

The Primary Success Notebook



From Primary Success Publications

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February's Great!

The days are long and dark and gray in January, but February comes along to cheer us up! In the classroom we have Groundhog Day, Chinese New Year, Valentine's Day and 100 Day to celebrate.

The school year is half over, and it is time to take stock - to celebrate those areas in which we excel and to consider how to improve the subjects in which we feel our students could improve. As we improve our teaching methods, our students' learning improves. Lessons which are sequential and well planned, daily review of the concepts and student participation and discussion help to do this. It is never too late to improve our lessons!

Enjoy February! The Chinese New Year is fun. Decorate for Valentine's Day and plan a party. Celebrate 100 Day with a whole day of activities centered around this. Graph the weather, and see if the groundhog knew what he was doing.... Predict what the weather will be like and graph the predictions. Have lots of fabulous February fun with alliteration!

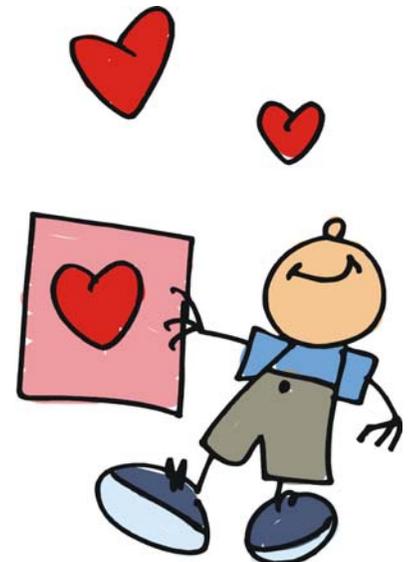
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About Primary Success Publications....

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

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

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



Saving Your Sanity

Here are some teachers' ideas to lessen stress in your busy life.....

"1. Prioritize. I'm not talking about the little things, I'm talking about the big ones. Family first, yourself second, job third. I know others believe teaching comes first, but for me, my job comes second to my family and my sanity. You have got to put yourself before the job or you will burn out quickly in this profession. It is just too demanding. Also, you only raise your family once. Don't have the regrets of putting the job before time with them.

2. All the special projects are wonderful learning experiences, but not all at once! When you see all the wonderful ideas that other teachers are doing it is easy to feel like you want to do them all. That is impossible. When you see an idea for a fun project to go with a unit, do it. Then when that project is complete begin looking for another one. I make notes of what I do and what works, then the next year if I liked the project I do it again and add more to the unit. My units are built over years, not days. I just try to add a couple of new things each year.

3. Not all lessons are required to have a fantastic, eye catching, tap dancing teacher. Sometimes it is okay to just present the lesson as it is in the teacher's guide. Not everything has to be a dog and pony show. You end up with a three-ring circus!

4. Not every paper must have a mark at the top. When we are practicing a skill I do things with the children. If we do it together I don't mark it. This saves my marking time for things that actually must go in the book. At my school we are supposed to take two marks per week per subject. I am not an over-achiever in that area. I pick and choose what I want to take a mark on and only put marks on those items. Everything else we go over together and review the correct answers. I think the students learn more from this than if I just stick a mark at the top and hand it back. If parents ask I just tell them we did that paper together.

5. Mark all you can with the individual child in class. This is worth far more to the child's learning than marking after school.

6. Don't be afraid to say no."

"I made the choice to simplify as much as possible. Here's just a few ideas. I used to use those plan books you could purchase where you had to write in everything. Instead I now use my computer and create a table. Monday, Tuesday, and Wednesday are on one page and Thursday and Friday on the other along with a column to write notes. At the bottom I have an area for meetings I need to attend. I type everything on the sheet that stays the same all week. It has saved me a tremendous amount of time.

I also decided to mark math papers twice a week and go over the others during math class. The kids like it more, too.

I integrate my social studies and writing assignments as much as possible. This has also helped me tremendously.

