

The Primary Success Notebook



From Primary Success Publications

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Happy New Year!

I hope you are returning with renewed energy and pleasure. January is a long month - the days are dark and the weather can be horrid, but January is also a month when you can accomplish lots of learning in the primary classroom. There are no big holidays to distract from the basics and the children are already trained to your systems.

Make simple resolutions when you return to school - resolutions that you can keep! Research other reading methods (we want to be life-long learners), keep the top of your desk tidy, and perhaps find a solution for that child who isn't learning as well as you would like.

Enjoy the new year! A good resolution is to laugh heartily every day. That does wonders for physical and mental health.

I have started a Facebook page: log into Facebook and then search for Primary Success. It is brand new! I hope you will participate and enjoy being with friends there.

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.



Things to Ponder

Teacher Minutes

How many minutes each day do your students receive instructional time? To see how your students fare, think about one student at the top of your class, one in the middle and one of your lowest students. Find the number of instructional minutes each student gets on a normal day.

When you do whole-class instruction, every involved child can count this as instructional time. Group time and individual instruction can be counted - but not the time when the child is doing independent work, centres or other activities, supervised but not being instructed. Some hands-on math activities can be counted as instruction if the teacher is actively involved in the process.

Add up the minutes in the day when each child is receiving instruction. What percentage of the day are the children being instructed?

Then see how much individual instruction each child is receiving, for a different result. For whole class instruction, divide the minutes of your lesson by the number of students in your class. If you teach a whole class math lesson for 20 minutes and there are 20 children in your class, each child gets one minute. If you teach a group of 5 children for 30 minutes, each student gets 6 minutes of individual instruction.

Do this throughout the day and see how many minutes each of the children get in individual instruction. How does each compare to the number of minutes in the day divided by the number of students in the class? There are some times of the day that no child will be getting instruction or help. Which child gets the most minutes? Which child needs more minutes of your instructional time?

You may be surprised at the results. It is interesting to think that if there are 300 minutes in the school day and 20 children in your class - if it were divided evenly each child would receive only 15 minutes time! Because of the times of the day when activities other than direct instruction are being done, children are lucky to get 8 minutes of individual instruction.

The results of this kind of survey are interesting when we discuss class size. In a very large class a child may be getting the instruction, but the minutes of individual instruction become less and less. Frequently whole class or large group instruction may not be targeting the child's needs, and the larger the class and the groups the more likely that the instruction will not be as suitable as it should be.

Learning by Doing

There is a truth here and a fallacy. Yes, practice makes perfect. The more we do a skill, the better we are able to do it. But this assumes that writing and reading are like walking and talking - a natural skill that will happen by simply developing.

Reading and writing are not natural skills. For all students other than the top few percent of the brightest, reading and writing need good teaching and direction - and then practice, correction, more teaching and supervision.

We learn to do things well by doing them correctly. For example, we learn to print well by practicing neat printing. Doing a lot of poor printing will not achieve good printing. Spelling words incorrectly will - with many children - cause a continuation of poor spelling habits. Writing without direction and skill knowledge will not produce good writing with practice. Sometimes lots of practice just solidifies bad habits!

So when your children are practicing their skills, make sure they are practicing skills that you want them to continue. Have the highest expectations and your students will meet them.

*We learn to walk by walking
Talk by talking
Write by writing
And read by reading.*



Literature Response

The following is a collection of ways your students can respond to the stories and books that they read. We don't want to over-do the 'work' at the end of reading a enjoyable story, but having the students choose a way to share the book with others is a useful response. These can also be used for whole-class projects or group responses to a story.

1. Retell the story in your own words to a friend, a group or the whole class.
2. Write (a certain amount) about what you learned from the story.
3. Write a different ending for the book.
4. Write a letter to a character in the book.
5. Write a letter to the author of the book
6. Make puppets and put on a show of one part of the story.
7. Make a new book jacket for the book.
8. Do a Journal entry that tells what you liked about the story.
9. Make a map of the story places.
10. Write a mini-book of the story.
11. Pick a favourite page or two of the story and read it to a friend.
12. Write a character study of one of the main characters.
13. Draw a poster to advertise the book.
14. Make a time-line of the events in the book.
15. Draw a picture of one of the favourite scenes in the book.
16. Write a letter from one of the characters to another.
17. Draw a comic strip of your favourite part of the story.
18. Make a model or sculpture from the story.
19. Make a TV commercial for the book and perform it for your group.
20. Make a list of the people in the story and write about the character of each.
21. Do a Journal entry that one of the characters might have written.
22. Make a list of interesting words from the story. Look up the meanings.
23. Are there any words in the story with which you are not familiar? Make a list.
24. Make a list of things you learned from the book.
25. Make a play and act out the story.



