

The Primary Success Notebook



From Primary Success Publications

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It's Spring!



Spring comes differently in various parts of our country! In the north there is a season that could be called 'Mud' and then Spring comes, lasts a joyful week or two of bursting leaves and flowers and then it is summer. Here on the Pacific Coast Spring begins in January with the first cherry blossoms and snowdrops, and lasts until May, raining as it develops.

Spring in the classroom usually begins in March, and in April we continue to do Spring projects. We plant seeds, do Easter

art and colour eggs, make daffodils and learn about the changes at this time of year in Science.

Soon you will be outdoors for P.E. That is always fun. On sunny days in April try to be outside as much as you can to enjoy the sunshine. Do science lessons, and social studies, too. The *Successful Art Lessons* book by Primary Success has lots of outdoor activities as the children look for art around them. Enjoy it!

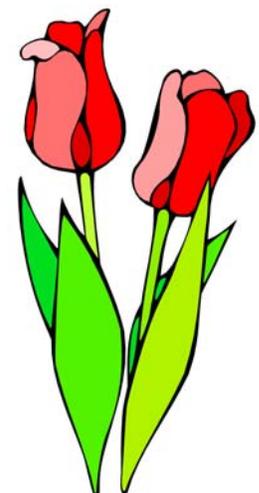
Jean

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, P.E. 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.



Reading Ideas

"I use the 4-Block management system for literacy in Grade One. For the guided reading block I use the Primary Success Successful Sight Reading program, and the Successful Phonics One for the 'working with words' block. I put both of the 40 minutes blocks of time together and use it to do both the sight words and the phonics. Sometimes we work more on the sight words and use the little books for guided reading and sometimes we spend more time on phonics and blending, and read the little phonics books for guided reading.

The forty minute writing block I find works well, and another 40 minute block for SSR and the time when I read stories to the class. I like the rationale of 160 minutes for literacy, and the 4-blocks framework works really well for me!"

"My school still has a lot of the old sequential basal readers around, and I have gathered all I could find and put them away in my cupboards. I especially use the Ginn series. I know they are considered really old-fashioned, but they still work really well and I like them for my lower readers."

"In my guided reading lessons I use 'before reading' strategies (picture walk, webbing, KWL, etc.) and 'reading' strategies (partner reading, read with the teacher, individual reading, round robin, echo reading, choral reading, etc.) and 'after reading' strategies (story mapping, writing about the story, art projects, etc.)"

"I try to do as much variety in reading as possible. I stress reading for fun and pleasure, and if a child wants to read a book either below their independent reading level or somewhat above their comfort zone, I encourage it. We also read to find out interesting facts, both independently and with our themes. We read poems and charts and lists; we read in books of all kinds, on the computer, on TV and on things in the environment.

Instead of doing centres (which I find are a lot of work for me and are difficult to manage and assess) we read. The children read independently or with a partner. I watch them carefully to make sure they are reading suitable material at this time and not simply looking at pictures. At the end of the period they share what they have read with a friend or the group."

Alphabetical Order

"I begin teaching alphabetical order at the beginning of the year, using the children's names. We do 4 or 5 names each day at random, without duplicating the first letter in the beginning. When I do put up two names that begin with the same letter, I do a big song and dance.... "Oh, dear! What will we do now? I don't know which one will come first!" etc., etc.! By mid-year they are doing longer lists of reading words and theme words."

"In Grade Two I always have most children who can say the alphabet, but don't really think about where the letters go. We play a game where I put up the alphabet letters across the front of the room, and later in the day turn them over so the letters can't be seen. Then I shuffle a deck of smaller letters and hand about 6 letters out to students. They are to quickly see if they can go to where the letter is on the front of the room. They have to stay where they first go, and then we turn over the letters and see if they are close to the right place.

In another game I give out all the letters to the children at random and we see how quickly they can put themselves in the right order, going to approximately the right place in the beginning.

