

The Primary Success Notebook

Primary
Success
Publications



Primary Success Publications

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Happy Holidays!

July is the month when we think the least about teaching. It is the time to recharge the batteries, and get the rest we definitely need. I know some of you are thinking about September already - I do get quite a few orders in July - but this is your main chance to relax!

Soon enough it will be August and the time to think about school again. When I was a young teacher there weren't any teacher stores or many ready-made charts, so often my summers were filled with making alphabet cards with pictures for above the boards and colour charts, etc. Now you don't have to do that, at least!

Have a great summer, and do some special things for yourself - read books, nap, spend time with family and friends, play in the sunshine and have a lot of fun!

Jean

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About Primary Success Publications...

We are a Canadian company, based in B.C. on beautiful Vancouver Island. We have been producing resources for primary teachers since 1995. Teachers appreciate the practical easy-to-teach programs in sight reading, phonics, spelling, writing, math, science and social studies. A high percentage of our orders come from teachers or schools who are using some of our other items, and we get many new customers because teachers share their pleasure with their colleagues.

If you enjoy 'The Notebook', pass it on to your friends. They can join the e-mail list from the website and receive all the freebies, too.

Go to the website for great free booklets and ideas! Then click on 'The Notebook' link and the 'Freebies' link on the home page.

Tips from Teachers

"My school has cut back severely on the number of copies we can run and the amount of paper we can use. Last year I had the students do a lot more printing in exercise books. I insisted on neatness and an orderly way of doing this. I wrote questions on the white board for them to answer, and had them do language skills from the board, too. Gradually the amount was increased through the year.

I found there were benefits to this other than using less paper. The kids became much more fluent at their printing, and this helped their creative writing. They wrote a lot more and the quality was better. It was an interesting experiment!"

"If your school uses planners - books that go back and forth with messages and homework - something I often do is type a message on the Avery labels (20 to a sheet) and print a sheet of them. I put the label in the planner with upcoming events, homework, special news or reminders. It saves me class time instead of having the students copy notes into their planners.

I made name stickers and put these on the student's books, coat hooks, glue, etc. It saved a lot of time!"

"I use the sticky labels for anecdotal reporting. I have a clipboard and a sheet of labels with the students' names (tiny at the top of each). Then I try to fill in information for each child at least once a week - the next week I start with a new sheet of labels. Then I take the completed labels and stick them into my assessment book."

"If at all possible, greet the children at the door of your classroom every day and speak to each one of the children. I have them choose to greet me with a hug, handshake or high five. Make eye contact with each."

"I like to have a picture of my students up on a bulletin board that first week. I take digital pictures that first day and get them up as soon as I can. It helps me put names with faces, and it makes each child feel part of our classroom community."

"I have a set of file folders in my desk drawer labelled with the numbers 1 - 31. When I photocopy things in advance I simply put them into the folder of the date I want to use it. If I know that I want to make apple headbands on Sept. 15, I put the pre-cut paper apples in file 15. It also makes it easier to set up for a substitute teacher because I just pull the file for the day and leave it on top of my desk."

"I have the children make math kits and we put them into large ziplock bags. Once they are made, we stick a long strip of magnetic tape on the top of the bag (just below the "zipper") and stick them to the sides of their desks."

"We have a book in the staff room where we write down and record those cute, strange, hilarious or touching things that our students say or write. We have been doing this for three years now, and the book is a wonderful collection. Every one of us picks it up often and reads and re-reads, laughs and sometimes cries at the great entries! Kids do say the darndest things."

"We have a principal who is fanatical for cleanliness and tidiness. He has been at our school for two years now, and we spent the first year disliking him, as he would come into the classroom and make the kids pick paper up off the floor, hang up their coats properly and keep their desks neat. He would tell the teachers to tidy their desk top and keep the shelves organized - and his particular annoyance was piles of paper (a problem for me). But most of us fell into line rather than fight the issue, and most of us are finding that we are really enjoying being tidy! By the end of last year we thought he was great, and I know I will never go back to a messy disorganized classroom."

Word Walls

A word wall is only useful if it is used and practiced daily so that the students know every word that is there and where to find it.

