



Primary Success

Issue #6

September – October 2005

A New School Year!

Most Primary teachers head back to the classroom happily. The summer is over and now you are starting with a new group of children and new enthusiasm. Each September we begin with a clean slate (.....or should I say 'a clean dry erase board?') and we are able to start work with all the knowledge of our past experience and no left-over problems. It is wonderful to have this renewal of interest and enthusiasm!

This is like New Years! Make a few resolutions as you begin the year. How can you improve your lessons? Are your lessons targeting the needs of all students/ Do you model your expectations as much as you should? Is your classroom as neat and organized as you would wish? Can you do more to help your children become better readers? Pick one or two areas to improve, and spend perhaps five or ten minutes each day working on this. Five minutes a day on organization, for example, will make a huge difference in your classroom. An extra ten minutes a day modeling your expectations will make a huge difference with your class.

Jean and Kelly



pri-mary:
First or highest in degree, quality, or importance; principal.
First in time, order, or sequence.
Fundamental, basic, or elemental.

Look for:



**Tips -
the best ideas!**

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Before School Begins

Bulletin Boards - In Kindergarten and Grade One it is expected that there will be a calendar board - the alphabet and numbers and colours. There should be a bulletin board that has backing and a border but left empty waiting for the students' work on the first week. Leave room for your word wall. Often there is a board with the students' names and pictures. Try backing your boards with plain fabric stretched tightly. It fades much less than the butcher paper.

It may not be Autumn yet in your area, but it will come soon. Use the Fall colours of yellow, orange, red and brown in your decorations. If you back all your bulletin boards with orange, it can be left up for Halloween! Decorate your door on both sides! It is a nice welcome to your classroom.

Desk Tags - If you are computer literate, make up personal desk tags for each student. Have the name in primary print, the student's number, a number line and the alphabet in lower case. Laminate them and attach with the clear packing tape. Have some without the names and numbers as you will get new students during the year.

Homework - Decide how you want to manage this. The monthly homework calendars save you a lot of work. You will also be allowing the students to take books home. The large baggies with the zipper are good for back-and-forth protection.

The Word Wall - Have the letters up, and the students' names ready to put up. If you have the year's words ready it would save a lot of time. File them in order. Most teachers do not laminate the words, as that can put a glare so the children can't see them clearly. If you don't have a list of words, use the Dolch list. In Grade Two or Three you may not want a word wall. You can make a computer list of words for each letter, and the students can glue each letter's words to the correct page of their personal dictionaries.

The Coat Place - Students bring jackets, backpacks and lunches. This area can be a mess if there isn't directed organization.

Library - It is not necessary to put out all the books. Have an attractive variety out for the first day.

Classroom Behavior Plan - Decide on your plan. If you have a good class, you may not need a system of rewards or punishments. Do not reward or punish unless you have to! Let praise be the reward, and a 'teacher's look' be the deterrent. You may want to start out this way - and with most classes this will be all that is needed for several months. But..... know what you are going to do if a child does not respond to this and causes disturbance.

Personal Numbers - Assign each student a number. That number is used all year and is very handy! Put it at the top of work for easy filing. See at a glance who has not handed work in. Number coat hooks and other personal spaces. They can line up by number and do jobs by number. Use them for addition and subtraction, too.

Math Manipulatives - Put them in plastic containers with lids, and label them. Only have out what you will need and put the rest in a cupboard. Do not let the students use these as toys or they will become mixed, lost and damaged.

Daily Plans - There is a lot of repetition in our daily plans. If you do them on the computer, you can cut-and- paste the basic things you do every day and add the day's specific lessons. This will save you lots of time! Print it out and put it into a binder. Computer plans are also very easy to change.



Tip:

"I shake everyone's hand at the door in the morning and at the end of the day. I expect eye contact and a polite response. If you expect good manners the classroom will be a nicer place!"

Poems for the Autumn

The Little Elf

A little elf
Sat in a tree
Painting leaves
To throw at me.
Leaves of yellow
And leaves of red
Came tumbling down
About my head.

Down, down
Yellow and brown,
The leaves are falling
Over the town.



Leaves On the Trees

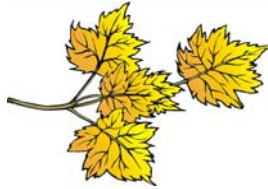
(The Wheels on the Bus)

The leaves on the trees turn
orange and red,
Orange and red, orange and red.
The leaves on the trees turn
orange and red,
All through the town.

The leaves on the trees come
tumbling down,
Tumbling down, tumbling down.
The leaves on the trees come
tumbling down,
All through the town.

The leaves on the ground go
swish, swish, swish,
Swish, swish, swish,
swish, swish, swish.
The leaves on the ground go
swish, swish, swish,
All through the town.

Off to school
We go together
In September's
Sunny weather.



Gently Falling Leaves

Little leaves fall gently down,
Red and yellow, orange and
brown.
Whirling, whirling,
round and round,
Quietly without a sound.

October

October's the month
When the smallest breeze
Gives us a shower
Of autumn leaves.
Bonfires and pumpkins,
Leaves sailing down -
October is red
And golden and brown. October
October's the month
When the smallest breeze
Gives us a shower
Of autumn leaves.
Bonfires and pumpkins,
Leaves sailing down -
October is red
And golden and brown.

Pumpkins

When you see me in the fields,
My orange glowing in the sun,
It's time to say goodbye to summer
And hello to autumn fun!!



Here We Are Together

("Did you Ever See a Lassie")

Here we are together,
Together, together,
Here we are together,
Back at school again
There's _____, and _____,
_____, and _____,
Here we are together,
Back at school again.



I Am

Frere Jacques

I am (name),
I am (name),
That's my name,
That's my name,
I am glad to be here,
I am glad to be here,
At school today,
At school today.

Three Little Witches

(Three Little Indians)

One little, two little, three little witches,
Fly over haystacks, fly over ditches,
Slide down moon beams
without any hitches,
Hey ho Halloween's here!
Horned owl's hooting, it's
time to go riding,
Deep in the shadows are black cats
hiding,
With gay little goblins, sliding, gliding,
Hey ho Halloween's here!
Stand on your head with a
lopsided wiggle,
Tickle your little black cats
till they giggle,
Swish through clouds with
a higgedy piggle,
Hey ho Halloween's here!

Low Readers in Grade 2 and 3

In the first weeks of school, teachers in Grades Two and sometimes Grade Three may find a group of students who are having problems with reading simple material. These children may have a sight vocabulary of 50 words or less and may not be blending sounds to decode. Occasionally a child may come to you who does not have **any** reading skills! Unless something is done now, these children will continue to have problems with reading and will always be behind their peers. The long-term effects of this can be devastating - the child may act out and be troublesome, and the chances of him/her being functionally illiterate as an adult is high.

You will also have high readers in your new class, and it is difficult to take this group of slower readers back to their level without grouping. We can simply hope that things will click and that they will begin to improve, and this occasionally happens - but we cannot count on this.

The odds are that you will have between two and five children in your class who have learning disabilities. They may have visual disabilities (dyslexia) or auditory difficulties. These students may be sent to get special time with the Learning Assistant. Special Education services will help these students if they are given enough time there, but you cannot give all the responsibility to another teacher. The problem with students leaving the classroom for instruction is that it does not have any follow-up in the classroom. Having the L.A. teacher come to your classroom to give the students help with the lessons you give the quicker students does not give the assistance that these children need.

So what can you do? These students must have specific sequential lessons in order to succeed, and that means that they need a program such as the direct instruction of Reading Mastery from S.R.A. or the Primary Success programs of Successful Phonics and/or Successful Sight Reading. A year of concentrated sequential lessons will make a huge difference to their reading and their future.

To do this, you should take this group of slower children for half an hour every day. The other students could be doing printed exercises, silent reading or other silent activities. There should be no interruptions and a quiet atmosphere. You will be amazed at your group's progress, and you may find that some of these students will catch up to the class.

Test these students before you begin. Test them on the Dolch words or other word lists, and do simple oral reading to find their level. In Grade Two you will likely start at the beginning again with all the programs as a review, working quickly until you reach their level and then making sure that the students achieve mastery as you proceed. In Grade Three you would begin simply to make sure any gaps in knowledge are filled before teaching material that is new to the students.

If you have children in your class who have not done well on the program that was taught in the previous year(s), do something different. If your students were taught through literature, do sight words and phonics. If they have been taught through a phonics program, do a visual program teaching words by sight. If they

have been taught sight words and are not succeeding, teach a sequential phonics program. To do more of the same and expect a different result is not realistic!

Have fun with this group! Do quick drills and play word games. Laugh and be silly sometimes. The students will enjoy it more and learn faster, and the rest of the class will be envious.

Something to Ponder



Bulletin Boards

Our Apple Orchard or The Apples of My Eye!

Make a large tree from brown butcher paper. Make the branches wider than you want them and then scrunch them in your hands lengthwise so they look three dimensional and have ridges along them. Cut out large apples, one for each child. Put a child's photo on each and the names.

Here's a Great Bunch!

Cut out purple circles about 9" (22 cm.) in diameter. Outline with black pen. Print a student's name on each. Pin them up to form a cluster of grapes. Add a green stem and leaves. Take several 3" green circles and cut to the centre in a spiral. Add these to the stems.



Fall into Reading!

Print this poem: The leaves are falling One by one. Summer's over School's begun. Cut out (or purchase) brightly coloured autumn leaves and print a child's name on each. Staple these falling leaves at random over the board. Or.... in the first week have the students fingerpaint on 9 x 12 paper in orange, yellow and red. When dry, cut out leaves as large as possible. (You can draw the shape on the back of the paper and they can cut them out.)

Grade _____ is Hopping With Excitement! or Leap Into Grade _____! or Welcome to Our Pad!

On a blue background, cut out light green lily pads and dark green frogs.

Swinging into Grade _____

Have the students draw themselves on a swing... or go out to the playground on the first day and take a digital picture of each child on the swing, pretending to be swinging high. Print them out on plain paper - and if you want to save ink, in black and white.

Welcome to School!

May this school year bring You happiness galore, And may you enjoy it Right to the core!
Have a large apple core on the bulletin board and add the students' names.

Welcome to Our Bear-y Wonderful Class! or You Are Bear-y Special!

Print each child's name on a picture of a bear or teddy bear.

Blast Off into Grade _____

Draw a very large rocket ship with lots of windows. Put a photograph of each child's face looking out a window. Make the background black or dark blue and decorate with stars and planets.



A Class With Many Flavours!

Have ice-cream cones with a great variety of ice-cream colours.

Our School!

Photocopy an outline of a cute fish. Print each child's name with black felt pen, and then have the students colour them as brightly as possible.

ADHD

To be successful with ADD and ADHD students there needs to be modification in the areas of academic instruction, behavioural interventions, and in the classroom itself.

Routine is the most important part of handling these students. They need to know what they are going to do, what is expected of them and what will happen next. Changes in the daily routine will cause disturbances in your classroom! Print the day's schedule on a chart with the times, and follow it as best you can.

Academic Instruction: Students with ADD and ADHD learn best with a carefully structured lessons.

- These children do not handle lessons that are not completed in that session. Creative writing, for example, should be completed in one session. By the following day the student will find it very difficult to go back to the same story.

- Review the previous lesson skills before adding something new.
- Tell the students what they are expected to learn in the lesson.
- Tell the children how they are expected to behave in the various parts of the lesson.
- Give explicit instructions, and ask the student to repeat them back to you.
- Give the student only the materials needed in the lesson.
- Simplify the instructions and the choices.
- Provide warnings that the end of the work period is approaching.
- Check assignments in that lesson period. Work checked later is of no value to the student.



Behavioural Interventions: Quiet classrooms with firm routines have less behavioural problems than classrooms with interaction, movement and noise. The teacher wants to spend the minimum amount of time disciplining the problem students, as this time is taken from teaching and assisting all the students.

- Verbal reinforcement of appropriate behaviour is the most effective. Be very specific with praise.
- Give praise immediately and vary your words. Be consistent and sincere.
- Negative consequences will rarely change behaviour over the long term and may actually increase the poor behaviours.
- Selectively ignore some behaviours. Sometimes the student is looking for recognition, and will stop the behaviours if this recognition is not given.
- Remove all items around the child that could cause problems. Rulers, elastic bands, etc., are often considered toys. Give the child manipulatives that are calming - stress balls to squeeze, etc.
- Allow the student to move around frequently - purposefully if possible. Send him on errands.
- Give directions near the child, and have him repeat them if you can. Establish eye contact.
- Establish private hand signals instead of saying 'Be quiet', 'Remember to put your hand up', etc. For example, ask the child to raise his or her hand every time you ask a question. A closed fist can signal that the child knows the answer; an open palm can signal that he or she does not know the answer.

The Classroom: Children with ADHD often have difficulty focusing on their assigned work. They are easily distracted by other children or by nearby activities in the school classroom.

- Seat the child near the teacher and a role-model student.
- Seat the student in a place where there are as few distractions as possible. Seating near the door or the pencil sharpener would not be helpful.
- A cooking timer can show the student the amount of time left to accomplish the work.
- Sometimes these students have difficulty tracking in their reading. A line marker or pointer can help.
- Try having a very wiggly child sit on one of the big exercise/occupational therapy balls.

Document everything that happens every day. This is very important for the school-based team and for the parents. You may want a 'back-and-forth' book that goes home every night where you and the parents discuss the happenings.

Teaching Reading in Kindergarten

What is developmentally appropriate? Years ago it was believed that children should not be pushed into reading and that they would read when they were 'ready'. It was felt that Kindergarten children were not of an age to read, and they would learn and progress through play. Reading was left to the Grade One teacher.

Many three and four year olds (usually girls) want to read, print and write, and many are ready to learn. Why not teach them? By the time they reach Kindergarten they are longing to learn to read. This can be done without pressure. If they know the sounds, they can be shown the blending procedures and they soon will be reading many simple phonetic books. Teach the whole class the basic sight words. It may not 'take' with some children, but they will be learning how we read and it will encourage their readiness more than any other method.

If a child enters Kindergarten knowing how to print the letters in his/her name, that child is quite ready to begin the reading process. This child not only recognizes the name, but remembers the individual letters and can print them in order. The neatness of the printing will not be a factor in the readiness, as this is a different skill. Children who cannot recognize their own names will need more time and specific lessons in the concepts of print. Many Kindergarten children learn to read the names of all their classmates without direct teaching - and we used to say they weren't ready to read!

In every language activity, stress the concepts of print. Show the direction of print with your hand under the words, the separation of individual words, and the sounds of letters in words. Frequently tell the students the ways we can read: we read by simply remembering the words by sight and we read by putting the letter sounds together to make words. Sometimes small children think that reading is difficult and mysterious!

