

# The Primary Success Notebook



From Primary Success Publications

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## April Fun!



April is a transition month. It may be the last month of the school year when new concepts are taught in many subjects. May and June are often review months, so April is an important time.

April is also fun! There are Easter eggs and bunnies in the classroom, and lots of Spring art and science. Later in the month, do projects for Earth Day and learn of the ways all of us can improve the place where we live.

Begin to assess the results of your teaching processes this year. Do you have students that are struggling and not learning well? How could you have done things better? We can all improve our teaching and the teaching methods. Research new methods and ideas. We are so lucky to have the internet.... a library of educational materials and ideas literally at our fingertips.

Smile! Spring sunshine and warmer weather are here!

*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!



## Learning Modalities

Everyone learns differently! We learn through a combination of the visual, auditory and kinesthetic senses. Some people are strong in all the modalities, but most of us are stronger in one and weaker in the others. Children, too, learn in different ways and it is important that we understand how individual children learn.

Children who are auditory learners may hum or talk to themselves frequently. They usually can sing well. They like poems, and learn best when you give them verbal instructions. The auditory learner likes listening to music and stories, and can give answers more easily by talking than by writing. Because sound variations are obvious to them, they do well if they are taught an explicit sequential phonics program.

Children who are visual learners will enjoy books and pictures. They notice that you have a loose or missing button. They remember how things look and can describe them in detail. They particularly enjoy movies and may be concerned about both their personal appearance and the appearance of their written or artistic work. Children who are visual learners can remember whole words by sight and do well if taught a sequential sight word program. Bright visual learners will also do well using the literature approach to teaching reading.

Children who are kinesthetic learners like to feel or touch everything they walk past or stand near. They nudge friends, take gadgets apart, and love to play with clay, dance, and work on art projects. These children may be particularly good at sports, and can spend all day on the monkey bars, parallel bars, and swings on the playground. These children learn by using whole-body motions, hand actions and printing.

Most children learn through a combination of all the senses. 50% of children across the population will be capable in all modalities, generally with a strength in visual learning. These children learn well no matter what reading program the teacher uses! They do well if taught using literature, a sight word or a phonics program.

It has been found that 10 to 15% of children have a severe weakness in one (or two) modalities. If one of the modalities is very weak, we say that the child has a learning disability - either visual, auditory or kinesthetic. These children will compensate by also having one strong modality.

This leaves 35 to 40% of children who are the low-average kids. The children in the lower half of the school population will have one strength, with the other two modalities weaker, one possibly very weak. The reading programs you teach really matter to these children and to the children with learning disabilities.

What impact does visual teaching have on a student whose primary learning modality is kinesthetic? Very little! What happens if we teach a visual sight word reading program to a child who is a strong auditory learner? The child will have lots of problems and will not learn well. What if we teach only phonics to children who are very weak in that modality? These children will have great difficulties.

### Discovering Modalities

Careful observation can tell you which students may be having trouble learning in a certain modality and what their strengths may be.

Students who have difficulty with visual learning may confuse letters or words that look similar. They may reverse or invert letters. They may have b/d reversal problems and have difficulty with words that look alike. The student will also have trouble remembering sight words, and have to see a word up to 50 or more times before they remember it. Children with a visual strength will remember whole words easily.

Students who have difficulty with auditory learning will perform poorly to spoken directions. They may have articulation difficulties and/or poor vocabulary. The students may not be able to recognize rhyming words easily or distinguish between long and short vowel sounds or between the short 'i' and 'e' sounds. They may be unable to hum a simple melody on key. Children with an auditory strength will remember sounds and do well when taught blending techniques.

Children with kinesthetic or motor difficulties will have a hard time imitating gestures. They're likely to have poor balance and co-ordination. They usually do poorly with pencil-paper tasks. They have trouble staying within lines when colouring, and they can't keep time to music while marching or skipping. Children with a kinesthetic strength will remember words if the learning has a fine or gross motor motion attached to it. They print neatly and draw well.

## Teaching To The Modalities

Teaching Grade One is the most difficult and important job in the teaching profession! We have 20 or more little people depending on us. Every child is different and has different strengths and weaknesses. The classroom teacher is the person responsible for the learning or lack of learning of every child in her care.

