

Getting Started In Grade One



Teaching *Grade One* for the first time may be a daunting experience. Many Intermediate or late Primary teachers suddenly find themselves (by choice or otherwise) with a *Grade One* placement, and they may be as nervous about the complete change as first year teachers who find themselves with a *Grade One* assignment. Teaching *Grade One* is different and more difficult than teaching any other grade.

Even if you have taught this grade for years, it is still a daunting experience! The work load is high, the stress level for *Grade One* teachers is often also high, you will be very tired, and sometimes confused about the plentiful variety of methods and changing philosophies. To balance this, however, you have accepted the most rewarding, the least boring and the most challenging and joyful job in the teaching profession.

Teaching *Grade One* carries the highest responsibility of all. If a child has problems in this first year, it is quite likely that these problems will continue through his school life. If this first year goes well, the future years will be much easier. Being happy and having confidence in school is built on a real foundation of success in reading, writing and math.

No matter how long you have been teaching, the first time in a *Grade One* class is an interesting experience. There are some surprises for you! First, the children have great difficulty doing what you think will be very simple tasks. Many cannot fold a piece of paper or find their own boots. In the beginning, it takes these students far longer than you expect (or a much shorter length of time than you expect) to accomplish a simple task. Flexibility must be built into your daily plans. The attention span of many six year olds is 15 minutes or less at the beginning of *Grade One* so you must change directions frequently. There will be children who work quickly, and those who do not work at all. There will be students who hang on your every word and others who pay little attention.

Perhaps 50% of your class will learn the skills easily, and they would learn no matter what method you teach. The other 50% will not learn easily, and will need specific teaching in the methods that suit their learning styles. The odds are that you will have at least four children in your class with learning disabilities, and you need to be able to find and teach to their strengths.



Some Advice

- ◆ Assume they know nothing! This way you will not be caught off guard when they do not know how to do a simple task, and you will be pleased if the task goes well.
- ◆ Model, model, model! Model the physical procedures and the cognitive procedures, too.
- ◆ Begin as you wish to go on. Spend time in this first month to thoroughly teach and practice the routines and the behaviour model that you wish to use throughout the year.
- ◆ Know where you are going, and have a clear idea of how to get there.
- ◆ Always know what your goals are, both long and short term. In the long term, know what skills you want your children to gain through the year, a month, a theme/project or a subject. Know this for every facet of your programs. In the short term it is important to have an objective for each lesson, for each time a child visits a center, for each piece of work the child does. What will the child learn from this center or lesson? Will every child achieve this, or will it be of little value to a number of your students? This isn't easy. Keep an open mind. Keep what works for your children and throw out what doesn't work as well.

- ◆ You are only as good a teacher as what you are able to teach the slowest children in your class. Make sure your slow kids are not left out of class lessons - that they understand what you and the rest of the class are talking about.
- ◆ A child's self-esteem is built on success. Teach them so they may all become successful. Success is fun!
- ◆ Teaching every child to read and write to the best of his/her ability should be your main goal. Use every weapon in your arsenal, and if these don't work - find more weapons. Use literature, phonics, sight vocabulary - auditory, visual and kinesthetic techniques - until you discover how each child learns and then teach to that strength.
- ◆ Teach organization, directly and by setting a good example. Teach manners. Teach consideration.
- ◆ Share the things you love with the children; good books, music, art, the outdoors, nature.
- ◆ Laugh. Be enthusiastic. Show the children you love being their teacher. Happiness is catching.
- ◆ Teaching Grade One is the most important job in the school, and the most stressful. Take care of your health, both mental and physical.



Know where you are going, **and how you are going to get there.....**

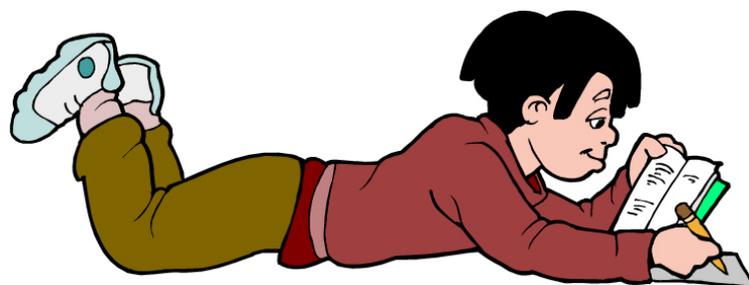
Always know what your goals are. In the long term, know what skills you want your children to gain through the year. What should the children know at the end of the year? To discover the answer to this important question, ask the experienced Grade Two teachers! Or..... take my word for it..... *(This is a wish-list that many Grade Two teachers have. You may find that, no matter how you struggle, several of your children will not have all of these skills.)*

Your bright kids should be reading fairly fluently with above grade level material. The average children should be able to decode reading vocabulary and have a good number of sight words. They may be reading haltingly, but be able to attack words and read at grade level. The children with learning disabilities or other problems should have the tools necessary to achieve success this year. They should know how to blend sounds and they should have gained as large a sight vocabulary as possible. You should have discovered their strengths and given them the background skills to achieve success. Grade Two teachers find it very difficult to go back and teach these basic skills to children.

- ◆ The students should know the consonant and short vowel sounds and be able to decode words with short vowels. They should also be able to spell words using the consonants and short vowels.
- ◆ The children should recognize the basic sight word vocabulary. Strive to have your lowest children have automatic recall of at least 100 of the words on the Dolch list - the average children should know at least 200 and brighter kids should know many more.
- ◆ The children should be able to print neatly, quickly and correctly on inter-lined paper. Most children should be printing automatically - without thinking about the letter formation.
- ◆ They should be able to write several sentences on the same topic, using correct sentence structure, punctuation and capital letters.
- ◆ Children should be able to spell words in common usage correctly.
- ◆ The students should have a clear understanding of numbers. They should understand place value to 100. They should be able to add and subtract to 10 and be able to find answers quickly by using manipulatives. Grade Two teachers appreciate their new students having many of the addition and subtraction equations to 10 memorized.

If the students you send to *Grade Two* have these skills, you have done a good job and the *Grade Two* teachers will be very pleased! The subjects that you teach apart from the above may be learned at a later date. Science, Socials, P.E., art, music and computer skills are important, but do not affect the ability to succeed in the next grade. The old 'readin', writin', and 'rithmetic' are still the most important.

That is the 'where you are going'. The 'how you are going to get there' is also important. Research has shown that children learn more and learn it more thoroughly if they are taught through sequential programs in phonics and sight reading. Your brighter children will learn phonics and sight words through incidental contact and discussion in a literature-based program, but the challenged students need review, repeated teachings and a sequence of skills in order to succeed. Use commercial programs that give you this sequence - it takes too much time to re-invent the wheel!



Know Your Objectives

The broad objectives above are very important, but we need to break this down further.

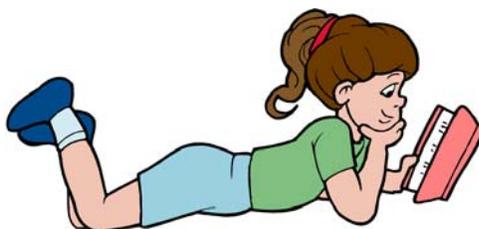
Read through all the curriculum documents for your province. Find them on-line, and cut-and-paste the relevant parts into files of your own. Then delete all the trivia and padding, until you are left with clear objectives on every section of each subject. These can be used for your yearly previews, so it is also a useful exercise to do for another reason.

Yes, sometimes these are vague or inaccurate as to grade level, but you can then change or modify them to suit your class and teaching. For example, the BC Science curriculum is very specific, giving the precise units and skills to be learned, but the Language Arts curriculum is completely vague! It doesn't actually say that the children need to be taught phonics or sight words. It doesn't actually say that children should be reading or writing at the end of Grade One..... There doesn't seem to be any objectives that you can get your teeth into, and yet this is the most important. If the curriculum does not have what you need - take your end-of-the-year objectives and write them out.

Then make a 'scope and sequence' chart, a full-sized tag chart. Put the months at the top and the subject areas down the side. The last column can be the yearly objectives. Now take 'Post-It' notes and put one in each rectangle. Fill in the expected specific objectives for each month. Make sure your objectives are very specific. For example, in phonics, in September you will be teaching the following letter sounds. In math you will be teaching one-to one correspondence, number formation, etc. It is suggested that you use the 'Post-It' notes until you are sure of what you will accomplish, and these can be changed at any time to reflect the actual teaching. (See page 6.)

This can be used to do the next step. Do your Day Plan Book a week in advance. It is suggested that you do this on the computer, so that changes can be made as each day comes. We never do exactly what is down in the daybook!

You need to know your objectives for each child in each lesson. Of course, this does not have to be written, but it must be considered. It is important to have an objective for each lesson, for each time a child visits a centre, for each piece of work the child does. What will the child learn from this centre or lesson? Will every child achieve these objectives, or will it be of little value to a number of your students? This isn't easy. Keep an open mind. Keep what works for your children and throw out what doesn't work as well.



Scope and Sequence

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Year End
Sight Reading	Words to Learn:	Words to Learn:	Words to Learn:	Words to Learn:							
Phonics	Sounds to Learn and Blend:	Sounds to Learn and Blend:	Sounds to Learn and Blend:								
Word Wall Words											
Writing Skills	Skills:										
Math	Concepts:										

The Primary Success Philosophy

Children are different, therefore children learn in many different ways. If only one specific method is taught, there will always be some children who are unsuccessful in learning. Some children will learn to read easily no matter what method is used, but many children have a distinct learning style and will only learn well if taught that method.



A successful reading program that is effective for **every** child in the class will have these three strands:

Sequential Phonics - The bottom-up approach

Children need to be taught a systematic sequential phonics program. Phonics provides the skills needed to decode unfamiliar words and to spell. The letter sounds and the blending of sounds is a necessary part of the reading process, as is the separation of sounds in spelling. Children with visual learning disabilities or visual processing problems especially need this method taught in order to learn to read. Phonics taught in context or incidentally will not be enough. Phonetic books - 'a cat has a mat' - are certainly not literature but much decoding practice is needed and these books serve this purpose. Children do need to be able to decode words swiftly and spell with ease and this takes lots of practice.

Sequential Sight Reading - The direct approach

The direct approach is the specific teaching and repetition of sight words in a sequential program. This is especially necessary in the early part of the learning process. Many children require up to 50 repetitions of a word in order to remember it; this is especially necessary for children with auditory problems who find phonics difficult or impossible to learn. Every child needs to memorize the words, because, in order to read with fluency, children need to have an instantaneous recall of all the words. Many of the words in our language cannot be decoded phonetically and these words must be memorized.