I wanted to do centers but decided against them because of the amount of time needed to keep them going. I really had to think if it was busy work or a beneficial task. I gave up the idea of doing them altogether. My family life has to be a priority as much as my sanity needs to be.

I assign a special number to each child that they must write in the upper right hand corner of their assignments. It makes it so much easier to see who owes work. I use the numbers for other things like attendance that they do themselves using a magnet that is on my chalkboard.

I bring some work home that I do as we sit together in the evening, but it is not as much as I used to bring home. I do arrive early at work but it is because I like to avoid traffic and I have a thirty minute commute. The other benefit is that no one is at the copy machine. I make sure I leave right at 3:15 almost every day. No matter what!"

Punctuation

"To help with using periods in student writing we sometimes follow up a writing time with 'Period Patrol'. As a student reads his writing to the group, the audience holds up a red stop sign with a period on it indicating they heard the end of a sentence and a period must be in the writing. If it is not there the writer then edits his work. They really like to do this and are especially proud when they have already put all the necessary punctuation on their paper so the Period Patrol did not find any sentences that needed editing."

Punctuate with sound effects! The students love to do this! "Beep!" for a period, an upward sounding whistle-like sound for a question mark, a two-thumbs up "yeah" for an exclamation mark - or whatever sound you choose.

"My kids love to be able to go through a finished story as they edit and go over the periods with a red highlighter and the capitals with a green one."

"The British call the period a 'full stop'. I tried using that name and it worked well!"

I am a little sentence,
And I will be your friend
If you start me with a capital,
And put a stop sign at the end.

Capital letter, capital letter,
Where do I belong?
I begin the sentence
Or the sentence is wrong.

A period is a dot,
I know he is my friend.
When I write a sentence
I put him at the end.

Quotation Marks

"I dye macaroni to use as quotation marks. I call them '6's' and '9's'. This way they get the direction correct. Mix food colouring with rubbing alcohol and shake the macaroni in a baggie. Don't be stingy with the food colouring. You must use enough to get bright vivid, colours."

"I do a Valentine page on Valentine's Day with elbow macaroni to represent quotation marks. I give out the hearts with sayings, and we use these to write sentences: Jane asked, "Will you be mine?" or Megan said, "I love you!" and they use the macaroni to put in quotation marks. You can use macaroni with contractions, too."

Contractions

"Write the two words on a sentence strip. Then you fold the paper so that it makes it turn into the contraction because the extra letters 'disappear' when you fold the strip just so. Add a glued on apostrophe."

"The kids love to search for contractions with the see-through highlighter tape. We do a whole lesson and then I give them the tape and they search through books for contractions and we make a master list. I also do a little hand movement where I put up one hand (in the 'stop' position) and said 'can' then I put up my other hand and say 'not' then I bring them together and say 'can't!' The hands seem to reinforce the idea that two words turn into one."

"I tell my students that they are going to become word surgeons. I even put on rubber gloves like a doctor. Then I cut the words apart and add the scar (apostrophe). They love it!"

Possessives

"I begin by writing sentences/phrases using the children's names in the classroom. This is Danny's book. Here is Melody's Journal. Katelyn's snowflake is on the bulletin board. Then the children write sentences about themselves, using macaroni for the apostrophe. They put these sentences on strips and glue the macaroni on. Then they trade sentences and share."



Guided Reading

Lesson Plan

Introduction - Take the big idea of the book and relate it to your students by asking a question. For example, if the book is about a pet doing something funny, ask about their pets and if they have done things that are amusing. Then relate this back to the book by saying, "Peter has a pet that does something funny. We are going to read and find out!"

Word Work - Review the difficult words taught in previous lessons, and introduce new vocabulary. Show and tell the word, put it in phrases similar to the ones in the story, then into sentences. Spell the words aloud and make sure the children know them before reading. Mix the letters in each word (use magnetic letters) and re-form the word several times. Write the words several times.

