

# The Primary Success Notebook



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## Inside ....

Classroom Aides	3
Classroom Management	11
Math	7 - 8
Odds and Ends	12
Printing / Writing	6
Reading Ideas	4
Reading in Kindergarten	2
Teaching Poetry	5
Winter Experiments	10
Winter Ideas	9

## Happy New Year!

How did it get to 2013? I have no idea where the time goes. It seems to be flying by faster and faster - it must be my advanced age. At any rate, here is a new year, with new challenges and pleasures. The Christmas vacation is over (too short, as always) and you are back in the classroom.

To make January more interesting, try moving your classroom furniture around. Decorate in bright cheerful colours - yellows are especially cheering, like sunshine when the days are dark. Try to have P.E. every day if possible. Exercise helps to keep everyone happy, and that includes you! Go outdoors with your class whenever possible. Plan an interesting Science unit with lots of hands-on activities. Read some fabulous books to the class - my favourites included "Charlie and the Chocolate Factory" and "James and the Giant Peach" by Roald Dahl and the "My Father's Dragon" series. Do what you can to brighten the dark January days!

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 in Kindergarten

Many of your children will be ready to learn to read at this time in Kindergarten. You will have students who would be in Grade One if they were a few months older and who just missed the cut-off dates for registration. You will have some very bright lights, too, who are really ready to learn to read no matter the age.

Of course you will also have students who are immature and who do not yet know the letters or the concepts of print. In days past, it was not considered developmentally appropriate to teach reading to children who were 'not ready'. This has been proved to be inaccurate. There is something in the learning of words, the remembering and understanding of the abstract that improves the readiness much more quickly by actually reading than by trying to teach readiness, and in some studies has even raised the IQ of students who were taught to read early. What better way to learn letters than to make them useful? The best way to teach the concepts of print is to learn to read basic words, and read short sentences and very simple books.

### How to Teach Reading in K

As in Grade One, students should be taught to read three ways. The difference is in the specificity of the lessons. In Kindergarten the teacher will go slowly with the concepts, with lots of hands-on exercises and oral practice.

1. The children should have guided reading lessons with simple, interesting books that they can 'read' themselves by looking at the pictures or memorization after the teacher has read it through with the students. They should be encouraged to point to each word as they read to solidify the concepts of print and the directional skills. This helps the less mature children to understand the concepts of words and spacing.
2. The children should be taught the letter sounds and beginning blending. Give them practice in blending simple words. The children will begin to see the letters and sounds in the words and understand that these help them read unknown words in the books. The letters need to be specifically taught, one at a time, and after teaching the sounds and letters should be reviewed daily. If this review is not done some children will not retain the knowledge. Teach blending with hand motions - saying each letter sound and then sliding the sounds together to make the word. Be careful that the letter sounds are made without the 'uh' on the end - it is almost impossible to blend buh /a/ tuh.
3. The students should be sequentially taught a sight vocabulary. You may only teach perhaps 30 to 50 words in Kindergarten, but these are the building blocks to beginning reading. Words can be taught with lots of hands-on exercises and motions. Kinesthetic exercises really help the memory. For example, when teaching the word 'red', take a word card around the classroom touching red things and then the word each time. For the word 'you', say and touch the word and point to another person. Read little books that use only the words that you have taught.

Talk to your students about the process of reading. Some of them will think that it is a difficult mysterious thing to do! Tell them that there are two ways to read - the first is simply to remember what the word looks like and what it 'says'. The second way is to use the sounds of the letters, and decode the word by saying each letter sound in turn and then zipping them together. Sometimes this little discussion will start a child reading on his/her own!



## Classroom Aides

You are very lucky if you have a good classroom assistant! Classroom aides or paraprofessionals come in many forms..... there are teaching assistants, personal aides for special students or even volunteer parents. Some will have had extensive training and experience and will need little supervision. Some will be new to this and will need extensive assistance in order to be helpful.