Literature - The top-down approach

This method has benefits necessary to the reading process. Children need to appreciate good literature and be exposed to well written trade books. They should be encouraged to read these books independently and discuss them. This method places greater emphasis on comprehension. Children need to read every day to practice the skills they have been taught and to listen to good literature being read to them to model good reading

Children learn to read in different ways. Many children are able to learn no matter what method is taught, but there are also many children who can only learn through the method of their strongest learning modality. Some children are visual learners, some are auditory and some kinesthetic learners. The sight reading and the literature strands are the most useful for the visual learners. Auditory learners do best when taught a strong phonics program. Too

often, however, we forget the kinesthetic learners, and there are more children who learn this way than is realized. A good reading program should include body movements, forming words by printing and other kinesthetic exercises in all learning through the three strands.

That is the theory! But what can you actually do in the classroom to give each child the optimum opportunity to learn to read? In the beginning of *Grade One* you can do a whole class lesson in phonics (review drill of sounds previously taught, new sound and blending, practice and conclusion) taking between 20 and 30 minutes. It is recommended that you do this lesson immediately after the Opening Exercises. The sight reading strand can be done as a whole class lesson in the beginning, but you will probably find that grouping will be necessary after a few weeks. Because of this, this strand will need 40 minutes to one hour each day. The literature strand will need 40 to 60 minutes as you will be reading to the children, doing a guided reading exercise and giving them time to read independently. This can be done in the afternoon.

As each child is learning to read, watch to see whether he or she is a visual learner who achieves the reading skills best through sight reading, an auditory learner who achieves the skills best through phonics or a kinesthetic learner who requires physical action to learn to read. Your students with learning disabilities will especially benefit when you can teach toward their strongest modality. You will find some students who can only learn with one method, and it is interesting and rewarding to see these children bloom when you teach to their strengths.



Using this book -

It is impossible to make the timetable or the daily plans for you! Every teacher is different and every class is different. One section of this book lays out the first day, but even on the first day every teacher will be doing different things. What this book does is to give you sequential lessons in every part of the curriculum, with all the necessary worksheets and information. Suggestions are given for the daily plans and the sequence, and how you can schedule your time.

A sample timetable has been made for you so you can see how it is possible to teach the three strands of a good reading program that will teach every child to read. Of course it is understood that you will have special classes and times when you must take the children to the gym, the library, the computer lab, etc.

It is important that you do the phonics and the sight reading strands every day. You should also have a read-aloud time. Try not to cut any of the language arts time, but if you must - take time from the literature strand. This is not recommended, but may be necessary occasionally.

Yes, it is obvious that there is not much time for subjects other than language arts and math. Your priority must be to teach every child in your class to read and understand numbers. Other things must take second place to this. What about fun? You can make these lessons fun! You can make the lessons active and interesting. Success is fun - and success in reading is the most fun of all.

The first ten days have been laid out in daily plans to show how all three reading strands can be scheduled. Use the dayplan form to make your own.



Program Outlines for Grade One

The following is a basic outline for Language Arts and Math in Grade One.

Reading

Approximately 50 percent of children learn to read relatively easily once exposed to formal instruction, and it seems that children in this group learn to read in any classroom, with any instructional emphasis. Approximately 50% of children have some difficulties learning to read and for perhaps 25% learning to read is a much more formidable challenge. For these students, reading is one of the most difficult tasks that they will have to master throughout their life.



Concepts of Print

Before learning to read and in the early stages of the reading process children must learn that print has meaning, directions, that words in print can be spoken, to break print into words and words into individual sounds.

Sight Word Reading

Some children will be able to recall a sight word after one or two contacts. Some children even teach themselves to read, instinctively discovering how words are formed and automatically remembering the vocabulary as words are decoded. At the other end of the spectrum, some children need up to 50 exposures (or even more) to a word in order to retain it and have automatic recall. They need to see words in isolation, in phrases, in sentences and in context and they need to be actually taught words to be able to remember them. Some children need cues and physical movements to remember words. Your children need to be taught a sight word reading vocabulary, as well as sequential explicit phonics.

By the end of the school year the higher children should know at least 250 words that they recognize without decoding. Most of the lower children should recognize 100 words or more - however, you may have one or more children who have severe problems and we can hope that they will learn at least 50 words in the year.

Phonics

All Grade One teachers will tell you that they teach phonics! The word 'phonics' has many meanings, and so teachers may mean one or several of the following:

Implicit phonics - This is the 'top-down' approach. Implicit phonics is moving from the whole to the smallest parts, from reading selections to sentences to words to word parts to sounds in words, all in context, with the individual letter sounds having less significance. To put this a simpler way, the words are learned and it is hoped that the child will learn the letter sounds through this.

Explicit phonics - This is the 'bottom-up' approach, which is moving from the smallest parts to the whole. Students first learn letters and their sounds, and then build and recombine them into syllables and words.

Systematic phonics - Systematic phonics instruction is the direct teaching of a set of letter-sound relationships in a clearly defined sequence.

Synthetic phonics - Children learn how to convert letters or letter combinations into sounds, and then how to blend the sounds together to form recognizable words.

Analytic phonics - Children learn to analyze letter-sound relationships in previously learned words. They do not pronounce sounds in isolation.

Analogy-based phonics - Children learn to use parts of word families they know to identify words they don't know that have similar parts.

Phonics through spelling - Children learn to segment words into phonemes and to make words by writing letters for phonemes.

Embedded phonics - Children are taught letter-sound relationships during the reading of connected text. (Since children encounter different letter-sound relationships as they read, this approach is not systematic or explicit.)

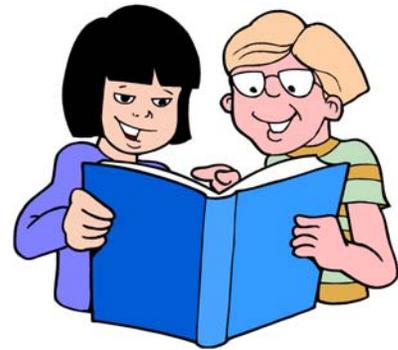
Onset-rime phonics instruction - Children learn to identify the sound of the letter or letters before the first vowel (the onset) in a one-syllable word and the sound of the remaining part of the word (the rime).

Research has shown that phonics becomes more useful as it becomes more explicit and systematic. As with a sight reading vocabulary, your brighter students will easily understand the phonetic principles with little teaching, but the rest of the class will need to be specifically taught the sounds and how they are blended together to form words.



By the end of *Grade One* the children should know the sounds of the single consonants and short vowels automatically and be able to blend these to form words. They should be able

to decode and encode three-letter words in the c-v-c pattern and be able to attack longer words. It is important to make sure all the students can do this before going on to teach long vowels and more difficult letter combinations.



Literature

In the last 20 years, literature-based reading programs have been popular. These work very well for the bright kiddies, but too often leave the lower 30 to 50% of classes reading poorly or not reading at all. These children need specific phonics and sight word programs to gain reading skills. Literature based programs do, however, teach necessary skills and promote reading for pleasure and information. In *Grade One* literature plays an important part. Children need to learn the concepts of print from Big Books and trade books and they need to hear stories read to them to make reading relevant. The 'Guided Reading' lessons teach comprehension skills, which the other parts of the reading program do not teach as well.

By the end of *Grade One* the students should find pleasure in reading trade books at their independent reading level and understand the stories. They should be able to predict, discuss and summarize the stories.

Writing

It is very difficult for *Grade One* children to write Journals or other forms of writing until they have learned the prerequisites. They must have knowledge of the basic consonant and short vowel sounds to do phonetic writing, they must be able to read well enough to read their written work, they must be able to spell some basic common words, they must be able to print legibly, and they should understand the rules to written language. Most children are able to write sentences by the end of the first term in *Grade One*. This does not mean that you do not teach writing lessons in the early months. During the first months the teacher should model the writing process daily, showing the procedures used by writers.

By the end of the year the children should be able to write several sentences with correct punctuation, capital letters and sentence structure.

Spelling

Most teachers use a word wall. The words taught and put up on the word wall each week are the words that the children are expected to spell correctly in their daily work.

By the end of the year the bright students should be able to spell approximately 150 words accurately without the word wall and the slower students should be able to spell these with the word wall in view.

Printing

It is very important that the children are taught to print correctly and neatly, and that they practice this every day.

By the end of the year most children should be able to print accurately and neatly on inter-lined paper. They should have had enough practice so they are printing automatically and they can concentrate on the work they are doing instead of the letter formation.

Math

In Grade One, the children should learn:

- ◆ the number patterns to 10
- ◆ the signs $+$, $-$, $=$
- ◆ more than, less than
- ◆ place value to 100
- ◆ addition and subtraction to 18, using manipulatives
- ◆ adding and subtraction to 10 with answers memorized
- ◆ counting by 2's, 5's and 10's
- ◆ simple measurement
- ◆ Shapes
- ◆ simple money - coins
- ◆ ordinal numbers and number words
- ◆ telling time to the half hour
- ◆ word problems



(Note: some of these are not in the curriculum, but should be included for fun - and for 'real life' situations.)

Classroom Management and Routines

It is very helpful to spend time in the beginning of the year modelling the routines. Physically show the children how you want something done and have them practice until they do the routine automatically. This will actually save time over the year as the children shouldn't need more instruction and there won't be delays through confusion.

Entering the classroom

When your children enter the class, be there to greet them. Give each child a personal word, a handshake, a hug, high-five, thumbs up, or some recognition. This begins the day on a pleasant note for each child. Establish a routine so the children enter the classroom with purpose.



- Give each child a personal handshake greeting with a 'Good morning, Megan' and the child responds, 'Good morning, Ms. Jones.' Make sure that the child makes good eye contact because learning how to shake hands and greet people with poise and confidence is a good skill to have.

- You could have a job for the children when they enter the classroom. It could be a math problem, a graphing exercise, a reading job, or an attendance exercise. Make sure it is simple enough that the children can do it without difficulty. You will be too busy to answer questions!

Getting their attention

- You can use the 'High Five' to quiet your class. It can be quite effective when the procedure is taught well and used consistently. Teach that each finger of the high 5 represents part of a list of things each student must do:

1. Stop what you're doing
2. Face the teacher
3. Be still
4. Listen
5. Wait for instructions.

- The teacher raises her hand first, and then each child raises his/her arm as he/she sees the teacher. Each child's hand and arm in the air serves as a reminder to other students who may not see the teacher's hand and it is all done without speaking. This will also work with assemblies or other large gatherings.

- You can say

1, 2, 3, eyes on me!

The kids respond

1, 2, eyes on you!

- Use voice control. Example: say in a very low, soft voice -

'If you can hear me, clap twice.'

'If you can hear me, clap four times.'

Use any number of claps you want.

'If you can hear me, put your pencil behind your ear.'

'If you can hear me, put your pencil on your nose.'

'If you can hear me, hold your paper in your right hand.'

'If you can hear me, say 'at-choo!' Etc.

Several repetitions may be necessary.

