

# The Primary Success Notebook



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## Inside ....

Insects	9-10
Math	6-7
Mother's Day	8
Looping	4
Odds and Ends	11
Reading Ideas	2 & 5
Retention	3

## Marvelous May!



May is a lovely month. It is the month of green grass, leaves on the trees, flowers, birds and butterflies.

It is a nice month in the classroom, too. The main parts of the curriculum are being completed - with the majority of the work behind us. When the weather is nice teachers and children can get outdoors and get that needed Vitamin D. The children are happy to

be playing in the sunshine. We can wear sandals and summery clothes.

May is also the month to think about the programs you have taught this year. What would you like to improve next year? What will you add or leave out? After the usual slow Spring at Primary Success, May sees an upswing in orders as primary teachers think about the coming year.

I hope you have good holidays planned for the summer. The thoughts of vacation will make May go by quickly!

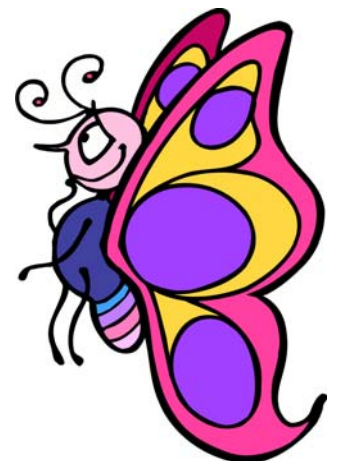
Jean

## About Primary Success

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.



## Ideas for Reading

"I teach a lot of poems. We take the poems apart and re-assemble them in the pocket chart, and work with the words in the poems. Finally, they go into a duotang and the children take them home to practice and read them in the DEAR (Drop Everything And Read) time."

"I expect my Grade One kiddies (or most of them) to read at least 200 Dolch words, and they should be able to sound any short vowel words - so they have a good work bank by the end of the year. I send lists of Dolch words home for them to practice and review the lists that they previously read so they do not forget words. They read through the basal stories and I also do leveled books so they have exposure to a wide amount of reading.

I usually have about six children in the class who have problems in reading. Some do better with the phonics and some with the Dolch practice, so we concentrate on the strengths. I send these children out to the L.A. teacher for extra help in either phonics or sight words, and usually these kiddies are doing quite well by the end of the year."

"I send home the Dolch lists at each student's level. Each list has a page of sentences using these words and the words that have been previously learned on earlier lists. I find this really helps their word recall and fluency!"

"In my SSR time the children are only allowed to read books that they have read before in guided reading. I think this really helps fluency, and the children like to re-read the favourites."

"I made phrase strips on my computer and cut them apart. Strips have phrases such as 'in the car', 'up the tree', 'at my house', etc. I insist that they read the phrase as one unit and we practice 'eating' all the words in one 'gulp!'"

"I feel that children cannot be fluent unless they have automatic recall of the words in a cold reading. Repeated readings of new material may help the idea of fluency, but huge amounts of practice with the vocabulary until they can recognize the word instantly and then practicing reading phrases and sentences with these words quickly and smoothly is what gives fluency. It is a gradual thing - one day you just see that a child has 'got it!'"

"I use the same passage for the week. One way to show growth is to have the student read it orally the first day while you time him for one minute. Mark the last word with a highlighter or highlighting tape. Then, have him re-read it each day and record where he ends the minute. Use material that is at the child's independent reading level."

"We use Accelerated Reader at our school. I find that it is an incentive for the students to read more, and that is a good thing. It is sometimes tricky to give the children time to do the tests when they finish a book and this is a problem. It is best for the brighter kids, who read more involved books that take more time than the earlier levels."

"I try hard to match books with my readers. Sometimes I have to use books that I do not wholly approve just to get them reading - but once they have grown past Junie B. Jones or Captain Underpants they will go on to read more worth-while literature."



## Retention

"I believe that the best place to retain students is in *Grade One*. I have seen many children retained in Kindergarten that still had difficulties when they reached *Grade One* because Kindergarten doesn't teach the same skills. But two years in *Grade One* brings these children to a level where they can go on to the next grade quite comfortably, and they have pride in their work and abilities.

