

# The Primary Success Notebook



From Primary Success Publications

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## The First Day of Spring!



This is always a lovely time in the primary classroom! In Grade One the children are reading and writing, they understand what you expect of them and have become capable students. This is a time to pat yourself on the back and appreciate that you have an excitingly important job. When a child comes up to you with shining

eyes and tells you about something he or she has read, the struggles in the early months all become worthwhile.

Take down all the winter decorations! Put spring colours of pink, yellow and pale green on your tackboards and make rows of daffodils. Put up fresh samples of your children's work on kite shapes. Do a spring cleaning of your shelves and cupboards, and brighten your days with plants and some fresh flowers. You deserve to spend the day in the most pleasant environment! Take your children outdoors for a walk to discover signs of spring and enjoy it yourself .....

*Jean*

## About Primary Success Publications....

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

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



## Kicking and Screaming!

Even if many teachers don't want to admit it, we are in a results-based profession and the results are of huge importance. We want every child to be reading to their highest potential. We all like to think that we are doing the very best for our students - but too often philosophy trumps results. I know!

I began teaching primary in 1960. From that time until 1985 we used sight word basals - the Ginn 720 series was the last of a long line. Contrary to modern opinion the lessons were interesting, well planned and many skills were taught. These sight word basals worked very well, and most students learned to read fluently by the end of grade two. I thought I was doing the very best for my students.

Then the principal talked the primary teachers in my school to take a course in the use of 'Project Read', a sequential phonics program that was quite scripted. It was for use as remediation with a low group, to be taught by the classroom teacher in the classroom. The following year I had a grade two class with five low kiddies who came to me with very limited reading skills. The principal had a few talks with me, and I guess I would have to say 'pressured' me into teaching Project Read to this group. I kicked and screamed, saying the children would hate it, the program had no interest or imagination.... but I tried it. We loved it! All five students were reading fluently above grade level by Easter of the year, and I found myself enjoying it thoroughly. After teaching for all those years I learned how to correctly teach phonics, something I hadn't known before.

The next year I taught grade one, and modified the sequential phonics lessons for the whole class, plus using the sight word basals. The children became excellent readers. That class had a number of learning disabled kiddies, and I discovered that one girl could not learn phonics at all but could read by learning the sight words, and several boys could not remember sight words at all but learned to read through phonics. Now, I patted myself on the back.... I knew the best way to teach reading.

Two years later a new principal arrived with a new philosophy - whole language. He destroyed as many basals as he could find and insisted that we all teach through literature. As you can imagine, I kicked and screamed louder than anyone - but there was no way out. I tried it - and had test scores to prove that my kids were not reading nearly as well, but that didn't matter - after all, testing was considered terrible for kids' self esteem! But even when screaming, I did see interesting things in whole language and I learned that the students did get enjoyment and benefit from reading more trade books. I discovered that a sequential sight word program and a phonics program could be enhanced with many of the literature ideas. Now I knew the best way to teach reading!

That principal left, and I began to teach Learning Assistance. There were lots of students being referred - the teachers using whole language were not reaching the slower learners, many of whom should have been taught in the classroom. Once in L.A., I worked to find the students' strengths. Several students did not respond to phonics or sight word programs. It took me longer than it should to discover that these children were kinesthetic learners. Their auditory and visual senses were disabled, but they learned when printing, or acting out with hand motions or body motions as they learned the reading vocabulary. I began to put a lot more movement and kinesthetic strategies into my lessons. Now, I knew the perfect way to teach reading!

After retirement, I began writing programs for primary teachers. I also did a lot of research on-line and read lots of books, and learned many more things from the newer programs that are used. But now, I know that I do not have all the answers. I have lots of good answers, but there are always more out there! I had to retire from teaching children to read to discover that I don't know all there is to know.

I understand teachers kicking and screaming and being resistant to change. I have been there. But improvement only comes through change, and the ability to be open to try new things. My advice for all teachers.... be careful that you don't adopt one philosophy too strongly. When you grow as an educator, your philosophy must change. We must be 'life-long learners'!

*Jean*

# Dr. Seuss Day

*"I like nonsense, it wakes up the brain cells. Fantasy is a necessary ingredient in living, it's a way of looking at life through the wrong end of a telescope. Which is what I do, and that enables you to laugh at life's realities."*

*Dr. Seuss*

March 2 is Dr. Seuss' birthday! Plan a celebration with your favourite books.