I ask questions like, "Which comes first - 'r' or 't'?" Then I bring out the dictionaries, and we try to open them at a certain letter. I might say, "Open to 'm'" and they try to open in one motion in the right place."

"I have my kids colour the first letters of the words with a high-lighter. This helps them focus on the alphabetical order. If words begin with the same letter, they colour the second letters of those words a different colour."

B - D Reversals

"Quite often, young children will print an uppercase B because they aren't certain which direction to print the b or d. If you encourage them to print the uppercase and then erase the top circle, they'll have a lowercase b. This has worked for a few of my students."

"For the b - I have the student write the upper case and then erase the top 'bubble'. At Michael's - our local craft store - you can buy post it notes in upper case letters - I cut the top bubble off as a visual."

"I used to say that the b.....bumps the ball with the stick d.....drags the ball with the stick p.....pushes the ball with the stick..."

"I got this idea from a Reading Recovery Teacher and the primary kids find it easy to remember. b is a boy kicking a ball d is a doorknob on a door."

- Have the child make two fists, palms facing body, knuckles together and thumbs up.
- The child says 'bed', exaggerating the /b/ and /d/ sounds. Show that their fists together look like a bed.
- The child repeats 'bed', pounding the 'b' fist, then the 'd' fist as he says the sounds.
- The shapes of the fists are associated with the shapes of letters: thumb is the straight line and the fist is the ball.
- Have the students write words with the /b/ and the /d/ sounds, using their fists to check the direction of the letters

Letter reversals are when students confuse letters like b and d, either when reading or when writing. Many young children print number reversals - 2 and 3, perhaps the most common. Word reversals are when words are read or printed in reverse, as in 'was' and 'saw', 'on' for 'no' and larger numbers can also be written in reverse - 15 for 51, for example. Mirror writing is another form of reversal. This means that the person is writing backward, from right to left, the letters appearing like ordinary writing seen in a mirror.

First, a child's perception depends upon experience. He must learn the letter or number and interpret it. The problem generally occurs when he has not learned 'sidedness'. The child is not able to interpret or distinguish between a 'b' and a 'd', for example, when the circle is either to the left or right of the straight line.

Most children learn this at about 5 or 6 years of age, and some take longer to have a clear perception of sidedness.

Children with some visual learning disabilities find this difficult. They may not only confuse 'b' and 'd' but also 'p', 'q' and 'g'. There is a difficulty with horizontal reversals and also vertical ones.

"I do a lot of letter formation with the children printing with their fingers on tactile surfaces. I have sandpaper squares, carpet pieces, satin pieces and many others. Then I have them make big letters on the chalkboard, using whole arm movements, and the children also trace the letters in the air. We go outdoors and print big letters with sidewalk chalk and on grass. All this seems to help!"

"Do you know your ABCs? Both the 'b' and the 'd' circles point at the 'c'. See?!"

"To draw a 'd' you must make the 'c' first."



Printing

What are the expectations in Kindergarten?

It is expected that the children will be able to form all the letters correctly by the end of the school year, both upper and lower case. You will begin by teaching the letter formation using the kinesthetic exercises - making large letters on a variety of tactile surfaces, making large letters with several children's bodies and then using the large letter outlines to trace the correct letter formation.

Once the children know the directional cues and are confident with the correct formation, the lines should be introduced. Some children will find printing on the lines difficult. This is a developmental skill. If a child has trouble making a letter on lines, this does not mean that it should not be continually tried. Children learn by doing things. Keep the lines and letters large for children with difficulties, and reduce the size as they become more proficient. The children with good fine motor skills will find printing on the smaller lines easy. Colouring, drawing, crafts, puzzles, blocks, etc., will also help to improve fine motor skills, but nothing develops the fine motor skills used in printing as well as daily printing practice.

By the end of the Kindergarten year most children should be able to make the letters correctly and keep the letters on the lines with reasonable accuracy. Many will be able to print words or sentences on interlined paper. Their skill will depend greatly on the amount of practice you have done with them, the amount of time you spend modeling for the children and your expectations. They will rise to your expectations!

