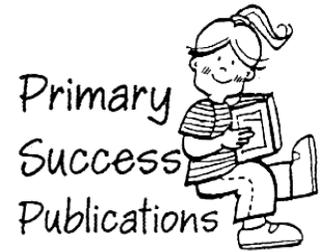


The Primary Success Notebook



From Primary Success Publications Issue #47 May 2013

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It's Marvelous May!



I love May! Finally I can get out in the garden and play in the soil with wonderful new plants. I always spend far too much at the garden centres at this time of year - but it is such a pleasure.

May is a lovely month at school, too! You can finally have P.E. outdoors, and may even have days when the students can take books out to read.

Have hunts for a variety of insects, and study the different types. You may find cocoons that will hatch into lovely butterflies. Let your students watch the industry of tiny ants, and they can read about them and write stories, too.

Begin to think about the end of the year and what you want to accomplish at that time. The days go by so swiftly - it will be here before you realize it!

Jean

About Primary Success

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, P.E. 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.



Developing Reading Fluency

Some children will enter Grade Two reading fluently, but in most cases this desirable result will appear during this year. Children who are not reading fairly fluently by the end of Grade Two will have great difficulty with the work in the third grade.

What is fluent reading?

Children need to be able to decode and recognize words without conscious thought. They must have instant automatic recall of at least 95% of the words in the reading material. But fluency is more than that. The child needs to be able to look ahead so that he can put words into meaningful phrases and word groups so that the text flows. The instant recall of 250 to 300 basic words make up the foundation of fluent reading, and decoding skills are necessary to add additional words to this base. Many districts say that a child should be reading at least 80 words per minute by the end of Grade Two.

Why is fluency important?

Without the instant word recall and correct phrasing the text is just a tangle of words. If the reading is halting and choppy, much of the comprehension will be lost. Fluency allows readers to focus on the meaning in text.

How can we develop fluency?

1. Read suitable material. Make sure the child is reading material at his independent reading level. If the child knows 95% or more of the words the material is at the independent level. Teach new words and skills at the 90 to 95% word recall level. Below 90% the material will be frustrating to the child.
2. Teach the missing vocabulary. If the child is not yet able to recognize the basic words, they must be taught and then practiced.
3. Model fluent reading. In order to read fluently, students must first hear and understand what fluent reading sounds like. From there, they will be more likely to transfer those experiences into their own reading. Read aloud to them, often and with expression. Following a read-aloud session, ask your students: 'After listening to how I read, can you tell me what I did that is like what good readers do?'
4. Do repeated readings. Have the students practice reading short passages aloud, repeating several times until it is fluent. Model the passage, if necessary. Discuss reading behaviours such as phrasing (the ability to read several associated words together in one breath), rate (the speed at which we read), intonation (the emphasis we give to particular words or phrases) and expression. Ask the student to do 'echo reading' in which you read a sentence and the student repeats the line back to you. You can do this with a small group as well as individually.
5. Promote phrased reading. Fluency involves reading phrases seamlessly, as opposed to word by word. Show students how good readers cluster portions of text rather than saying each word separately. Make sentence strips with phrases and have students read the phrases together.



6. Oral reading practice: Give your non-fluent readers a chance to oral read each day. The more time you can provide, the more useful the strategy. Have the child read to you, and then to other adults for as much time as can be provided.

7. Whole word error correction is found to be more effective than phonetic prompts to encourage fluency. Re-read the sentence.

8. Neurological impress: Read a story aloud simultaneously. As above, make sure the passage is at the child's independent reading level. Sit slightly behind the student holding the book in front of the child so that you speak toward his dominant ear. Read together in 'one voice' with the teacher moving along the line of print. The passage should be read slightly beyond the student's normal rate so attention is paid to whole words, phrases and sentences.

