



Share-One



September – October 1999

Issue #22

The '99 – 2000 Year!

Isn't it exciting? We must do some very special projects in this very special year! The children we teach this year will grow up in a much different world, a world that will certainly be more computerized and controlled through technology. Our children must be able to perform well in this world and not be intimidated by it. This also creates an opposite need; a stronger awareness of interpersonal relationships and our relationship with the natural world. As teachers, we will certainly have challenges to face in the new century.

If you are not yet on-line and using the internet and e-mail to help you in the classroom, you are missing out on the greatest resource. There are theme outlines on every subject under the sun, reproducible worksheets, help for specific problems you have, and lesson plans for every subject. Every day the selection grows as Grade One teachers around the world share their expertise. Get on-line!

Jean

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Advice to a teacher who has moved from the Intermediate Grades to Grade One.....

“Beware of culture shock. You can still tell jokes but none of your students will get them. You have to be able to teach while students are falling out of their chairs (a common occurrence). Before your students do anything you have to tell them how to do it – including lining up to leave the room. On the first day early in the morning practice lining up and marching to the bathroom. Show them how to wash their hands. I teach them how to rip out a workbook page without destroying it. Plan on 20 minutes to get the page ripped out and 30 minutes to do the page. I went from Grade 5 to Grade 1 and will never go back. This is where the action is.”



Poetry for September and October

September

September means it's time again
For going off to school.
The days are getting shorter
And the nights are getting cool.



Autumn leaves float quietly down
And form a carpet on the ground.
But when those leaves are stepped
upon,
Listen for the crackling sound.

It's Autumn by Dee Lillegard



In fall the leaves turn colours
And all around the town,
The red and yellow, orange and
brown
Leaves come tumbling down.

Thanksgiving Chant

by Leland B. Jacobs

?



The turkey is a funny bird
Its head goes bobble-bobble;
And all he knows is just one word...
And that is
GOBBLE-GOBBLE!

Pumpkin Poem

One day I found two pumpkin seeds.
I planted one and pulled the weeds.
It sprouted roots and a big, long vine.
A pumpkin grew; I called it mine.
The pumpkin was quite round and fat.
(I really am quite proud of that.)
But there is something I'll admit
That has me worried just a bit.
I ate the other seed, you see.
Now will it grow inside of me?
(I'm so relieved since I have found
That pumpkins only grow in ground!)



Last of October

Hooting owls
Big black cats
Witches wearing
Pointed hats.



Ghosts and goblins
In the street
Are really children
Wearing sheets.

Jack O'Lanterns
Shining out
Scary noises
All about.

Hallowe'en has
Brought some friends
To help October
As it ends.



The Witch

There once was a witch of
Willoughby Wood,
And a weird wild witch was she;
With her hair that was snarled,
And hands that were gnarled,
And a rickety, kickety knee.
She could jump they say
To the moon and back,
But this I never did see.

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!

Poetry For Your Classroom

The Birthday Child

Rose Fyleman



Quiet, Quiet
Quiet as a mouse
So no one will know
That we're in their house.

My Promise

Each day I'll do my best,
And I won't do any less.
My work will always please me,
And I won't accept a mess.
I'll colour very carefully.
My writing will be neat.
And I simply won't be happy
Til my papers are complete
I'll always do my homework,
And I'll try on every test.
And I won't forget my promise--
To do my very best!

(to the tune of "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,
At school again.

A Circle of Friends

We've joined together as classmates
as the new year begins...
A year full of learning
while we become friends.
We'll share and be kind
as we work and play.
And our friendship will grow
with each passing day.

Hello everybody, how do you do?
How do you do? How do you do?
Hello everybody, how do you do?
I'm glad you're here today.

If your name's Susan, stand up.
If your name's Trevor, stand up
If your name's Joseph, stand up.
If your name's Bonnie, stand up.

Variations: (They love this one)
If you have brown eyes, stand up.
If you have green eyes,.....
If you have blue eyes,

"Sometimes I asked for colours being worn (If you have green on,.....) or a favourite or I try to rhyme words to their names (If your name's Anna, stand up. If you like bananas, stand up...). They really enjoy it when I throw something silly at them like if your name's broccoli."

Back To School

Today I hurry off to school.
To work and learn and play.
I'm in a brand new grade this year.
What a happy day!

The rule with glue is
a little dab will do.

Dot dot, does a lot! (glue)

Read To Me

Jane Yolen



Books here
Books there
Books and poetry everywhere
Hundreds of books, thousands of books
Millions and billions and trillions of books!

Stuff an arm
into each sleeve,
put on your coat
before you leave.
Zip the zipper
right to the top,
and cover your head
whenever rain drops.

Back to School

School! School! Here we come!
Lots to learn and so much fun.
Working, playing all day through,
And here's my favorite thing to do:

Reading

A story is a special thing
The ones that I have read
They do not stay inside the books
They stay inside my head.

Opening Exercises

Counting the Days in School – Some Variations

“In the beginning of the year I hang plastic links from 2 hooks. Above the hooks are labels: ‘tens’ and ‘ones’. One link (same colour each day) is hung on the ones hook for nine days. The number is placed above the label. So on the 5th day, there is a number 5 above the ones place that has 5 links hanging from it. On day 10, we trade the ones place links for 1 different colour link and hang on the hook under the tens label. Numbers are 1 ten, zero ones. On day 38, there are 3 links on the tens hook and 8 links on the ones hook. I keep 3 small baggies pinned to bulletin board for coloured links and numbers. Numbers are pinned on each new day. We do the same procedure every day. The math helper (a job) prepares the links/numbers ahead of calendar time so all is ready and that’s the child that explains what the links mean and we all count together. When we get to 100, instead of using the hundreds place we start counting backwards to find how many school days are left in Grade One. They love doing it both ways.” **Marci**

“I used half straws when I first did this, but now I use coffee stirrers. I just use students milk cartons (one each for the ones, tens, and hundred) and staple them to the bulletin board. Then I have a pin stuck below each one and number with a hole punched in the top so we can change the number daily. I actually do this two ways now. I have 186 stirrers in a second set of milk cartons below the set I just mentioned, so we take one stirrer out of those cartons and move it to the other cartons. The containers are labeled, ‘How many days of school do we have left?’ and ‘How many days have we been in school?’ So we are counting up and down.”

Counting down from the beginning of the year is excellent if you have both Grade 1 and Grade 2 students. If you think this is too difficult for a straight Grade 1 class in the fall, this can begin at Christmas with the number of days left in the school year.

Learning the Names

“We learn each other’s first and last name because of the way I do Daily News...which could be called Student News, probably. In the beginning of the year, one student a day (I go in order of the birthday chart) tells us something special. I write it out starting with the child’s name: e.g. ‘John Martin got a new puppy.’ John then goes up to the board and reads the sentence by pointing to each word with a pointer. We all clap when he gets it right (in the beginning of the year I may help some students actually point to each word), then we all read it with him as he points to each word. I require one tap on each word as we read it. Later we read the sentence as it is spoken...faster and with inflection. We do 4 sentences a week, and each day we read the sentences for the previous days this week.

“On Friday I have this put on a ditto and we look for things using a yellow crayon, an orange crayon, and a green crayon. Red is good for punctuation at the ends of sentences, and green is good for capital letters at the beginning of sentences. We might look for sight words. Whatever – as long as it is quick, fun, and focused. I let the students come up to the board and use coloured chalk. They love it!”



Look for the “Names” theme in the September – October 1998 issue!

King and Queen for the Day

“Print the children’s names on sentence strips....Each day, choose another name and crown the chosen child “King/Queen for the Day”. Have the class interview the day’s King or Queen. Record the information on a chart and either make a class book with a different page for each child or display the information with a photograph or self-portrait of the child. I usually do the first interview to give the children an idea of the different kind of questions that they can ask.

“Using the sentence strips - count the letters in the name, repeat the letters in the name and have the children chant the letters with you. Point out the letters that are the same and that the name begins with a capital letter. Print the child’s name on a different strip and then cut the strip apart. Give out the letters and then have those children put the name back together.” *Marnie Hamilton, Prince George, B.C.*

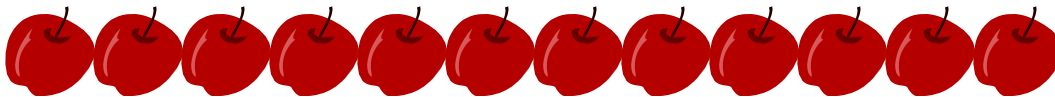


Beginning the Day

“I find that setting the stage in the classroom before the children arrive helps to set the tone of the day. I write the lunch choices on the chalkboard with pocket slots beside the choices. Student insert their lunch card beside their lunch choice whenever they arrive. This is done daily without reminding (most of the time.)

“I have some incoming activity that students can do independently, a puzzle or review sheet or activity that the students can do. This is either on the children's tables or I give the directions to the first children and they direct the others as they arrive. Students are expected to hang up their belongings and begin to work promptly. I quickly do my morning paper work and am ready to begin class about the time that the students finish their incoming work.

“My students know that we start the day with calendar and caring circle. If the routine is altered, they expect for me to have a GOOD reason. I think having a definite routine is beneficial to young children. It provides a framework for them to feel secure in. However, no routine should become a rut and there are times when we need to change what we do and how we do it. *Jane Bruns*



Best Tips for Opening Exercises:

- Use the date number and make “Incredible Equations” every day.
- Make the date number using coins. Begin with pennies and dimes, and later in the year add nickels and quarters, and the looney on 100 Day.
- Buy self adhesive velcro in varying widths at your local fabric store. Use this on the backs of your calendar pieces, coins, helpers, attendance numbers, etc.
- Use the “Days in School” chart to count forwards and backwards, by 2’s, 5’s and 10’s.



Bulletin Boards

A Colourful Quilt

"I liked what I did on my largest bulletin board last year and will do again this coming year -

1) I made a 'quilt' of construction paper- 2) punched holes in each of the 4 corners and then 3) tied a bow of yarn from one square to the next. For my board I make it 5 sheets across and 4 sheets down (20 sheets in all). 4) Then I staple this big thing to the bulletin board. 5) Every month the children draw a seasonal picture to go with the month. We staple their picture right on one of the construction pages of the quilt. 6) The label "Our Grade One Quilt" stays up all year, as well as the construction paper quilt."

