

The Primary Success Notebook



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Inside

Class Management	6
Classroom Library	7
Having Fun	2 - 3
Math	8 - 9
Odds and Ends	12
Spring	10 - 11
Word Walls	5
Worksheets	4

It is almost Spring!

There are lots of interesting things to do in March! Take down the winter decorations and energize your classroom with spring colours. Make pussywillows and daffodils and tulips to liven up the bulletin boards.

You can begin the month of March talking about the lion and lamb, and this is a good introduction to a weather unit. Graph the weather each day and see if the old proverb is true. Then celebrate Dr. Seuss's birthday on March 2 - but that celebration can continue for the entire month. Finally, Spring Break comes in the middle of the month (at least in BC), so March is a short month! Hopefully you will see some green grass and the early flowers blooming by then.

Enjoy March, and have spring fun with your students.
Have a great Spring Break!



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.



Having Fun!

Don't lose the fun in your classroom. There are so many expectations on our students and ourselves that sometimes we can forget to enjoy ourselves. Many great activities can be integrated into our lessons, too. Here are some good ideas for fun in the classroom - and ways to bring in the arts, as well.

Music

Children are naturally drawn to music. They love to sing and to listen to music. You should sing every day in your classroom. If you can't carry a tune in a bucket, use recorded music and sing along. There are many internet sites where you can find the words and the music, and many great children's songs on I-Tunes.

Repeat a song every day until the children are very familiar with all the words and the tune, and then review often. You will know that you are succeeding when your students ask to sing, and when you hear them humming the tunes to themselves or singing in small groups just for enjoyment. Singing can be integrated with your subjects - teach songs that go with your themes or learning outcomes. Singing is also a great break between work periods.

Have a classroom chart with the titles of all the songs that the class have learned. This can be referred to when reviewing all the favourites. The students can also have a collection of the words to songs taught - print out the words on a sheet and photocopy to go into the children's books as you would for poems.

Your students will likely be poor at singing at first, unless they have done this in previous years. Like with all learning, they will improve with practice. The more they sing, the more on-key they will become and the more confidence they will acquire. Good singers will do well at a school concert, and the children will love to sing while traveling on field trips, etc.

Listening is the other part of a music program. Good music can be put on softly when the students are doing independent work, or when drawing or centers - any quiet time. Some teachers put on a certain type of music for several weeks - a classical composer, jazz, folk music, etc. Discuss what they are hearing, the composer and the meaning of the music. Soon they will be comparing the different types of music and having preferences for different composers. What a great educational opportunity and fun, too!

Use music for mood. Quick music for cleanup time, soft quiet music for reading or individual written work, a certain piece of music to tell the students to clean up or come to the circle. Some students with learning, emotional or behavioural disabilities cope much better with soft music playing.

Physical Education

P.E. should always be fun for every child. We often think of P.E. as gym activities - but many physical activities can be done in the classroom.

Music and physical exercise can often be coordinated. If you don't have gym time every day, you can do 'fitness to music' in the classroom, an empty classroom or even outdoors. Put on jazzy music and lead the students with aerobic exercises. Again, they will be able to follow better and better as they practice, and the better they get at the exercises the more they will enjoy it.

Physical exercise can be the breaks between work periods. Just having the students stand beside their desks and do stretching, reaching and jumping exercises is valuable.

Do musical action songs - the most obvious is 'Head and Shoulders'. Do these slowly at first until every child is able to follow and then speed it up.

There are a few 'don'ts' with physical exercise. Some children are not as physically capable and hate exercise where they feel singled out and subject to peer pressure. Picking teams can be done randomly - never have the students choose teams. Keep P.E. lessons light and pleasant for everyone.



More Fun.....

Art

Do art lessons several times each week. Children love to do art and crafts - and all efforts should be celebrated. Especially in the early grades, do lots of art projects where there is a 'level playing field', where there is no advantage for children who have well developed fine motor skills. Finger-painting, colour mixing, simple crafts where the students follow directions are good. Doing art projects that go with the seasons and holidays will be a pleasure in your classroom, and make great room decorations, too.