Young students especially like little books that they can read. There are many books with very simple print, and others with predictable print. Lead them through these, giving specific lessons to teach the vocabulary. Your children will be so pleased to take books home that they can read!



Teaching Poetry

"I teach one poem each week. Each student has a binder with a blank index in the beginning, and at the end of each week we add the new poem. (You could use the pocket folders and have the poems loose in it.) At the end of the week the poem goes home, too.

We memorize the poem and discuss the meanings. Then a copy of the chart poem is cut into lines and put into the pocket chart holder and the students put the lines in order. By Thursday of the week the poem is cut into separate words and re-assembled. We read it many times together, and it is used for 'read-the-room'.

On Fridays the students put the poem into their binders, colour the graphics and border. Then we review other favourite poems in the binder. The binder is one of their favourite books in silent reading time!"

"We use the poems to look for letters and letter sounds, rhyming patterns, sight words, upper and lower case letters, etc. Each student gets an envelope with the poem cut into words (I cut them - when the students cut the words lots of accidents happen!) and they put the pieces out on their tables and put the poem together."

"We put songs into the poem books, too. I try to teach a new song each week, and the kids love to read along as they sing. In Grade Two and Three the songs get more complicated, so it is a good reading experience. Often the songs have vocabulary the students wouldn't find elsewhere."



Research

Doing research assignments is a great way to introduce and teach strategies for reading non-fiction books. Begin research in early Grade Two, and increase the difficulty as the students' reading ability increases.

Have several simple non-fiction books on a single topic - dinosaurs, insects, space, etc. Discuss the parts of the book - the title, index, illustrations or photos, subtitles, chapters, etc. Explain that when you are researching a topic you do not need to read everything in the book - if you are looking for specific information use the index, chapter headings and sub-titles to find what you need to know.

Share that it is just as important to choose a book to give you information at your reading level as it is when you choose a fiction book. Some non-fiction books are very difficult.

Begin very simply. Perhaps the students could each choose an animal, and try to find specific information about it. Where does the animal live? (habitat) What does it eat? Does it have a home? Tell one or two interesting facts about the animal, etc.

Take two pieces of 8 1/2 x 11 paper and fold in half the hamburger way. Staple along the fold. This gives a cover page, six pages in between to write information and the back page. Younger students need lines to print neatly, so you can photocopy the pages with the format. You may want to begin with sentence starters.

8	Title By ____	2	7	Photocopy double-sided. Turn the pages so they are vertical - face one left, the next right, and so on. Fold the pages in half after photocopying.
		<div style="border: 1px solid black; width: 60px; height: 40px; margin: 0 auto; text-align: center; line-height: 40px;">Drawing</div> Sentence	<div style="border: 1px solid black; width: 60px; height: 40px; margin: 0 auto; text-align: center; line-height: 40px;">Drawing</div> Sentence	
		6	3	
		<div style="border: 1px solid black; width: 60px; height: 40px; margin: 0 auto; text-align: center; line-height: 40px;">Drawing</div> Sentence	<div style="border: 1px solid black; width: 60px; height: 40px; margin: 0 auto; text-align: center; line-height: 40px;">Drawing</div> Sentence	
		4	5	
		<div style="border: 1px solid black; width: 60px; height: 40px; margin: 0 auto; text-align: center; line-height: 40px;">Drawing</div> Sentence	<div style="border: 1px solid black; width: 60px; height: 40px; margin: 0 auto; text-align: center; line-height: 40px;">Drawing</div> Sentence	

Assessment

Have a copy of the following page for the student and for you. Have the student read across each line. On your copy, cross out errors and print what the child said above the word. Stop the child when he/she makes three consecutive errors.

To score: Count the words the child has read correctly. Add 100 to each score and then divide by 100. For example, if the child reads 68 words correctly, add 100 to make 168, and divide by 100 to make a score of 1.68. If the child reads 125 words correctly, add 100 to make 225, and divide by 100 to make a score of 2.25.

The final score is the approximate grade level – a score of 1.6 is considered Grade 1, 6 months. A score of 2.25 is considered Grade 2 level, approximately between the 2nd and 3rd month.

This is, of course, a very simplistic assessment. There is a lot more to reading than reading lists of words! This test is useful to give you a quick assessment of your new students so that you will have an idea of the sight word levels.



a and I at is like red the to am my it
big cat you me play up go can are blue see
sit come here in look little no yes said will for
have was on he if yellow its too down good
funny help jump did ran she fast all do we
run stop today be away get some make his into
live may ride as call him black hot read sing find
let eat came out so us where ten brown her
going by saw work that from but got has of
one were wish your with fall after pick off two
why then long had green cut five many six tell
want they went our not fly what ask new old
or upon our give because pretty three well very
thank small once cold over four just made again
best when say please there put how gave myself
use which under try this them ate goes far first
who start soon open pull night know must about
those light never their now kind grow before around
full much sleep white walk both draw seven been
always bring any laugh eight wash write think take
better only buy found would clean does every show
drink these keep carry together right warm round
own could hurt done sight

Sight Word Games

Word Whackers

"My kids love Word Whackers! I write the sight words on the chalkboard (I usually do 16 at a time), divide the group in two, draw a line on the floor to line up behind and give the first person in each team a fly swatter. Stand to the side - this is very important! - and say, "Find the word _____." They run to the board and swat the word when they find it. I started by giving points to the team who correctly swatted first. Later they loved it so much they didn't care when I stopped scoring. We play until I feel most of the group can find the words quickly. They asked to play this every day!

After a few weeks I made 'desk swatter' game boards and they played in sets of three with tiny fly swatters (Crystal Springs) - one person calling words and the other two swatting.

I must say that this year's group read faster and sooner than in previous years. We really emphasized sight words and I think it paid off. More games like this one instead of so much pencil and paper work made it fun."
Cindy

Heads and Tails

This is a good activity to keep the students familiar with the word wall.

I pick a word on the word wall and they write it down. Then a student picks a word off the wall that starts with the last letter. They write the words like this:

play
yes
saw
went etc.

Finger Twister

"Trace a number of different sized circles onto a piece of paper, and run enough copies for each student. print the same number of words on the board as circles, and the students print a word in the circle of their choice.

Call out instructions such as, "Right thumb on _____." Continue with other words, "Left pointer on _____." Students love getting their fingers all twisted up and hardly realize they are practicing their sight words."

Sing Your Spelling Words

Songs for 3 Letter Words

- This Old Man
- Jingle Bells
- Are You Sleeping? (C-A-N can)
- Three Blind Mice

Songs for 4 Letter Words

- Twinkle, Twinkle Little Star
- Skip to My Lou
- YMCA
- Are You Sleeping?

Songs for 5 Letter Words

- Skip to My Lou
- Row, Row, Row Your Boat
- You Are My Sunshine
- BINGO (There was a class that learned to spell; And this is what they sang-o)

Songs for 6 Letter Words

- This Old Man
- Jingle Bells
- Happy Birthday
- Michael Row Your Boat

Ashore

- The Farmer in the Dell
- Skip to My Lou

Songs for 7 Letter Words

- She'll Be Coming Around the Mountain
- My Bonnie Lies Over the Ocean
- Twinkle, Twinkle
- Willoughby Wallaby Woo

Songs for 8 Letter Words .

- We Wish You a Merry Christmas
- For He's a Jolly Good Fellow

Songs for 9 Letter Words



Readers Theatre

Reader's Theatre is a great way to practice fluency skills. There is a wealth of information on Reader's Theatre on-line, with lots of scripts at varying levels. This can be done with suitable scripts in early Grade One through to the older grades. Groups of students can do a Reader's Theatre for other children in the class.

The students are each given a sheet that looks like a play, but without the stage directions. First, the sheet is treated as simple reading material in a Guided Reading lesson. The teacher can read it aloud first if some children will have difficulty with the vocabulary. Then the sight words are taught, and the play is practiced with different people taking the parts until the students are very familiar with the format and the reading vocabulary.

Children are chosen for the different parts, and the play is practiced until the students are reading fluently in their parts. It can be 'performed' a number of times - repeated reading builds fluency, confidence and enthusiasm.

Reader's Theatre can be quite complicated or taught simply. Try this lesson plan:

- Pass out the scripts.
- Read through the script together, orally and silently.
- Assign parts. Ask the students to write their character's name at the top, and then highlight everything that character says.
- Read through the script, taking parts. This can be done sitting in in the whole group.
- The characters come to the front of the class and go through the play.
- Discuss it, read it again and/or swap characters.

Stress good public speaking skills. Do not hold papers in front of the face, speak loudly (but not shouting) and clearly, use expression, and try to make the production interesting for the audience. When you tell a student to do something in a different manner, speak to the character, rather than the child. "Little dog, bark more loudly!" "Giant, use your biggest voice!"

You can use the theatre vocabulary: cast, characters, rehearsal, performance

The following websites have many great scripts that you can use in your classroom. Some you can just print out and photocopy, and some can be cut and pasted into a file on your computer and made more student-friendly.

http://www.readinglady.com/Readers_Theater/Scripts/scripts.html

Lots of scripts from the 'Reading Lady'.

<http://www.lisablau.com/archives.html>

Lots of great scripts!

<http://www.aaronshep.com/rt/RTE.html>

<http://www.surfcitydelux.com/readerstheater/index.html>

<http://loiswalker.com/aloud.html>

"Go Home, Goldie!" - this is always a favourite!

<http://www.teachingheart.net/readerstheater.htm>



Parts of Speech

Teach the simple parts of speech when you are encouraging interesting vocabulary in the students' writing. Use the proper words as you describe nouns, verbs, adjectives and adverbs.

Noun Town

This would be a great lesson if you are going to be observed! Have a bulletin board ready with green paper. Make roads with adding machine tape, with a dotted line down the centre.

Then.....the town needs PLACES... (houses, stores or mall, school, church, post office, police and fire stations, hospital, banks, etc.

The town needs THINGS... (trees, gardens, signs, park benches, dogs, etc.), etc.)

The town needs PEOPLE... (people in cars, people walking, kids playing in the park, policemen, etc.)

Have the students draw and cut out pictures. Another option would be to have the students cut things from magazines. Put the pictures up, saying for each for example, "The fireman is a person. The word 'fireman' is a noun!" "This tree is a thing. The word 'tree' is a noun!" Nouns are words that tell about people, places and things.

Put the pictures up as artistically as possible, putting larger pictures at the bottom and smaller ones in the distance at the top. Put things where they might be in a town, like things together.

Verbs



Verbs are action words. A verb tells what someone or something does. There are also 'helping verbs': was going, am helping, is running, etc.

We want our students to use verbs that are more expressive of the action. Brainstorm words that we can use other than 'walk', 'said', etc.

Make a bulletin board for verbs. Take your students out to the playground and take digital pictures of each doing some action - run, jump, swing, hang, twirl, sit, stand, etc. Print the picture and have the children write about their action. Or.... they can draw themselves in action....

Adjectives

Adjectives are fun! Talk about a dog you saw in the street without any information about the look of the dog. Then ask the students to write a story about this dog, telling more about it - the size and colour, the length of hair, etc. Every student will be imagining a different dog! Have them underline the single words that tell something about the dog. make a list of them on a chart.

To end the lesson, tell about the actual dog you saw.



Write Cinquain Poems

A Cinquain poem is a five-line form that uses a syllable count of two-four-six-eight-two.

Line 1: a one-word line, a noun, that gives the poem its title

Line 2: two adjectives that that describes what the poem is about

Line 3: three action -ing verbs that describe something the subject of the poem does

Line 4: a phrase that indicates a feeling related to the subject of the poem

Line 5: a one-word line, noun, that sums about the poem is about, essentially renaming it

Writing



“I begin with shared writing. We do group stories where the kids give ideas, tell oral sentences and then we write it down on chart paper. This is sometimes called ‘language experience’.”

“In Kindergarten I give my students a half sheet of paper that is blank at the top and has a few lines at the bottom. They can draw a picture and then you can evaluate their writing skills by what they write with it. For some it may only be a few backwards letters, but that gives you a starting place. This can be used for even some months. Then they can do less and less drawing. We also do lots of shared writing and I model writing every day.”

Make your own interlined paper. On your word processing program, make one solid line using the underscore key. Then make the next line with the underscore key and the space, underscore, space - to make the dotted line. Then the next is a solid line with the underscore key, and then the dotted line. Adjust the font size for the abilities of your students. Highlight and copy and paste until your page is fully lined - or a half-and-half page. for beginning writers.

If you have MS Publisher or MS Office Suite, go into the ‘Page Setup’ under ‘File’ and you will see the ‘booklet’ format. This will automatically give you the booklet on page 8 and will print it out correctly for you. Add text boxes and make interlined spaces as above.

How-To Books

“Writing how-to books is a good way to practice sequencing skills. I begin by modeling this frequently, and then I give the students a simple one to begin. We start with a list of the order things happen or must be done. Then we discuss sequence words - first, next, then, after that, and finally. When we retell the sequence, I encourage the kids to use these words. We do this over and over with retelling, putting steps on strips in a pocket chart, etc. Then, when they get to the stage where they have to write their own ‘how-to’, they are pretty comfortable with the format.”

“I set a number of words for the writing that every student should be able to do. If you say, ‘Write three sentences’ you will get some children making the sentences as short as possible rather than making them more interesting. When you ask for a specific number of words they could be writing two sentences or six - it would depend on the story and the student’s ability. In their Journals I ask for a minimum of 25 words at the end of Grade One and 50 - 75 words by the end of Grade Two - depending on the class.”

“We do journal writing three times per week. The kids get 45 minutes to do the writing and the picture. My top kids write about 25-30 words (4-5 sentences). Some of my lower kids need a writing frame like (I like to play ____ with ____). I expect that they will spell simple, common words (is, the, go, can....) from memory. They have a writing dictionary (word lists but no definitions) and theme-related word banks that they use to find other words they want, or they come to me and ask for help to spell difficult words. (I’m not a fan of invented spelling or temporary spelling or whatever you want to call it.)”

“In the military when writing a letter you:
Tell ‘em what you’re gonna tell ‘em
Tell ‘em
Tell ‘em what you told ‘em

It works for stories, narratives, procedures and most letters.” *Vici*



Organization



“I take a 1” binder to all staff meetings, and I keep all notes, directives and messages to the staff in it. Often I want to check something that came out previously, and I can go to this book and find it quickly. I have a different binder for parent notes - I have a section for each child, and I put notes of all phone calls from the parents, notes from them and parent teacher conference feedback. Often the parents tell me things about the children, and I write them here and if the information affects the student’s work or behaviour, I type it into the student’s file on my computer. In the computer file I keep all the anecdotal notes - I try to do at least one set of anecdotal notes on each child each week. I find I do this quicker and easier by typing things into these computer files, rather than having them in longhand. I go to the computer after school and put in a few things from that day when the information is fresh in my mind. The computer files are wonderful with it is report card time or parent conference time - I try to have lots written in the files so these are so easy and the facts are very relevant.”