Adventures of a Bright Bunch

"This is a great bulletin board which grows during the year - I make a road (yes, it is a yellow brick road) which goes up and across one of the walls in my classroom. Each year I use a theme for the class - this year it is "Adventures of a Bright Bunch". I got the large stickup paper light bulbs - 2 sets is enough for the year. As something special happens in the class we make a notation on the light bulb and hang it on the road. We include new kinds of learning, visits to our classroom, field trips, assemblies, etc., anything which the children or I deem important enough to add to the road. At the end of each month during Circle Time we talk about all the things we have done and learned. As each month goes by we add to the list. At the end of the year there are about 60 light bulbs up. On the last day we talk about our wonderful year."

Sharron Wolfe

A Circus Board

"Have a ringmaster saying "Starring Mrs. _____'s Grade One Class!" Have those neon coloured photocopy papers cut into star shapes and put the child's picture or names on each star (add a little glitter!). Some circus animals would also complete the bulletin board. "

Eleanor

Bees

"Use blue background paper. Sponge paint clouds, if you like. Put the bees on the board and use a marker to draw dashed lines behind the bees to show the 'flight patterns' (lines & loop-d-loops). Caption: 'Mrs. _____ Busy Bees'. Make a bee for each child.



Look at me
I'm as busy as a bee
On my first day of school
At _____ Elementary!

Use your computer to make fun-font name tags for each child (I would use a sheet of labels), and put it beside each bee. During the first day, get each child to tell something that they will be busy doing - i.e. 'I will be busy learning to read.' Write it on a white speech balloon, back-frame it with black paper, and put it on the board by the child's bee. An alternative would be to just use a few bees, but to post photos of each child. Make the speech balloons come from the photos!"

Other Ideas!

- "For my main bulletin board I make a huge sun. On the rays of the sun I write the students' names. Then I cut out the letters, 'You Are My Sunshine!' to go about this display. The kids like seeing their names on the sun and parents seem to enjoy the message."

- "Make a big sun and add huge sunglasses usually found at the dollar store, then have little suns with the children's names on each.....title it..... 'I Have a Hunch This is a Bright Bunch!' *Wilma*

- "One of the cutest ones I've seen is a big dalmation with the words, 'Look who I've spotted in my class!'

- "Make birds and 'We're off to a 'flying' start!'"

It's Autumn!

"Make a maple tree. Use large butcher block paper and make big leaves of assorted fall colors. I make them stand out and look three-dimensional by placing tape on the back and puffing them in all directions. I place children's names on them and use the title:

EVERYTHING IS
FALLING INTO PLACE!



It was perfect for the fall months. In October, there were falling leaves and we put Halloween decorations up on it."
Cathy

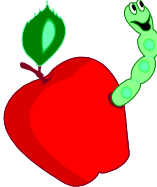
Door Decorations

1. Find or make a crayon pattern and put it on different colours of paper. Then write the students' names on them and title it something like 'It's going to be a bright year' or 'Grade Ones are very bright'.
2. Fish theme: Cover your door with bright blue paper to represent water. Then use light blue paper to make 'squiggles' that look like waves. Find a fish pattern and bright paper to make one with each student's name on it. Title it something like: 'Swim on into Grade One', maybe even 'Welcome to our school' (a school of fish).
3. For Halloween, I bought a cardboard witch at Wal-Mart and found a toad pattern and made one for each student. I titled the door, 'Enter at your own risk' as if the witch had turned all of the students into toads.
4. You could also, 'Leap into Grade One' using frogs. Add some lily pads.
5. Make a popcorn bag or see if a theatre will give you one. Put it up on your door with pieces of construction paper popcorn with the students' names on them. Title it, 'Pop on in!' Or... 'See these 'pop'ular students'.

Shelly

Apples

"Last year I happened to have a large apple given out on one of our apple orchard trips. I laminated it with a small picture of me on it. Then I used cut-out of apples and put the children's names on them and my caption was... 'The apples of my eye'. It looked cute. *Bonnie, Whitby, Ont.*



A Colourful Class

"This is a really cute welcome back to school display that is easy. I made a big paintbrush using brown paper for the handle, black paper for the brush, and a little strip of aluminum foil for the part that attaches the brush to the handle. I used coloured paper to add to the very tip of the bristles to make it look like it had been dipped in paint. Then I cut out a bunch of paint blobs (even the MOST artistically challenged can do this!) and wrote each child's name on a blob. The caption was 'A Colourful Class'. A white background and lots of bright coloured paint blobs makes this really stand out."

Cori

And More.....

"I made a school bus and put the kids' pictures in each window and me as the driver. 'School is Cool' was on the side of the bus".

"One year I used lettuce heads with the children's names and pictures on them and said 'Lettuce' Welcome You to Grade One!"

"The easiest one I ever saw - last year another teacher went to the dollar store and bought paper plates with happy faces on them. 'We're happy to be in Grade One.....'. Another more economical one - someone I know once went to a grocery store and got cardboard grapes and pasted names on them."
Dinene Tyler



Phonics

Teaching the Letters

"I usually review a consonant a day at the beginning of the year. Before I begin the review I send home a list telling parents what letter we are studying each day and ask that the children bring in one item that begins with that letter. As the children share the items I write the name of each thing on the board. Each child get a 9"x12" piece of construction paper with the upper and lower case letter for the day written on it. They cut out a shape that represents that letter and glue it onto the paper: a bat shape for B, car shape for C, dog shape for D, etc. These are all templates that I made several years ago and I just trace around them on various colors of construction paper. After they glue on the shape they write the word for that shape on the shape and then they choose other words from the board to write around the shape on the piece of construction paper. These will later be part of their writers dictionary that each child keeps at their desk in a 3 ring binder. I also choose a story that has lots of words with the target letter and after listening once to the story once, on the second reading they raise their hand when they hear a target letter and we write those words on the board also. We try to do some sort of art project involving the letter. I usually have a snack that goes with the letter too. For a review every Friday we have different activities. I usually make large letters out of poster board and then in small groups they search through magazines finding pictures of things that begin with that sound to glue on their letter. We also do relays. I put several items on a desk by each team and put brown paper bags with the appropriate letters on them at the opposite side (each team has own items and own bags). Students pick up an item and run to put it in the appropriate bag. If they get to the bags and they aren't sure they can turn around and ask their team for help. Winners have the most items in the correct bags. We also play bingo with the letters on cards (this after we have done all 26 letters). I hold up an item and tell them to find the letter that is at the beginning of cat or whatever I hold up."

Boni Fulgham

"I also have a picture for each letter of the alphabet that includes a little activity with it such as gluing popcorn in the popcorn box for 'p' or putting aluminum foil on the mirror for the 'm' page. I put a sample up each day and the children work on theirs when they arrive at school. We collect them into an alphabet book they can take home.

Kris Tellier

A Trash Alphabet

"For my trash alphabet, I asked the art teacher if she had any old poster board that she never used. She gave me a stack of manila poster board and I cut them down to 18" for each side. I put the capital and lower case letter on each and laminated them. The kids brought in (clean) trash that began with each letter and I used a hot glue gun to attach the garbage to the matching letter (Examples – P was a pizza box, A was animal crackers, C was Coke, crackers, creamed corn.) It's excellent for the beginning sounds! Write a note home and get the parents involved. The only problem we had was with "X". I went to my doctor's office and asked them to donate an X-ray, so they cut off the identity of the person and gave me one of a rib cage. It was really cool, so I hung it below the poster, over a window and the sunlight came through it. Have fun! (If you get stuck on "Z", save a Ziploc bag box!)

Dawn

Phonics Phones

"I bought PVC elbows at Home Depot and made what I call "phonics phones". It took three different pieces - all slightly different curves to make a curved



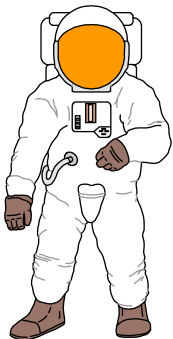
Activities to Teach the Sounds

Action; food snack; make tactile letters; praise

- Aa** – asking apples (set an apple on a desk and ask it questions!); apples, applesauce, asparagus; Apple Jacks, aluminum foil; astounding!
- Bb** – bouncing a ball; eating a banana, bread, beans; buttons, beans, balloons; beautiful!
- Cc** – cutting a cake; eating carrots, cake, cookies, corn; cotton balls, crayons; commendable!
- Dd** – digging in dirt; eating doughnuts, dates, dips; dots, dominos, dishes, plastic dinosaurs; delightful!
- Ee** – exercise; eating eggs; egg shells; excellent!
- Ff** – finding funny frogs (hidden around the room); eating fruit; feathers, foil, fingerprints; fabulous! fantastic!
- Gg** – gobbling grapes; eating grapes; coloured glue, glitter, grass; gorgeous! great!
- Hh** – hopping hundreds (count by hundreds as they hop); eating hotdogs, ham, honey; hearts, hair, handprints; heavenly!
- Ii** – move like inchworms; eat Indian corn; plastic insects; impressive!
- Jj** – jumping jacks; eating jam and jelly, jelly beans, juice; jelly beans, jewels, jigsaw pieces; jazzy!
- Kk** – kingly kisses (we practice kissing in the air - very funny!); eating kiwi; keys, kleenex; Kingly Kids!
- Ll** – looking at leaves; eating lemon, lasagne, licorice; lace, leaves, lollipops, letters; lovely!
- Mm** – munching marshmallows; eating muffins and milk; money, macaroni; marvelous!
- Nn** – nibbling nuts; eating noodles, nuts; nails, newspaper, nylon; nice!
- Oo** – obstacle course; eating olives, omelet; Cherrios (or other ‘o’ shaped cereal); awfully good????
- Pp** – punching pillows; eating pancakes, pie, pickles; peas, popcorn, puzzle pieces, pipecleaners; perfect!
- Qq** – quietly questing quarters (hidden in the room); eating quiche? (sound isn’t correct.....); quarters, quilt squares, Q-tips; quite _____!
- Rr** – racing rockets (balloon and straw rockets on a string) or rattling rocks (put rocks in a container and rattle if you can stand it!); eating raisins, rice, radishes; rice, rocks, ribbon, raisins; really _____!
- Ss** – sipping sodas; eating soup and sandwiches, salad; sand, seeds, sandpaper, string; smart!
- Tt** – tapping toes; eating tea and toast, tomatoes; toothpicks, tape; terrific!
- Uu** – putting umbrellas up; eating upside-down cake; ugly _____; unsurpassed! unusual!
- Vv** – voluminous voices (singing loudly!); eating vegetables; velvet, velcro; very _____!
- Ww** – weaving webs (from string); eating walnuts, water, wieners, watermelon; wire, wool; well done!
- Xx** – do eXercises; eat ????. x-rays; eXcellent!
- Yy** – do yoga or play with a yo-yo; eating yogurt (yummy!); yellow yarn; YES!
- Zz** – zany zippers (glue a zipper on a piece of paper and then draw a zany picture around it), zipping zippers; eating zucchini; zig-zag braid; zippy!