- One way you can get the students' attention is SALAMI. Explain that when you say it, you expect them to 'Stop And Look At Me Immediately'. The word is so out of context that it grabs their attention.

- If the children are fairly quiet already, say things like 'Eyes on the ceiling, eyes on the floor, eyes on the window, eyes on the door, eyes on me'. Vary it often and you can easily incorporate topics to review. (Eyes on the word _____.)

- Try counting. Say 'It's time for math meeting. I'm counting to 10. 1, 2!' Try this for when you want the children to print their names on their papers, too. After the last person gets their paper give them a count.

- Clap rhythm patterns to get the class' attention. Not only do they like to respond to the patterns but as the year is progressing, you can make the patterns more complicated.

- Flick the lights off and on for attention. (This could also be a signal for clean-up time.)

- If the children are noisy right after PE or recess, play a cassette tape of some quiet music and turn off the lights for a few minutes to get them to settle down. This is a good time to acquaint them with classical music!



Attendance

There are many ways to take attendance! This is something we are required to do, so it is a good idea to make it into a learning experience if we can, and keep the time to a minimum.



- Early in the year, silently hold up name cards and have the child reply when his/her name comes up. If they are shuffled each day so that they are in a different order, this forces the children to watch for their own name. With this method the children soon learn to read the names of the other class members.

- Have a big tree. Each child's name is on a leaf and as each one comes in he takes his leaf and puts it on the tree. Use velcro or magnets with a tree on your chalkboard.

- Divide a sheet into 2 columns, with 'yes' at the top of one column and 'no' at the top of the other (or other appropriate answers). Every day there is a question above the sheet such as - 'Do you have a sister?' 'Are you 6 years old?' 'Do you like pizza?' Each child prints his/her name or places his name card in the appropriate column. By circle time you have a ready-made graph to discuss. This can be expanded as the year goes on. If you have metal chalkboards each child may put a magnet with his/her name or picture under the correct column. See Paola's "One Question a Day" for pre-made questions and answers.

- Print names down the side of a laminated chart, and make 5 columns. Label each column with a day, Monday, Tuesday, etc. Each child puts an X beside his or her name in the correct column using a washable pen.

- Print all the children's names on cards. When each child comes in, he slips his card into a pocket with the name or a picture sticking out. Now you can see at a glance who is absent for the day.

- You can use a pocket chart to keep track of attendance. Print each child's name on the top of an index card. On the other side, each student has to draw a self-portrait. When the children come into class, they have to turn their card over so we can see their self-portrait. The cards of the absent students are not turned over so it is easy to see the absent children. At the end of the day someone can be assigned to turn all the cards back.

- If you have a cafeteria or school lunches, the attendance and lunch count can be done on a graph. The names begin beside the graph, and as the children come in they move their names to their lunch choice. The names left off the graph are the absentees. This graph can be used to ask math questions. The names can be attached by magnets, velcro or have them on clothespins that can be easily moved.

Lining up and going places

- To quiet the line before moving into the hall, say a poem.

I'm giving myself a great big hug.

I'm standing straight and tall.

I'm looking right ahead of me.

I'm ready for the hall. (say in a whisper)

- Or say this poem in unison as the children are lining up:

Every time I get in line

I stand so straight and tall

My arms are down by my side

They do not move at all.



- Each table has a number. Call one table at a time. Whichever table is ready first lines up first.

- Have a daily special helper who is the line leader. Yesterday's line leader can be today's caboose and that takes care of those who like being last as well as those who need to be first. You can ask the leader how quietly the class should walk. Some examples would be - as quietly as a leaf falling from a tree, or as a snowflake falling, or as quiet as a mouse.

- For a one-by-one line-up -

Tell: a safety rule, what you would like to be when you grow up, your favourite subject, a kind of fruit, a kind of vegetable, tree, flower, your favourite cereal, a hobby, an animal, the name of a school worker, your address, telephone number, one thing you learned in school this week; choose a classmate who is like you in some way, tell how, and line up with him/her.

- This is for a faster line up:

Line up if you have a tooth missing, if blue as your favourite colour, if you have a t-shirt on, long sleeves, a 'z' in your name, a short vowel in your name, a long vowel in your name, a birthday in Jan., Feb., etc., sneakers on, boots on, a pet dog, cat, two people in your family, three, four, blue eyes, brown eyes, brought back your library books, have a brother, have a sister, have blue...brown...green...hazel...eyes, have your own bedroom, sleep in a bunk bed, have a clean organized desk (no stampede here, probably), go to bed at 8:30, 9:00, 9:30 or before or after each one (some might shock us here), and the list goes on and on...

- Line up in alphabetical order.

- Line up in number order. You can have a boy line and a girl line (this makes for quicker travel time).

- Say, 'Eyes front, and all I hear are...' and the children say, 'Feet!'

- Have the children make self portraits at the beginning of the year, then label and display them along the top of the side wall in the classroom, in the order which seems best for orderly lining up. Then whenever the children have to line up to go anywhere, this is the order they follow as they stand beside their portraits.

- If you don't have enough time to call out a lot of categories- just say 'Any one wearing orange get into line.' Then say, 'Anyone NOT wearing orange get into line.' (or whatever colour, etc.) It is quick and splits a group up so there isn't a stampede.

- Say, 'Show me what a really good line should look like.'

- To remind the children that no voices are allowed in the hall you can sing this echo song before you leave the room. Sing it to the tune of 'Are you Sleeping?'

Are we talking? (*students echo*)

In the hall? (*echo*)

No, we are not talking.

When we are out walking. (*sung together*).

In the hall. (*echo*).

- Teach the children to walk to the right of the hall. Tell them they need to drive on their own side of the 'road' or they will get a ticket.

- Play the 'If you talk, I win' game. No one, including the teacher, can talk when walking in line. The goal for the children is to make it to the destination without speaking a word. If a friend says something to you and you answer, you both lose. Give a thumbs up to each 'successful' walker as they arrive at the destination.

- Have a leader pick a square in the floor tiles. The leader then walks in that row with everyone else following in the same row. Not only do you get a straight line but it is usually quiet as everyone is concentrating on staying in the correct row.

- Choose a 'Mystery Walker'. Make sure you can see this child most of the time during a walk. When you get to your destination let the children know the identity of the Mystery Walker. If that child did well he/she gets a reward. This could be a sticker, a pencil, a piece of candy, or to be the leader next time. If the child didn't do well let them know what they did that was not correct.

Cleanup

It is important to keep a neat, tidy and attractive classroom. As the children make most of the mess, they should be responsible (as individuals and as a group) for cleaning it up. Here are ideas to make this routine take less time and be more effective.



- Tell the children you are going to pick out a magic spot somewhere in the room and whoever finds it will win a prize at the end. It could be a piece of garbage on the floor, a book that needs re-shelving, a listening centre that needs tidying or whatever. Make sure you don't tell them who has found it until they have done all the tidying necessary. Review appropriate moving around the room behaviour as it can get quite lively! The person who cleans up the magic spot can get a prize or a certificate.

- Say 'Freeze! The magic number is 10!' (or). All the children try to get 10 things off the floor.

- Use the 'Who can pick up the most ...' to get the children to clean up at the end of the day.

- In a hushed voice appoint the class as 'Floor detectives'. Their job is to examine the floor and remove any foreign objects that do not belong there. Make it sound very important.

- Explain to the class that the custodians will have to bend over and pick up large papers and crayons because they will clog up the vacuum. Explain that the children can help by picking up the area around their desk or table. Appoint 1 or 2 people to pick up other areas of the floor as part of the weekly jobs.

- Have a 10 second clean up. The children love scurrying around to clean up and get back to their desks before you count to 10. This is also a nice break between activities.

- Before the children leave the room say, '_____ pieces of paper are your ticket out!' The number can depend on how untidy the floor is. You can stand by the door with a trash can.

- Place a picture of a dog on the trash can. Below the picture is the caption, 'Please feed the dog!'

- One teacher has a Dirt Devil and she says the children love to use it.

- Appoint helpers. The children may each pick specific jobs: floor sweeper, carpet vacuumer, zoo keeper (if you have pets), plant waterer, board eraser, board washer, librarian (to straighten the books in the classroom library), chair checker (tucks in chairs and puts up or takes down chairs of absentees each day. etc.) Each child is responsible to clean his/her own desk during this time too.

- The 'Desk Fairy' may come around over the weekend and leave a sticker for the children in neat, organized desks.

- For cleaning up the children can pretend to be SILENT vacuum cleaners. They need to move around and pick up everything off the floor as a vacuum cleaner would but without making any noise.

- Have plastic bins that sit on each table during 'scissor time' and they put their trash in as they cut. These are emptied at the end of the project.

- Play 'go go stop' while they are cleaning.

If all else fails: Close the door and say in calm but firm voice: 'No one is leaving here until the floor is picked up. We cannot leave the room looking like this.'



Inside shoes

If your school insists on inside shoes, include a note about these on the first letter home to the parents. Suggest that the shoes be slip-ons or have velcro fastenings. Even if Grade One students can tie laces, it does take quite a long time. If the children leave their inside shoes on the desktops over night most of them will be reminded to put them on in the morning. Here is a chant to help the children remember:

Either make up a melody or chant this.

Teacher to the first child in the circle: 'I have my inside shoes on, do you?'

If the child does, he sings to the next child: 'I have my inside shoes on, do you?'

If the child doesn't, he must put them on before he can sing and the song continues until everyone has had a turn.

Washroom routines

- You may wish to take your entire class to the washroom towards the latter part of the longer periods of the day, especially in the early days of the first term. This is useful if the bathrooms are quite a distance from the classroom and you have a number of children who are new to the school.

- You will likely wish to discontinue this after the first week or so, unless you have a number of very immature children. The children should ask before they leave for the bathroom, or there will be certain children who will over-use the privilege. It is sometimes helpful to have the children use a special hand signal, and for you to be able to nod *yes* or *no* or use a hand signal for 'wait'. This will prevent your lessons being interrupted.

- If more than one boy or one girl is out at the same time, they may visit and play rather than return quickly. Here are some ways you can keep track of the missing children and ensure that only one child is in the washroom.

- Have a large stuffed toy (bear?) who sits in a special chair as the 'Bathroom Bear'. When a child wishes to leave, he puts the bear on his chair, and returns it to the original chair when he returns. This is a very obvious way of knowing who is out, and the children must wait for the bear before someone else leaves.

- Have a small bathroom chart with the boys names on the left side and the girls on the right. A blank space is at the bottom. Put a clothespin on both the right and left sides at the bottom. A child can go to the bathroom anytime it is appropriate but only one boy and one girl may be out of the classroom at a time. If someone wants to go, he or she simply removes the clothespin from the bottom and places it on his or her name. You can tell at a glance who is in the bathroom. Other children know if the bathroom is occupied.