Picture Walk - Walk through each page and have the students think about what is happening in the pictures. Note: I don't like this part of the lesson and wouldn't use it. Part of the pleasure of reading is wondering what is on the next page.... J

Review of reading strategies: blending sounds to decode, look for chunks, think of words that look similar, think about what would make sense, reread the sentence. (The blending one is, of course, the most reliable and best strategy, but as some words are not easily blended they need further strategies.)

The students read the book to themselves in a whisper. The teacher watches and listens to see the strategies that the students are using, the students' fluency, etc. She can help any student that has problems.

Praise the use of good strategies: "I liked the way _____ tried to sound out words he didn't know."... etc. Discuss other strategies that you noticed.

Ask questions about the story for comprehension. Who were the characters? Where did the story take place? What happened when _____? Who did _____? Why did that happen?

Review vocabulary: the students go back through the book to find the words taught above.

Do skill work. Have a mini-lesson on some skill: possessives, contractions, exclamation marks, rhyming words, or one of many different skills that are associated with the vocabulary in the story.

Re-reading: the students read the story again and the teacher listens and watches.

Follow-up - a printed exercise, a discussion of the way the students' lives relate to the story, creative writing, art, etc. Some teachers have the students do a book response - the title, author, characters, plot, etc., and how the students feel about the story.

More Ideas

"Introduce the book briefly. Include some of the tricky words. Don't spend time on discussion - say 'It's a book about going to the ocean', rather than 'Have you ever been to the ocean?'"

Give a book to one child and ask them to start reading in a whisper voice. Wait a couple of seconds and do same with another child until everyone has the book.

Sometimes the whisper reading is too loud so I have a few kids move to another place and I go to them to listen to the reading.

I also give kids post-its to place on page with tricky words they were not able to figure out."



Writing Ideas

"One thing that I know for sure.... my kids hate to re-write all their creative writing and do the good copies. I have taught Grades One, Two and Three - and it is always the same. Only when it is being published for a reason - made into a book or put on a bulletin board - do I have them print out this perfect copy. There should always be a good reason for what the students do, and recopying all their stories doesn't (to me) seem to be justified - unless it is considered a printing exercise.

What I have my kids do is print the original quite lightly, and then errors can be erased and fixed there. When I mark or help them edit, I use a regular pencil and underline letters or words that need correcting - and then they can erase the line, too. They also hate red marks or other marking on their writing, and I find the pencil line under is quite acceptable to them because it can be removed.

The favourite publishing is when I type up the story on the computer. I use a primary font and a size in proportion to the length of the story. To the students, this seems like 'real' publishing and it adds importance to the writing they have done. I leave space for illustrations and we talk about what would be a suitable picture for the page or story."

"Our district uses the 'Five Magic Words' to summarize the steps for writing a story and I have these on a chart:

Somebody
Wanted
But
So
Then

This works every time - even grade ones can do it. We do it orally a lot."

Writing Checklist

"I use the following checklist to get writing scores for report card purposes:

- Capitalizes Names
- Capitalizes beginning of sentences
- Capitalizes the word I
- Uses end punctuation
- Writes complete sentences
- Writes on the assigned topic
- Makes sense
- Follows topic through entire story
- Writes neatly
- Spells word wall words correctly
- Goes beyond the required



Winter Writing

"One of the frames I use is:

In winter I _____.

But if I were a _____ I would _____.

Illustrate the page and put everyone's together to make a class book."

"We write winter poems - at the same time in Grade Two as I teach the parts of speech:

Winter (or some winter noun)
Adjective, Adjective
Verb, Verb, Verb
4 word phrase about noun
Synonym for noun

Setting Expectations

I find the quality of the sentences goes up when the students are asked to write at least a set number of words, rather than sentences. The number of sentences doesn't matter, as long as they do make proper sentences. In Grade One it could begin with 12 words and end at 20 or 25.... and in Grade Two begin at 20/25 and expect 50 by the end of the year in each writing time. The number of words can be different for different students, of course. You can also ask for a specific minimum of words in a sentence - asking for 6 or 8 words, at least, will encourage more complex sentences. While editing, ask the students how many sentences they wrote. Then ask, "How do you know?" This should bring out periods and capital letters.