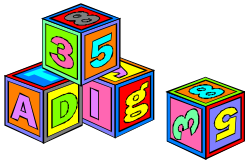
Spacing Between Words

“My children use ‘stick men’. I saw this at a conference last year and came home and made them. Each child’s stick man is a tongue depressor with two wobbly eyes glued on and a smile and eyebrows drawn with a marker. We use them during the early weeks of school when we write. The child puts the stick man down to leave spaces between words. At first I thought this was a gimmick, but it really seems to help some remember to leave a space. They also love this little stick person and many end up colouring theirs and personalizing it.” **Dotty**



“I’ve been using the ‘Space Man’ spacer for years. I just take a craft stick and stick on a mini-happy face and the children decorate them and put their names on them. They also like to use them as pointers when they read.” **Diane**

Teaching Reading Using the Four Blocks



The 4-Blocks framework was developed by teachers who believed that to be successful in teaching ALL children to read and write, we were going to have to do it ALL! Doing it all meant incorporating on a daily basis the different approaches to beginning reading. The four blocks – Guided Reading, Self Selected Reading, Writing and Words – represent four different approaches to teaching children to read. Daily instruction in all four blocks provides numerous and varied opportunities for all children to learn to read and write. Doing all four blocks acknowledges that children do not all learn in the same way and provides substantial instruction to support whatever learning personality a child comes with. The other big difference between children – their different literacy levels – is accomplished by using a variety of formats to make each block as multilevel as possible – providing additional support for children who struggle and additional challenges for children who catch on quickly.

This information on the 4-Block methods comes from Pat Cunningham's website and has been printed here with her kind permission. The remainder of the information will be in the next two issues of "Share-One". If you would like the information immediately, I will mail it to you – or go to:

<http://www.wfu.edu/~cunningh/fourblocks/>

Working with Words

The first activity in the words block each day is the Word Wall. In the words block, children learn to read and spell high-frequency words and learn the patterns which allow them to decode and spell lots of words. The first ten minutes of this block are usually given to reviewing the word wall words. Word wall is a display of high frequency words above or below an alphabet. The words are written with thick black marker on colored construction paper and are located by first letter only. The teacher adds 5 words a week. Students practice new and old words daily by looking at them, saying them, clapping or snapping the letters, writing the words on paper, and self-correcting the words with the teacher.

The remaining 20-25 minutes of words time is given to an activity which helps children learn spelling patterns. A variety of activities are included in this block each day, the most popular of which is Making Words. Making Words is an active, hands-on, manipulative activity in which children learn how to look for patterns in words and how changing just one letter or where to put a letter changes the whole word. The children are given the six to eight letters that will form the final word. The teacher begins with two letter words, then builds to three, four, and five letter words (example: it, in, pin, pit, rip, run, runt, punt, trip, turn, print, turnip). They then sort the words according to a variety of patterns including beginning sounds, rhymes and endings and use words sorted to read and spell words with similar patterns. Word wall is practiced every day but the second activity varies. In addition to Making Words, this second activity could be Rounding up the Rhymes, Guess the Covered Word, Using Words you Know, Reading/Writing Rhymes or another activity through which children learn how to use patterns to decode and spell hundreds of words.

Making the Words Block Multilevel

All the activities in the Words Block are designed to be multilevel. Across each activity, there is something for children to learn regardless of whether they are struggling or accelerated.

*** If you watched children doing the daily word wall practice, you would assume that they are all learning the same thing – how to spell words. But what they are doing externally may not reveal what they are processing internally. Imagine that the five new words added to the wall one week were come, where, they, boy, friend. During the daily word-wall practice, the children who have already

*** While rounding up the rhymes, some children are still developing their phonemic awareness as they decide which words rhyme and are learning that rhyming words usually – but not always – have the same spelling pattern. As they use the words rounded up to read and spell new words, children who need it are getting practice with beginning letter substitution. Children who already have well-developed phonemic awareness and beginning letter knowledge are practicing the important strategy of using known words to decode and spell unknown rhyming words.

*** **Making Words** lessons are multilevel in a number of ways. Each lesson begins with short easy words and progresses to some medium-size and big words. Every Making Words lesson ends by the teacher asking, “Has anyone figured out the word we can make if we use all our letters?” Figuring out the secret word which can be made from all the letters in the limited time available is a challenge to even our most advanced readers. Making Words includes even children with very limited literacy who enjoy manipulating the letters and making the words even if they don't get them completely made until the word is made with the big pocket chart letters. By ending each lesson by sorting the words into patterns and then using those patterns to read and spell some new words, we help children of all levels see how you can use the patterns you see in words to read and spell other words. Guess the Covered Word lessons provide review for beginning letter sounds for those who still need it. The most sophisticated readers are consolidating the important strategy of using meaning, all the beginning letters and word length as cues to the identification of an unknown word.

*** **Using Words You Know** lessons provide children who still need it with lots of practice with rhyming words and with the idea that spelling pattern and rhyme are connected. Depending on what they already know, some children realize how words they know can help them decode while other children realize how these words help them spell. If you want to make the lesson a bit more multilevel at the upper end, include a few longer words that rhyme and help students see how their known words can help them spell the rhyming part of longer words. In the Coke, Sprite, Grape lesson, children could have used these words to read or spell escape, termite, invite, provoke and artichoke!

*** **Reading/Writing Rhymes** is perhaps the most multilevel activity. All beginning letters, including the common single consonants and the less common, more complex digraphs and blends, are reviewed each time the teacher distributes the onset cards. Phonemic awareness is developed as children say all the rhyming words and blend the vowel pattern with the beginning letters. Children whose word awareness is more sophisticated learn that there are often two spellings for the long vowel patterns and develop their visual checking sense as they see the rhyming words with the different patterns written on the same chart. They also learn the correct spelling for many of the common homophones. The addition of some longer rhyming words helps them learn how to decode and spell longer words and allows them to write more interesting rhymes.

Self-Selected Reading

Self-Selected Reading includes (and usually begins with) teacher read-aloud. The teacher reads to the children from a wide range of literature. Next, children read ‘on their own level’ from a variety of books the teacher has gathered together and keeps on a bookshelf or (more popularly) in dishpans or buckets. The teacher selects books for the classroom library on themes they are studying, easy and hard library books, old favorites, new easy predictable books, etc. While the children read, the teacher conferences with and takes anecdotal records on several children each day. Some teachers choose to spend part of this block with a small group reading an ‘easy’ book together and giving them instruction ‘on their level’. The block usually ends with one or two children sharing their book with the class in a ‘reader's chair’ format.



Making the Self Selected Reading Block Multilevel

Self selected reading is, by definition, multilevel. The component of self-selected reading that makes it multi-level is the fact that children choose what they want to read. These choices, however, can be limited by what reading materials are available and how willing and able children are to read from the available resources. To make our self selected reading block as multilevel as possible:

We collect the widest range of levels, topics and genres of books we can. In our classrooms, you will see chapter books in first grade and very easy books in third grade. We read aloud a variety of books – including a few chapter books in first grade and some very easy informational books in third grade. Linda Gambrell of the University of Maryland says that when you read a book aloud to children, you ‘bless’ that book and then all the children know that is an ‘OK’ book to be reading.

In our weekly conferences with children, we praise the reading of all the children and steer our struggling readers toward easy – but interesting – books and our advanced readers towards challenging books. If we have a lot of third graders who need to read easy books, we set up programs in which they read to younger children and thus have a real purpose for engaging easy books. We also remember that the topic of a book is critical and children will often read books that are too easy – or even too hard – for them if they are really interested in that topic or author. We do encourage children to read on their level but we remember that this is called the ‘Self Selected Reading’ Block and that children selecting the books that will turn them into readers is the major goal.

Self-Selected Reading Idea – Early First Grade

Another variation you will see during the self selected reading block has to do with how children read books. A commonly-observed phenomenon in homes where four-year olds have books and someone to read those books to them is what we call pretend reading. Young children want to do all the things that the big people can do. They pretend to cook, to drive, to be the mommy or the daddy and they pretend they can read. They do this pretend reading to a younger child or to a stuffed animal and they do it with a book which they have insisted on having read to them over and over until they can ‘read’ the book! (In fact, this insistence on having a favorite book read hundreds of times is probably motivated by their desire to learn to read!)

Another way young children read books is by reading the pictures. This is usually done with an informational picture book on a topic of great interest to the child. The parent and the child have probably looked at ‘the airplane book’ or ‘the dinosaurs book’ many times, spending more time talking about the pictures than actually reading the words. In fact, some of these books have wonderful pictures and lots of sophisticated text and parents don't read the text at all, they just talk with the child about the pictures.

We teach our early first graders that they are three ways to read. You can ‘pretend read’ by telling the story of a familiar story book. You can ‘picture read’ by looking at a book about real things with lots of pictures and talking about all the things you see in the pictures. And you can read by reading all the words. Early in the year, we model all types of reading and look at books and decide how children at their age would probably read the book. “*Goldilocks and the Three Bears* is a book you could pretend read because you know the story so well. Let's practice how you might pretend read it if you choose it for self selected reading time.” “How would you read this book about the zoo? It's got lots and lots of words in little tiny print but you could read it by picture reading. Let's practice picture reading.” “Now, here is an alphabet book. You see just one word and it goes with the picture. You can probably read this book by reading the words.” Once children know that there are three ways to read books, no child ever says, “I can't read yet!”

Teaching children that there are three ways to read -- pretend reading, picture reading, reading the words – is a variation only used in first grade. Because we provide lots of easy reading books on all kinds of topics, we expect our second and third graders to read books by reading the words. If an individual second or third grader need to begin at the pretend reading or picture reading level, we do this with that child during the conference, not with the

Meeting Your Parents

A Parent Handbook

“Each teacher in our school district made a booklet to give the parents at orientation. It contained teacher information, teacher's responsibility, parent's responsibility, classroom information, home reading programs and homework, phone numbers, my policies on parent/teacher conferences and Provincial and District Standards. It was a little time consuming to put it together, but they turned out very helpful.”

“I had problems with too much food coming in for parties. Now, I send a letter home to each parent in September. I check off one holiday and a party item for the parent to send in for each party. I have 2 parents send in baked items, 2 parents send in snacks, and 2 parents send in drinks for each holiday party. Every parent gets to bring in something and we don't have an over supply of food. The parent signs the letter and sends it back to school. I send the letter back to the parent close to the time that they need to bring in the treats, as a reminder. It works out great!”