I wish more parents would understand this! Children who are young for the year (born in the last couple of months allowed) and small of stature - and who are struggling to be where they should be in *Grade One* will really benefit from retention. The next year they will be more mature, taller, and already know many of the skills so they can really shine in their group. Socially, it is much more positive for children to be a bit older than their peers than the youngest and smallest in the group. Parents, of course, want their children to succeed and are naturally worried about how the child would feel about the retention.

*Grade One* has also the least stigma in what used to be called 'failing'. The children will adapt in a few days and soon make new friends with the different students. The older the grade where a child is retained, the more difficult this becomes. So repeating *Grade One* usually becomes a positive change, socially, scholastically and emotionally."

"A complication with retention, as I see it in my school, is the inability to understand the reasons why a student isn't working to grade level in the first years of school. There are always the kids with learning disabilities who may have problems in reading but do well in other parts of the curriculum, the children with a low IQ who have problems across the curriculum, and the other reasons why a child is not doing well. We are not allowed to label children until they are two years behind in one or more subjects, and then with many tests and meetings and paper work. Many of these children would not benefit in literacy or socially by retention, but are often kept back a grade.

I believe it must be shown that the child's achievement will be improved by retention, and that the child's self-esteem will also be improved. Sometimes this is difficult to do!"

"Our school uses the Light Retention Scale, but the final decision ultimately rests with the parents. We also talk about the level of maturity, his/her interaction with other students, degree of responsibility, and the level of social skills."

"In my school we have kept records of all the children who have been kept back a grade. We find that students kept back in *Grade One* or *Two* did improve and ultimately made better progress. From *Grade Three* and beyond we found that the students didn't actually improve much in the second year and did not do any better in the following years.

From Jean: My own son was a December baby. He was immature when he began school - not in learning, but in other ways. He was small for his age, too. It seemed that he was always a year ahead of where he really belonged, but because he was intelligent and read and did math successfully in the early grades, retention was never considered. He would have had a much more successful and happier school life if he had been held back a year. Being the youngest and smallest in the class left its mark..... He left high school without finishing - but went to the local college two years later and completed the missed math and science courses with flying colours. Some children are just not ready!

Google 'Light's Retention Scale' for a point system to help the decision making.



# Looping

Looping is the practice of having a classroom teacher spend two or more years with the same class. The teacher might have the same class for *Grade One* and *Two*, and at the end of that time go back to begin with another *Grade One* class. There are positives and negatives that must be considered when contemplating looping.

## The Positives:

- Both teachers and students in looping classes do not have to start from the beginning every fall. The teacher will know her students well and the students will thoroughly understand the classroom rules and the teacher's expectations.
- Work can begin right at the beginning of the second year, as the teacher knows what was taught and how the students progressed. Some teachers say that they gain a month or more.
- The teacher will have a more in-depth knowledge of the children's learning styles, their strengths and weaknesses and therefore is able to give more effective instruction.
- A closer contact with parents can be formed.
- The students would have the same teacher and classmates and this builds a closer sense of community.
- This can increase confidence in the students.
- Some research says that there are fewer discipline problems in the second year of looping.
- The second year can be a continuation of the first year curriculum. The teacher can continue from the learning done in the first year.
- Many materials from the last term of the first year can be used in the first term of the second year.
- If you loop *Grade One* and *Two*, it is very interesting to see the children go from Kindergarteners to almost *Grade Threes*! After the very specific teaching at the beginning of *Grade One* it is wonderful to see how independent the children become the following year.



## The Negatives:

- As more positive relationships can be formed over the two years, negative relationships will be amplified between the teacher and a student, the teacher and the parents or between students.
- Parents worry that their child will be two or more years with an ineffective or incompetent teacher. Parents may disagree with the teacher's philosophy, expectations and temperament and worry that two years may have lasting implications to the child's education.
- Teachers and students who have a personality clash will have longer to work with their difficulties.
- Children who are added to the class in the second year may have increased problems fitting in.
- Some students and teachers may have emotional difficulty leaving at the end of the loop.
- The students may not work as well for the teacher in the second year unless the teacher is strict and insists on very high standards.
- Teachers may be happy to loop with well-behaved bright classes, but feel that one year is enough with classes with difficult children or many learning problems.
- Teachers who loop will have twice the classroom 'stuff'.
- Looping is not suitable for new teachers. They should feel completely comfortable with the curriculum and the strategies used in at least one of the grades before looping.