Over the years there has been no perceptible difference in reading scores. Why? Because most programs teach only to one modality! The programs may dabble in the other modalities, but many children do not learn unless the teaching is explicit and sequential.

In the last 50 years we have seen the sight reading programs - the 'Dick and Jane' type - completely discredited. But children who were visual learners (and this is the modality in which most children have a strength) learned very well. These programs were sequential and gave necessary practice to the children who do not learn words so easily. The baby was thrown out with the bathwater when these programs were discredited.

Current research tells us that sequential explicit phonics improves reading, and so it does - but likely only because any explicit sequential program raises scores above programs that aren't built in a formal building block approach where there is review and today's lesson follows upon yesterday's teaching. Children who are auditory learners do very well when the teacher uses a sequential phonics program, adding phonemes and blending skills in a formal sequence. All children should know how to decode and encode with ease. Children with a weakness in the auditory modality do poorly when only taught a phonics program.

Many Grade One teachers are using literature-based methods to teach beginning reading, with guided reading lessons. This targets visual learners without the review and word practice that a sequential sight reading program provides. Teachers say that they teach 'phonics', but this is usually in the context of the literature being studied so it isn't explicit or sequential. The top 50% of children do well with this. They learn sight words visually and are able to take the phonics shown to the class and apply it. But the lower children and the ones with problems in one or more modalities - do not do well. Why is it popular? Teachers have been told that this is the way to do it, they don't have training in the other methods, it is considered good for children's self-esteem (but common sense tells us that learning to read would be a better way to raise self-esteem.....), publishers advocate programs to sell books, and teachers hang their reputation on a method and admitting that 'the emperor has no clothes' is a difficult thing to do. Reading Recovery teachers are hired to fill the gap, but as Reading Recovery does not teach either sight words or phonics explicitly or sequentially it gives the child more of the same. It is expensive and over-rated. The children's strongest modalities are not being directly targeted. Literature methods are valuable, however, if the children are also taught the skills and processes of reading first.

The answer is obvious, but difficult. Children who are visual learners need to be taught a sequential sight word program. Children who are auditory learners need an explicit sequential phonics program. All children also need to read literature and be shown reading strategies to put the sight words and phonics to use.

Children who are kinesthetic learners need to have hands-on learning in every lesson. They need to print daily, printing the words and practicing the skills taught. They need to be shown hand motions and body motions for the skills and use tactile surfaces to practice printing letters and words.

Primary Success has an answer - not the only answer, but an answer that will target the strengths of every child in your class. We suggest that you teach a simple phonics program such as 'Successful Phonics' in a 20 minute to half hour block to the whole class. Then teach a simple sight word program like the 'Successful Sight Reading' program to the class for 40 minutes to 1 hour. This will begin as a whole class lesson, but grouping may be necessary later. Both these programs have kinesthetic exercises that accompany each lesson. These two programs would likely be taught in the early morning. Then, in the afternoon, tie all these skills together with a guided reading lesson, a read-aloud and a time for self-selected reading.

Try it! It is hard work, but compare the progress of your children. See if you can fully understand your students and their strengths and weaknesses. You may have some surprises - children who can learn phonics but can't remember sight words, a child who has an auditory learning disability but learns to read well using the sight words. While it is rare - you may even find a child who must learn through kinesthetic methods and is very low in both the auditory and visual modalities. Teaching reading IS brain surgery!

# Literacy Centers

## Printing

In the 'olden' days the children learned to print well early in the grade one year, and then did reading exercises copied from the chalkboard. You likely did these when you were a child! Now these are out of fashion, and in some ways this is a pity. Children in most early primary classes do not get enough printing practice and therefore their printing does not become automatic. Like reading, printing takes a lot of practice to become fluent. Then we expect them to do creative writing, and the physical chore of printing when they are not fluent too often holds the children back from being creative and printing more than a small amount. Children need to be taught to print neatly and with the correct spacing.

The printing exercise needs to have a purpose - a cloze exercise, matching, correcting capital letters and punctuation in sentences, etc. Use words that are in the reading for that day so the children are reviewing the vocabulary at the same time. The children can read their printed work to a partner when it is completed. This is a quiet useful activity for the children to be doing while you teach one or more groups.