If the Kindergarten teacher has insisted on correct letter formation, the grade one teacher will have a much easier time teaching spacing of letters and words as the students write more and more. It is so important that the children have lots of practice printing correctly and neatly. This makes a huge difference to their creative writing. Children who can print neatly, fluently and automatically will write much more and be able to concentrate on the other aspects of writing rather than being conscious of printing the letters. In a printing lesson you are trying to teach and imprint the correct letter formation and improve the quality of the child's printing. It is better to have the child make one perfect letter than twenty untidy ones. Have the child put at least a one finger space between each letter (a two-finger space is even better). You can praise the perfection of even one perfect sample, and praise will help the child to continue to try to make perfect letters.

Always insist on writing on lines, preferably interlined paper. Most children do not have the ability to print letters in a straight row without lines. They must be able to read what they have written with ease. Go for quality rather than quantity when practicing printing.

Grade Two students should be printing fluently and neatly. Lessons in spacing and the organization of the printed work make a big difference to the neatness and legibility. In Grade Two we can try to change the way students form the letters, but often it is a losing battle. Habits are hard to break! We can only hope that the teachers before us have done a good job of teaching letter formation.

Once the students are all able to print automatically, usually after the Christmas holiday or later, you can begin to teach handwriting. Do not begin this until you are completely satisfied with the printing and the students are able to work quickly and accurately. Follow a program that teaches the written letters in a sequence, learning the formation and then joining known letters together to form words. It is unlikely that most children should be allowed to handwrite any work in Grade Two, and these lessons are simply to teach formation. Grade Two kiddies love to write, and the handwriting lessons are fun.

By Grade Three the fluent printers have developed a style of their own - hopefully neat and legible! Changing the way the students form letters is almost impossible, but insisting on neatness, correct spacing and organized printing will help. They should all be printing automatically now, and you can begin to teach cursive handwriting either from the beginning or following the style of the Grade Two teacher. Schools should decide on a common handwriting style that follows through the grades.

Writing

"I have my children go into pairs at the end of the writing period and share their writing with each other. I have modeled how they should listen and comment on the partner's story, and then compliment it in some way and give a suggestion how it might be lengthened or improved. Together they can do some simple editing - capital letters, punctuation or spelling errors."

"I have a split Grade 2 and 3 class. I found it really difficult to know where the children were in the writing process, so I made a chart with their names along the bottom and horizontal strips of colour - red at the bottom for planning, a yellow strip for the first draft, green for editing and blue for publishing. Each student has a pin and moves them up the coloured strips as they work through the process on a story."

"At first I let my grade threes just go on the 'sloppy copy' draft, and this was a mistake! They wrote and wrote and wrote and the quality went down, down, down. They lost track of the story line, and the stories became much too long to edit and to re-copy for the publishing stage. Freedom of writing did not equal creativity, either. Then I spent a long time modeling how they should plan the story out so they would know where they were going. We began by taking a piece of 12 x 18 paper and folding it in half and in half again, all horizontally. The top section was for the opening - talking about the characters and the setting. The second section was where the characters did an action and a problem evolved. The third section was where the problem was solved. The last section brought the story to an end - this is the most difficult for many children, and seeing it laid out like this they had to put a conclusion in that box and it made them aware of the closing."

"In my grade 2 class I spend about 5 minutes every day teaching the keyboard and the placement of the letters and how the children should place their hands. I have paper keyboards that they keep in their desks, ready to take out and practice. By the second term I teach word processing in the computer lab - how to make capital letters, the tab, cut and paste, change font and print size, etc.

By the third term a lot of the students love to do their writing on the computer, and they are quite quick at the typing. It is so easy to edit, too. We copy the stories into the format that is suitable - a book or a single sheet, leave a space for an illustration - and we have wonderful stories all published.