“I try to take a minute in between lessons to put things away. I used to just toss everything on my desk because I was afraid to waste time on task - but I would have to stay after school organizing my desk. As we all know we need to stay after school for plenty of other things. While I am tidying my things, I have the students do a quick tidy, too. It keeps my room from ever getting untidy, and this is good because people are often walking in to visit.”

“I have a five level stacking tray, so there is one tray for each day of the week. I put my new copies in each section/day.”

“Try this! If you use desks and they are pushed into groups, put the adjoining legs into large coffee cans! This prevents them from scooting around. If you have four desks in a square, put one leg from each desk in the can. This really helps to keep the desks together and neat.”

“My desks and tables made loud squeaky noises on the floor when they moved, so I slit old tennis ball just enough to slip over each foot. Silence is wonderful!”

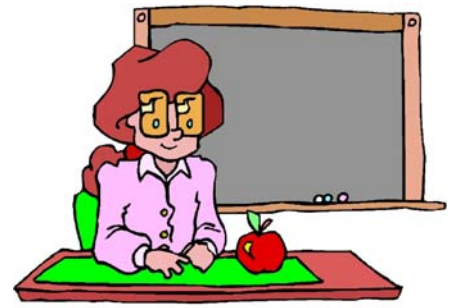
“I organize my stickers in the plastic sleeves for photos to put into a binder. There are six pockets on each page and they can be seen through the front and back. I put them in by holidays, birthdays, animals, fancy ones, etc. You could also put them into baggies, punch holes in the side and put them into the binder.”

“I bought a metal box, open on top, for hanging files. I have dividers for each day of the week and then files for the different subjects. I do my photocopying a week in advance, and put the copies into the correct file folder. Then the copies are never lost and it looks neat and tidy, too.”

“For years I stored all my school ‘stuff’ in containers in my classroom. Even if the paper and books were in containers, the containers themselves were not attractive, and they were taking up far too much space. So I carted them all home and put them away there, making sure they were all labeled carefully. I have themes and holidays in separate containers, and other things in months. I take only the containers I need to school, and bring home the ones not in use. I find my classroom has so much more shelf space and looks much more organized!”

“I take a few minutes in between lessons to put things away. I used to just toss everything on my desk because I was afraid to waste time on task - but each day I would have a big mess that increase through the day. It is nice to keep things looking nice all day!”

Keep your teacher's desk almost empty of things - a marking pen and pencil, scissors and other tools in a can or caddy, a vase of flowers or a plant, your day plans - and that's all! Now you have a lovely surface to use for many things - marking, doing paperwork, discussing work with a student, etc. It also gives the students the incentive to keep their own desk tops tidy. Set a good example!



"I photocopy multiple copies of sheets with the student's names down the left side and a space beside. I keep one on a clipboard. These are very handy for making notes, checking off students as their work is completed, putting in marks, etc."

Have special places for the students to hand in finished work. Shelves with shallow tubs of different colours to hold different assignments are a neat, organized way to keep these messy papers or exercise books.

"I have a tub under my desk where all my filing goes. It isn't visible to visitors or class members, and I put papers in there until I have time to do the filing."

Buy a rolling cart. In it put everything you need during the day. It can be rolled to your groups, to the front of the class for a whole-class lesson, beside you as you mark, etc.

Eliminate distractions in your classroom, especially if you have ADHD kiddies. Put things away and don't over-decorate. Hanging decorations that wave in the breeze are not helpful! Centres can be put away into plastic containers and stacked when they are not in use so the tables and other areas are not covered at other times.

"I have a binder for substitute teachers. In it I have a class list, a seating plan (and I try to keep it updated), attendance routines, a weekly schedule, the groups if any, my behaviour plan, games and songs the students know,

"I have a section of bulletin board that is mine. I put up lists of things I have to remember, schedules, seating plans, meetings, phone numbers, etc. It is amazing how often I go to it and it saves a lot of time to have these things in plain view."

"I keep a very large monthly calendar as my writing pad on my desk. There is a good space for each day, and I jot down notes to myself, meetings, parent conferences and much more."

Do you use data-bases? These are great! You will likely have MSWorks on your computer - and some other programs have this. Have a data-base with all your children's names down Field 1, and leave several other fields empty. Then when you want to do one for a specific purpose, just 'save as' and re-name your new one. Use it for marks - pop in the marks for a test, and then go to the top to 'Sort Records', and change the database to put all the marks in order - highest to lowest. Put in the students' addresses and phone numbers, birthdays, etc.

Use data-bases to catalogue all your library books. Put in the name, the author, the level, subject, etc., of each book, and re-sort to find all the books by one author or on one subject. It is a lot of work, but worth it!

"I am one of those people who seems to need to take things home after school. I bought a small suitcase with wheels. I keep it open all day, and when I plan to take something home I toss it in the suitcase. Then I can just drag it to the car - much easier on my back!"



ABCs for Kindergarten Parents

An Apple: An apple for the teacher...
It's really nothing new.
Except when you remember,
Parents are teachers too!



Book Bags: The children will take books home each week, and it is important that they are returned on time.

Centres: Our classroom will be set up in centres. We will begin using these slowly, one at a time, so the students thoroughly understand what is expected of them.

Discipline- I believe in positive discipline and positive reinforcement, but in order to provide a safe and happy environment it is important to have rules and guidelines for behaviour in the classroom.

Eating at School: We have healthy food discussions in my classroom, and I encourage the children (and parents) to bring healthy choices for snacks.

Field Trips: We will be going on several field trips this year. We will be needing volunteers to meet us at the destination. If you can help, let me know.

Giving Tree: The Giving Tree is on the bulletin board just inside the classroom door. The paper apples on the tree have objects that we need in the classroom that we need. If you would like to help out, pick an apple, write your name on it and pop it into the basket on the board.

Homework Calendars: A homework calendar will be sent home on the first day of the month. Each day has a simple activity for your child to complete. Put a star on the calendar for each day that the homework is completed, and return the sheet at the end of the month.

Illness: If your child has a fever he/she should be kept home for 24 hours after the fever has disappeared.

Juice: Please send healthy drinks - juice or milk. Soft drinks are not allowed.

Kindergarten News: This is the name of our classroom weekly newsletter. It will always be printed on florescent green paper, so you can't miss it!

Library - We will go to the school library once a week on Tuesdays. Please return all books on time!

Music- We sing a lot in Kindergarten. Ask your child to sing the songs at home, too.

No toys, please!: The students are not allowed to bring toys to school except on their special days.

Outdoor Play: The students will be going outdoors to play at recess and after they eat their lunches. Please make sure they have suitable outdoor clothes for the weather. All children must go out at these times.

Parties: We will have several parties through the year. We celebrate Halloween, Christmas, and Valentine's Day. We also have a Thanksgiving feast and an Easter egg hunt. Please do not send food on your child's birthday - we have other ways of celebrating.

Quiet Time- We have a quiet time each day. The children may look at books or simply rest.

Report Cards- Report cards will be sent home in December, March and the end of June. There will be an Interim report between each of these reporting periods.

School Supplies: Please put your child's name on all school supplies.

Time: Please ensure that your child is at school on time each day.

Units- We have a new 'Unit' each week, corresponding to the alphabet letter we are studying.

Visit Us: We would be happy to have you visit us in our class anytime. We can always use an extra pair of hands, so we will happily put you to work! When you come in you must report at the office.

Website: Our class has a website, and you will find lots of information and pictures of the busy children. (You must sign a release form in order for your child to be in the website pictures.)

X-tra Clothes: We keep several sets of extra clothes at school in case of accidents or puddles. If your child comes home in our extras, please wash them and return them.

You: You play an important part in your child's progress! Read to him/her every night and discuss letters and numbers at every opportunity.

ZZZzzz's: Make sure that your child gets plenty of rest. When children are tired they do not do well at school.

Book Levels

<http://registration.beavton.k12.or.us/lbdb/default.htm>

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

<http://home.comcast.net/~ngiansante/>



Reading is like riding a bike. Sometimes you struggle as you peddle uphill or read a difficult book. Sometimes you coast downhill as you read an easy book. Most of the time, you ride along comfortably on level ground as you read a “just right” book.

	Wright Group® Level	Reading Recovery® Level	Fountas & Pinnell Level	DRA Level
Early Emergent Kindergarten/Early Grade 1	A	1	A	A-1
Early Emergent Kindergarten/Early Grade 1	B	2	B	2
Early Emergent Kindergarten/Early Grade 1	C	3	C	2
Early Emergent Kindergarten/Early Grade 1	D	4	C	3-4
Upper Emergent Grade 1	E	5-6	D	5-6
Upper Emergent Grade 1	F	7-8	E	7-8
Upper Emergent Grade 1	G	9-10	F	9-10
Upper Emergent Grade 1	H	11-12	G	11-12
Upper Emergent Grade 1	I	13-14	H	13-14
Upper Emergent Grade 1	J	15-17	I	16
Early Fluency Grade 2	K (2)	18	J	18
Early Fluency Grade 2	L (3)	19	J	20
Early Fluency Grade 2	M (4)	20	K	24
Early Fluency Grade 2	N (5)	20+	L-M	28

Thoughts on the Supply List

Pencils - Ask the students to buy only North American made pencils - orange or yellow ones. There may be lots of cheaper ones, but poor quality pencils aren't going to last. Ask for LOTS - 2 packs of 12 will give plenty! Then collect them from all the students and put them into the cupboard. Dole them out as needed.

Erasers - be specific on the type of erasers you want, too. Get the pink type and, as with the pencils, collect them. In Grade One you may even want to cut them in half as you hand them out - there are some children that ruin erasers very quickly.....

Crayons - In Grade One you will likely want them to have both wax crayons and pencil crayons. Ask for the Crayola ones and specify the number in the package.

Hi-Lighters - These are great for finding words and for covering math answers so they can't be changed.

Notebooks - Try to get the interlined exercise books in Grade One and Two.

Glue - If your students get the white liquid glue, put a bit of Vaseline or spray Pam on the lids so they won't stick. Glue sticks are great, but collect them and hand them out only when the students need to use them.

Paper - If your school is stingy with copy paper, ask your students to each bring a pack.

Zip-Lock Bags - The large ones are great for book bags going home with library books, and the small ones can be used to keep crayons and other school supplies tidy. Ask for the ones with the 'zipper'.

Class Management

“I have tables with 4 children at each. Each position at the table has a number. Each number has a job assigned to it and the kids rotate through the jobs each week.

1- paper passer (I count out four papers and lay them in front of the 1s, who then take one and pass the rest to #2, who takes one and ...so on).

2 - The second person looks after the supplies - keeps them tidy and makes sure there is enough for the group.

3 - The third person washes the table after we eat lunch and at home-time if it is needed.

4 - The fourth person collects completed work and puts it in the correct tub.”



“I have a coloured dot at each table spot, and they have a rotation of colours for table captain. The captain for the day handles all the jobs that need doing at the table. They get the caddies, hand out papers, put the caddies away making sure all the supplies are accounted for, put the chairs up after school, etc.”

“I have a box of ear protectors (the type you see airport crew wearing). The children go and get a pair if they need quiet to concentrate. It's always interesting to see who goes and gets a pair. Most schools have old listening posts in the basement because nobody seems to use them any more and the old earphones that comes with them work well as well.”

Barb

“I use the 5 Bs! If a child wants to tattle, I ask: is there blood?, barf? bee stings or bites?, broken bones, bullying? If it doesn't apply to this then I wave bye-bye. It has helped a lot this year.”

“I assign my students numbers which they all put in the right hand corner of their papers. When I take up any test papers I quickly put them in order and I can see easily if I am missing a paper - it also makes it easy to record marks and file.”

Names on Papers

“We sing the ‘Names’ song to “If You’re Happy and You Know It”.”

If your name is on your paper, raise your hand

If your name is on your paper, raise your hand

If your name is printed there, put your hand up in the air

If your name is on your paper raise your hand. (*snap, snap, clap, clap,*)

Hoo-ray!

“I have the children draw a happy face, heart or a cat or some simple drawing after their name so that they enjoy the name task. I often go around with stickers in the first 2-3 weeks of school and give one to the children who have their name already printed. I tell them that I will expect it always! Then I go around with just a date stamp or picture stamp for a few days and then I have a helper who gets to go around with the date stamp. They like this job!”



The first thing we do is always the same:

We pick up our pencils and write our names!

“I use those dozens of teacher mugs I have been given to store pens and markers, jumbo clips, loose change, etc. When I was painting my home, I painted a number of coffee cans, too, and use them to store rulers and items for ‘read-the-room.’”

Great Ideas!



A rolling cart with drawers is very useful! Keep all the things you will need during the day - marking pens and pencils, scissors, stickers, stamps, etc. Keep files and flashcards and photocopies you will need. There are lots of uses!

Use your chalkboards!

For beginning printers, give each student a section and have them practice the letters.

Put your morning message and announcements on the chalkboard.

Print poems on the chalkboard for the students to print.

Print the spelling words on the board.

Keep homework assignments up for all to see.

Print questions on the board for the students to answer.

If your boards are metal, use magnets to hold up charts, etc.

Keep your chalkboards clean and tidy! Clean the chalk off your boards with a Puffs Plus tissue with lanolin.

If you are a teacher who takes lots of things home each night and packs them back in the morning, buy a small suitcase on wheels. Pack it up and it wheels along behind you! Don't risk a back injury

Students' dry erase boards or individual chalk boards are great! You can get a building materials store to cut a sheet of the shiny bathroom wallboard into individual pieces for dry erase boards. Sand the edges.

Use them in calendar time, for making words or spelling, printing or writing practice and math drills. Everyone can be involved in the lessons! The students can hold up their boards to show you their answers or turn them over to hide the answers.

Tissues or paper towel can erase, or give each student an old sock and they keep the dry erase pens or chalk in the toe. The sock is used for erasing. Shake them out once a week or give them a wash (the students can wash their own in the classroom sink....)

Buy a large box of craft sticks at Michaels or other craft store. These can be used for math manipulatives, especially for place value as they can be piled in groups of ten. Print the students' names on them and draw from a can to do jobs, to answer questions, to help out, etc. They are great for art projects - put frames on pictures or make designs with them. Make 'Space Men' with the sticks to space printing between words. The kids love to build structures with them, stacking them like logs.

Another great craft store idea is to buy the tubs of foam cutouts. They are different colours and have different shapes, so they are very good for simple sorting by colour or shape. They can be used for counting one-to-one correspondence in Kindergarten.

Go to the Dollar Store and look for interesting things. You will find funny glasses and magic wands to 'read the room', many things that are useful for math manipulatives, plastic containers with lids, decorations and much more!