- You can have a sign-out book, and they can sign their names when they leave and check it off when they return.

- When a child is leaving, say 'Be back in ONE minute.' While you do not have time to actually worry about timing them, it does speed up the travel.

- The children may be given the option: 'You may go to the bathroom now, but the time you are in the bathroom will be taken away from your recess time. Do you want to go, or do you think you can wait until recess?' (Never more than an hour away.) Ninety-five percent of the time, they say they will wait. This really helps you to weed out the students who just want to avoid doing their work or just want to get out of their seats. They do hate to lose any recess time! You must, of course, keep track of those who do go.

Library

If you are a new teacher or new to the grade it will immediately be necessary to collect library books at the Grade One level. Here are some ways to increase your collection:

- Encourage your class to purchase books from 'Scholastic' or other book clubs. When you make out the order sheet you will be able to get free books - the more books the children have purchased, the more you get free. This is a wonderful resource!

- While lovely shiny new books are great to have, children also enjoy used or damaged books. You can purchase damaged books in book stores at a fraction of their original cost.

- Go to yard sales, flea markets or second hand book stores to find low cost books.

- This is a great way to celebrate birthdays and also increase your library. Send a letter home at the beginning of the year encouraging the students to give a book to the class on their birthday. Let the birthday child open the gift and then take their picture with the book. The photo is mounted on the inside cover so you can remember who donated it. Have a few wrapped books for children who are not able to bring one on their birthday.

- Put your name on the outside of all your personal classroom books and take home books. Parents and students find this helpful. If a library book gets placed on the shelf by accident it is easy to see.

- Fluorescent labels will show up well on your books and are easy to put on.



Paper Organization

Students' work

- To file student's work papers, choose different coloured files for different subjects or purposes.

- When the students have finished a worksheet or other paper it is useful if they can put it into a paper tray or box. Papers in just a flat pile look messy and tend to get mixed up or lost. After papers are marked and/or corrected, put them in files or a take-home place, such as a mailbox or a backpack.

- One teacher uses a 'Friday Folder'. On each child's pocket folder is written 'Friday Folder' and at the bottom of the folder the child's name. Anything that needs to go into the file to go home goes home on Friday. She also attaches a piece of paper to insert in the folder that had a column for the week, a line for the parent's signature, and a column labelled comments. Each Friday the child takes home the Friday Folder, parents then sign on the appropriate line and write a comment (if there is a need). Every Monday morning the children bring back their folder. Instead of taking things home daily, they have one neat package at the end of the week.

- Children can file their own papers in hanging files.

- Use clothespins to see who has finished this or her work. When they finish their journal, they find the clothespin with their name on it, and clip it. If they had anything else to do that is 'clipable' they clip it to the journal. You can tell who didn't finish by the clothespins that are left. They can be clipped to the edge of a sturdy box.

- Assign each child a number. They keep that number all year and learn to print it on all their work. Put it on everything. At the beginning of the year have them put their name and number in the top right hand corner.

Mailboxes

- Mailboxes can look untidy! You can purchase wooden or cardboard office mailboxes that are neat. If this is too expensive, try some of the following ideas. You do need some place for the notices and work that the children take home each day.



- You can ask the children to put papers, etc., in their backpacks during the day if they are to go home.

- There are several ways to make mailboxes. You can use similar sized shoe boxes. Cut off one end of the shoe box, put the lid back on and write the child's name on the edge of the lid. The boxes are then placed in a larger box that serves as a holder. Or you could put a strong tape around the shoe boxes after you have made even stacks. The papers have to be rounded a little to slide in. You may wish to have a few extra boxes made into a convenient stack to allow for new students or to use for keeping other items.

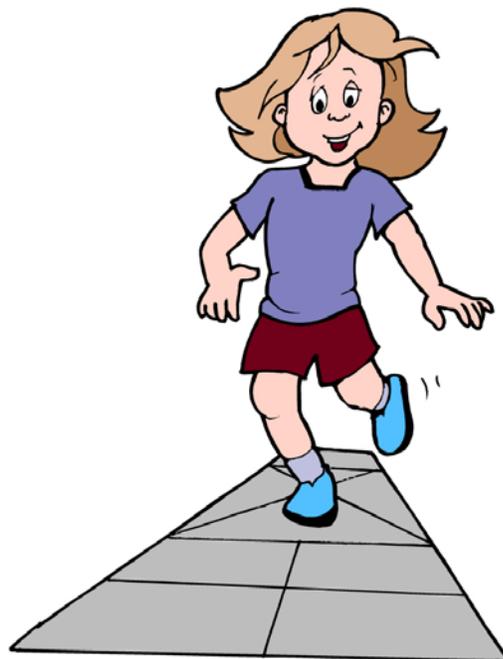
- You can buy inexpensive cardboard shoe holders.

- Stacking letter trays are excellent for 'take home' materials.

- Many teachers use 2 litre milk cartons with the tops cut off. These are stapled or taped together to make enough mailboxes for each student. These are not very attractive since they still look like milk cartons taped together and they do not hold their shape well.

- You can buy sets of cubbies - they are fairly expensive but will last a long time and keep the papers looking neat.

Note: For more ideas in classroom management and routines, see the **Grade One Treasury**.



Supplies

Pencils, erasers, glue, scissors, rulers, etc.

- It is useful for all supplies to become community property. Keep them in trays or plastic containers in a handy spot. Insist that these items go back in the containers after use.

Pencils



- Don't let your students sharpen their own pencils. Not only is it noisy, time consuming, and disturbing to everyone, many children sharpen pencils badly and waste them. You can provide two cans or tubs: one for sharp pencils and one for dull or broken ones. Sharpen all the pencils before school begins each day. The children take a fresh pencil when they go to their seats. When the pencil gets dull or breaks they simply turn it in and get a sharp one. More pencils may be sharpened (by the teacher) throughout the day as needed.

Erasers

- Erasers can also be community property, collected each afternoon and handed out each morning with the pencils. In this way we can expect that each child will have one.

- If large erasers are used, it will extend their life if you cut them in half with scissors and put only one half out. Always have more erasers out than the number of children. You may have to have 'eraser searches' every few days, as they seem to get lost very easily.

Rulers

- Some children play with rulers! How does every generation learn to flick bits of eraser and tap, tap, tap? If this is a problem, photocopy a white ruler, cut out the resulting image and laminate or cover with clear contact plastic. The playful children will then get one of these. They cannot be played with in the same way. (They are also good for measuring curves.) If they are cut out on a paper-cutter, they can be used for drawing straight lines.

Glue

- The glue sticks are handy, but have the children hand them in to a central place when they are not using them. Check to see that all tops are on. Do not leave them in students' desks - there will be some who will play with them!



- *Elmer's Glue Song*

Elmer's Glue, Elmer's Glue,
Just a little dot will do!
Then you spread it all around;
It will stick your paper down.

- If you use liquid glue, have a lesson to show the children how to clean the tips and to learn the rules for use.

When you use glue, just a dab will do!

Crayons

- As with pencils and erasers, wax crayons are often best as community property. You can let them keep their own boxes at first, but some children do not take care of them, and will have wrecked boxes or be missing needed colours. Keep lost crayons and small pieces in a box or tub, and the children can go there to complete sets. Small broken pieces may be used for art projects.



- Children love to use pencil crayons, but they are a nuisance. Students do not sharpen the pencil crayons well and the crayons need sharpening often when being used. Have rules for the use. Perhaps the small individual pencil sharpeners are most practical for sharpening, but then each child needs to have a container for the shavings.

Exercise books

- Most teachers find that students do better work in an exercise book than on a single sheet of paper. Perhaps the teacher has higher expectations because this work will always be there for everyone to see. Exercise books also are very good when paper use is rationed. 'Worksheets' are fine to use as a review procedure after a lesson, but too often some children are finished them before you have finished the instructions and other children never do get finished. Giving the children a printing or math exercise that goes in an exercise book is a valuable procedure. Expect neat work, and teach them to space letters, words and sentences correctly and to space the whole exercise properly. Each day's work should have some sort of heading, usually the date and subject heading; and finish with a space, a line or some definition. Fill each page before going on to the next. An exercise book shows the child's progress well. Make sure everything is marked and corrected. These books should be available to the parents, the principal and anyone else with an interest in the child's progress.

- It is useful to keep the exercise books on a special shelf, in a container or cubby rather than in the student's desks. Have a separate place for each subject. If they are kept in desks they will look dog-eared in a very short time.

- Ask the children to hand them in open to the page just finished. This saves you having to hunt for today's work.

Supply Containers

- If your children sit at tables, you can buy a plastic work caddy for every four students. It stays in the middle of a group of desks or a table. It holds their scissors, crayons, glue (if you have responsible children) and the pencil they are using. They can still use their own glue and scissors. The crayons and pencils may be shared.

- If you have desks with an open front, a pop can box bottom can be used to put the items in and it can be pulled out to see all the things.

- When supplies need to be replenished, make up a supply list with pictures and the children can just take the list themselves whenever they need it.

- If you use tables instead of desks, each student may be given a 'chair bag.' It fits over the top of the student's chair and is basically a big pocket. Here the kids can keep all of their own supplies, like pencil cases with crayons, pencils and scissors, rulers, abaci, plastic clocks and whatever individual lesson they happen to be working on at the moment.



Behaviour Management

There are several kinds of behaviour management. Most of us use all of them at some time or other. There are classes in which you will rarely have to discuss behaviour. The children seem to want to please and quiet polite behaviours predominate. Then.....there are the other years! Far too much of the day is taken up with behavioural concerns when you have one or more problem students.

Provide expectations and standards for behaviour. It is better not to use any of the negative 'punishments' or positive rewards (except praise) if you don't absolutely need them. (Even limit praise, as the children should be expected to behave suitably and praise loses its effectiveness if used constantly. Make sure the praise is deserved.) This sounds wonderful in theory but it takes planning and constant vigilance to make it effective. With some classes you will certainly have to use everything in the book, both positive reinforcement (extra privileges, prizes, stickers, candy, certificates, etc.) and negative (taking away privileges, time out, letters or phone calls home, etc.). Many teachers find management strategies work better if the positive rewards or negative reinforcement are used on an occasional basis. We do, of course, want our children to behave well because it is the right thing to do, but not for rewards or because of punishment. Some teachers use one method all year so the children feel secure and confident with the same rewards and/or consequences, and this works well for them.

Many of the procedures are time consuming. Make sure you are gaining time because of the more well-behaved class, and that you are stopping your lessons less frequently than you would without them. Any procedure where you overlook behaviours because of time or interruption will not be as successful.

Here is a poster:

GIVE ME FIVE

Stop talking
Be ready to listen
Look at me
Stop moving
Hands still

Make a large hand with the five fingers labelled as follows:

Are these ready? Mouth, ears, eyes, feet, hands?



