

# The Primary Success Notebook



From Primary Success Publications

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## It's February!



It is said that January 23 is the most depressing day of the year, and January always seems a very long month in the primary grades. If you are in the north, the days are short and dark and you will be missing the sunshine and Vitamin D that sunshine brings.

But now it is February, and we are heading towards Spring! February has two of the wonderful special days that make teaching fun.

Begin the month with Groundhog Day. For the month, chart the weather and see if the legend is accurate. Do a mini-theme on shadows. Then we begin to do Valentine art, and the room changes as hearts take importance. Have a Valentine party and make Valentine scrapbooks.

By the end of February, spring won't be far away. This is a transition month - between the dark cold of winter and the bright sunny days of Spring. Decorate your classroom in bright colours to celebrate the changes in the weather, even if the groundhog didn't have a cheerful message!

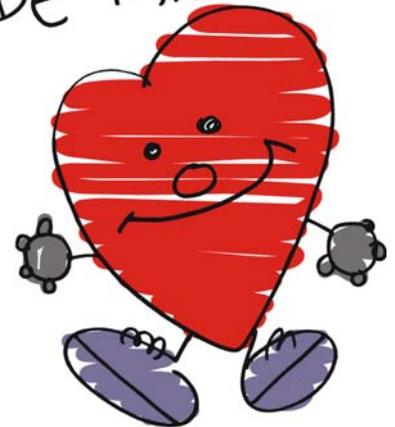
*Jean*

## 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 and receive all the freebies, too!

Be Mine



## Ideas for Reading

From Dr. Bruce Murray, the Reading Genie: "I like the idea of giving books as rewards. It recognizes the reader's progress and says, 'Books are so valuable that I'm giving you a book as a reward.' If you give a pizza as a reward, it says, 'Books are not so valuable, so if you read one, I'll give you something really good, pizza.' No one persuaded us to like pizza by giving us something else (candy? ice cream?) if we would just buckle down and eat our pizza. They provided pizza and modeled how delicious it is. We need to do the same with reading."



### Literacy Centres

**Read around the room** - The students read the print on the walls around the room. Have an assortment of pointers and fun glasses for them to use.

**Independent Reading** - Reading from the class library. Make sure the choices are suitable.

**Book box** - Students read from a magazine box containing familiar reading material. Example: books from previous reading sessions, songs and poems collected in folders, any mini reproducible books made in class....

**Big Books** - Re-reading previous shared reading books and class-made big books. It is fun to keep a collection of pointers at this center. The kids love reading them as if they were the teacher!

**Listening Centre** - Place a collection of books and tapes for them to read along with. Try using a listening log. The student writes an entry in his personal log book. He/she enters date, book and a short review.

**Write the Walls** - This is very much like reading the walls but this time you have more structure. The teacher assigns things to look for; words that have a certain vowel, endings, initial consonants, verbs, nouns... The students have a clipboard and paper to write down their discoveries.

**Buddy or paired reading** - Find a quiet place in the room to read with a partner. Remember this may take a lot of modeling to be done well.

**Pocket Chart** - You can place a variety of activities here. Try recreating a poem from cut up sentence strips or practice close sentences. (The \_\_\_ can run fast.)

**Word Sorts** - You can classify long or short vowels, initial consonants, prefixes, or nouns and verbs, from a collection of words or pictures.

**Handwriting Centre** - Great place to practice handwriting previously taught. Try using laminated sheets, fancy paper and pens.

**Magnetic Letter Centre** - Magnetic letters are great ways for kids to explore words and letters. You can do anything from sort letters to rime and onset.

**Magnetic Word Centre** - The kids love to create sentences. Let them write the sentences down and share them later in the day. You can purchase the fridge word sets.

**Book Making Centre** - This is a favourite! A large collection of materials are needed, paper, pencils, felt pens, stapler,... to create student made books.

**Writing Center** - There are many ways you can work this center; story starter or free writes. Set an expected number of words for the students to write.

