

# The Primary Success Notebook



From Primary Success Publications

Issue #40 October 2012

## Inside ....

|                    |         |
|--------------------|---------|
| Halloween          | 7 - 8   |
| Math               | 6       |
| My Philosophy      | 3       |
| Odds and Ends      | 10 - 11 |
| Oral Language      | 2       |
| Phonics            | 4       |
| Printing           | 9       |
| School-Wide Themes | 7       |
| Thanksgiving       | 5       |

## It's October!

October is a month with lots of interesting things to do. We will still be doing Autumn art and projects, harvest themes - and now comes Thanksgiving with turkeys and then it will be Halloween!

October is also a busy month in the classroom. We now know our students' levels and are working hard in reading, writing and math, as well as science, social studies, P.E., and more. There is so much to get through in a day, and there are never enough hours.

With all this work to do - don't forget to have fun, too! Try to laugh every day, and do silly things with your children. Play games, do messy art projects and sing a lot. Music is great as a filler between lessons, or when you have a few minutes before the recess bell. Children naturally love to sing, and they will improve with practice in this - just as in other parts of the curriculum. Smile!

*Jean*



## About Primary Success Publications....

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

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

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



# Improving Oral Language

Studies have shown that oral language abilities are related to beginning reading achievement.

Children begin school with varying experience in oral language. Among the reasons for the differences are the home literacy environment, and the preschool (or lack of) experiences.

One study shows that the number of words heard at home per hour by 1- and 2-year-olds learning to talk range from 2,150 to a low of 620 in an average hour. By the age of 3 a child in an academic household will have heard three million words and a child in a low academic household will have only heard one million.

We can't reverse this - in fact, as we are discussing this the higher children are continuing to widen the gap because experience and ease with language leads to faster learning. That does not mean that we can't improve the oral language skills of our children!

Here are some ideas:

- Read lots of books to your class. Choose books with interesting stories and ones that have a vocabulary that is higher than the students' spoken vocabulary. Gradually increase the difficulty. Read with pleasure and animation.

- Discuss the stories, using some of the difficult words. If, for example, the princess is wearing a scarlet dress, discuss the colour repeating the word 'scarlet' a number of times. Ask, "Is anyone here wearing something scarlet?" to bring the word into familiar context.

- Discuss the pictures in the book, again using words above the children's spoken vocabulary whenever it is suitable.

- Have the children who have low language skills sit close to you and the book to keep their close attention.

- Re-tell and sequence the story or have these children do puppet shows or act out the plot.

- In sharing time, when a low language child has told a story, tell it back to him with other words and discuss the topics to increase the vocabulary.

- Do themes that interest the lower children and widen the vocabulary by using new and different words as the theme is taught and shared.

- Have these children speak in complete sentences when they want something - 'Please may I go to the washroom?' 'I don't have a red crayon', etc.

- Teach and then correct grammar - 'Me and Mom went home....' 'gots' etc.

- Don't talk down to your children. Some teachers speak differently in the classroom, choosing very simple words. This does not help to increase their oral language skills.

## Sorting Your Library

"I have some books sorted by level and some by category or author. I have found that if I have the kids help me sort they mostly get the books back to the right spot. Every once in a while I go over and we do a big show of how sad it is that a book is in the wrong place! For the first month of school we have a short lesson each day talking about where the books go. The books have coloured circles on the spines and inside, too - in case the one on the outside comes off."

## My Philosophy

My opinion..... For those who are new to Primary Success, a few words on my philosophy of teaching reading. The old-timers have heard this before and can skip this and go to the next page!

I believe that children are all different from one another and they all learn differently. Some are visual learners, some auditory learners and a few learn by kinesthetic methods. Some are strong in all three modalities and others may only be able to learn in one of them. Most children have a blend of strengths with one stronger than the other two. In order to be the best reading teacher that we can be, we must teach the visual methods - sight reading and literature - for the children who need this, phonics for the auditory learners and use kinesthetic strategies to help those learners.

If you teach a visual method only, you will not be doing the best for the auditory learners. If you teach predominately phonics, the visual learners will be left out. If you teach the literature methods you will leave the auditory learners and many of the lower visual learners at a disadvantage.