Teaching Sight Words

"I use daily sight word flashcards to give my slower kids extra practice. I take them individually for several minutes at a side table and flash the cards one at a time. I keep each child's cards in a folder, and remove cards that the child knows automatically, and add new ones so there is the same number of cards. At the beginning of Grade One I only have five cards in these folders and the number increases as the child becomes more proficient. I also have sight cards for the students to take home to practice."

"In Grade Two I have five words each week that increase the students' listening and reading vocabulary. Often I have the children suggest them, and they like to collect words in their reading that they don't know or understand. We review these words each day and put them in sentences. We cheer anyone who is able to use the words in normal conversation!"

"We play this game from the word wall. The first child says one word from the wall, and the next child says a word that begins with the last letter of the previous word. We see how fast we can go!"

"I give out a sheet that has the letters of the 'week's words' in small boxes in mixed order. The children cut out the small boxes and make the words by gluing the letters onto another sheet."

Teaching Contractions

"I make up letter cards. Children stand in front of the class, each holding a letter of the two words. Then another child holds the apostrophe and bumps out the letter(s) to make the contractions."

"We talk about going to the hospital and having an operation. Then the children take a card with the two words and 'operate' - cut out the unnecessary letters. Then the two parts of the card are glued onto another paper, and a 'stitch' is put in (the apostrophe) to hold the new word together."

"Point out that, because contractions need to be taken apart, an apostrophe drops in - like a bookmark, to show from where the letters were removed. It saves the place of the missing letter(s) in a line just as you (children) save a place in line for your friend."

"Another idea for chanting contractions that my kids absolutely love is saying 'whoop' for the apostrophe. For example, 'can't' would be c, a, t, whoop, t. We clap on the letters and draw a line in the air with your finger for the apostrophe."

Sing to Mary Had a Little Lamb

I'm the first word don't change me,
Don't change me, don't change me,
I'm the first word don't change me,
Oh no, just let me be.

Letters will be taken out,
Taken out, taken out,
Letters will be taken out,
The rest will stay the same.

Can't and couldn't, isn't, too.
Isn't, too, isn't, too,
Won't and I've and let's, it's true,
Contractions every one.

When you change the second word,
Second word, second word,
When you change the second word,
A shorter word you'll see.

Apostrophe will fill the space,
Fill the space, fill the space,
Apostrophe will fill the space,
One word will remain.

I'm and you're and I'll and he'd,
I'll and he'd, I'll and he'd,
Wouldn't, didn't, we'll and she'd,
Contractions are such fun!

Writing

"My students each have a folder for writing. I laminated both sides of the folders open, and then cut the slit at the top of the pockets. They have held up really well. The pocket on the left is for the plan and a picture, and the right is for the actual writing. There is a copy of the word wall words in the pocket, too - that changes each week as we add the new words.

They do a draft first and then self-edit it. I have them read their drafts aloud to themselves and then to a partner. This helps them pick up on many of the errors. Then I read it, and we discuss adding details and any mistakes that they have missed. Then they do a published good copy of the story and illustrate it."



"I have been doing writer's workshop in my room for the last several years. Each writing time begins with a mini-lesson and then I send students off to write. I let them write anywhere in the room as long as they are not being bothered by anyone else. As they write, I conference with four children each day, discussing their work."

"I used to let my children do a rough copy (draft) on plain paper without lines. This year I have insisted on neatish printing on lines for the draft, leaving spaces so changes could be made. I have found something surprising! The stories are a lot longer and the sentences are much more interesting. They are also easier for the kids to find errors, too. The children tell me that they like printing on lines better."

"I have taught basic capitalization and punctuation to my *Grade Ones*. Now I don't correct these mistakes - I just put a pencil mark at the end of the sentence and they have to find the mistake. Sometimes they work in partners to find the mistakes, too. It works really well because they have to think about the rules as they correct."

"I have my students put one finger space between words and two finger spaces between sentences. I had to teach a number of mini-lessons on beginning a new sentence at the end of the previous one on the same line if the sentences were on the same subject - my students always wanted to begin a new line...."

