

# The Primary Success Notebook



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## Hooray for March!

It has been a long winter, but March is just around the corner! BC schools will have Spring Break starting March 15th and then it will be Easter long weekend just after you return from the break - so this is a good month to relax and take a deep breath.

There is also the lion and lamb fun to be had at the beginning of the month, and you can also celebrate Dr. Seuss' birthday. Then St. Patrick's Day comes along for more fun - and finally Easter activities. It is a great month!

Most teachers will be beginning Spring activities in March, and this is a lovely time to redecorate your classroom in spring colours - and to have a spring cleaning, too.

Have a great Spring Break!



*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.

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



## Literacy Ideas

"Lining up in alphabetical order from the last names in a Grade Two class was a wonderful launch point for more alphabetizing in class. The majority of students understood personal connections to alphabetical order. I have used their lining up to emphasize who would go in front or behind multiple students with the same last initial of their name, too.

In paired reading I designate one student as teacher and the other as student. The 'teacher' must ask three questions for the 'student' to respond to, past the 'yes or no' answers and with a 'because' sentence to support the learning of the student. Of course the roles are switched after the reading of each story.

Here's something for phonics blending. I am a Learning Assistance teacher and I have a group of students in Grade One who know all of their letter names and sounds, but have great difficulty with blending. I have started to see some lights go on with this method, though. When a student says the letter sounds in a word individually we call that 'reading like a frog' because they are 'hopping' from letter to letter. To make them slide the sounds together (as I have been following in your Phonics program), we call it 'reading like a snake'. It seems to help them understand the idea of making the letter sounds more of a chant, sliding the sounds together."

### A Print Rich Kindergarten Classroom

A Kindergarten classroom should be rich in print. Here are some ideas for ways you can make your room a place for beginning literacy:

- Lots of 'Big Books' - some displayed and some for the children to look at in groups and individually.
- Books - fiction and non-fiction. Some should be predictable and readable through picture cues, and other books for interest.
- There should be a range of quality children's literature for the teacher to read aloud and the children to peruse later.
- Poems and songs that have been taught and memorized should be on charts at the child's level to be 'read' during 'read the room' time.
- Charts with subjects that have been well taught.
- Labels and directions on materials.
- Informational books in centres.
- Write messages to the students.
- A Word Wall, organized alphabetically, of frequently used words and other theme words that children can use as a resource (teacher and children create the wall together throughout the year.)
- Name charts (first names for children beginning to read).
- Alphabet charts.
- Simple dictionaries.
- Books that the class have written together.
- Numerous pocket charts to hold a variety of print material ( stories, lists, poems, etc.)



### Spring Literacy and Art

"I have children choose a just right book from their book boxes (which we learned and discussed all year). Then they use a kite pattern with four sections. They label each section Characters, Setting, Problem, Solution. Then they fill out the information according to their just right book. Then we make flowers with a large flower pattern (5 petals) with a cupcake paper attached to the center and then a strip of green construction paper for the stem and leaves. We label the parts of the flower on each part.

I hang them in the hallway with the flowers on the bottom and the kites 'flying' at the top. It makes for a beautiful display!"

# Writing Tips

"I have done this with various grades and it is a great way to bring out the humour in your classroom.

I give the class a topic...For example: What if you found a dinosaur in your backyard and he wanted to have a sleepover or go to school with you? How would you get him ready for bed? On the bus? Etc.

I start it off and then go around the class and each student contributes a sentence. Each sentence is a progressive flow of the story. I go around the class more than once. Once we have completed the story, each child illustrates his/her sentence. Once this has been done, they either write their sentence somewhere on the page or I provide a type written page for them to draw on instead. For example... Davie had a great time skateboarding on the sidewalk as the bus drove down the street. (The student draws a picture of Davie (the dino) on a skateboard with a bus going down the street.) People flocked to their yards, cameras flashing, as they watched me going to school on the back of a dinosaur! (The student illustrates this on a page.)

I compile these into a book and display it."

"I cannot take credit for the original idea (I heard it at a workshop put on by Miriam Trehearne). She told a story of a teacher who to encourage her students to write in a Grade 1 class when she brought in a stuffed cat. My husband found a large Scooby Doo thrown out. I cleaned him up and he sits in my class. He has his own stationary - one set for the kids to write him notes and one set for him to reply. When the children write to him, he writes back. Kids write to him daily and writing to Scooby will become one of my centre activities. The kids have made him a bed, a collar, a food bowl."