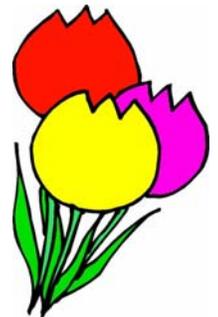
Some teachers forget that many students need to be taught how to do drawing, colouring or painting. Why would art be different than other subjects? Most children need to be taught how to read, write, do math - and most also need to be taught how to draw simple objects, how to colour effectively and paint well. This does not hamper creativity any more than teaching children the writing conventions hampers writing creativity. All artists take lessons to learn the basic procedures. Children will be much happier with their finished art if there are lessons and guidelines that help them produce a better product.

Games

Children love to play games in the classroom, as long as they have a 'level playing field' with this, as well. Games should be chosen that do not place your slower students or children with other disabilities at a disadvantage. Shy students should not feel nervous in games and a shy or slower child should not have to perform in front of the group or be responsible for a team's success. If a child is nervous or upset, the game is no longer fun. Games such as 'Sparkle' are great - the child who is 'out' is random so all children have an equal chance of winning. Play math games in pairs or small groups as long as the children in the group have similar skills or the game does not necessarily favour the smartest child. Snakes and Ladders or simple card games are good as the outcome is left to chance. Teach outdoor games that the children can play at recess. Teach the rules and practice playing hopscotch and marbles. Teach the children to skip and also teach skipping rhymes. Did you do special ball or other games when you were a child? Share them with your children.

Parties and Celebrations

These are the times that children remember! Parties and celebrations do not have to be great productions - simple can be just as much fun. These can be opportunities for learning, too - a pumpkin day where there are lots of math and science and writing as part of the celebration, 100 Day with all the math activities, egg day, writing on Valentine's Day, etc.



Field Trips

Get out of the classroom to teach lessons! Your students will have great fun doing a 5 Senses lesson outdoors - feeling tree bark, smelling flowers, listening to bees humming, etc. Field trips can be well-planned trips to a distant attraction or a simple lesson in the nearby park or even on the playground.

Laugh a Lot

A day without a good hearty laugh is a day lost! Laughter is good for the health, both physical and mental. Laugh with your children often - tell jokes, read funny stories, and always look for the ridiculous.

Success

Success is the most fun we can have! Teach the children very well so that they experience success every day - true success that is measurable. Have them print neatly, keep things tidy, and work efficiently. Keep the classroom pleasantly quiet. All these things will give pleasure to both you and the children.

Worksheets

The use of worksheets is controversial. Should you use lots of them to practice the skills taught? Should you try to phase them out? Are they useful or not? Some principals are against them - could it be because so many worksheets are photocopied and cost money? Here are some pros and cons of doing worksheets.



Here are some problems with worksheets:

- Often your bright kids have the sheet done before all of them are handed out, and the slow kiddies may have too much difficulty and take forever to finish it.
- The sheet may not have much to do with the concept you are teaching and not really improve the learning.
- Sometimes worksheets are used as busy work.
- Some worksheets have very little actual work for the students to do.
- There are always marking and corrections - and we have to keep track of who has completed them.
- Students' printing or writing on worksheets is often very untidy.
- They do use a lot of paper - and photocopying fees.

Here's how we can make worksheets valuable:

- A rule of thumb - it should take at least as long for an average child to complete the sheet as it does for the teacher to make it (or find it) and photocopy it and pass it out.
- Worksheets should be practice for the concepts taught and learned in the previous lesson.
- They should have a defined purpose.
- Worksheets that re-enforce reading and phonics skills can be made much more useful by having the students read them over independently when completed, and then reading them to another student and then in a group. This will make the sheet quite valuable.
- With math sheets, the students can go in small groups to explain to each other the concepts they have used on the paper.
- Have the students print sentences out in full, rather than fill in the blanks on worksheets. Printing practice is very valuable as we want our students to print fluently. Have interlined spaces so the printing is neat.