If you have problems with your desks or tables being moved about and looking sloppy, put a small round sticker on the floor where the front two legs of the table or desk should go. If you have carpet, use a tiny piece of Velcro (the hook part). Then when the tables get crooked, just say, "On your mark!" and the room looks tidy in seconds.



Autumn Activities

<http://www.mrspohlmeyskinderpage.com/fall.htm>

Visit this site for a great unit at the Kindergarten - Grade One level. There are lots of good art projects, and reading and writing ideas.

<http://www.dnr.state.wi.us/org/caer/ce/eek/veg/trees/treestruicolor.htm>

For Grades 2 and 3 - a great page to explain why leaves change colour.

Autumn Vocabulary:

autumn fall harvest garden rake leaf leaves sky sunflower scarecrow birds fly south cool yellow orange red brown apples ripe

Wreaths

There is a great variety of wreaths your students can make using leaves, twigs, seed pods, and other Autumn objects found on an Fall walk.

Discuss the signs of Autumn before going on the walk. Then give each student a plastic grocery bag and go collecting. They can find coloured leaves, dry grasses with the seed heads, seed pods, etc.

The bases for the wreath can be paper plates, cut from tag or grapevine wreaths. Attach the collectables onto the wreath with glue. You can give each student a puddle of glue on a scrap of paper and they can gently dip the item into the glue and press it onto the wreath.

A suggestion - do this outdoors, or spread a huge sheet of plastic over your classroom floor. All these collectables will drop, crumble and make a huge mess!



Have each student pick one favourite brightly coloured autumn leaf. Press it on clear contact paper and cover it with another sheet. (You should do the second part - it is a bit tricky!) Then the students can cut out the leaves. These real leaves can be put up on your windows or hung by fishing line from the ceiling as if the leaf is falling.

Take a parachute or a sheet and go to a part of the schoolyard where there are lots of fallen leaves. Pile the leaves onto the parachute, and then each person can hold the edge, lift it up gently and on a signal, go down and then up suddenly! See how high the leaves will bounce.

Go out and see how many different kinds of leaves each student can find. Pick up one of each. When they have perhaps a dozen different ones, use them for sorting and classifying. Do you know the names of the trees so the leaves can be identified? Compare how they are alike and different. Who has the largest leaf? The smallest? Put them in order from largest to smallest.

Brainstorm changes in the fall. What are people doing? What are animals doing? What are birds doing? What is happening with plants and trees? Why are these things happening?

Do a unit on the five senses in the autumn. During your outdoor walk, have the students look for autumn changes, smell apples and the smoke of burning leaves, touch the leaves and seeds, taste fruit and vegetables that are ripe now and listen for geese flying south, crickets and grasshoppers, etc. Chart the things you noticed.

Do a weather unit, noticing and recording the changes in the autumn.

Art for Autumn



- Make a Fall bouquet with real leaves, grasses and seed heads, etc.
- Use fall coloured crayon shavings on wax paper - fold over, cover with t cloth and iron until the crayon shavings melt. Cut out a leaf shape.
- Dip marbles in autumn colours of paint and roll them on brown paper. Do this in a large cake pan or a box with sides.
- Have an apple theme - taste fresh apples, applesauce, apple pie, apple cider, apple juice, dried apples and caramel apples. Make apple prints - cut the apple in half length ways and round to show the star and seeds.

<http://www.mrsmcgowan.com/1stgrade/applestory.htm>

- Fill a small paper plate with plaster of Paris and stick in acorns, leaves, moss, bark, twigs, etc. Make sure to stick in a paper clip for hanging.
- Staple a paper plate cut in half to a whole paper plate with the bottoms matching. Fill the open pocket with collected weeds, dried flowers, eucalyptus branches, pepper tree berries, etc. Decorate the front plate with paint.
- Make trees by using hands dipped in paint for the leaves.
- Collect large leaves. The students paint the back of the leaf with red or orange paint, and when the entire leaf has been painted, press the painted side down on paper to make a print. Keep the paint fairly liquid and use big brushes.
- Have each student cut out a tag leaf. Cover the leaf with glue and lay brightly coloured fabric over it. Cut around the leaf shape again. Now turn the leaf over and do the same on the other side. These interesting leaves are great to hang in a doorway or from the ceiling. Make them into a mobile, too!
- Paint a child's full hand, wrist and a bit of the forearm with brown paint. Press the arm onto paper to make a tree shape - the arm is the trunk and outspread fingers are the branches. You will need parent helpers for this! Make coloured leaves with bits of torn paper.
- Make pictures with the Autumn collectables. Give each student a piece of clear contact paper (or the coloured in yellow or brown). They stick their leaves, seed heads, etc., onto the contact paper. They must think before they place each object - there is no changing the mind!
- Use coffee filters or paper towel. Paint the surface with water colours in yellow, orange and red and let the colours run together. When it is dry, cut out a large leaf shape.
- Collect leaves that are dry and brittle, and will crumble. Draw, colour or paint a large tree. 'Paint' a part of the leaf area with liquid glue. Crumble the leaf onto the glue. Shake off and 'paint' the next leaf area with glue and repeat.

Math Ideas

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



Go to the 'Box Cars & One-Eyed Jacks' site for some great math things! Try the large dice in the early grades, and the 12-sided dice for older grades and adding, subtracting, multiplying and dividing games. The magnetic bingo chips are great for teaching or for a centre. Look at the dominos and foam numbers and letters. And this is just the beginning of their neat things. Don't forget their original book called 'Box Cars and One-Eyed Jacks' with many great math games.

Ordinal Numbers

"Put chairs at the front of the room and pick volunteers to sit on them. Name them as they sit on their chairs (the FIRST volunteer, the SECOND, etc.), and then call out things for them to do, like "I would like the first volunteer to clap three times", and everyone waits to see if the right person does the right thing. You can get tricky with things like "The second and fourth person in line can stand up, but the fifth person in line should get under their chair". Once the class understands the game well, I get suggestions from the audience, which keeps everyone involved. You can have a lot of fun with it, and my classes usually beg to play the "Who's First" game when they have earned free time.

There's also the old standby P.E. game where the class is split in two rows, students are numbered in one row, and then numbered in the other row starting at the opposite end, and when you call a number the 2 students assigned to that number are involved in a race of some sort. You can assign them an ordinal number and call out the tenth person in each row, instead of just the number 10."

Martha

Zero the Hero

Many teachers have Zero come to visit on every tenth day in school. You can have someone dress up, or have Zero come before school begins and leave a note and a zero treat to make this day special.

Here are some ideas for treats..... Cheerios, Froot Loops, Apple Jacks; mini-doughnuts, cookies with the centre hole, pancakes shaped like zero, mini-bagels; Life Savers, gummy rings; pineapple slices, apple slices. You could also go to the dollar store and find rings, magnifying glasses, or??

Zipadeedodah, zipadeeay.
Here we are on the _____ day. *(fill in the number)*
Zero the Hero is coming our way.
Zipadeedodah, zipadeeay!



One Two Three

(to This Old Man)
One two three
Count with me
It's as easy as can be...
Four, five, six, seven,
 eight, nine, ten.
Counting's so easy
Let's do it again.

Math War

Give each small group a deck of cards with the face cards removed. One student deals a specified number of cards (5 perhaps) to each member of the group and himself. Then each player turns over 1 card. The group looks to see who has the highest card. Now they turn over one more card. Now who has the highest number? In Grade One, this person can be the winner and deal the cards for the next round. In Grade Two or Three another card can be turned to see who wins - and if the students are capable, this can continue through all five cards.

Turn over two cards and have subtraction war. Who will have the smallest number left? For ties, have them turn over one more card and see who has less.

Teaching Fractions

Make up a number of cards with these fractions: $1/2$, $1/4$ and $3/4$ - more of the $1/4$ than the others. Give each student a card. Then they try to make a whole by forming groups. In Grade Two, this could be done with $1/8$, $1/4$, and some $1/2$.

Pretend! "I am going to give some luck people an imaginary treat! I have a yummy pizza here, and I am going to let Katie, Samantha, Megan and Natalie each have a huge piece. Draw the pizza and cut the pizza for me. Colour Katie's piece red. What fraction did Katie get? (one of the four pieces.... $1/4$) What fraction did Megan and Natalie get together? Etc. Use rectangular candy bars, pie, cake, and other regularly shaped treats.

Use two coloured counters or spray half of a set of beans a different colour. Give a student a number of beans and he spills them out. Print the fraction of white beans..... (five of the eight beans..... $5/8$)

What is the fraction of boys at each table? Boys and girls in the class? Male and female members of your family? Hair colour? Children wearing red? Vowels or consonants in words? Etc.

Give out M&Ms to each student. Graph the colours. Give the fraction of each colour.

Partners for 10

In Grade Two the most important review should be for the combinations of 10. The 'magic 10' can help them with higher addition and subtraction. To help the students learn these quickly and thoroughly, play this game in class and then send a set of cards home for the kids to play with their family. (You can buy really cheap sets at a dollar store.)

Put the students in pairs. Each pair gets a deck of cards without the face cards. Put the cards in a pile face down on the table between the two students. They take turns picking up cards (one at a time). They place these cards face up in front of them. The object of the game is to find two cards that add up to 10. When a player finds a pair, either from his own cards or the partner's cards, he takes the two and puts them in a separate pile. When the centre pile is empty they see who has the most cards in their matched piles.

I can count by 10s and I'll start with one
I can count by 10s, it's fun, it's fun
1, 11, 21, 31, 41, 51, 61, 71, 81, 91

I can count by 10's and I'll start with six
I can count by 10's - without any tricks!
6, 16, 26, 36, 46, 56, 66, 76, 86, 96

I can count by 10s and I'll start with two
I can count by 10s, can you? can you?
2, 12, 22, 32, 42, 52, 62, 72, 82, 92

I can count by 10's and I'll start with seven
I can count by 10's - not by elevens!
7, 17, 27, 37, 47, 57, 67, 77, 87, 97

I can count by 10's and I'll start with three
I can count by 10's - it's easy for me!
3, 13, 23, 33, 43, 53, 63, 73, 83, 93



I can count by 10's and I'll start with four
I can count by 10's - I will count some more!
4, 14, 24, 34, 44, 54, 64, 74, 84, 94

I can count by 10's and I'll start with eight
I can count by 10's - in math I'm great!
8, 18, 28, 38, 48, 58, 68, 78, 88, 98

I can count by 10's and I'll start with five
I can count by 10's - like bees in a hive!
5, 15, 25, 35, 45, 55, 65, 75, 85, 95

I can count by 10's and I'll start with nine
I can count by 10's - isn't this fine!
9, 19, 29, 39, 49, 59, 69, 79, 89, 99

Wonderful Watermelon!

Do a web search for the poem Watermelon Time by Leland B. Jacobs

Watermelon ABC's

A-B-CDE

Watermelon is good for me.

F-G-HIJ

I must eat it everyday.

P-Q-RST

What a treat it can be!

U-V-WXY

You will like it if you try.

Z-Z ZZZ



Watermelon, everywhere,
On my face and on my hair.
On my fingers, on my toes,
Watermelon on my nose.

This may seem so very funny,
But it's best in my tummy!

This may look so very funny,
Watermelon's best in my
tummy!

Who Took the Melon From the Melon Patch

(Who Took the Cookies From the Cookie Jar)

Who took the melon from the melon patch?

_____ took the melon from the melon patch.

Who me?

Yes you!

Couldn't be!

Then who?

_____ took the melon from the melon patch!

(Repeat the rhyme until each student has had a chance to be named.)

To Begin the Theme

Begin the KWL chart. Brainstorm what the children already know about watermelon. Fill in the K part of the chart as they tell you about watermelon. Then ask what Want to learn and fill in the W section. The L part will be filled in at the end of the unit as they tell you what they have Learned.

Bulletin Boards

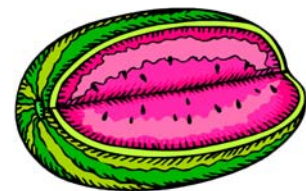
Put up a brown background on a bulletin board. Cut out oval green watermelon shapes. Cut a spiral from the outside of a circle for curly vines, and attach them on the board. Add big green leaves and the watermelon.

If this is for the beginning of the year, put the students' names on the watermelon, and a picture.

Watermelon Science

Do you think the watermelon will float or sink? Graph the opinions and then test it. Why did this happen?

Let some seeds dry out for several weeks, and then wrap them in wet paper towel in a baggie. Will they germinate? If the seeds sprout, plant them in soil.



Watermelon Math

Have students guess the circumference of the watermelon using a piece of yarn/string. Later try out each one of the strings on the watermelon. Put the strings in order from longest guess to shortest. Who is the closest to the actual circumference?

Talk about shapes. The whole watermelon is an oval shape. Cut it in half and you see circles.

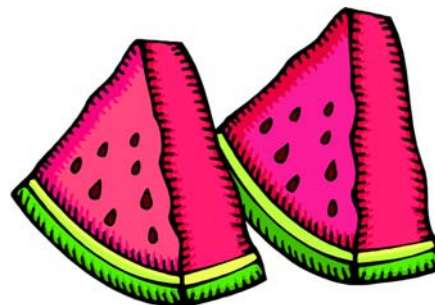
Graph whether the class likes watermelon or not. Make small ovals with the students' names on them and put them on the sides of the graph.

Measure how long the watermelon is. Discuss how it can be measured accurately.

Estimate the weight and then weight it. Everyone can lift it and compare it to the weights of other familiar things.

Estimate the number of seeds in a slice. If you want to count all the seeds in the watermelon, save them carefully. Then count them in 10s to find the total. They could be glued on watermelon shapes.

Discuss fractions as you cut the watermelon.



A Watermelon Treat

Make watermelon popsicles! Take all the seeds out of watermelon slices and put them in a blender. Add a bit of water. Put this into popsicle molds.

Make a dip for your watermelon. A pressure can of whipped cream makes an easy delicious dip, or use Cool Whip.

Watermelon Art

Cut paper plates in half. Each student gets half for a watermelon slice. Let students paint the rim of the paper plate green. Paint the center of the plate red. Glue real watermelon seeds on the paper plate.

Cut white paper plates in half. Let students sponge paint their paper plate with red and then green paint. Glue on real watermelon seeds when paint dries.

Watermelon Vocabulary

Teach the words: watermelon seeds red green white black juice plant vine slice etc.

<http://akidsheart.com/holidays/summer/wmelonday.htm>

Printables for your Watermelon Day.

http://www.hungrymonster.com/FoodFacts/Food_Facts.cfm

Click on Watermelon to find out lots of interesting facts!

