Do a printing exercise using the words in the story - sometimes a cloze exercises, sometimes 'yes - no' questions, and later answering questions in sentences. Then there is sometimes a worksheet, sometimes phonics exercises with spelling, sometimes drawing and writing a sentence.

Day 3.....

Put the students into pairs and they read the book to each other.

Come together and discuss the book, the story, the illustrations, the author, the special words in the story, the punctuation, and reading with fluency and expression. Talk about the basic words that will be found in other reading material and make a list of them on a chart.

Everyone reads the book together, using expression.



Group Reading

Round robin reading has a bad name! It may be equated with only reading aloud instead of teaching lessons, having interesting discussions and reading for purpose. It is perfectly fine to have your children read aloud in turns to practice after the lesson, but everyone must be reading along silently. Tracing a finger under the words will show you that everyone is in the right place. The students should not read in turn around the circle, but at random. You can also have a student stop reading in the middle of a page, and the following child should be able to continue without getting lost. Oral reading is a valuable skill and it tells you a lot about the students' progress.

Questioning

These types of reading questions can be answered orally or in writing. Most teachers prefer them to be answered in complete sentences - it depends on the purpose.

1. 'Who' questions

These are the easiest to answer in complete sentences, because usually the 'who' comes out and the name goes in its place. For example: Who saw the dog run down the street? Peter saw the dog run down the street.

2. 'Where' questions

The answer should begin with the person or thing that is being asked about. If you teach nouns - the sentence will begin with the noun in the question. For example: Where was the dragon? The dragon was in the cave.

3. 'When' questions

The answer should tell a time, and again begin with the noun in the question. For example: When did Peter have lunch? Peter had lunch at one o'clock.

4. 'Why' questions.....These are the most difficult to answer, of course. The answer usually has the same words as in the question and then the word 'because' and then the answer. For example: Why did the dragon make fire? The dragon made fire because he felt scared.



5. 'What do you think' questions

These questions require a thoughtful individual answer. The answer usually begins: 'I think....'

6. 'What happened next' questions

'What happened next' questions can ask about an element in the story sequence.

7. 'What do you think happened next' questions

These questions ask the student to imagine what the next part of the story would be - after the end of the story, or in the next chapter that has not yet been read.

Finding answers to questions

1. Handy answers - these questions can be answered by a sentence taken from the text. The student can write the sentence, or touch it in the book.

2. Finding clues - these questions can be answered by reading a page or a paragraph and finding the information (not a single sentence).

3. Use your head - these questions require the student to think about what he has read and give an opinion or make inferences.

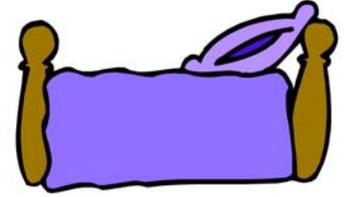
4. On your own - The answer comes from prior knowledge or experience. For example: Did you ever.... What was it like when How would you



Literacy Ideas

"To help the b-d reversals I have my students make a bed with their hands. Use the thumb and index finger for the circles and keep the other fingers straight up. Then put the circles together to "make" the bed. We practice making the bed. The "b" is first in the alphabet so it is the pillow (on the left).

The bed can also be made by making the 'thumbs up' sign with both hands and putting the folded fingers together."



"Instead of round robin reading, we do 'popcorn' reading about once a week. The kids really like to do this! I begin by reading the first few sentences, and then I stop and say "Popcorn!" and a child's name. That child continues from where I left off. After he/she has read one or more sentences (depending on the level and the student's wish) he/she says "Popcorn!" and another child's name. We talk about being fair and calling on someone who has not read. Doing this as a game keeps all the students reading and focused. Rarely does any child not know exactly when to start reading."

"I am not sold on centres. I find it very difficult to hold the students accountable for what is to be accomplished. There is a lot of preparation, and, in my opinion, doubtful value. I have no idea whether they're actually learning anything at that moment or have mastered the art of looking busy. I also have a problem getting my kids to be quiet enough at centres so that the students in the group I am teaching can concentrate well.

I have my kids do three 'jobs' when I am teaching groups. There is a 'printing job', where the students copy a poem or do a cloze exercise with vocabulary words. Later in the year they answer questions in sentences. Then there is a 'practice sheet job', a worksheet that goes with the reading they are doing. The last is the 'reading job'. When the students have done the first two jobs they take a book from a tub at their independent reading level and simply read until the time is up. They enjoy doing these three tasks and hurry through the first two so they have more time to read quietly."