All assistants in your classroom are under your supervision, because the children are under your supervision and anyone assisting them therefore must be, too. You are the 'boss!' Because it is your responsibility, you must direct and delegate them appropriately and assess their work. You are also the coach and trainer of inexperienced aides. There will be directives on the work that your aides are able to do. In most provinces, districts and schools they will not be allowed to actually teach children, except the one-on-one teaching that a aide to a special child can do and tutoring a child one-to-one. In other words, the assistant would not be allowed to teach a reading group unless there were special circumstances.

### Proficient, well trained aides may:

- read to students - make sure your aides are able to read with enthusiasm, good phrasing and expression.
- provide one-to-one instruction to help a student who is having difficulty.
- assist a group of students who are doing independent work.
- work with a special needs student, following the IEP that you and the other members of the school-based team have developed.
- work with a group of children who need help with skills. A well-trained aide may take a group of children in the Learning Assistance room, following the teacher's directions.
- assist handicapped students with personal needs and personal care, communication, etc.
- attend team meetings and help with program development when applicable.
- assist with the daily and weekly plans for a special student or small group of students, under the teacher's supervision.

### Aides with less training, ability or experience may:

- take attendance, collect lunch money and other beginning of the day assistance.
- listen to students read - the aide should understand the cues that you use with difficult words.
- correct work to your specifications.
- photocopying, filing, running errands, collecting materials and equipment.
- prepare flash cards, exercise sheets, art supplies - all the 'cutty, cutty, paste, paste, print, print, print' jobs. Make sure the aide prints using the correct form.
- doing computer work for you and helping in the computer lab.
- taking the class down the hall to another classroom or the gym.
- assisting in the classroom during art lessons or classroom projects.



Remember, you are a team! Here are some strategies to promote this:

1. Meet regularly (at least once a week) with your aide in a private structured meeting.
2. Teacher aides need and deserve to feel a sense of belonging, purpose and pride in their jobs. Use praise when warranted and include them in making decisions.
3. Discuss and outline goals and responsibilities and your expectations of him/her.
4. Give constructive feedback during your face-to-face meetings. Be kind and professional - and truthful.
5. Be supportive and give assistance when necessary.
6. The aide should be made aware of your goals for students, your behaviour management system and his/her part in it, and why particular techniques are used with certain students.

## Reading Ideas

"I do my reading lessons in three strands. The first is phonics - I teach the letter sounds and how to blend and we read phonetic books. The second strand is sight reading. I teach a large sight vocabulary and we read books that only have these words so the children are immediately successful. The third strand is where we read interesting and fun trade books. I find this works really well, and my kids are super readers!"

"In my Grade Three class we collect words. I have charts on the bulletin boards and the students give me words from their reading that they find interesting or that are unfamiliar. I write the word, they look up the word in their dictionaries to find the meaning and the pronunciation and then we put the word into sentences - and I print one sentence on the chart. Then we try to use the word the rest of the day and cheer whenever someone is able to use the word appropriately in conversation. The kids love it!"

"We have a board section where we collect synonyms to 'said' - it is titled 'Said is Dead!' We have other sections where we find interesting words in categories - colours - for example, scarlet, indigo, puce (they love the word 'puce!'), size, words that describe people, words that describe places, etc. We usually have at least two of these at a time. The students are always please to find new words to add to our collections."

"I have made up sets of the Dolch words and threaded each set of 10 words on rings. Each student has one of these. When he/she can read all the words from that set I give the next. They can do these at home and we practice at school, too. Every now and then we go back on a review sheet and they must be able to read all the words from the previous sets so they don't forget them. Most of my children take this very seriously and are going through the word sets quickly and their reading is improving quickly, too. The parents help out at home."

"I have a 'Sight Word Centre' and there are cards with the words and the children play 'Go Fish'. They must pick word sets that match the words that they are presently working on."