Putting Up the Word Wall

First, think how you want to use the word wall. Will all the students be able to see it from the desks? Will you want them to be able to remove a word and take it to their desks? Will you remove words during the year or move words around to keep the words in alphabetical order? If you want to remove words and move them, the word wall will be made differently than if you print words to be permanently under the letters. Do you want a word wall at all - or do you want the sheet in the mini-offices? (Page 4)

Here are some ways to display the word wall.

If you are going to print the words with felt pen under the letters, you may want to decide what words are going to go up during the year to see how large a space should be left under each letter. When you put up the paper, make it two or three layers thick so there is no chance of the ink going through to the board itself. Make columns with a long ruler and a pencil so each row is straight and the first letters of the words in each column will be in neat lines. The alphabet letters can be stapled to a tackboard, and then words stapled under. Many tack boards are not large enough to display all the words unless the words are fairly small, so test out the size with all the year's words.

If your whiteboards or chalkboards are metal, you can easily put a magnetic strip on the back of the letters and the words. This makes the word wall very easy to change, and the children can remove words and replace them easily. Keep the board looking neat by straightening the words frequently.

You could staple felt to a tackboard (staple it every few inches) and then put a small piece of the hook Velcro on the back of the words. They can be moved easily as long as the felt is really secure.

Some hints:

- Make sure all children can read the words from the desks or from where they work.
- Laminating the words may make them glare from window light so the children can't see them.
- Some teachers use different colours for the words to show different skills. Make sure the printing shows up on the colour.
- Some Kindergarten and Gr. One teachers cut the word shape around the words. This is probably not useful in Grade Two or Three.
- Make the words on the computer, using a primary font (see page 7 - Tables to make words). Use a 'bold' font, and make sure the print is large enough to be seen. You could also print these on coloured paper, or make the letters or words in bright dark colours on a light background.
- Make sure the word wall is always tidy! The children will use it easier and it will add to the room's decoration.

Teaching the Words

The following website gives a good description of teaching the word wall:

<http://olc.spsd.sk.ca/DE/PD/instr/strats/wordwall/>

- In Kindergarten and Grade One many teachers begin the word wall by adding several of the children's names each day until they are all up. This is a good beginning reading experience.



Word Wall Fun!

- Read all the words in different ways.
 - Read all the words from a to z.
 - Read all the words in different voices - a whisper, with squeaky voices, beginning very soft and ending loudly, etc.
 - Read the wall as quickly as possible. Read it backwards as quickly as possible, from z to a.
- Swat the words! One child can read a word and another child can swat it with a flyswatter. This can be done as a team game, or the watchers can count seconds until the swatter hits the word.
- Use a flashlight to show the words. The kids love to do this in the dark.
- Spell words in different ways. As the word is spelled, stand up for tall letters, sit for short letters and crouch for letters with tails.
 - Chant the words with a rhythm.
 - Have the girls say the consonants and the boys the vowels. Stand up to say the letters and sit when the other group says their letters.
- Play 'What's My Rule?' Read several word wall words with the same characteristic (vowel sound, silent letter, consonant or digraph sound, prefixes, etc.) The students try to discover the rule. They must touch each word wall word in the rule as they guess.
- Play 'I'm Thinking of a Word'. Give clues and the children try to guess the word. The person making the guess must go to the word wall and touch the word they are guessing, or all the students can print the word they are guessing on individual chalk boards or white boards.



Mini-Offices with a Portable Word Wall

- Children really like the privacy of mini-offices. They can be made by using two file folders. Open the two, and overlap one side over the opposite on the other file so there are now three sections. Staple them or use the wide clear packing tape on both sides to make the two files into one. They could be laminated, and then the pockets slit open after. Make sure that both sides fold into the center. This can be used to hold a sheet with the word wall words, a letter / key picture page for Kindergarten and Grade One, a math number line, a printed alphabet, etc., depending on the grade level and the needs of the students. If you laminate, the key words and number line, etc., can be glued on before lamination.

- The offices can stand up on the desks or tables and the child can work in the privacy afforded. This is especially useful if the students are sitting at tables or with desks pushed together.