"I ask my students to do a certain number of words in their journals each day. I tell them that I would like more, of course, but they must accomplish a certain amount of work in the time period. I find this is a lot better than asking for a number of sentences, as some students will produce simpler sentences instead of interesting ones."

Here is a great website that gives *Grade Two* teachers dozens of ideas for mini-lessons before your students sit down and write. These would be used to target specific class needs.

http://www.teachers.net/4blocks/outline_for_writing_mini_lessons.pdf

And here is another website with specific mini-lesson plans for *Grade Two*.

<http://teachers.net/lessons/posts/1867.html>

Classroom Management

"I like to ask my Grade Three students to line up in a variety of ways. I use alphabetical order (first or last names), length of names, birthdays through the year and birthdays in seasons, hair colour from lightest to dark, the number of pockets, tallest to shortest, etc. I also have a map on a bulletin board and ask the students to line up depending on where they live - nearer or farther from the school, and also the place of birth and the distance from the school that place is. We get some very interesting discussions from these. We discuss our differences and the things that make us special, as well as the obvious learning of alphabetical order, months, map reading, and so on."

Here are a number of strategies to get attention and keep it.
Use proximity control. Walk around the classroom and stand near the restless children. Seat them near you.
Gently touch the arm of someone who is not paying attention, whisper the name or gently tap the desk top.
Use the students' names in reading vocabulary practice and math problems.
Use the names of people who are behaving most appropriately.
Use peer pressure to get children to behave appropriately.

"If a student does not look after his pencils, only give that person the short ones - not the newer long ones - until they get the idea!"

"When making copies I was forever forgetting which paper was my original. Many times I gave a student my original to use and did not catch it until it was too late. To prevent that from happening again, I highlight the top corner with a yellow highlighter or clip off the corner. The copier does not pick up the highlighted or clipped part and I immediately know which copy is mine."

"My kids have workbooks for math and phonics, too. When both sides of a page have been completed and corrected, I clip the top corner of the page. This way I can see exactly what pages need doing or correction, and the students use the clipped corners to find the right page easily."

"I put labels with my name on all the things I buy with my own money. Then when I move to another room or another school I will know which things go with me. It is also handy when I lend items to others - there is a much better chance of having them returned!"

"I really liked your idea of the 12" sentence strips rather than the long ones. The long ones are hard to store and to find when I need them - and the students can just put the 12" ones in front of them at the group table. This works really well!"

"To get their attention, say to the students, "All set?" They answer, "You bet!"

"Our district allows teachers to visit other classrooms to see how things are done. This is often very valuable and I have picked up lots of new ideas to take back to my own classroom. Sometimes, though, I get a needed lesson in 'what-not-to-do!' The last teacher I visited (Kindergarten) did a lesson that was disjointed, was far over the children's heads and completely confusing. Watching this reminded me of the value of good planning. Poor lessons produce a negative - confusion rather than learning. But - I did get some good art ideas from this teacher and she had some good bulletin board ideas....."



Math Ideas

"Early in the New Year I'm going to do my math unit on telling time. Have any of you heard the song, *Seasons of Love* from the play 'Rent'? It's awesome and it says how many minutes there are in a year over and over and over. I'm going to have the kids listen to it and do some writing about it (what things could you do in one second? ten seconds? 525,600 seconds?)"

"We do a domino fact family every day as part of our Grade One calendar activities. I have made some large dominoes with index cards so as to be visible from the front of the room. You can also make on overhead projection sheets and a wide sharpie marker. The kids write a fact family every day on their own in their calendar books."

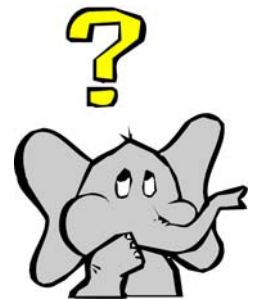
"For a math center the children play a game called 'Shake and Spill'. The children are given the counters that are different colours on either side. I give them the number of counters that we are studying. They shake and spill the counters to see different combinations. They draw the different pictures on a sheet to show what they spilled."

Graphing for January

- favourite snow activity - whether they have gloves or mittens - colours of winter clothing - favourite cold weather lunch - favourite winter sport - if they skate, ski, go sledding, etc.