I am so please that I have done this with my kids, and I will continue to do it. I think typing is a necessary skill these days and the sooner the children learn it the better - and their writing has improved, too. Errors are easy to see and correct, and there is more creativity in their stories."

"I often tie my reading to the class to the writing lesson. This site gives lots of great books and the mini-lesson that can be taught."

<http://www.primarywriting.com/Docs/Consult%20an%20Expert%20list.pdf>

Writers' Workshop has a lot of faults (in my not-so-humble opinion), especially in early primary. Young children should not have to do a 'good' copy and should be able to make necessary corrections on the original, except in occasional writing. Many kids will not be able to edit their own with much success. Most writing should be about their lives and fictional story writing kept to a minimum - this is a very difficult skill and should not be a learning outcome of writing.



A Skill Block

Instead of doing only calendar activities in the morning, why not have a 'Skill Block'? It could be done at any time of the day, but perhaps first thing in the morning or just after the lunch break would be best - when the children are fresh and ready to learn.

A skill block could take up to 30 minutes each day, but the time would be well spent. This is a time to review all the skills learned in all the subjects.

Here are some of the things that could be reviewed at each grade level:

Kindergarten:

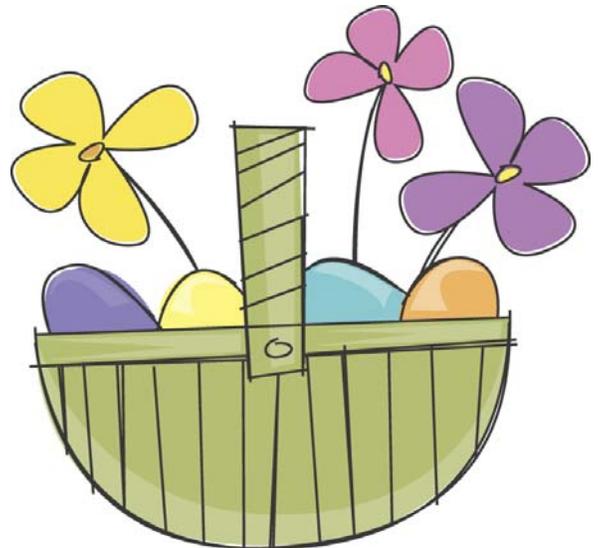
- the calendar and usual calendar activities
- the alphabet
- reviewing the letters and letter sounds that have been taught
- reviewing words that the children have learned
- reviewing the correct formation of letters and numbers
- counting, forward and back
- shapes
- reciting poetry..... etc.

Grade One

- the calendar and days in school with all the usual activities
- reviewing letter sounds, perhaps in a poem.... a /a/ apple, b /b/ bat, etc.
- phonics songs and chants, spelling
- blends, digraphs, etc.
- printing skills - directional, spacing, etc.
- reviewing new reading vocabulary
- counting forward and back by 1s, 2s 5, and 10s
- reviewing addition and subtraction
- science or social studies concept review

Grade Two and Three

- Counting by 1s, 2s, 3s, 4s, 5s, etc.
- a daily math problem
- a quick review of math concepts - re-grouping, etc.
- math facts drill and a review of math 'tricks'
- reading vocabulary
- reading strategies review
- phonics review
- spelling words
- writing rules
- alphabetical order
- contractions, punctuation rules, compound words, etc.
- science and social studies concept review etc.



Keep the skills block moving quickly. Have a pattern of skills that are covered each day in the same order and the same way, adding new ones and dropping ones that are fully understood. Keep your manner brisk and encourage student participation as much as possible. Where a concept must be explained, keep to the same way of explaining it each day.

Teacher Tips

"I assign each of my students a number at the beginning of the year. Everything for that child is labeled with that number. They can line up by numbers, I call the roll by numbers, and there are numbers on all their papers so that they are easily filed."

"I have a long flat plastic tub for each month. These stack easily. In my last classroom I took them all home and just had the present month at school, but in this room there is room to stack the 10 tubs without them being in the way or looking untidy. Another year I asked the principal where I could store them, and he let me pile them in a storeroom - labeled with my name, of course."