Establish Rules

Establish rules in which the children feel ownership. Make them general enough to fit everything.

1. Follow directions the first time given.
2. Treat others kindly (keep hands, feet and objects to yourself, use kind and appropriate language).
3. Raise your hand and wait to be called on to speak.
4. Honour the speaker (no interruptions, eyes on the speaker).
5. Celebrate each other's successes.

Establish and teach consequences.

The Teacher Look

Teacher uses your name in context.

Teacher tells you the rule.

Time out

Repeat offenders - Notes home and/or Conference with parents.

Extreme or dangerous behaviour - See the Principal



Practice the 'teacher look' and what to do if you get it. The kids love it and they use it with each other.

- Use sign language to give quiet commands. You can use signs rather than your voice to reprimand a child. Teachers often use hand signals to remind ADHD children not to interrupt, etc.

- With aggressive students, it is vital to stay calm. They will often be adept at getting you to lose your temper. Often this works for getting attention at home. Speak to the child in low tones, even when physically restraining him.

- One teacher tells the children they have power and when they are in control they are showing their power. The more in control, the more power. She looked at two misbehaving boys and said 'I can tell you don't have a lot of power.'

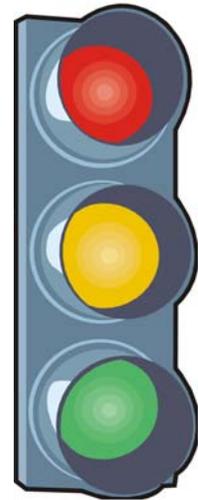
Card Systems

Some teachers like these and find they work well. There are problems, however. Be careful that the system you use does not take too much time. It should not interrupt your lessons. Many teachers find that when they are busy the system breaks down. If you are not consistent the program will not be effective.

- Everyone gets an index card with his or her name on it at the beginning of the week. Using a one-hole paper punch the children get hole punches when they aren't acting appropriately. Allow one hole a day on the index card so they could possibly have five holes and still win the reward at the end of the week. Those that have more than 5 holes punched will not get the reward.

Green / Yellow / Red Light

Either make library pockets or ask if your librarian has any to spare. Make one for each child and tack to the bulletin board with the names on the pockets. Cut strips of coloured construction paper to fit pockets for each child (about the size of index cards - large enough to see when sticking out of the pocket). The strips are green, yellow, and red...this is why it is called 'Green Yellow Red Light'. In each pocket place one green, behind that place two yellow, and behind that place one red. Everyone starts on green. If a child acts inappropriately, signal to the child to move his or her green ticket and if you have to signal again then he or she moves another. The ticket they are moving is placed behind the very last one. The red stands for STOP. When they land on red then another red ticket goes home that has the date, name of child, the problem, and signature line for the parent. Parents must sign and it must be returned the next day. Having two yellows means that child has two chances before a red ticket goes home. Review class rules and make sure they are prominently displayed in the classroom for everyone to see. Discuss what is appropriate and what is inappropriate. Two situations will take the child directly to RED. 1) Using foul language and 2) hitting another student or staff member.



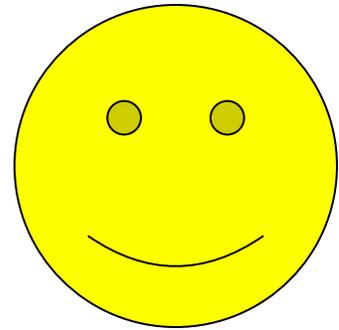
- One teacher uses tickets (small pieces of construction paper on which the children write their name). If the students follow directions she gives them a ticket. They place the ticket in a container for a drawing at the end of the day.

- Have three paper cups at each table - a red, a yellow and a green. Everyone starts with green for go. If the voices at a table start to get loud, or off task, put the yellow cup on top. If the reminder doesn't help, then the red cup goes on and they will be required to stop and put their heads down for a quieting moment.

- List the children's names in a book and make columns for dates. At the end of the day place check marks next to the name and date if the child moved the ticket to yellow or red. You could also have the children colour in a chart at the end of the day. This is great to use during parent conferences because you can show the parents the child's behaviour pattern.

- One teacher shares: "I have a pocket chart arrangement for behaviour management. This method is similar to putting names on the board but better in that good behaviour is recognized first and foremost. In it I have a series of 5 cards, each a different colour.

"The front card has a Happy Face. Everyone starts the day with a Happy Face. Those ending the day with the Happy Face are rewarded with a punch in their card. After five punches are acquired, the card can be traded for some treat/reward.



"If there is a behavioural infraction the student moves the happy face card to the back exposing the next card. This is a warning (equivalent to a name on the board.) Then for any additional infractions other cards are exposed. 2nd infraction - Yellow (warning), 3rd - Blue (time-out), 4th -Pink (time-out, loss of privileges, note to parents), 5th - Red (removal from the room to the Principal's office in addition to the above consequences.) This has been an effective program for me."

Other Behaviour Management Systems

- One teacher keeps a music box on her desk and when the children are talking she opens it. If on Friday afternoon it still plays, they get the agreed-upon reward, (free time, snack, longer recess, etc..) If it runs out they lose the extra reward.

- For positive reinforcement, put beads in a jar . When the jar is full the children get a treat.

- Use caterpillars to recognize good work. This can be done individually or for the class. Add body sections for good work or behaviour. A prize can be rewarded when the caterpillar reaches a predetermined length.

- For individual children make a star, sticker or stamp book and reward them for good behaviour.

- Require disruptive children to write the answers to:
 - What was I doing?
 - What should I have been doing?
 - What is my plan to improve?

- When the announcements come on, all the children stop what they're doing, stand up and look at the intercom.

- Have group 'races'. Make rows of happy faces. Each table can earn a happy face on the board if the whole group is behaving well. The groups can compete for a prize at the end of the day. This can also be done with points. It does not pay to let one group get too far behind as they will give up (and these are the children who you want to straighten up). You can sometimes let the children earn back lost points. Peer pressure will often help the problem students to behave.

- Behaviour grams: Each day every child can get a behaviour gram of happy or sad faces to take home. Only the sad faces need to be returned with a parent's signature. File all of these and any other correspondence you may have with a parent.

- Here is another classroom technique:

Preparation: Without the children present, select a picture of something of interest. Use old calendars - the children enjoy animal pictures. Staple that picture to the bulletin board. Cut small squares from construction paper and number them from 1 in sequence. Then staple the small squares of construction paper over the large picture in order of their numbers so that the entire picture is covered. Also prepare a bag of extra numbers corresponding to the number of squares on the picture.

Management technique. The goal is for the students to uncover the picture. Take a square off every time you want to reward the target behaviour. If the students earn a 'square off', reach into the bag of numbers that you have prepared and draw a number out. Then, that number is removed from the picture. For example, if you are working on lining up quietly, every time the class lines up quietly one square is removed. Reach into the bag, draw a number and take that square off. When all the squares are removed, provide a class treat. The children love trying to figure out what is in the picture. At the beginning of the year, make the goal easily attainable. As the year goes on, put more squares on the picture. After each goal is obtained and the classroom treat has been rewarded a new picture is put up with more squares being added gradually.



Before School Begins

You will want to have a lovely place to welcome your children! Decorate with bright colours and interesting charts. Have everything ready for the first day - teachers do a lot of work on their own time, but in this case it pays. In the first month of school you will have so many other things to do.



Classroom Decoration and Organization

1. Set out the desks, tables and chairs in the rows or groupings that you find most suitable. Make sure that there are areas for your teaching groups, for the calendar, to listen to stories. You need room for the classroom library, too.
2. Make name tags for desks. You may buy the colourful tags that are stickers (this saves time) or use the name tags provided in this book (Chapter 22). Print the child's name with a felt pen in the correct printing style - this is used for the child to copy. You may want to use the larger desk tags, with the child's name, the alphabet and the numbers to 10 (Chapter 22). You may laminate these and then tape them to the desk, or simply lay the tag on the desk and completely cover it with clear packing tape - with the edges over onto the desk to hold it in place.
3. Put small name tags on coat hooks and cubbies, so there will be no argument on where the child's possessions should be kept.
4. The names may also be on bulletin boards, a chart on the door with a list of names, necklaces with the names on tag and a string to go around the child's neck - this will help you learn the names, on tag with a strip of magnetic tape on the back to do graphing. Put the names on clothes pins and/or tongue depressors to choose children for activities or to take attendance.. Buy colourful tags, or use the ones in Chapter 22. These may be increased or decreased in size on the photocopier.

5. Opening Exercises corner

- Make or buy a large blank calendar. Most Grade One teachers put up the date on the calendar each day, using that number for calendar activities. Have purchased or teacher-made date graphics for the days.

- attendance - There are a number of ways to show the attendance. This is the usual chart:

Have the numbers on cards and a way to fix them on the chart - paper clips, magnets or velcro.

Today there are -

___ girls here	___ boys here	___ children here
___ girls not here	___ boys not here	___ children not here
___ girls in our class	___ boys in our class	___ children in our class

- Today is yesterday was, tomorrow will be..... Again, have the cards ready for the days, the dates and the year, and a way to fix them on the chart. You will also need to have these cards handy, so you must provide a container, a file, or a box to hold the cards so they are easily available.

Yesterday was	Tuesday	September	24	2013
Today is	Wednesday	September	25	2013
Tomorrow will be	Thursday	September	26	2013

- Days of the week. Have a list of the days - buy these, print your own or use the ones in this book.

- Months of the year. Have a list of the months - buy these, print your own or use the ones in this book.

- A 'days in school' chart. "Math Their Way" has a tape that extends as the days go by and each day is added in a long line, but a chart in 10s has more uses and gives the children a more graphic picture of the days as they are added.

The chart shown here begins with '0'. This puts all the tens and twenties, etc., on the same row.

After 99 you will need another chart to begin with 100 and continue to the end of the year. Beginning this new chart is done on 100 Day.

	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31								

- The weather may be shown by pinning the words and/or pictures on the monthly calendar, (sun, rain, clouds, snow, wind, etc.). You may enlarge the pictures and keep a number of each in separate envelopes or pockets.

A graph may be made to show the prevailing weather during the month.

Because you always want to show words and have the children read as much as possible, the weather can be done in sentences. A choice of appropriate words or phrases can be kept in a pocket next to the weather chart.

Today the weather is _____ and _____ .

cloudy cool rainy sunny hot warm cold windy (etc.)

- Birthdays chart - each month the birthdays can be put up on the calendar with the child's name. You can use the cakes in Chapter 22.



6. Alphabet and numbers for reference. - You will need a clearly printed alphabet with picture cues (make sure the pictures illustrate the correct sound). Purchased alphabets and numbers are more colourful. The alphabet is usually put up above existing chalkboards or white boards, in the children's view, and the numbers 1 - 10 also should be in clear view for reference.