"When you start literacy centres, don't start guided reading groups right away. You need to take time to model the centres and guide the students through them for several weeks. After each work session, have the class come to the circle. Discuss the work, their work habits and behaviour. Have the class discuss how the problems could have been solved."

"Once guided reading groups are being taught, you don't want to stop to address misbehaviour or questions. Some teachers wear a special hat or sign around their necks that tell the children "NO!". I give my kids strategies. When there is a problem, they are to try to solve it themselves. If the person can't do that, they may whisper to a person near them and see if that person can help. They can ask three people. If no one can help, they are to skip over that task and go on to the next. They tell me after the reading group is finished. At the end of the session we meet and discuss problems with behaviour and the tasks. When I finish a reading group, I always say to the class, "Thank you for not interrupting! Is there anyone who needs to talk with me?"

"Practice fluency. Show kids how looking back and rereading are important to comprehension. We read a few pages and then write down every imaginable thing we remember in blue. Then we read it again and add things we remember in red. We read it again and add things we remember in green. Discuss how many more things we remembered each time. Re-reading not only helps us to remember important things about the story, each time we read the story through we read it more quickly and with better expression."

Math Ideas

Number 'Families'

Until the students truly understand the relationships of numbers in equations, they will always have difficulties. Subtraction is particularly problematic if they do not see relationships. It is important to do lots of different exercises to show the 'families'. For example: $5 + 7 = 12$ $7 + 5 = 12$ $12 - 7 = 5$ $12 - 5 = 7$
Here are a few ideas to show this.

Do a lot of number line work. Show the three numbers on a number line, and then make the equations.

Make sure your students understand that $7 + 5$ and $5 + 7$ are the same.

Do lots of missing addend questions and show how the number families help to answer the questions.

Play 'What's Missing?' Write 5, 7 and 12 on cards. Place them in front of the student. Have the student close his/her eyes while you take away one of the cards. The student opens his/her eyes and guesses the card that is missing. Then the student explains why.

Counting by

Ringo rango tingo tango,
Dinosaurs have shoes,
Ringo rango tingo tango,
I can count by twos.

Ringo rango tingo tango,
Dinosaurs have knees,
Ringo rango tingo tango,
I can count by threes

Ringo rango tingo tango,
Dinosaurs galore!
Ringo rango tingo tango,
I can count by fours.

Ringo rango tingo tango,
Dinosaurs alive!
Ringo rango tingo tango,
I can count by fives.

"We clap hands on legs, then clap hands together, repeat when saying the Ringo rango tingo tango part. Snap the fingers of the right hand and then left hand, right and then left, when doing Dinosaurs have shoes, I can count by twos. Continue to snap alternate hands as you count. At end we clap and cheer ourselves!"

"We count by 3s to the tune of Jingle Bells. 3,6,9, 12,15 18,21 24, 27, 30 and we're done!"

Problem Solving

Understand - Read the problem carefully. What do you want to find out?

2. Plan - Will my answer be a larger number or a smaller one? Do I add or subtract?

3. Solve - Write an equation and/or sentence to describe the answer.

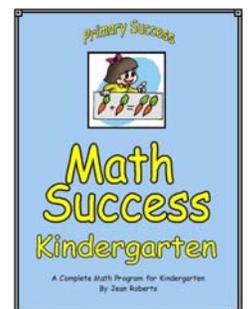
4. - Check - Does the answer make sense? Does it answer the question?



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!"

Math Ideas

It's 50 Day!

50 Day usually comes in November. This is $\frac{1}{2}$ way to 100 Day, of course. Here are some ideas for a mini-celebration.

- Use coins to count up to fifty by pennies, nickels, and dimes. Use stamps to print the nickels and dimes on sentence strips and write the values as they go.
- Copy a Monopoly 50 dollar bill and the students write what they would do with fifty dollars.
- Count out 50 pennies, in tens, of course.
- Do $\frac{1}{2}$ activities as this is $\frac{1}{2}$ of 100.
- Make and eat $\frac{1}{2}$ a sandwich, eat $\frac{1}{2}$ of an apple or orange, eat $\frac{1}{2}$ of a mini-pizza.
- Each partner can start a picture (do half) and then they switch pages and finish the other half. You could probably do the same with a story idea, let one partner start it and the other finish.
- Measure $\frac{1}{2}$ liquid cup, $\frac{1}{2}$ cup dry measure, $\frac{1}{2}$ teaspoon, etc. Measure $\frac{1}{2}$ centimeter and $\frac{1}{2}$ metre.



Fast Adding

There are 2 dice. The players roll the dice in turns and add the two numbers that come up. The first to answer gets a point.