## 'Cat in the Hat' Hats

Take 12 x 18 white paper and colour red stripes or glue red paper on in stripes. Roll it into a cylinder. Clip up 5 cm. on the lower edge to make tabs. Cut the center out of a large paper plate and fit the tabs through the center and glue or staple.

[http://www.hubbardscupboard.org/dr\\_\\_seuss.html](http://www.hubbardscupboard.org/dr__seuss.html) for different Cat hats.

## Green Eggs and Ham Extension Ideas

- Have students identify the opposites in the story. Make a chart to use when writing stories.
- Character Traits - Discuss the traits of Sam I Am and the other character. Discuss how one of the characters changes his mind. Discuss why they think the character finally tried the green eggs and ham.
- Long Vowel Words - Review the long vowel rules/sounds. Use the words in the story to review: green, like, see, tree, train, rain, goat, boat, say, and may. Have students work as a group to come up with a rhyme with the long u sound to extend the book.
- Blends - Review consonant blends with the words: green, tree, train, and try. Brainstorm more words with blends. Classifying - Have students generate a list of green things.
- Expression - Have students read the story as a class with expression. Discuss how the character would be saying each line. Discuss how each character would feel after being asked or asking so many times.
- Readers' Theater - Rewrite the story in a reader's theater format so that several children read together. For example, one group could read 'Not in a house!' and the another group could read 'Not with a mouse!'
- Make a list of the vocabulary in the story. How many words have been used?.
- List ways to eat eggs and make graph of favourite way to eat eggs.
- Make a list of foods that children do not like and then make a graph.
- Make green eggs and ham in the classroom - have students graph whether they think they will like green eggs and ham. Graph again after eating. Discuss changes in the graph.
- Write about personal experiences with eating food for the first time.
- Write a journal entry as "Sam I Am" about the difficult time he had persuading his friend to eat green eggs and ham.
- Discuss different forms of transportation. Discuss the advantages and disadvantages.

"I have invited 'guest readers' in to read a Dr. Seuss book, or a book of their choice. Before that day we will be making 'Cat in the Hat' hats to wear that day. We will have one for each of our guests as well as a certificate of thanks for coming in and reading to us. We will have a Dr. Seuss birthday cake as well as green eggs and ham for snack. We will walk backwards to lunch that day."



# Writing

## HOW WELL DO I WRITE?

- I used details that tell a lot about my topic.
- My story has a beginning, a middle, and an end.
- I read my story to myself to see if it makes sense.
- Each sentence ends with a punctuation mark (!?)
- I used capital letters to begin sentences.
- I used capital letters to begin names and special places.
- I underlined the spelling I wasn't sure about.
- I tried to correct the spelling by myself.



"I spend approximately 10 minutes a day teaching printing - letter formation and spacing, etc. The kids practice on individual white boards (I have lines permanently on the boards) and then on inter-lined paper. Then they do a reading exercise each day that is printed and we often print poems, too. I feel that they need to practice their printing until it becomes quite fluent. This way they don't think about the printing part of the creative writing process."

"I think it is important to separate (at least at the beginning) printing and writing. By this I mean that when I do printing practice, I do expect good formation of the letters, neatness, etc. But when we do writing I expect general neatness and formation, but not as perfect as when they do their printing book. This often becomes a frustration if they have to recopy work or fix mistakes, etc., and takes away from the enjoyment of writing itself. Once they get used to doing writing and improve in their printing (usually around mid-March onwards) I will have them recopy some stories and we talk about finished copies, vs working copies, etc. I will type out some of their writing if I want to have them illustrate and display it so all can read. Other times we'll just put up their stories as written."

## Lamb or Lion

When March comes in gently,  
With soft skies of blue  
With warm happy breezes,  
And crocus buds, too,  
March begins like a lamb,  
Sweet, gentle and kind.  
But you'd better beware,  
For you'll surely find  
That the end of the month,  
Will be stormy and cold.  
Like a lion it'll roar,  
Rough, growly and bold.



If March begins windy,  
And stormy and gray,  
If it's too cold outside,  
To happily play,  
The lion's here first,  
And he's not so nice.  
You should be indoors,  
Take my advice.  
But wonderful weather,  
Is coming, they say,  
By the end of the month,  
The lamb's here to stay!