"I have an aide and parent volunteers in the reading time. These people take my kids one-on-one and practice the sight words, do blending from word cards and listen to them read books at their independent level. Every child has sets of cards, and when they really know their set the helpers get the next set to work with. I want every child to do the cards and read orally every day, and it is hard for me to get around to everyone - so this is a great help. I usually do the children with problems and give them more concentrated practice, and do a guided reading lesson with all the groups."

"We do word wall practice every day. The students love to 'spotlight' words with a flashlight - we turn off the lights and clap and chant the spelling of the word that is highlighted. Another way the children practice the word wall words is working in partners. One child says a word and the other child smacks it with a flyswatter! They love to do this and they try to do it as quickly as possible so this trains them to find the word they need very quickly."

"I have each reading group read orally to me - we practice reading with expression and good phrasing. To keep the rest of the group following in the right place, we do 'Popcorn Reading'. After they have read a paragraph, then the student says "popcorn to....." and they now pick someone in our class to continue reading where they left off. You could change the length of the reading to one sentence, or even let the kids decide where to 'popcorn'. You can have girls only pick boys and vice versa, and not someone who has already read."

## Teaching Poetry

*Poetry and Hums aren't things which you get, they're things which get you.  
And all you can do is to go where they can find you." Winnie the Pooh*

"My students each have a scrapbook for their poetry. I use the poems in the 'Poems to Read and Remember' book and photocopy one for each child. The kids glue the poem on the left page of the open scrapbook and illustrate it on the right side. Then they use highlighters to show specific skills we are learning. Sometimes they use one colour to highlight the sight words that they know. Sometimes we show phonics patterns such as all the short /a/ words. We use another colour to show capital letters, another to show compound words, etc.

I always have a lesson on capitalization in poetry - I don't want the children to think that there should be a capital letter at the beginning of each line in other writing. Poetry is different! This book becomes a favourite reading book - we work on each poem every day for the week so every child is able to read it (or memorize it) and it helps to increase the reading vocabulary, too."

"I give each student a 3 ring binder early in the year (Grade Two). We learn one poem each week, and it is a printing exercise to print the poem VERY neatly onto a new page of the book and to illustrate it - so it serves several purposes - teaching poetry, increasing vocabulary and discussing imagery, and printing."

"We first read the poem several times to get the rhythm. Then they find pairs of words that rhyme (or do some other word skill). They practice reading the poem in small groups, taking turns. Then they read it through to a partner and then some children get to read it to the whole class - reading with expression."

"We scan all the poems that we learn. I use the / for the heavy beats and - for the lighter ones, so for example, 'I wandered lonely as a cloud' is marked - / - / - / - / and 'Alligator pie' as / - - - / The poems by Dennis Lee and the ones by A. A. Milne are particularly good for this. The feeling the beat and rhythm really helps later when they begin to write their own."

"I read a lot of silly poems to my class. The poems of Shel Silverstein, Jack Prelutsky and Dennis Lee are good examples. The children love them! Often we memorize favourite poems or parts of poems."

"In my Grade Three class I teach many poems. We also discuss words like simile, metaphor, rhyme, blank verse, onomatopoeia, etc. They do love the word onomatopoeia, and I have a chart up on the wall after the lesson and we add words that we find in the reading where the word imitates the sound or feel - buzz, click, smooth, bark, etc. We discuss rhyming patterns and the write the patterns as - ABCB, AABB, AABBA, etc. We discuss the different kinds of poetry: haiku, limerick, couplet, cinquain, quatrain, diamante, and acrostics, and then the students write some of their own."

"I put up a bulletin board of poems that the class has learned, titled the 'Poet-tree' - with a tree of course as the background."

"I teach my Grade Two kids to use the keyboard. One of the weekly exercises to do with the poem of the week is to type it out on the computer. I begin with short 4 line poems and gradually increase the length during the year. When they have it typed they put a frame around it and print it out. Then they 3-hole punch it and put it into their personal binders. They love doing this!"