When not to use worksheets:

- Do not use worksheets if the same work can be done in an exercise book. Children do much better work in exercise books - neater, more carefully, and with more thought. Perhaps the students believe that paper sheets do not have the importance.
- Don't use them for busy work. Let the students read a book if you need them quiet and busy.

Why worksheets can be valuable:

- Our students should become familiar with a wide variety of questioning and a variety of formats. If you want to give tests the students will do much better if the format is familiar.
- Good worksheets can give the children necessary practice in the basic skills.
- Worksheets can go home to be completed.

Word Walls

"I'm a big advocate for word walls. In terms of space, it can be challenging, but I found that my kids were the best spellers ever these last years. I currently have my word wall on the cupboard doors which run along the side of my classroom. At other times I had them taped on the wall running around the top of the classroom and another time, when I had virtually no wall space, I drilled holes by the windows, hung wire, and put up laminated sheets of butcher block paper (one color for consonants and a different one for vowels). Then I just hung the words up on the sheets.

My words are written on different colours of neon paper and then cut in the configuration of the words. I use different colours so that the children can distinguish more easily among the words. This is particularly important for those children who are having difficulty with reading. If I say that it's under the "t" 10 words that look all the same won't be much help. Instead, I can say, "It's one of the green words. What sound does your word end with? Do you see one up there on green that ends that way?"

A few teachers in my building have stopped doing word walls because they said that they weren't effective. In many cases, the reason was because using the word wall wasn't something that the children were taught. Our word wall words are brought up constantly during the day - morning message, word wall time, specific word wall activities, clap and chant, etc... Many people would just introduce the word, stick it on the wall and then expect the magic to work. It is a skill that needs to be mastered, developed, and used. Plus, the children **MUST ALWAYS BE HELD ACCOUNTABLE FOR SPELLING THE WORD WALL WORDS CORRECTLY!!!** Any writing that a child does - journal, dialogue journals, science logs, you name it... if a word wall word was spelled incorrectly they had to go back and fix it - no exceptions. The use of spelling patterns and activities that support them should also be tied to the word wall words. If you are doing the "an" family then you need to have them look for "an" words on the word wall.

I loop Grade One/Two grade with my students so I was able to see their growth over two years. The words from the end of Grade One were just kept on the cupboards for the second grade and new words were added. When I knew that some words were mastered by all (I, a, the, etc.) I began to take them off the wall to "wean" them. At the end of Grade Two I gave them a spelling test of the 200 most frequently used words and all my students but 4 had over 90%. They weren't told about it ahead of time, weren't given sheets to practice from, we just did it. The other four students (including 2 special needs) were 80% or better. Needless to say, I was thrilled. I attribute their success to 3 things:

- 1.. Being held accountable
2. Clapping and chanting the words (Cunningham's Phonics They Use)
3. Seeing the relationship among word wall words, spelling patterns, vowel sounds, etc."

"One idea I would like to use is 'chanting' the word wall. I have a class list up and we take turns using a heavy piece of paper rolled into a cone shape yelling 'Give me a...' and saying a word from the word wall. The rest of the class spells the word and then says the word again giving a thumbs up sign. They absolutely love this and it is a great way to review the word wall words."



"The words need to be large enough for children to see from their seats. I don't laminate the words because I found there was glare from the shiny finish. We clap and chant the words every Monday morning like a cheer. Some days we call out words and use them in sentences. Other days we write them on individual blackboards that they keep at their seats. I write sentences on the board and leave out word wall words and they choose the correct word to complete the sentence."

Classroom Management Tips

Use magnets on the side of your tall metal filing cabinets to hold word cards, charts, pictures, etc. Use those little magnetic word packs and let your children make sentences.

For cleaning up the classroom, put on a piece of music. While the music plays, everyone cleans and picks up everything off the floor. Can everything be tidy before the music stops? Do this several times each day.

A teacher has a 'Bathroom Bear'. If a child must leave for the washroom, the stuffed bear sits on his/her desk. This prevents more than one child being out at a time and the teacher can immediately see who is out.

"I am teaching my class basic words and phrases in sign language. The children must be focused in order to 'read' what I am saying. This gets them quiet quickly."