The second point is that most children learn best - more quickly and thoroughly - if they are taught specific lessons in sequential order. Teaching reading through literature works well for some kiddies but leaves many not learning as quickly or as thoroughly as they should. It is a disaster for children with learning disabilities. Some children can pick up phonics through incidental teaching - but many can not. This top-down method lacks specific lessons in sequence and expects children to grow without this.

So..... it is my opinion that that to do the very best for all your children you must teach all the methods. A number of children in your class will excel in each type of lesson. In Grade One and Two I would suggest 20 to 30 minutes of phonics, taught to the whole class. Follow a sequential program that teaches sounds and blending skills and try to teach it to mastery for most children. There may be a few students who will have difficulty learning an auditory method. They need to be exposed to lots of phonics, but will do better in other modalities. Do at least one hour of sight word reading, again, following a laid-out sequential program so the students get lots of repetition. Usually you will have to group the students in this, as some will learn very quickly and others will learn slowly. Phonics and sight reading are usually done in the early morning block of time.

But that is not enough! Your students need the literature, too. In the afternoon, do guided reading lessons using trade books. This can be a whole class lesson. This takes the learning done in the morning and puts the methods together in context. Take perhaps an hour in the afternoon to read a story to the class and do this guided reading lesson.

If you haven't taught reading like this - try it. You will be surprised at the progress your children will make. Make your lessons interesting because of your enthusiasm. You will find out a lot about your students, too. You will find some of them do well in all parts of your reading program, but others will do poorly in one area and progress well in another. You will understand their learning and what each child needs to succeed.

I worry about educational 'bandwagons'. So often progressive ideas are touted as the perfect solution to teaching reading. Teachers are inspired to throw out all they know and take on a new philosophy. Invariably this new philosophy sells books and is pushed by publishing companies - and others who stand to benefit. Most only last a few years until it is found that they do not hold the answers. Teachers wonder what they have done wrong when they don't get the promised results. There are some good ideas with every program, though - take from each what works well for you. Collect knowledge and try everything!

## Phonics

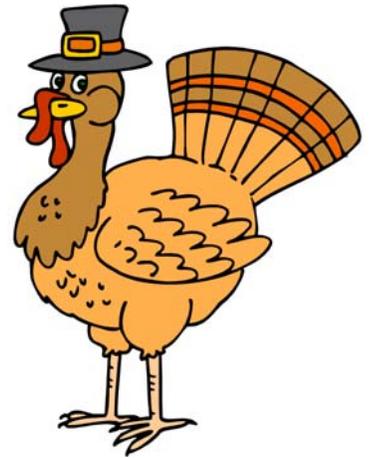
"Once I have taught all the letter sounds and the children are learning to blend, I do these activities every day.

- I have three cans - two of the cans hold cards with consonants, and one holds vowel cards. Three children come up and each pulls one card from one can. They hold their cards up and we blend the word - usually a nonsense word - that is formed. Each child says his/her sound and we slide them together to make a word. Sometimes I put the letters in a pocket chart, we blend the sounds and go on to a new word. Then we come back at the end of the drill and re-blend all the words that we have made.

- I sit a group of children in a circle and I give each a word card (CVC) face up. Then I go around the circle - as soon as each one says the word, I give him or her another and keep going round and round as fast as I can. The children have a bit of time to blend the word before I get back to them and this takes the pressure off..... They really like to see me go fast - and I pretend to be very tired and puffing!

- With the children who have problems blending we do a lot of kinesthetic work with tapping each letter, zipping or sliding the sounds together with the hand. Sometimes I have them tap on different surfaces or on their bodies - shoulder, head, shoulder, for example, saying a sound with each tap.

- Some children have problems hearing the different vowel sounds in words, especially 'e' and 'i'. I put the vowel cards down on a table, say a word and see if they can choose the correct one that they hear.



## Phonemic Awareness Exercises

Phoneme recognition: 'S' says /s/ as in snake....

Segmenting sounds in a word: stretching the sounds to separate them.... c-----a-----t

Segmenting syllables in a word: hearing the word parts and clapping or tapping them as the word is said  
- begin with names.