Thanksgiving

The Turkey Shuffle

To the tune of *Turkey in the Straw* (sort of!):

You shuffle to the left, (2 steps to left)

You shuffle to the right, (2 steps to right)

You heel and toe (stick out right heel, then point right toe)

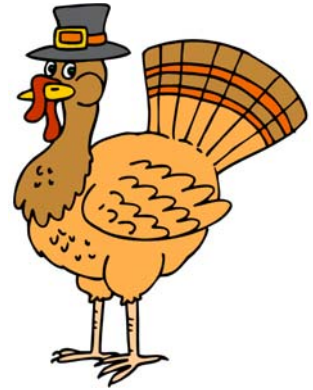
And scratch with all your might. (scratch like a chicken with right foot)

You flap your turkey wings, (thumbs under armpit, flap bent arms)

And your head goes bobble, bobble. (nod head twice)

You turn around and then you say, (turn around)

Gobble, gobble, gobble!



Pumpkin Fluff

“We make Pumpkin Fluff with cool whip and canned pumpkin pie mix. We crush graham crackers for topping. It is delicious and the kids love it.”

Pumpkin Pie in a Cup

Mix a 30 oz. can of pumpkin pie filling with 16 oz. of cool-whip.

Put a layer of graham cracker crumbs in a small dish, a spoonful of the pumpkin mixture and a dab of whipped cream on top.

It tastes like pumpkin pie!

<http://www.mrspohlmeyerskinderpage.com/thanksgiving.htm>

This Kindergarten teacher has wonderful ideas!

Mr. Turkey

I am Mr. Turkey,

Big and fat.

On my tail are feathers,

What do you think of that?

When I walk I wobble,

And when I talk I gobble!

Turkey, turkey,

Gobble, gobble.

Eat too much

Wobble, wobble.

“I send home a construction paper turkey and ask everyone to disguise the turkey, however they want, so he won’t get caught for dinner. I ask the families to disguise him as a different animal or character. They can use any items they want to decorate him. I ask them to be returned a week before Thanksgiving so we can display them. I take digital pictures and display them on the class website for everyone to see. They are a big hit!”

My name is Tom Turkey and I look swell -

I’m wearing my disguise so I hope you won’t tell!

Handprint Turkeys

Paint the child’s palm and thumb brown and each finger a different colour. press the hand down on paper with the fingers outspread for tail feathers - the thumb for the neck and the palm as the body. When dry, put a red fingerprint for the turkey’s wattle. Use orange marker to make beak and feet and black marker for eyes.

Add this poem beneath the turkey handprint:

This isn’t just a turkey,

As anyone can see.

I made it with my little hand

Which is a part of me.

It comes with lots of love

Especially to say:

I hope you have a very

Happy Thanksgiving Day!

One Fat Turkey

One fat turkey went strutting by

He shook his feathers and winked his eye,

He flapped his wings and his head gave a wobble,

And he looked at me and said, ‘Gobble, gobble, gobble!’

Behaviour Management

<http://www.marvinmarshall.com>

Marvin Marshall's book *Discipline without Stress® Punishments or Rewards* is very useful to understand ways to collaborate rather than discipline your students. Go to the articles on the website for an overview of the program.

"When I went home unhappy or stressed, it was because the discipline got out of hand. It began to affect both the way I handled the kids, too, as it became a vicious cycle. The worse it got, the more I didn't handle it well because of my stress and the worse it got. This is very difficult to recover from! Finally I read some books on the subject, and I found that the book by Marvin Marshall gave me ways to handle situations without the stress - and as things improved, my stress lessened and things improved more. I would recommend it to anyone!"

"I don't like the management systems that take time from teaching! I begin each year simply expecting my kids to behave, and I model the behaviour I want and we practice it. This only works for the whole year if I don't have serious behavioural problems in my class. Sometimes I am lucky, and I have a class that is happy and cooperative all year - but this isn't as often as I would like. I try not to use the management systems with rewards and/or punishments unless things are not going well."

"I give each student one of the library card pockets. Each child gets 3 or 4 craft sticks, depending on how many stages of discipline you want to have. Each stick should have the child's name on it. The pocket either stays on the top of the desk or moves with the child around the classroom. Each time a student is off task, ask them to give you a stick. Make it very clear why s/he must give you a stick so there is no question and have the child repeat it. Students who lose sticks may gain them back by working hard to give acceptable behaviour. Children with all their sticks at the end of the day get a sticker or other tiny prize, and those who lose all the sticks must phone home and tell about their day."

"I have a behaviour notebook. This is a binder that is kept on a table at the side of my desk. Each child has his/her own section. If there is a problem, the student goes to his/her section, writes the date and what he did wrong. We discuss the offense and I have the child tell me verbally what he did, and then I have words and phrases by the book that they can write to be specific with the offense. This book is very useful to show parents on conference times, and as it is in the student's handwriting there can be no argument!"

"I am instituting a 'STOPLIGHT' classroom management this year and made three painted stoplight trays out of cookie sheets. I bought a happy/sad/puzzled face stamp to go with that."

"I use the 'flip card system' together with positive encouragement. Each student has a numbered card with four stickers on it: green, yellow, red, blue. There is a sticker on each end of the card and on each side. They are encouraged to stay on the green team. There are various consequences for flipping their card. If I turn their card to yellow it's just a warning, although then they do not get a ticket at the end of the day. (Friday I draw 5 tickets for prizes) If they get to red they must write their parents a note telling what they did. I started doing this last year and I love it! It forces the child to take responsibility for their behaviour. Then I stamp the note with a 'parent signature' stamp and make a copy of it. They must return it the next day signed or I will call home. This year if they get to blue the parents must come in for a conference."



A Pumpkin Theme

<http://www.mrspohlmeyskindergarten.com/pumpkins.htm>

<http://www.edhelper.com/pumpkins.htm>

Pumpkin Printables!

<http://www.kinderthemes.com/pumpkins.html>

Pumpkin theme for Kindergarten



Language Arts Activities

- Put a pumpkin in front of the class. Brainstorm words to describe it. Discuss the 5 senses and add more words.
- Brainstorm similes and metaphors. The pumpkin is as big as _____, as orange as _____, etc.
- Teach pumpkin vocabulary. Pumpkin, orange, green, big, little, huge, tiny, patch, cut, carve, etc.
- Write a story about the pumpkin face you would like to carve on your pumpkin.
- Read books on pumpkins.
- Write a book on the life cycle of the pumpkin.

Math Activities

- Estimate the circumference by cutting strings as long as they think the circumference is. See who is the closest!
- Estimate the weight. Have everyone lift the pumpkin and then guess.
- Have three pumpkins and compare the size and weights. Does the heaviest pumpkin have the biggest circumference? Compare the number of ribs.
- Count seeds, using groups of 10 and 100. Estimate how many there will be before counting.

Science, Social Studies and Food

- Plant pumpkin seeds.
- Talk about the life cycle of the pumpkin.
- Research the history of pumpkins.
- Cook the seeds in the oven or you could send them home with a student to be toasted and then eat them, of course.
- Make pumpkin cookies, pie, or bread with the pumpkin or just cook it and add butter or brown sugar.
- Do a google search for 'Pumpkin Pie in a Baggy' - a favourite!

After Halloween...

Make a pumpkin seed flower.

Draw a small circle in the centre of the paper.

Glue the pumpkin seeds outside the little circle with the points of the seeds facing out.

Then glue a second row of seeds outside the first row. Make more rows, if you wish - it depends on the patience of the students. Let dry. Put glitter in the center. You can paint the seeds any colour you want using acrylic paints.



Classroom Helpers

“I have a list of jobs so everyone has one. They keep the same job for a week. I have made a ‘Job Circle’ - which is actually two circles, one smaller than the other. Both have lines radiating out from the centre making enough spaces to accommodate all the students/jobs. I write the jobs on the rim of the larger circle along with a picture to help non-readers. I print the students’ names on the wedges of the smaller circle. Each Monday, we turn the inner circle one wedge clockwise. (I usually put one pushpin through both circles to keep them from turning before the next week.) Early in the year we take time for everyone to come forward and find their name/job on the wheel and discover what their job for the week is and to review what the duties of that job are. Usually by sometime in October everyone is able to check the Job Circle on their own to see their job for the week. If someone assigned to a solitary task (i.e., taking notes to the office) is absent, the person who had that job last week takes does it again as a substitute.

“Some jobs can accommodate more than one worker so they are listed the appropriate number of times – each time in a separate wedge. (For example, librarians straighten the bookshelves in the room at the end of the day. Depending upon the number of bookshelves, this job can accommodate multiple workers, so there might be anywhere from 2-6 librarians each week.) I scatter them around the circle.”

Classroom Jobs:

Attendance Taker

Errand Runner/Messenger

Gardener - water the plants

Boards - keep the chalkboards clean

Mail - to file the papers to go home in the mailboxes

Centres - It may take several students to keep the centres tidy and organized

Floor Patrol/ Scrap Monsters- keep papers and other items off the floor

Librarian(s) - keep the shelves tidy

Math Helper - Keep the math shelves tidy

Zoo-Keepers - if you have pets

Pencil Sharpener

Desk Inspectors - check for untidy desks

Inspectors - Check for tidiness in the classroom

Chair Stacker

Homework Monitor

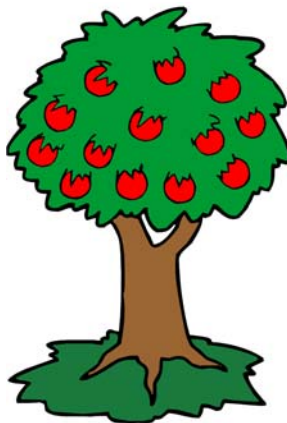
A “Helping Tree”

There are often things you need in the classroom that you buy out of your own pocket. Most parents wouldn’t mind donating small items – they just have to know what you want and need. Make an apple tree bulletin board. On each apple write one thing that a parent could donate.

Ask for:

- small and large size zip lock bags (with the ‘zipper’)
- paper plates
- cotton balls
- baby wipes
- art supplies
- flash card sets
- film
- tissues
- plastic containers, etc., etc.

You can even ask for older computers or books or games.



**If you pick an apple from our tree,
How very happy we will be!
If you want to do some more,
You could pick two, or three, or four!
The items on the list are small,
But they would really help us all.
If we each will do a part,
We'll have lots of learning, fun, and art!**

Please put your name on the list beside the number of the apple you chose.

Thank you! Thank you! Thank you!

Halloween Activities

Spider Webs

Cook spaghetti, rinse it well and then leave it in cool water. Lay the strands out on wax paper to make a web. Put a bit of liquid glue where the strands cross. Let dry thoroughly and carefully peel off the wax paper.

Draw spider webs to practice the formation, then draw one on wax paper - not too elaborate. You may want to give the students a set number of lines. Take liquid glue and make a solid ridge of glue along the web lines, leaving no spaces. When the glue is dry, peel off the wax paper and you have a web!

I'm a Little Pumpkin

I'm a Little Teapot
I'm a little pumpkin
Round and stout
Packed full of seeds
That you can scoop out
When I get all carved up
Then I'll be
The cutest Jack-o-Lantern
You ever did see!

EEEEek!

Take digital pictures of each child making the scariest Halloween face possible and put into a pumpkin frame (a pumpkin shape with the centre cut out) with the date, the grade and school. Place a magnet on back for the student's refrigerator.

Draw Spooky Trees

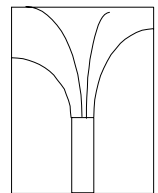
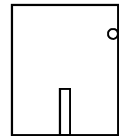
Drawing trees is a very useful skill. We use trees in many art projects. At Halloween the students draw spooky trees, with haunted houses and bats.

1. Draw a upper case letter Y that is about as tall as your paper. The vertical part is the trunk, and the arms are two of the branches. Widen the trunk. Now make middle-sized Ys, the stem touching an arm of the original Y. Make smaller ones, again with the stem of the Ys touching these 'branches'.

Demonstrate the tree. The students find it easier if they turn the picture so the Ys are made 'right-side up'.

2. Make a narrow rectangle at the centre bottom of the page. Colour this rectangle brown (the trunk). Then have the child put his finger on the side of the paper where the little circle is, and draw a curved line from there to the upper right-hand corner of the trunk. Do the same on the left to the upper left-hand corner, and two other lines from the top to the middle of the trunk. Widen these branch lines and colour them brown so the line across the top of the rectangle disappears and it all becomes one. Add more smaller curved lines as side branches. Ask the students to only draw 4 or 5 side branches on each long branch..... some children want to put dozens! The curve on these little branches should be toward the end of the branch it is on, not away from it.

For a spooky tree, practice drawing it as shown, then do another with wavy twisted lines.



Hookey Spookey (Tune: Hokey, Pokey)

Put your right hand in, take your right hand out,
Put your right hand in, and shake it all about.
Do the Hookey Spookey and fly like a bat.
That's what it's all about.

Continue using other parts of the body .

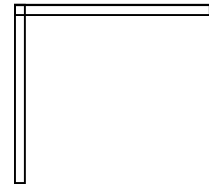


It's Halloween!



Cut out huge pumpkins from the largest construction paper. Add triangle eyes and nose and a toothy mouth.

Teach the students to fold a spring. Glue two long strips of orange construction paper at right angles to one another. Then take the strip that is underneath and fold it over the top to make the right angle again. Take the one underneath and fold it over the top again and press down. Keep doing this until the strips have been folded into a pile. Glue down the top ends. Always keep the centre on the table - if the children lift it, the folding gets confused. Make four of these. These are the arms and legs, so glue them at the sides and bottom of the pumpkin.



Have the students work in pairs to trace their hands and feet on black paper with white pencil crayon or chalk. Cut these out and glue them on the ends of the springs.

These are fun!

Make skeletons out of Q-tips, straws or noodles. This works well with a unit on the human skeleton.



Teach or review shapes by making a big witch! Use a circle for the head, a square for the torso, a bigger triangle for the skirt, a triangle for the hat with a narrow rectangle for the brim, circles for the feet, rectangles for the arms and circles for the hands. A long thin rectangle makes the broom, with a square or rectangle for the bristles. Add a face, wool or curly paper strips for hair. If these are made almost child-sized, they are very cute lining the hall outside your classroom!

Another hall decoration that is effective is to begin with a fence. Cut brown fence pickets - rectangles with pointed ends. Then cut out a large tree from black paper and put it at one side. The students can make jack o'lanterns to sit on the fence or at its foot. They can make bats to fly in the air.

You can begin this before Thanksgiving, with the fence and the tree. Coloured leaves can be falling. Add wheat sheaves behind the fence and put a big scarecrow in front of the fence. Add a few pumpkins that are not yet jack o'lanterns.

Fingerpaint large sheets with orange and then cut big, big pumpkins out when they are dry. These are very effective! Older children can fingerpaint the curved pumpkin ribs.

Pumpkin Pudding Cups

pumpkin pie filling with spices
prepared whipped topping
2 packages of instant vanilla pudding
milk
small plastic cups

Make up the pudding with milk to the directions. Add the pumpkin pie filling and stir well (or use electric mixer). The children then spoon the mixture into the cups. Add a blob of whipped topping!

