

# The Primary Success Notebook



From Primary Success Publications

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## It's November.....

November can be wet and cold and gray - and there are few holiday art projects to brighten things. This is a good time for concentrated work in the classroom and the time for a big push to get your class working well. October had Thanksgiving and Halloween, and December has Christmas, of course - and November hasn't many interests to lead us away from hard work. Remember the words from this old poem:

No shade, no shine, no butterflies, no bees,  
No fruits, no flowers, no leaves, no birds--  
November!

This is a good month to teach the principles of art - the Primary Success Successful Art Lessons will give you good ideas.

Four weeks of drab November - and then busy December - with Christmas concerts and art and much more. One thing - a teacher's life is never boring!

*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.



# Reading Fluency

Fluency is usually defined as the rate (words per minute) and accuracy (number of words correctly identified) of a student's reading of material at his/her independent reading level.

We want our students to read using the correct phrasing. A lot of the comprehension of the material comes through the proper phrasing and expression used with changes in pitch and emphasis. This is called prosody, or the rhythms and tones of spoken language. Whether text is being read silently or aloud, much of its meaning comes from the way it sounds.

As students recognize sight words and learn to decode quickly, they begin to read text in a way that sounds like natural speech. Daily oral reading helps to develop this skill as the student is able to listen to his/her voice and hear the phrasing and the sound of the words read smoothly.

Here are some ideas from teachers:

"I tried making fluency sentence strips with my computer as was suggested in the Sept./Oct. issue, printing them the length of the paper (11 in.). I am really pleased with this idea! It makes much more sense than the long ones with bigger print - the kids can take a number of the words in with one eye scan and this is needed for fluency. Why didn't I think of this years ago?"

"I make strips with sentences or phrases containing the new vocabulary for that story. Sometimes we cut the strip into word parts, mix the words and then practice putting the sentence back together. For a centre, I put the cut words of a sentence into an envelope, the child picks an envelope, re-forms the sentence and then prints it out in an exercise book."

"We practice re-reading a story several times using good inflection and expression in my Guided Reading lessons. I stress the correct phrasing, reading several words as one unit: 'in the house', 'at school', 'I am going', etc. I find this really helps to promote fluent reading."

"Some of the children come to me at the beginning of Grade Two already reading fluently, but I often have at least two-thirds that are not there yet. My goal in Grade Two is to have as many of my students as possible reading automatically by the end of the year at their independent reading level - that is, not thinking about the individual words and reading without conscious thought of the mechanics. Some years I have all the students able to do this, and other years there are some children with difficulties that do not make that leap.

I try to have every child who hasn't reached this read aloud to me every day, and also read to an aide or other adult. Often these children do not read well to themselves in SSR time, so I need to be sure that they are getting all the practice they need to begin to read fluently."

"It is my opinion that many children will have problems with comprehension until they begin to read fluently. They are putting all the effort into word recognition and decoding - as it should be. Once they are reading fluently I then stress comprehension techniques."

## Ideas to Promote Fluency:

- Do extensive daily oral reading.
- Re-read phrases, sentences and short paragraphs until fluent.
- Read a paragraph silently and underline groups of words that go together.
- Practice reading with expression.
- Do timed readings, trying to improve speed.
- Model fluent reading often.
- Echo reading - the teacher reads a passage and the student tries to imitate the fluency.
- Tape record and listen to the reading. Discuss how it can be improved.
- Do choral reading with less capable readers working with the fluent readers.
- Re-read books, songs and poems.
- Do Readers Theater.
- Neurological impress: the teacher reads slightly ahead of, and louder than, the student.



# Teaching High Frequency Words

*"Amazing, isn't it? We have over a half-million words to communicate with, but half of everything we write and read depends on only 0.02 percent - on only those 100 most frequent words."*

*Frank B. May in Reading as Communication*

We want sight words to be recognized instantaneously in reading material. They are not considered 'mastered' until the word is read without conscious thought.