The Art of Questioning

What can you tell me about this? Why do you say that? What do you think will happen? What did you do first? Why did that work? How did you decide? What do you need to do next? What is most important to know about this? Is that the only possible answer? What did not work? Where could you get more information? How are you sure your answer is correct? Could you make a different problem? Does this answer make sense? Could you extend the pattern? Could you find another way to solve this problem? How did you and your partner work together? Explain everything you did.

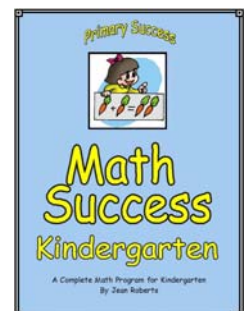


"At the end of each math period we have a sharing time. This is when the students tell me how things work and why they have done things in a certain way. This really helps the children who have difficulties, as they have to be able to explain how they do the operations and why."

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!"

Happy New Year!

<http://www.littlegiraffes.com/newyear.html>

Look at this great bulletin board for early January! The students wrote their resolutions or goals on a speech bubble, and then drew the faces. They then are shown blowing a noise-maker.

"I always introduce resolutions to my students by telling them a resolution is like a promise that you are making to yourself about something you want to change. You might want to change something about yourself. Adults make a resolution to lose weight or exercise more. It might be to change the way you do or don't do something - adults say they want to eat healthier, or start getting more exercise. Then I give them some examples. I tell them they might want to think about something that maybe causes some problems in their lives. For instance, maybe Mom fusses at you everyday to get you to make your bed, so you could make a resolution to make your bed everyday before you go to school. Maybe you hate to get up in the morning and Mom has to come in several times to get you up and then you are always in a big rush to get ready and out the door on time, so you could make a resolution to get up the very first time Mom wakes you. Maybe you fight with your brother or sister a lot, so you could make a resolution to try harder to get along with them. Then I usually ask the class to tell me something they think they could make resolutions about and I put them on the board or chart paper so they will have a jumping off place."

"I am going to print 2012 in bubble letters as big as possible on a sheet and photocopy it for the kids. Then they will decorate it in any way they like. I will provide paint and glitter and felt pens and lots of fancy things that they can use. I did this last year and they came out really nice and made an easy January decoration."

"I made a bulletin board of kids in triangular party hats. The kids cut out the hats, put short crepe paper streamers from the top, and wrote 'Happy New Year' on them and glued their faces under. They were very cute!"

Create an 'Out & In' rhyming book or flannel board story to relate the New Year's saying, 'Out with the old and in with the new'....

Out with the cat and in with a hat!
Out with the dog and in with a hog!
Out with the rake and in with a cake!



Blow a whistle,
Give a cheer.
The year 2012
Is here!

Let's have a party
Let's celebrate
2012
Will be just great!



Successful Art Lessons

This new book teaches line, shape, colour, patterns and design with interesting lessons and great art projects to reinforce the skills. It also teaches the different mediums, sculpting, and famous Canadian artists (and some others, too). It is useful for all grades, K to 3.

Fine Motor Skills

The following exercises will help to improve fine motor skills. In every class the majority of students will not have fine motor problems, but there will likely be up to five children who do have difficulties, from moderate to severe. One may have DCD (Developmental Coordination Disorder). These children have a disability that affects both fine and gross motor development. They do not do physical tasks instinctively and must be taught these through simple steps and practice them until they are easier to accomplish.

Of course, the most important fine motor task in school is printing. We also want our students to be able to use scissors, colour in the lines, use glue appropriately, etc. As in all skills, students who have problems with fine motor tasks need to be taught sequentially and have daily practice in order to succeed. A key word in that sentence is 'taught!' To learn to print correctly, these children need specific lessons in letter formation, direction, spacing and the size must be gradually decreased. They need to be taught how to hold scissors and how to use the other tools used in the classroom. These lessons should be started early in Kindergarten and continued through Grade One - and the standards for satisfactory work should continue through the grades.

Printing/Drawing Skill Practice

Practice on chalkboards and dry erase/boards, print on the overhead sheets and watch the direction, use tracing paper and trace around stencils or objects, use clipboards, finger trace direction with large bubble letters; and once the child understands the formation, begin work on lines gradually decreasing line size. Use interlined paper - large at first.

Make letters with plasticene, wikki sticks, etc.

Show different ways of drawing simple figures. Always ask for more detail.

Colouring is good practice for the fine motor printing skills. Show children how to colour so the picture looks best. (Outlining, colouring in solidly, colouring gently so the colour looks pastel, etc.) Some children really need instruction in order to do a good job - one that pleases them!