They chose me from my brothers,
"That's the nicest one!" they said.
And they carved me out a face,
And put a candle in my head.
Then they set me on the doorstep,
Oh, the night was dark and wild.
When they lit the candle,
Then I smiled!

Getting Started with Technology

by Marcia Goudie <http://www.marcias-lesson-links.com>

Let's Pretend

Let's pretend your kinder or first grade students know nothing about computers and using technology. Where should you start? How much should you teach them when you only have one or two computers? (Wow! You are lucky if you have access to a computer lab!)

First, here are a few questions you will need to answer before you begin your instruction. Will you power-up the equipment or will they? Will the students work with partners or individually? When will they use computers, during center/small group time, or on a rotation schedule during other activity times? What software/programs will they use? Will they use the Internet? If so, you will need a parent release first. So many things to think about!

Let's assume you will give guided lessons to your students, whole group, then let them work in pairs at a time when you would be able to assist them (or a big 4th grade buddy could help out). I would start at the beginning. Here are some ideas: teach the parts of the computer, safety issues with technology (NO MAGNETS near computers) and COMPUTERS ARE NOT TOYS, would be the first things.

I'll start with the last one because it irks me to hear, "Can I play on the computer now?" Computers are not toys so we don't play with/on them. Teach your students that computers are tools for people to use to communicate and produce products. Computers are the means to interact and discover information. When students understand that computers are not toys they are better able to understand and care for them. Your students might ask "Can I WORK on the computer now?"

Kids Domain has a great wealth of information that will help you get started introducing computers and technology to your students.

<http://www.kidsdomain.com/brain/computer>

Most of the information that you will find here is for adult use, but we all want to feel knowledgeable before we start sharing information with our students.

Here is a great explanation on how to get started with your children as well as the blacklines to download.

http://www.eduplace.com/rdg/gen_act/g_start/computer.html

I created a great activity using Kidspiration on computer components. If you have Kidspiration email me and I'll send it to you.

When your students are familiar with the components of a computer and their use, be sure to discuss some safety issues around computers. Together with your students create a DO's and DON'Ts poster for your classroom. Some items at the top of the list should be: A computer's worst enemy is magnets. Everything inside a computer is shared by sending magnetic signals from one area to another. When a magnet comes into contact with the outside of a computer it begins to "pull apart" all the signals the computer is sharing. This is a major disaster... remind your students magnets are enemies to computers. Talk about keeping food and especially liquids away from all parts of the computer, including the keyboard. If your students eat in your classroom, be very strict with this rule. When they get home a NO FOOD rule will be very helpful to protect their home computers, too.

I have shared a few ideas to get you started... Be confident. Your students don't know as much as you do. You are ahead of the game...

Marcia

marcia@marcias-lesson-links.com

Websites

<http://juliethompson.com/>

This is a fabulous site for Grade Three teachers! Click on the different subjects and go exploring.

A favourite site for student interaction is :

<http://www.starfall.com>

<http://teachers.santee.k12.ca.us/carl/>

To give you an idea of the depth of this site - click on the Alphabet Alley and scroll down!

http://curry.edschool.virginia.edu/go/wil/rimes_and_rhymes.htm

Nursery Rhymes

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

Make your own crossword, word search and other puzzles. Easy to use and your children will love them!

<http://www.aplusmath.com>

Math games for kids to play.

<http://www.senselang.com/> Learn touch typing.....

This is an amazing site for teaching PE – go to ‘List all K-2 Lesson Ideas’ - there are many different activities!

<http://pecentral.org/lessonideas/elementary/k2lessonideas.asp>

<http://www.nksd.wednet.edu/schools/pearson/staff/krowland/index.htm>

This site has a lot of interesting things! Go down to ‘First Grade WebQuests’ for beginning internet lessons.

<http://www.proteacher.net/>

Have you looked at a ‘chat board’?

<http://www.disciplinehelp.com>

Another site that needs to be repeated! ‘You Can Handle Them All’ - an amazing site.

<http://www.kinderkorner.com/assess.html>

Informal assessment for kindergarten and Grade One

<http://www.nuttinbutkids.com/backto.htm>

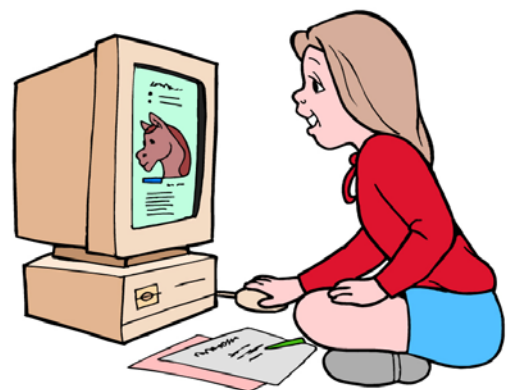
Back to school ideas.....

<http://www.teachingheart.net/halloweenindex.html>

The ‘Ultimate Halloween Resource’!

<http://www.teachertools.org/index.html>

Explore this site! There are lots of worksheets and ideas to use.



Odds and Ends

Themes for September and October

"I start with a unit on friendship and names and our school community. We talked about our classroom rules and the school rules. We did a Big Book using the frame of *Brown Bear Brown Bear Who Do You See?* with a different student saying hello to a worker in the building like the secretary, the principal, speech teacher, bus driver, PE teacher, librarian, etc.

Then we did Chicka, Chicka Boom Boom with lots of things to go with ABC's. We put up names on the word wall under the letters - and for the letters that didn't have names, we named some stuffed toys - Barbara Bear, Ziggy Zebra, etc.

We did a Nursery Rhyme theme. Kids don't learn them any more!

We did an Apple theme in September and Pumpkins in October. I have done Scarecrows, The Harvest, Bats, Spiders, the Skeleton and Migration in the Autumn. All of these teach concepts well and interesting facts, too."

An Engine and a Caboose!

"This is something I use with my grade ones that does wonders for their self-esteem. I have an 'engine' and a 'caboose' everyday. The engine is the child who stands at the front of all lines that day and the caboose is the back person. We have a special 'engine' chair that the engine sits on while we are at the carpet and we have an engine song we sing to that child. On the back of the chair is a little pocket chart that I put adjectives in like: super, intelligent, wonderful, helpful, kind,.....etc. The engine picks the adjective that he/she feels best describes him/herself. We then sing a song using that adjective. It goes like this: 'We think that you are _____, we think that you are _____, we think that you are _____, we're glad that you're here.' (sung to the tune of *We Wish You a Merry Christmas*).

I change this routine in January and we start a complement circle instead. That's where the engine sits in the middle of the circle and we each say one thing that we like about that person. I quickly print the complement on a yellow stickie and the children put their complements right on the child in the middle. Once we're done, the engine says thank you and I put all of the stickies on a paper to be photocopied for the child to take home. I went to a workshop on how to deal with difficult children and one of the suggestions was that children need to feel that they belong and that they are cared for. This little routine seems to work and I hear from parents that the kids can't wait for their turn to be engine again and again; they never tire of it." *Barb*

"Here's a song I use during gym class that goes to the tune of *London Bridge*: (the body parts can be done in any order)

Left foot, left foot, tap, tap, tap, tap, tap, tap, tap, tap, tap. [Tapping foot]

Left foot, left foot, tap, tap, tap. [Tapping foot]

Now stand at attention! [Jump up and stand tall]

More verses:

Right foot, right foot, tap, tap, tap...

Left hand, left hand, wave, wave, wave...

Left leg...jump, jump, jump...

Left arm...flap, flap, flap...

I change the song every time, and make new actions up as I sing."

Martha



Friendship Fruit Salad

"I have each child brings some fruit from home (these could be sorted and graphed). We look carefully at each fruit and talk about the colour, the texture of the skin and the smell. Then we make a huge fruit salad with everyone's contribution. We also make butter and a cornbread to eat with our salad."

Teaching the Little Books

The First Day

- Photocopy each page as large as you can – 11 x 18 would be a x200 enlargement. Staple the pages into a book.
- Show the title page. Read the title to the children, touching the words. Have the children repeat the words.
- Read the book to the children, touching each word as you read.
- Discuss how the children in the story feel. How do you feel?
- Have the children memorize the pages by saying them several times as you read and touch the words.
- Give each child a small book, stapled in the centre.
- When the children open the little book, ask, ‘Where will we begin to read?’ and discuss beginning at the top left, and then continuing to the right hand page. See if the children can use a pointer to touch each word as you read together.
- Can the children remember the words by using letter and sound cues? Find rhyming words.
- Teach the high frequency words ‘I’, ‘see’, ‘the’, etc.
- Find letter sounds that have been previously taught.
- Read the book in small groups and partners, touching each word as they read.

Pumpkins, Pumpkins

- Make a large copy of the book pages. Photocopy the needed copies of the little book and staple them.
- Show the title page and read the title.
- Discuss the title. Talk about pumpkins - have a pumpkin to show and brainstorm words to describe it.
- Give a little book to each child.
- Read the book to the children and discuss each page. This is a poem. Print the poem on a chart to see the lines beginning with capital letters.
- Discuss the different faces you can carve, and talk about the emotions that can be shown.
- Teach the high frequency words appropriate for your class or group.
- Go through each page, and isolate vocabulary words.
- Put these words in phrases and sentences and practice reading them
- Find these words in the book. Have the students highlight them if you wish.
- Memorize the poem and read it in pairs and groups.
- Use the words in the story to discuss the phonics you are teaching.
- Other activities: use this story as part of a unit on pumpkins.
- Finally, have each child read the book aloud to you. Note the strategies the child uses and errors, if any. Then the child can take the book home to read.

Halloween Night

- Photocopy the needed copies of the little book and staple them.
- Show the title page and read the title.
- Discuss what happens on Halloween night. Do you go trick-or-treating? Who comes to your door?
- Give a book to each child.
- Read the book to the children and discuss each page.
- Teach the high frequency words appropriate for your class or group. Go through each page, and list words that may cause difficulties. Put these words in phrases and sentences and practice reading them Find these words in the book. Have the students highlight them if you wish.
- This is a poem, and can be used for poetry study. Cut it apart and put it back together.
- Read the story through together, using expression.



Why We Teach Spelling....

This is old, but always fun to review!

I have a spelling checker
It came with my PC
It plane lee marks four my revue
Miss steaks eye can knot sea.

Eye ran this poem threw it,
Your sure reel glad two no.
Its vary polished in it's weigh
My checker tolled me sew.

A checker is a bless sing,
It freeze yew lodes of thyme.
It helps me right awl stiles two reed,
And aides me wen I rime.

Each frays comes posed up on my screen
Eye trussed too bee a joule.
The checker pours o'er every word
To cheque sum spelling rule.

Be fore a veiling checkers
Hour spelling mite decline.
And if were lacks or have a laps,
We wood be made to wine.

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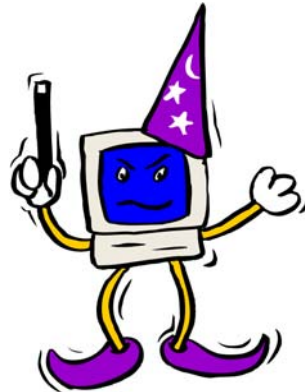
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Butt now bee cause my spelling
Is checked with such grate flare,
Their are know faults with in my cite,
Of non eye am a wear.

Now spelling does knot phase me,
It does not bring a tier.
My pay purrs awl due glad den
With wrapped words fare as hear.

To rite with care is quite a feet
Of witch won should be proud.
And wee mused dew the best wee can,
Sew flaws are knot aloud.

Sow ewe can see why aye dew prays
Such soft ware four pea seas.
And why I brake in two averse,
By righting want too pleas.

Dear Colleagues,

We would be delighted if you would submit articles or ideas to the magazine. We don't pay - but just think of the glory!

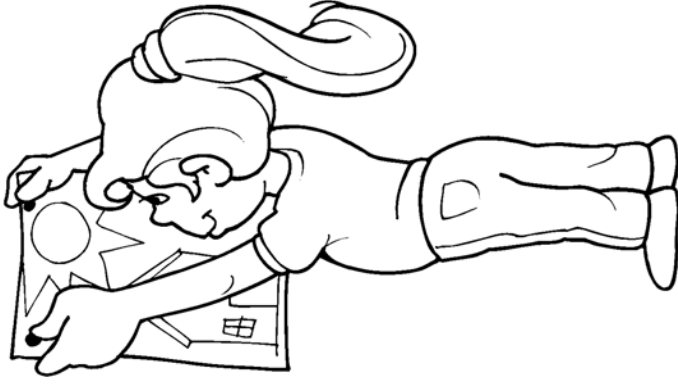
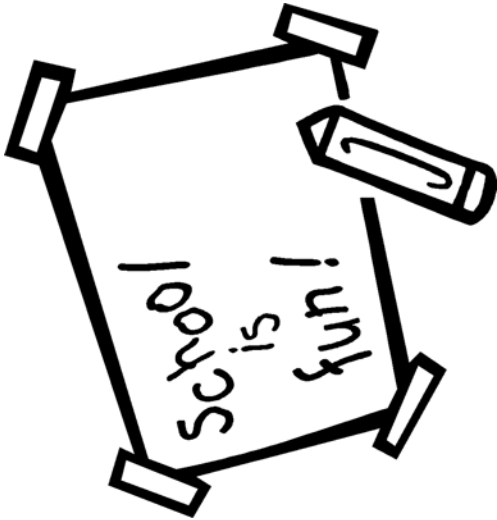
Would you like to have a 'Letters to the Editor' page? Do you have any ideas for themes that you would like included?

Your in-put would be much appreciated!

We have many teachers e-mailing for ideas and assistance on different subjects. We are happy to help when we can, or tell you where you can find information.