## Printing / Writing

Organizing the classroom and your teaching time are important, and teaching our students about organization is very important, too. The students should feel a sense of pride in all their written work, and this will only happen if the work is done neatly. Children rarely organize things on their own. These things need to be shown and taught. They need to be taught the correct letter formation, and the spacing in words and between words. Discuss letters that almost touch in words, and have a 'finger-space' between words.

Then, once they are able to print sentences accurately in their Journals and in reading exercise books (and others), they need to be taught proper organization when printing in books - no matter if this is Grade One, Two or Three. Having a standard format for the work adds pride to the procedure and makes the work neater and easier to mark and easier for the child to read, too.

First, decide whether you want them to print on every line or every second line. Then decide on a heading for each day's work. It could be one of these:

Reading Tuesday, Jan. 15, 2013

My Spelling Words Week of Jan. 15-19

Printing 15/01/2013

Today's Journal January 15

or whatever you choose. The date is important if you wish to go back to see what the child did on any given day. The heading also gives a delineation between today's work and work done earlier.

At the end of the daily exercise, have the students leave a space and then draw a line (with a ruler or straight edge). Then another space should be left before beginning the next day's work and the next heading.

Children need to be taught to fill up one page before going on to the next, and not to skip pages. This is important - so often they will miss pages and do work in the wrong order, so you have to go hunting through a book to find a certain day's work. Also, it is a matter of ecology - wasting pages is not a good thing! Even Grade Threes will skip pages unless the teacher insists on proper organization.

Organizing your students' work shows that you care about organization, too. It reflects well on you. When parents and others look at books where there is messy printing, no dated work, missed pages and half pages - it reflects poorly on you and tells them that you do not consider the written work important.

"I am really fussy with the printing my Grade Two kids do in the beginning of the year and by Christmas they are all printing quite fluently and well. To add interest, I slowly begin to teach handwriting. I begin with teaching the basics - that almost all letters begin at the 'floor' and end at the mid-line, and that writing is a bit sloped and curved. We look at regular printing and then try to print it sloped. As printed letters are made from the top down, we talk about getting our lines to the top to be able to print the letters. For example, when writing the t, we start at the line below but must get to the top to begin to actually make the printed t, so there is the curve upwards and then the printed straight line and then curved to the mid-line to complete it - and finally go back and cross the t. I show them one letter each day, beginning with the under-stroke letters - l, i, t, h, k, b, e, u, w, f, j, p, r, s. Then I teach the over-stroke letters - c, a, d, g, etc. As the letters are taught we write words with letters that we have already learned.

I don't let them do any work in writing in Grade Two, though. I don't think that most are ready for this."



# Math Ideas

## Counting by ....

"I use tally marks as a way to learn to count by fives. They love to keep track of game scores or count books or other things by putting down tallies. Then they count the groups by 5s. They also use tally marks when they play Rock, Paper, Scissors to keep track of wins."

"Every morning at the beginning of the year we count days in pennies - then we change the pennies to nickels. The kids like to count the nickels by 5s."

"We play 'Sparkle' to practice our counting by..... It is an old favourite! The children stand in a circle, and I begin by telling them what we are counting and the stopping place - for example, I might say, "We will count by 10s to 100." The first child says 10, the second 20, and so on until 100 - then the child after the 100 says 'Sparkle' and the NEXT child is out of the game. This means, of course, that the child who is out is random, not the one who makes a mistake. The kids love it and it is not stressful for the ones who have problems."

## Easy Math Games

### Top It

Take the face cards out of a card deck. Both players turn 2 cards over at the same time and add them together. Whoever has the higher sum gets the cards.

### Making 10s

Take the face cards out of the deck. Lay 5 cards across the table (like in solitaire) face up and the rest of the cards in a pile, face down. The first player sees if he can make 10 from the cards showing - if so, he takes these and puts them in a pile beside him. If not, he turns over a card from the center pile and adds it to the five. Then the other player gets a turn to try to make a ten. The person with the most cards wins.