"In my Kindergarten class we made a name book. I took a picture of each student holding a sign with his or her name on it. I printed out the pictures, one to a page, and then bound them together to make a book with a cover. There was a page with a picture of me, too. The kids took turns taking it home, and they loved 'reading' it. I had so many requests that I photocopied it so that the parents could have a copy for their keepsake box."

"I have a date book on my desk that I find very useful. I enter staff meetings, PTA meetings, IEP team meetings and any other times I must remember. I put in deadlines for having paper work done and special events for my class. I also add any things that come up each day - I add phone calls from parents and things that happen in the classroom that are important.

I find that I use it every day, and I would be really lost without it!"

"My principal asks us to e-mail our daily plans to him on the Monday morning (or earlier). We all do them on the computer, of course. Some teachers just do them in word processing without structure, and others do them in a spreadsheet format. He doesn't care about this..... He likes to have an idea what we are doing at any given time of the day as he walks around the school.

We also have to do brief monthly plans in each subject and e-mail these, too. I hated this in the beginning, but now find it is useful and not much work to jot down this outline."

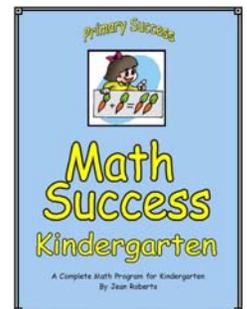


The Math Success Program

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

There is much talk these days of doing 'guided' math groups. Most early primary teachers group for reading lessons and feel that there is the same ability gap in math. Here are some pros and cons....

Ability grouping in math is a good idea because:

- the slower students get direct instruction at their level and so do the advanced students.
- smaller groups give more individualized instruction.

Ability grouping in math is a poor idea because:

- the students get less 'teacher time' than in whole class instruction.
- teachers find that time constraints limit the small group instruction and some groups may miss a daily lesson.
- teachers have a lot more preparation.
- slower students rarely catch up with the other groups.

Race to 100 Game for Place Value

Give each child a ones (units), tens, hundreds chart and a boxes with single counters and counters bundled into tens. The students work in pairs with a die and take turns rolling.

Each player takes the number of single counters that he/she rolls. When they have 10 on the ones section of the chart they can put the ten counters back and take a set of 10 bundled ones, The first to get to 100 wins.

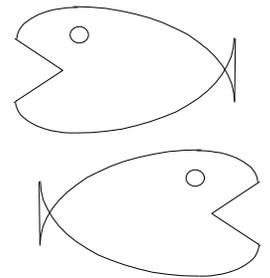
You could also do this with unifix cubes - when the child gets 10 they snap them together for the 10.

hundreds	tens	ones

More than... Less than ...

You can talk about the very hungry whale who must eat so much each day. The < and > are the whale's mouth, pointing toward the most fish (the largest number). Once the students are pointing the sign correctly, use the words 'more than' and 'less than'.

We read from left to right, so we can read the < sign as the point being 'less' and the lines apart on the > sign as 'more'.



"I teach the signs as an alligator's mouth and the 'gator is hungry and always is trying to BITE the bigger number. We call him the 'Greater Gator'!

Science and Social Studies

Successful Science Lessons — Grade One

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 new 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.

Easter Fun!

Easter Eggs

"It is surprising how many children don't dye eggs at home, so I always do it at school. I have several parent helpers come in this day, so every child gets lots of time and attention.

I ask every child to bring in at least 4 hard boiled eggs and I cook up a dozen in case of cracked ones. I usually buy the dye (several packages), but food colouring works, too - and one year I did natural dyes with Grade Threes and that was interesting. I have several serving spoons that have the bowl at right angles to the handle, and the smaller kids find this easier than a regular spoon.

To use food colouring, mix about 20 drops of food colouring with 1 teaspoon of vinegar in a coffee mug. Add 1/2 cup hot water. Let the water cool to room temperature. If necessary you can add a bit more water. You want the coloring to completely cover the egg when put in the cup.