**Purchased File Folder Activities** - Every teacher supply store has a wide variety of already made and easy to make file folder game for almost any concept.

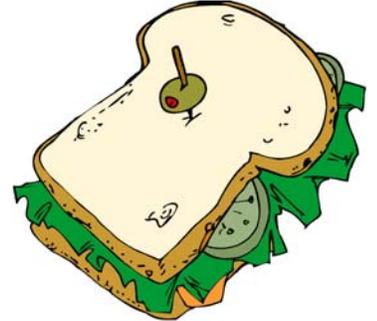
**Poetry Charts** - Charts of previously read poetry make great centres. Add a supply of pointers.

**Stamp a Story** - What do you do with that shoe box of rubber stamps? Let the kids make books out of them. They can use the stamps as illustrations to their stories.

**Computer** - Type a story on a set-up book format, or read on-line books.

## Language Ideas

"We talk about vowels, and colour them a different colour than the consonants. Then we talk about CVC (consonant-vowel-consonant) words being like sandwiches - the vowel is the filling and the consonants the bread. We do a few as a class (bat, bet, bit, but and some others) and then during our next reading time they hunt for sandwich words. They seemed to 'get it' right away so we had some good practice reading the words they found and coming up with the other possibilities for various letter combinations."



### Teaching Contractions

"I make big letters and give one to each child, like c a n n o t. Then I give another child an apostrophe. They have to figure out who goes out and where the apostrophe goes. They love to do this."

"First, we learn that 'to contract' means to get smaller. 'to expand' means to get larger. We contract and expand our arms, legs, mouths, etc. From there, I give each child a piece of paper with the words printed on it, for example, C A N N O T. Draw a dotted vertical line between the two N's and between the O and T. Match the dotted lines, and fold (so the N O don't show - they stick out the back). The students will now have the word CANT. Add a detached glittery apostrophe and you have your contraction. Then we expand and contract and read and have fun."

"I always tell my kids that the apostrophe points down to the space where you left out letters. I tell them that it's there to say 'I know, I know! I left out some letters right here!'"

"We talk about 'smooshing' the two words together to make it shorter. They love the word 'smoosh'....."

### Punctuation

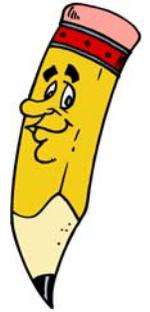
"To help with using periods in student writing we sometimes follow up a writing time with 'Period Patrol'. As a student reads his writing to the group, the audience holds up a red stop sign with a period on it indicating they heard the end of a sentence and a period must be in the writing. If it is not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



"Each day I write five sentences on the board for the morning news. We give sound effects to all of the punctuation and the kids love it! Sometimes, for short stories, we will read with the sound effects. The students then realize in their writing that they forgot a 'clap'. The sound effects are theirs and they draw the punctuation in the air with their finger."

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

# Writing



## Writing Standards

"We have set up standards for writing and have made a poster to hang in the room.

1. I will do my best printing.
2. I will use capitals and punctuation.
3. I will make it interesting.
4. I will do my picture in detail.

At the end of the week I tell the kids to give me their best piece of work and I put it in a plastic page protector and they put it back in their 3 ring binder that is just for their best work. The piece has to meet the standards on our chart or we don't use it. They become the judge along with me and decide if their piece is quality work or not."

## Super Sentences

"There is a book by Evan Moore that is called "How to Write a Super Sentence". I do them with the whole class. We use the book's suggestions to put more detail in the sentence. I let small groups of children pick the detail and we write the sentence together as a group. I've noticed as the children write in their journals a few have said - "I need to write a super sentence." They got the idea easily of adding detail after we had a fun time doing it together as a class. I hope to do one a month or so."

## The Letter Song

*to: The Itsy Bitsy Spider*

I am a friendly letter  
My heading at the top.  
My street address, city and province  
The date and then I stop.