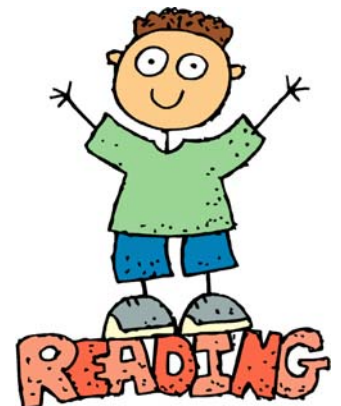
*"When students are able to recognize words automatically they are much more likely to understand what they are reading. Drills focusing on common words can help students build a repertoire of words that they recognize as soon as they see them."*

- First, teach the word. Show the phonetic elements, use the word orally, read it in simple phrases and then in sentences with other well-known words. Use kinesthetic experiences if possible. Print the word and illustrate the word or a sentence containing the word.
- Next is practice. Some children need at least 50 showings of a word before it becomes automatic. This will decrease as the word-bank increases. Learning words helps to learn words! Make sure students read text containing high-frequency words every day.
- Find the word in text. Underline it or highlight it if possible.
- Create a word wall of high-frequency words. Add new words to the wall as they are introduced. Each day, chant or cheer the high-frequency words on the word wall.
- Change the font on printed words and read words in a variety of situations and materials.
- Have the students write the words as often as possible.
- Test the student's knowledge of sight words and keep track of each child's progress.
- Read for at least one hour each day in a variety of situations. Do independent reading of easy material, do group reading, buddy reading. Read orally and silently. Discuss what has been read.

## Practicing high frequency words:

As students learn differently, try to practice the vocabulary using the different modalities. The best drill is when the child is seeing the word, hearing it and either printing or doing some other body movement at the same time. You can have the group see, say and spell new vocabulary.

- Have the group stand, show a word card, say the word and then spell it.
- With the word in sight, pretend that they are writing on a large chalkboard. As they say each letter, they write it in the air as large as they can. After each word is spelled, students say the word as they 'erase' it.
- Children start spelling the word while squatting. With each successive letter they stand higher and higher. With the last letter the students jump and reach into the air.
- Clap out the letters - or clap the consonants and snap the vowels.
- Use plastic or magnetic letters to make and break words.



## Colours

"Do some colour mixing. After teaching the primary colours, try mixing two of them with drops of food colouring in a glass of water - or if you do this by dropping the food colouring into a clear jar the colours will swirl around before mixing together. Predict what will happen, and then test it. Another idea is to make ice cubes of different primary colours and melt two together to see what happens - or - add a few drops of food colouring to shaving cream and have the students blend the colours. I also like to put two primary-coloured blobs of finger paint on a paper and letting the students experiment."

I am going to dab yellow  
Paint on my red  
Ooops! It turned to  
Orange instead!

This is the silliest thing  
I have seen -  
Yellow and blue  
Turn into green!

I put some red  
And a bit of blue -  
Now I have some  
Purple, too!



"I teach interesting colour words other than the basic ones. The students enjoy learning these: scarlet, indigo, cerise, ivory, crimson, etc. The children like to go home and see if their parents know these interesting colourful words!"

Orange is a carrot,  
Yellow is a pear.  
Purple is a plum and  
Brown is a bear.

Red is a fire truck,  
Green is a tree  
Blue is the big sky  
What colours do you see?

## Watercolour Rainbows

Using water-colour paints, paint a rainbow in the correct order of colour - (red, orange, yellow, green, blue, purple) with very thin paint.

While the paint is still wet, sprinkle some salt on the rainbow and the colours will run together.

For great ideas to teach the separate colours, go to:

<http://www.kiddyhouse.com/Themes/colors/>  
'Childfun Themes'.

and scroll more than halfway down the page to the



Wouldn't it be terrible? Wouldn't it be sad?  
If just one single colour was the colour that we had?  
If everything was purple? Or red? Or blue? Or green?  
If yellow, pink, or orange was all that could be seen?  
Can you just imagine how dull the world would be  
If just one single colour was all we got to see?