*Jean Roberts*

The old saying goes... if March comes in like a lion, it will go out like a lamb - if March comes in like a lamb it will go out like a lion. Talk to your children about what this might mean. What aspects of weather determine its ferocity or gentleness? Draw a two column table on the chalkboard (or a piece of paper). Call one side LION and one side LAMB. List elements of weather like temperature, wind, rain, snow, sunshine, etc., that fit on each. Colours and sounds could be added.

Do math/graphing practice by adding a lion or lion choice to a graph. Make a note at the top of the graph about whether the first few days of March is lamb or a lion weather. Then see if the last few days of March are the opposite.

Predict the March weather. What is the probability of certain weathers? Make a large March bulletin board with March weather - lions and lambs and the predictions of each child.

# March News



\_\_\_\_\_ 's Class

Date: \_\_\_\_\_

## Academic Highlights

### Reading

### Spelling

### Writing

### Math

### Science / Themes

## Upcoming Events

## Homework

## Reminders

## Special Students



# The Organized Classroom

About this time of year you may begin to dream about a lovely, neat organized classroom. It is time for Spring cleaning! There are some simple steps to achieving this.

- Spend a few days organizing everything and making the classroom beautiful.
- Get your students to clean up and tidy for 30 seconds several times each day, and do a five minute cleanup at the end of the day. Model your expectations. Tidy your desk as the kids do their jobs.



- When the students have gone each day, spend five minutes filing, straightening and organizing. How hard is that? It is very important that you and your children live in a pleasant environment for these hours each day.

Here are some specific ideas:

- Put papers in binders. Place your teacher resource books in three-ring binders using plastic sleeves. Use binders to store articles you'd like to keep.
- Store items in boxes. Use plastic tubs or cardboard file boxes to store holiday projects, art projects, special books, and supplies. Be sure to label these boxes with the name of each project or unit. Store out of sight. Do not have these boxes showing in your room. Put them elsewhere in the school or take them home. You don't need boxes of Christmas decorations in March!
- Keep your desk perfect, too. If you want the students to have tidy desks, keep your own desk tidy.
- Put small items like math manipulatives into a cupboard. Too many small items on shelves look untidy.
- Teach the students to use the class library correctly, and put books back on the shelves properly.
- Have neat attractive bulletin boards.

## Organize your student records:

- Assign numbers to students. This simple idea has so many uses! Use this number in your gradebook. Have each student write his or her number on every assignment. Use the student numbers to label all student materials, including mailboxes. They can do math with the numbers, line up with them and more.
- Make sheets of labels with each single student's name on the computer. You can use them for folders, notebooks, and other materials that need student identification, including forms. This is a real time-saver. You can also make sheets of labels with the names of all the students. These are useful to make anecdotal notes and then can be peeled off and stuck in the individual files.

## And more.....

- Be prepared for new students. Have packets of information prepared ahead of time so when a new student enters your class in the middle of a unit, you're ready.
- Create a seating chart. Each student's name can be on a sticky note and placed in position on the chart. You want a seating chart that is easy to change. This is useful for substitutes.
- Create assignment baskets or trays. Use a basket or tray for students to turn in assignments. You can have a different basket or tray for each subject. Then train your students to turn in assignments in these places.
- Create a substitute teacher folder or binder early in the year. Use it to file class lists, fire drill rules, seating charts, times, and schedule change information, and a general plan for the day for substitutes to follow. You might also include the names and numbers of teachers' aides, helpful teachers, office procedures, and classroom rules and policies.

# St. Patrick's Day

## Irish Potatoes!

Scoop out some of the top of the potato before you give it to the children. Let the children make a face with pipe cleaners, yarn, toothpicks and eyes. When they have finished add soil and grass seed, and when the grass grows the potato has hair.

Have the children measure how many potatoes long they are. Estimate first. Is this a good way of measurement? Why?

Weigh potatoes. After the first few, can the children fairly accurately estimate the weight?

Graph the favorite ways of eating potatoes.

Play 'Hot Potato'. A soft ball or bean bag is designated the 'hot potato', or use a real potato. Gather the children in a large circle. While the music plays, pass the potato very quickly around the circle. When the music stops, the person holding it must toss it to someone across the circle.