"Read the book *Imagine a Day* to your class and then brainstorm and partner share your own 'Imagine a day ...' The students then write their own and illustrate their writing. The book inspires creative ideas and the illustrations are amazing!"

## Writing Tips:

### Write a Journal Entry

Pick one interesting thing to write about. Picture it in your mind before you write. Use words that will help readers picture what happened. Tell why the event was so much fun. Check your spelling and handwriting.

### Write a Thank-You Note

Start the letter with Dear and the name of the person you are thanking.

What are you thanking the person for? Tell what the person did for you.

Tell the person why you are glad that person helped..

### Write a List

A list is a group of words. You do not need to write whole sentences.

Decide what you will have for lunch, for example. Keep it simple!

What do you need to make each part of your lunch? Write each item on the list.

### Write a Description

Think about the place you will describe. Picture it in your mind before you write.

Tell what you can see in the place, what you can hear, and what you can smell, taste, or touch.

Write what makes this place different from other places.

Tell why you like the place so much.

### Write an Explanation

Think of a game you like to play. Explain how to play it. Try to use a word from your spelling list. Decide what game you will explain. Think about what you need to do to play the game. Put the steps in order from first to last.

Use words like first, second, and third to help readers understand the game.



# A Tall Tale Unit

"I do this unit with my grade 2 students. It involves lots of listening (most of the books are pretty difficult for them to read on their own unless they have heard them first), discussions, brainstorming, and writing. I find that it helps them write much more creatively. We really focus on the language of the books and how it makes the story so wonderful. They begin to realize that it's okay to be silly and once they have that freedom and the examples in the stories I read to them, their writing improves immensely.

## Books

I gather as many tall tales as I can find. The school librarian and the public libraries are wonderful. If you aren't asking the librarians for help finding books so often that they know you by name, you are missing out on a huge resource. I'm only going to list a few of my favourites but there are many more out there.

The Bunyans - Audrey Wood      John Henry - Julius Lester      Library Lil - Suzanne Williams  
 Outrageous Bodacious Boliver Boggs - Jo Harper      Swamp Angel - Anne Isaacs  
 Jack and the Whoopee Wind - Mary Calhoun      The Tickle Stories - Jean Van Leeuwen  
 Paul Bunyan - Steven Kellogg      Master Man - Aaron Shepard (Nigerian Tall Tale)  
 Heat Wave - Helen Ketteman      Peg and the Whale - Kenneth Oppel  
 Comes a Wind - Linda Arms White      Three Strong Women: A Tale of Japan

I read them tons and tons of the stories and we focus a lot on the language in them. This is so important - make lists and lists of the interesting/unusual words and phrases in the stories to display in the classroom so the students have easy access to them. It is amazing how quickly the students will begin to incorporate them into their writing. We talk about parts of speech, alliteration, similes, using different words rather than always the same ones ("nice" is not allowed as an adjective!) and much, much more.

## Silly Sentence Flip Books

We make long skinny strip books with 6 little packets of paper stapled on to it which the students can flip up to create silly sentences. I hope I can explain this clearly. The format is as below:

\_\_\_\_\_ I saw a \_\_\_\_\_  
 (when)                      (adjective)              (adjective)              (noun)              (verb)              (prepositional phrase)

Examples: One hot summer day I saw a giant purple table flying under the desk.  
 Last winter I saw a hungry shiny table jumping on the beach.

Prepare a sentence strip for each child. A sentence strip is a long strip of tagboard, approximately 2 or 3" wide by 18 -24" long. Onto it I staple 6 little packets of 5 papers in various colours to match the lists of words we brainstorm (see below). Begin by brainstorming lists of words - one each of adjectives, nouns, verbs, prepositional phrases and "when" phrases (One dark night..., On Tuesday morning..., Late last week..., etc.). I write each list in a different colour pen to help the kids when it is time to make their flip books. For example, I write the "when" list of phrases in green pen and staple small green papers onto the sentence strip, the adjective list in purple pen and staple small purple papers onto the sentence strip etc. This brainstorming usually takes several days - I write the lists and the students brainstorm. Then students record on their papers on the sentence strip their choices of words for each packet. We do one section (colour) at a time so that they don't get mixed up. Once the students have completed the flip book, they have a fabulous time reading them to each other. You can extend it by having them pick one or more sentences and illustrating them to display in the classroom.