Memory

Have a pack of cards with matching addition or subtraction problems on half the set and answers on the other half. Play 'memory' by turning one card and then another trying to make a match. If there are no matches, turn the cards over again. Matches are kept by the player and the one with the most cards at the end of the game wins.

Cut the Cubes

This is a good exercise when you are teaching the combinations of a number. Begin with a set number of unifix cubes. One player puts all the cubes together and says, "I have 11 (for example) cubes. I am going to cut them!" That player puts one set in one hand and the other in the other hand and the hands behind the back. The second player chooses one hand, and then must tell how many are in the hidden hand. If there is an error, the first player shows the cubes and gets another turn until the answer is correct.

What's My Number?

One player writes a number on a hidden paper. Player two tries to discover the number by asking questions. Is it more than....., less than....., odd or even, between and? etc. How many questions did it take to find the number?

Primary Success Publications Art Books

Art Through the Year

Here are hundreds of great primary craft 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!

The BIG Christmas Book

This book has poetry, art, Christmas concert ideas, ways to integrate the holiday into the curriculum, gifts for parents, bulletin boards, 'Christmas Around the World' and lots more.

Successful Art Lessons - This new book teaches art in a sequential and useful way. Help your students to become better artists by understanding the concepts!

Teaching Poetry

"Poems and songs are a great way to teach the concepts of print in Kindergarten as they are easily memorized. The lines can be cut apart and reassembled, the students can 'read' the poems pointing to each word as they read. You can use highlighter tape, wikki sticks, funny pointers or magic wands (the dollar store is a great place to find lots of good pointers). If you can find the coloured plastic transparent file folders these can be cut up to put over words.

You can print the words of a poem on overhead transparencies and the students can put the poem together. (They love to use the overhead!) They can use a pocket chart to assemble the poems.

Then I have the poems on separate pages and these are put into books that go into the classroom library. They are favourite reading material in SSR."

"I teach Grade Two. I am not very musical, but we learn lots of poems and then do choral speech daily. They become very good at voice inflection and expression. This is a great skill for my class to have when it is Christmas concert time! I am much more comfortable with this than teaching singing. We also perform our choral speech at assemblies (we do poems on Remembrance Day.)"

When teaching poems, I have the students hunt for special things: Words with double letters, words that have sounds that we are studying, rhyming words, words that repeat in the rhyme, nouns or verbs or adjectives (for older students).....



Nursery Rhymes

http://curry.edschool.virginia.edu/go/wil/rimes_and_rhymes.htm#Week1

Here are nursery rhymes that you can print out. They are great!

<http://www.smart-central.com/>

This is a good site, not just for younger students. Grade 2s and 3s will also find lots of great poems and they can sing along. Try 'Never Smile at a Crocodile!'

<http://www-personal.umich.edu/~pfa/dreamhouse/nursery/rhymes.html>

Here is a good selection of nursery rhymes.

http://www.hubbardscupboard.org/kindergarten_rhyme_time.html

This teacher used nursery rhymes for a literacy and math night in Kindergarten.

<http://www.niteowl.org/kids/hpdcolor.html>

Here are illustrated nursery rhymes for colouring and putting into a book.

If you are not fond of the traditional nursery rhymes, teach the Dennis Lee rhymes - silly and lots of fun! Every student will love 'Alligator Pie'. Grade Twos and Threes like the poems of Shel Silverstein as well.

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.

Class Management Ideas

"I bought a three-drawer cabinet on wheels. I take this with me when I teach groups, am marking or planning. The top drawer has pens, pencils, markers, erasers, scissors, paper clips, stamps and stickers, etc. The second drawer has flash cards, sentence strips and other things I use for my groups. The bottom drawer has paper and worksheets that I will need that day. Everything I need is always close by!

I also bought one of those drawer organizers for tools. This is great to hold all the little things I need."

"I have two small rectangular plastic boxes to hold the sharpened pencils and the dull ones. I put a smiley face on one and a grumpy face on the other!"

"I have a shelf in a handy cupboard with containers filled with all those little things we need so often. I use those teacher coffee mugs that I get for Christmas, and other handy sized containers to hold pens, pencils (coffee cans), coloured pencils, markers, elastic bands, sticky notes, band-aids, paper clips. In this cupboard also go my ruler, scissors, hole punch, staplers. Everything is in one place and I can take out a container to use."

"I put all my stickers in a photo album with the clear plastic pages with 6 pockets. One page might be Halloween stickers, another for animal stickers, another with sayings, etc. They are always easy to find."