I have them write their initials or name with white wax crayon on the egg first, and they are always thrilled to see the name come up when there is colour. Some like to draw flowers or other small pictures with different coloured wax crayons, too.

I have empty egg cartons for the finished eggs to be set to dry - I cut them in half so each student has places for 6 eggs and the eggs go home in these.

One year I put coffee filters on the table surface (on top of plain paper). All the drips get on the filters and these can be used as butterflies or flowers later on or even after Easter."



Decorating Eggs

- Spatter paint eggs - one side at a time and let dry before turning.
- Paint small flowers or names with white liquid glue and a fine paint brush. Sprinkle glitter onto the glue.
- Sponge paint eggs with one colour or more than one. Tear off a piece of sponge. Dip it into some paint, then dab it onto white paper to see what kind of pattern it will make. Try different bits of sponge until you like the pattern. Pour a little paint onto a piece of foil. Dip the sponge into the paint, then dab the sponge onto white paper to see if the sponge carries too much or too little paint. Correct as needed. Sponge-paint half of the egg; let dry. Sponge-paint the other half of the egg; let dry. Add layers of other colors, if you like, in the same way.
 - Glue bits of tissue paper all over an egg. Glue all edges so the egg is smooth.
 - Colour eggs with bits of crepe paper - the colour runs out of the paper.
 - This perhaps is not good for kids to do, unless safety precautions are taken. Boil eggs, and when they are just out of the boiling water roll them in wax crayon shavings. Use tongs to handle the eggs.
 - For tie-dyed eggs, wrap elastic bands around an egg before dyeing.

Homework Calendars for 2011–2012 NOW FREE!!

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.

Earth Day

Earth Day is April 22 each year.

Your grade twos and threes will like this website and will learn lots about recycling. It goes through the city telling the reader about how each can do its part.

<http://www.epa.gov/recyclecity/>

The students can take one section and write about the ways our earth can be helped.

"We colour the recycling symbol and make a bulletin board with all the suggestions of how we can help the planet."

Talk about global warming with older students.

Things you can do to help:

Recycle

Recycle at school. Have a 'blue box' and practice recycling all paper and scraps. Write or draw on both sides of paper. Recycle cans, milk cartons and other lunch things. Discuss bringing a lunch in reusable containers rather than in plastic bags that will be tossed.

Recycle at home. Talk about the things that a family can put in the recycling box. Bring someone in to talk to the students.

Plant a tree

Plant a tree or grow a garden. Plants turn carbon dioxide into the oxygen we need to breathe. Trees also help keep the soil from eroding away, and they give animals like birds and squirrels a place to live. You can grow plants inside, too. Try growing some salad greens or herbs, that you can eat, on your windowsill.

Save energy

Turn off the lights when you leave the room, and turn off the radio and TV when you're not using them. Save fossil fuels and the air - adults can walk or ride bikes short distances instead of using a car. Or, for longer distances, they can take public transportation.

Keep the earth beautiful

Help keep the Earth beautiful by helping to keep your neighbourhood clean. Why not help organize a Litter Clean-Up Day at your school or in your neighbourhood? Keep your classroom clean, too, and keep your desk tidy!

We've Got the Whole World in Our Hands

verse 1 - We've got the whole world in our hands

verse 2 - We've got clean water for the fish

verse 3 - We've got clean air in our hands

verse 4 - We've got no garbage on the ground

verse 5 - We've got the whole world in our hands



Natural Dyes for Easter Eggs

Have a lesson where you discuss how you might colour eggs if you didn't have any purchased dye or food colouring. Grade Two and Three students will be interested in experimenting with natural dyes.

Wash your eggs first with mild dish soap. Hard-boil the eggs well - bring the water to a boil and simmer for at least 15 minutes - or - hard-boil the eggs at the same time as you boil the dye ingredient.