And then I put 'Dear Someone',  
A comma at the end  
Next I go and write the body,  
My message to my friend.

I choose a closing, like 'Your Friend',  
Or 'Love Forever More',  
I end it with a comma  
Of that I'm very sure.

I sign my name in cursive  
And now I'm at the end.  
And my perfect friendly letter  
I'm now ready to send.



## Spelling the 'ould' Words

"Project Read helps children learn to spell \_ould words with a little story about Larry Dean. His mom calls him 'LD' for short. LD likes to play outside but it has rained for several days. He is finally able to go play, but he must promise not to get in the mud. Well, LD gets in the mud, and Mom says to him, 'Oh, you LD! Wait until your father gets home!!'. The children will remember what she said to LD and this helps them tremendously spelling could, would, and should. I tell the children Larry Dean lives near the school and say they may even know him. Miraculously some of them do!"

## Spacemen

"Spacemen are a technique to help children make spaces between words. Using a tongue depressor, paste 2 wiggly eyes on the top, and make a mouth with a marker. They look like spacemen! Then, the children use them after they write a word to insure that they leave a space before the next word."

# February News



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

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

## Academic Highlights

### Reading

### Spelling

## Upcoming Events

## Homework

## Reminders

### Writing

### Math

## Special Students

### Science / Themes



# Class Management

"If you want the children to be quiet....have them close their eyes. Only do it if they will be safe of course...they have to pay attention to what they are doing and are quiet."

"I raise my hand as a quiet signal, with the thumb and pointer fingers forming an L (Look, Listen, and Lock Lips). Students raise their hands, too, until everyone is quiet.

"To eliminate "Is it time for \_\_\_\_?" questions I put clocks on the wall with the hands showing the time for lunch, recess, all of our specials. Below it I put the name of the special and the day of the week. They ask, I say to look at the clock. Pretty soon they've figured it out and we've got a head start on telling time!"

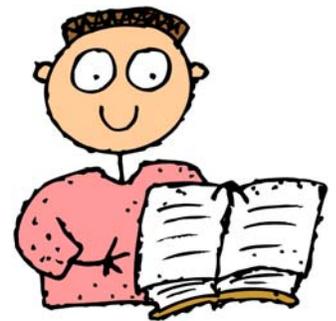
"To increase interest in repeated spelling of words, or repeating vocabulary words, or repeated counting by 10 we do them in different voices - whisper, whiny, mad, deep, crying, little tiny, big, etc. (They love the crying one!)"

"Mark everything you can with each child. Marking after school and returning it to the child the next day is an almost useless exercise! They have forgotten the thought processes that went into the exercise by then. I know it is time consuming in our busy day, but every minute spent marking with the child is valuable. Marking it right away reinforces the positive and you are immediately able to spot children who are not understanding or who need frequent reminders, and they can correct errors in that same lesson."

"At the beginning of the school year, my students are placed in one of five groups, depending where their desks are: Monday group, Tuesday, Wednesday, Thursday, and Friday. On Monday, the Monday kids are the helpers, they line up first, collect papers, share their journals and share at Sharing Time (Show and Tell). On Tuesday, the Tuesday kids get their turns, etc. Later, when desks are moved around, they remain the "Monday Group" throughout the year, no matter where they sit. They know their groups by then."

"We use ice cream buckets that are placed under their seats to hold materials such as crayons, glue, pencils, clay, snap-cubes and other manipulatives. Then when we travel to other rooms for other activities they can easily carry their buckets with them. They place them on their seats at the end of the day to facilitate vacuuming. I also request each child bring a box of sealable baggies (like Ziplocks) to use to hold crayons, clay, manipulatives and take home treats, messy projects, etc."

"Our school does not permit treats to be brought in for birthdays. Instead, we send a letter home at the beginning of the year encouraging the students to give a book to the class on their birthday. It's a good way to cut down on the kids' sugar intake and build up your class library. I always let the birthday child open the gift for us and take their picture with the book. The photo is mounted on the inside cover so we always remember who donated it. Of course, it is not mandatory, and I have a few books put away for students who cannot bring one."