### Coin Count

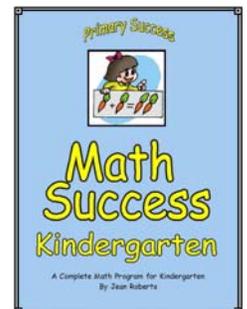
There are 2 players. Have 3-5 dimes, nickels and pennies, a paper cup or container. Player 1 puts the coins into the container. Player 2 shakes the container and spills out the coins. Player 1 counts the value for all the coins that show tails. Player 2 counts the value of the coins that show heads. The player with the greatest total wins.

## 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 - Subtraction With Re-Grouping

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

"For teaching 2 digit subtraction I usually teach them the rhyme:

If there is more on the floor  
Go next door.

That seems to help some of them remember."

"I use a lot of place value and tens/ones recognition. For example, to add two digit numbers, students pull apart the tens from the ones and add.  $36 + 48$  - my students see  $30 + 40 = 70$  then  $6 + 8 = 14$ , After that it is very automatic to add  $70 + 10 + 4$ . I reference a 100 chart a lot! My students are so efficient at this that they solve them mentally now.

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

"I usually talk about a neighbourhood of numbers. Each number is a person. We talk about how when you cook, you sometimes have to go to a neighbour to borrow something that you don't have. We apply this same concept to the numbers. We name our numbers Mr. Ones (he's not very wealthy, so he only has dollar bills, Mr. Tens has \$10 bills, and Mr. Hundred is rich! He has \$100.00 bills. Then to solve the problem we say, '7 - 9, oops, I don't have enough so I go next door and I get TEN more. We do the same chant for the hundreds. They love it. At first, they say 7 take away 9. This helps them hear the problem and not reverse the numbers."

"Try 'BBBB'. Bigger Bottom Better Borrow. My grade two kids loved this and it really made a difference."

### Successful Art Lessons

This colourful book teaches line, shape, colour, patterns and design with interesting lessons and great art projects to reinforce the skills. It also teaches the different mediums, sculpting, and famous Canadian artists (and some others, too). It is useful for all grades, K to 3.

## It's Winter!

<http://www.papersnowflakes.com/patterns.htm>

Here are patterns for making snowflakes.

Did you know?

Snowflakes are formed when water in the air freezes into small crystals.

No two snowflakes are alike.

When it looks as if huge flakes are falling, it is really many small ones in a bunch.

Most snowflakes have six points.

There are many other shapes of snowflakes, too.



When cutting snowflakes, the 8 point ones are easier for small children to fold. Begin with a square - show the students how to fold from the corner, lining up the edges and cut off the extra piece - now you have a square. Grade two and threes will be able to fold the 6 point ones, folding in half and then in thirds. Fold very carefully and make sure the edges match. Press the folds down firmly so they are sharp. Cut with sharp scissors. Teach the students how to make deep cuts and interesting shapes on all sides, and how to cut down into the outer edge so the snowflake has points.

Finger paint a snowman with white paint on blue paper. Make falling snowflakes with the finger-tip.

One teacher wrote vocabulary words on white paper, and then the children scrunched them into 'snowballs' and threw them in the classroom - at a signal they opened them and read the words.

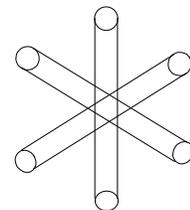
Using a coffee filter cut out a snowflake. Dot with food colouring or water - based magic markers, spray with water. Colours should run together to make a rainbow coloured snowflake. You can use the poem: We're tired of winter weather, So cold and wet and grey - We talked to Winter's Wizard. He made a rainbow blizzard!