Jean and Kelly

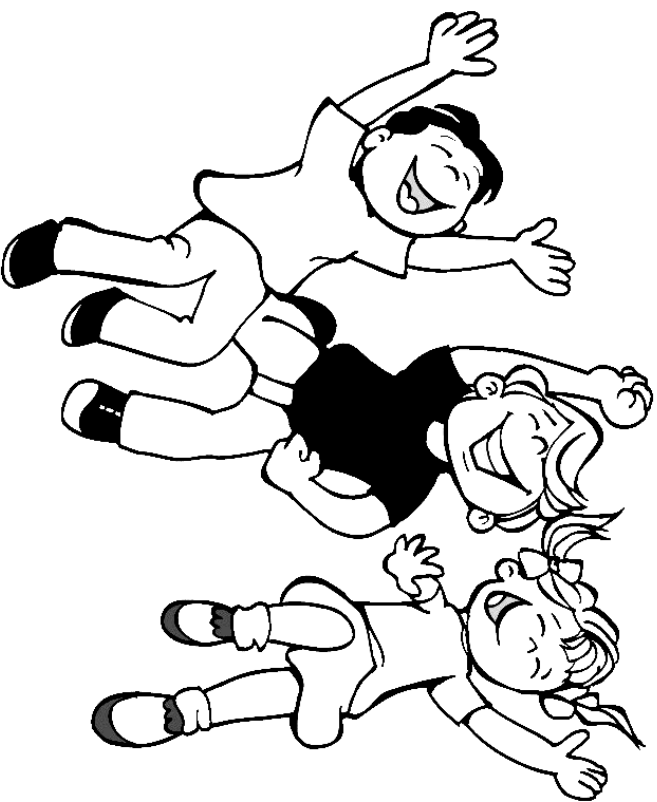




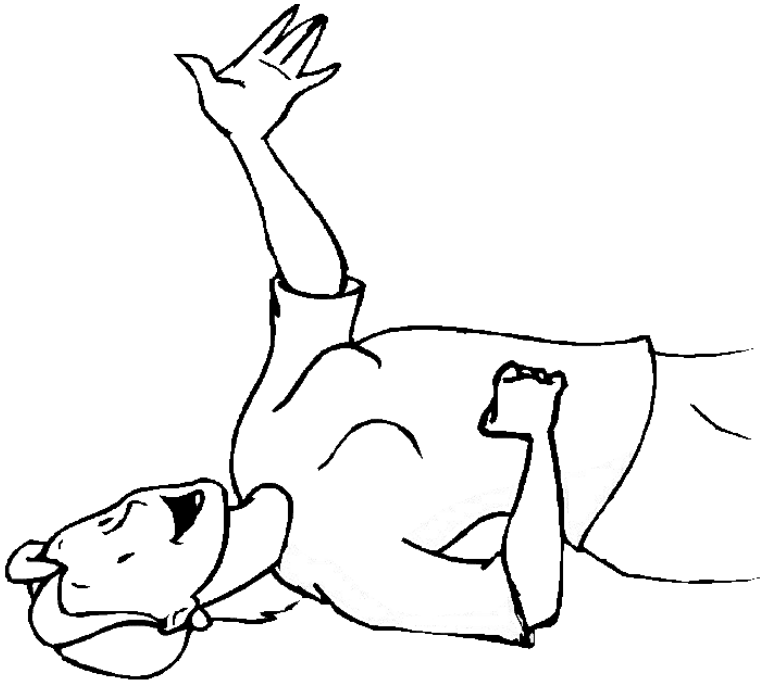
The First Day



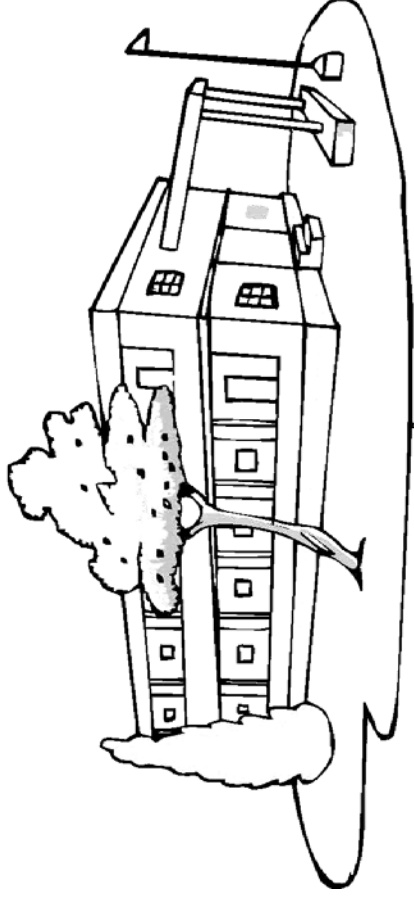
See me skip,
See me run.



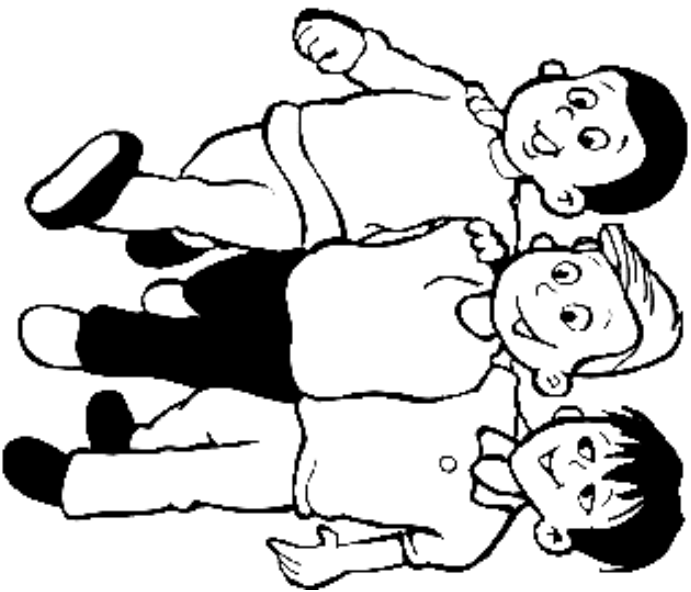
It's the first day of
Grade One!



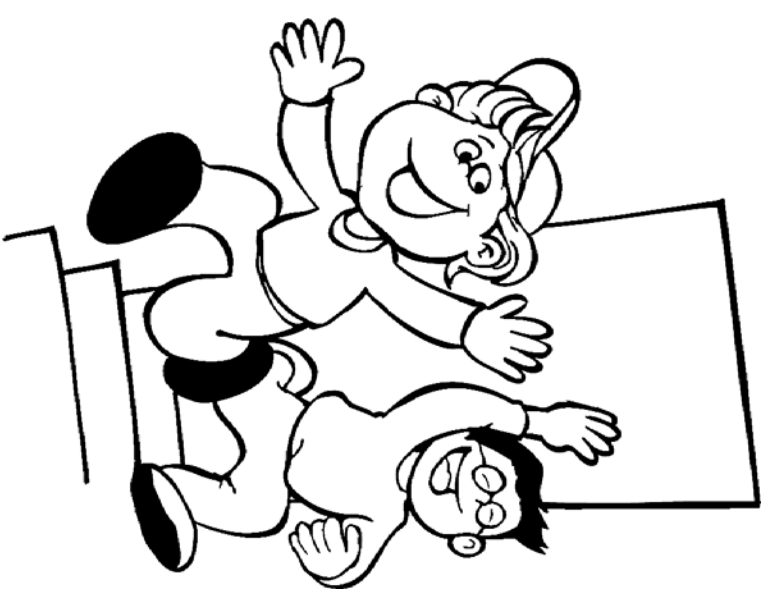
Here's my teacher
Oh, what fun!



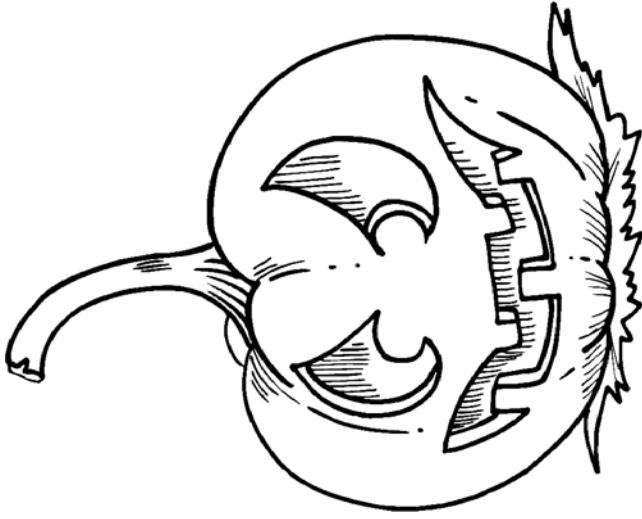
I'm going to school
Like everyone.



See me laugh
See me grin.

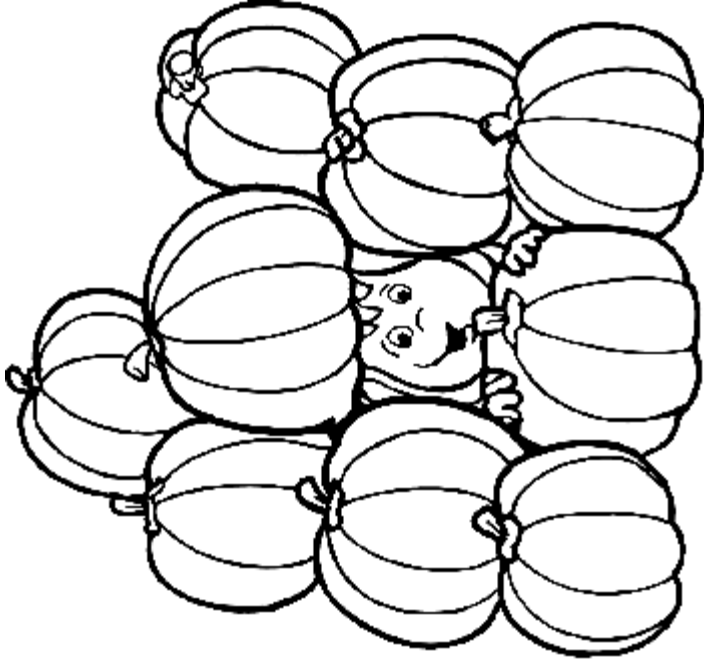


When the bell rings,
I go in.

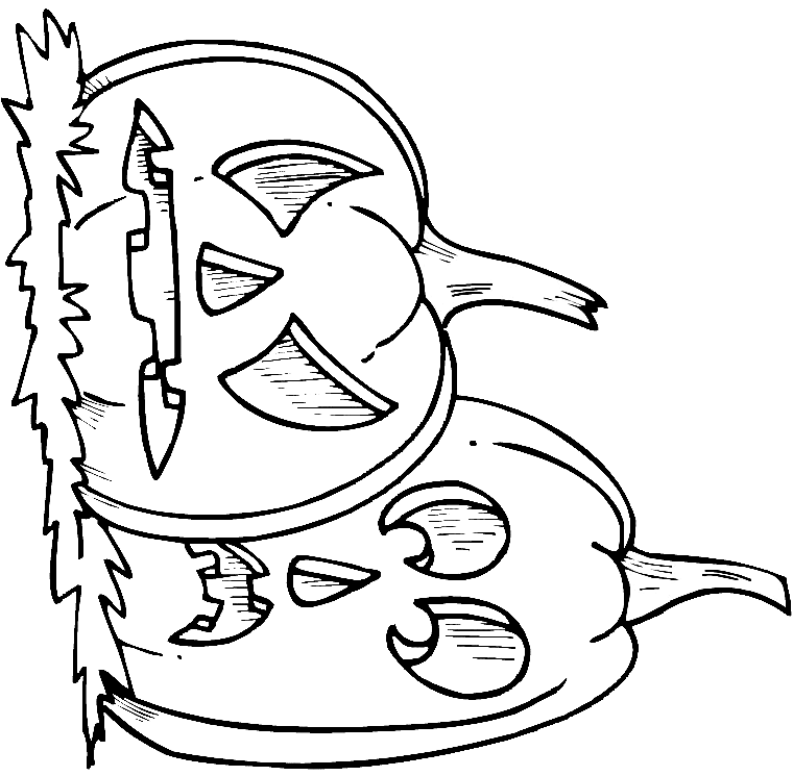


Pumpkins, Pumpkins

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Pumpkins, Pumpkins



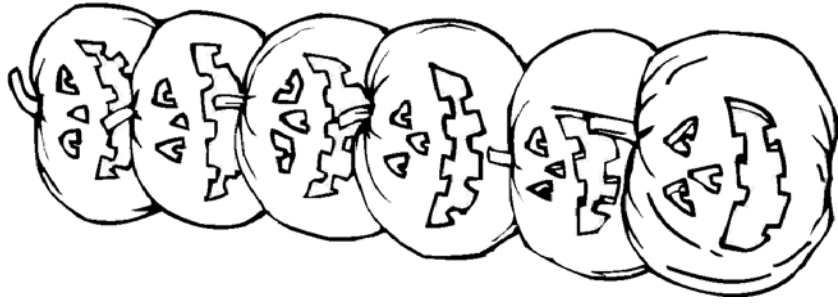
Pumpkins, pumpkins,
Big and scary.

2

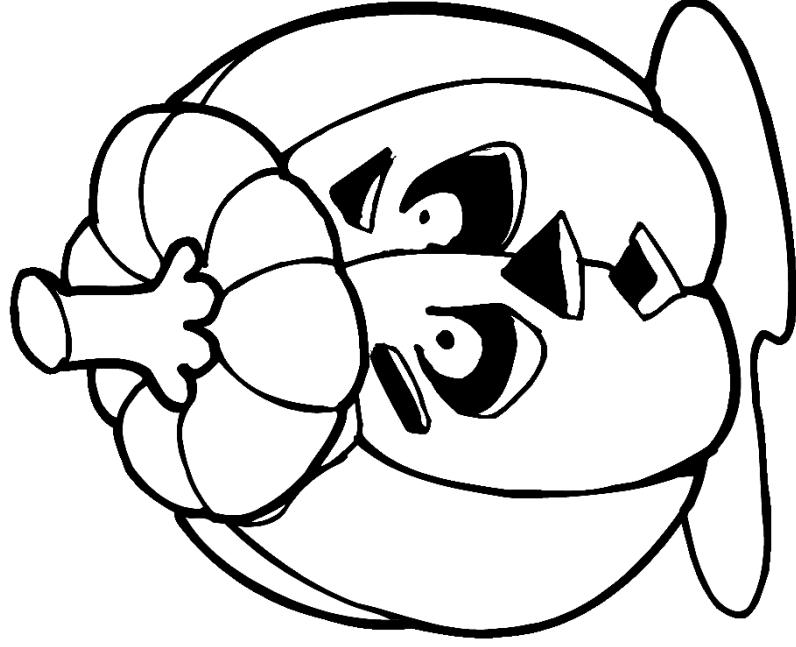


I like my pumpkin
Best of all!