Anna

Meet Your Teacher

“I also make a book called ‘Meet your Teacher’. It has an introduction, my philosophy, pictures of my daughters, dogs, cat, and descriptions about my interests. I put the pages with the print and pictures in the plastic folders that you can place in a notebook. This I hang outside of my door on a hook. The parents can read the ‘About Me’ book before entering the room for the first time.”

Sarah



An Introduction

“I like to ask parents to write a letter of introduction for their child. I ask them to tell me things about the child they would share with me if we could sit down and talk for a while... How the child has changed over the last year, what the parents goals are for the child this year, events in the child's life that may have an effect on the child, etc.”

Melissa

A “Welcome” Letter

If you have a class list ahead of school opening, the children love to get a personal letter from their new teacher!

“One thing I put in my welcome letter is what I will be wearing. This has gotten great feedback in the past. Last year I wrote as part of my letter...

“I have already picked out my clothes for the first day of school. I will be wearing a black and white checked jumper with a big red apple pin. I have short brown hair. When you see a lady who looks like that, you know you'll be looking at me! But I don't know you yet, so you'll have to let me know who you are.”

Last year I had 2 little girls show up on the first day wearing black and white checked dresses. The parents always say that telling the kids what I'm wearing is the single most important part of the introduction letter. The kids calm down because they know what to look for. They aren't so scared. And they remember it! The kids I had 5 years ago still remember what I wore!”

How to Get Parents To Read the Newsletters

“I had a problem when parents didn't read the newsletters I sent home. I inserted a word that didn't belong into several sentences in the newsletter. I would tell the students, “There are four words that don't belong in this week's newsletter. Ask your mom or dad to help you find the words!” If they brought a slip of paper the next day (or even the next) with all of the words they got a small prize: candy, sticker, junk toy! Worked like a charm. After the parents got in the habit of reading it and realizing how much they could learn I stopped doing it weekly and only did it every month or so - just to keep them on their toes!”

Boni Fulgham

First Days

Name Tags

“This year I made name tags for my students out of felt. I bought one rectangle for each of them and cut out an oval in the center. I wrote their names with fabric paint at the bottom. These slip over their heads and look like little collars. They wore them the first few days of school all day, and they are continuing to wear them to art, gym, music, library, and any time they come in contact with a teacher who doesn't know their names. They still look fantastic! I have even received compliments from our superintendent who passed us in the hallway. They don't twist, tear, crumple, or turn around so that you can't read them like my old paper on a string name tags. I am planning on using them on field trips, too.”

Busy Bees

“I do a simple art activity for them to take home and it doesn't require cutting and pasting.

See the poem on page 6.

Each child has a yellow and black crayon. I show them how to draw a circle with a yellow crayon. Then I show them how to use their black crayon to make stripes, circle wings and antennae. They make great bees! This is an easy first day idea!”



The First Day

1. I have a cut and paste book on Nursery Rhymes on every student's desk. Prior to the students arriving I have put their names on their lockers and on their desk and have a number of extra name tags ready for new students or changes to my class list.
2. As the students enter I write their names on their supplies. I try to have a mom or two helping as it does make things go easier. I have plastic tubs for my students so we put all the extra books, pencils, etc., into their tub and everything else into their desk. In previous years when I didn't have the tubs I used zip-lock bags instead.
3. I teach a poem and the letter Aa on the first day.
4. We print our names (I have their names printed on lined paper for them to trace and print on their own). I keep this sheet and put it into a binder which will hold a collection of different work they do over the year. This is a great way to show off their work during parent-teacher interviews. Allows the student, the teacher and the parents to see how the student is progressing.
5. In math I introduce the number and concept of zero. And we also start on sorting objects which will move into patterns.
6. We learn three new words. I is the
7. In the afternoon, I have a center time.
8. We usually try to have gym especially if the weather is nice and we go outside.
9. I have them draw a picture of their first day of school to take home to share.
10. I usually play one or two getting to know you games or name games. *Cathy-Dee Brand, Fort Vermilion, AB*

Sing to the tune of London Bridge -

This is <George>

We're glad he's here, glad he's here, glad he's here!

This is <George>

We're glad he's here.

Say "Hello" to <George>. *(and we take a minute to all say hello)*



I Can Read!

“A couple of weeks before school starts I send each child a letter to introduce myself and to let them know how excited I am to meet them. I include a ziploc baggie and ask them to find a label at home that they can read to put inside it. (For example, Coke, Cheerios, Kleenex, etc.) I ask the children to bring the baggie on the first day of school. Each child gets a turn to 'teach' the class their word. Each bag is hole punched, put onto a ring and - voila! A class book that everyone in the class can read on the first day of school. I include this book at my Listening Post for the children to read to volunteer parents. This helps to calm all of the nervous kiddos who think that they need to learn how to read on the first day of school!”

Another First Day....

“Some of the things I do are:

1. In a postcard sent home before school starts, I ask each child to bring in a 'favourite thing' to share on the first day. We introduce ourselves, share our favourite thing, and then we draw and write about it. Thus – our first class book develops.
2. I read *Chrysanthemum* and we talk about our names and the number of letters in our names. We then make a class graph with all of our names.
3. I read *Brown Bear, Brown Bear* and then we go around the story circle and play a name game. I start by looking at a child and saying, 'Sue, Sue, who do you see?' The child answers, 'I see Mikey looking at me.' And so on until we get back to me. The children LOVE it. Also we make 'story roll-ups' with the characters. They colour and sequence the animals in order, paste them on a long piece of tag and then roll them up to retell in their own words to a classmate and their parents.
4. I play counting games with manipulatives, we sing the alphabet, match upper and lower case letters, etc.
5. We also take a tour of the school, practice fire drills, and I read LOTS and LOTS of stories.
6. I have them draw a portrait of themselves after looking in mirrors and talking to one another about how special they are. I read 'I am Special'. I put these up with pictures I take with the digital camera and then I file them and at the end of the year I have them again do a portrait and we compare them.”

Quinette Brucker

The Primary Village

“Our K/1 primary teachers are all doing a project this fall that focuses on children remembering important information on themselves. It's called Primary Village. We have houses, telephone poles, cars, trees, birds, and mailboxes cut out from construction paper.

“I send a note home informing parents we are learning this important information and please practice with their child. As each item of information is learned, items are added. Here's the procedure:

- If the child knows his full name, he gets a little house.
- If the child knows his address, he gets a mailbox beside the house.
- If the child knows his phone number, he gets a little phone pole.
- If the child knows his initials, he gets a car in front of his house.

- If the child knows his birthday, he gets a tree.
- If the child can tie his shoes, he gets a bird in his tree.

“Most of the teachers have a big display outside their classrooms with each child's information that will stay up several weeks. I ask them the information while they are eating snack. They can't wait to see what they can earn that particular day.”



in-are

Partners!

“Each child traces one hand. I write the child's name on the palm with a dark marker. I put two hands together under the header: “Two people working together can accomplish twice as much as three people working alone.” It's especially cute because you can intertwine their fingers. I can put the names together as I want them or just shuffle them arbitrarily. It is easy to change whenever I want and each student always gets excited to see who the new 'hand partner' is.”

Math Ideas

Zero the Hero!

"I love ZERO THE HERO. I first heard about him years ago and I have modified the idea to fit my classroom. He comes every 10th school day and leaves us a special bag filled with a note, a book about numbers and a special treat for snack that has to do with zero or a circle. In the note he always makes a comment about the room and then leaves math problems for them to figure out. I use popsicle sticks to count each day and on the tenth day they go 'bonkers' (fly out of the basket) and we then bundle them and move them to the tens basket. Because of ZERO THE HERO my kids were very good with place value. They would start telling everyone that ZERO THE HERO would be back in a certain number of days. They lived to see the special bag on the chair. What's nice about the idea of a Zero the Hero is that you can make it into whatever you want. I also use special poems about him that we recite on his days. I think that he is a great way to teach math skills."

Cathy Fur-

long



Zero the hero came to school.
Zero the hero knows a rule.
Zero the hero stays in a space,
So all the other numbers get in the right place.

Zero the Hero

Zero The Hero came to school.
Zero The Hero, he's no fool.
Zero The Hero, stays in his space.
So all the other numbers
Can stay in their place.

Song: (Frere Jacques tune)

Zero hero, Zero hero,
We love you, we love you,
Though you may be nothing,
We really think you're something.
Yes, we do. Yes, we do!



Printing Numerals

"I have used lots of fun artsy ideas for these kinds of lessons. Write the numbers in corn starch, pudding, on chalk boards. Trace over the number with different coloured crayons, chalk, water colours and more. Use noodles, beads, seeds, etc. Glue over the letter. Use the children's bodies and create the number (you will need several children). Make giant numbers on the sidewalk outside in chalk."

Marcia Goudie

- 0 Start at the top and around you go. It's always fun to make a zero.
- 1 Numeral writing can be fun, especially when you run with one.
- 2 Around the zoo and back to you. That's the way to make a two.
- 3 Around a lake and around a lake. Numeral 3 is fun to make.
- 4 Down and over and through the door. It's very simple to make a four.
- 5 Over, down and around the bend. Numeral five will be a friend.
- 6 With numeral six you start at the top. Down and around without a stop.
- 7 Across the bridge and down the slide. Numeral seven will be your guide.
- 8 Make a snake and add a tail. With numeral eight you'll never fail..



Teaching Numeral Formation – More Ideas

These can also be used for letter formation.

1. Trace the outline of different numbers on wallpaper. Cut them out into 5-6 pieces and give out as puzzles. Use different paper for different numbers.
2. Choose a manipulative and form the numeral with the manipulative.
3. Do the above with edibles. Children may eat the final numeral (fruit pieces, raisins, cereal, popcorn, pretzels, chocolate chips, cheese, pickle cubes).
4. Make numerals in shaving cream or pudding.
5. Have children trace around their numerals with a crayon. Have them change colours and trace until no room is left on the paper.
6. Roll a snake out of clay. Provide each child with a numeral card. Lay their snake on the card forming the number.
7. Make numerals out of prepared biscuit dough.
8. Stamp out numerals 0-9 and then have children trace over them.
9. Using precut 1 inch squares of construction paper make a mosaic of the numeral.
10. Stuffed numerals. Cut about 8" wide numerals from butcher paper, 2 of each number. Have each group of students twist sheets of newspaper and tape to one of the butcher papers. Staple both numerals together, enclosing the stuffing.
11. Cut numerals 0-10 from sand paper. Have students place a sandpaper numeral under a sheet of paper and rub with a crayon.
12. Paint with water on a sidewalk.