"I have the word wall on a computer page, and each week I add the 5 words and print off the new page. The students put this into the pocket on their mini-offices and also have a copy to take home."

"I put the new words we are studying on a chart each week. Then instead of putting the word wall list into a folder, I tape a new list to the desktops every Friday afternoon, after we have completed the week's teaching of the five new words. I find the students use the word wall list easier and more efficiently when it is always on the desks than when it is up on the wall."

"When we are working on a theme we have words lists that are added to the pockets in the mini-office. We also have seasonal and holiday words lists. The students love to use them in their writing!"

"I gave my children a word list of the cumulative words that would be taught all that year. We made a big deal of finding the five words each week. The more advanced children were able to have a lot more words sooner that way to use in their writing."

The Website page has addresses of sites where you can see pictures of mini-offices.

Using a Digital Camera

One of the favourite uses of a camera is to make little books. On the very first day of school, take time to photograph each child. Have a plain background, and just take the head and shoulders. Take several pictures, if you aren't sure the first ones are good. Download the pictures, and delete the ones that are not as flattering. Make up a page on the computer - room for the picture quite large at the top and underneath print 'Here is ____.' or '_____ is here.' Pop the pictures into the pages and print the child's name. You could have the cover ready before school starts, with a picture of you and the title.... 'Ms. _____'s Grade One' or whatever you choose. Print all the pages - either in colour or black and white. Print the cover on tag.

Staple the pages with the tag cover and a tag back page. If you have a machine that will make books with plastic combs or another method - this is better.

This will be a wonderful reading lesson for Day Two - there are all the names and the words you used as well. This will be a favourite book in your classroom library all year! (It will also help you remember the students' names on the first day!) Yes, it will take some time, but if you have it set up and ready to make, that will help."

"Take pictures of all the special activities. As above, these make great books - and also charts for your classroom wall. The students will love reading about the things they have done."

"I take pictures through the year, and then put many of them into the memory books the children take home at the end of the year."

"I take pictures of special art work, too. I have the student's name in the picture, so I remember who the art work belongs to..."

"The camera I have in the classroom is an older inexpensive model. I like this, because I let the students use it. Some of them are really good at photography!"

"One thing my kids loved to do last year was to write class stories. If the story was suitable, I printed it up on the computer and the students acted it out and I took pictures of this and added them to the story. It was great fun!"



Successful Writing Lessons - Grade 1

This resource has more than 100 short lessons to begin your writing sessions. They are easy to teach, practical and require little teacher preparation. They begin with simple skills and gradually increase in difficulty. These mini-lessons will greatly improve your students' writing. There are lots of reproducible sheets and a reproducible dictionary with common words and spaces for you or the child to print extra words.

Successful Writing Lessons - Grade Two

There are more than 100 short lessons to begin your writing sessions. These teach the necessary writing skills in a skill progression with lots of interesting strategies. These mini-lessons will greatly improve your students' writing. There are lots of reproducible sheets and a reproducible dictionary with common words and spaces for you or the child to print extra words.

See samples of both of these books on the website.



Before the First Day

If you are new to the school meet and remember the names of the personnel with whom you and your children will associate.

Set up the classroom, thinking about all the areas you will need - the calendar meeting place, the library, the teacher's desk or other personal area, centres, computers, storage for math manipulatives, etc.

Cover the bulletin boards and frame them with borders. Autumn colours of red, orange and yellow are nice! Make the walls attractive, colourful and welcoming - without overdoing it. Leave at least one bulletin board with fresh coloured backing for students' work in the first week. Make a 'Welcome' bulletin board with all the children's names.

Clean off your desk and organize it for the school year. Have a container for the things you will need many times each day and put everything else away in a cupboard. A large sheet of poster tag in a bright colour placed where you work on the desk outlines your space. A vase of flowers or a plant makes your desk beautiful.

If you have a class list, label the coat places, cubbies and other personal places for the children. You may want to leave the desk tags loose until the end of the first week.