Classroom Management

Clean up, clean up,
Everybody, everywhere...
Clean up, clean up,
Everybody do their share!



"When I want to get the children's attention, I start counting to 10 in sign language. The class knows that when I do this, they are to quietly join in with me. Our goal is to have everyone counting before I reach 10 (which I do by putting my thumb up.)"

"I use craft sticks with each child's name in a cup. I have 3 different cups for selecting students for different activities: 2 extra helpers at lunch, 3 students to share writing daily, and 3 students to read in book nook at SSR. I also have the students names written on 5 x 8 index cards which I use to call on students throughout different activities. It's amazing how something so simple and inexpensive is revered by the students because 'it's fair.'"

"An organizational tool that works for me is using computer labels to write comments for students as I conference with them during writer's workshop. I use my clipboard with the labels and just peel them off and put them in student's notebooks as I conference. I also use labels as I collect information for report card comments and stick the labels into my record book. It saves re-writing."

"We've all known for a long time about soap and shampoo bottles that can be put to use in the classroom holding glue, water, whatever. Having just started wearing contact lenses, I've discovered another: the cleaning solution bottle. Smaller in size than soap bottles, with a flip top cap that won't get lost, these are great for glue, but you may want to make the hole larger."

"During the times your entire class is lined up and waiting, have one child start by using fingers and hand signals to give math problems. (Example: Hold up one finger (1), then make a plus sign (+), then two fingers (1 + 2). Lastly, put one hand above the other facing in opposite directions for the equal sign (=).) If a student wants to answer, he/she must raise their hand to be called on. They must give the answer using fingers and hand signals. The kids love it and it keeps the noise level down!"

"I have Silent Vacuum as one of my class jobs. It's for 2 children and they love it - they go around and get all the trash off the floor."

"I have my students pick up a number of scraps in exchange for their homework folders. I change the number every day. In Grade Two we teach about community. We talk about how helping clean up is an important part of being in a community. I think that part of learning to be responsible is learning to clean up after yourself. The children have never had a problem with this and their parents appreciate the lessons learned."

"Tidiness is a pleasure! I enjoy my classroom so much more when everything is put away and organized."

"We have a motto in our classroom: 'It's cheaper to do it right the first time!' I introduce this the very first day. I tell them that if something cannot be done right the first time then they will have to 'spend' their time doing it again and again until it is done correctly."

Always make copies double-sided. There is no reason to copy a phonics exercise on one paper and math on another.

Math Ideas

Addition and Subtraction Facts

"I think that rote memorization is a necessary evil. Successful students have to automatically associate a correct, immediate response when they see or hear an addition or subtraction problem. In other words, when they see or hear $8 + 7$, 15 should automatically pop into their head. To attempt to reach automatic recall, I use a variety of devices. The first is the dreaded 'flash card', but with a specific twist, which I teach to my students and to the parents of the students who are having problems. The method I use involves 3 modalities - sight, speaking and hearing.

I tell the parent to drill their child for about 10 minutes per night, on one set of math facts, and to stay with that set until the child demonstrates instantaneous recall. Have them start with an easy set of facts so that they can have a chance of early success.

1. Begin with the flash card that has both the fact and the answer. Flash the card, and have the student say what they see - '5 plus 6 is 11' - in a slow, rhythmic (chanting) manner. Go through this step 2 - 5 times. The student is seeing the fact, hearing it in his own voice, and saying it.
2. Now, turn the cards over and flash the side that has just the fact (no correct answer). Have the student chant what he sees and give the correct answer as part of the chant. Any card that the student hesitates on, lay aside; those that they know automatically, lay aside in a separate pile (assume they know those).
3. Now, take the hesitation pile, and begin again with the answer showing and the child slowly and rhythmically saying the equation. Do this 2-3 times.
4. Repeat step 2 with just those cards.
5. Repeat step 3, if necessary.
6. When they seem to have all of them, go through step 2 with all the cards for that fact.
7. Continue doing this for a single fact set each night until instant recall is achieved, then begin again with a new fact set."