### Roy G. Biv

Roy G. Biv is an odd name for a fellow.  
But what his name means is  
Red - Orange - Yellow  
The G is for Green which as you may know,  
Comes right in the middle of every rainbow.  
Next comes Blue just like the sea  
Then V for Violet - a rainbow for me!

# Getting Their Attention

Children have perfected listening to a fine art! They shut out what they don't want to hear and can hear a whisper of something they want to hear. For example, they shut out a parent or teacher who nags, saying things over and over - and they can hear a whisper of 'ice cream' or a treat from across the room. This being true, we want our attention getters to be interesting, varied and fun - to make it worth while stopping and listening.

"I hung wind chimes from the ceiling over my desk. Then I have a 'magic' wand and when I want attention I use the wand to tap the chimes. There is a lovely sound, and the students all become quiet to listen."

Here is a list with a variety of attention getters:

- Say: 1, 2, 3 - Eyes on me!
- Ask the children to smile at you - or wink, or wiggle their eyebrows or put a finger on their noses, etc. The motion must be silent and not too silly.....
- Say: 'Repeat after me.....' and then a sentence that describes the behaviour or action that you want. This gives a repetition of the direction as the students say it back.
- Turn off and on the lights to signal clean-up time.
- Buy a doorbell with a remote button. Put the remote in your pocket and ring the doorbell when you want to get the students' attention.
- Tap a cow-bell with a small metal rod or ring it.
- "We made rainsticks from cut pieces of gift-wrap rolls, filling them with beans and rice and decorating them. I shake the one I made for an attention getter."
- Do clapping patterns - e.g. - clap, clap clap clap, clap (1-3-1), etc. The students repeat the pattern that you clap.
- Say softly, "Put your hand up if you hear me." As some of the nearer students do this and become silent, repeat it softly so the rest of the class hear. Vary the order - put your hands on your head, clap once, sit on the floor, put your hand on your mouth (or eyes), etc.
- Use seasonal toys that talk - a black cat that meows for Halloween, a laughing Santa for Christmas, etc.
- Get a tap-on battery-powered wall light at Home Depot or similar store. Attach it at the front of the classroom. When you want attention, tap it and turn on the light. This is a nice quiet way to get attention.
- Say, 'Give me five!' One is to be silent, two is to sit down, three is to fold the hands, four is to have feet on the floor, and five is to look at the teacher.
- 'Give me five' can mean the five words 'stop and look at me!'
- If you want instant quiet, say 'Freeze!' - with eyes on you.
- Softly begin to sing a song that the class knows, and they begin to sing with you.
- Use a variety of musical instruments to get attention.
- Begin to whisper so the students have to be very quiet in order to hear.
- Give verbal recognition to students who are listening well, sitting quietly or other desired behaviour.

"Thank you, John, for sitting so quietly!" "I see that Emily is ready for sharing time!"

# Math Ideas

Teach beginning geometry with tangrams. Google 'children tangrams' and you will find lots of ideas.

"I had the district crew paint several large number lines to 20 on our concrete playground area. In our math times, we often go out and jump out problems and questions. I have found it really helpful! We also use the ladder on the playground slide to show 'going up' and 'going down' the numbers."

"We make many different kinds of number lines. We use clothes pins on a string across the chalkboard, stepping stones on the carpet, paper clips on a chart holding the numbers, and game boards like 'Chutes and Ladders'. I find that extensive work in hopping forward and back through the numbers give the kids a much better understanding. Each student has a number line on the desktop, too.

We have daily lessons saying, "We are standing on the largest number. Which way will we hop?"

"I think the most powerful part of my math lessons is the feedback time at the end. We take a few minutes for the students to tell what they have done and learned in the period. This seems to crystallize the procedures, when a child has to put the concept into words."