### Other Words For "Said":

As you read stories to them, make a chart of other words for "said". Give them a stack of books and let them skim through to find examples that can be added to the chart.

Songs    The Quarter Masters Store      The Unicorn Song (by the Irish Rovers)  
 Boom Boom Ain't It Great to be Crazy      Glory Glory How Peculiar



### Similes

Again, make a chart listing similes from the books you read. Sing "The Quarter Master's Store" and create your own verses. (There were beans, beans, As big as submarines In the store, in the store, There were beans, beans, As big as submarines In the Quarter Master's store)

Give students a list of incomplete similes and ask the students to complete them - brainstorm for as many possibilities as possible for each one. For example:

as blind as a \_\_\_\_\_ as dead as a \_\_\_\_\_ as flat as a \_\_\_\_\_ as hairy as a \_\_\_\_\_  
 He could run like \_\_\_\_\_ It was shining like a \_\_\_\_\_

### Gross Menus

Beg or borrow a restaurant menu or menus and discuss the features with the class. Have the students create a "Gross Menu" using alliteration and adjectives. (This could be a group or partner activity).

1) Choose a restaurant name i.e. "Hungry Harry's Hamburger Haven" or "Sloppy Sally's Soup Kitchen"

2) As a class brainstorm gross foods for different menu sections: Sandwiches, Burgers, Soups, Desserts, etc. I don't allow potty humour. I try to encourage alliteration but for some students it is too challenging.

Sandwiches: Slimy slugs on salty soda bread Tiny turkey toenails on tough toast

3) Do a rough copy including prices

4) Do a good copy - colourful and illustrated, glue to a sheet of construction paper folded to look like a menu.

### Library Lil

Read the book by Suzanne Williams to the class or have your librarian do it. It's a tall tale about - guess what- a librarian. Have the librarian discuss with the class proper book care and some of the things that have really happened to books (going through the wash, little brother ripped it etc.). My librarian even has some examples she keeps to show the kids. When the students come back to class, have them write a tall tale describing what happened to wreck their library book. We start off with lots of talking before we get to the writing. Have them do a Think-Pair-Share or other strategy which gets them all talking and then listening to lots of ideas. Encourage them to be wild and crazy - no brothers, mud puddles or other realistic events allowed. I've had tornadoes, aliens, books that suddenly grew legs and ran away, and all sorts of wonderful crazy things. I often give them a story starter beginning like this:

Dear Mrs. \_\_\_\_\_

I listened carefully to what you said yesterday about how to take care of my books. I was on my way home from school, with my book tucked safely in my plastic bag in my backpack when the most amazing thing happened. You may not believe it, but here's what happened.

### Outrageous Bodacious Boliver Boggs

This is my final activity. I read the book by Jo Harper (several times) about a boy who is always late for school. It goes something like this:

When anything went wrong, Boliver Boggs always had a whopping good excuse. One morning, his teacher said, "Boliver Boggs, you are one hour late. That is outrageous." Boliver Boggs said, "Yes, ma'am, you're plumb right about that. What you say is the pure-d truth, but this morning I came up against an exceptional circumstance." "On with the story, Boliver Boggs" the students cheered..... "That's why I'm late. It's the honest truth, just

as sure as you're breathing." The teacher sighed. The students said, "You're outrageous, you're bodacious, you're whopperiferous, Boliver Boggs."

This happens 3 times through the books, with a terrific ending. So naturally, we have to write our own stories.

I prepare pages for them to fill in the blanks on the repeated parts (the beginning and ending of each day's tale) but they use their own names for "Boliver Boggs" and my name where it says "teacher". Then they write three different tall tales about why they are late (depending on the ability of the child and my time constraints, I might have some do only one or two events). I always type them up (yes, it takes me forever) after editing with them and then we make little hard cover books which the students illustrate, do a title page, an about the author page etc. I have been fortunate that our children's librarian at the public library is wonderful and has allowed us to display the books in the library! Not many grade 2 kids can say they have a book available to browse through at the public library. I always get parent permission before they go to the library and warn the kids that there is a chance that someone might like their book so much that they take it and not return it. It hasn't happened yet but I do need to warn them."