Prepare a computer folder with files for each student. Also make a basic data base on MSWorks with the students' names. Copy this several times. One of these copies can have the children's birthdays, addresses, parent contact information, etc. One can be for math tests, another for knowing letter sounds, etc. Prepare a binder with sections for each child if you write anecdotal notes on a daily or weekly basis. This can also have spreadsheets for math scores and test results if you don't do this on the computer. Create a sub folder. Have seating plans, spare activities, worksheets, schedules, emergency information and a class list.

If you wish, write a class handbook - see *The Notebook* - July 2011 on the website.

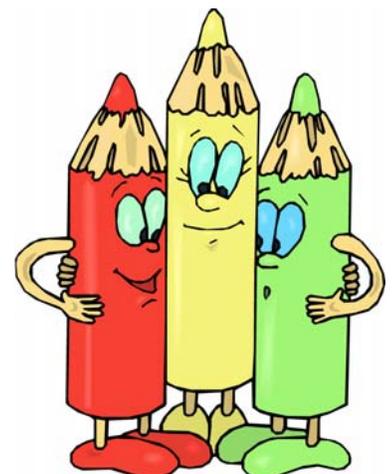
Organize the classroom library and know how you are going to use it.

Know all your procedures. How are you going to handle bathroom passes, sharpening pencils, handling supplies, going to groups, lining up, etc? What will your rules be? You may want to brainstorm the rules with the children, but you should know the final result first.

Prepare lessons for the first week or two. Prepare more than you think you can possibly use. You will always use much more (or much less) than you think you will.

Have materials ready for those first lessons. Pull the books you want to read, have the art supplies, the math sheets and manipulatives, the pencils sharpened, the paper ready, etc.

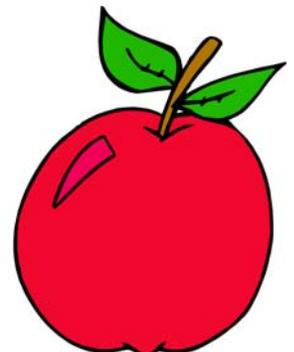
Make nametags that the students can wear the first few days until you learn all the names. These can be labels stuck to their shirts, tags around the neck, crowns, etc.



Test Your Teaching....!

Rate yourself on a 0 to 5 scale - 5 is wonderful (other people, including your principal, compliment you on the high quality - it is excellent), 4 is good (you feel that it could be somewhat better, but it is high quality), 3 is adequate (you make an effort and the results are satisfactory), 2 is less than adequate (improvement is needed), 1 is poor (you rarely do this) and 0 means that you don't agree or are not doing this at all.

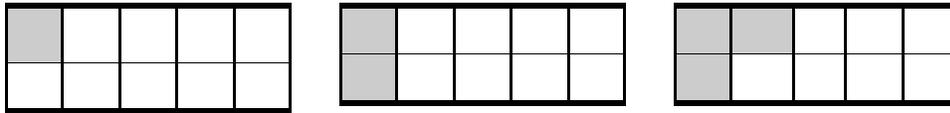
1. My classroom is tidy and organized, and my desk and tables always have clean space to work. Visitors who enter the classroom compliment me on the neatness and attractiveness of the room.
2. My bulletin boards are up to date and attractive. I change them frequently to reflect the classroom activities.
3. My records are well kept. My daily plan book is always clearly written and I gather test scores and anecdotal notes on the children on a weekly basis.
4. I take the full responsibility for the children's learning. I could have a 'The Buck Stops Here' sign on my desk! I have never thought that the parents, the RR teacher, the Learning Assistance teacher or the child himself share blame for the child's lack of success.
5. I believe that my teaching ability should be assessed more by the progress of the lower and learning disabled children in the class than by the brighter children. I understand the strengths of my challenged students and teach to these strengths. My lowest students, even those suspected to be learning disabled, have stretched their skills and progressed as well as it is possible for them to do so - even surprisingly well - and I can take the credit!
6. I teach well-structured, carefully planned lessons. I begin with review or introduction, I teach new skills, the children do a hands-on exercise and then a written exercise, and there is a conclusion or wrap-up at the end of the lesson.
7. In my whole class lessons every child in the class can understand the concepts and participate fully. I use questioning and discussion to get every child involved in the lessons.
8. I have my lessons in each subject planned so they follow one another sequentially. Today's lesson logically follows yesterday's lesson, and tomorrow's lesson will logically follow today's.
9. I balance teacher-directed lessons, hands-on activities and written or other individual practice. The children spend approximately one-third of their time with each.
10. I model my expectations in behaviour, routines, work habits and assignments.
11. My printing on charts and the chalkboard is beautifully done to give a good example to the children, and I teach them to print neatly and fluently.
12. My classroom is quiet and peaceful. It is sometimes silent when that is necessary, sometimes pleasantly humming. It is only noisy when noise and activity are part of a directed exercise or game.
13. I use positive reinforcement for behaviour management rather than negative. I manage the classroom behaviour without punishment and without charts, prizes, candy or other incentives. The children behave well because it is expected and the right thing to do.
14. I manage transition times without noise or wasted minutes. The children know how to make these transitions smoothly and quickly.
15. I keep marking up to date, and I try to mark most daily work with the individual children in class so the errors can be discussed and corrected.
16. I teach in a brisk, enthusiastic manner and I smile and laugh with my students many times each day.
17. I share my knowledge and my resources with my colleagues.