"In my Grade One class we spend about a week talking about each number. They use manipulatives to play a game for this 'special' number. One of the games we play is a bear cave game. You give each child the magic/special number of unifix cubes (or other manipulatives) and they make a cave with one of their hands to hide the unifix cubes. You use a cup or bowl and a set manipulates on an over head projector at the same time. You can start out doing this first and then the children do it, too. If the number you are studying is 8 and 3 bears are outside the cave how many bears are in the cave sleeping? I can only see one bear. How many bears are in the cave? Etc. As your theme changes you can call the game something different. For Halloween have witches or ghosts instead of bears. For Christmas, use elves or gifts. The students can help you make up new games."

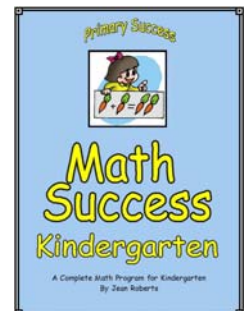
"I drew and cut out a large snake on butcher paper for my Kindergarteners. Then I wrote the numbers 1 to 10 on the body and cut the snake into ten parts. After I had the pieces laminated, now the children love to put the snake together with the numbers in the right order."

"I buy the large collections of foam shapes at Michaels. These are great for sorting and sequencing and for making patterns with my Kinders."

## 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 Ideas

## Word Problems

"I model this procedure almost every day until the kids know it by heart.

Then we do #3, #4 and #6 in our math journals.

1. Read the word problem. What facts does the problem give?
2. Re-read the question. What does it ask?
3. Draw a simple picture to show the problem and the answer.
4. Write the equation and solve it.
5. Re-read your question. Does the equation answer it?
6. Print a word sentence to answer your question."



"We answer our daily problem in our math journals. I always use blank white paper, going horizontal with holes punched at the top. This gave them more room and they aren't distracted with lines. I stress neatness and clarity of the picture, the printing and accuracy, of course."

## More Ideas.....

"I made large domino cards. I found them helpful for students to learn how to form the two addition and the two subtraction stories for a pair of numbers. I use the cards with a small group or with the whole class and also in a centre. If the cards are flipped over it is easy to see that  $4 + 2$  is the same as  $2 + 4$ . The cards fold in the middle, so one side can be put out of sight to do the subtraction.  $6 - 2$  (fold the 2 side back) = 4 and  $6 - 4$  (fold the 4 side back) = 2.

The students must write the four equations that go with their domino card."

"I drew and cut out a large snake on butcher paper for my Kindergarteners. Then I wrote the numbers 1 to 10 on the body and cut the snake into ten parts. After I had the pieces laminated, now the children love to put the snake together with the numbers in the right order."

"I buy the large collections of foam shapes at Michaels. These are great for sorting and sequencing and for making patterns with my Kinders."

"We practice counting by ones with pennies, by fives with nickels, by tens with dimes and by twenty-fives with quarters."

## Primary Success Publications Art Books

### Art Through the Year

Here are hundreds of great primary craft 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!

### The BIG Christmas Book

This book has poetry, art, Christmas concert ideas, ways to integrate the holiday into the curriculum, gifts for parents, bulletin boards, 'Christmas Around the World' and lots more.

Successful Art Lessons - This new book teaches art in a sequential and useful way. Help your students to become better artists by understanding the concepts!

## Parent Communication

Make sure that all written communication with parents is accurate and looks professional. Spelling or grammatical errors make you look 'uneducated'! Have a colleague edit it if you are unsure.

Keep a copy of all phone calls, notes and newsletters to parents. It may be important!

Write clearly and concisely so there cannot be any misunderstanding of the message.

Avoid educational jargon. Not only can it be misunderstood by the reader, it sounds pretentious.

Give copies of newsletters and other important communications to the Principal.

File copies of your communications and parents' communication where you can find them.

Record all face-to-face meetings and phone calls - the date, who you talked to and the subject. You may want to have a phone log.