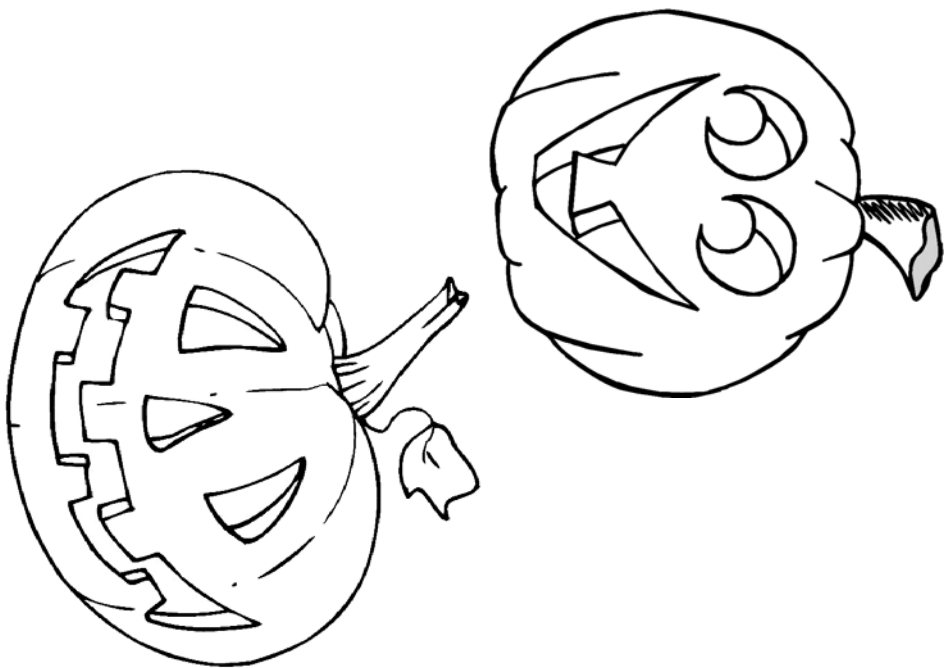
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Some are small.

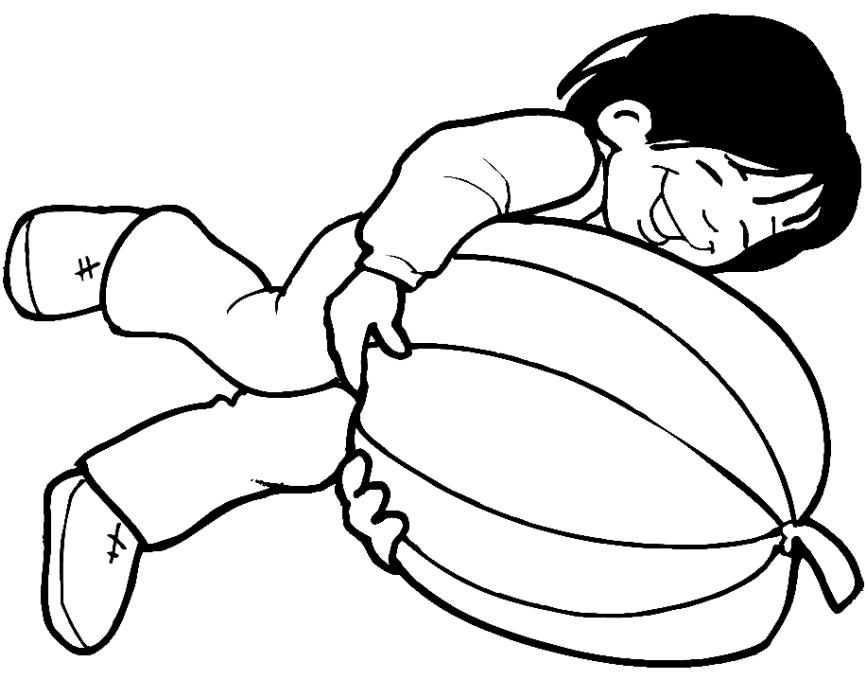


Some are sad,



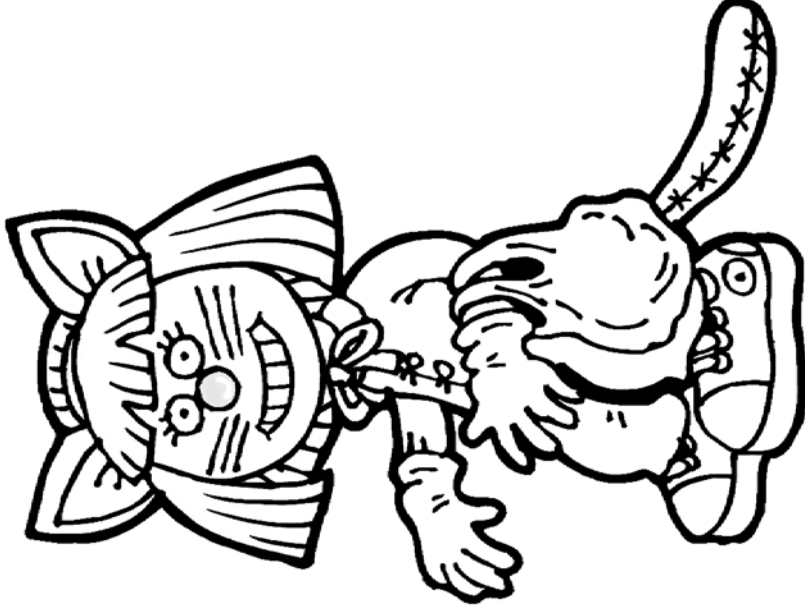
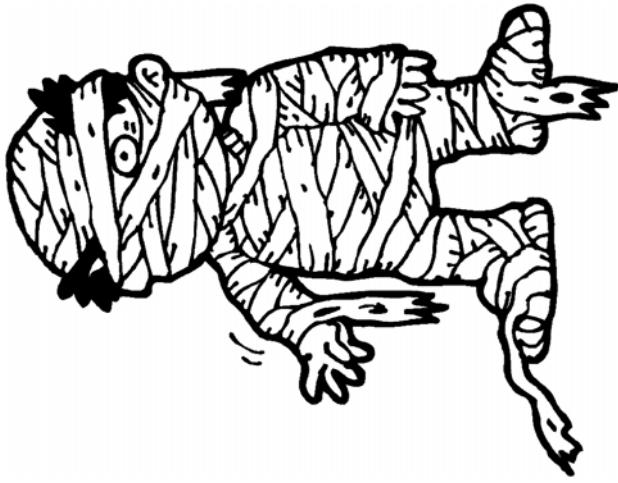
Some are merry.

4

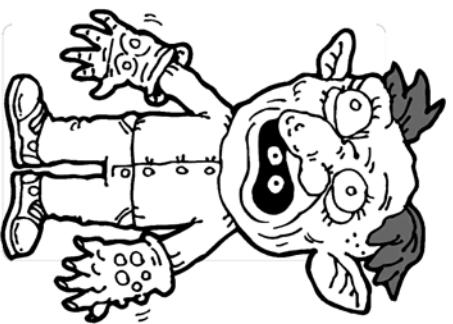
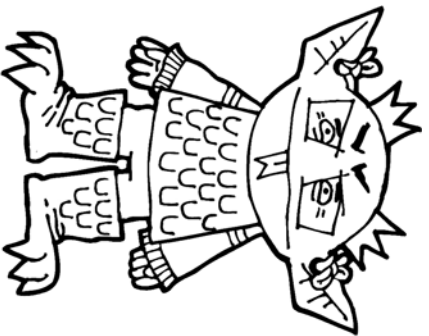


Some are big,

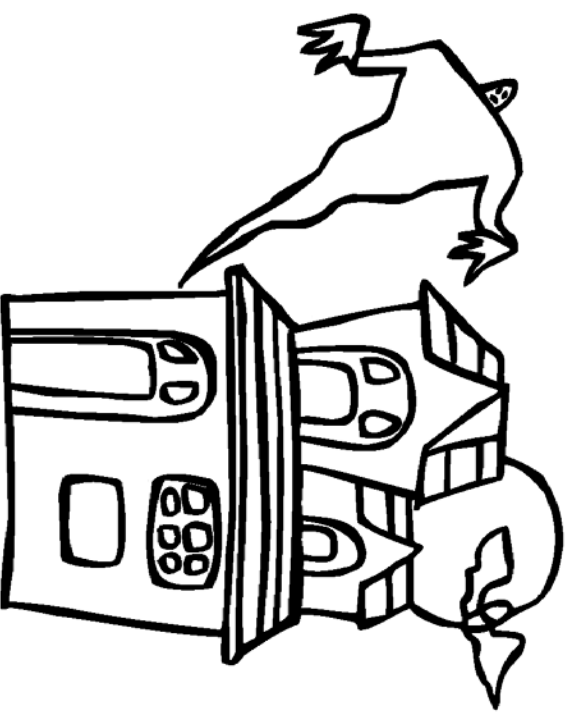
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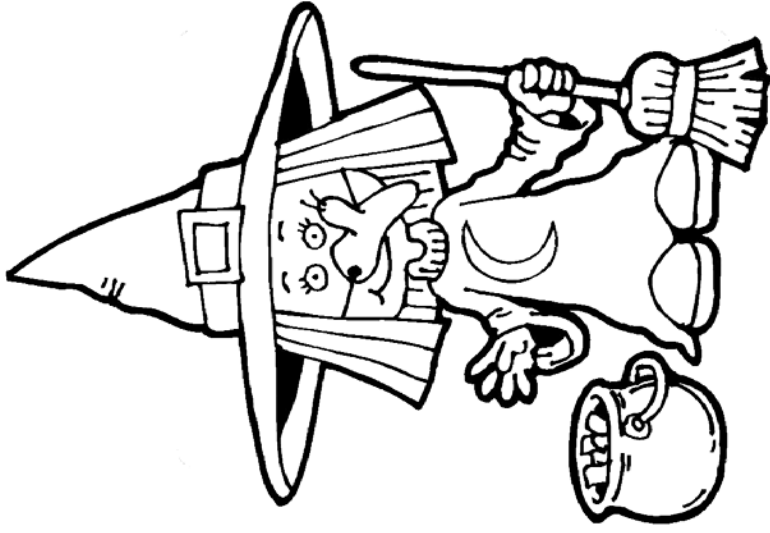
Halloween Night



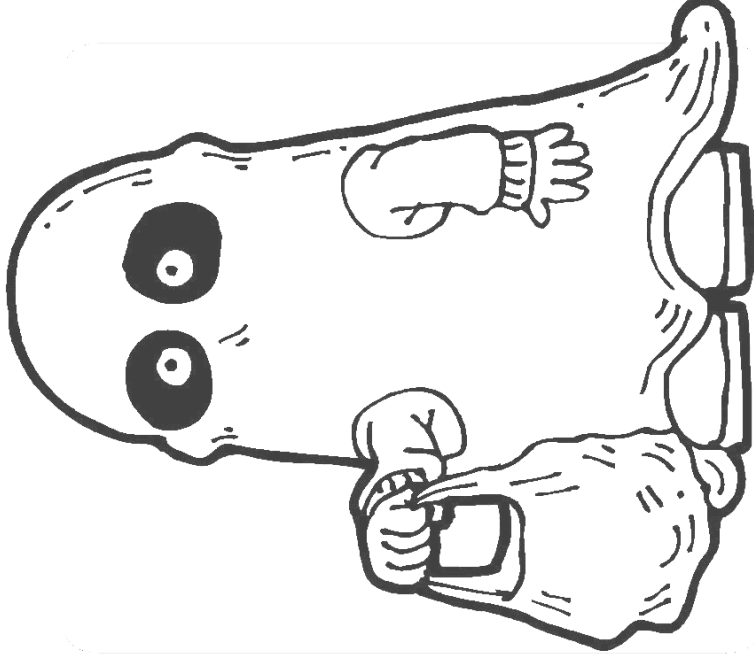
Ding dong!
Who's at the door?
Goblins and monsters
And so much more...



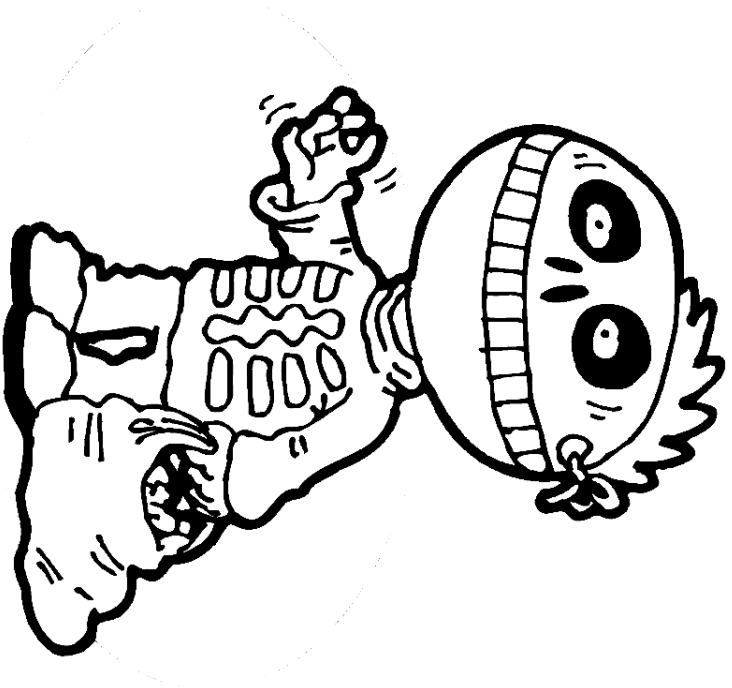
Do all these things
Give you a fright?
BOO!
It's Halloween night!



What's that noise?
Is it my cat?
No! It's a witch
In an ugly hat!

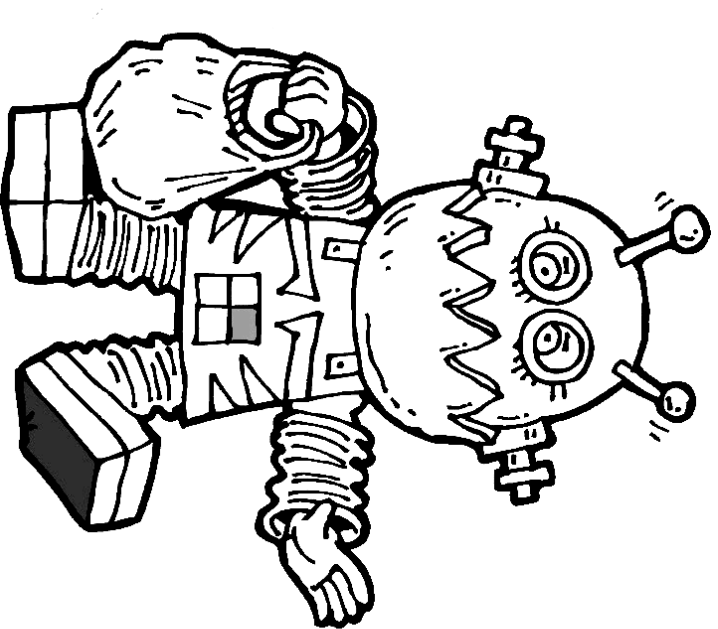


A floating thing
With great big eyes,
Here to take me
By surprise!



Something white
And very thin,
I'm not going to
Let HIM in!

4



An alien
From outer space,
I wish he'd go
Some other place.

5