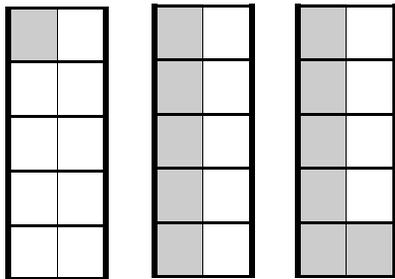
Math

Working with Ten Frames

Many provinces and school districts are advocating the use of ten frames. From what I have seen, there are several ways of using them. Sometimes they are shown horizontally, and filled from the left end in pairs.



Another author wants them vertically - filling down the first row and then up (or sometimes down) the second:



The students memorize how the frames look with each number.

Find out if your school has a way of doing this so all teachers are doing the same thing.

They are used for place value - full tens and the last partly filled for the ones number.

These cards are used for addition with re-grouping... for example, to add $9 + 5$, 9 squares are filled in the first frame and 5 in the second, and it is easy to see that we can slide one over to fill the first frame and have 4 left for a total of 14.

The idea is that the student will be able to visualize the number patterns and 'see' what needs to be done without the frames later.

The ten frames are used to replace or give another model for the bundled sticks for place value and the counters and patterns for addition and subtraction.

I think they are a valuable addition to your math program!



Math Ideas

"You know the sounds that manipulatives make on desk or table tops? It can be really nerve wracking when the whole class is involved. Well, I have cut the cloth shelf liner material into 12 inch chunks and we use those to soften the sounds. It also makes a convenient way to define the space in which the manipulatives belong. So whenever counters, pattern blocks, number cubes, etc., are needed the students know to get out their 'math manipulatives work space.' And they can just be thrown in the wash when necessary."

"I always thought I was making my kids think until we started a new math series. I complained all last year that what I had been doing worked better ... but now I realize the missing link is talking about what we are doing. The kids need to sit down after they do an exploration of any kind and they need to talk it out. It's amazing how the children think about what they are doing and getting them to explain it to each other helps those that aren't thinking about it, just trying to get through it. Now we sit in a circle after each math class (well, maybe every other) and those who want to talk, tell about how they did whatever they did or what they discovered. I still have those that look like they aren't listening (and maybe aren't) but I've seen a big increase in participation and thought."

Have the students make a place value mat - tens and ones for *Grade Ones*, hundreds, tens and ones for *Grade Two*, and add the thousand column for *Grade Three*. One student rolls the dice. All students put the number rolled on one line of their place value paper. When all the lines are filled up, the students tell their numbers. The student that has the highest number wins. This can also be done with each student rolling the die for his/her own number in turn.