Math Tool Kits

Many teachers have made up math kits for their students, so needed things do not have to be handed out or counted each time. These things can be put in plastic boxes, pencil boxes or plastic pencil cases. Here are some ideas of things to be included - depending, of course, on the grade level. Each box is labeled with the students' names or numbers.

- two-sided counters
- a die or pair of dice
- a ruler - photocopied, laminated and cut out
- ten frames
- a tiny baggie with coins
- toothpicks for higher counting/place value
- a place value sheet, folded to fit
- a number line
- a mini clock

They also can have a number line on the desk top, and the number patterns.



Chinese New Year

In 2013, Chinese New Year falls on the February 10. It is the Year of the Snake.

"I teach the children about the Chinese Zodiac and we discover the signs in the year they were born."

"We have a dragon unit before the Chinese New Year. Chinese dragons are quite different from European ones. Chinese dragons are good - they are considered lucky, powerful and wise, and they do not have wings and do not breathe fire. You can research the difference between Chinese and European dragons.



We make a dragon. The head is a decorated cardboard box. The body is simply a strip of butcher paper attached to the box - I run lengthwise strips of clear packing tape to prevent it from tearing. Then streamers of crepe paper are attached. On New Year's Day the students do a parade up and down the halls, the leader holding the box over his head and others under the body, holding it over the heads, too. They practice walking together in a weaving pattern. The rest of the class follows - each holding a piece of bubble wrap with the large pockets. They pop the bubbles and it sounds like firecrackers!"

"We make these Chinese lanterns:

<http://www.enchantedlearning.com/crafts/chinesenewyear/lantern/>

One teacher made the lanterns with clear contact plastic. The rectangular shape was cut to size, and then the backing was taken off. The kids stuck small squares of red tissue paper on until the contact plastic was covered. Then it was folded and the slits cut and it was stapled into a cylinder. Red crepe paper streamers were attached to the bottom.

"We learn to eat with chopsticks! We begin with practicing using popcorn. This is quite easy because it is lumpy. Then we try cooked rice..... very tricky!"

"We learn to count in Chinese: this is a good site, and there are other sites that give you the vocals..."

<http://www.wikihow.com/Count-to-10-in-Mandarin-Chinese>

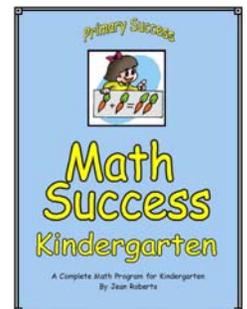
Since the festivities begin with housecleaning - 'sweeping out the old and welcoming in the new' - this was a good time to clean up the room.

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!"



Penguins

Learn all about penguins! Here are some simple facts: penguins are birds that can't fly in the air, but they 'fly' under water. Most penguins are found in the Antarctic where it is very cold. All penguins live in the Southern Hemisphere. They keep warm with a layer of fat on their bodies and down coats, covered with feathers. Penguins eat small fish and krill (like tiny shrimp). Penguins lay an egg, and they put it in a nest of rocks or small stones. Both mother and father penguin sit on the egg to keep it warm. There are 18 species of penguins, found in South Australia, New Zealand, and off the coasts of Peru, Chile, and South Africa. Some species live as far north as the equatorial Galapagos Islands, but they are primarily cold-weather birds. There are seven species of Antarctic penguins: the Adelie, Gentoo, Macaroni, Chinstrap, Rockhopper, King, and Emperor. The Adelie and the Emperor are the two true Antarctic species.

Penguin Unit Ideas:

- "We ate penguin food. We ate 'krill' (a Ritz cracker with cream cheese and tiny shrimp on top). We ate starfish sandwiches which were sandwiches cut with a star shaped cookie cutter. The filling was tuna salad. For dessert, we had goldfish crackers."

Lie down on your stomachs on scooter boards and pretend to be penguins sledding along the ice.

Have a penguin day. Ask your students to come to school wearing black and white.