Segmenting words in a sentence: saying a sentence and then saying each word with a space between.

Blending and rhyming: It starts with /b/ and ends with -ite, put them together and you've got \_\_\_\_\_ (bite).

Blending sounds heard to form a word: /b/ /a/ /th/ = bath

Listening to initial sounds: Is there a /p/ in pen? pet? hat?

Recognizing initial sounds: What is the first sound that you hear in bear? bed? dog?

Listening to final sounds: Is there a /t/ in hat? bit? sun?

Recognizing final sounds: What is the last sound that you hear in sit? rat? put?

Identification of phoneme positions: Where do you hear the /t/ in sat? tip? (at the beginning, middle or end?)

Phoneme matching: Do mouse and map begin with the same sound?

Do had and rid end with the same sound?

# Thanksgiving

"Send home a big cut-out of a turkey feather made out of tag with each student. Send directions explaining to cover the feather with anything they want - macaroni, feathers, magazine cut-outs, strips of paper, stickers, leaves, wrapping paper, tissue paper, photographs, anything they can imagine. Draw a large body of a turkey on the overhead and cut it out. Staple the different feathers they brought in behind your body to make a magnificent turkey."

**The Turkey Shuffle** *"To the tune of Turkey in the Straw (sort of!):"*

You shuffle to the left, *(2 steps to left)*

You shuffle to the right, *(2 steps to right)*

You heel and toe *(stick out right heel, then point right toe)*

And scratch with all your might. *(scratch like a chicken with right foot)*

You flap your turkey wings, *(thumbs under armpit, flap bent arms)*

And your head goes bobble, bobble. *(nod head twice)*

You turn around and then you say, *(turn around)*

Gobble, gobble, gobble!

*The teachers enjoyed this one as much as the kids!*



## **Albuquerque**

*To My Darlin' Clementine*

Albuquerque, he's my turkey,  
and he's feathered and he's fine  
and he wobbles and he gobbles  
and I'm awfully glad he's mine.

He's the best pet you could ever get  
better than a dog or cat -

Albuquerque, he's my turkey  
and I'm awfully glad of that.

Albuquerque, he's my turkey  
he's so cozy in his bed  
because for our Thanksgiving dinner  
we had scrambled eggs instead.

## **My Turkey**

I have a turkey, big and fat  
He spreads his wings  
And walks like that  
His daily corn he would not miss  
And when he walks,  
He sounds like this,  
Gobble, Gobble, Gobble!

## **Turkey Dance**

Let's talk turkey!  
What a walk it's got...  
Strut about, strut about,  
Do the turkey trot!

Let's be thankful for this day  
For our friends and for our play  
Let's give thanks for you and me  
And our home and family .

## **Gobble Says the Bird**

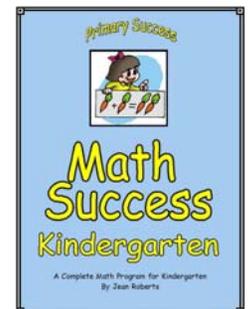
*If You're Happy and You Know It*  
Gobble gobble, gobble gobble  
says the bird  
Gobble gobble, gobble gobble  
says the bird  
Mr. Turkey gobble gobbles  
And his feet go wobble wobble  
Gobble gobble gobble gobble  
Says the bird.

## **The Math Success Program**

Primary Success Publications has an original math program that has been proven to work very well! Schools that use it report that their math scores have increased and the students are far ahead. The program uses strategies that increase understanding and give students alternative ways to approach math procedures that suit different learning styles. This program is for Kindergarten through Grade Three. Math Success is a complete program with teaching strategies, lesson plans, student practice sheets and assessment.

Go to our website to see sample lessons!

*"I have been teaching for 14 years and have never had a group of Grade Twos come this far in Math ever. I totally love this program!"*



# Math

## Number lines

"I like to use huge floor number lines to learn simple addition and subtraction questions. I have the students use the same words each time they do a question..... 'Stand on the first number..... Jump the second number.'" Once they understand that and the concept of reversing addends to get the same result, we change the words a bit - 'Stand on the biggest number ..... Jump the smaller number.'" By this time they can see that it is easier to do this, especially in a question like  $1 + 5 = \underline{\quad}$ . I find that if the children really understand this, the number facts are learned much easier."