Both teachers and parents should be offered a choice when looping is to be offered.

## Learning Sight Words

"I write a word on a small chalkboard and show the group. I tell them to look very carefully. Then I turn the chalkboard away and erase one letter. Then I show the group and ask, 'What's missing?' They must repeat the word and tell me the missing letter. Then I erase another letter and do the same thing. Finally I erase the whole word and have them say it and spell it. Then I show the whole word again and we talk about it and I have them repeat the word often. I find this helps the students really think about how the word looks.

Then the students print the word on their own individual chalkboards and we check the spelling and continue to say the word name.

Finally I give each child the word on letter tiles. They make the word while saying the word name aloud, mix it up and then make the word again. They also do this for one another. The important part is saying the word all the time while doing the activities. By the time they have done all this they really know the word and most can spell it."

"I teach the Dolch word lists. Several times in the year I will take one of the reading sheets and I print the story on a chart. Then I take a highlighter and together we highlight all the Dolch words. When we have found them all I take a different colour highlighter and look at the words left to find words that the students can decode using phonics. We always find that there are only a couple of words left, usually names. This shows the children that learning the Dolch words is very important."

"I have a chart in my mark book with a column for each group of 10 sight words. Each time the child can read a new list of ten words in random order they get a check on my chart and I give them an award - a paper that tells what level they have read and has a word that shows how great it is - Wonderful! Amazing! Incredible! Fabulous! etc."

## The 'H Brothers'

There are five brothers in the Digraph family. As you know, boys are very noisy, and the H brothers nearly drive their mother crazy!

The 'Ch' brother pretends he is a train. He goes ch, ch, ch... all day long.

The 'Wh' brother is learning to whistle. He hasn't yet succeeded, but his lips are ready and he blows air. When he is not trying to whistle, he is asking questions: where....., when....., why....., who.....

'Th' is the rude brother. He sticks his tongue out at his brothers.

The Ph' brother likes to talk on his cell phone all day.

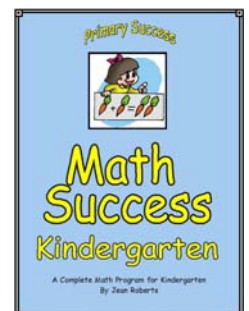
'Sh' is the quiet brother. He's always telling his brothers 'shhh!, Be quiet!'



## The Math Success Program

Primary Success 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!



# Math

## Subtraction with Re-Grouping

"I like the BBB rule. 'If it's Bigger on the Bottom, then Borrow.' They write BBB on their paper before doing any 2 digit subtraction problems. Obviously, if it's not bigger on the bottom, they don't need to borrow!"

*Or: BBBB - Bigger Bottom Better Borrow*

"I draw a cookie jar on the board. I put 0-9 ones cubes in the jar. They are 'cookies'. I then put 10's strips to the left of the jar. Those are packages of cookies. There are only 10 cookies in a package. If you need more cookies than are in the jar, for the ones column, you have to open a new package and add them to the cookie jar. The kids seem to catch on."

"I hate the reference to 'borrow'! You are not borrowing, you are regrouping the tens, therefore, I never refer to it as borrowing. I start with: if you can subtract 8-5 then you can subtract 80-50. From there we play a game called 'Race to 0'. I give each student 50 in base 10 blocks (not snap cubes). Students roll one die and begin subtracting that number. They will see on their first roll that they have to REGROUP one of the tens into ten ones and continue on rolling until they reach 0. After that they will understand the regrouping concept better. I've taught subtraction both ways in the past, with the algorithm and without. When I have taught the algorithm without, my students would build the first number in tens (for example: 34 = 10 10 10 4. After that they start to subtract by crossing out numbers. They subtract 22. They cross off two of the tens. Cross off the 4 and make it a 2 and there is 12 not crossed off. It isn't super efficient always, but students understand it. I have also had them solve it by  $34 - 20 = 14$ ,  $14 - 2 = 12$ . Try it! You'll be pleasantly surprised how they can solve these mentally."