More Math

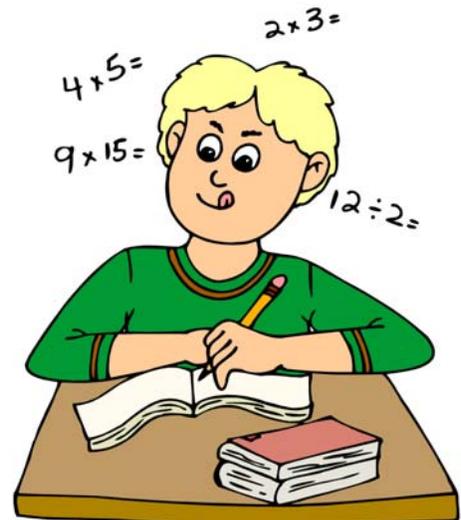
Beginning of the Year Assessment - Grade Two

Here are some ideas to assess the math skills of your new Grade Two students.

- Have them print the numbers to 100. Look for children making numbers incorrectly - bottom to top or reversed. See if there are children who have difficulty sequencing numbers.
- Take the children individually or in small groups and give them manipulatives. Show one addition question ($4 + 5 = \underline{\quad}$) for example. See what children do not need the manipulatives and have the answer memorized or can do the sum mentally. Watch the children to see how they use the manipulatives. Children who show the 4 and the 5 with manipulatives, and then count 1, 2, 3, 4 - 5, 6, 7, 8, 9 may be having difficulty with understanding, or need to be shown 'conservation of number' as they don't need to count out both numbers, of course.
- Give the children manipulatives and the question $8 - 5 = \underline{\quad}$. Watch the children's methods of reaching the answer.
- Give the children a number line and a similar addition question. Do the children count out the first number and then the second or go directly to the first number (or, preferably, the largest number) and then count on the other number?
- Using the number line, give the children a subtraction question. Again, do they count out the first number or go directly to it? Are they counting down correctly?
- Give the class a drill page of addition questions to 6. Give them 2 minutes to complete it. Then try a page of subtraction questions to 6 and again, give them 2 minutes. Then do a timed sheet of addition questions to 10 and then subtraction questions to 10. Give the children 5 minutes to do each.
- Give the children a ruler and have them measure a pencil. Do they know the word 'centimetre'?
- Can they tell time to the hour and half hour?
- Have them estimate the number of objects in a jar. Put approximately 25 objects in the jar.
- Ask each child privately how he feels about math. Does he feel he does well at it or does he think it is difficult? If the child feels he has a problem, can he explain why? Sometimes children have a very accurate description of their abilities.

M&M Math - Some Ideas

- Predict (estimate) the number in the box.
- Count the number given to you. Write the number.
- Graph the number of M&M's in the bag. Measure the box.
- Make up number sentences about the colours.
- Do you have an even or an odd number?
- Make a number sentence (equation) about all the colours.....
4 blue + 3 red + 6 green.... etc. = $\underline{\quad}$
- Put the M&Ms into groups of 2, 3, 4.
- Is there more of one colour than another? Are all boxes the same?
- Make patterns with your candies.
- Match the M&Ms to the colour words.
- Graph your favourite colour. Which is the most popular?
- What do you like to eat first? Last?
- Make up subtraction problems..... I had 14 M&Ms and ate 6....



Odds and Ends

I have a very old font that I have used for maybe 15 years for primary things. It comes from back in the 1990s! I have no idea where I got it - but it is the best I have found - simple and almost proportioned correctly. (There are so many that are really bad....) The only thing wrong is that it does not put the lines top and bottom on a capital 'I'. It comes plain and with the lines - a dotted centre line. It also comes on lines with a dotted letter outline - good for Kindergarten and early Grade One. I like the spacing of the letters and words. I would be happy to send these fonts to you by e-mail. It may have an 'install' button at the top when you open the file - if not, you can manually put it into your fonts - which you will find in the control panel for PCs - slide the file in or cut and paste it. This probably won't work on a MAC, but you are welcome to try! E-mail me to ask for these Jean

It looks like this, or can look like this or it can look like this.

By the way, you fill the lines in the spaces between the words with a forward slash.....

"I took a tip from another teacher to help keep my kids' desks organized: Each child has a 'pop flat' box (short box bottoms that a case of pop comes in) that is used as a desk drawer. These drawers are inserted the long way into the desk. There is enough room on the side for a good sized pencil box (I use baby wipes tubs), bottle of glue, etc. We organize the desk drawers as a class. We talk about which items we do not use much, and those things go at the bottom of the drawers. Things that we use all of the time go on the top."