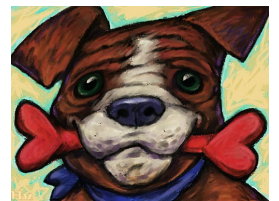


We use the phrase "When you add a one to a number of mine the answer you get is the next in line." My Grade Ones really like this one when we start addition.

Sandy

Estimation

"I'm doing this with my calendar this year: I have a puppy head with the words 'Boning Up On Estimation' above it. Then there are little bones around it with the children's names on them. I'll pin a clear baggie with items in it on the puppy's mouth for the children to estimate each morning. When they come in, they'll write their estimation (with an erasable marker) on the bone. We'll check it during calendar."



For Fall:

- How many ... leaves in the basket
 ... apples in the basket
 ... seeds in the apple
 ... pieces of candy corn in the jar
 ... seeds in the pumpkin

They copy the sentence on paper provided:

I think there are _____. (finish the sentence).

They have to put their name on the paper and put it in the shoebox.

At the end of the week we check guesses. Sometimes we graph the answers. Then we count. Best guess gets a certificate. If it's edible we all share a piece (candy corn, for example) and send the rest home with the winner. **Robbie**

"Spray paint one side of dried lima beans for math manipulatives, or the two sides different colours. In October, I use orange beans (painted) and white ones (white ones have 2 dots for ghost eyes). Call it 'Hallowe'en Math'. The children love it!"



Behavior Management

Rainbow Rules

In my classroom, we have as our 1st Rainbow Rule, "Treat others with kindness." I always thought that covered a multitude of things...pretty generic for Grade Ones, I know, but when I heard or saw hurtful behavior, I could always say...gently..."rule number one?"...

My Rainbow Rules are:

1. Treat others with kindness.
2. Listen carefully.
3. Follow directions.
4. Work hard each day.



Read the Signs

"I use a little brass bell and signs. I have a collection of them with the various instructions needed most. 'quiet please', 'come to the carpet, please' etc. I use these for two reasons: 1) The quieter I am, the quieter the class is - it helps to create an atmosphere. 2) My main goal in Grade 1 is reading and I firmly believe in a print rich class where reading is a part of what we do all the time - therefore reading the sign is a necessary part of the function of the classroom."

Elizabeth

Rights and Responsibilities

Everyone has

1. the right to live safely,
2. the right to learn,
3. the responsibility to be polite,
4. the responsibility to be honest,
5. the responsibility to use time wisely.

"I know it sounds simplistic but I have the following 3 rules:"

- Be a good worker.
- Be a good friend.
- Be safe.

'Hands on Top.....'

"I have used this for years. Many of the teachers in my school have adopted this practice. The teacher says HANDS ON TOP (places hands on head). The students repeat back THAT MEANS STOP (stopping what they are doing and put their hands on their heads). I don't give any instructions until everyone is still, hands on their heads, no talking and all eyes on me."

Karen Brown, Ottawa, Ontario

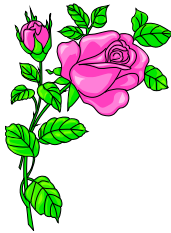
Smile!

"I tell the kids that I will call the happiest group with the nicest smiles. This is such a simple trick. They sit so nicely and smile at me. They don't talk because they are too busy smiling. I use the same trick for walking in the hall. Our principal even commented that she couldn't believe that all my kids were smiling while walking down the hall. The whole thing just make me smile!"

Kelly



Roses and Thorns



“This is something I did a few years ago. We called it Roses and Thorns. I did it at the end of the day for a few minutes. The children have a chance of saying one great thing (rose) and/or one sad or disappointing or annoying (thorn) thing that happened that day. Given the framing it is generally school related. I really downplayed tattling. They just put their hand up - we didn't go around the circle. The population I was working with didn't have much parent time - I think for them it was the equivalent of a mom saying, ‘How was your day?’”

A ‘Sad Pad’

“I use a SAD PAD to keep track of behavior. Usually I just have to say something like ‘Uh, oh, looks like I'll have to get out my Sad Pad.’ and they settle down. Sometimes all I have to do is pick it up and clear my throat!! I've tried lots of other things but this works best for me because I can write down what the problem behavior is immediately - I have a terrible time remembering later if I don't. We have a school wide weekly behavior sheet that we fill out and send home. If students don't get their name in the Sad Pad more than once each day they get a sticker on their behavior chart and when they fill their chart they get to go to the goody box. I often give out behavior stickers during the day too when I see someone doing exceptionally well.”

Boni Fulgham

Quiet, quiet

Quiet as a mouse
So no one will know
That we're in their house.



You're Great!

“I start the year by asking the kids a riddle. When is Grade One like a baseball game? Answer: When you're in Mrs. V.'s class. Make sure that you have established your behavior expectations. I stress things like polite listening when someone else is speaking (teacher or student), no put-downs, keep your hands to yourself, work without disturbing the children who sit close to you, etc. I tell them that every time they break a well-established classroom or school rule that they will get a ‘strike’. I have a laminated piece of chart paper on the front chalkboard (up quite high so I'm the only one who can reach it) and if a child gets a strike I put a tally mark beside their name. I use a washable overhead marker to do this. Before class starts every day I erase all the strikes from the previous day, so everyone begins each day with a clean slate. The kids all know that ‘strike one’ means ‘oops, you let your behavior slip’. If you get ‘strike two’ it means ‘you need to be much more mindful of your behavior’. ‘Strike Three’ means ‘there will be no GREAT badge for you today.’ Five minutes before the dismissal bell I tell the children that when they are ready for home (tidy desk and cloakroom area) I will give them a GREAT badge. A GREAT badge is a lid from a frozen juice container. Inside the lid I glue a laminated circle of cardboard that says GREAT. The kids take the badge home and tell their parents ‘I had a great day.’ When they collect 10 badges they bring them back to me and we trade for a small reward (10 jelly beans or gummy bears, a special sticker). Sometimes I try to work in a bit of evaluation before we trade. I ask them to count their badges (1 to 10, 10 to 1, or by 2's to 10), say the months of the year or days of the week. I keep the badges, they get the candy. Then they work on collecting their next ten badges.

“Parents are sent a letter telling them to watch for a GREAT badge every day. If a child goes two or three days without a badge I call the parents to ask for their help to turn the behavior around. The system works really well for me. If the line up is noisy or choosing time gets too rough I just say ‘Now where is that strike pen?...I think I might need it soon.’ It's amazing how quickly things are quiet and running smoothly again!”

Cathy VanLaerhoven, Agassiz, B.C.

Year 2000

Y2K – ‘K’ is for ‘Kindness’

Collect 2000 acts of kindness in your school!

Y2K – Countdown

“My school has a count down to the millennium. We have large numbers in the hallway. It's announced each day and a child is chosen to take down the number. Count the number of days from your first day of school until December 31.

Read 2000

“We are going to try to read 2000 books by the year 2000. This will be from the time school starts. We thought we would make a big 2000 in the hall and fill it with 2000 circles. Students will have to fill out book information on a coloured circle and glue onto the big 2000 in the hall.”

Collect 2000

“Each month our students will try to collect a different 2000 things (the school has about 200 students)--plant 2000 bulbs, string 2000 paperclips, 2000 dancing toes, 2000 perfect papers, 2000 valentines, 2000 Christmas bells, etc.”

Catch the Y2K Bug!

“Our theme next year is ‘Catch the Y2K Bug, the Future is in our Hands.’ We will do school-wide activities to promote parental involvement, celebrate student success, and promote school-wide discipline, while focusing on reading, writing, math, and technology. The first quarter is called ‘Making a Difference’ and focuses on character education (start the year off right), second quarter is ‘Exceeding Expectations’ and focuses on math, third quarter is ‘Meeting the Challenge’ and focuses on reading, and fourth quarter is ‘Achieving Goals’ and focuses on goal-setting and technology. In keeping with bugs, teachers will tie in ants – teamwork, determination; bees – busy bees, believe!”

Robin Gretz,

September 1 is 122 days until the year 2000. A decade begins every ten years, a century every 100, but a millennium comes only once every 1000 years.

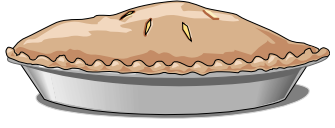
Here are some ways to celebrate the Year 2000.....

1. Collect 2000 things (pennies, nickels)
2. Count 2000 in different ways (2's, 5's, 10's, 100's)
3. Take the class outside and measure 2000 centimeters
4. Do 2000 exercises (a few a day)
5. Read for 2000 seconds (33.3 minutes) or 2000 minutes (25 or 30 minutes each day)
6. Ask children to think about what might happen in another 1000 years. Tell them to write about what will happen in the year 3000.
7. I wish I had 2000 -----.
8. I wouldn't want 2000 -----.
9. Make paper chain of 2000 links and display it in the hall.
10. Design a banner for the millennium.
11. Work on a 2000 piece puzzle or 4 - 500 piece or 2 – 1000 piece puzzles.
12. Begin count down journal - Make an entry everyday until 2000.
13. Countdown calendar.

Thanksgiving Ideas

Poems and Pies

“Both Grade One classes learned several songs and poems about Thanksgiving. Early in October we started teaching our children some poems and songs for Thanksgiving. Some were funny and some were ‘educational’. Our classes learned one song and one poem that were the same so we could recite them as a group. We made hats and decorations. We sent a note home to parents inviting them to come to the celebration. On the bottom of the note was a form to sign and return, telling us how many were planning to attend and if they were interested in bringing a pie, and what kind? The response was overwhelming! We put on a pot of coffee and mixed a bowl of punch. What a success!!!! A large lunch table was set up and covered with chart paper. It was soon COVERED with every kind of pie imaginable. We set up chairs on one side of the room to hold the 60+ parents and grandparents who attended. The students walked in and took turns performing their poems and songs. After the last song they said, “Thank you all for coming, now let’s eat PIE!” Each student escorted their parents to the table to get a piece of pie (which they ate standing or sitting all over the room). The parents and grandparents loved it! We plan to do it again this year.”



Cindy

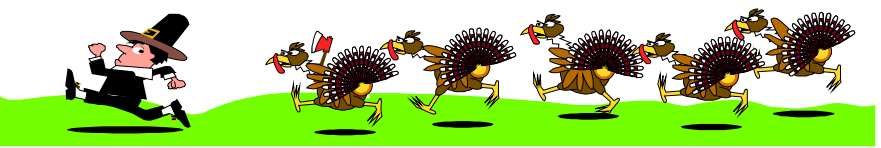
Colours

Pumpkin orange and roast turkey brown
 Are Thanksgiving colours all over town
 With corn pudding yellow, cranberry red,
 Salad green, and golden bread.
 Look out the window and you will see
 Thanksgiving colours upon the trees.
 I wonder how the trees are able
 To have colours like a
 Thanksgiving table!