## Math Games

### The Most

A player shuffles the cards and places the deck number-side down on the playing surface. Each player turns over two cards and calls out their sum. The player with the highest sum wins the round and takes all the cards. In case of a tie, each player turns over two more cards and calls out their sum. The player with the highest sum then takes all the cards from both plays. Play ends when not enough cards are left for each player to have another turn. The player with the most cards wins.

### Beat the Calculator

One player is the Caller, a second player is the Calculator, and the third is the Brain. The Caller selects a fact problem by dropping a penny on a mixed math fact sheet (without answers, of course). The Calculator then solves the problem with a calculator while the Brain solves it without a calculator. The Caller decides who got the answer first. The players trade roles every 10 turns or so.

## Successful Science Lessons - Kindergarten, Grade One and Grade Two

These books have great sequential lesson plans that will spice up your science program! Each book covers more than the provincial curriculum, and the lessons are simple to teach and effective. Both you and your students will enjoy them, and you will find yourself doing many more science lessons through the year. The Kindergarten book is \$39.95 (\$29.95 by e-mail), and the Grade One and Two books are \$44.95 each (\$29.95 by e-mail).

## More Math

### Math Words

The Primary Success math program for Grade Three has a feature that could also be used in Grade Two. It teaches the math vocabulary throughout the year - the word / words for the week. In Grade Two it could begin by obvious words such as addition, subtraction, plus, minus and equal, and then go on to sum and addend, place value, numerator, denominator, etc. This way the children can easily become acquainted to the math vocabulary. Also, Grade Twos love big words!

"We collect words in problems that signal the process and we have charts for addition and subtraction words and add them as we find them. Together, in all, how many, difference, gone, away, are examples.

I have my children circle these math words when they read a written problem. This helps them to understand which operation to use. They become quite good at this!"

### Problem Solving

"I do problem solving every day with my class. I write the 'problem of the day' on the board, and the children read it when they come in (Grade 2s). They have to solve the problem without assistance or discussing it with others, writing down the following in their Math Journals:

What is the problem asking me for?

What information do I have?

What math process will I use? (addition, subtraction, multiplication, division)

The equation

The answer in a sentence

In the last 10 minutes of the day we go over the problem and the solution, and the students correct their own work. In the beginning some of the children had difficulties, but now they all are finding it much easier."

"We have a PLAN!

P is for a simple picture of the problem.

L is for labeling the pictures

A is for the action - addition or subtraction

N is for the number sentence"

Here is the four-step problem solving model developed by George Polya.

1. Understand the problem
2. Select a solution strategy
3. Solve the problem (find the answer)
4. Check the solution/answer



"I usually have the children re-state the problem in their own words. This way I see if they really understand what information they have and this forces them to picture the question."

"I do problem solving every morning as part of the calendar activities. I do it on the overhead and the kids print the same problem into their math journals. They then highlight the information they need, and we talk about the steps in solving a problem - what do we have, what do we need to find, will the answer be larger or smaller, what process will be used, how will we write the equation, etc. We also put the answer in a short sentence."

## Mother's Day

"We always do this writing assignment for Mother's Day...."

My mother loves \_\_\_\_\_.  
 My mom and I like to \_\_\_\_\_.  
 My mom cooks the best \_\_\_\_\_. She puts in \_\_\_\_\_ and \_\_\_\_\_.  
 My mother always says \_\_\_\_\_.  
 My mom likes to \_\_\_\_\_.  
 My mom looks \_\_\_\_\_.



"I have my kids make a card for Mom. They fold a piece of construction paper in half to make the card. On white paper they draw and colour their head, making the eyes and hair as accurately as possible. This is cut out and glued to the front of the card. Then they take off their shoes and socks and trace their feet on white paper and cut these out, too. These are glued on the inside of the card but the toes are not glued and are curled a bit outwards.

On the front the words say, 'I love you from my head' and inside it says 'to my toes' - and then 'Happy Mother's Day! from \_\_\_\_\_'"

Buy 6 inch clay pots for the children. Then have the children press their two hands onto paint and then put the hands on either side of the pot as though the hands are holding it. You will have to do this with most children. Put the name, date and grade on, too. Then spray with clear varathane or other fixant.