## Graphing

"Make 'Human Graphs'! The children become the graph. We use the floor tiles as boxes to stand in and do vertical and horizontal graphs on lots of topics. Or use the floor tiles by putting a name or an object in each.

## A Math Wall

"I have done a math wall in Grade Two and Three. I don't have it in alphabetical order, but add concepts and vocabulary after they have been taught. I put up the processes, too - like adding with regrouping or rounding and estimating. I just put a small sample of the process - something to remind the kids of what they have learned. The words are used in their math journals, too, so the spelling is important.

## Problem Solving

We do a 2 minute quick drill each day to review the new words/concepts on the math wall."

Teach the clue words for addition: sum, total, in all

Teach the clue words for subtraction: difference, how much/many more, left

Do lots of problem solving. Teach the students the steps involved in answering a problem.

- What facts have we been given?
- What do we want to know?
- What will we do to find the answer?
- Give the equation.
- Put the answer in a sentence, orally



## Primary Success Publications Art Books

### Art Through the Year

Here are hundreds of great primary art ideas and activities! This book contains art ideas for Autumn, Halloween, Christmas, Winter, Valentines, Spring and Easter; and Thanksgiving, Remembrance Day, Groundhog Day and St. Patrick's Day, too. Your children will have fun doing the wonderful projects. This is a great collection!

### Successful Art Lessons

This 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.

# Halloween

## Bottled Monsters

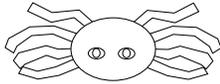
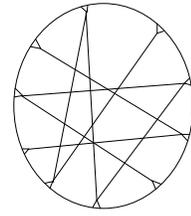
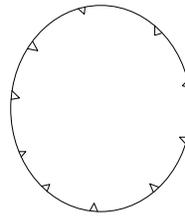
<http://www.scholastic.com/teachers/lesson-plan/bottled-monsters>

With this idea, use the bottle pattern with this magazine and have the students pretend they have trapped a monster or some other Halloween creature in it. Catch a bat or a spider or a witch! They can write stories about how it was caught and what they plan to do with it now..... Will they feed it? What would this monster eat..... What would happen if the jar was opened?

## A Spider Web

Make a spider web! Glue black construction paper to both sides of a piece of tag to make it stiffer. Cut a large oval (or other shape) out of the black paper and make 8 to 10 small 'v' shaped cuts randomly at the edge. Wind white thread across and around the oval in the v's.

Hang the spider web, and add a spider:



## More Ideas:

To encourage ghostly writing, give your students a piece of black construction paper and a white pencil crayon to write a Halloween story. Decorate with ghosts!



"Our Halloween P.E. time is called the Monster Mash! We put on that music and during the music we have the students walk forwards, backwards, step to the side, fast and slow paced. The students will also be doing jumping jacks, twisting and turning motions following the teachers lead."

"We play Monster Tag - 3 taggers who are the monsters are to tag the trick or treaters to steal their candy. If a monster catches one, then the student has to stand and freeze until another trick or treater comes over and crawls underneath the legs to get unfrozen."

"I buy a package of cheesecloth and some starch. I cut a piece of cheesecloth for each student. Each child draws a ghost shape on tag and cuts it out. I have some business card holders and stand the ghosts in them. The cheesecloth is soaked in a stiff solution of starch and a bit of water, and then draped over the tag ghost. When the ghost is dry (and stiff) the tag is removed. The ghosts are semi-transparent!"

"We do ghost drawing - white crayon heavily on white paper, then paint overall with dark blue."

## More Halloween Fun!

Write a class book for Halloween! It could be one of these:

Pattern it on Brown Bear, Brown Bear..... Begin with 'Black cat, black cat, What do you see?' and on the opposing page..... 'I see a white ghost, looking at me.' Then 'White ghost, white ghost, what do you see?' etc.

Make a book with each student getting a page - 'On Halloween I will be \_\_\_\_\_.' and an illustration.

'In the haunted house I saw a \_\_\_\_\_.'