"The 'President of the Day' is also my helper of the day. When an adult comes in and needs to speak with me I ask the president to take over. He/she goes to the front of the class and looks for the quietest person to be the next president and so on. This usually allows me a moment of quiet to talk to my visitor."

## Chinese New Year

Gung Hay Fat Choy! Chinese New Year falls on February 14, 2010. This will be the 'Year of the Tiger'. This website has a timeline with the year numbers and which animal they were.

<http://lynncoins.com/lunar.htm>

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

Since the Chinese believe that red (especially) and orange are colors of joy and that apples mean good luck, you could have a treat of apples and oranges.

Attach 3 foot crepe paper streamers to pencils and practice Chinese ribbon dancing (big circles, little circles, figure 8's).

**Make Chinese lanterns:** The Lantern Festival is the finale of the 15-day celebration. Take a 9 x 12" piece of red construction paper. Fold it in half, the hotdog way. Cut slits through the folded edge, stopping one inch from the top. Unfold paper and glue edges so that slits hang vertically. Attach a paper handle and crepe paper streamers on the bottom. You could take the lanterns and streamers outside and parade. For 30 seconds they could be allowed to make as much noise as possible - chasing away the bad spirits.

Have Chinese food and try eating with chopsticks. Have fortune cookies.

**Make a dragon head with eye holes from a cardboard box.** Decorate it with bright colored paper and attach a length of butcher paper behind, strengthened by lengths of clear packing tape. Attach streamers of crepe paper. Some children go under the dragon (taking turns being the head) and move up and down so his body goes in humps. Beat sticks together or make drums and play a rhythm for the dragon dance. The rest of the class can do a ribbon dance with the streamers on the end of the pencils.

"Turn the classroom into a street in Chinatown. If you have parents or other adults in your classroom who read and write Chinese, ask them to provide lettering the children can copy to create street and shop signs - or find good luck signs on-line. A local Chinese restaurant may be willing to donate pairs of wooden chopsticks for your Chinatown restaurant. Try to cook an authentic Chinese meal and use the chopsticks to eat it. Give the children play money as 'lucky money' to redeem for paper fans or fortune cookies in one of the pretend shops. Make the dragon's head, and some students can be the dragon weaving through Chinatown, while the other students follow with cymbals and drums."

- Try to write the Chinese characters for Gung Hay Fat Choy or Chinese New Year.

- Make fans.
- Do a map study. Find China and study the country.
- Discuss how the Chinese New Year's celebrations compare with New Year's or other holiday.

- How are Chinese dragons different than dragons in Europe? Research the different kinds of dragons.



# 100 Day

My favourite 100 Day poem is "100 Is A Lot" By Meish Goldish. Find it at:

<http://blogs.scholastic.com/files/100-is-a-lot-poem.pdf>

## Happy 100 Days To Us!

*Sing with a 100 Day cake*

Happy 100 days to us,

Happy 100 days to us,

Happy 100 days at \_\_\_\_\_ School

Happy 100 days to us!

## Make a 100 Book

I wish I had 100 \_\_\_\_\_ because \_\_\_\_\_.

If I had 100 \_\_\_\_\_ I could \_\_\_\_\_.

If I had 100 \_\_\_\_\_ I would give them all to \_\_\_\_\_.

I would never want 100 \_\_\_\_\_ because \_\_\_\_\_.

Having 100 \_\_\_\_\_ could be a problem because \_\_\_\_\_.

When I am 100 \_\_\_\_\_.

Here are 100 \_\_\_\_\_!



We collect 100 kids in the hallway to see how long the line is.

Of course we practice writing numbers 1-100 on graph paper, or cash register tapes.

For writing, we write a story, If I had a hundred dollars, I would.....

How many times can you write your name/the alphabet in 100 seconds?