## Reading Center Activities

- Silent reading books from the library and read Big Books
- Read books and magazines to a stuffed animal.
- Write personal connections or questions on sticky notes as a student reads a book.
- Write a new ending to a story. Make a story map.
- Take mixed up sentences from familiar stories and write them on sentence strips. Students put the sentences back into the correct order.
- Read vocabulary cards with a partner.
- Book box - Students read from a box containing familiar reading material. Example: books from previous guided reading sessions, songs and poems collected in folders, any mini reproducible books made in class....
- Cover an empty Pringles can with plain paper (it's the perfect size for small hands to reach into without peeking). Fill it with small cards that are labelled with sight words. Also add 4-5 extra cards that are labelled 'BANG!' The students take turns drawing a card. If they can read the word they keep it. If they draw a Bang! card they must return all of their previous cards to the can, but keep out the Bang card.

## File Folder Language Arts Games

- Match synonyms or antonyms
- Match compound words, abbreviations, contractions, homophones
- Locate and copy words with a certain characteristic from a story (example: contraction, end in -ing).
- Illustrate compound words. Write the word and then draw 2 illustrations (one for each part of the word).
- Put letters in ABC order
- ABC Path Game: game board with different letters, students pick up a card and go to that letter.
- Match capital and lower case letters
- Put words in ABC order
- Organize the words on the word wall (take them down and then put them back where they belong)
- Put objects in ABC order: Students sort objects into ABC order. Example: book, crayon, dictionary, pencil.- Digging in the Dictionary: word, page #, guide words, definition, sentence (simple dictionary)
- Finger Paint Bags: put a dab of finger paint in a freezer bag and students write letters with their fingers on the bag's surface.
- Write letters/words using sandpaper



# April News



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

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

## Academic Highlights

Reading

Spelling

## Upcoming Events

## Homework

## Reminders

Writing

Math

## Special Students

Science / Themes



# Teacher Tips

## Printing Tips

"For spelling review I use body spelling. The children put their hands in the air for tall letters, hands on hips for short letters, and touch toes for descending letters. This is also handy when we are doing printing exercises - the children 'act out' the word before printing it."

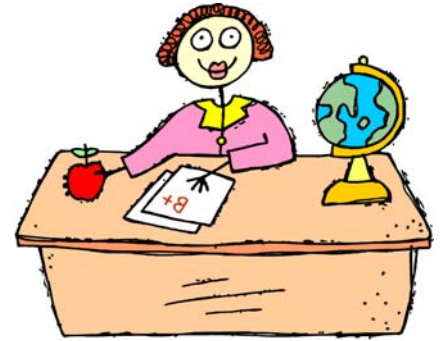
"I use skyscraper letters, house letters and cave letters."

"We use ceiling letters and diver letters."

"Tall letters are soldier letters, they stand straight and tall and walk on the ground. Mid-line letters are chicken letters, they walk on the ground and are short. Descending letters are fish swimming in the pond."

"The ones that I have liked the best are giraffe, hippo, and monkey letters (the monkey's tail is the part below the line)."

Teachers use a finger space between words, and give the children that have problems spacing a popsicle stick decorated to be a 'spaceman'.



## 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.

## More Teacher Tips

Provide 'visually quiet' areas of your classroom for students who are easily overwhelmed or distracted by too much visual stimuli. Bulletin boards, posters and student displays are wonderful decorations, but limit their use to just certain areas.

Use a seating chart made with 'post-it' notes. This provides for easy movement of students on the chart.

Just when it was time for the students to line up at the door, the teacher announced, "O.K. everybody, let's be flying chipmunks!" The children all puffed out their cheeks as full as possible, opened both hands wide and anchored their thumbs on either side of their heads near their ears and 'flapped' slowly as they made their way to the door. When asked the purpose of this flying chipmunk routine, the teacher responded, "It keeps their mouths closed and their hands to themselves while they line up."

"I allow my students to keep water bottles on their individual desks. I encourage them to freeze them overnight so that they stay cold all day - but to keep the desks dry we slip an old cut off sock over the bottom of the bottles."

Bathroom tile board makes individual dry erase boards for student use.

"Each time I change to a new unit, I rearrange the class room. Students are interested as soon as they walk into the room."