"When it is lunch time I put a squirt of soft soap into each hand as they line up to wash hands."

"Each of my students has a file folder that they decorated early in the year. These have been laminated over the pockets and then the pockets were slit open. After they complete an assignment, they put their finished work in their file folder. At the end of the day they put their folder in a special pile. This eliminates the 'no name' problem since I know who the work belongs to right away!"

Lining Up

I'm giving myself a great big hug,
I'm standing straight and tall.
I'm looking right ahead of me
I'm ready for the hall.



"We play the 'if you talk, I win' game. No one, including the teacher, can talk as we walk in the hall. The goal is to make it to the destination without anyone having to say a word. I give a thumbs-up to successful walkers when we arrive."

Teach the students to walk on the right hand side of the hall. Associate it with driving on the right side of the road.

"I choose a 'mystery walker' before we go down the hall. As no child knows who the mystery person is, they all walk quietly. When we return I give that person a fancy sticker if he/she has been perfectly quiet. If that person has talked, I do not tell who the person is - just that the mystery person has not behaved perfectly."

Hula Hoops

"I use hula hoops a lot in my classroom. When my kids play board games, they take a hoop, lay it on the floor and put all the game pieces inside. This way the pieces do not get scattered.

I use them for centres, too. I keep each centre materials in a plastic box on a shelf, and when the children go to that centre, they get the box and a hoop and go to a corner where there is room for the hoop to be laid flat. When groups are rotated, the children go to the next hoop. These are also used when my students are using math manipulatives in a small group. The hoop keeps all the pieces in one small area.

Then I have my kids learn to hula hoop! The girls love it and it is great exercise."

The Classroom Library

"I spend quite a time teaching my students how to sort our library books so that they will go back into the correct baskets. My leveled books all have coloured stickers on the front and inside (just in case the outside one comes off) with the number level on them. There is a matching circle on the basket.

In the beginning of the year we work together to sort the other books and decide where they might belong. An animal ABC book might go into the animal basket or into the ABC basket, so we talk about it and the class decides. I try not to be too fussy about where a book goes, as long as there is a reason for the placement. Then for the rest of the year the class puts the books back where they belong. I like the library to belong to the students and have them feel a responsibility for the books."

Finding the 'Right' Book

The Goldilocks Rule:

- Is this book too hard?
- Is this book too easy?
- Is this book just right?



"I read "The Three Bears" to my class, and we discussed the porridge, the chairs and the beds. Before I used this rule, I modeled reading a book that was too easy. Then I read one that I pretended was too hard. Finally I read a book that was just right. Then I had the children go to the classroom library and find a book that was too easy, then one that was too hard and finally a book that was perfect.

We discussed this with many different books. The students made much better choices of reading material after this lesson!"

"I read a very simple book, and then I have a copy of a medical journal page. I try to pronounce the difficult words. The children think this is very funny, but it makes the point of a 'too hard' book.

We also brainstorm a list of things that are very easy to do, and another of things that are too hard to do. Finally we talk about the things that they are just learning and are 'just right'."

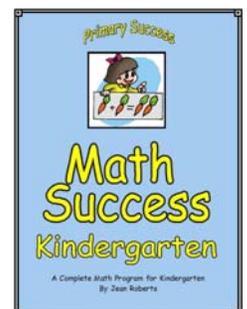
The Five Finger Rule

"I have the children open to an early page in the book. They begin to read the page with their hand in a fist. Then they raise one finger for each word they come to that they do not know and are unable to decode. When there are 5 fingers up, the book is too hard. We practice it with a variety of books so the concept is really familiar."

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 Games

Smack!

"Draw a big square on the chalk board and divide it into 9 smaller squares. Place a different number in each square. One member from each team comes to the game board, gets a fly swatter and faces you as you call out a problem. Once the problem has been called students turn around and using their fly swatter hit the correct answer. The first student to hit the correct answer wins a point for that team. You can have the winning player stay up until he loses or have two new ones come up every time. So that students don't have to compete against the same player every time have students switch seating after one full round. This is an awesome game for review. It can be used for multiplication, division, subtraction, addition, money and many other things."