7. Other charts: colour words, purchased or shapes on coloured construction paper and laminate, poems, direction words (draw, cut, glue, print, etc.).

8. Rules chart - you may want to make the rules with the children, but know what you want your end result to be and it helps if you have it made up ahead. Bring your rules down to a few simple headings.

Class Rules

Be Safe

Be Respectful

Be Responsible

1. Say nice words.

2. Take care of our classroom.

3. Share our things.

4. Do our best.

9. Prepare for the word wall. This takes a lot of space but is a necessary part of most classrooms. The words need to show up on the wall and be large enough for the children to read from their desks. Do not laminate the words, as there is often a reflected glare which prevents the children from seeing the words.

Some teachers used rectangular cards for the words and others use cards that are cut into the word shape. Give more space for some letters - s, w, t, etc., and some letters need little space. 'x' does not need to have space as no words begin with this letter.



10. Have a decorated bulletin board with the children's names. Make a welcome tree, or other. See the section on bulletin boards, Chapter 21.
11. One bulletin board should be covered and outlined, ready to put up children's work in the first week.
12. Organize the classroom library, displaying books.
13. Plants and flower bouquets make the room look cheerful.



Check List

1. Organize the classroom furniture. _____
2. Decorate the classroom. _____
 - Calendar bulletin board _____
 - Alphabet and numbers _____
 - Other bulletin boards _____
 - Word wall ready _____
3. Name tags - on desks, coat place, cubbies _____
4. Letters to parents/children _____
 - Supply lists _____
5. Organize supplies _____
 - Teacher's supplies _____
 - Students' supplies, pencils sharpened, etc. _____
 - Paper - variety _____
6. Computer files (or binder pages) for marks and anecdotal remarks. _____
7. Review curriculum outcomes _____
8. One week's preparation: _____
 - daily plans _____
 - student practice sheets _____
 - flashcards _____
 - word wall words _____
 - games, breaks, songs, poems _____
 - books for read-alouds _____
9. Know procedures and routines _____

The First Day

You have your classroom looking beautiful and now it is time to plan for the first day with your new class! The first day may be short and the second day a full day, but these plans consider the first day a full school day.

Usually the first day isn't planned as other days. Much time is spent in discussion and modelling procedures. Change the times around to suit your own ideas and add items appropriate for your school.



Have ready:

- Calendar corner - days in school, attendance, calendar, etc.
- Pencils sharpened
- Photocopy - 'I am _____.', letter 'a' pictures sheet, printing 1 sheet
- two finger spacing - cut out (see Chapter 22)

For purposes of this book, it is assumed that school hours are 9:00 a.m. to 3:00 p.m., with a 15 minute recess at 10:30 and a lunch hour between 12:00 and 1:00. Adjust the times to fit the schedule in your school.

9:00 - Introductions:

Be at the classroom door to greet the children and the parents. You can shake the child's hand and tell him/her how glad you are to see him. You can invite the parents in, so they and the children can walk around and see the classroom, and find the child's desk and coat hook and cubby (or mailbox). In most schools the office will update your class list so you can check off the children as they arrive. Some teachers do not allow the parents into the classroom - if they are not inside they do not have to be asked to leave! When all the children have arrived, pleasantly ask the parents to leave. The children will be more comfortable once the adults have left, and you will be able to begin to talk to the class.

Have the children find their coat hooks, desk and cubby, if they have not already done so. Have them put their jackets on the hook, change to inside shoes if this is a policy, put their outside shoes in a specific spot, and place their supplies where you wish.



Bring all the children to your circle. Introduce yourself, and have the children repeat your name. Show them how you wish them to sit in the circle - probably with legs criss-crossed and hands in the lap. They can sit in a circle, or simply be in a group by your chair. No child should touch another - everyone must have a 'personal space' that others must respect.

Play Hickety Pickety Bumble Bee or other name game: The teacher goes around the circle asking each child.

Teacher: Hickety pickety bumble bee, will you say your name for me?

Child: Madison (*her name*)

Teacher: Let's all say it.

Class: Madison!

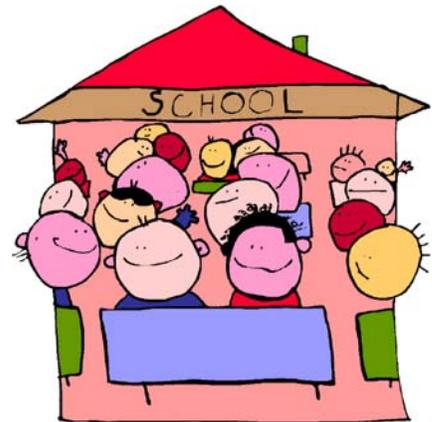
Teacher: Let's clap it!

Class: Mad - is - on (*clap on the syllables*)

Go on to the next child - doing different voices or motions - whisper, shout, say it like a bear - tiny mouse - etc., snap, tap, etc.

Give each child a name tag or sticker to wear - this will help you learn the names, too.

Talk about the supplies, bathrooms, school, rules, the classroom, and other subjects the children need to know.



9:20 - The Calendar and Opening Exercises:

Attendance: Have a boy stand and walk around counting the boys by touching (or almost touching) each boy on the head or shoulder as he counts - don't forget himself! Fill in the '____ boys here' number. Have a girl count girls in the same way for one-to-one correspondence, and then have a child count all the children in the class to fill in the spaces.

This is the important 'Day 1!' Begin your 'Days in School' chart by printing in the '1'. Discuss how they print '1' - a line from the top to the bottom.

Read the title words as you do each part of the calendar board - with your hand under the words sliding from left to right.

Ask if anyone knows the date - the month, the day or the year. Discuss the month of September, the day number, the day of the week and the year. Fill in: Today is *Tuesday, September 3, 2013* (for example) and read it together. Have one child come up and touch the words as he/she reads. Elicit the date yesterday and fill in: *Yesterday was Monday, September 2, 2013*, and Tomorrow will be *Wednesday, September 4, 2013*. Read these sentences together.

Fill in the September calendar to today. Read the word 'September' and say the days of the week at the top of the calendar.

Do the other parts of the bulletin board - weather, birthdays, etc.

Discuss seating, sitting positions, supplies - rules for pencils, crayons, etc.

Discuss classroom and school rules.

Today and every day for the next week or so, tell the children the ways they can learn to read. Often children feel that reading is a deep mysterious business, and they are very relieved to learn how easy it is.

1. **We can remember a whole word by the way it looks. The child has likely learned his name this way. Show the class the simple word "cat" and tell them what it says. Come back to the word a few minutes later and ask what it is. The class will say "cat, and you can explain that they have just learned to read the word. That's how easy it is!**

2. **The other way to learn to read is by learning the sounds. For example, show or draw a picture of a boy and print the word "Sam" under it. Tell the class that "s" makes the /s/ sound, "a" makes the /a/ sound and "m" makes the /m/ sound. Sliding the sounds together we can make the word Sam.**

Without this explanation of how we read, some children may go weeks or even months thinking that there is something they are missing. It can be compared to sitting at a new computer and not knowing how to turn it on. Tell the children that they will be learning both ways to read. (If your children had a good reading start in Kindergarten, this is still important but less so.)

9:45 - Sight Reading:

The children will be anxious to sit in their chairs at the desks and tables. Once this has been explored and you have practiced the procedures for sitting, standing, chairs and tables, have the children stand behind or beside the chairs. Have each child say, "I am (name)." You can do it first, and as you say the word 'I', draw the hand down your body from head to feet, and the children can do this as they say the 'I'. Now print

I am _____.

and put each child's name into the sentence. Draw your hand under the sentence showing each word as you and the children read. Discuss the 3 words - I, am, and the name.

Explain again that we can simply remember what the words are and also use the sounds /a/ /m/ to make 'am'.

You may want to do a bathroom break and/or an exercise break at about 10:00.

Give each child the 'I am _____' page. Have each child print his/her name on the lines and carefully draw a self-portrait at the top of the page in the picture frame. Draw with a pencil and colour the drawing with crayons.

As the children are drawing, go around the class and ask them to read the sentence, pointing to each word as they read. Take a clip-board with paper or a page of labels and make quick notes on children who are having difficulty touching the individual words as they 'read'. A few children may not have this important concept of print, that the separation of verbal speech matches the separation of words. Make sure all children have the left to right direction when they read.

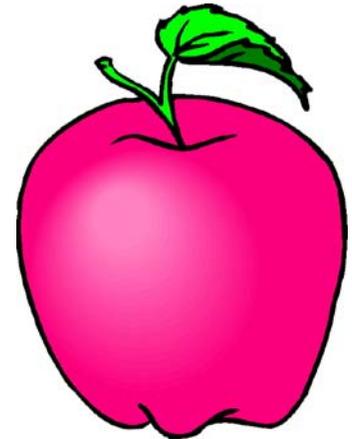
When the children complete the drawing, they could explore the classroom library and look at books.

If there is still time before recess, read a book to the class.

Photocopy this first self-portrait for the children's files or portfolios and then they will take it home today.

Practice the way you would like the children to line up. It could be in pairs or singly.

If you have children who are new to the school, pair them with a helpful child who will show the washrooms, doors to go out for recess, how to come back in, etc.



10:30 - Recess If you have a number of children who are new to the school or immature children, you should go out with the class at recess the first week.

10:45 – Phonics:

Say the alphabet and sing the alphabet song.

Begin the letter teaching with the letter 'a'. The letter 'a' is pronounced /a/ as in 'apple'. /a/ is the sound a baby makes.

Introduce the letter 'a'. Discuss the letter name and the letter sound, and make sure the children understand that they are different. You could have a doll or stuffed animal that makes a noise - give a name to the doll and then show that what it says is different. Also show the upper and lower case 'aA'.

What does my mouth do when I make the /a/ sound? The lower jaw drops. Have the children put the back of their hands under the chin and drop the hand as the sound is made. What is the /a/ sound like? It is the sound a baby makes. Draw a baby's face in the round part of the a.

Some words begin with the /a/ sound. Ask the children to give words. (If you get wrong answers, give the children obvious clues for the key words - wrong answers will confuse some children.)

The key words are: apple, ant, alligator, animal, astronaut, ambulance, alphabet, ax. The children like to see you draw pictures of the words on a chart or the chalkboard, even if you are not an artist. Go over the pictures of the key words, lengthening the /a/ sound.

Show the children how the lower case 'a' is printed. Begin at the top and make a circle counter-clockwise. Make the straight line beginning at the top and touching the side of the circle. Have the children trace the letter on tactile surfaces, on their desks, in the air (sky writing) or on the floor at the same time as they make the sound. (It is very important to use the auditory, visual and kinesthetic senses simultaneously.) Give the children individual chalkboards or white boards and have them make the upper case letter, saying the *sound* as they print.

Say in unison, "A says /a/ as in apple" and repeat. Then say "A /a/ apple" and repeat.