*Heather*

## St. Patricks

"Our K/1 class will have a resident 'leprechaun' that leaves little footprints, leaves notes, loses pieces of clothing and even takes a bath in a toy bathtub (leaving the water green) for the week leading up to St. Patrick's day. The kids love this! They leave notes and traps to catch the little guy. No success yet! The writing that comes from these activities is wonderful. He even leaves a shiny rock with a gold shamrock painted on it with a little poem that goes like this:

Tuck me in bed.  
Turn out the light.  
Lay down your head.  
Sweet dreams tonight.

I have had parents of former students tell me that their children held onto this rock for years after Kindergarten."



"For St. Patrick's Day, we make a Leprechaun Finder! We make 2 outlines of a magnifying glass kind of thing (like a hand held mirror) out of oak tag or green construction paper, and cut them out. Then, before we glue the two pieces together, we place a piece of green cellophane between the two pieces of paper. Then, we recite the poem:"

Leprechaun little,  
Leprechaun green,  
Come on out,  
Where you can be seen!

**Green Day:** The week before St. Patrick's Day, send home a letter letting the parents know that you will have a 'Green Day'. Then on St. Patrick's Day, everyone dresses in green to celebrate.

**Bell Pepper Shamrock Prints:** You will need one half of a green bell pepper for each child. Cut each bell pepper in half and scoop out the seeds. Dip the halves into green paint and press onto paper to make shamrock prints. You can use green paint and a paint brush to make stems.

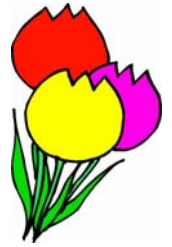
**Make Shamrocks:** Cut out shamrocks of different sizes from green paper. This can be done by cutting hearts and gluing the points together, or by folding paper as you would make a poppy from green paper.

## Spring Art

### Butterflies!

Cut a black chenille stem in half. (You will only use 1 piece for this project) Using water colour paints, paint a coffee filter. Let dry. Fold the black chenille stem in half. Twist the bent end about 1/2" from the bend. Accordion pleat the coffee filter in about 1/2" pleats. Slide the butterfly in-between the black ends of the chenille stem. Twist the black chenille stem above the butterfly to hold it in place. Separate the ends of the black chenille stem. Bend one end of the black chenille stem over about 1/4". Bend again. Repeat with other end. This makes the antennas. Fan out the butterfly's wings. If desired, hang with yarn or fishing line to make a mobile as described above.

or....Fold a piece of white construction paper in half. Open it up again and drop spoonfuls of 'Spring' coloured tempera to one side of the paper. Close the paper and squish! Open it up and you have a symmetrical design. When dry cut out to make a butterfly.



### Plum Trees

"My favourite spring art project is Japanese Plum Trees. We have hundreds of them here in Victoria (all over the island and mainland, too). They are pink and absolutely beautiful. There are different variations on this project, but my favourite is to have the kids paint a tree trunk, using brown paint, on black or dark blue construction paper (practice this first on scrap paper so their trees look natural. We usually go outside and look at our plum trees first). Then when the paint has dried glue on the pink blossoms, using either cotton balls that you shake in powdered pink tempera paint, or pink popcorn."

### April Showers

"This week we got sick of the gloomy weather and decorated our big picture window. We made a huge umbrella that the kids decorated collage style, then cut out hundreds of raindrops and taped it all to the window. Then in another window, we made flowers (glue a bunch of cut out petals to a circle and throw on a stem) and hung those up too."

"One year the art teacher had the kids do a "It's Raining Cats and Dogs" bulletin board. Funny!"

### Kites

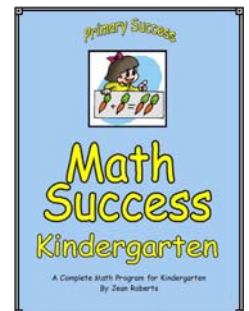
"I made kites with my class. We folded paper to make the shape, and the students decorated the kites. Then I gave them long strips of paper for the tails, and they made bows by twisting pieces of crepe paper and taping them onto the tail. When I put them up, I stapled the top and then pulled them out a bit and stapled them so they look as if they are flying. They were very effective!"