Read Mr. Popper's Penguins.

Learn about Antarctica. Do map work about this continent.

How much do the different penguins weigh? Weigh objects until you have a similar weight.

How tall are the different types of penguins? Make some pictures life-size and label them.

Learn about the penguin's habitat.

Create a Venn diagram - how penguins are alike and different from other birds.

Make a penguin book:

1. Cover
2. The largest penguin is the emperor penguin.
3. This penguin lives in Antarctica.
4. Penguins dive into water to swim or to look for food.
5. Penguins eat fish and krill.
6. Penguins slide down a mountain of snow.
7. Penguins swim very fast using their wings that are like flippers.



Primary Success Publications Art Books

Successful Art Lessons

This new 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.

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!

Art and Music Appreciation

Artists and Famous Paintings

Of course, many of the famous painters in history painted religious scenes, and if you teach in the secular school system these may not be appropriate. If you teach in a Catholic or other religious school, many of these paintings will be very suitable for your unit on artists. For the purpose of this, I will just discuss some secular art.

There is a lot of information on-line. Just Google a painter, and lots of information on his life and works can be found. Go to a second-hand bookstore or the library and see if you can find a book with larger images. It is best if you own the book, and that way you can remove the suitable pages and display them.

You could teach one painter each week. Tell the students a simple version of the painter's life story, talk about the style of the paintings and display them. Each day in the week review the painter and the works. Ask the students to give opinions and judgments of the paintings.

Choose a list of painters with different styles. The paintings are just suggestions, of course.

Leonardo da Vinci and the Mona Lisa

Rembrandt's The Night Watch

Vincent van Gogh's Sunflowers and Starry Night

Claude Monet's Impression at Sunrise and Water Lilies or The Artist's Garden

Henri Matisse's Open Window or Goldfish

Salvatore Dali's The Persistence of Memory

Then, teach Canadian art and artists.

Tom Thompson and The Pool and The Jackpine

A. Y. Jackson and North Shore Lake Superior and Houses, St. Urbain

Others in the Group of Seven: http://www.groupofsevenart.com/gallery_main.html

Emily Carr - lesson plans - <http://bcheritage.ca/emilycarrhomework/guide/index.htm>

Robert Bateman and his exceptional paintings of animals

Ted Harrison's BC and Yukon pictures. (Have your students try some in his style!)

Famous Composers and Their Music

Each week (or two week period) choose a different composer. Introduce the man, and give some history of the time in which he lived and his life, without being too complicated. Put up the composer's name and for the week play his music during quiet times of the day while the children are doing other tasks, telling the students the name of the selections. Play favourites a number of times, until the students begin to recognize the melodies. As with the art, ask the children for their opinion and discuss the music. Does it make you imagine scenes or happenings? How does it make you feel?

Choose your favourite composers and selections of music that are melodious and distinctive.

Beethoven

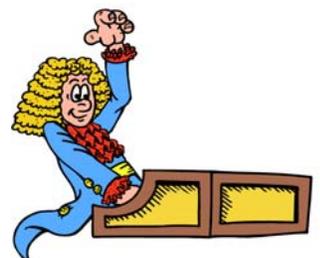
Brahms

Mozart

Chopin

..... etc.

You could also teach the different instruments and their sounds, and discuss these as the students listen to the music.



Valentine's Day

"Don't forget the very best idea! Make blank books for each student, and when the valentines are given out, tape them to each page. Tape on the left side or top of the card, so it can be turned over like a page to read who it is from. Have the students practice reading them to each other after the books are made.

Now they will take them home and re-read them and show them off to the family - and maybe even keep them for years to remember their classmates."



"I make one of those scrapbooks with MY valentines from the kids. Then, I put it in the reading area. They love to look at all of them from past years! You can tape the valentines on so that kids can flip over the card to see who sent it or you can write the names of the senders under the cards and then laminate. Always one of my most popular class made books!"