9. Listening to the teacher read a passage and then having the child read will help.

10. Do reader's theatre

Because reader's theatre is an oral performance of a script, it is one of the best ways to promote fluency. In the exercise, meaning is conveyed through expression and intonation. The children do not memorize the script. Give each student a copy of the script, and read it aloud as you would any other piece of literature. After your read-aloud, do an echo read and a choral read of the script to involve the entire class. Once the class has had enough practice, choose students to read the various parts. You can put together a few simple props and costumes, and invite other classes to attend the performance. Have the readers stand, or sit on stools, in front of the room and face the audience.

11. Practice! The best way to promote fluency is through extensive practice. Once the basic skills of word recognition and decoding are in place, practice is necessary. The more practice, the sooner the fluency will appear.

Fluency develops gradually over considerable time with much practice. At the earliest stage of reading development, students' oral reading is slow and laboured because students are just learning to attach sounds to letters and to blend letter sounds into recognizable words. Even when students recognize many words automatically, their oral reading still may be stilted. To read with expression, readers must be able to divide the text into meaningful chunks. The eye must be able to take in words that are ahead.

A recent large-scale study found a close relationship between fluency and reading comprehension. Students who scored lower on measures of fluency also scored lower on measures of comprehension, suggesting that fluency is a neglected reading skill in many classrooms, affecting many students' reading comprehension.

Researchers have investigated two major instructional approaches related to fluency. First, repeated and monitored oral reading (commonly called 'repeated reading'), students read passages aloud several times and received guidance and feedback from the teacher. In the second approach, independent silent reading, students are encouraged to read extensively on their own. Key findings from the research on fluency instruction include the following conclusions that are of particular interest and value to classroom teachers.

Repeated and monitored oral reading improves reading fluency and overall reading achievement.

Students who read and reread passages orally as they receive guidance and/or feedback become better readers. Repeated oral reading substantially improves word recognition, speed, and accuracy as well as fluency. To a lesser but still considerable extent, repeated oral reading also improves reading comprehension.



Heather's Tips

A B.C. teacher shared her favourite tips.....

So many of my favourite tips have come from Primary Success - it feels like everyone must already know them. But here we go:

1. Give every student a number (i.e. 1 - 23) at the beginning of the year. I go in alphabetical order. I use this number to identify their communication folders, their section of my work sample folder collection, my anecdotal note binder, etc. I make sure the kids know them and we practice lining up "in our order". For a fieldtrip or fire drill it is easy to see who is missing - I just get them to number off. It doesn't take long to memorize their numbers (longer for me than for them) and they can tell me "Johnny is missing".

2. Use a yellow highlighter pen to mark my "original" of any sheet I don't want to accidentally hand out to the class. I usually just make a few wavy lines and if the kids get it they say "I can't use this. It has yellow all over it" and I gratefully take it back.

3. Class parties - I do 3 per year - usually Halloween, Valentines and either Christmas or a year end. I divide the class into 3 groups (one per party). I assign each child to bring either a "healthy snack" (fruits, veggies, crackers, sausage, etc.) "sweet snack" (cookies, cupcakes), one child to bring some chips/cheezies, and maybe one to bring a few juice tetra packs. I always supply juice and cups. This way I don't get too much food, parents know they only have to help out once, and I keep a balance of what we get for food.

4. Gym games - We were taught "Everybody's it tag" recently. That's all - just everybody is it. They run around like crazy, trying to tag everyone. I usually tell them to either keep track of the number of people they tagged, or the number of times they are tagged. We only play for about 10 minutes (with a break in the middle to see how many times they've been tagged) but they love it.



With the new DPA (Daily Physical Activity) requirements here in BC, I've been trying to get my kids outside for a bit of extra exercise at least once a day. Their favourite activity is "Follow the Leader". It started one day as I was trying to kill a few minutes and I lead them up, over and through the playground equipment. They thought it was quite funny to see the teacher climb the ladder and go down the slide and over the rock wall. Now I divide them into groups of 3 and let them loose. Every few minutes I blow my whistle and yell "New leader" and the original leader goes to the back of the line and someone new takes over. I try to highlight interesting moves I see them doing ("I see Olivia walking backward", or "I see Jason doing two foot jumps") and then others start.