To make frosty winter scenes, mix an equal part of Epsom salts and boiling water together. Mix the mixture well and set aside to cool. Have the children draw with crayons on dark blue construction paper any winter scene of their choice. After the children are finished drawing, paint a light coat of the mixture over the drawing for a frosty appearance. It turns frosty only after drying.

To print snowflakes, cut a green pepper in half crosswise. Let the children dip the pepper into white paint and press down onto dark coloured construction paper. Add glitter or embossing glitter for texture before the paint dries.

"Living on the Coast we see plenty of fog in the winter! We draw pictures of the school (or other outdoor pictures), and then cover them with wax paper - and it really does look like fog!"

"Draw snowflakes by drawing three lines and putting knobs on ends. You can also do this with three popsicle sticks and add macaroni - the same on each ray. Paint them with white paint."



## Winter Experiments

What is the fastest way to melt an ice cube? Talk about things you could try and predict which will be the fastest - wrap it up in a warm mitten, blow on it, leave it alone, sprinkle salt on it, etc. Then have groups of students time each way. Why do they think the ice cube melted at the speed that it did?

Where will a thermometer be warmer - on top of the snow or under the snow? After discovery, how could this knowledge help someone? Help animals in winter?

How do polar bears, seals and other Arctic animals keep warm in the icy water? Put lard or Crisco in a larger baggie and pretend that it is an animal's fat. Then the students put one hand in a smaller baggie and put it into the middle of the lard in the bigger bag. Put the uncovered hand in ice water and the other hand in the 'blubber' in ice water and see how it feels.

How do snowshoes work? Try pressing something small into the snow and then the bottom of a box. Which sinks into the snow easier? Research the size of a polar bear's foot. How about deer in the snow? Rabbits? How will weight and the size of the foot affect this?

"I do a combination of weather and matter units during January.

- I put 2 containers of water outside, one with salt and one without. We observe the freezing every morning.
- We melt an ice cube on a hot plate and watch the water evaporate. (I usually hold a glass above so that they can see the condensation.)
- We fill one cup with snow and another with ice cubes. The kids estimate which will have more water. After letting both melt, we then see how many days it takes for each to evaporate.
- I mix crushed ice and rock salt in a coffee can and watch for frost to form on the outside of the can.
- When we talk about snow being a crystal, we look at other crystals through hand lenses (salt, sugar). Then we make a crystal garden. (Google 'making a crystal garden'.....)

Freeze a piece of glass and a can of hairspray before the next snowfall. (Both may be stored in the freezer until you need them.) When you're ready to collect some snowflakes, spray your chilled glass with the chilled hairspray and go outside and let some snowflakes settle on the glass. When you have enough flakes bring the glass indoors and allow it to thaw at room temperature for about 15 min. Now you have a permanent record of your snowflakes!

### Snow Experiments:

- Take an old clear plastic soda pop bottle and cut off the top half. Mark the outside in centimeters with a permanent laundry marker and place it outside in a place where it can collect the falling snow.
  - Measure how much melted snow it takes to make water.
  - Collect some snow in a container and record the level of snow on the container. Let the snow melt. How much water is there? Are you surprised at the difference?
  - Make your own glacier. Fill a bowl with snow and bring it inside to partially thaw, then add more snow on top. Keep doing this all winter long. You will then have the 'layers' of ice and snow like a glacier.



## Classroom Management Tips

Keep baby wipes handy! Clean white boards, transparencies, desk tops and hands. This can be one item that parents can donate to your classroom.

Use computer labels (Avery or other brands). Make up a sheet of address labels with each of the students' names - these can be put on pencil boxes, coat hooks, exercise books, etc. Other sheets of labels can be used for messages - Good work! A+ Math! Great Spelling! etc.... Use the larger shipping labels to put on bins, boxes and crates of supplies. Label your math manipulatives, too.



If you have a student who works really slowly or is easily distracted, have him/her make a quiet beeping sound after each question or set of questions. This oral and auditory signal seems to keep the kids working.

Research tells us that the teacher walking around the classroom while the students are doing a written exercise actually doubles the time students are on task.