How many stars/trees/hearts can you make in 100 seconds?

How many jumping jacks can you do in 100 seconds?

Play 'Race to 100'. Children get a grid numbered to 100. They play with a partner and roll a die....they colour in numbers as they go along. The first one to get to 100 is the winner.

See if the children can collect 100 signatures during the day.

Make a 100 necklace by stringing 100 Cheerios or Froot Loops.

Have a penny drive for a local charity or to buy classroom books. Count them in 100's, of course.

Do 100 math problems. Teach percentage.

Do puzzles with 100 pieces.

Have the children trace their feet and cut them out until you have 100 feet. Discuss putting them heel to toe in a long line and estimate how long the line would be in the hall. Put each child's guess on a piece of tape and then lay the feet out to see who wins!

The whole school can assemble at the 100th minute of school on the 100th day! Stand in the outline of 100 on the playground and take a picture of the living 100.

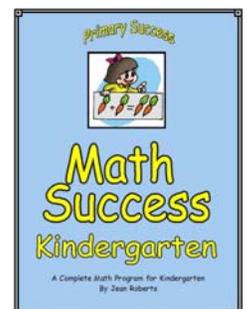
The Principal could make a speech of exactly 100 words. Will anyone realize this?

Eat 100. Eat 100 pieces of small food bits - peanuts, small marshmallows, raisins, M&M's, etc. - or eat a hot dog and 2 doughnuts.

## 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

### The Doubles Chant

As the kids march through the door,  $2 + 2 = 4$   
 Recess has lots of soccer kicks,  $3 + 3 = 6$   
 During music time we sing so great!  $4 + 4 = 8$   
 For lunch I'm having tacos again!  $5 + 5 = 10$   
 Before we leave the books we shelve,  $6 + 6 = 12$   
 Home we go with smiles aplenty!  $10 + 10 = 20$

Ringo, Rango, Tingo, Tango

Dinosaurs have hives

Ringo, Rango, Tingo, Tango

I can count by 5's - 5,10,15,20.....

*As you chant you clap/snap or clap/slap your legs*

Dinosaurs have chins, I can count by 10's

Dinosaurs have shoes, I can count by 2's

Dinosaurs have fleas, I can count by 3's

### Place Value

"Make a poster with lily pads (or anything that suits you). Divide the poster in half, ones and tens. Under the ones side, have 10 lily pads and under the tens side, have 10 larger lily pads. Use lima beans, painted green to look like frogs, and have each frog jump on a lily pad. When all the lily pads are full, that signifies that it's time to move to a bigger pad! Scoop up the 'frogs' in a plastic cup and place the cup on the bigger pad under the tens."

### Magic Tens

"I learned something like this as a magic trick when I was a child. In the classroom it can be used as a drill for combinations of 10. Take out the face cards. Have someone take out one card from the deck and keep it hidden. The person with the rest of the cards turns over 8-10 cards face up. Constantly cover the combinations of 10 - like 2 and 8 or 3 and 7. Ace is a one. If you get stuck just make more piles until you get a 10 combination. When all cards are used pick up the piles that are combinations of 10 and you should have one pile left. The number missing to make ten is the card the other person has. For example, if a 6 is left then the other person has a 4. (All cards are being played face up.)"

### Ordinal Numbers

"I made large word cards (first, second, etc.) and the children took the top one as they arrived in the morning. We then put them in order as part of our opening. They really seemed to enjoy this and could sequence themselves. No one wanted to be tardy those few weeks."

"I do this with a twist - I do 'Mrs. Ritter says' (instead of Simon) and say things like 'Mrs. Ritter says the fifth person in line will put their hands on their head'... 'The third person in line will touch their nose' ... etc. It's fun and gets them all thinking! I LOVE line-up games!"