For students who have problems reading black text on white paper, use multi-colored page protectors for students to lay on top of the text. Try this with your LD kids, too. Try different colors and see if a certain color makes a difference for that particular child

On your back-to-school supply list, add large baggies or zip-lock bags. These will help you and the students organize materials and keep reading and library books clean.

"After a cut-paste craft project, play a game called '3,2,1, Hoover' to help clean up the mess. The teacher calls out enthusiastically, '3,2,1 Hoover!' All the children scramble to the floor, rapidly 'sweeping up' the entire floor. They compete to see who can pick up the most pieces of lint, scraps, etc., and the floor is clean in less than 5 minutes."

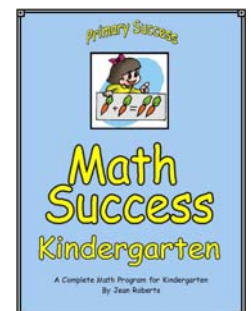


### The Math Success Program

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!"*



## Domino Math

- Teach the children how to play dominoes.
- Make paper dominoes. On successive days, the children could use white crayon on black paper cut to the size of dominoes to make domino patterns to match the real ones. Start with ways to make 0, 1, and 2 on the same day. Make paper dominoes that total 3, continue with 4, etc. and do one number each day. Another idea is to have each child put sticky dots on black paper to make a domino. These could be laminated and used for lots of math activities.
  - Pick a domino and make up a number story about the numbers chosen.
  - Show that the amount stays the same whether you add them with either number first. Discuss which way the children think is easiest. (Usually that is the largest number first, as on the number line.)
  - Play war with dominoes. The children draw one from a pool of dominoes upside down on the table. Each player has to tell the total number of dots on the domino he/she picked, and the player with the highest number takes the dominoes played in this turn. The player with the most dominoes at the end wins. (You can reverse the game, and the player with the least number of dots wins.) In case of a tie, these players draw another domino and the largest totals wins all of the dominoes that turn.
  - Fact family dominoes - each domino has four stories (except doubles). Introduce the activity use the overhead dominoes and do some fact families together as a class. The students can draw houses with roofs and 4 rooms. The roof should have 3 numbers used in number family. The 4 rooms hold the facts.
  - Use the dominoes to test for immediate recognition of numbers or math facts.
  - "We use dominoes to help us practice math facts and to learn about turn around facts. First we sorted dominoes by the number of dots on each.
    - We added the dots on each domino together and sorted them by their totals.
    - Draw a domino. Roll a die to see how many dots to place on one side of your domino. Roll again to see how many dots to make on the other side.
      - We looked at the different combinations that can equal the same number.
      - We add dots on the dominoes while playing a game. The sum of the dots tells us how many spaces to move on the game board.
      - We recorded an addition sentence and the turn around fact for each domino.
      - We made dominoes out of graham crackers, marshmallows and frosting.
      - Subtract the smaller number from the larger number.
      - Give each group of 4 one domino, 1 chalk board and 1 piece of chalk. The first person writes down an addition fact that goes with the domino and passes the chalk-board to the right. The next person writes another addition fact and passes it on. The next two children write the two subtraction facts.



### Science and Social Studies

#### 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.

## Organization

"I make lists of everything I need to do. I have a little notebook and I jot down memos to myself and then cross them off as they get done."

"When we got our new reading series, I made a folder for each story. (I use the 2-pocket folders.) I make all of the stories in one book the same color. I put transparencies, extra activities, games, poems, related skills sheets, etc. inside the folder. On the outside of the pocket I have listed the vocabulary, skills, books that relate to the theme or skill and activities that I really like. This way when I plan, everything is all together!"

"I organize my files 'Week # 1 - Week #36'. After completing an activity or worksheet, I place a copy of it in the file. Also, I type my lesson plans and place them in the file. It saves a lot of time the following year."

"Here's a few suggestions.... One is to de-clutter constantly. Throw things out. Don't gather piles and piles of activities to do for a book, holiday or activity. You won't do them all and you don't need a wide variety. Just keep the very best ones, the ones you actually use. Remember that having a clean classroom is a lot like housework. It never will get all done. Limit your cleaning and organizing to a short time each day -- I try to stick to 10 minutes after school. Never leave the classroom untidy..... you need to walk into the room tomorrow, look at it with pleasure, and get right to work, so it must be organized on the surface, at least. Make a list of daily chores and refer to it and stick to it. For instance, I have sectioned the classroom off into five parts and each gets cleaned and organized once a week. I added five chores (like 'straighten student files', 'update parent contact forms', 'order supplies') that I do on scheduled days, and some that I do weekly or monthly."