### Ideas for Parent Conferences:

1. Care-givers come in many different combinations, from two and one-parent households, to same-sex parents, foster parents, guardians, etc. Try to discover the care-givers for each household. Having the children draw their families can help to tell you what the home is like. Invite both parents to conferences, or the people who are directly involved with the child.
2. Try to introduce yourself to the parents in the first two weeks of school if possible, even if it is simply at an open house or talking at the classroom door.
3. Allow plenty of time for each parent-teacher conference.
4. Have a file prepared that gives you direct information of the child's ability, skill levels, work habits, etc. Sometimes it is difficult to remember all the information unless you have it written and at your fingertips.
5. Get organized before the conference. Have all the test scores, student work samples, and exercise books. Know the reading level and the knowledge or gaps in the knowledge that you will be working on in the next months.
6. Try to greet the parents by name.
7. Have comfortable equal seating. Don't sit behind your desk or ask parents to perch on tiny chairs.
8. Begin the conference with a positive statement about the child's ability, work, or interests.
9. Be honest. If a child is having difficulty, say so! It may be hard to tell the parents that a child is having difficulty, but it will be much harder at a later date.
10. Tell the parents what you have done to help the child, what you are presently doing, and what you will try in the future.
11. Be specific in your comments. This is much easier if you have written extensive anecdotal notes.
12. Use simple vocabulary and forget the jargon. Most parents won't understand a word of the educational double-talk....
13. Ask for the parents' opinions. What they have to say is important for you to know.
14. Every child has strengths. Talk about these and how these strengths can be used to promote learning.
15. At the end of the conference, summarize the discussion and the actions you and the parents have decided to take.
16. Keep a written record of the conference. Put it into the child's file so you can refer to it.

### Homework Calendars for 2011-2012

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.



# Social Studies

"I find my children have a problem with understanding the terms city, province, country, continent. Every day in our morning meeting we played the 'Where is it?' game. We began with ourselves.... Where am I? In my classroom, in the school, on \_\_\_\_ street, in \_\_\_\_\_ (town), in \_\_\_\_ (province), in Canada, in North America, in the world. Some wanted to continue.... in the solar system, in space, infinity....

We found each of the places on Google Earth, beginning with the school and gradually going further and further out until the whole hemisphere could be seen. Then we did the same on a flat map and a globe.

When we read a book about another part of the world, we put the character through the same sequence. If a student was going to visit another city, province or country - we placed the student in the sequence.

My class really loved doing this, and they soon became quite good at the different parts of the world."

"We play a very simple map game. I think I first saw it in one of the early magazines from Primary Success! I put up a big outline map of Canada and taught the province names and where they are. Then I asked a student up to choose a province and whisper it to me. Then he said, "I am in a province. Where am I?" The children raised their hands and he chose a player who walked up to the map and guessed a province by asking, "Are you in \_\_\_\_\_?" and touching the map correctly. When a student finally guessed correctly, he became 'it' and the game continued. The children soon learned all the provinces and had fun, too. We then did the continents, and then larger countries of the world."

"I teach maps, maps, and more maps! To begin, I bring in a doll house with furniture. The students look at it, play with it and rearrange it for a few days. Then we work with a map of our classroom. I have an outline on felt and desks and tables as cutouts that stick on it. We work together to see the position of things.

Then I bring in a compass and we learn the cardinal directions. We say:

When I face the north pole,  
South is out of sight.  
West is to my left  
And east to my right.



The kids point in the directions as they say the poem - over their heads to the south. We learn what direction each wall of our classroom is, and play a game where they turn in a circle and stop when I call a direction and face that wall.

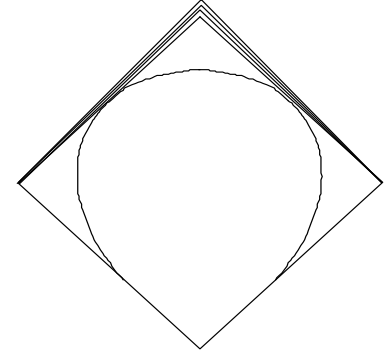
Then we connect the directions with a flat map. North is at the top, south at the bottom, etc. I show them a land feature, and say, "This is China. What is to the east of China?" (or another direction) - and they find it on the map."