Make the Biggest Number

"I get my Grade Twos to play this place value game. They each get a paper with place value boxes - thousands, hundreds, tens and ones. They also get a set of number cards - 0 to 9. I say a number and they choose which box to put it in. When all have placed that number, I say another random single digit and they place that. There is no exchanging places once a card is placed. When four numbers have been called, we see who has made the largest number. Sometimes the game is to make the smallest number, too. Then we read all the numbers. They have to predict what numbers will follow. I often try to fool them! They love to play this and it really teaches them the place value.

I have played this with Grade Threes and used up to 7 places (millions)."

Race for a Dollar!

"The students roll one die. They take that number of pennies indicated on the dice. When they can trade for nickel and then a dime they do so. The game continues until one student has \$1.00. Later in the year we trade for quarters, too.

They can also play the game backwards. Begin with \$1.00 and exchange money so subtraction is possible. This is good when you are teaching subtraction with re-grouping."

"As I teach place value I do a LOT of expanded notation. I have sentence strips and on them I have printed the expanded numbers... $4000 + 700 + 20 + 5$, for example, and they fold the paper so they can only see the digits we see in a usually written number. This really helps the children read larger numbers."

"We do measurement scavenger hunts. I have a list of lengths for them to find and they go around the room to look for them. It might be: Find something that is 8 cm. long. or.... Find something that is 25 cm wide."

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!

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.

Multiplication

Show your students just how easy the multiplication facts are! Teach the facts in the following way....

1. Teach the students what the equations mean: 3×4 means 3 fours, 4×3 means 4 threes .
2. Make sure they understand that reversing the numbers gives the same answer.
3. Teach the $\times 2$ equations, and the reverse operations. As the students can count by 2s, this should be easy.
4. Teach the $\times 5$ equations and the reverse operations. As the students can count by 5s, this also should be easy.
5. Teach skip counting by 3 to 30 and by 4 to 40.
6. Relate the 3 and 4 times tables to the skip counting. Memorize the more difficult ones - 6×3 , 7×3 , 8×3 and 6×4 , 7×4 , 8×4
7. Teach the $\times 9$ trick..... if there is a 9 in a question - the first number in the answer will be one less than the number you are multiplying by 9, and the two numbers in the answer will add up to 9. So when multiplying 6×9 , the first number in the answer is 5 (one less than the 6) and the second number will be 4 because $5 + 4 = 9$. Practice this until the children can do it really quickly every time they see a 9 in a question.
8. Teach these three doubles.... 6×6 , 7×7 and 8×8 and memorize the answers.
9. That leaves only three questions to learn! If the children memorize the answers to 6×7 , 6×8 , and 7×8 - they will know all the times tables to 9.



Here is another $\times 9$ trick! Lay your hands out on the desk in front of you. Pretend your fingers (and thumbs) are numbered 1 to 10, left to right. Now when you get a 9 question, put under the finger of the number you are multiplying by 9. Then the answer is the number of fingers on either side of this finger. For example, if you are doing 4×9 , put under the left hand pointer (the 4th finger). There are 3 fingers left up on the left and 6 on the right..... 36.

The 'can you count' trick is fun, too. When multiplying 3×4 , the answer is 12.... count 1 2....3 4. The same thing happens with $7 \times 8 = 56$ count 5 6 7 8.

The times tables with a 4 in the question are double-doubles! Do $\times 2$, twice. 4×6 is the same as $2 \times 6 + 2 \times 6$ $12 + 12$.

"I have my children write the tricky multiplication questions with answers on cards and decorate them. Each child picks a question that he/she finds difficult. Then we put them up around the classroom for a week or two while the students are learning the tables. I encourage the students to check each time they go somewhere in the classroom and see a multiplication fact, that they recite that fact in their minds, along with the answer. You can even say to them, "Before you are dismissed for recess, I want you to look around the classroom and say 3 different facts in your mind." This also works well with addition, subtraction, or division. It doesn't matter what you study, keep it all around them!"