## 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!

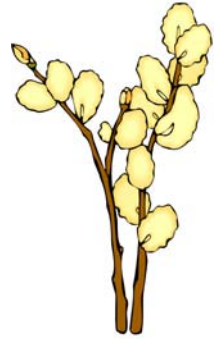
*"I have been teaching for 14 years and have never had a group of Grade Twos come this far in Math ever. I totally love this program!"*



## More Spring Art

### Pussywillows

"When the first pussywillows arrive at school we always make fingerprint pictures of them. We cut tall vases from folded wall paper. Glue them on tall paper (9 x 18). Draw 4-5 stems that reach up high. After we look closely at the real pussywillows we press ONE finger to a black stamp pad. Use fingerprints to make the buds up each stem. They look fuzzy if the ink pad isn't too wet."



### Popcorn Flowers

"Pop popcorn. Put handfuls of popcorn in a plastic bag and add pink powdered tempura paint. Shake well to distribute paint all over the popcorn. Cut stems and leaves out of green construction paper and glue them to a background. Glue on the coloured popcorn to make spring flowers. Or.....Draw a tree with brown crayon or paint and add the pink blossoms."

I looked out the window and what did I see?  
Popcorn popping on the apricot tree!  
Spring had brought me such a nice surprise,  
Blossoms popping right before my eyes!



### Rain

Drip, drop, splash.

Drip, drop, splash.

Drip, drop, splash went the rain all day.

It dripped from \_\_\_\_\_.

It dropped from \_\_\_\_\_.

It splashed from \_\_\_\_\_.

Drip, drop, Splash!

Use coffee filters on pipe cleaners  
for umbrellas.



### March

The March wind blows  
Winter away  
And sweeps the streets  
From day to day.

March brings surprises  
First, the day's hot,  
Then it starts snowing,  
Likely as not.

Hurry, March wind,  
Hurry along.  
We like to hear you  
Sing your song.

## Primary Success Publications Art Books

### Art Through the Year

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

### Successful Art Lessons

This 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.



# Multiplication

## A Math Tip

"I teach Grade one and every morning we have Math first. One of the required skills is counting by rote .. starting from variety of starting points and using a variety of 'by'. Counting by ones, by twos, by tens.

We do morning exercises and count (loudly). First by ones to 100 (we march, then change up the exercise at every group of 10). We count by 10's (leg lifts work well). We punch the air, using the nastiest face we can. Hard not to laugh when the teacher is doing it too.

If we ever miss this (because of assemblies or whatever), my children really notice. They are fully awake after our morning exercises."

## A tally poem:

1,2,3,4, number 5 shuts the door

6,7,8,9, number 10 draws the line.

## Subtraction to 18 - The math ladder

This a different way to look at subtraction.

I have taught it as this:  $15 - 8 = (10 + 5) - 8 = (10 - 8) + 5 = 2 + 5 = 7$  The following is another way to find the difference, and makes an easy 'trick' for the kids to use.

"If the problem was  $15 - 8$ : draw a ladder with 3 rungs. The bottom rung would be labelled 8, the middle 10 and the top 15.

The children know that it is 2 steps from 8 to 10, and 5 steps from 10 to 15, so  $2 + 5 = 7$ .

One more:  $12 - 7$  .... bottom step 7, middle step 10, top step 12      $3 + 2 = 5$

The key is building off the steps from 10 which they knew. It really works and easily transfers to a mental strategy."

## Rounding Numbers

Mark the place and look to the right.

Four or less are out of sight.

Five and up will buy one more

Before they too are out the door.

In those empty right-hand spaces,

Zeros keep the proper places.



## Odd and Even

If you're an even number, You always have a pair. So if you look around, Your buddy will be there.

But ...

If you're an odd number, You'll be a lonely one. You may look for your buddy, But you're the only one.

## Successful PE

This 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. See samples on the website.

# Subtraction With Regrouping

## A Beginning Lesson:

"Give the students \$10 bills and loonies (photocopy real ones and then make them about 1/2 the size). Each child needs ten \$10 bills and twenty loonies.

Have them put the bills and loonies in piles in the corner of the desk. This is the bank. Hand out tens / ones chart (simply photocopied on paper or have them draw it).