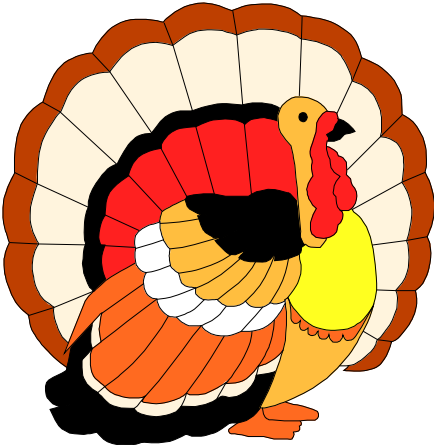
Turkey Time

Thanksgiving Day will soon be here.
 It comes around but once a year.
 If I could only have my way,
 We'd have Thanksgiving every day!

Turkeys



Have the children draw lines on a paper coffee filter using waterbased markers. They then fold the filter in half three times and dip it in water. The colours from the markers will blend together and give a tie-dyed effect. Lay the filter on a paper towel to dry. Cut out a pie-shaped 1/3 of the filter. The 2/3 left will become the tail feathers of the turkey. The children cut two circles from brown construction paper, one larger for the body and a smaller one for the head. Cut a rectangle for the neck. (Or cut a peanut shape with one end thinner than the other.) Glue this over the dry coffee filter tail. Draw eyes and glue a beak on the head. Add orange or yellow feet at the bottom.





Hallowe'en



Scare me with witches in tall black HATS

Start with hands to side and use the entire line of the verse to swing arms out and up to make a pointy hat over head...clap them together on the word hats.

Scare me with goblins and scare me with BATS

Now turn palms out and slowly and menacingly arch arms up and down like bat wings and freeze them arched on 'bats', a hunched back is a nice touch, too.

See how I shiver, BOO HOO, BOO HOO

They love this part...grab your ribcage like hugging yourself and wiggle really fast back and forth...it makes your lungs wiggle and your voice shake.....you can explain what is really happening and show them!!

It's Halloween night and.....

For this, they scan their friends faces while wagging a menacing pointer warning finger and then freeze with you on 'and'.....they need to be able to see you out of the corner or their eye ...while they are frozen and, they are looking someone straight in the eye and do a whole body freeze...they try not to crack a smile and you hold and are doing it to a student too...freeze for a long time once they get good at it.

NONE OF IT IS TRUE!

You speed up for this, they finish wagging their finger and it is done sort of in a stacatto...very articulated!

Next verse...

Grin jack o'lanterns and make me shake

I just make my hands look like claws and hold them on either side of my face and make a grimacing face for this so that it reminds me of the jagged teeth on a jack o'lantern...then suck in your breath after shake as if you suddenly heard a horrid noise.

Creak rusty hinges, I'm ready to quake.

Put the finger in front of lips in the shhhhhhhhhhh form and sing it very hushed,.....they love this too....they have to watch you and stay right with you after you say or sing that quietly, don't say another thing and reach out and pretend to grasp a door knob. When all hands are on the knob, do a quick turn and cluck your tongue...they all will learn to do it right with you as the hand snaps to turn the knob. Then slowly, ever so slowly, open the door and do that 'creaking' sound with your voice where you pull in air at the back of a restricted throat...I pull the door into myself so that when I am finally near my body, I just grab my sides again and)

See how I shiver , BOO HOO, BOO HOO

It's Halloween night, and.....

NONE OF IT IS TRUE!

Repeat motions for those two lines as above.

That's it....great for any parents who come in to help with a party as a thank you performance!



When black cats walk
When pumpkins talk
When witches fly
When gray owls cry
When scarecrows toot
And ghosts salute
It-is-Hallowe'en!

Do a bat theme in October!

The Bat

What's that ?

A bat!

And what's a bat?

And IF a bat
then what's he at?

Perhaps he wants a nice fat gnat.
On noiseless wings
see how he swoops
in circles
dives
and loop-the-loops.
The darkness never frightens him
he likes it BEST
when it is dim:
and he's so skillful
he
can
skim

right past
a
chimney
or
a
wall

and never touch
the
thing
at
all.



Spooky Bats

Spooky bats go flying at night,
Flapping about in the pale moonlight.
Spreading their wings, they're a scary sight!
But truth be told, there's no need for fright.

Spooky bats are really not bad.
They eat harmful insects, for which we're glad!
They're somewhat shy, I might also add.
(But never grab one - it could get mad!)

Spooky bats like to sleep in the day.
They hang upside down and doze that way!
Caves and trees are where they stay.
Until it grows dark - then it's up and away.

Flying Bats

If I could hide inside this cave,
What wondrous sights I'd see;
Brown bats all hanging upside down
Like dark leaves on a tree.

Their mouths wide open as they fly,
Shouting sounds as they go by;
The echoes bounce off rocks and things.
To help them steer their hunter's wings.

Make Spooky Bats

Paint sections of cardboard tube or other cylinders black. Add bat wings cut from black construction paper to the top of the tube and use sticky dots for eyes. Suspend the bats from the ceiling!

Pumpkin Activities

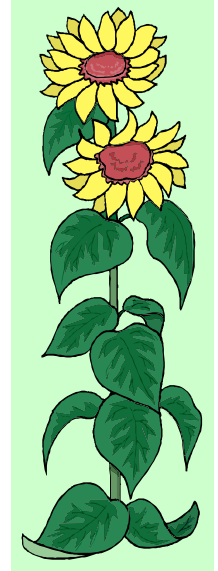
Some teachers have a "Pumpkin Day" instead of Hallowe'en. There are lots of ideas in the "More Hallowe'en Art and Poetry" booklet. Here are some of the ideas.....

Sort the pumpkins as many ways as you can. Weigh the pumpkins and put them in order. Use interesting words to describe the different pumpkins (bumpy, smooth, wrinkled, etc.) Measure the pumpkins with a piece of string and compare. Use your 5 senses. Cut two pumpkins – a big one and a smaller one. Guess which will have the most seeds. Estimate how many seeds each will have. Count the seeds by putting them into groups of ten on squared paper. Cook the seeds. Make pumpkin pie, cookies or bread. Make a collage with the dried seeds.

Autumn Art – Sunflowers

Sunflower Bulletin Boards

"I am doing sunflowers on my bulletin board for welcome back to school. I was thinking of saying 'Grade One is a Sunny Place.'
Or.....'Watch Us Bloom'or.....'Sun'sational Place or 'Sun'sational Work.....or.....
'Watch Us Grow in Grade One' ."



A Mini-Unit on Sunflowers

"The class and I did sunflowers. We talked about what sunflowers were good for (food, appearance), learned a sunflower poem and then learned about Van Gogh. Our activities included finger painting sunflowers and adding a center and putting them into a vase for a bulletin board display. They turned out well! We also did construction paper sunflowers and used real sunflower seeds in the centers. Last year's Kindergarten teacher did a number book from 1 to 5 using seeds.

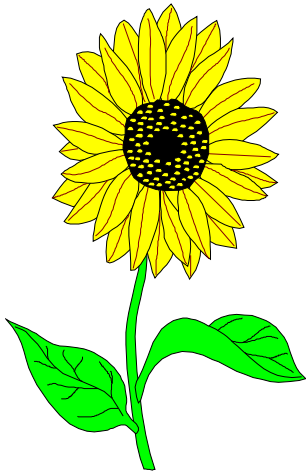
"Three books I would recommend are:

Sunflower House by Eve Bunting - 1996 Harcourt and Brace ISBN 0152004831.

Camille and the Sunflower by Lawrence Anhold - ISBN 0812064097.

Van Gogh For Kids by Margaret Hyde - ISBN 1888108045

Ann Belcham, Dawson Creek, B.C.



"I am developing a Sunflower theme. This is a great early fall theme. In the past I have displayed a print of Vincent Van Gogh's sunflower painting. At the paint easel I use yellow, brown, and green paint with a sunflower arrangement placed nearby. The children are not asked to paint sunflowers, but to use sunflower colors for whatever they wish to paint. I also bring cut sunflowers. We estimate how many cubes long it is and then check. At the science table we remove the seeds (great fine motor). I include magnifying glasses for careful observation. It is not unusual to find a few small worms. When we have removed as many seeds as our fingers can handle, we make sunflower prints. Children work in small groups to apply paint to the stem, leaves, center and petals (great hands-on vocabulary lesson). Next, press a large sheet of paper over the painted sunflower and rub (again, labeling flower parts)... a life size flower print! I have just added a new sunflower book - 'Sunflower Sal'. You may also want to look around for recipes calling for sunflower seeds...I think I have seen breads or muffins."

The sunflower children

Nod to the sun.....

Summer is over,

Fall has begun.

"This year I'm thinking of using a simple little poem about sunflowers, having the children make sunflower masks, taking a picture of them singing the poem together and swaying. Their faces make the sunflower centers!"

Learning Phone Numbers

My song for phone numbers is very very simple, The children simply sing their phone numbers to the tune of Twinkle Twinkle Little Star (without the area code, try singing yours) . It just helps them to remember the numbers.

Caroline

Lots of Pictures!

Uses for a Digital Camera

“We were very fortunate to be able to purchase two of these cameras this year in our school. I have loved using them in my classroom. Here are a few of the ideas that I used:

1. I took pictures of patterns in nature that the students found. Then they wrote sentences about their pictures.
2. Action Words: When we studied verbs I took a picture of each student doing an action. Then they labeled their picture.
3. I took it on all field trips and it gave us great pictures to use in class books about our trip.
4. I keep one photo of each child on file and then I can use it for any special projects that arise.
5. I also kept one disk of pictures from the whole year and turned them into a power point presentation that I will show to the parents at an Open House.

The Camera in the Classroom



“I take individual pictures the first week of school (basically head shots) and then make lots of black and white copies (all sizes) on our copier. We use these for a variety of projects: We make books and create an author page to add; we correspond with elderly people in the community and include our photos; penpal exchanges; we incorporate them into many art projects...collages, Mother's Day placemats, Christmas ornaments, etc. I do class pictures, too and make black and white copies and each child writes about some school experience (we did this at the end of the year). There are so many things to use photographs with! I haven't been able to find the time to organize all of my candid shots into albums, so I usually just arrange a few pertaining to a unit or whatever, tape to a poster board, add a few interesting comments, and display outside our classroom. We get many compliments.”

