

# The Primary Success Notebook



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## Summer is Coming!

June is usually a lovely month! The sun is shining, the grass is green and the kiddies can play outside almost every day. It is so nice outdoors, however, that many of our students may not want to work. The lure of the playground may be too strong! Teachers also have spring fever and long to be outdoors.

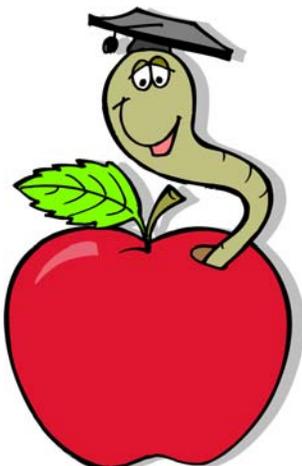
Try to incorporate themes and units that will take all of you into the sunshine. Teach insects, the changes as summer comes, trees and flowers, plants and soil, shadows and spiders. For fun, do mini-units on bubbles or water measurement. Look in the free booklet called 'June Themes' for more ideas.

June is the time to look back through the year and evaluate the programs you have been teaching. If you are not completely satisfied, think about how improvements can be made for next year. Try some new things! New programs for the new year will give you pleasure, too, and increase your interest.

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 to Promote Reading Fluency

"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 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."

"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 teach the Dolch words. I teach the words, put them on sentence strips and practice them. The children get a star on a chart when they can read a new list of Dolch words in random order."

"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."

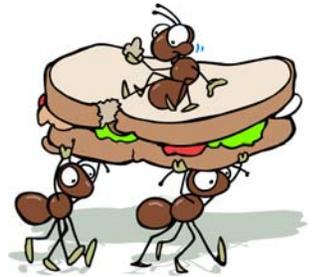
"I send home the Dolch lists at each student's level. Each list has a page of sentences using these words and the words that have been previously learned on earlier lists. I find this really helps their word recall and fluency!"

"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 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!'"

"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!"

"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.

## Light's Retention Scale

This is a list of items that the teacher and/or parent can use to determine whether the student would benefit from retention. There are 19 criteria: sex, age, knowledge of the English language, physical size, present grade placement, previous grade retentions, number of siblings, parents' school participation, experiential background, transiency, school attendance, estimates of intelligence, history of learning disabilities, present level of academic achievement, attitude towards possible retention, motivation to complete school tasks, immature behaviour, emotional problems, and history of delinquency.

Parents and/or teachers rate the student from 0 to 5 on the 19 items; a score of 0 indicates a strong belief that the child would benefit from retention and 5 indicates a strong belief that he or she would not. The sum of the ratings is used to categorize the student's suitability for retention as excellent, good, fair, marginal, poor, or unsuitable. There are no 'norms' - the resulting scores, individually and the total, are to be used as a tool to help the educators make a suitable decision.



## Reading Conferences

The following are outlines for reading conferences. Mix and match to make one that you like....

Student's Name \_\_\_\_\_

Book Title \_\_\_\_\_

Date \_\_\_\_\_

Level of Book \_\_\_\_\_

**Student reads:**

- fluently  
 with some phrasing  
 very slowly, word by word

**Comments:****This book was:**

- too hard    too easy    just right

**Comments:****Student recognizes word wall words in context:**

- usually    sometimes    not yet

**Comments:****Reading strategies used (phonics):**

- beginning sounds  
 tries to sound out words letter by letter  
 combines initial sound with word chunks  
 looks for clues in the word

**Comments:****Ability to Use Phonics Skills:**

- good    fair    poor

**Comments:****Reading strategies used:**

- reads many words automatically  
 reads many words with hesitation  
 uses sentence meaning  
 uses picture cues  
 self-corrects miscues

**Comments:****Comprehension is:**

- good    fair    poor

**Comments:**

Name: \_\_\_\_\_

Reading Level: \_\_\_\_\_

Date: \_\_\_\_\_

Book Title: \_\_\_\_\_

Genre: \_\_\_\_\_

**Oral Reading:**

- sounds out most words  
 word-by-word  
 hesitantly  
 fluently  
 reads with expression