If you want to do less Halloween but still celebrate the season, learn about owls, bats and spiders. They make great room decorations, too. You can have the students research these, write about them, do art projects and learn poems.



"We make pumpkin pizzas - English muffins with cheese cut out from a pumpkin cookie cutter, pizza sauce and pepperoni."

"I make black cats from a large circle (the body), a smaller circle for the head, triangles for ears, and a long tail. The children glue sequins on for eyes, and the cats are very effective."

Put up a picture of a skeleton. Teach the names of the main bones and talk about the human skeleton. Then give the students a large piece of black construction paper and put out white straws, q-tips and the foam peanuts. Can the students make a skeleton? Try first, and glue later.

Trace the bare foot for a ghost shape - the heel is the head and the toes the bottom. Cut out of white tissue paper and use just a tiny bit of glue to glue just the head down so the ghost can move and you can see through it!

"Have the kids paint a paper plate with black tempera paint and let it dry. When the plates are dry, using a single hole punch, punch holes around the outside edge of the plate. Using white yarn, tie one end to one of the holes on the paper plate and the other end to a plastic needle. Have the students lace in and out of the holes in what ever directions they want to create a spider web. When they are done, knot off the remaining end to the paper plate and make a construction paper spider to go on the web. I did this as a buddy activity with my Kindergarten class and the grade 5 class."

"My kids in grade two enjoy doing 'floating heads' for our door. Everyone started with an oval traced on a sheet of drawing paper as the 'face' or head for the project. Kids would either draw their own face in 'make-up', or draw their face with a mask. Some years we did a theme of spooky faces or favourite characters from literature or something that tied the Halloween thing together. They would add 3-D hair, hat, noses that stuck out, glasses, or whatever they needed. Then all the decorated faces would be taped to our door. We had a little sign that said, 'Floating Heads in Room 12'. The kids liked that. We also had a little strip of paper they would write something the floating head was saying, and we would have it coming from the mouth of each head."

### Homework Calendars for 2012-2013

Teachers and parents love this great resource! The children take a photocopied page home each month. The calendar gives them an interesting educational activity to do each day, suitable for the grade. This gives the children homework to do, but there is no preparation or marking for the busy teacher.

Homework Calendars are available for Kindergarten, Grade One, Two and Three.

# Teaching Printing

"My students came in printing all over the place. Their letters were formed incorrectly and were anywhere but on the lines.

In the beginning of Grade One I teach one letter every day. I am fussy about the correct formation - all letters must be printed from the top down. We make huge letters with the fingers on the desktop, the carpet, in the air, etc., before putting them on paper. One thing that has helped them see the difference between well-formed and sloppy letters is that I model correct and incorrect letters myself on the overhead. I show them, in fine detail, what the correct letter formation looks like and how to write it. Then I do some that are not resting on the 'floor' or that don't touch the ceiling, maybe that go down into the 'basement' and so forth. We talk about what is wrong with them. Then I do a few more that are correct.

I always ask for quality rather than quantity. I would rather they print three or four perfect letters than a dozen sloppy ones. They put a two finger space between each letter they print. I then ask them to pick out the one letter they have printed the very best. Why is it the best? Why are the others not as perfect?

I also have been fussy about colouring within the lines. This isn't an art activity; this is a fine-motor development activity. We don't do a lot of colouring, but it does come up sometimes in math or in other content areas. I will not let them scribble or turn in sloppy work. They now know they will have to do it over if it's not neat. I can see an improvement in everyone's handwriting because I have set the standards and stick to them. They are learning what 'quality work' looks like and how to do it.

Of course, I have my share of immature writers who need more time and I make individual allowances for them, but even they are getting much better."

"When I teach handwriting I tell the kids that the lines are like a peanut butter sandwich. The top line is the top slice of bread, the dotted line is the peanut butter, and the bottom line is the bottom slice of bread. They like this and it makes it easy for them to visualize what I mean. I often wonder what another adult might think if they walked into the classroom while I was saying, 'The letter 'm' begins on the peanut butter. Did you put your pencil in the peanut butter to begin 'm'? The kids understand totally...an adult might think I was nuts!"