“I take a lot of pictures and almost always get duplicates. One set usually goes in the child's scrapbook - I make them by cutting down ledger paper into 12 by 12 inch squares, using bristol board for the cover, and coiling them. I aim for 1 – 2 pictures per child per month but sometimes have less or 4 or 5. The scrapbooks also have selected work such as Art, writing, etc. with a monthly ‘header’ or marker. For example, at the beginning of October there is a header with the month and a design. This year I used my Printshop (love that program!) and the business card template to make a header. It might just include the month's name and a pertinent graphic such as pumpkins in October or a little description of what we did that month. By using the business card template, I could then cut these out quickly with a paper cutter and paste in. The duplicates I use for displays like open house, parent teacher interviews, etc. The most popular use or display was one entitled ‘Happy Memories’ at the end of the school year - I did it for the last two weeks of school and many parents, students saw it on the last day of awards as all the other bulletin boards in the school were bare.

“I also am considering using some of the photos in my professional portfolio.” *Dinene Tyler, Camrose,*

AB

Student's Year Books

“Each student has a duotang. The cover is made on the computer with the school name and the child's name. I take individual photos and these are placed in the books. Each month each child records the birthdays and the teeth lost, a weather page with a bar graph, and on the back of the sheet they write or draw about special activities or cultural events that have occurred during that month.” *Marnie Hamilton, Prince George, B.C.*

Resources On-Line

I know I am a nag, but if you are not yet familiar with the Internet you are missing out on the best teaching resource there is! Wonderful new sites are being developed every day, and everything is free. I updated the “Primary Success” booklet *[On-Line Resources for Primary Teachers](#)* in July, and since then I have found these great sites to check out. Get connected to the wide world of teaching the primary grades!

<http://www.geocities.com/Heartland/Hollow/1213/>

This is the KinderKorner Site – lots of ideas! Do not be put off by the ‘kinder’ in the title as there are lots of great ideas for Grade One, too. Scroll down and try the “Back to School” sections and farther down there are thematic units with lots of useful ideas. This is a great site to prowl through.

<http://www.wfu.edu/~cunningh/fourblocks/>

Pat Cunningham’s site with links to information on Guided reading, self-selected reading, writing and working with words. There is also a link to join the Four Blocks listserv. This is where the articles on pages 10, 11 and 12 come from.

<http://www.geocities.com/Athens/Atrium/2613/>

Check out the information on how to set up and use a word wall correctly, working with words and self-directed reading.

<http://www.geocities.com/Wellesley/Atrium/1783/WordWalls.html>

More ideas for using your word wall, plus links for other 4-blocks information.

<http://www.geocities.com/Wellesley/Atrium/1783/NotAnotherInservice.html>

This website has more information on Balanced Literacy, Guided Reading and other aspects of a reading program.

http://www.release-on-reading.com/whats_nu_raingutters.html

A good idea! Use raingutters (held up by raingutter brackets) to hold books - face out on walls.

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

Good source for phonics worksheets! My only concern is that they sound consonants with a vowel sound at the end – b says ‘buh’, for example. Not so!

<http://home.att.net/~etonn/firstgrade.html>

If you plan to start a web page for your class, have a look at this one! This teacher’s site has lots of good ideas.



Classroom Management Tips

“This seems like such a little thing that I almost hate to write it, but it is really one of the best things I've ever done and saves me so much time! At the very beginning of the year I take the time to teach the kids how to pass papers. I give papers to the first person in the row and show them how to take one and pass the rest. Like I said – so simple, but something they never seem to know how to do and with just a couple of practices, my handing papers out time is greatly reduced. I also show them how to hand things in by starting at the end of the row and passing them forward. You know, waiting until you have all the paper of the person next to or behind you and then you pass theirs and yours. It's so nice to be able to say, pass your papers to the front and they know what to do!”

“I got tired of trying to keep name tags pretty and keeping them taped down on the desk tops. I now use a permanent marker and write their names directly on the desks. I also will put a number line and sometimes the alphabet. No, don't be shocked! It comes right up with fingernail polish remover. The principal does not object because it comes off and the desk looks as good as new. I have had children work on theirs until they have erased it but it is easy to rewrite the part they erased. It is so simple to take it off and you don't have to scrape any sticky residue left behind from contact paper.”

Becky

“I have a time that I call Closure. The children do their afternoon jobs (chairs etc.) and then we meet at Rainbow Junction, our meeting area. I have a little stuffed animal dragon and you can only speak if you are holding the dragon. We go around the circle and say ‘I had a good day today because..’. At the end I get the dragon back - I also start the circle - and then I pass out their home/school folders. They put them in their backpacks and then line up at the door for dismissal. It has made the end of the day much calmer.”

Cathy Furlong

“This is not a joke! Carefully pry off the little orange cap on the top of each new bottle of liquid glue. Take a Q-tip and coat the inside of the orange cap and the tip of the bottle where the glue comes out with a thin coat of Vaseline. Then snap the cap back on. This prevents the glue from sticking to the bottle and the cap.”

“Another hint: I use spray Pam on the inside of the orange top. That works great too.”



Lining Up

Every line needs a leader (*point to the front*)
And it needs a caboose, (*point to the back*)
You need to stand straight (*stand very tall*)
And you need to be loose, (*wiggle the shoulders*)
Don't push, don't shove (*push away from chest with both hands & shake head no*)
Everything will be fine...
As we walk, walk, walk (*march in place*)
In our straight line.
Let's walk, not talk (*sign 'talk' and shake head back and forth for no*)
Let's go walking..... (*in a whispery voice*)

Lining Up
I will not shove, I will not push,
I will not try to pass:
I will not lag behind the rest,
I'll line up with my class!

“The children love saying this and it makes the last person important in the line as ‘the caboose’. They like doing the motions. Keep your manner and facial expressions fun and lighthearted. It ends in a whisper, so everyone is nice and quiet.”

Debbie

Organization

Having an organized classroom is wonderful! It saves you time and makes your day more pleasant. Here are some tips from a Grade One teacher.....

1. One thing I do is colour-coding all my files. Thus theme topics have blue labels, math has yellow, science - green, etc.

My files are organized to: Themes, Science, Holidays, Social Studies, Language Arts, Math, Art and Health. This sounds great, but it does take time and I'm still not completely organized with it. But it does make it easier to locate items, etc. You can get coloured labels at any office supply store.

I tend to keep all the files in their colour groups. So if I want my file on Christmas, there it is.

2. For student work I have one table in my classroom that has filing shelves of different types and colours. All their work stays at the table. This makes it easy when I want to take home marking, etc. (no searching through desks). The kids learn quickly where each booklet, etc., belongs.

3. I find it easy to start organized, but then..... so I have a plastic bin on a shelf under my computer desk. If I don't have time to refile items or they are new, I throw them into this bin. That way at the end of the year I might have an hour of refileing, but everything is in one place.

4. Throughout the year I always make 2-3 extra booklets, copies of workbooks, etc., so that if I have new students move in, I can get work for them quickly. I keep everything in one pile on a shelf.

5. For larger themes and themes or topics that have books, materials, etc., I store them in large plastic containers which are labeled. I like the plastic containers as cardboard boxes tend to become worn quickly.

6. I have my classroom books sorted in the following manner.

- library - these are the books for the kids to read

- home reading books - these are the books I send home for the kids to read

All my other books I keep on one or two shelves and have them sorted by – seasons, science, and holidays. Then when I start a new theme or unit, I simply put away the current books and take the books from the section I'm now doing.



Hanging Projects

“As I'm sure many of you do, I hang fishing line with a clothespin attached where each child hangs projects and things. This year I'm doing something a little different. Each child used die-cut letters (I cut out a bunch in bright neon colors) and spelled out his or her name going from top to bottom.

It sort of looked like this only they were glued together.

I'm going to hang this next to the hooks so that each child's name will be next to his or her project. I saw this in a classroom that I visited and it looked really cool.”

Vici

P
A
U
L
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Odds and Ends

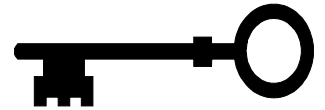
"The first week of whole days is hard for kids. I used to get "Is it time for lunch now?" at 9:30. I made a time line in 1/2 hour increments. I labeled recess, lunch, and home and I moved a clothespin along the time line as the day progressed. It really helped."

"Coffee filters make beautiful flowers and wonderful snowflakes! I ask for the parents for cheap filters to pass out treats instead of using napkins or plates. Of course, many parents think that they are for the teacher's lounge until they see how the filters fit into a child's hand."

Label your books 'hard', 'harder', 'hardest'!

The Four Keys

They are *Please*, *Thank you*, *May I* and *You're Welcome*. I drew keys on poster board, wrote a word or words on each one and made a mobile. We are reviewing our keys each day along with our classroom rules. **JoAnn**



"I took one of my classroom bulletin boards and covered half of it with white paper. I use this as my overhead screen! Prior to this I was using the chalkboard or putting up and down a sheet of paper. I have my overhead projector on a cart (an old bedside table my husband put casters on!) by the board to just roll out and use. The drawers and opening at the bottom hold transparencies, Vis-A-Vis, overhead coins, etc." **Kathy**

"My kids love to write with their 'magic finger' - they blow on their index finger and write the letters....and think it is so special!"

"One sight word activity that I do is to make sight word cards and put them in the name tag badges - the kind with the clip. I put them in a bag. The children reach in the bag and take one. I clip it to their shirt and that is the child's 'name' for the morning. All morning I will call on the children by their sight word name. It's amazing how quickly the children learn the words because they look at the tags every time I call on the children."

"Lots of teachers have a nice comfortable chair or sofa in their room. Mine is a cushioned chair that kids can use for quiet reading time. If you want one, try to get it for free; mine was a leftover from a garage sale that was given to me free on the spot just for telling them I was a teacher and needed it for my classroom. Another idea is to check with a nearby furniture store for old trade-ins and see if they will donate one for your classroom. They might even deliver."

Lynn A. Jacobs



"Get boxes from a local liquor store – the boxes that wine or other bottles are shipped in have built in dividers that separate each bottle to keep them from breaking. Each box normally has twelve or sixteen openings perfect for mailboxes. Just paint or cover the outside with contact paper."

Tammy Goff

Bits and Pieces....