### 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

### Talking it Over

"I always thought I was making my kids think until we started a new math series. I complained all last year that what I had been doing worked better...but now I realize the missing link is talking about what we are doing. The kids need to sit down after they do an exploration of any kind and they need to talk it out. It's amazing how the children think about what they are doing and getting them to explain it to each other helps those that aren't thinking about it, just trying to get through it. Now we sit in a circle after each math class (well, maybe every other) and those who want to talk, tell about how they did whatever they did or what they discovered. I still have those that look like they aren't listening but I've seen a big increase in participation and thought."

### Practicing Numbers to 100

"Give the students a grid with the numbers 0-100 on it arranged 0-10 on the first line, 11-20 on the second line, etc. to 100 on the bottom. Using beans or other small objects have them cover numbers that meet certain criteria. (e.g. numbers greater than 90, numbers smaller than 15, numbers between 23 and 35, numbers with the digit 3 in them, numbers with 3 as the tens digit, etc.) It is great if you have an overhead of the 100's chart and have the students tell you what numbers to cover so they practice reading numbers as well, and then they can compare their chart to yours."

### Patterns in Addition and Subtraction

Introduce addition and subtraction as patterns.

1. Introduce the doubles facts. Students learn all doubles facts  $0 + 0$  through  $9 + 9$ .
2. Next teach the  $+ 0$  facts
3. Then  $+ 1, - 1$ . This is related to counting. Adding one is the same pattern as counting on or counting back.
4. Next  $+ 2$  and  $- 2$ . This is related to counting by 2's forward and back. Before this is introduced students have practiced counting even and odd numbers backwards and forwards for quite a while.
5. Facts that equal 10.
6. Doubles  $+ 1$ : if both of the numbers in the addition problem are beside each other on the number line then this is a doubles  $+ 1$  fact. So they think if  $4 + 4 = 8$  then  $4 + 5 =$  one more 9.
7. Doubles  $- 1$ : if both of the numbers in the subtraction problem are beside each other on the number line then this is a doubles  $- 1$  fact. So they think if  $4 + 4 = 8$ , then  $4 + 3$  is one less = 7.
8. Then there are "oddball" addition facts that don't fit any of these patterns and the students need to memorize these.

### Multiplication

"After my students completely understand the grouping in multiplication and can visualize the meaning of questions, I teach the times tables by skip counting. We look for patterns by colouring in the skip counting on a 100 grid. We skip count orally every day and when the time comes to do the times tables, the students find it easy!"

### Homework Calendars for 2009-2010

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.

## A Groundhog Day Theme

- Your students can research the groundhog and find out what it eats, where it lives, what type of animal group it belongs to, etc., and write a 'Big Book' with what they have discovered.
- Research the legend and discuss why the legend makes sense.
- Learn about the Canadian groundhog, Wiarton Willie. Go to:  
<http://www.wiarton-willie.org/>
- Learn about weather patterns at this time of year.
- Discuss protecting animal environments.
- Make a class chart of predictions whether or not the groundhog will see his shadow.
- How big is a groundhog? Find out and then draw him full size. Use measurement skills.
- Do a science unit on shadows. Measure and record shadow length. Have children go outside several times each day to measure their shadows. Record and discuss why they are longer or shorter.
- Why are shadows from the sun long at this time of year?
- Research and present reports on other animals that hibernate during the winter.
- Brainstorm words to describe the groundhog and the weather on Feb. 2.
- Write about how the groundhog feels on February 2.
- Write an imaginary interview with Wiarton Willie.
- Write a class story about what the groundhog might be doing in that hole all winter long if he is not hibernating.
- Memorize and do choral speaking of groundhog day poems.
- Learn the vocabulary in the research.
- Create a winter scene, with sky, trees, snow and the groundhog's den below ground.
- Construct a model groundhog den.
- Play shadow tag.
- Discuss other weather legends and how you think they might have started.

Go to <http://www.angelfire.com/ma/1stGrade/groundhog.html> for a list of other legends.



### Groundhog Day

It's the second of February  
The air's very cold.  
When something unusual  
Happens, I'm told.