Successful PE

This primary book has lesson plans, gross motor activities, skill training, indoor and outdoor games galore - and lots of ideas to make your P.E. lessons fun and successful. There are helpful ways to organize your P.E. periods, too. There are exercises, classroom breaks and games for recess. This book is suitable for teachers from Kindergarten to Grade Three. See samples on the website.

Spring

Spring Bulletin Boards

"I do a cute bulletin board in the spring. I put up book covers and then frogs all over the board. It is titled, Read it! Read It! Read It!"

"I took pictures of my children reading and printed them off. I put these up and ladybugs around them with the title 'Look Who's Been Spotted Reading!'"

"My Grade 2s and 3s love to write their names to make name-bugs. They write their name on a line, making sure they touch the line between every letter. They do it quite softly, and then erase all writing that goes below the line. Then the paper is folded on the line and they trace the name above the line with black crayon. They go to a window and trace the writing shape on the other side of the folded paper, trace it in black crayon and I make sure the writing lines touch in the center. Then they colour the mirror image as a design, colouring the closed spaces the same on each side. They are very cute on my bulletin board, and the kids love them!

I have used these on a book display that said 'We're Buggy About Books!'"

"I cut out a large tree and tacked it to a bulletin board over a pale blue background. Beside the tree I have a pile of small 1 inch square pieces of pink tissue paper and glue sticks. Kids who finish their work can go there and put the bits of tissue over the end of a pencil, dab glue on the end and put it on the tree. It takes about a week, but the tree becomes very pretty!"



Riddle

Gray like fur
but can't purr.
Soft as silk
but can't drink milk.
What am I?

"I have my kids make pussy willows by dipping a finger into white paint and pressing the finger prints onto a branch for the pussywillows."

"We use white paint and a q-tip to make the pussywillows."

"When the first pussy willows are found, I bring a large bouquet into the classroom. I give each child a branch, and they can take the pussywillows off and have a good look. They love the feel of the 'fur'. Now when they do the art, they understand what they are trying to make."



"We do pussywillows by drawing a few simple branches on light blue paper with brown crayon. Then we make the pussy part with white chalk, and then a brown crayon 'holder' for each one. I talk about not doing too many - a few neat ones nicely spaced are better than oodles of messy ones. They turn out really cute!"

"A teacher in my school uses puffed wheat glued on for the pussies!"

Surprise

Close your eyes
And do not peek
And I'll rub spring
Across your cheek.

Soft as velvet
Smooth and sleek
Close your eyes
And do not peek.

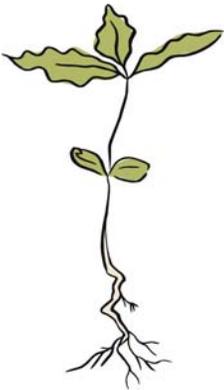
More Spring

Glue a green pipe cleaner on a piece of construction paper for a flower stem. Then glue the bottom of a muffin/cupcake liner at the top of the pipecleaner.

Children can glue fruit loops around the liner to make petals.

You can also glue 2 or 3 cupcake liners together - larger ones behind and smaller in front - to make frillier flowers.

Growing Seeds



"Place a paper towel inside a baggie. Run a row of staples across the bottom of the baggie about one inch from bottom. Place bean seeds inside the baggie so they are resting on the staples. Carefully pour in water and allow the paper towel to soak it up. Display the baggies in warm place and watch seeds sprout and grow. You can tape these to a sunny window. Keep them watered. The seeds will grow quickly! Carefully take the baggies apart and plant all of the plants in a very large container and add support sticks. The plants will grow, flower and grow beans all within the classroom right before the kiddies eyes. They love it!"

"Give each child a plastic or paper cup, a piece of paper towel, a sandwich baggie and some seeds that germinate quickly. They dampen the paper towel, gently roll up the seeds in it, place them in the baggie and then into the cup. The paper towel must be damp without being too wet. The children can keep the cup on their desktops and look at them every day to note the progress. Make diagrams to show the plant embryo, the root and the stem. The kids take a lot more interest when the seeds are available to look at often."