Using their money, have them put two 10s and three 1s on their chart and ask them for the total (\$23). The teacher writes this number in the tens and ones column on the board as the students place the money on their charts.

tens	ones
1	1
1	1
	1

Ask them to take away \$4. Can they do it? Do they have enough money? Is there a problem? They will have to exchange one of their \$10 bills for ten loonies first. Tell them that you're going to keep track of the numbers on the board. The teacher crosses out the old numbers and writes the new numbers as the students discuss the exchange. Ask them how many \$10 bills they now have once they have exchanged them? (1) How many ones? (10 new + 3 old = 13.) Ask them to count up this money. Do you still have \$23? Is it still the same amount that you started with? How is it different? (Same amount of money, the types of bills are different.) Now can you take away four \$4? How many 1s do you have left? (No recording is done at this point.) After lots of practice with the steps above, put the following problem on the board.



Have them use manipulatives to solve it while you do the work on the board. Have them say, 'I have two \$1s. Can I take away 7? What can I do?'

Or.....You can draw a rectangle with a roof around each of the columns so they look like townhouses. Say, "I'll have to go to my neighbour to see if he has some money to borrow. Have them actually knock on their desks to knock on their neighbours' doors. Have them say, 'Neighbour, do you have some \$1s I can borrow?' The neighbour answers, 'I only have tens, but you may have one of them.' The \$1s answers, 'Thank you, I'll take it. I'll go to the bank and exchange your \$10 for ten \$1s. (Teacher crosses out the 3 as the students change the one \$10 over to loonies (ones). Ask the students how many \$10s are left, and then write a 2 above the 3. Next the students go to their 'bank' (left over money) and exchange the \$10 for \$1s. Teacher crosses out the 2 and asks the class, 'How many \$1s do you have now, you had 2 and you just added 10 more?' Teacher writes 12 above the 2. Now can we subtract the ones? (Yes) How much is left? (5) (Teacher records on the board.) What is left when we subtract the tens? (2) Teacher records on the board.

Next have them use manipulatives along with paper and pencil as they solve problems that you put on the board. (This is an important step.) They should knock on the door and say the conversations above aloud. After much practice with manipulatives along with paper and pencil, have them solve problems only using paper and pencil and the conversations including the knocking on the door. Saying 'I have' really helps them to remember that they may need to sometimes borrow (or regroup).

I also stress crossing out the tens column before crossing out the ones column. (So many kids forget this!) I explain that it's impossible to take something from someone unless they give it to you first.

It seems like a long process, but if you build the foundation first, they will remember it longer. Also, when they progress to subtracting fractions in later grades and they need to borrow, the concept will have already been learned."

You can say, "Bigger bottom, better borrow!"

$$\begin{array}{r} 32 \\ -7 \\ \hline \end{array}$$



# Easter

"My favourite Easter art project is making paper mache eggs. Ahead of time make rings for stands (stiff paper or one year I cut old ice cream buckets into rings and stapled them closed. Because they were plastic they lasted for several years.) Blow up balloons into an egg shape. Tape the knot down as flat as you can. Paper mache the first layer with any paper (I use newsprint). Narrow torn strips mold over the balloon best. Smooth the paper, place in the stand and let dry. Cover the egg with another layer of paper. This layer should be paper that is plain or the print/designs might show through on the final product (I use paper towels). Dry. Paint the egg one colour. Dry. Decorate the egg with other bright colours and designs. Dry. An adult then cuts an opening (I make it zigzagged, like it cracked). The opening needs to be large enough for the child's hand to fit inside. Each child fills the bottom of the egg with Easter grass. Just before they go home I put in candy. \*\*Remember to crisscross the layers of paper when applying them on the balloon."

"This is a quick and easy Easter activity: Make a heart (brown, white, black or grey). Turn it upside down (the point is up) Add long ears and draw on a rabbit face. Cut out thin strips for whiskers and glue on.(or draw on the whiskers) These can be made big for the wall or small to glue onto the front of a card."