At our school we have the volleyball nets up 2 days a week during volleyball season. We do a lot of throwing and catching exercises (over the net, under the net), we get out the badminton rackets and balls and scoops.

"Bean bag war" - divide the gym into two sides using a line down the middle. Divide the class in two teams. Toss bean bags (or playground balls) out to both sides. Start throwing (we do underhand only with beanbags). If you get hit, instead of going out, you just change teams. No one is ever sitting and if one team is looking dangerously low in numbers I join in!

5. Class management - I divide my class into 5 groups at the beginning of the year. The job chart includes: couriers (hand things out and collect them for me), custodians (use the brooms/dustpans I have to sweep up the worst of our mess, check the recycling containers, clean the brushes), movers (stack chairs) and librarians (tidy the book shelves). Each group is assigned a task for the week, the fifth group is "off duty" unless I need extra helpers.

6. I have a coffee cup with popsicle sticks in it. Each child's name is on a stick. Also, grade 2s have a red dot, grade 3s don't. If I want to randomly call on students I use the jar. If I want to partner students up, I use the jar. If I need to have 5 kids come up at a time to get supplies, I use the jar. Basically, anytime you want to keep the kids on their toes or make sure you are picking fairly - use the jar.

7. Spelling - try to set any "doozer" words you can (especially for the grade ones and twos) to a song. Anything with 5 letters can be sung to "Bingo". "Because" can be sung to "twinkle twinkle". *(See the November - December issue! J)* Jean, you remember the story about L.D. to spell "would, could, should", don't you? *(If I remember correctly, it went something like this: Are you called by a different name when you are in trouble with your mother? A little boy named Larry was - when he was in trouble his mother called him by his first and middle names, Larry Dean or his initials, LD. He sometimes didn't come right away when he was called, and when he did come mother would stand at the door and say, "Oh you, LD!")*

8. The best stories I get from my students have always been as a take off of a well known, favourite book. This year we had BC author Linda Bailey talk to the kids and read her "Stanley" the dog stories to them. Then she challenged the kids to write their own. Because they knew the character so well, they were able to write amazing stories.

I Love to Read!

"We are planning 'I love to read' month and 'Grade Ones are Driven to Read'. We bought race car party decorations, black and white check paper, made computer graphic race cars with our class names on them, little flags to chart the kilometres, gas pumps to record the number of books read. The kids add a gas pump for every 50 books read and move their car ahead 50 km. Our goal is to read 1000 books and then celebrate with pizza. (Last month we read 1600 books in 2 weeks - and celebrated with ice cream courtesy of our principal.)"

"May is always our reading month, too. We decorate our doors and have a door contest and DEAR (Drop Everything And Read) every day. We set up teams of mixed grades and they have a goal of a certain number of books, then the administration has to do something neat if the school reaches its goal."

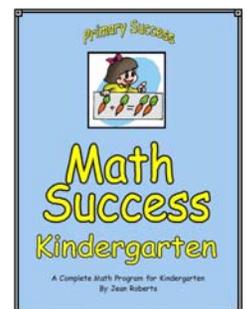
"Each year my school does some sort of Home Reading Program. This year, we have changed it and I really like what we're doing. Each classroom is challenged to read 1000 books in a 1 month period. Each child will get a recording sheet for the week and fill in all of the books they've read at home. I will keep track of the books we read in class, including what we read during Guided Reading.

The classrooms that achieve this get attention on a bulletin board by the office."

The Math Success Program

Primary Success 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!



Writing Fiction

"I used to just let my kiddies write fictional stories without any structure - and the results were often long and poorly done - and very few students ever 'finished' the stories and came to a sensible end. Now that I discuss the parts of a story and have them make an outline first, the stories have improved a great deal."

"I have the children identify the beginning, middle and end of a story and we write it up on chart paper. You can do this as a group and/or you can have the kids do it in pairs and then compare. Then step into doing it on their own with their own stories. I tell them that the beginning should describe the characters, setting, and what is happening in the story. The middle should be a problem or a change in the story. The ending needs to be a solution or tie things up. You can really see the difference in their writing when you help to map it out like this!"