Boil the natural vegetable ingredients in water with 2 - 3 tablespoons of vinegar until the water has a deep colour. Usually, the more of the natural ingredient you use and the longer the egg soaks (maybe even overnight) the darker the colour will be. Of course, the juices and spices do not need cooking.

REMEMBER: Safety first! Do not eat eggs that sit in hot water for many hours or overnight. Save those for decorations.

Red / Pink: red onion skins, beet juice, cranberry juice, frozen raspberries

Blue: red cabbage leaves make a blue dye, blueberries

Purple / Lavender: grape juice

Yellow: yellow onion leaves, turmeric, orange or lemon peels, cumin, carrot tops

Orange: paprika

Brown: dill seeds, strong coffee

Green: grass, spinach, green delicious apple peels,



You can rub blueberries and cranberries right on the shells for soft blues and pink. Blend them for another pretty result.

If you want your eggs to be a darker shade, cover them with the dye and let them stand overnight in the refrigerator.

Spring

"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 lady-bugs around them with the title 'Look Who's Been Spotted Reading!'"

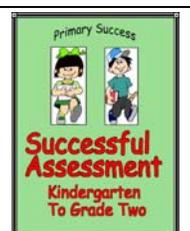


"My Grade 2s and 3s love to write their names to make name-bugs. They write their name on a line, making sure they touch the line between every letter. They do it quite softly, and then erase all writing that goes below the line. Then the paper is folded on the line and they trace the name above the 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!'"

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

"Once the field dries up in the spring we begin the 'Kilometer Club'. Many of the children do not get much exercise in the winter, so this is a good opportunity to get some much needed fresh air and outdoor exercise. We measure out one km. on our field, with a start post, an outline and a finish post. In my class I get the kids to run the kilometer every day and I time the fastest child and the slowest (providing they are all capable of running well). Without names, I post this every day on two charts and we try to improve the times. If I have 20 children in my class, that means that we ran 20 km. that day, and we keep a chart of the total kilometers we run and they add this every day. Some years we have a map and try to run across our province or to a city far away. My kids become quite caught up in the running and even ask to run another km. some days, and run with their families, too!"

"Every week I send home Funny Homework. There is an activity for every day of the week that the kids find funny. It might be..... read a book to your favourite lamp, count all the legs in your house, write a very silly story and read it to someone, tell a joke and then write it down, count to 100 while standing on one foot, etc."

Spring Colds

"We just had a lesson on germs and viruses and how they are spread. We talked about how small germs are and how they cause sickness. I give each child a bit of hand lotion and they rub their hands together. Then I drop a tiny bit of glitter onto the hands (over a large paper) and they rub their hands to spread the glitter. The glitter is the germs... Then I ask them to get the glitter off with a Kleenex, and then with just cold water under the tap. Much of the glitter stays. Then they wash with warm water and soap, and off it comes! We talk about the germs and how proper washing gets rid of most of them. After this my kids wash much more often."

"I pretend to sneeze and use a spray bottle with water to show how germs are spread. Then I have a child hold a hand in front of the water spray as if you held a hand over a sneeze or cough. Then they take the wet hand covered with 'germs' and touch things in the classroom - door knobs, pencils, books, etc. The germs are now all over the objects. This is how colds are spread, and we talk about the right way to wash hands to get rid of the germs."

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 early 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.

Beginning Handwriting - Grade Two / Three

Grade Two and Three students love to learn handwriting! This is something that is great to do near the end of the year. This book shows how to form the letters and has student pages for each lower and upper case letter and words to practice. Your kiddies will love it!

Successful P.E.

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

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

There are home 'demos' and lessons here:

<http://www.billnye.com/for-kids-teachers/>

On-line math activities:

<http://www2.boardman.k12.oh.us/bdms/grade/grade1/onlinemath.htm>

On-line literacy activities:

<http://www2.boardman.k12.oh.us/bdms/golubic/onlineliteracy.htm>

This is interesting and has a free spelling program:

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

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