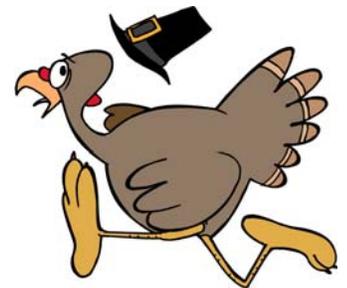
"I say that letters in a word must ALMOST touch - they show me by the thumb and forefinger what that means - and words must be separated by a space big enough for a finger - but no bigger. We look at our printing to see if we are doing that."

"Use a popsicle stick and decorate like a 'Space Man!'" or For a finger space, decorate a popsicle stick like a finger - nail, nailpolish, rings, etc."

"I tell my kids that if they leave too much space within a word - I will draw a jelly bean there. I do this when I check their work - with various colour markers. Letters or words that are too close get peppermint sticks - just two vertical lines next to each other in red. If they leave too much space between words I draw rainbows to connect the two words. They seem to really like this idea! I just give reminders like - 'watch out for the jelly beans and the peppermint sticks' and it seems to help."

"I rarely let my students print on un-lined paper. For some reason, children can't seem to visualize lines, and their printing is all different sizes and it runs downhill."

"I have my students practice printing every day, and I gradually increase the amount. We do cloze sentences, we print poems, and do other exercises so they must read what they are printing. My goal is to get everyone printing fluently. Once they are, their creative writing improves as well."



## Odds and Ends!

### The Crayon Box That Talked

[http://www.civilrights.org/about/psa/crayon\\_box\\_text.html](http://www.civilrights.org/about/psa/crayon_box_text.html)

There is a book by Shane DeRolf - you may have it in your library. There are lots of uses - friendship or bullying lessons..... and after you have taught the poem, google 'Images of the crayon box that talked' and see all the wonderful bulletin boards and art lessons that go with it!

Go to the websites on page 12 and look at the CanTeach site for friendship poems.

"This is a good activity to use when you have an afternoon that is not going as planned or you have a TOC in or the last day before an extended break. I like to keep it as secretive as possible as this gets them very curious. It will take an hour or more to complete. Good for grade 2/3 and up. This activity is called - WHO AM I— Give each student the same sheet of identical paper and have them write their name in the exact same spot on the paper just big enough to be read by the teacher.

Next have the student's numbers their paper 1 through 8 or more depending on the number of questions you might want to ask. Here are the questions:

1. Are you a boy or a girl?
2. What is your eye colour?
3. What is your hair colour?
4. Where were you born?
5. How many brothers and sisters do you have?
6. What is your favourite TV show?
7. What is your favourite hobby?
8. Who is your best friend?



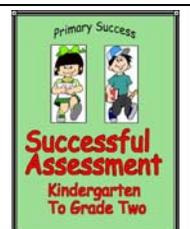
When the students have finished writing, collect the papers and read them out. The students try and guess who each person is. Usually the friend part gives it away so it's best to keep that one for last. Vary the questions depending on the grade level. Sometimes the students will ask what it is that they are doing and the more secretive you are the more their interest rises. Everyone loves to guess!"

"Ask the children to go through their sentences and trace their capitals with a green highlighter, periods and question marks with red (for stop), yellow for commas, etc. They will erase and fix a mistake if they will get the reward of using the markers."

"I like to do sound effects for the punctuation. At the end of each sentence, for example, they could clap, or say 'BEEP!' or make some other noise. If there aren't any periods in the writing, they can't make any noise...."

### Successful Assessment - Kindergarten to Grade Two

There are tests and assessments for math, reading, phonics, spelling, and other subjects. This binder includes assessment check lists, screening sheets, running record sheets, writing standards, and more. There are report card comments and sample interim report cards. This is a very useful resource!



## More Odds and Ends.....

"I have my students do 'self-reporting' several times a year with Grade 2 and up. Some grade one students may be able to handle this, too. I had them answer questions such as these:

My favourite subject is \_\_\_\_\_. Are you pleased with your reading? What is your favourite book?

Do you like to write stories? Why (or why not)? What do you do best in school? What do you like least?