"Clutter is the sign of a disorganized mind and a lazy person - not something we want others to think of us at our job! Someone said 'A cluttered room is a place of shame' - perhaps a bit harsh - but it certainly lacks pride. I visited a teacher's classroom recently that was simply disgraceful."

"I have a big plastic tub for each month and put all monthly related stuff in there - bulletin board displays, stickers, art activities, window clings, etc. I also have a smaller tub for the monthly related books to read. I plan by the unit or chapter instead of for the week only. I have a folder into which I place all papers which need to be copied and only make a trip to the copier once (maybe twice) a week."

"I teach the kids where everything goes and I expect them to clean after themselves. Before they can go to recess or to the next subject or project their materials must be put away. I set a time and they try to beat their best time. I label everything with pictures and words so they know where it goes. When I introduce a new station, etc., I show them where I got the materials and where they should go when they are done."



### Homework Calendars for 2010–2011

Teachers and parents love this great resource! The children take a photocopied page home each month. 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. Homework Calendars are available for Kindergarten, Grade One, Two and Three.

## Earth Day

Earth Day is April 22. Earth Day is every day! Plan some interesting activities for this special day.

- Read the books *The Lorax* or *The Wump World*.
- Make recycled paper. Tear up egg cartons. Put the pieces in a pot with detergent, cook on low for 2-3 hours. Put in food processor, until smooth consistency. Add water to mixture before and after cooking. You can add a touch of food coloring to enhance your paper. Strain through screen and press out to desired thickness - flip over onto newspaper, put more newspaper and towels on top. Cover with heavy books, etc., for 24 hours. Peel off paper and let dry for 24 more hours. You can also use old newspaper and other scrap paper.
- Make bird houses or feeders. You can use milk cartons or plastic milk jugs.
- Propagate house plants to sell as a fund-raiser or to use in your classroom as air fresheners.
- Do a garbage study from cafeteria waste cans at the end of a typical school day. Identify aluminum, plastic, paper, food, glass, etc. Discuss doing this at home and what the children can do to help.
- Plant a native tree and/or wildflower seeds.
- Clean the area close to the school.
- Visit a recycling centre.
- Begin recycling programs in your school or analyze the ones already in place and suggest improvements.
- Visit a nature centre.
- Have a no trash lunch. Everything that they bring for lunch cannot be in a container that has to be thrown away.
- Talk about Natural Resources. Many things that people use and throw away are made from the Earth's natural resources. What natural resources were used to make grocery bags, books, toothpicks, rulers, telephone poles, ink, crayons, tennis ball, frisbees, toothbrushes?
- Assign a Treasure Hunt. Each child is to hunt for objects made from recycled materials at home. Find objects with the recycling emblem. Bring one, or more to class. Graph results of the hunt.
- Discuss packaging. What is it made of? Will it decay if composted? Does the packaging take up space? Why was it necessary? Are there other ways to package this item?
- This is a good time to have an Energy unit. How is the electricity generated? How can we save electricity?



*Sing these to 'The More We Get Together'.*

### Reduce, Reuse, Recycle

Reduce Reuse Recycle, recycle, recycle.  
 Reduce Reuse Recycle, it's easy to do.  
 'Cause your world is my world and  
 My world is your world .  
 Reduce Reuse Recycle, it's easy to do.

Save our earth, recycle, recycle, recycle.  
 Save our earth, recycle,  
 It's one thing to do,  
 'Cause your trash and my trash  
 Make up far too much trash.  
 Save our earth, recycle,  
 It's one thing to do.

# Easter

## Eggs, Eggs, Eggs!

In Germany and Austria, it's customary to celebrate Easter by hanging hollow eggs from the branches of trees - you can blow real eggs and decorate, or hang paper eggs. Photocopy a plain egg template, cut it out, and the children draw a design on both sides and colour brightly. Use paints or pastels if you wish. Cut out a brown tree shape for your bulletin board. You can glue the entire tree to a decorated background (blue construction paper, with green tissue paper for grass and white cotton balls for clouds works very nicely), or bring in a branch that will fit in a vase and hang the finished eggs with thread.