**Comprehension:**

- |                        |     |    |
|------------------------|-----|----|
| Understands characters | yes | no |
| Understands setting    | yes | no |
| Relates Story Events   | yes | no |
| Understands Plot       | yes | no |

Approx. word errors per page \_\_\_\_\_

**Reading Strategies:**

- Utilizes picture clues  
 Is able to blend sounds to decode unfamiliar words  
 Looks for little words in big ones  
 Uses word shape/length  
 Draws upon contextual clues  
 Self-corrects miscues with no prompting  
 Skips unknown, reads to the end, goes back (backtracks and reads again)  
 Recognizes high frequency words (word wall words)

**COMMENTS:**

## Math - 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.

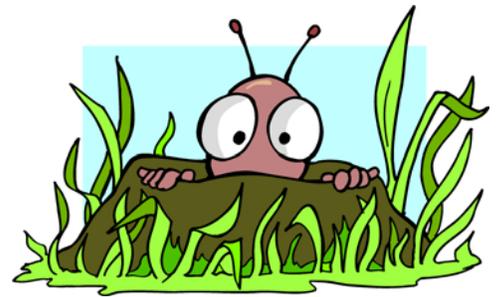
L is for labeling the pictures

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



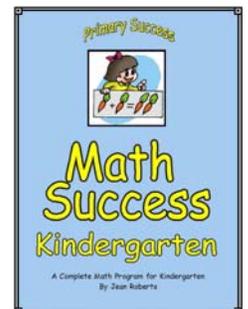
"I usually have the children re-state the problem in their own words. This way I see if they really understand what information they have and this forces them to picture the question."

"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."

### 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!



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

### 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.

### 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*.

## Art for June

"During the last week of early days before summer I put large butcher paper at each table the let the kids just create. They have so much fun working together and it passes the time nicely! (while you are filing or doing paperwork, getting the room cleaned up and packed up, etc.)

Mix corn syrup and a couple of drops of food colouring into a small container and mix well. Paint with this mixture. It will be slow to dry, so lay it flat for a day or two until it is no longer sticky. The picture is shiny when it dries.

Another way to make shiny pictures is to mix sweetened condensed milk and tempera paint. This will make pastel colours - nice for spring pictures.

"I have my kids fingerprint sheets of paper to make giant flowers. After covering the entire paper with paint in bright flower colours, they begin in the middle of the paper and make a spiral design from the center outwards. When these are dry we cut the largest circle or oval possible. The spiral design makes it look like large roses or peonies. We also do leaves by drawing leaves in the green fingerprint, with the veins drawn, and cutting them out when dry, plus curved stems from the same paper.

These look wonderful! We have put them all around the classroom - and last year we put them in the school entrance hall for a giant display."

"We make large sunflowers in June. Yes, I know, sunflowers are an autumn flower - but they are very showy. One year the Principal let me leave them up in the hall outside my classroom - ready for fall!"

"Cut 9 x 12 white construction paper in half (9 x 6). Cut several pastel colours of construction paper in strips 1/2 inch x 12 inches. Each child will need at least a dozen strips. They use glue to make a 3-D sculpture by folding a little bit of the end down on each end and making a hill. Twist and loop it to make a 3-D sculpture. These turn out really neat!"

"We make attractive flowers with handprints and a paper plate. The students cut out about 8 handprints for the outside of the flower and glue them on the paper plate so the fingers are partially out beyond the plate edge. The next layer will have 6 or 7 hands and will be glued so the ends of the fingers are about the plate edge. The third layer is on the inside of those. The palms will be cut back on the last layer. We use shades of the same colour or orange, yellow-orange and yellow for the layers. They make wonderful large three-dimensional flowers. You can curl the finger-tips for a different look."

Cut out small bright flowers from butcher paper or other light paper. Lay these on a sheet of wax paper about 18 inches long. Add tiny bits of coloured paper. When the 'picture' looks interesting, cover with another sheet of wax paper and iron. Small crayon pieces can be added, too. Then cool, trim the ends and add a border. These can hang from the ceiling or be put on the windows.