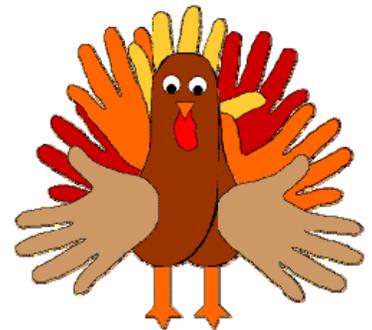
What is your favourite time of day? Do you like math? Why? etc.

"You will find that the child's evaluation of his or her progress is very often accurate, sometimes provocative and occasionally amusing. The parents are interested in reading the self-reports, too."

"On Fridays I send home an 'Ask Me About' sheet. I have made a template with the school letterhead, and 'Ask Me About', as well as the name and date at the top. There are a number of boxes on the sheet which I can vary in size and shape as needed. At the bottom I put a problem from our Math Program for the children to solve with their parents. In other boxes I place an outline of our Language, Math and other work we have done during the week.

I make the outline in the form of questions the parents can ask their children. The questions are designed to allow the child to demonstrate knowledge. e.g. What happens when you mix cooking oil and water? Why does that happen?

I also use the spaces around the "boxes" to post reminders of activities, make suggestions about watching a worthwhile TV show, or just to post something I have forgotten to put on our monthly calendar, etc. The parents say they enjoy the 'Ask Me Abouts' and find it help a great deal with their communication with their children."



## 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 — First Grade

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 Writing Lessons - For Grade 1 and Grade Two

Each of these resources 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.

## The Successful Sight Reading Program

This series is widely used in the classroom, especially for the children who are slower to learn to read. These books give them the needed repetition and give you many strategies to help them learn. These books are also popular with Special Education teachers, as they are easy to teach and contain everything needed for success. For more information, go to the Primary Success website.

### Successful Sight Reading - Part One / Part Two / Part Three / Part Four

This program is very popular and is being used with great success, both in the classroom and in Learning Assistance rooms with students who have difficulties with early reading. The Successful Sight Reading books have daily lesson plans, with lots of teaching strategies and practice sheets. It has everything you need to teach beginning reading successfully! Part One teaches the first 100 sight words so that your Grade One students soon become readers, and Part Two teaches the next 150 words. Part Three and Four continue the sequential program. It is well organized, simple to follow and the program has proven results.

### Little Books to Accompany Successful Sight Reading - Part One / Part Two / Part Three

These binders each have more than 50 little books for you to photocopy for your students. These little books match the lessons in Successful Sight Reading - Part 1, 2 and 3. These will give your children the extra reading practice that they need, and the little books are fun, too!

*"My children's reading has greatly improved with the Successful Sight Reading program! Thanks for this wonderful resource!" R.M.*

*"I am impressed with how quickly the students were able to read using the reading programs!" K.B.*

*"My children's reading has greatly improved with the Successful Sight Reading program! Thanks for this wonderful resource!" R.M.*

*"I am impressed with how quickly the students were able to read using the reading programs!" K.B.*

### Successful Phonics - Part 1 / Part 2

These books will give you everything you need to teach phonics successfully. Part 1 is a complete phonics program for Grade One and Part 2 is for Grade Two/Three. There are specific daily lesson plans, strategies for teaching the sounds and blending, reproducible reading sheets, flashcards, and reproducible booklets so the children can practice their skills in actual reading material. Successful Phonics is easy to teach, and is explained in simple lessons.

*Go to the website for samples and book prices*



## Favourite Websites

<http://www.carlscorner.us.com/>

<http://www.canteach.ca/elementary/songspoems.html>

Go to CanTeach and look at the poems, and the part of the site below that it about First Nations teaching. Iram is a BC teacher!

<http://www.canteach.ca/elementary/fnations.html>

Go to this website and look at the wonderful tree shape made from a paper bag.

<http://www.mrsbrownart.com/1st.htm>

### Primary Success Publications

4971 Fillinger Crescent

Nanaimo, BC V9V 1J1

E-mail:

primarysuccess@shaw.ca

Website:

<http://www.primarysuccess.ca>



Phone:

1-800-758-0889

Fax:

1-250-758-2661