"I usually point out beginning, middle, end in literature that I read to the students and literature that they are reading. I also model beginning, middle, end in stories that I write on the board and share with the class. Next, I invite the class to share the pen and make up beginning, middle, end stories as a whole class or in small groups. When I feel they are ready to tackle this project on their own, I have them write the beginning, middle, and end of a story on three separate pieces of paper."

"I usually will have them write a hamburger story, where the top bun is the beginning, the cheese, meat, and lettuce are the three juicy details (middle) and the bottom bun is the end. I will draw this on the chalkboard and discuss it first and then I will give the children a piece of the hamburger at a time to complete their story. They can also add more details in the middle - mayonnaise, mustard, ketchup, mushrooms, etc.!"

"I have used The Important Book and talked about the beginning and end of each page and the details in between that describe. Then the fun part, we relay that back to a double stuff Oreo. The chocolate cookies are the beginning and the end and the creme is the best part...all the sweet details. Finally, we eat one of those delicious cookies! This helps for future reference when we key into their long term memory with the vision of that yummy Oreo!"



Writing Prompts for May

After school today I'm going to If I were a butterfly..... To plant a garden, you
 Sunshine makes me feel If I were the teacher My favourite vegetable is
 If I were a pilot I knew the seed was magic when Homework is
 Mothers are My mom is special because It would be fun to live
 I knew I was lost when The best time of day is If I were magic
 I didn't mean to do One thing I'd like to do someday is The worst day ever was

Successful Science Lessons - Kindergarten, Grade One and Grade Two

These books have great sequential lesson plans that will spice up your science program! Each book covers more than the provincial curriculum, and the lessons are simple to teach and effective. Both you and your students will enjoy them, and you will find yourself doing many more science lessons through the year. The Kindergarten book is \$39.95 (\$29.95 by e-mail), and the Grade One and Two books are \$44.95 each (\$29.95 by e-mail).

Math

Multiplication Rhymes

- 4x4 A 4 by 4 is a mean machine I'm gonna get one, when I'm 16. $4 \times 4 = 16$
 6x6 Six cold 6 packs Thirsty chicks will have for snacks. $6 \times 6 = 36$
 7x7 7x7 made with lines Bend 'em up and down to make 49. $7 \times 7 = 49$
 8x8 I 'ate' (8) times 'ate' (8) and fell on the floor. Couldn't get up 'till I was 64.
 $8 \times 8 = 64$
 4x6 4x6 I'm hatching baby chicks Oooops! I dropped them on the floor.
 Would have been "eggs-actly" 24! $4 \times 6 = 24$
 7x4 The animals are coming 7x4 Better open the gate There's 28! $7 \times 4 = 28$
 4x8 4x8 Clean your plate. I ate the 'goo' Now I'm thirsty-too! (32) $4 \times 8 = 32$
 6x7 Happy Birthday to Kevin He's 6x7 He blew and blew 'Cause he's 42. $6 \times 7 = 42$
 7x8 7 packs of gum Each with 8 sticks. Open up, Big Mouth, Can you chew all 56? $7 \times 8 = 56$
 6x8 Flight 6x8! Don't be late! Leaving at gate 48. $6 \times 8 = 48$



Multiplication

"I saw a teacher doing a really great activity. She gave each child about 3 cards to place in front of them. They lined up on both sides of the teacher, sitting on the floor with their cards. The teacher sat in a chair at the front of them with an eraser on each side of her chair. She had multiplication cards in her hand and when she would hold one up, the student with the correct number on his or her card on each side runs up to get the eraser. The first person on each side with the correct number gets a point for his or her team. The kids really seemed to enjoy it! This can be played with addition and subtraction facts, too."