Scissors

Instruct the children on how to hold scissors and how to cut on the lines. Make sure left-handed children have the proper scissors.

Cut simple shapes at first, gradually getting more complicated.

Cut pictures from magazines, do art work with cut paper shapes.

Using Glue

Have lessons on how to use liquid glue (a little dab will do!). Show how glue can be 'painted' and that too much may ruin the project.

Teach how to use glue sticks correctly.

Glue small pieces of paper.

Other Fine Motor Tasks

Play with small toys like lego, unifix cubes, puzzle pieces, small cars or little dolls.

Lacing cards, using a needle to string beads.

Tearing paper for art projects.

Painting with large - and then smaller - brushes, sponges, stamping, etc.

Sorting and/or stacking small objects.

Using tools, screwing and unscrewing nuts and bolts.

Doing up buttons, zippers, tying shoes (difficult for these children!)



Chinese New Year

Gung Hay Fat Choy! Chinese New Year will be on Jan. 23, 2012. It is the Year of the Dragon!

At Chinese New Year celebrations people wear red clothes, decorate with poems on red paper, and give children 'lucky money' in red envelopes. Red symbolizes fire, which according to legend can drive away bad luck.

In China, the New Year is a time of family reunion. Family members gather at each other's homes for visits and shared meals, most significantly a feast on New Year's Eve.

Chinese New Year ends with the lantern festival. Some of the lanterns may be works of art, painted with birds, animals, flowers, zodiac signs, and scenes from legend and history. People hang glowing lanterns in temples, and carry lanterns to an evening parade under the light of the full moon. In many areas the highlight of the lantern festival is the dragon dance. The dragon—which might stretch a hundred feet long—is typically made of silk, paper, and bamboo. Traditionally the dragon is held aloft by young men who dance as they guide the colourful beast through the streets.

It is the Chinese New Year tradition that every family gives its house a thorough cleaning, hoping to sweep away all the ill-fortune there may have been in the family to make way for the wishful in-coming good luck. People also give their doors and window-panes a new paint, usually in red.

Use the Chinese New Year to teach about Asia. Find China on a flat world map and on a globe. 'Fly' the shortest route to China from your city or town on both the flat map and the globe. What happens? Which is accurate? Yes - you will fly to China over Alaska and Siberia and the Arctic!

If you have a local store that sells the red and gold good luck symbols for the New Year, get some to decorate the class.

Do a classroom 'house-cleaning' as part of your celebrating! Can you say "Kill two birds with one stone?"

Make Chinese lanterns and crafts: <http://www.enchantedlearning.com/crafts/chinesenewyear/>

There are some great little books to print off and use in your classroom here, too. There are ones for early readers and others for fluent readers. There are projects about China and lots of map activities. This is a very good site to explore!

Chinese Lanterns

http://www.activityvillage.co.uk/chinese_lanterns.htm

http://www.activityvillage.co.uk/chinese_new_year.htm

And there are lots of other ideas on this page. The blossom branches is a good craft, too.



Check these out!

Consider the Primary Success Science and Social Studies programs for Kindergarten, Grade One and Grade Two. These books follow the curriculum, and more - they give interesting lessons for the different units and a practice sheet for the children. The lessons are easy to teach with materials usually available in the classroom or outdoors in your school yard, and they are a simple and interesting way to teach these subjects. Go to the Primary Success website for sample units.

Winter Activities

A Snow Unit

"I begin my winter / snow unit by bringing in a snowball (I keep it in the freezer until lesson time!) in a box. The children are to guess what is in the box and we play 'Twenty Questions'.

Then we do a KWL chart about snow. First we discuss what they Know, then What they want to learn. The third column - what we have Learned - is done at the end of the unit.

We do the science of snowflakes, how they are formed. We go out with cold black paper and catch snowflakes, and look at them with a magnifying glass. Not all snowflakes have 6 points, and we try to see the other kinds of flakes, too.

These are excellent websites with information on snowflakes:

<http://dnr.wi.gov/org/caer/ce/eek/nature/snow.htm>

<http://www.papersnowflakes.com/science.htm>

Look at photos of real snowflakes:

<http://www.its.caltech.edu/~atomic/snowcrystals/photos/photos.htm>

I teach symmetry at this time. We glue three popsicle sticks together, crossing in the center for the 6 points of a snowflake. Then the students glue cereals and pasta shapes on the sticks, symmetrically on the 6 arms. When they are finished and dry we paint them white.