"I usually dye eggs as a center during art and I have another activity such as a cut and paste or a colouring page that doesn't require my time. I also always try to have one more adult in the room with me. If the children are drawing designs, I have them do that at their desk and then I call up groups at a time to dye their eggs. I also buy a few sets of dye so that I have at least 2 of each colour. For drying eggs I collect empty egg cartons so that each student has a half of one. These are great for having the kids carry them home. I let each child do up to 4 eggs, but only one at a time. So once everyone has one egg done, then they start on egg 2. Some of them choose to colour with wax crayon or markers on one of the eggs."

"You may be surprised how many of your children don't dye eggs at home, so it is an important school project for Easter. I buy and boil the eggs myself, so I know what I have and there are less accidents.

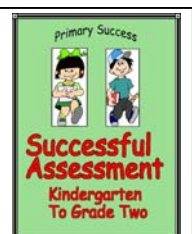
"I let them write their name and draw a picture or design in crayon first. Then I have 2 kids come to a table with me (or another adult helper) as they do the egg dye. I use food colouring but you can also use the tablets that are meant for colouring eggs. I like to lay coffee filters on the table surface (on top of plain paper). All the drips get on the filters and these can be used as butterflies or flowers later on or even after Easter."

You can take a small brown lunch sack and roll it from the top all the way down and it makes a perfect bird's nest. You can have the children go outside and collect twigs, grass, etc., to put in their nests. You can also put in Easter grass and jelly beans and put on a pipe cleaner handle to use it as a little Easter basket. This turns out really cute!



## 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

## Keyboarding

Teach your children to type! Our kids today are very good on a computer - they use a mouse well and understand how to find things and play games. The one thing they don't know is typing - and this is perhaps the most useful thing they can learn. And..... they must learn to do it correctly.

Use a keyboarding program that teaches the correct method. Then, like all things, the students need lots of practice. Use a paper diagram of a keyboard or old keyboards that are not hooked up to anything for practice - plus the computers in your classroom and the computer lab.

Have your students print out their spelling words, a simple sentence or some other short exercise each day, gradually increasing the amount. Grade Twos can do this and Grade Threes should be able to type several sentences quickly if they become familiar with the placement of the keys. It's fun, too!

## Sing, Sing, Sing!

A personal story..... I can't sing. I can't carry a tune in a bucket. I sound like some of those odd people at the beginning of American Idol. Luckily, I know this! Once when we were doing a Christmas concert I tried recording a song for my class and the children all laughed when I played it and even I could tell how bad it was.

But - I loved teaching music. I had a collection of recorded music and every day the class sang to these. We went over the words until they were memorized. The results of singing every day are quite remarkable. The class began to sing really well - reasonably on key and rhythm. They always loved to sing, and you know you have succeeded when you hear the children humming the melodies or singing together in groups on the playground or as they are coming into class. I remember taking the class on bus trips, and they were able to sing the whole way - happily engaged in this - boys and girls.

I made charts of all the songs they learned, and they would go to the chart to review all their favourites. I taught all the old favourite songs - "I've Been Working on the Railroad", "Clementine" and dozens more. Different classes had special favourites - one liked the 'Three Bears Rap' and another loved 'Country Roads' (an odd choice - and they liked to sing it with a western twang and stretch out the vowels!)



## Popular Primary Success Resources!

### Read Through the Year - Emergent Level - Kindergarten

There are more than 50 little books to photocopy for your emergent readers. These are suitable for Kindergarten and beginning 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.

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

#### Successful Science Lessons - Grade One

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. Initial reviews have been very positive! Samples are on the website.

#### Successful Social Studies - Grade One

This great resource gives specific lesson plans for an entire year of Social Studies. It follows the curriculum expectations in all the provinces, with special emphasis on the child's world - the classroom, school and community, expanding outwards with understanding of interdependency, relationships and responsibilities. Beginning map skills are included.



## 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.eduplace.com/tales/>

Your better readers will love putting their own words into a story and having it come back as a "Wacky Tale"! They need to understand the parts of speech and how to spell the words they need. This is lots of fun!

<http://www.urbanext.uiuc.edu/firstgarden/index.html>

A program for teaching planting of seeds. It is well done - it says for Grade 4 but lots of it is suitable for Grade 2s and 3s.

<http://familycrafts.about.com/library/weekly/aa032000a.htm>

This site provides ideas and activities for making decorated eggs, egg crafts, egg games, and eggs to print and colour. . . There are 5 pages, so enjoy lots of good ideas!

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