Give the children the sheet with the /a/ pictures. Put the children in pairs and have each child say the words to the other, emphasizing the /a/ sound. a-a-a-a-apple, a-a-a-a-ant, etc. Colour the sheet if time permits.

11:20 – Exploration

Explore the classroom. Show the children all the charts, bulletin boards, math manipulatives, library, etc., and give the rules for use.

Have a collection of odd glasses, magic wands, pointers, flashlights, etc., and show the children how to 'read the room'. They go around and look closely at the words, reading all the words they can.

Explore the school, if there are children who are unfamiliar with it. Meet the important people in the school – secretary, principal, librarian, etc.

11:40 – Self-Selected Reading:

Let the children select several books to take to a quiet place in the room or their desks to 'read'. Take this time to take a photo or two of each child. You could take one head photo and one of the whole child. Take pictures against a plain background. If the background is too busy the child will not be as clearly seen.

11:55 – Discussion:

Discuss the lunch rules and procedures and the outdoor playground rules and procedures.



12:00 – Lunch

1:00 – Discussion

Discuss the lunch hour – eating and playtime. Does anyone have something nice happen at playtime? Did someone say something nice to you?

1:10 – Read-Aloud and Working with Books:

Make sure the children enter the classroom in the way you want them to continue. If you do a read-aloud session after lunch every day, the children can go directly to the circle.

Read "Chrysanthemum" by Kevin Henkes. Chrysanthemum is a delightful tale of a

LITTLE mouse with a LARGE name. She believes her name is absolutely perfect until the first day of school. Her classmates make fun of her unusual name and hurt Chrysanthemum's feelings. The beloved music teacher saves the day by announcing that she adores the name Chrysanthemum, and is considering that for a name for her baby. Once again, Chrysanthemum is sure her name is absolutely perfect.

What could they say to Chrysanthemum to make her feel better? Discuss put-downs and put-ups!

Ask the children about their names. Graph the number of letters in their names.

Discuss tall letters, short letters, and letters with tails. Draw a house on a chart. Short letters live only downstairs. Tall letters are downstairs and upstairs. Some letters have tails that go down into the basement! Letters have their heads on the ceilings and their feet on the floor. Have the children count the different kinds of letters in their names. They can act out their names by raising hands for the tall letters and touching the floor for the letters with tails.

1:55 - Singing

Sing "If You're Happy and You Know It", and a few other simple songs that the children know, or teach them a new song that is one of your favourites. Singing songs with actions gives the children a physical break as well as a musical one.



2:00 - Math

Talk about the number '1'. Look for things around the classroom that are single - 1 teacher's desk, 1 computer, 1 rug, etc., depending on your classroom. Touch the one thing as they say the '1'.

Practice making it from the top to the bottom. Make the '1' on the desks, floor, a neighbour's back, in the air, etc. Make sure all children are beginning at the top.

Make a large lined space, with the dotted line in the middle on the chalkboard or whiteboard, or on a chart. Have children come up and practice putting the chalk or pencil point exactly on the top line and drawing a straight line stopping at the bottom line exactly. Make a BIG fuss over children who perfectly begin and end their line in exactly the right place and for children who can make the line straight. (All children should be able to do at least one of those things!) Help children having difficulty.

To show spacing, cut out the two fingers (Chapter 22). On a chart or the chalkboard, show how the two fingers go between each '1'. (When the children practice printing a single letter or number, have them put a 2-finger space between each one. Quality decreases when they make too many - so if they put perhaps four or five of the letter or number on a line the quality will stay high.)



Show the printing sheet to the children. Do one yourself to model the spacing and to remember the direction - left to right and top to bottom. Give the children the '1's sheet. Have them print their names on the paper. You can sing: (to 'If You're Happy')

Print your name on the paper, print your name,
Print your name on the paper, print your name,
Print your name on the paper, print your name on the paper,
Print your name on the paper, print your name.

Watch that they are keeping on the lines top and bottom and that they are using the two finger space between each. If a child makes an error, he should use an eraser and try to make it disappear so the page looks accurate and neat when finished.

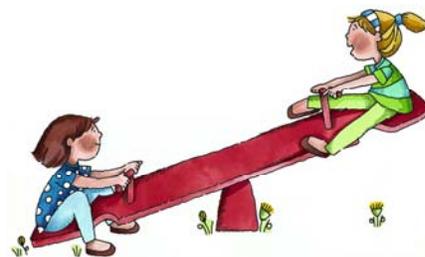
Make notes of children who seem to be having difficulty printing on the lines. There are a number of reasons they could be having problems - eyesight, dyspraxia (a fine and gross motor processing problem), being unfamiliar with the use of a pencil, etc.

The children can colour the picture when they finish making the 1's.

Give the children the 'I see 1' page to make a number book, if time permits, or this may be done tomorrow.

2:30 - Have fun!

Go outdoors, weather permitting, and play a simple game such as tag or simply explore the playground and have a run.



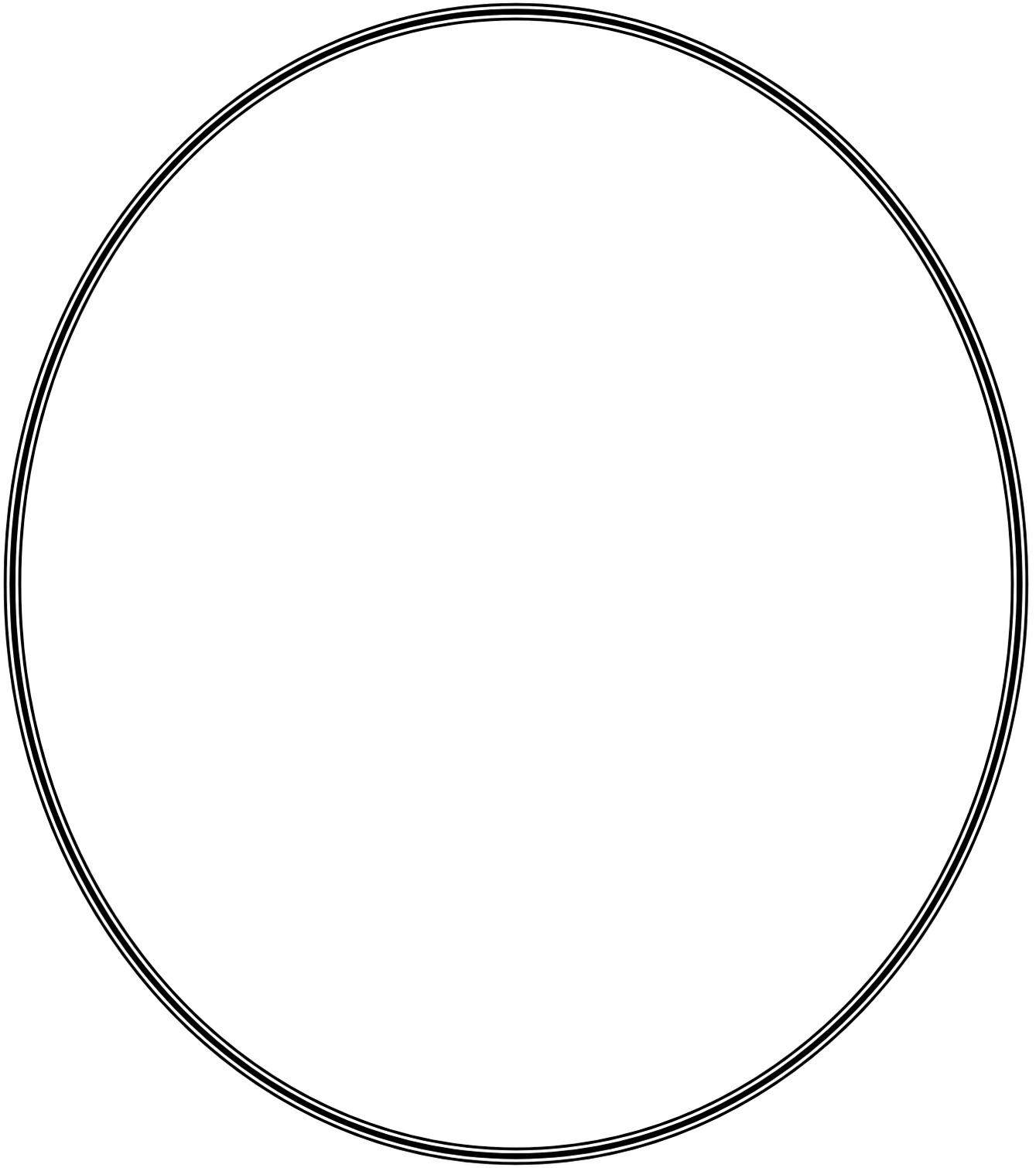
2:45 - Wrap it up

Do a clean-up of your classroom, showing the children how you would like it done. See the chapter on routines for different clean-up ideas.

Discuss what you did today. "We learned the words 'I' and 'am', we talked about the letter 'a' and the number '1', etc. We sang and listened to a story. We walked around the school and met the Principal etc."

If some of your children go home by bus, make sure you know the rules for this and tell the children.

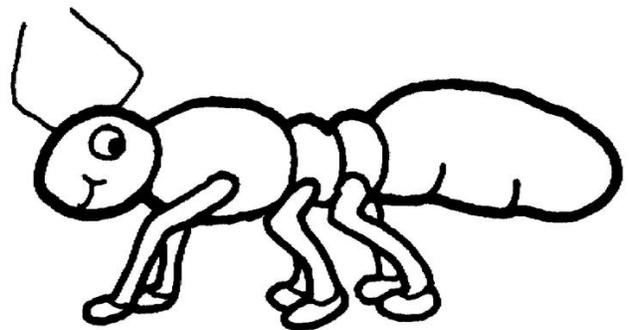
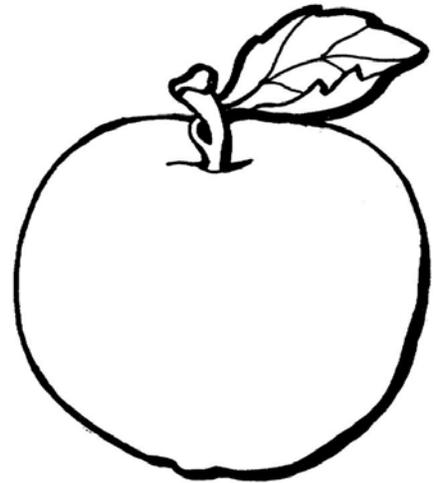
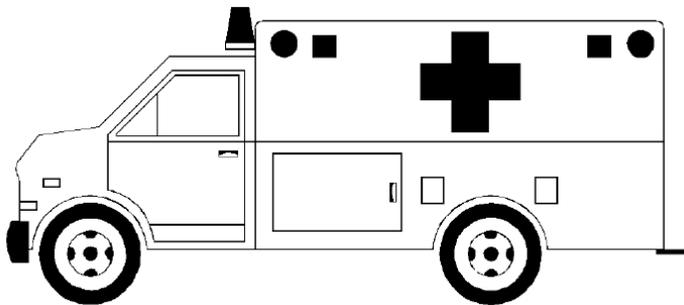
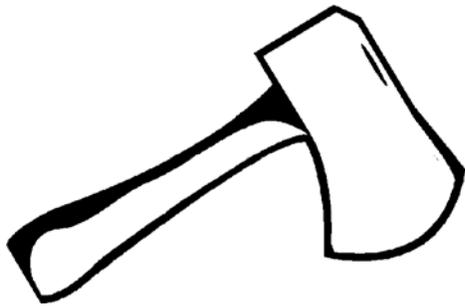
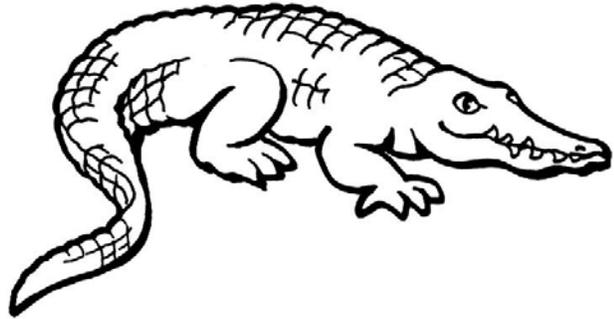




I am _____.