Plant the pots with pansies that are purchased or do the pots at least six weeks before Mother's Day and plant marigold seeds, the smaller short varieties. These bloom quickly from seed.

These can also be given to classroom helpers and volunteers with the label "Thank you for helping us grow!"

These are lovely! <http://mcgowan1st.com/moms/letters2007.html>

Here are lots of poems to use: <http://www.canteach.ca/elementary/songspoems57.html>

### The Homework Calendars are now ready for the 2012-2013 year!

Schools across Canada are using this great resource. The children take a photocopied page home each month and 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. Parents and teachers love them! With the Homework Calendar set there is another set of blank calendars for the next school year that you can send home to remind parents of special days and events.

Homework Calendars are available for Kindergarten, Grade 1, Grade 2 and Grade 3.

Price for the hard copy booklet: \$12.95 for each grade level

Also available in PDF format and sent by e-mail \$9.95 for each grade level.

If you are not familiar with these, e-mail Primary Success and we will send you this year's calendars which you can use for the rest of this school year - free of charge.



## Insects

This is always a popular theme for May and June!

### Lesson 1 - Prior knowledge

Brainstorm: What do we know about insects? What do we want to learn?

Make a chart of the things we 'know' and what we 'want' to learn (the KW of a KWL chart - the L is what has been learned by the end of the unit).

Begin making an insect vocabulary chart.



### Lesson 2 - Go on an insect walk

Go on a class walk. Answer the following questions: Where do we find insects?

Some insects are found in hot dry places, and others in wet cool places. Some are out in the open and others are found under rocks or wood. What do insects look like? (Bring out the 6 legs) How many different kinds of insects can we find? (spiders are not insects....) What was the biggest insect? The smallest? Some insects have wings and can fly. Are all the creatures we found insects?

### Lesson 3 - What are the parts of an insect?

Look at ants with a magnifying glass. How many body parts can the students see? All insects have three main body areas: the head, the thorax, and the abdomen.

The Head - On the head we can see the large eyes, the antenna (feelers), and the mouthparts.

The Thorax - The thorax is the middle part of the body, and the 6 legs and wings (if there are wings) come from this part. The legs of different insects are adapted to do different things. The legs of some insects are adapted for running, swimming, burrowing, jumping, or grasping.

The Abdomen - The abdomen holds the respiratory, digestive and reproductive organs.

Learn the body parts and put the words on the vocabulary chart.

Insects have their skeleton on the outside of the body - the exoskeleton, rather than bones on the inside as we have.

Look at different insects and see the different sizes and shapes of the body parts. A ladybug, for example, has wings that come from the thorax and cover the abdomen.

### Lesson 4 - What do insects eat?

Discuss what the children think insects eat. How do they know? Some insects eat plant leaves. Find leaves that have been eaten. Some insects eat other parts of plants - roots, stems and sap. We find insects on tree trunks where there is sap. Have the children seen insect holes in apples, potatoes or carrots? Some insects eat blood of other animals. Can the children think of these? Mosquitoes are the most well-known! Some eat dead animals, and some eat manure!

Go for a walk and find signs of insects eating.

### Lesson 5 - How do insects move?

Watch insects outdoors or ones in classroom containers - or flies indoors on the windows. Take a closer look with dead insects. Make a list of words to describe the different ways they move: walking, flying, crawling, jumping, etc. How are the insects adapted to this? (Grasshopper with big back legs, smaller wings that move very quickly, larger wings that move slowly, etc.)

Look carefully at insect wings. There are many different kinds - from lovely butterflies to tiny flying beetles.

Learn about symmetry with the legs and wings. Colour butterfly wings symmetrically.

Look at the legs of insects. How many parts to the legs have?

### Lesson 6 - How are insects born, and how do they grow? All insects hatch from tiny eggs.

They have a hard skeleton on the outside that does not grow. What happens when the insect gets too big for it's skeleton? They shed it and a larger one develops. The old exoskeleton splits down the back and the insect wiggles its way out of its covering. A new, larger shell will form in a matter of hours. Then the insect begins to grow again. Insects may shed their exoskeletons from 4-40 times in their lives. Once an insect becomes a full-grown adult, however, it stops growing and molting.