Draw a line about 2 inches from the long side of flower-coloured photocopy paper and parallel to the side. Make cuts to the line close together all along the long side to make a fringe. When the length has been fringed, lay the piece flat and roll around a pencil. Be careful to roll it straight! When it has been rolled, use clear tape to hold it. Now, fluff out the cut ends to make a flower. When the ends are outwards from the center, they can be curled to make them more interesting. The solid rolled part is the stem, of course.



## Ideas for June

"Before I go for the summer holiday, I want to have these things done....."

- Have all my cupboards completely tidied and sorted. I am going to try to throw out things I haven't used for several years!
- Have the word wall alphabet re-done - they are looking a bit old - and then put them up so they are ready for next year.
- I want to put new autumn coloured paper on my bulletin boards and put edging on.
- Have pencils sharpened and crayons ready for the first day.
- Level all the books that I have put aside to 'level someday'.
- Clean out my teacher's desk and organize it.
- File everything!
- Take all the theme and monthly boxes and files home - and just leave the ones I plan to use in September. Maybe in the summer I will go through some of them, too!



"In the last week I like to do a class book. I give the students a page with the words "When there's nothing to do, I can \_\_\_\_\_" already printed on them, lines for them to write and room for a drawing to illustrate. The kids then pick an activity that they will do over the summer and finish the sentence. They draw a picture of that activity, using pencil first and then going over it with a fine tip black marker. They put their names on their page, too. Then I copy and bind them so that each student has a book to take with them."

"We do autograph books. I talk about the old-fashioned sayings in old autograph books, and we talk about the things they might say. These are fun, and they enjoy writing in one another's books."

"We have a 'Beach Day'. Here are a few of the ideas that we use:

- We read summer books under a beach umbrella.
- They bring or wear beach clothes (not swimsuits - shorts and tops) and a towel. We sort and graph the towels for similar characteristics.
- We have a battle with squirt guns! I buy little ones at the dollar store so everyone has the same kind.
- They throw and catch the ball and answer a questions, spell a word, etc.
- We make beach murals with sidewalk chalk on the concrete outdoors."

### Successful Social Studies - Kindergarten

This is a very popular book! There are units on the classroom, good manners, 'I am unique', map skills, the people around me, my community and the environment. Here is a complete program for Kindergarten teachers - with lots of material for full-day Kindergarten. There are many little books to photocopy, practice sheets, songs, poems, hands-on ideas and interesting lesson plans. Check the website for a sample and prices.

### Successful Science Lessons - Kindergarten

This great book gives a great introduction to Science with enough lessons and ideas for full-day Kindergarten teachers. It focuses on observing, being curious about the immediate world and sharing what they discover. There are units on Living Things, Plants in the Autumn, Animals, Objects and Materials, Seasons, Plants in the Spring, Animals in the Spring and Colour. This will make Kindergarten Science fun and easy to teach!

## A Memory Book

"This is the memory book that I make each year. These make wonderful keepsakes for the students, so they can look back at this year.

Cover page: **Memories Of Grade One**

Name \_\_\_\_\_

Page 2: Memories of My School

The name of my school is \_\_\_\_\_.

This is my school. (photo or drawing)

This is my favorite place at school.

This place is special because \_\_\_\_\_.

Page 3: Memories of my Teacher

My teachers name is \_\_\_\_\_

This is my teacher. (photo or drawing)

My teacher is happy when \_\_\_\_\_.

I like my teacher because \_\_\_\_\_

Page 4: Memories of My Friends

This is me with my friends. (photo or drawing of class)

Page 5 - I took a digital picture of each student and put them on a page with a space below each.

The students print their names under their pictures and then these are photocopied.

Page 6- Pictures of the principal and any class aides.

Page 7 +- Through out the year I have taken digital pictures of the children doing special art, on field trips or other activities. I put lots of pictures in black and white on pages, making sure every child is in the pictures at least once.

I photocopy the generic pages and I have a parent or aide put these with the child's personal pages. Then the books are bound with the comb binding - with tag cover and back."

"Every year I create a class memory book using pictures I took with my digital camera. To save on cost I'm printing the pictures in black & white, but each child will have a book with a photo of every child in the room, along with some sort of comment made by each child about Grade One."