We measure the depth of snow on the playground by taking a metre stick out to undisturbed snow and see how deep it is. We keep a record of the snow falls.

We predict when it will snow next and how deep the next snowfall will be, graphing the predictions. Who is right?

We bring in a bucket of snow and measure the quantity. We estimate the amount of water in the snow and then test it as it melts. Does all snow hold the same amount of water? We do this experiment on different days to test. We also talk about what is in the snow. Is snow clean? Should we eat it?

We experiment with sand and salt on ice. Which is best on the roads?

For fun, I give everyone an ice cube. Who can melt it the fastest? The children come up with interesting ideas!"

Art Ideas

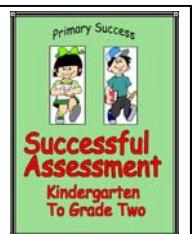
Make snow scenes and paint them with a snow mixture - 1 cup salt, 1/2 cup flour, and 3/4 cup water.

Have the children colour small pictures of a scarf, 2 mittens, and a hat. Then cut out. Pour a puddle of white liquid glue on a piece of aluminum foil. Lay the clothing pieces in the puddle and let dry. This is a melted snowman! This is a good activity on a warmer day when the snow is melting.



Successful Assessment - Kindergarten to Grade Two

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



Odds and Ends

"I teach the phases of the moon. After teaching, to show the different phases, I buy plain round sugar cookies and yellow icing. We talk about each phases and put the frosting on the cookie. This shows them what can be seen at night and that the moon is there, just can't be seen. At the end, they get to eat the moons!"

"I give out the monthly Primary Success homework calendars each month. I keep one copy on the calendar bulletin board, and I try to mention it each day and discuss the past day's assignment plus the reading that is supposed to go with it each day. This seems to keep the homework fresh and more children seem to do it every night."

"We show the spreading of germs by one person putting glitter paint or glue on his/her hand and then shaking hands - then those people shake hands, too. It is interesting to see how the glitter (germs) travel."

"I am a stickler for correct spelling and sentence structure in what I send home. My principal is, too! She asks to see everything before it goes home - letters, notes, newsletters, reports, etc. It is a nuisance, but she has found errors in mine so I don't mind. Some teachers on our staff really don't like it - but I think it is a good thing as there are some parents who notice mistakes and might think we are unprofessional."

"I try to do frequent anecdotal notes about all my students. I write the notes on post-its with the child's name and then stick the post-it in the child's file. Once a week I go through and write up the file properly. I try to do a note for each child each week in every subject. This is sometimes hard to do, but some students get more frequent notes and some less. I put notes in every subject in the child's computer file once each week.

When I have a parent conference, I print off a sheet with the student's strengths and the things that need extra work. Because I have all the little anecdotal notes I have specific information, and this makes conferences go smoothly. This is also great for report card comments!"



Popular Primary Success Resources!

Successful Writing Lessons—Grade One, Grade Two

In each of these books there are more than 100 short lessons to begin your writing sessions. These teach the necessary writing skills in sequence with lots of interesting strategies. These mini-lessons will greatly improve your students' writing. There are lots of reproducible sheets and a reproducible dictionary with common words and spaces for you or the child to print extra words. Price: \$29.95 CD: \$22.95

Beginning Handwriting

Grade Two and Three students love to learn how to write! This book shows you how to teach the letters and gives practice sheets to photocopy for your students. The style taught is rounded cursive. Price: \$24.95 Level: Grade 2/3

Sight Reading—Start Right Kindergarten

Give your Kindergarten children a great start in reading! This program gives you many ideas to teach the concepts of print and it teaches the beginning sight vocabulary (30 words) in an interesting 'hands-on' way. There are reproducible worksheets and little books for the children to read. Price: \$69.95 CD - \$44.95 Level: Kindergarten

Poems to Read and Remember - Kindergarten

Simple short poems, each on a reproducible page with a border and illustration. Make poetry books for each child and/or let the sheets go home to be read and enjoyed. Price: \$34.95 CD - \$24.95 Level: Kindergarten

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.



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

Go to Enchanted Learning for good ideas for the new year!

<http://www.enchantedlearning.com/crafts/newyear/>

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

This is a Grade Two site with lots of good information!

Here are some songs for adding endings and other spelling rules:

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

This is one of the best resources on the web:

<http://www.teachingheart.net>

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