"We play circles and stars for early multiplication skills. Have each student make a booklet - fold notebook paper into 4ths and staple in the corner - cut folded edges. Pair students, give them 1 die, a pencil, and their booklets. To play - roll die - draw that number of circles. Roll again - draw that many stars in the circles. Write the problem and answer on the bottom of the page. Then the other student takes a turn. Keep score and the highest wins. e.g. If you first roll 2, you draw 2 circles. For the second roll - if you roll 3, you draw *** in each circle. You write $2 \times 3 = 6$ at the bottom. The score is 6."

"To help the children remember what the multiplication question means, they say '3 x 4' as '3 4's' with the emphasis on the '4'. So they make 4's..... XXXX XXXX XXXX They count the fours by touching each group and saying, "One 4, 2 fours, 3 fours". Then they do the same thing by changing it into an addition question: $4 + 4 + 4$. There are 3 4's, or $3 \times 4 = 12$."

"I take the multiples of 3 up to 3×12 and sing it to the tune of 'Row, Row, Row Your Boat' - for example:

- 3, 6, 9, 12 for Row, Row, Row your boat
 15, 18- gently down the stream
 21, 24, 27, 30- merrily, merrily, merrily
 33, 36- life is but a dream



For the fours I do the same thing to 'You are my Sunshine'.

Mother's Day

"I saw a bouquet of flowers made by tracing and cutting out children's hands on brightly coloured paper and rolling them loosely into sort of cone shapes, tighter at bottom and fastened to green pipe cleaners, the fingers forming the petals."

"I always have a Mother's Day Tea. I ask the mothers to come at 1:30 and the students are little gentlemen and ladies. The moms sit in their child's chair as we wait for all the moms to arrive. We start a short program at about 1:40. We sing a few favorite class songs, recite several poems, and each child reads something they wrote themselves to their moms. We then give our moms a small gift that we made. Next the kids serve their moms cookies and lemonade or ice tea. Kids and moms sit and chat for a short time. It's all over at around 2:10 p.m. I usually serve cookies, lemonade and iced tea. On the hallway bulletin board I have the kids draw a portrait of their moms. I also have them write their mom's first name on a card and attach it to the picture with no corrections. It's fun to look at the board and try to figure out who's who. The pictures always come out adorably."



"Our Mothers Day Tea is a huge (and expensive) ordeal but it is wonderful. Each child has a part or two and there are songs and whole class poems. We start with the history of Mother's Day - there are many parts. During one part of this the children give each mom a carnation. We have a few whole class songs, and whole class poems and then some poems that are in parts that a small group of children recite. All by memory. Some poems can have props and movements. The children serve their moms snacks and then they can go home with mom for the rest of the day (which is nice since it takes that long to clean up)! We transform the room into a Mother Wonderland - in other words, it barely looks like a classroom. We do many projects. A book in the computer lab, place cards and place mats. We decorate our boards with written work about mom...the list goes on and on. We make programs, somewhat formal invitations. The whole thing is about an hour."

Mother's Day Flowers

Have the students colour coffee filters with markers. They do not have to be coloured in completely. Mist the filters with water and the colours will bleed together. When dry, gather the filter at the center and twist on a pipe cleaner for the stem. Leaves can be cut from green construction paper and threaded onto the stem. One leaf could say 'Happy Mother's Day' or 'I love you because...' and have the student complete the sentence. You could also have each student make 3 of these flowers, then cut out a photocopied vase and decorate it. Glue the sides and bottom of the vase onto a contrasting piece of construction paper and slide the 3 flowers into the top of it. Glue the flower stems down.

The Homework Calendars are now ready for the 2013-2014 year!

Schools across Canada are using this great resource. The children take a photocopied page home each month and the calendar gives them an interesting educational activity to do each day, suitable for the grade. This gives the children homework to do, but there is no preparation or marking for the busy teacher. Parents and teachers love them! With the Homework Calendar set there is another set of blank calendars for the next school year that you can send home to remind parents of special days and events.

Homework Calendars are available for Kindergarten, Grade 1, Grade 2 and Grade 3.

Price for the hard copy booklet: \$12.95 for each grade level

Also available in PDF format and sent by e-mail \$9.95 for each grade level.