"Each child brings a small potato to school, and we peel and cook them for mashed potato. The trick is: out of the view of the kids, after draining the cooked potatoes, I slip green food coloring under the potatoes so that when we pour in milk, a magical thing happens! I also do this with 'magic white powder' (actually pistachio instant pudding powder) that appears with a note from a leprechaun explaining that if we add white milk, something magic will happen and we can eat the result! So we pour in milk and the kids' eyes open wide to see green!"

"I write for them all their first and last name and put O' before the last name regardless of what it is, for example, Mrs. O'Belmont, Dana O'Obrian, Max O'Schmitz. We also do green graphs of our pieces of clothing, wear as much green as possible and have a little contest with that."

- Make shamrocks by folding green paper once and cutting hearts. Glue the tips of 3 or 4 hearts together and add a stem.

- Make a four-leaf clover by folding a green square twice and cutting the petal shape as if you are making a flower. Add a stem.

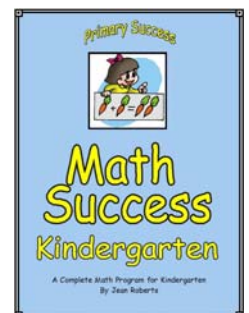
- Cut a bell pepper through the center and remove the seeds. Dip in green paint and stamp.

- Cut a shamrock shape out of the middle of a black square of construction paper. This will be your frame. Children glue green squares of tissue paper onto a piece of waxed paper. Glue the frame over the waxed paper when it is completely covered with green tissue paper. Trim off excess. Hang in a sunny window.

## The Math Success Program

Primary Success Publications has an original math program that has been proven to work very well! Schools that use it report that their math scores have increased and the students are far ahead. The program uses strategies that increase understanding and give students alternative ways to approach math procedures that suit different learning styles. This program is for Kindergarten through Grade Three. Math Success is a complete program with teaching strategies, lesson plans, student practice sheets and assessment.

Go to our website to see sample lessons!



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

# Math Ideas

## Probability

Describe the likeliness of an outcome using terms such as *likely*, *unlikely*, *fair chance*, *probable*, and *expected*.

Give students cards with words on them such as *likely* and *unlikely*. Have them hold up the card with the most appropriate answer as you ask questions. For example: How likely is it that someone in our room: has on a Band-Aid? plays an instrument? has travelled to another country? came to school on an airplane? has a soccer game next week?

Use weather for a daily question - Will it rain by lunch time? Will the sun come out today? etc.



## Subtraction with Re-Grouping

"I like the BBB rule. 'If it's Bigger on the Bottom, then Borrow.' They write BBB on their paper before doing any 2 digit subtraction problems. Obviously, if it's not bigger on the bottom, they don't need to borrow!"

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

"For teaching 2 digit subtraction I usually teach them the rhyme:  
If there is more on the floor  
Go next door.

That seems to help some of them remember."

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

### Subtraction with Regrouping

More on top?  
No need to stop.  
More on the floor?  
Go next door  
Get one ten  
(That's ten ones more!)  
Numbers the same?  
Zero's the game.

"We name our numbers Mr. Ones (he's not very wealthy, so he only has dollar bills, Mr. Tens has \$10 bills, and Mr. Hundred is rich! He has \$100.00 bills. I have some Monopoly bills, and we practice changing the numbers with them first. This helps them understand that the number placement has meaning."

## 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!

### The BIG Christmas Book

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

## More Math Ideas

### Telling Time

"It's a neat activity to have a large circle on the classroom floor. You can use tape or white/brown shoe polish to draw the circle (whatever your custodians prefer!). Then with the students helping, you can mark off the numbers on the clock, starting with the 12, 6, 3, and 9. Then fill in the other numbers. You can make a long hand for the minutes and another shorter one for the hour. Students can stand/sit on the numbers to be that 'o'clock' time. The students in my class enjoy lying down on the floor to show the time. Of course, they all have their individual clocks to manipulate while we do this and I find the overhead to be a valuable tool to help those having problems. The big clock makes it fun and the little clocks allow for the individual practice. This is done with the usual time activities. My kids like to 'play' with it at indoor lunch recess."