Blow out eggs, poking holes in top and bottom of egg. Make sure you wash them out. Let them dry. Then take small squares of tissue paper and glue and let the children glue them on. They turn out beautifully.

Have the kids paint a sheet with fingerpaint in bright colours. Sprinkle it with it with glitter. Give the children large egg tracers. They trace the egg shape on the back and cut it out. These are beautiful and a great classroom decoration.

Make sun catcher Easter eggs. To do so all you need is contact paper and tissue paper squares. First, peel the paper off the contact paper. Then place one sticky side up in front of each child. They then cover the sticky side with tissue squares. When they are all finished I trim the edges to an egg shape and hang in the window or from the ceiling lights.

Allow the children to paint on white paper using spring colours. They can finger-paint, paint with rolling marbles or tennis balls, spatter paint, etc. You choose! When dry, cut into large egg shapes and place around your room for great colour and no two alike!

For decorating Easter eggs with a glossy finish try mixing sweet and condensed milk with food colouring and paint.

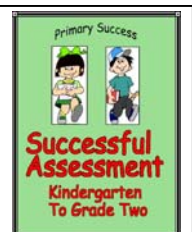
Use different coloured paper and cut out egg shapes, then take egg shells that have been coloured and crumble them. Then have the children decorate the egg shape with egg shells.

Precut egg shapes out of coffee filters. Mix water and yellow food colouring and place mixture in a baby food jar. Do the same for blue. Let the children use eyedroppers or straws to drip colours on the filter shape. The colours will run together and make beautiful eggs.



## 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!



# Great Games!

## Sparkle

All the students stand. The teacher picks a student to begin the game with by selecting a spelling word from the current week's list and asking them to give the first letter, i.e. SCHOOL. The first student would say S, the second C, and so on. If a student gives the wrong letter, the word needs to begin being spelled from the letter S. Once the word is spelled correctly, the next student would say 'sparkle' and the next student would sit down. The next student starts the second word and this would continue until all of the words are finished. If needed, use challenge words. The last person standing is the winner.

This is a good game to use with counting by 2s, 5s, and 10s - or even counting by ones. When you read a pre-arranged end, the next person says 'sparkle!' and the child after that is out. This is great because the child who is out may be a child who knows all the answers.....

## The Quiet Game

This is a really neat game to use when you need some quiet time. You can use a nerf ball, or just use a small stuffed animal instead. The leader starts the game. Everyone has to stand up and push in their chair. They HAVE to stay by their desk, and not get out of their space. Then the leader gently throws the dog to someone in class. If he overthrows the dog, he has to sit down. Here's the quiet part: you can only throw it to someone who is being absolutely quiet and still. If they make any noise when they catch it, they are out and have to sit down. That person throws it to a different person. The main object of the game: silence!

## In Between

Write two numbers on the chalkboard. Mentally choose a number that is between those numbers. The children try to guess your number. Give one clue, if you wish - it is an even number, you say it when you count by 5's, etc. When a child makes a guess, say 'my number is more (or less)'.

## Ten Questions

Say 'I am thinking of a number!' Write it on a bit of paper and hold it out of sight. The children can ask 10 questions to see if they can discover the number, and you answer 'yes' or 'no'. Good questions might be 'Is it even or odd?' 'Do I say it when I count by 5's?' 'Is it between 60 and 80?', etc.

## 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 early 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. The children can all have the same book to read, and then take them home to share with the parents.

### Beginning Handwriting - Grade Two / Three

Grade Two and Three students love to learn handwriting! This is something that is great to do near the end of the year. This book shows how to form the letters and has student pages for each lower and upper case letter and words to practice. Your kiddies will love it!

### Successful P.E.

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.

## 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

<http://www.dltk-teach.com/alphabuddies/index.htm>

Good alphabet activities....

<http://www.alphabet-soup.net/alphabite.html>

And more alphabet ideas!

<http://www.canteach.ca/elementary/songspoems.html>

One of the best poetry sites.

[http://www.primaryteachers.org/inside\\_the\\_nook.htm](http://www.primaryteachers.org/inside_the_nook.htm)

Great theme units....

<http://www.suelebeau.com/months.htm>

Monthly holidays and celebrations.

### Primary Success Publications

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