Rainbows

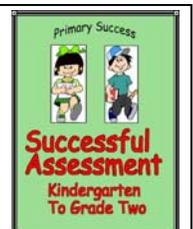
A rainbow theme fits with St. Patrick's Day - and can continue into April.

- Make coloured rice - shake in baggie with alcohol and food colouring.
- Make huge rainbows with fingerpaint - wash hands between colours.
- Wet chalk rainbows - soak coloured chalk for 5 minutes in water. Use on its side. Spray with hairspray.
- Grate crayon shavings with a cheese grater, place on waxed paper. Cover with another waxed paper and iron. Put in windows.
- Make a spatter paint rainbow - use very thin paint and a toothbrush. Make a stencil from tag for each stripe and do each when the previously painted one is dry.
- Glue the ROY G BIV colors on tag. Talk about the indigo/violet. Of course, the letters are the rainbow colours.
- Paint a water colour rainbow on wet paper.
- Make a class collage - cut out objects of each colour from magazines or you can use fabric.
- Make a bulletin board rainbow with handprints cut from construction paper.



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 was really bored with my bulletin boards last spring, so I went out and bought cheap cotton in spring colours and stapled it to the boards. I was surprised - at the end of the season it didn't fade or look as tatty as paper backing. I used a pale blue fabric for the back of a spring board, with fluffy white clouds and rows of daffodils. It was really pretty!"



Keyboarding

Photocopy your computer keyboard by laying it gently on the glass. Adjust the light/dark until it is clear and the best quality you can achieve. Then make copies for your students. If you plan on using them for a long time, laminate the copies. Have the students practice at their desks, typing out their names, spelling words and other useful material. Make a large copy on the bulletin board and let the children practice 'typing' with their hands or magic wands.

When your children are quite familiar with the letter placement, have them do their spelling words on the computer. Teach the children the other computer skills - the mouse, the space bar and enter key, the backspace and editing.

One teacher puts houses on the 'home' row, worms on the lower row and birds on the row above.

Birthdays

- I have a birthday flag. I hang it outside my classroom door on the day that any child in the class is having a birthday. This makes it really important that I remember all the days, so I have two reminders - I put the birthday names on my daily plan book pages at the beginning of each month, and then I have all the names on my computer in the reminders.

- I ask each of my children to bring in a birthday book on their special day, all wrapped as a birthday present. Then the child sits in my chair and opens the gift for the class. I show the book and put a sticker in the front that gives the child's name and the date. It is neat - kids come back to my room years later to see if their book is still there!

Popular Primary Success Resources!

Read Through the Year - Emergent Level - Kindergarten

There are more than 50 little books to photocopy for your emergent readers. These are suitable for Kindergarten and beginning Grade One students. Most of the books are predictable or can be read through picture cues. There are many holiday and seasonal books, alphabet and number books, 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.

Read Through the Year - Early Reading Level - Grade One

Successful Science Lessons - Grade One

The sections are: the characteristics and needs of living things, plants, animals, the five senses, matter and materials, energy and motion, weather, the water cycle and daily and seasonal changes. There are lessons, exercise sheets, some little books, experiments and hands-on work. Initial reviews have been very positive! Samples are on the website.

Successful Social Studies - Grade One

This great resource gives specific lesson plans for an entire year of Social Studies. It follows the curriculum expectations in all the provinces, with special emphasis on the child's world - the classroom, school and community, expanding outwards with understanding of interdependency, relationships and responsibilities. Beginning map skills are included.

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.kyrene.org:80/staff/jsorge/pictures/pictures.htm>
Pictures of literacy work stations

<http://www.teachers.cr.k12.de.us/~galgano/dibel2.htm>
Interactive reading fun for Grade Ones! This has really good computer exercises for phonics and other skills.

<http://www.canteach.ca/>

Have you been to Iram Khan's site? She is a BC teacher who has put together lots of interesting things. Go to her 'Songs and Poems' link for a great collection (many of them came from my old teaching collection)!

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