### Flash Card Practice

"Math facts are very big in Saxon Math, so one of the things I have had my students do is find a partner first thing when they come in and sit and practice their flash cards with the partner. (Many times they have time to move to several different partners, while I'm doing lunch, attendance, etc.) Saxon fact cards are in different colors, so I could just tell them which colors to practice. Then we do a math practice sheet first thing for a timed test. I start my stop watch. They do the facts. When they come back to the table to turn the finished sheet in, they look at the watch and record the time. They are trying to beat their own time so they are not competing against one another. They always seem to enjoy this. I check the sheets and their total would be their total number of seconds + 5 seconds for each error. This way they tried for both accuracy and speed."

A penny is one cent (hold up 1 finger)

A nickel is five (hold up 5 fingers)

A dime is ten cents (hold up both hands for them to see, but then smack/clap/tap legs with both hands)

A quarter twen-ty-five (twen - clap both hands, ty - clap again, five - hold up one hand)

### Teaching Doubles Plus

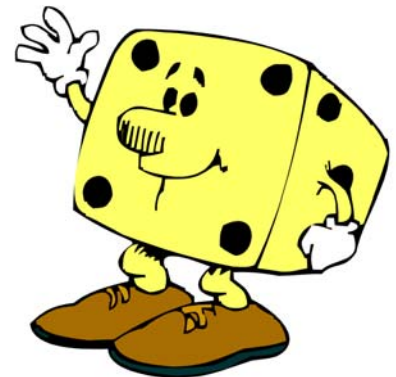
"I first teach a game called 'SNAP!' where you roll a die and then the child snaps his fingers and says the double of the number rolled:

Roll 3 - SNAP .....6!

"Then I progress to playing 'SNAP 1' where a child rolls the die and this time says 'SNAP 1!' and proceeds to tell you the double plus 1 more:

Roll 4 - SNAP 1 .....9!

"Finally, I show on the their whiteboards how  $6 + 7$  is really a double plus one more!"



### Successful PE

This new primary book has lesson plans, gross motor activities, skill training, indoor and outdoor games galore - and lots of ideas to make your P.E. lessons fun and successful. There are helpful ways to organize your P.E. periods, too. There are exercises, classroom breaks and games for recess. This book is suitable for teachers from Kindergarten to Grade Three. See samples on the website.

## Planting Seeds

"Place a paper towel inside a baggie. Run a row of staples across the bottom of the baggie about one inch from bottom. Place bean seeds inside the baggie so they are resting on the staples. Carefully pour in water and allow the paper towel to soak it up. Display the baggies in warm place and watch seeds sprout and grow. You can tape these to a sunny window. Keep them watered. The seeds will grow quickly! Carefully take the baggies apart and plant all of the plants in a very large container and add support sticks. The plants will grow, flower and grow beans all within the classroom right before the kiddies eyes. They love it!"

"Give each child a plastic or paper cup, a piece of paper towel, a sandwich baggie and some seeds that germinate quickly. They dampen the paper towel, gently roll up the seeds in it, place them in the baggie and then into the cup. The paper towel must be damp without being too wet. The children can keep the cup on their desktops and look at them every day to note the progress. Make diagrams to show the plant embryo, the root and the stem. The interest level is high when the seeds are so close to them and they have the surprise every day as the seeds sprout."

Soak dry lima beans in water overnight or most of the day before doing this experiment. Give each student a bean and a paper towel. Demonstrate how to carefully remove the outer layer of skin, or seed coat, from a bean, then have students follow your directions for doing the same to their beans. Instruct students to separate the two halves of the bean. Explain that these are called cotyledons and store food for the plant. Have students locate the tiny plant sprout, or embryo. Do the activity again with corn, if you wish, to show students that corn has only one cotyledon.

"My class makes beanie babies by putting bean seeds in a small Ziploc baggie with damp paper towel. They wear them around their necks with a sign that says 'My Beanie Baby'. My class did this last week and it was really cute."

"I teach the vocabulary that goes with the science activity: seed, plant, root, water, sun, etc. We always make little books, with a page for each plant part."

What does a plant need to grow? What are some things that you need to grow? Water, food, sunlight - be scientists to find the answer to the questions.

Put beans in ziploc bags to test the following conditions:

- no water (no wet paper towel)
- no light (cover in black, put in closet)
- no food (take seed apart--baby plant w/o bean)
- optional: no air (close ziploc bag)

Check bags periodically to see what happens and discuss results.



Plant marigold seeds in small clay pots. Pick the short, quick blooming varieties. If you plant them towards the end of March, they will be blooming by Mother's Day! Do a number of extras as there will be casualties, of course. The students can decorate the pots when May comes.