"We read 'The Gingerbread baby' by Jan Brett and then made a 3-D model of the journey. I found this was a good introduction to map reading."

"I send home a request for family or friend addresses in other parts of the country or the world. My class writes and sends letters to the addresses, requesting a postcard showing the place where the addressee lives. We get lots of replies. I put up a map of Canada and also a map of the world, and we put pins to show where the cards come from. It is a great entry to studying other places!"

# Remembrance Day

Most schools have a Remembrance Day ceremony. Make a wreath to bring up to the front of the assembly. Cut out a wreath shape from tag. Have the students cut out poppies. Fold a square of red butcher paper twice. Hold it with the four points up. Draw a petal shape as shown in the diagram. Cut out the petal shape and open the poppy. Put black dots in the center. Curl the petals towards the center around a pencil. Glue the centers of the poppies to the wreath so it is completely covered. You can add some leaves, too.



Play *We are the World* by Bryan Adams as classes walk into gym.



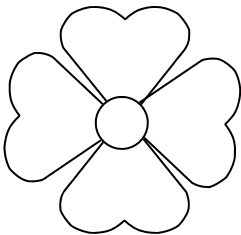
## Poppy

Poppy we are but children small,  
We are too little to do it all.

Children, you may do your part.  
Love each other is how you start.  
Play without fighting.  
Share your games and toys.  
Be kind and thoughtful,  
To all girls and boys.

## Remembrance Day

We wear a poppy  
On Remembrance Day,  
And at eleven  
We stand and pray.  
Wreaths are put  
Upon a grave.  
As we remember  
Our soldiers brave.



"We make poppies by cutting hearts. The students first practice folding paper and cutting hearts, and when they are confident they are each given four squares of red paper. They cut out four hearts. Then the tips of the hearts are glued together to make poppies. They can add a red circle and then put yellow and black spots in the centers. Curl the petals into the center. Put them on a bulletin board display or a wreath."

## Little Poppy

Little poppy  
Given to me,  
Help me keep Canada  
Safe and free.

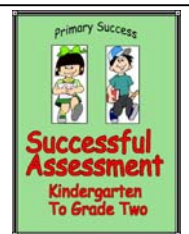


I'll wear a little poppy,  
As red as red can be,  
To show that I remember  
Those who fought for me.

Make a torn paper picture - no scissors allowed.....

## **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!



## Balancing Our Lives

Stress is a normal part of our lives as teachers. Many teachers have problems sleeping, heart palpitations, depression, headaches, and many more symptoms. Positive stress helps us to perform at a higher level, but often teachers feel out of control or under intense pressure. They may experience the physical, emotional, or relational symptoms brought on by negative stress.

Stress can be caused by the 'class from h\*\*\*! Every so often we get a class that is very difficult. There may be children with ADHD, ODD or sometimes simply a group of children that do not function well together. We go in every morning resolving to make this day better - but by 9:05 things are falling apart.

Balancing our school and home life can also cause stress. Many teachers spend 60 or more hours each week on the job, bringing it home with them, too. The family suffers because of the focus on the teaching and the stress level rises.

Here are some tips for balancing our lives from experienced teachers.

"Some teachers in my school come early, early in the morning and leave between 5:00 and 6:00 p.m. each day. A classroom neighbour of mine says she can't teach without this, but she is showing the effects of the long hours. I think it is a matter of priorities, and then organization. If I can leave at 3:15 to go to a meeting and be totally organized, then surely I can leave at 4:00 most days and have all the work done.

TEACHING IS JUST A JOB! Yes, it is an important job, but I refuse to give my life to it. My husband and children come first. I try to never bring work or problems home so I can freely spend time and my attention on these most important people. It comes down to organizing my time carefully."