Recycle

"I have my parents save the small size margarine containers which come in handy when painting and also during math for sorting by tens, passing out manipulatives, letters for making words, etc. Another thing that I collect is empty powdered baby formula cans. These work great for storing rolled up borders. I just cut a small piece off of one strip and tape it on to the front of the can. Empty 35mm film canisters also are good for holding counters. It's a lot easier to pass out one of these than take the time to hand out individual handfuls of counters. I also make tooth holders from film containers by drilling two holes near the top on opposite sides of the container (be sure the cover is on) and then put narrow ribbon through for hanging around a child's neck. I found small tooth stickers at my school supply store that I put on the front. (Before that, I drew a tooth shape on labels and cut that out.) When a child loses a tooth, they receive a container to put their tooth in. The covers stay on tight and no one loses a tooth!"

"Collect shells, beads from old necklaces or kits, dice, keys (for math sorting, etc.)"

"I use recycled foam egg cartons for math games. Use a marker and write a number 0-9 at the bottom of each egg compartment (on the inside). You will end up repeating some. Put two marbles inside. The child closes the egg carton and shakes the marbles around. They then open it up and use the two numbers to write a subtraction or addition fact. You can also use stick on money to do the same thing. I tape a piece of paper on the top that says 'Egg Carton Shake' and then below that, 'Use the two numbers to make an addition (or subtraction) sentence.'"

Faux Windows



"I teach in a room where the only window is ten feet in the air. The only thing you can see out of it is the overhang of the building. So for all intents and purposes, I have no window. I'm very claustrophobic so I've taken to making my bulletin boards in the shapes of windows, with window frames, the whole bit. I have one board I entitle 'Our Weather Window' and it changes with the seasons. It has a 3D tree made of paper and the tree changes as the seasons change, for example, green leaves in the summer, brown leaves in the fall (real ones which I pick up off the street and glue to the branches), then no leaves in the winter and blossoms in the spring. I add touches like the sun and clouds (both white and gray). I make sure the sun remains up throughout the seasons. In the spring lots of butterflies and birds adorn the board

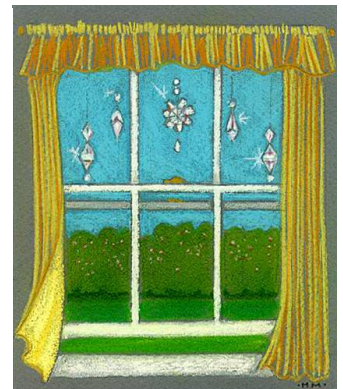
and in the winter there is snow, of course! Since I use felt instead of butcher paper to cover the board and velcro on the backs of all my graphics, it's a cinch to change, even to the extent of putting on raindrops or taking them down daily."

Pam

"You can make your window look out on any type of scene – desert or rain-forest. I have even made it look like a porthole under the sea!"

"I had no window for the past 2 years....However, Staples has 'sky' poster-

Are you short of tackboard? Buy a 4' x 8' sheet of inexpensive foam board from a builder's supply store and attach it over a chalkboard. You can easily cut it with an Exacto knife to fit any space.



Poetry for Homework

A letter for the parents.....

1. This is a poem or a stanza of a larger poem that we are using in class. Please read it with your child. If he/she is fairly fluent, please continue on with these other steps. If your child is having difficulty, simply read the poem to him. While reading it, point to each word so the child learns to track the words. Remember, we want this to be fun. Don't make it tedious or so difficult they won't succeed. Praise them even if they only know one word. The more they hear you read it to them and watch you point to each word, the more confident they become.
2. After you know your child is tracking each word, you can then cut out each line and then scramble the lines up. See if your child can build the poem back to its right order.
3. Once your child is able to do step 2, cut each sentence strip in half and scramble the poem again.
4. Now comes the hard part! Cut the poem into separate words and have your child build the poem again. Remember, every child learns at their pace. Don't push them too hard. Make it fun and an important time for you and your child to spend quality time together.

"To make large graphs, take a square (52"x52") vinyl tablecloth that has a flannel backing. You can draw squares with a permanent marker to use as a class graph."

A Walk Home Program

"In the spirit of back to school ideas I will share with everyone an activity I have done every year for the past seven years. Each year I seriously debate whether or not I will continue with it as it is very time consuming albeit very rewarding. I organize a walk-home program with my students. Each day I walk home with a different student - this not only gives me a chance to spend a little one on one time with each student getting to know them but also affords me the chance to meet parents BEFORE anything can go really wrong. I send a letter home the first day of school telling the parents all about the program and ask that they return it stating whether or not they are able to take part (ex. if both parents work). If parents do work I will often walk the child to their daycare and plan to meet with parents in the classroom at their convenience (before school, evening, etc.). Each Friday I send a note home with five students requesting that I be able to walk home with that child on a given day. Parents are asked to sign and return the form Monday letting my know if that day is okay or suggesting another day. This way I hope to avoid having days when I have no one to walk home with. I have a package of papers ready to give parents. It includes an outline of changes that children of that age go through, my homework policy, a list of questions parents can ask their children about the book they are reading, my home reading program, etc. Sometimes my visit with parents is nothing more than introducing myself and handing them the walk-home package but more often than not the parent (usually mothers) invite me in for coffee and a visit (hence the time consuming part). The one thing that makes this possible is that we have no bus students in our school and the few kids that live too far to walk we change it to the 'drive home' program. Doing this means getting home a little later than usual the first month and a bit but in the long run I found that it made for a far better relationship with parents. I regularly hear from parents how they have never had any teacher go to such lengths and how their child has done nothing but talk about how they can't wait for their turn. By the time open house rolls around - usually the middle of October - I have met most, if not all, of my parents. It's always fun going to the homes of children who I've taught in the past and am now teaching a younger siblings because they get as excited as their sibs. As I said, it's a lot of work, but very satisfying and rewarding!"

Karen Cargelli, Merritt, B.C.

Names

Cheer for your name, let's hear your name
Say it with a shout!
Giggle your name and wiggle your name,

Growl your name, howl your name,
Stretch it till it's long.
Chant your name, pant your name,
Sing it like a song.

Clap your name, snap your name,
Announce it loud and clear.
Spell your name, yell your name!
Tell the world you're here!

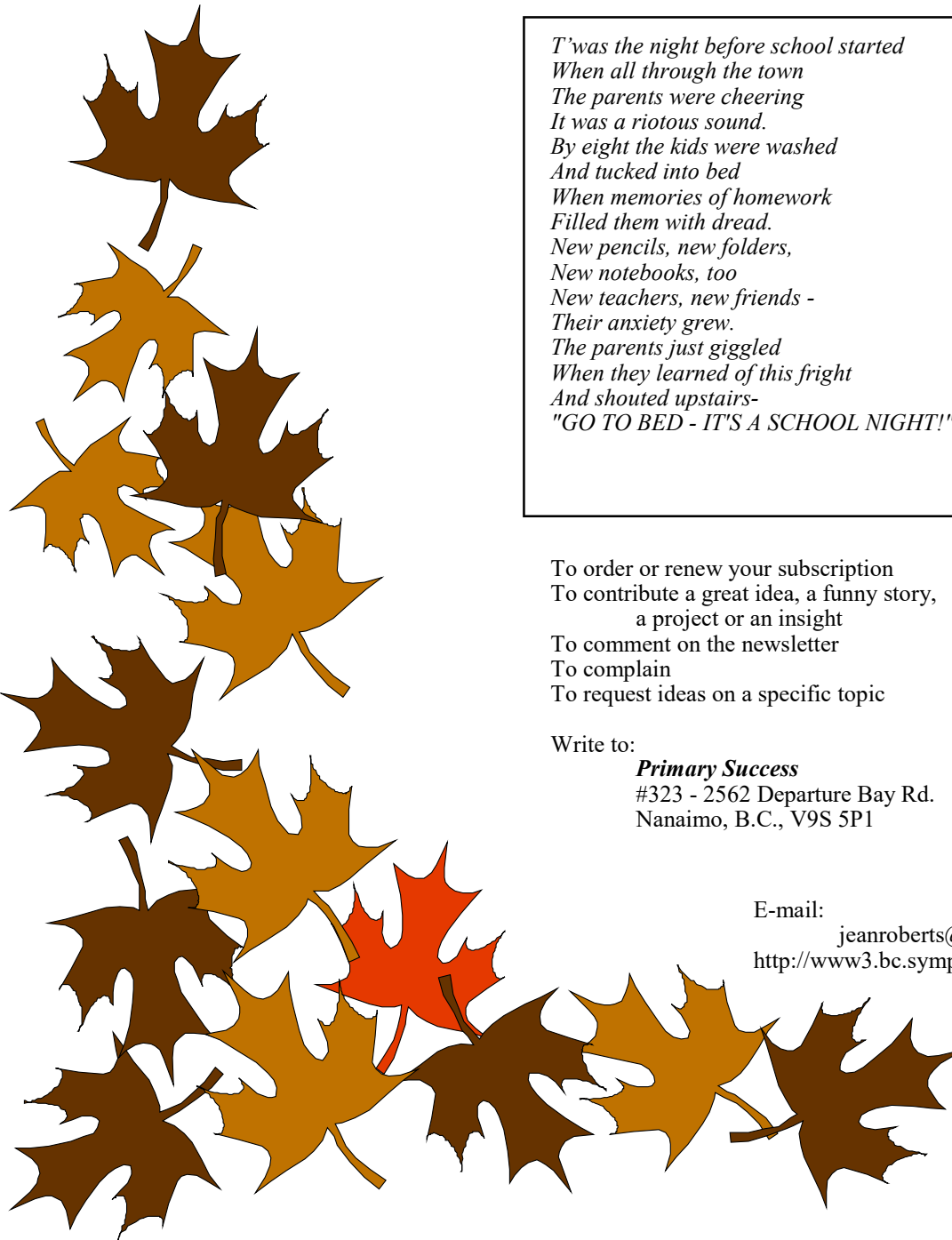
Dear Colleagues,

Last year a teacher in Victoria, B.C., said that she had a 'bone to pick' with me. She said that because the newsletters were getting longer there were so many good ideas that she couldn't possibly implement all of them. So I guess I should apologize, as this issue seemed to grow and grow over the summer as if it had a will of its own! There are so many good ideas for the beginning of the school year.

I would like to thank the Grade One teachers who belong to the "grade_one" listserv and the "first_grade" listserv for the majority of the items you see here. They are always coming up with new and exciting ideas!

Have a great beginning to the new school year!

Jean



*T'was the night before school started
When all through the town
The parents were cheering
It was a riotous sound.
By eight the kids were washed
And tucked into bed
When memories of homework
Filled them with dread.
New pencils, new folders,
New notebooks, too
New teachers, new friends -
Their anxiety grew.
The parents just giggled
When they learned of this fright
And shouted upstairs-
"GO TO BED - IT'S A SCHOOL NIGHT!"*

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