Deep in his burrow  
Down under the ground  
The groundhog is waking.  
He looks all around.

It's dark in his burrow  
Down under the snow.  
"Is winter over?"  
He wants to know.



He follows his tunnel  
Up to the light.  
He digs through the snow  
Soft, fluffy and white.

He pokes his nose out  
Near the roots of a tree.  
He looks all about -  
What will he see?

If the sun is shining  
When he looks around  
He'll see his shadow  
In front, on the ground.

His shadow will give him  
A horrible scare!  
He'll dash back down  
To his deep dark lair.

He'll be so frightened  
He'll scare spring away  
For six long, long weeks  
It will stay cold, they say.

But, if on this day  
There are clouds in the sky  
And the sun is hidden  
From his brown eye,

There will be no shadow  
To scare him away.  
He'll think it is spring  
And it's time to play.

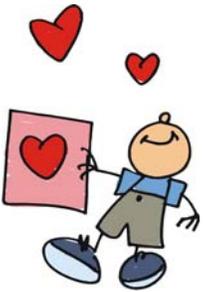
What people say  
Is that spring is now here!  
The groundhog is up  
And he's full of good cheer.

So on February second  
We look skyward a lot.  
Will the groundhog see  
His shadow or not?

*Jean Roberts*

## Valentines Day

### Valentine Scrapbooks



This is a very popular Valentine Day idea! Have each child put the Valentines he/she receives into a scrapbook. The children can make a cover page before Valentines Day, and then, after the cards have been handed out at the party they can be put on pages which are later stapled together to form the book. To attach the Valentines, put a strip (not a loop) of transparent tape on the left edge or top of the valentine so that it can be flipped open like a book page. This way the signature will be visible. The children will now be much more interested in reading the cards and sharing them with their peers and family. It also makes a nice keepsake.

"I made little books, bound with those plastic binders, with pages of white paper between two pink sheets. The kids spent their valentines day party putting their valentines into their books and writing who it was from below each. Then they have another 'book' to take home and read!"

"The Kindergarten teacher at my school told me of her own variation, which is to take the cards she is given by the children and to create a classroom "Thanks" chart. She tapes the cards onto red chart paper and then under each one, writes, "Thanks, (name)!" She says that the children really love reading these and finding the cards they gave. These cards could also be taped into a book for the classroom library."

Today as Valentines go out  
To people near and far,  
This one I'm sending right to you  
To say how nice you are.

Paint a black or dark brown tree trunk and then place a large blob of paint at the top of the trunk. Take a straw and blow the paint out in all directions to make the branches. Cut a large pink valentine for the base of the tree, and lots of tiny red and pink hearts to put on the branches as leaves or blossoms.



Have a Clifford party! [http://hrsbstaff.ednet.ns.ca/swentzel/Clifford/clifford\\_\\_poetry.htm](http://hrsbstaff.ednet.ns.ca/swentzel/Clifford/clifford__poetry.htm)

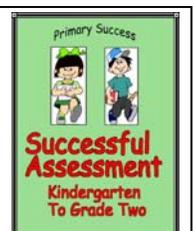
February is heart month. Learn about the heart, and exercise and eat to have a healthy heart. Have low fat dips and veggies of all sorts, yogurt, etc., for your Valentine party. Call them Healthy Heart snacks.....so we love ourselves by being good to our bodies, too. Have red radishes and peppers, too!

Wear red articles of clothing on Valentines Day. Who can wear the most red things? Eat only red food.

Have a class or school contest - one year the boys get to wear a red paper heart out at recess time. If a girl can get a boy to talk to her he has to give her the heart. The girl with the most hearts wins a prize. The following year the girls wear the hearts and the boys try to get them to talk.

### **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

"I put out a weekly newsletter. I list birthdays, who is Superstar of the Week, who has lost teeth, and any other special accomplishments. I thank any volunteers who have been in for special projects. Now I am also listing acts of kindness done by the children. I list any things that will be coming home for the week: e.g., behavior charts, flashcards, book club news, etc, as well as any things that the children need to bring in. I tell them about things that are going on in our classroom. I list all skills for all subjects that will be covered during the week. It is quite long, but parents seem to like it."