"For the afternoon on Valentine's Day I buy sugar cookies and have the children bring in sprinkles, frosting, etc., and they decorate their cookie just like they want. It makes for some very sugary treats but they just love it."

"Paint with plain water on hearts cut from art tissue in ANY colours on white paper, , and then peel them off again. The tissue will leave a blurred design when the pieces are lifted. You can also use pieces of crepe paper, as crepe paper is filled with colour, too."

"Cut out pink, red and white tissue hearts. Place on clear plastic wrap and paint tissue hearts with liquid starch or thinned Elmer's glue. Encourage kids to let the hearts overlap to make new colours. Let them cut other shapes and designs too. They dry clear and crisp. Paint tissue hearts and designs onto glass jars, wood scraps, Styrofoam grocery trays, glass in empty picture frames, milk jugs, paper or matte board, waxed paper, etc."

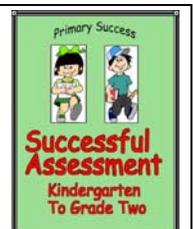
"Each year at this time I send home a heart shape on a 8 1/2 x 11 piece of tagboard. A note follows it asking parents to decorate the heart as a family. Children send these back to school, we hang them and they stay until the end of February. They make a neat bulletin board."

"I do my gingerbread houses on Valentine's Day.....they decorate with red hot cinnamon hearts, conversation hearts and pink, red, white jelly beans! They look great!"

"I have had the best parties this year! We have gone with healthy foods as opposed to sweets! For Valentines we're having red foods. Strawberries, red grapes, apple slices, cherry tomatoes, etc. We're also having cookies with red sprinkles, but that is the only sweet. The kids have loved our parties and we hardly ever have anything left to throw away! I'll never go back to cake and chips parties again."

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

Use your digital camera and scanner in the classroom

- Take your camera on every special outing the class goes on.
- Make a memory book of things the class has done during the year.
- Make personalized bookmarks with the student's picture.
- Make stickers for students with their picture and name.
- Use photographs of students, and activities for writing assignments.
- Photograph various stages of science experiments.
- Illustrate written work and student assignments.
- Make personalized thank-you notes for guest speakers.
- Make book labels, address labels, etc.
- Make postcards with class, or student pictures.
- Add photos to classroom web site.
- Add photos to research projects.
- Make a class directory.
- Use pictures to inspire student writing.
- Make wonderful bulletin boards with large pictures without cost.
- Add a picture to a report card.



Your students are quite capable of taking pictures. Put a strap on the camera that goes around the neck, and have lessons on the camera use. Then let them go! Let them hunt for a series of pictures that would illustrate a book or a story. The uses are endless! Mistakes are just deleted, and cost is minimal for the use.

Comment from Dr. Bruce Murray, the Reading Genie: "I like the idea of giving books as rewards. It recognizes the reader's progress and says, 'Books are so valuable that I'm giving you a book as a reward.' If you give a pizza as a reward, it says, 'Books are not so valuable, so if you read one, I'll give you something really good, pizza.'"

Popular Primary Success Resources!

Successful P.E.

This great 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.

Successful Social Studies — Kindergarten, Grade One, Grade Two

These resources give specific lesson plans for an entire year of Social Studies. They follow the curriculum expectations in all the provinces, with special emphasis on the child's world - the classroom, school and community, expanding outwards to the province, Canada and the wider world with understanding of interdependency, relationships and responsibilities.

Successful Science Lessons — Kindergarten, Grade One, Grade Two

These books have all the themes in the Science strands that are required in all the provinces, so it will be useful for teachers across Canada. The sections are: the characteristics and needs of living things, plants, animals, the five senses, matter and materials, energy and motion, weather, the water cycle and daily and seasonal changes. There are lessons, exercise sheets, some little books, experiments and hands-on work. Samples are on the website.

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

Here are some good sites at the different grade levels. Some teachers have gone to a lot of work!

<http://www.teachingheart.net:80/penguinsunit.html>

<http://www.squidoo.com/penguinlapbook>

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

<http://www.reacheverychild.com/feature/phonics.html>

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