If you are not familiar with these, e-mail Primary Success and we will send you this year's calendars which you can use for the rest of this school year - free of charge.

Spring Into Summer Art

They can paint and cut out tulips...soooo easy. Paint the side of the arm green and press it down 3 time...v shape for the leaves and then in the middle for the stem. Then paint one hand a tulip color and press to the top of the greenery with the fingers and thumb held close together. When they are dry they can cut around them and tape to the door. Messy, but cute!"

"I did a lesson on the French painter, Georges Seurat, who used dots to paint pictures. This is called pointillism. We looked at the pictures and then painted a picture using that style. They came out really nice. You could have them do spring pictures using that style."

Make a Spring bulletin board: Two - Four - Six - Eight, Meet Me At The Garden Gate! Of course, you'd have to have a garden scene depicted on your bulletin board. Incorporate birds and bird houses, flowers, wheelbarrows, watering cans, bees and a hive, garden tools, butterflies, ladybugs, etc. This would go really well with a Peter Rabbit garden as well.

Big Flowers

Make a big colourful mural for Spring! Give each child a piece of 11 x 17 photocopy paper. Fold up one corner and trim to make the paper 11 inches square. They draw a circle about the size of their palm in the centre of the paper. Then they draw large petals around this flower centre to fill the whole paper. Paint the flowers with bright spring colours. Try painting with fingerpaint and a finger! When the flower is dry, cut it out and glue onto a mural. Blue butcher paper (like a blue sky) is a good choice. Then paint the stems and leaves. Add some butterflies or bees on the flowers, too!



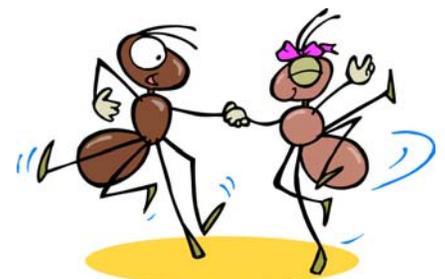
Or finger-paint large paper with one flower colour, or two analogous colours (colours next to one another on the colour wheel: red - orange, blue - purple, yellow - orange, etc.) Don't mix the colours too much. When the paper is dry, draw huge flowers on the back of the paper. When you are pleased with the drawings, cut them out. Finger-paint paper in two shades of green, too, and draw and cut out leaves and stems. This makes a lovely colourful mural! You can use the yellow finger-painted paper to cut out flower centres, too.

This is another finger-painting project to make big flowers. Use a variety of colours, as above, or one colour only. Have the children use the finger tips to make large spiral swirls on the paper, starting in the centre of the paper. When they are dry, cut out following the largest swirl in a big oval. These look like camellias or roses.

Give each child a 10 cm. circle. Have them draw their faces on the circle, or use a photo. Then they trace 5 or 6 hands from brightly coloured construction paper and cut them out. Glue the hands behind the circle for flower petals. These make a great bulletin board for Spring, or can be sent home as Mother's Day gifts.

Ant-ics

"This makes a wonderful bulletin board for summer. Use a red and white check tablecloth (like a picnic table), put up children's work and put ants around the samples. The bulletin board could say 'Ant-icipating Awesome Learning' or 'Our Learning Ant-ics.'"



Victoria Day

Queen Victoria's birthday has been celebrated in Canada since the beginning of her reign. It is also called 'Commonwealth Day', the day we celebrate being part of the Commonwealth of Nations, or, as used to be called, the British Commonwealth.. Explain the nations that make up the Commonwealth and talk about who Victoria was. (This is especially appropriate for BC kids, with Victoria our provincial capital.)

Make badges to wear with the maple leaf.

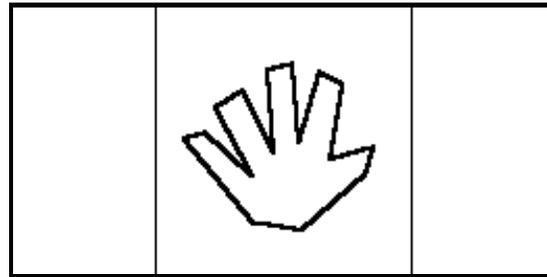
Practice singing 'Oh Canada' and learn all the words.