"My computer is on one side of my desk. I keep it ready to pop remarks into the students' files and to open a series of data-bases to enter quiz results. I try to write a remark about each student several times a week. I find if I sit down right after school things are fresh in my mind and I try to do about 8 kids each day. I also use the computer and printer to quickly type up students' stories, too."

"I bought a 5 tier stacking shelf. The shelves are for each day of the week. I put all the photocopies for the week on the right shelf as I plan ahead. It is good for subs, too."

"My desk is near a chalkboard. I needed a place to pin up things I need to have handy - schedules, meetings, calendar, memos, etc. I bought a large framed tackboard, covered it with fabric and tacked my things up there. A friend bought a metal pan (could it be a car's oil pan?) and put her own things up with small ladybug magnets - cute!"

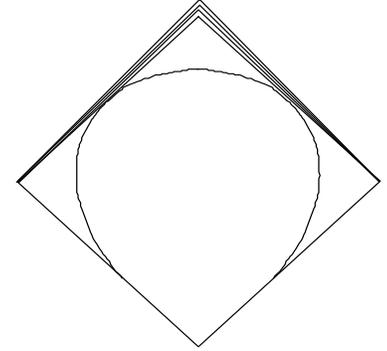
"I bought one of the small inexpensive hanging file holders. I have a file for each student that is numbered with the alphabetical student numbers. They put their numbers at the top right corner of all work, and then file the papers in their files after they have been marked and corrected. If the papers are collected, a student can file them, too - the numbers make it easy. Finished work goes in the files and then the students clean out the files and take home all this finished marked work."

"I have a special plastic tub where we keep scraps of coloured paper. I have the students decide if the leftover piece is bigger than both hands together. They cut off any stringy bits and put it in the tub. Tiny pieces aren't kept. The students can use these to make their own projects on in-days."

"I made book bins. I went to the dollar tree and purchased about 20 tubs, like the dishwashing tubs we use when camping. On my computer I made labels with the reading level and taped them onto the end of the bin with the clear packing tape. Other tubs have printed labels with the name of a theme or author - for example, Dr. Seuss, Space, Animals, etc.- and a picture. Each label has a coloured dot, and a matching dot is on the book so the books go back into the right tub. I have found that this works well. The kids can go through the tubs and make sure all the books are in the right place, too."

Remembrance Day

Most schools have a Remembrance Day ceremony. Make a wreath to bring up to the front of the assembly. Cut out a wreath shape from tag. Have the students cut out poppies. Fold a square of red butcher paper twice. Hold it with the four points up. Draw a petal shape as shown in the diagram. Cut out the petal shape and open the poppy. Put black dots in the center. Curl the petals towards the center around a pencil. Glue the centers of the poppies to the wreath so it is completely covered. You can add some leaves, too.



Play *We are the World* by Bryan Adams as classes walk into gym.



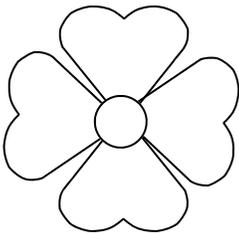
Poppy

Poppy we are but children small,
We are too little to do it all.

Children, you may do your part.
Love each other is how you start.
Play without fighting.
Share your games and toys.
Be kind and thoughtful,
To all girls and boys.

Remembrance Day

We wear a poppy
On Remembrance Day,
And at eleven
We stand and pray.
Wreaths are put
Upon a grave.
As we remember
Our soldiers brave.



"We make poppies by cutting hearts. The students first practice folding paper and cutting hearts, and when they are confident they are each given four squares of red paper. They cut out four hearts. Then the tips of the hearts are glued together to make poppies. They can add a red circle and then put yellow and black spots in the centers. Curl the petals into the center. Put them on a bulletin board display or a wreath."

Little Poppy

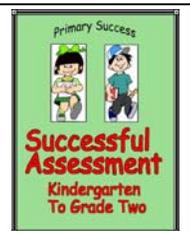
Little poppy
Given to me,
Help me keep Canada
Safe and free.



I'll wear a little poppy,
As red as red can be,
To show that I remember
Those who fought 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!



Continents and Oceans

"In my Grade Two/Three classroom I teach the continents and the oceans. We do one hour each week, and that time is set aside always for this unit that lasts all year. In the beginning we do an overview of the earth, learning to read maps and learning the names of the continents and oceans. Then we make a passport (I bring mine in to show them) and 'travel' to each continent. We discuss the plane travel and how long it takes and where we would pass over on the trip. After an overview of each continent, we 'visit' at least three countries within each continent (except for Antarctica and Australia). I always have good videos of the areas and the students like these. The students love learning about how people around the world live and new cultures. We make flag and maps, try foods, learn about the plants and animals and read stories from the countries. At the end the students have a passport of all the continents and countries they have visited."