"For several years I tried to plan my own lessons in every subject. This was hugely time consuming and stressful! Now I try to use programs that are already organized. I found that following a program with sequential lessons worked better, too - and saved me lots of time and effort. I follow programs in phonics, reading, writing math and science. There is little preparation in these, as tomorrow's lesson follows today's lesson - all set out for me."

"I feel that marking should be done with the students. They get immediate feedback and the correcting of errors is meaningful. I can see who needs help with the work and give mini-lessons to children who have problems. Whenever I mark things after school I wonder why I am bothering! The students won't go back tomorrow and correct the mistakes and I am marking for the parents or other adults rather than the children. I mark tests after school, of course, but daily work I try to mark with the kids. It takes time in the day, but it is time well spent. And then ... I am not marking things in my own time for little purpose."

"I got rid of all the clutter in my classroom. I threw out a lot of things - it was hard to do, but it was amazing how good it felt! I took everything off the tabletops, put things that were not being used that week away out of sight, put all the math stuff in a cupboard and even put away a lot of the library books. I rotate them and the kids think the hidden ones are new when I bring them out. Now there is nothing on top of the bookcases except one or two books that are being shown, nothing on the tables or filing cabinets or my desk top. The students are finding it much easier to clean up and I even dust regularly - something impossible to do previously. Cleanup is now much simplified and we are all finding the room a nicer place to work and learn."

### 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.

## Odds and Ends.....

Well do I remember the terrible feeling in October! Here two months have gone by and the children have learned NOTHING! In the words of a Grade One teacher.....

"Our Grade One teachers were just talking yesterday about how 'needy' our children are and remembering what we call the 'November Miracle'. It seems every year, even though we know better, about the end of October we start saying things like, "These kids haven't learned a thing!" or "I have worked so hard and they haven't understood anything!" "They haven't heard a thing I've said. They'll never be readers!" "They can't read, they can't print, they can't even use scissors! What have I been doing?" Then along comes the end of November and you see those huge smiles as suddenly they are reading words, phrases and then sentences on their own! It's like a miracle every year!"



If you are lucky enough to have a classroom helper, make sure you know the rules governing this. In some places, aides are not allowed to actually teach children, and in other districts trained aides and para-professionals can take a group of children for teaching purposes. Parent helpers usually should not be made aware of privacy matters of the other students and their families - home problems, disabilities, etc. Whatever the rules are, remember that you are the 'boss' and that you have the responsibility for whatever the helper does.

Your helpers, from paras to parents, will need firm direction in order to be useful. Do not assume that they know what you want done - that way lies disaster! Be very specific with your directions and demonstrate if possible. Remember when you were a student teacher and the classroom was a new experience? And, you had training.....

I use pinking shears to snip the bottom right corner of every worksheet that is completed and correct. I even snip the bottom right cover of their duotangs. That way it is easy to see if someone has corrections to do, and by grasping the pages at the bottom right corner with their thumb, they can automatically turn to the right page without having to flip through each page one at a time.

## Popular Primary Success Resources!

### Successful P.E.

This new 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. Finally, this book is completed! Hundreds of teachers have been waiting patiently..... Thanks you!

### 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 Grade One students. Most of the books are predictable or can be read through picture cues. There are many holiday and seasonal books, alphabet and number books, books about the children's daily lives, and there are books to go with your themes, too! There is a teacher's guide and a worksheet or exercise to accompany each book. The children can all have the same book to read, and then take them home to share with the parents.

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

This binder also contains more than 50 little books to photocopy with your students. There are many holiday and seasonal books, books about the children's daily lives, favourite 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.

## 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.thevirtualvine.com/birthdays.html>

This is a wonderful site to use birthdays as learning experiences!

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

If you are not familiar with Cherry Karl's site - go exploring!

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

This is one of the best primary sites on the web. There are huge amounts of free things that you will enjoy.

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