"Morning Meeting: First thing every morning we meet on the carpet and begin our day with a handshake and hello. We stand in a circle. I turn to the person next to me, shake their hand and say, "Good morning, Susan!". Then Susan says to me, "Good morning, Mrs. _____. Susan turns to the person on her right, shakes hands and says good morning. The handshake travels all the way around the circle. It's a lovely, calm way to start the day, everyone is recognized, and the children learn to shake hands properly, look their friend in the eye, and greet them with a smile on their face."

"Children who suffer from ADHD are living a life of negativity. The first thing that I would recommend is to try to focus on the positive instead of the negative. These children are used to receiving punishment and often become negative attention seekers. This then perpetuates the problems that they have. Here's what I do:

1. Realize that the children are suffering too. No one likes them, they seem to always be 'in trouble'.
2. They often can't see past their impulse to do something in order to focus on the consequence of their actions. Having to focus on a whole day can be too overwhelming for them to even contemplate.
3. I find at least one positive thing about them and make that my focus.
4. I've found that behaviour contracts work extremely well with ADHD children. If I break our day into smaller, more manageable chunks of time, the child is able to focus on one chunk at a time."

Having set routines is very comforting to insecure children, and ones who have behavioural disorders - the more formally set routines, the better. Some children cannot handle change easily, and become nervous or excited and act out when things don't go according to plan. If there must be a change in the daily schedule, talk about it so the students are ready for it.

Computer Ideas

Making Tables

Tables can be used for your planbook, for making flashcards easily, and for making class lists and mark sheets to print and put in a binder. Here's how:

Open Word or Office. Go under 'Table' and then to 'Insert Table'.

It will ask the number of columns and the number of rows. Click on OK.

You can also choose the Table AutoFormat to make different looking tables.

You can move any line in the table by putting the cursor on it and clicking when you see two little lines. Hold down the cursor and move the line.

Change the number of rows or columns by putting your cursor on the table beside what you want done, clicking on 'Table' and then go to 'Insert' or 'Delete' and then to the row or column, before or after.

Change the font and font size as you would in Word, highlighting the entire table first. Center the print. Print in the desired cell and use the tab to move from cell to cell if you wish.

To make flashcards, pull the corners of the table until it completely fills the page, and test the large font size and how many cards you want on the page. You may want the page in 'landscape' rather than 'portrait' - change it under 'File' and then 'Page Setup'.

Before you begin to write anything in a completed table, save it and then do a 'Save as...' and then write in the new one. This way you will always have the template.

Using Databases

Databases are very useful! Microsoft Works has a simple one. Open a blank database, and it will ask you how many fields you want. A field is a column of data - it could be student names, addresses, age or birthdays, marks in a test or practice sheet, etc. One column holds information on one subject. Keep adding fields - you can name the fields before clicking on 'add'.

Now you can add information in each of the cells. For example, you can put the students' first names in the first field and the family name in the second, their birthdays in the third, addresses in the fourth, etc. You don't have to enter things in any order. Now you can sort the data by going above to 'Record', and click on 'Sort Records'. Put the field name or number in the order of importance. If you have first names in one field and last names in a second field, you can put the names in alphabetical order by first or last names, by telling this box which is the top priority. Items can be sorted by whatever field you wish.

If you enter test results, you can sort the records to put the students in order of rank.

If you have Excel Databases, you have a lot more options. With this program you do not have to add fields as they are already set up, and you can simply highlight and put the field names at the top of the columns.

Databases are great for your classroom library - fill in the title, author, type of book (fiction or non-fiction), subject matter, etc. Books can be entered in any order, and then sorted by author or subject or titles. In a second you can find all the books that suit your quest!



Successful Art Lessons

This 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 photos of the lesson ideas and lots of suggestions to add interest.



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

Page 4 has a short article on mini-offices. These two websites have pictures and descriptions of these.

<http://www.mrsdryzal.com/minioffice.html>

<http://www.teachingheart.net/minioffice.html>

This site has some good shape books - an apple, pumpkin, turkey and a ghost for the autumn.

<http://teacherview.com/WritingCenter/index.html>

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