### Successful Art Lessons

This new book is suitable for all primary grades K to 3, with a wide range of skills. The book has chapters on line, shapes, drawing, colour, pattern, modelling, print making, Canadian (and other) artists and more - and uses a wide variety of mediums. There are coloured photos of the lesson ideas and lots of suggestions to add interest.



## Odds and Ends

"I send postcards to my next year grade ones. We get our class lists at the end of June and about the first of August I send out the cards with a personal note."

Make nature bracelets. Take some heavy masking tape and make a bracelet for each child sticky side up. As you have your walk encourage children to gather leaves, flowers, acorns, twigs or whatever to stick on their wrists to create a wonderful bracelet.

"I teach my children about the trees and wildflowers in our area. Luckily our school yard is next to a wild area, so we go on walks to learn about the flora. We collect samples of plants - leaves and/or flowers, and back in the classroom we put them on clear contact plastic, cover with another piece and then add them to a bulletin board labeled with the names."

Here's a new idea! Buy a head of celery, and cut through the whole head about 4 inches above the base. Use the whole cut head to dip into paint and stamp to make large roses. Doesn't that sound neat? Add green stems and leaves. (How about an artichoke?)

Make butterflies by painting first the left hand and printing it on paper with the thumb and fingers far apart and the fingers together. Then paint and stamp the right hand for the other wing, placing the thumb on top of the left thumb to make the body.

"I have a unique organizational idea that works great for me. It's a seating/job wheel that rotates every day. I make two circles out of poster board. I would say the inner one is about 18 inches diameter and outer one 24. They are stacked with a brad through the center. I have 20 students so I divided the inner circle with lines every 18 degrees and extended those lines to the outside edge of the outer circle. The students' names are written in each section of the outer circle. That circle stays stationary on the wall (whiteboard) so that the students names always appear in the same location...quick and easy to find.

The inner circle also has a 12 inch circle drawn within it. Each section of the innermost circle indicates where the child is to sit that day when we are on the carpet (row 1, location, 2 - I actually have a rug with 20 squares so the wheel indicates which color and seat). The outer area of the 18 inch circle contains symbols and words representing classroom jobs and privileges, e.g. student of the day, feed the fish, turn off the lights, shut the door, edit the DOL, lead the line, put the rug on the floor, push G's wheelchair, lead the pledge, lead Simon Says, first dibs on a recess game, pass out papers, first dibs on various balls and jump ropes, etc. The inner circle is turned one space each day so that everyone gets a turn at everything and I don't have to keep track of who is getting what privileges.

Before use, I put the student numbers on the outer circle and had it laminated. Each year I just write on first names with permanent marker...it comes off by writing over it with dry-erase. I also put on all the carpet locations and filled every other job location with things that are "for sure" and had that laminated. During the year I write in other jobs in the empty spots as they come up.

To keep students from changing the wheel I poked a hole at the outer edge of every line in the inside circle and one hole total in the outer circle. I insert a brad through the appropriate inner circle hole and the outer circle hole. It works very well!"



## Odds and Ends

### Art for the last week....

"I was just talking to a group of primary teachers about art activities. At one school they spend the last week of school making murals to cover their bulletin boards. (The murals then stay up until the end of September.) Each class picks a favourite page from a picture book and tries to replicate it. (Eric Carle, Leo Lionni, Audrey Wood, etc.) They then photocopy the cover of the book and staple it to the bulletin board alongside the kids' art."



### 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'"

## Popular Primary Success Resources!

### Successful Assessment - Kindergarten to Grade 2

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! Great for year end!

### New! The Grade Two Treasury

This new primary book has 400 pages of ideas from teachers on every possible subject about Grade Two - from behaviour management to reading and math to science and P.E. This is fun to read, and there are oodles of ideas that you can take straight to your classroom.

### Sight Reading - Start Right - Kindergarten

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

## 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://staff.prairiesouth.ca/sites/kcassidy/>

Check out Kathy's classroom blog! Some of her links are also great fun.

From Kathy's page, try the Storymaker!

<http://www.carnegielibrary.org/kids/storymaker/>

<http://www.kidzone.ws/water/>

Grade Twos and Threes will be very interested!

<http://earthguide.ucsd.edu/earthguide/diagrams/watercycle/index.html>

This is great for teaching the water cycle.

### Primary Success Publications

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