Earth Is The Name

(Tune: My Bonnie Lies Over the Ocean)

Earth is the name of our planet.
It's shaped like a ball or a sphere.
It's covered with land and water.
A globe makes this picture quite clear.

Chorus

Seven continents, four oceans, on our planet, Earth.
Seven continents, four oceans, on our planet, Earth!
On Earth there are seven continents,
They're the largest masses of land.
Four large bodies of water are oceans.
In fact, there's more water than land!

Chorus

Oceans

(Tune: My Bonnie Lies Over the Ocean)

The earth is all covered with oceans.
The earth is all covered with seas.
The earth is all covered with oceans,
More water than land don't you see.

CHORUS

Water, water,
Water all over the world, the world.
Water, water,
There's water all over the world!

Seven Continents

(Tune: Row, Row, Row Your Boat)

To learn the seven continents
Think of the letter A,
And when you're down to only one
An E will save the day.
There's Africa, Antarctica,
Australia, Asia, too;
The oceans run between them
With their waters deep and blue.
There are also two Americas--
North and South, you see.
Now we're coming to the end.
Europe starts with E!

So salty and cold are the oceans.
So salty and cold are the seas.
So salty and cold are the oceans,
Too salty and too cold for me.

CHORUS

Atlantic, Pacific, and Arctic,
And then there's the Indian, too.
These oceans almost cover our planet.
I named them now can you?

CHORUS

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.

Odds and Ends.....

"I make my day plans on the computer. I have a template that has my weekly schedule exactly the way I want it on a spreadsheet. I 'Save As' last week's day plans and change the things that need changing. As many of my reading and math lessons follow the same sequence, I have places for the review, lesson, practice, etc. It is so easy to do up the week, and necessary changes are just done with a cut and paste. I add some notes for a sub, too. My district wants the objectives in the daily plan, so there is a line for that in each lesson. It's a nuisance, but as most lessons in a subject have similar objectives, this only takes a minute to pop in. Many things stay the same from week to week - for example, in Spelling I only have to change the lesson number. My Principal wants a copy of the weekly plans, so I just e-mail them to him as an attachment."

"At the end of the day we have a time when we stop and think about what we learned or did today. We pick the most important thing and I write the sentence on a sentence strip, with the date. We re-read the sentence and discuss it. The next morning one of the students is chosen to illustrate it. I keep all of these, and on the last day of the month I put them into a book for the library. I write them on the computer and glue in their drawings of the events. The kids really like to look back to see what was learned in the past!"

"I used my date stamp on all the work until I taught my kids to write the date code. (day, month, year - 01-11-11) Now they print the date code on everything. This is really valuable when I look back at work in exercise books and at work collected for files."

"I have my children read into a working microphone. I can adjust the volume. They love to hear themselves read this way. It is also good for Readers' Theatre."

"To learn to tie laces, take a one pound coffee can. On the lid use a nail and punch 3 rows of holes and then lace it with the large shoe laces. The kids sit cross legged with the can between their legs and practice. The large laces are easy to tie and untie."

Popular Primary Success Resources!

Successful P.E.

This new 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. Finally, this book is completed! Hundreds of teachers have been waiting patiently..... Thanks you!

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, books about the children's daily lives, and there are books to go with your themes, too! There is a teacher's guide and a worksheet or exercise to accompany each book. The children can all have the same book to read, and then take them home to share with the parents.

Read Through the Year - Early Reading Level - Grade One

This binder also contains more than 50 little books to photocopy with your students. There are many holiday and seasonal books, books about the children's daily lives, favourite 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.

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.bigwave.com.au/reports/>

This is software to make report card writing easier! You simply plug in suitable comments and can add your own at any time. There is a free download, if you want to try it.

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

This is fun! Look through the hundreds of poems.

Kindergarten skills: <http://www.kinderpond.com/skillrings.html>

<http://www.teachers.net/4blocks/article33.html>

Story Bits are concrete memories that children can use to retell and share something they have read or that has been read to them. Teachers must think of what little 'bit' of a story would help the children remember what has been read.

Primary Success Publications

4971 Fillinger Cres.

Nanaimo, BC V9V 1J1

E-mail:

primarysuccess@shaw.ca

Website:

<http://www.primarysuccess.ca>



Phone:

1-800-758-0889

Fax:

1-250-758-2661