"Many years ago I used to have sharing time, but I really didn't think it was very valuable after a while so I put a new routine into my opening exercises in the a.m. I call it "Question of the Day". Each student rotates through the cycle to be able to share their answer. For example, I have 20 students so every 20 days I change the question of the day. Because I have a lot of Limited English Proficient children, I wanted to really work on oral language development. Questions vary from the one I am using now - "What is your favorite colour? Name something that is that colour." I insist that they use a complete sentence when sharing their answer. After they share, we talk for a minute or two with the class about that child's response and then I write the response on chart paper for the children to see. e.g. Marie likes yellow because the sun is yellow. - or - Anthony likes red because he has a red race car. So I actually use that "sharing time" as a method to reinforce proper oral language development AND to model writing (discussing sounds as I write). Other topics could be favorite food, favorite animal, favorite holiday. Also when we are doing our senses, the question might be "What is something that you can touch?" or feel? or smell? or taste? or see (using only one sense for each question). Later on when we are into using correct punctuation, I will write the question on the board using improper punctuation and/or spelling and the child is expected to correct the sentence."

### Have a "Principal's Day"!

The end of principal spells PAL  
And that, my friends, will tell it all  
For in this school, the principal  
Is just that way to big and small.

To organize and summarize  
And lay it on the line,  
With follow through and follow-up  
The job s(he) does is fine.

So on this day of honoring  
Our principal, it's true,  
There's only one that's really great,  
OUR principal, that's YOU!

*Victoria Belmont*

## Popular Primary Success Resources!

### 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. Price: \$39.95 CD - \$29.95 Level: K - 3

### Successful Social Studies — Grade One

This great resource gives specific lesson plans for an entire year of Social Studies. It follows the curriculum expectations in all the provinces, with special emphasis on the child's world - the classroom, school and community, expanding outwards with understanding of interdependency, relationships and responsibilities. Price: \$39.95 CD - \$24.95

### Successful Science Lessons — Grade One

This book has all the themes in the Science strands that are required in all the provinces, so it will be useful for teachers across Canada. The sections are: the characteristics and needs of living things, plants, animals, the five senses, matter and materials, energy and motion, weather, the water cycle and daily and seasonal changes. There are lessons, exercise sheets, some little books, experiments and hands-on work. Initial reviews have been very positive! Samples are on the website. Price: \$39.95 CD: \$24.95

## 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.theschoolbell.com/>

Lots of great ideas!

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

Lots of valuable links and ideas!

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

A great collection of sites for special days in February.

<http://www.teachingheart.net/readers theater.htm>

Readers' Theater scripts to print off.

<http://www.suzyred.com/music.html>

Songs and poems to teach language skills.

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The following is a list of notable deaths in February 2015. Entries for each day are listed alphabetically by surname. A typical entry lists information in the following sequence: Name, age, country of citizenship and reason for notability, established cause of death, reference. Aldo Ciccolini, 89, Italian-born French pianist. Colum Corless, 92, Irish hurler (Galway). Anita Darian, 87, American singer, complications after intestinal surgery. [Verse] It's February, it's much different from the past year That was the worst time, the opposite of cashmere And you know when life kicks you all in your ass rear When you down to your last blunt while you downing your last beer Catching your close friends in every lie Had you wiping your hands clean 'til they were sanitary. dry Then you noticed the snow was standing very high Because yesterday it fell from the January sky Now it's February and the world feels a lot colder You and your girl It's where your interests connect you with your people.Â I made this plush of my fairy fox design in february. its not wired and the wing colors had to be changed due to my local michaels not selling felt in those colors. perapatherapper. Follow. Unfollow. my art peraps plushies furry fursona. 17 notes. Loading...Show more notes.