Learn that Canada is our country and the names of all the provinces.



Queen Elizabeth is head of the Commonwealth.
Learn about the Queen and her long reign.

Learn about Canada and the Canadian flag. Make a flag with a hand-print for the maple leaf, or find a leaf and trace it on the flag.



Popular Primary Success Resources!

Read Through the Year - Emergent Level - Kindergarten

There are more than 50 little books to photocopy for your emergent readers. These are suitable for Kindergarten and beginning First Grade students. Most of the books are predictable or can be read through picture cues. There are many holiday and seasonal books, alphabet and number books, books about the children's daily lives, and there are books to go with your themes, too! There is a teacher's guide and a worksheet or exercise to accompany each book. The children can all have the same book to read, and then take them home to share with the parents.

Read Through the Year - Early Reading Level - Grade One

This binder also contains more than 50 little books to photocopy with your students. There are many holiday and seasonal books, books about the children's daily lives, favorite fairy tales, interesting stories and books to go with your themes. These books are perfect for your Guided Reading lessons. The children can all have the same book to read, and this is an inexpensive way to expand your library of guided reading material.

Successful P.E.

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.

Odds and Ends

"My daughter's grade two teacher taught punctuation by dressing in character. For example, one day she dressed up as 'Mr. Exclaimo!!!!' who taught exclamation points by exclaiming dramatically over everything! The next day, the teacher was 'Professor Question.' She was dressed up as Sherlock Holmes, magnifying glass and all, acting like a detective and asking many questions! She stayed in character for the whole writing lesson. You can imagine how much fun the class had and how well they learned punctuation!"

Nails in the Fence

This is similar to the 'wrinkled heart' concept.

There once was a little boy who had a bad temper. His father gave him a bag of nails and told him that every time he lost his temper, he must hammer a nail into the back of the fence.

The first day the boy had driven 37 nails into the fence. Over the next few weeks, as he learned to control his anger, the number of nails hammered daily gradually dwindled down. He discovered it was easier to hold his temper than to drive those nails into the fence. Finally the day came when the boy didn't lose his temper at all.

He told his father about it and the father suggested that the boy now pull out one nail for each day that he was able to hold his temper.

The days passed and the young boy was finally able to tell his father that all the nails were gone.

The father took his son by the hand and led him to the fence. He said, 'You have done well, my son, but look at the holes in the fence. The fence will never be the same. When you say things in anger, they leave a scar just like this one. You can put a knife in a man and draw it out. But it won't matter how many times you say 'I'm sorry', the wound will still be there. A verbal wound is as bad as a physical one. Remember that friends are very rare jewels, indeed. They make you smile and encourage you to succeed. They lend an ear, they share words of praise and they always want to open their hearts to us.'

You are a 'primary' teacher! What does this mean?

primary is an adjective meaning 'earliest'.

Synonyms: beginning, direct, first, firsthand, immediate, initial, original, prime

Concept: time (early)



primary is an adjective meaning 'fundamental'.

Synonyms: ABCs, basal, basic, beginning, elemental, elementary, essential, first, foundational, introductory, meat-and-potatoes, original, principal, rudimentary, simple, three R's, ultimate, underlying

Concept: origin/source

primary is an adjective meaning 'best'.

Synonyms: chief, crackerjack, dominant, excellent, fab, first, first class, greatest, highest, leading, main, number one, numero uno, paramount, prime, principal, stellar, top, tough, world class

Concept: superiority

More for Mom

I am having my students pick their best art painting and then I will frame it on black paper for Mother's day.

It is fun to do a 'favorite recipe book' where kids write how to make the favourite food that mom makes for them.

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.disciplinehelp.com/>

This is a wonderful site called "You can handle them all". It talks about misbehaviours and what actions you can take.

The three below have lots of good things!

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

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

<http://www.thevirtualvine.com/index.html>

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