Show the other ways plants can be started - a willow branch will grow roots, a carrot or potato will grow, bulbs will sprout, etc.

# Spring

## Pussywillows

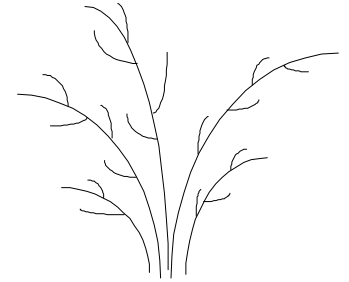
"I have children observe actual pussywillow branches and we discuss them. Following that, we do an art project. First, we make a vase.... A piece of paper the size of the vase is folded the long way. Then the students draw an elongated 'S', beginning at the top of the paper and ending at the bottom. Cut this out and decorate it.

Then the vase is glued to the bottom center of a large piece (12" x 18") of blue construction paper. I show the children how to draw branches using a brown crayon coming from the top of the vase. I demonstrate branches as in the picture beside....Then they make the pockets for the pussywillows with the brown crayon - small triangles with the longest side on the branch and the 'top' at right angles to the branch. They use chalk to make the pussywillows - making ovals from the top of the pockets. As they are working, I bring around 3 actual buds for them. One they can glue onto their paper, one they may tear apart to explore what is inside, and the third one they may take home.

"Happy Spring! It's just around the corner!"

"We use a Q-tip and white paint to make pussywillows on the branches."

"When the first pussywillows arrive at school we always make fingerprint pictures of them. We cut tall vases from folded wallpaper. 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."



## Spring Bulletin Boards

In March the winds begin to blow

And it's time for kites, you know!    Display kites the children have made.

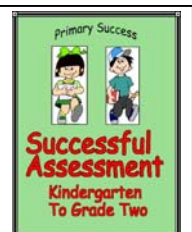
"We made a really neat display on our door which would also work well on a bulletin board. The title was **We Welcome Spring with a Rainbow of Colours!** I had traced the outline of a rainbow on blue paper leaving the spaces between the rainbow about 1" wide. They could be a little wider as well. Then my students cut out pictures from catalogs to glue onto each section of the rainbow to make the colours. Red, Orange, Yellow, etc., The rainbow actually turned out really neat and the kids had so much fun putting it together.

Then we added some grass below, and the students made a sun, puffy clouds, flowers and butterflies to finish off the whole effect."

"I made a large tree made out of brown butcher paper. It started out bare. Then it had a few nests with eggs on it and then grass was put at the foot of the tree as that happened outdoors. Next week, we will be adding daffodils around the bottom. We are adding something each week."

## 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

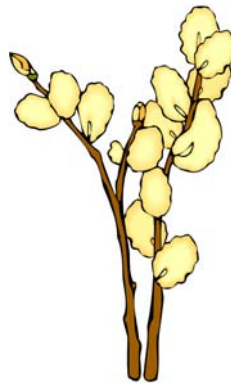
Here's to the kids who are different,  
 The kids who don't always get A's.  
 The kids who have ears twice the size of their peers,  
 And noses that go on for days.  
 Here's to the kids who are different,  
 The kids they call crazy and dumb.  
 The kids who aren't cute and don't give a hoot,  
 Who dance to a different drum.  
 Here's to the kids who are different,  
 The kids with the mischievous streak.  
 For when they have grown,  
 As history's shown,  
 It's their difference that makes them unique.

### March

Now when it's March  
 It's really spring.  
 There's a bright new look  
 On everything!

### March Winds

Winds of March  
 Melt the snow.  
 Rains of March  
 Make flowers grow.



"Outside of a dog, a book is man's  
 best friend. Inside of a dog, it's too  
 dark to read."

-- Groucho Marx

### March Wind

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

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

Hurry, March winds,  
 Hurry along.  
 I like to hear you  
 Sing your song.

## 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

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 new 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.*

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### 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

Do a google search for: Memaw's Creative Writing Corner.

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

Great books to print out and photocopy for your kids. You have to pay to become a member—but then there are a lot of good things.

<http://www.teachnet.com/lesson/langarts/wordwall062599.html>

Oodles of Word Wall activities.....

<http://www.boardman.k12.oh.us/bdms/golubic/websites.htm>

This site has super links to Readers' Theater and sites to level your books and much, much more!

### Primary Success Publications

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