Some insects go through amazing changes called metamorphosis. The young insects that develop this way look very different from their parents. For example, the caterpillar changes into a beautiful butterfly or moth. The actual change from caterpillar to butterfly takes place within a protective chrysalis. The young (known as larvae) insects that go through complete metamorphosis have special names because they look so different from their parents. We call the larvae of butterflies and moths, caterpillars; the larvae of flies, maggots; and the larvae of beetles, grubs. Young insects never have wings, so this is one way we can tell insect larvae from their parents. Show the life cycle of the butterfly - and have some develop in the classroom if that is possible.

### Lesson 7 - Some insects have communities.

Some insects live alone, but some live in large groups or colonies. Honeybees, ants, some wasps, and termites live in large communities that function like tiny cities. Each insect in the colony has a job - some gather food, some build nests, some do the housecleaning, some care for the young, and others are soldiers that protect the colony from intruders. Watch ants doing their jobs for the community. Learn about ant or bee communities, and the different kinds of workers.

### Lesson 8 - How do insects help or harm us?

How are insects useful? They pollinate flowers for our fruit and grains. Bees make honey. Silkworms make silk threads. (Note: if you want some pictures I took from my trip to China of silkworms, I would be happy to send them to you.) Ladybugs eat other insects that harm our garden plants.

How are insects harmful? Some insects bite, some spread disease. Some kill trees, like the pine beetle in BC. Some eat wood (termites) and some eat clothing (moths).



## Popular Primary Success Resources!

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

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

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

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

### Successful 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.

## Odds and Ends

### Printing Spaces

"I have an empty bottle that is filled with 'nothing'. I pour some onto their paper and they are to put a little bit of nothing between their words when they print."

"I just say 'put a finger space between words' and make the letters in a word almost touch. We practice making 'fat' letters and them 'skinny' letters and discuss which looks better, and we print darkly and then softly and decide which is best. We talk about the lines on the paper and how they help the letters. We talk about ways that the printing can look nicer. After our talks, the printing always is much better! "

"I use spaghetti and meatball spaces. It is a spaghetti space between letters and a meatball space between words. I also read a sentence without spaces, reading really fast as if it was just one word. The kids laugh, but they remember it!"

### He has more than me!

One way to solve who gets more is to teach your students this sentence, 'You get what you get and you don't throw a fit!'

"Whenever I can, I have one child divide what is to be shared, and the other child or children get to choose first. This is also a good way to teach fractions - that the pieces must be the same size or it wouldn't be 'fair'"

### Cleaning Up

"I try to follow daily routines in my own management. Before I go home each night I clean off my desk, tidy the classroom and be prepared for tomorrow. I usually do the lesson plans on Sunday for the week ahead, so preparation consists of having all the copies done, chalkboard exercises up (if any), books out and organized, etc. This makes my mornings really nice! It is lovely to walk into an organized classroom with everything in place for the day. Then I can do anecdotal notes, read my e-mail and have a coffee without stress!"

"For years my desk was piled high with junk - I would go to a table if I wanted to write anything. Now I keep it tidy and I love it! I even try to keep fresh flowers on it - what a treat!"

### Good Manners

"I spend time teaching my class good manners. I teach in a lower socio-economic area and I find that many of my children have not been taught the basics. I begin with 'please' and 'thank you' and I insist they use these words when they talk to me or to their classmates. Then we work on 'I'm sorry' - talking about really meaning it when it is said! 'Excuse me' is next, and we talk about all the times it should be used and practice it.

I find these children interrupting me and each other a lot, so we spend time talking about taking turns and how they feel about being interrupted themselves. It is a pleasure when they learn this one!

I talk about the 'Golden Rule' - a concept these children have not yet discovered or been told."



## 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.*

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### 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.cybraryman.com/sciencefair.html>

If your school is doing a science fair, this is a good resource.

<http://www.dltk-teach.com/minibooks/>

These are really cute! They are little books for each letter of the alphabet. Going down the page there are lots more books. Have a look at the one about Mommy - cute for Mother's Day. These little books are suitable for Kindergarten and Grade One students.

<http://www.interventioncentral.org/>

This is an interesting site. It generates behaviour reports and surveys and gives lots of great information.

## Primary Success Publications

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