There are always a few speedy finishers! Train your class to always pull out a book to read whenever their work is completed. Consider this a treat for getting the work done well and early.

At the end of each day ask, "What did we do today? What did we learn? What happened today?" Hopefully, when parents ask about the day, students will have an answer other than "Nothing!"

Use a digital camera to create a seating chart. Take each student's picture, add the names, print, laminate and cut them apart. Stick Velcro dots on to the backs of the pictures and onto a laminated poster board with a blank seating plan with the other half of the Velcro. They are easily changed and subs can put names with faces.

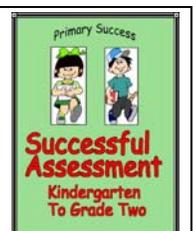
Train the students to clean up after themselves. At the end of each period, spend thirty seconds tidying up - picking up items from the floor, putting materials back where they belong, organizing desks, books and supplies. At the end of the day have the children do all the cleaning so the classroom is left in perfect shape.

I hereby challenge you to keep the top of your desk tidy and organized! It is a pleasure to work at a desk that is not cluttered with paper and 'stuff'. Put a large piece of coloured tag to define your workspace, and have only your daily plans and perhaps a computer to one side. Put the necessary pens and marking pencils into an attractive container. Then a small plant or some flowers will complete the space. Why should we expect the children to keep their desks clean and tidy if we can't?

If you don't feel pride and pleasure when you walk into your classroom - do something about it!

### **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!



## Odds and Ends

### Family Projects for January and February:

Decorate a mitten shape. When they come back they can be put up on a 'clothesline' on the bulletin board. The family can make and decorate a snowman art project.



### Mini-Offices

"I don't have a word wall - I have mini-offices for my students. I print off a sheet of word wall words each week and it goes in their office folder. The website below gives terrific ideas to use to make the offices. My kids love to put up their offices and work in privacy - and the folder gives them lots of information."

<http://www.jmeacham.com/mini.offices.htm#full>

### More Ideas

"For making sure the kids put names on papers, I have a highlighter and pencil in the bins used to collect papers. They highlight their name when they turn the paper in. If it's not on the paper they can write it with the provided pencil. I have also used an 'easy button' from Staples and the kids could push it if they had their name on their paper when they turned it in."

"When we chant and clap word wall words we say 'whoop!' for the apostrophe. For example, can't would be clap clap clap whoop (and draw one with your finger in the sky) clap."

"I have a big easel that holds my charts that has a ledge where I can keep pens or stand a Big Book. I bought a piece of clear plexiglass and now I put it over the chart or the big book, standing on the ledge - I can write on it and highlight things and, of course, the book is not marked. I used to use highlight tape and sticky notes - this is so much easier!"

## Popular Primary Success Resources!

### Successful Writing Lessons — Grade One, Grade Two

In each of these books there are more than 100 short lessons to begin your writing sessions. These teach the necessary writing skills in sequence 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.

### Beginning Handwriting

Grade Two and Three students love to learn how to write! This book shows you how to teach the letters and gives practice sheets to photocopy for your students. The style taught is rounded cursive.

### Sight Reading — Start Right Kindergarten

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

### Poems to Read and Remember - Kindergarten

Simple short poems, each on a reproducible page with a border and illustration. Make poetry books for each child and/or let the sheets go home to be read and enjoyed..

## 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.*



### 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

Go to Enchanted Learning for good ideas for the new year!

<http://www.enchantedlearning.com/crafts/newyear/>

<http://www.reallygoodstuff.com>

If you want to see some of the great teaching products available, go to this site and poke around!

[http://www.kellyskindergarten.com/math/math\\_activities.htm](http://www.kellyskindergarten.com/math/math_activities.htm)

If you teach Kindergarten, this site has lots of math ideas and printable mats.

<http://www.brainybetty.com/>

Go into the educators section and see what you can use!

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