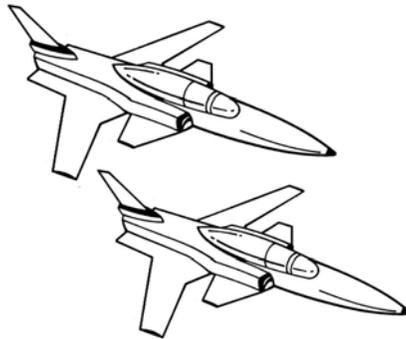
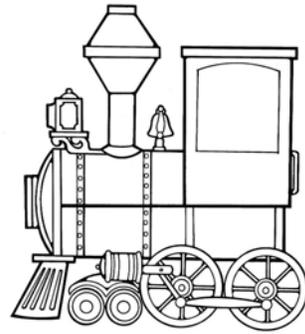
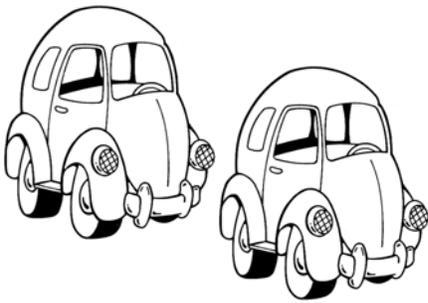
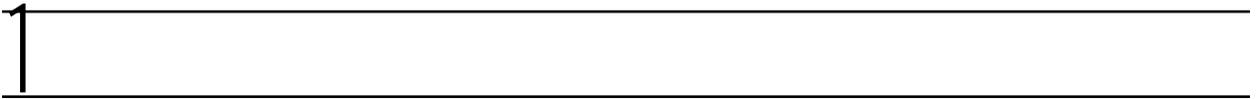
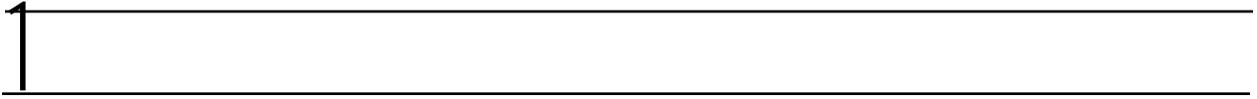
Aa

I am _____.



I am _____

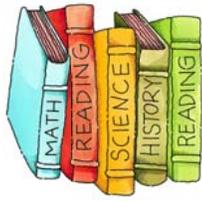
1



I see 1

1	1
1	1

I am _____ # _____



Timetable

_____ 's Class

	Monday	Tuesday	Wednesday	Thursday	Friday
Time					
Recess					
Lunch					



Today is _____

Recess

Noon

Dismissal





Today is _____

Recess

Noon



Dismissal	
-----------	---

Notes:



Preparing your timetable

The following page shows a variety of ways to schedule your days. There are a few important things to consider.....

- Phonics is very important. Always put it first in the morning after your opening exercises. Phonics must be taught every day to be truly effective, and putting it first will make sure that it is never forgotten.

- The length of your math lessons may vary depending on the skill being taught or reviewed.

- Reading and math are the most important part of your day. The other skills in science, P.E., computers, etc., may be caught up later, but children who fall behind in reading and math will have difficulty in doing so. Do not cut your Language Arts or math times for the other subjects. How can you integrate subjects or squeeze them in?

.... For P.E., do a short aerobics time each day, preferably to music. Go outdoors for a run. These give the children a needed break that is fun and active.

.... For Science and Social Studies, you can bring these into the literature part of your language arts by reading a book on the subject that you are teaching, and doing a guided reading lesson to accompany it.

.... Computers can be a centre. Spend time to teach the children to do the skill and then they can do it on their own.

- It is important that you teach each lesson in this format whenever possible:

- Review
- Teach the lesson
- Hands-on practice, group/pairs work
- Individual exercise
- Follow-up

Doing this will make all your lessons much more effective.



Possible Timetable _____'s Class

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 9:20 9:45	Opening Exercises Phonics Review, lesson, blend, spell, read Sight Reading Review, lesson, practice, reading	Opening Exercises Phonics Review, lesson, blending, spelling Sight Reading Review, lesson, practice, reading	Opening Exercises Phonics Review, lesson, blending, spelling Literature Read-aloud, SSR guided reading	Opening Exercises Phonics Review, lesson, blending, spelling Sight Reading Review, lesson, practice, reading	Opening Exercises Phonics Review, lesson, blending, spelling Sight Reading Review, lesson, practice, reading
Recess					
10:45 11:30 11:40	Math Review, lesson, practice, follow-up Printing Writing Modeling	Math Review, lesson, practice, follow-up Printing Writing Modeling	Math Review, lesson, practice, follow-up Printing Writing Modeling	Math Review, lesson, practice, follow-up One of Science, Library, Computers, etc.	Math Review, lesson, practice, follow-up Printing Writing Modeling
Lunch					
1:00 2:00 2:50	Literature Read-aloud guided reading SSR One or two of: P.E., Science, S.S. Theme, Art, Library Computers, music Conclusion	One or two of: P.E., Science, S.S. Theme, Art, Library Computers, music Literature Read-aloud guided reading SSR Conclusion	Sight Reading Review, lesson, practice, reading One or two of: P.E., Science, S.S. Theme, Art, Library Computers, music Conclusion	Literature Read-aloud guided reading SSR Printing Writing - Modeling One of other specials Conclusion	Literature Read-aloud guided reading SSR One or two of: P.E., Science, S.S. Theme, Art, Library Computers, music Conclusion



Day 1 Date _____

	9:00	Introduction, names Play a name game Opening Exercises - attendance, date, calendar, days in school (today is 'Day 1', weather Discussion time - seating, supplies
	9:45	Sight Reading Teach 'I am _____.' Worksheet Look at library books
	10:20	Discussion - recess, lining up, washrooms
Recess	10:45	Discussion - recess, entering the classroom
	10:50	Phonics - Sing the alphabet Teach the letter 'a' and the sound /a/ Key words, printing 'a', sheet with /a/ pictures
	11:20	Exploration - explore the classroom and the school
	11:40	Self-selected reading - look at library books
	11:55	Discuss lunch hour - eating and playground rules
Noon	1:00	Discussion of lunch hour
	1:10	Literature Read-aloud - 'Chrysanthemum' Graph the number of letters in names, discuss printing of names
	1:55	Singing
	2:00	Math - Number 1 - finding 1's, printing 1's, do printing sheet Do Lesson 1, Day 1
	2:30	P.E. - explore the playground, have a run
	2:45	Closing - clean-up procedures, take-home items, what we did today
Dismissal		



Day 2

<p>9:00</p> <p>9:20</p> <p>10:20</p>	<p>Opening Exercises - attendance, date, calendar, days in school (today is 'Day 2'), weather, birthdays, etc.</p> <p>Phonics - Sing the alphabet Re-teach the letter 'a' and the sound /a/ Key words, printing 'a', sheet with /a/ pictures Read the /a/ book</p> <p>Sight Reading Teach 'I am _____.' Worksheet Look at library books</p> <p>Discussion - recess, lining up, washrooms</p>
Recess	
<p>10:45</p> <p>11:30</p> <p>11:40</p>	<p>Math Do Lesson 1, Day 2</p> <p>Printing Print the letter A a</p> <p>Writing Print two sentences on a chart. Model the writing procedures. Practice reading what was written, modelling direction. Have the children find single words.</p>
Noon	
<p>1:00</p> <p>2:00</p> <p>2:10</p> <p>2:50</p>	<p>Literature Read-aloud Teach a poem, guided reading Self-selected reading - look at library books</p> <p>Music - singing</p> <p>Art: Choose an art activity from the art section.</p> <p>Closing - clean-up procedures, take-home items, what we did today</p>
Dismissal	



Day 3

	<p>9:00 Opening Exercises - attendance, date, calendar, days in school (today is 'Day 3'), weather, birthdays, etc.</p> <p>9:20 Phonics - Sing the alphabet See 'Phonics' - Lesson 3 Follow this lesson plan if the class is ready to learn it.</p> <p>10:20 Sight Reading See 'Sight Reading' - Lesson 3 Follow this lesson plan if the class is ready.</p> <p>Discussion - recess, lining up, washrooms</p>
Recess	
	<p>10:45 Math - Do Lesson 1, Day 3</p> <p>11:30 Printing Print the letter T t.</p> <p>11:40 Writing Print two sentences on a chart. Model the writing procedures. Practice reading what was written, modelling direction. Have the children find single words.</p>
Noon	
	<p>1:00 Literature Read-aloud Review yesterday's poem. Literature, guided reading Self-selected reading - look at library books</p> <p>2:00 Music - singing</p> <p>2:10 Talk about the seasons. Fall is coming soon. How is the weather different now than it was during the summer?</p> <p>2:30 P.E. Go outdoors and do an active lesson - running, exercises, a game with lots of activity for everyone.</p> <p>2:50 Closing - clean-up procedures, take-home items, what we did today</p>
Dismissal	



Day 4

	9:00	Opening Exercises - attendance, date, calendar, days in school (today is 'Day 4'), weather, birthdays, etc.
	9:20	Phonics - Sing the alphabet See 'Phonics' - Lesson 4
	10:20	Sight Reading See 'Sight Reading' - Lesson 4 Follow this lesson plan if the class is ready. Discussion - recess, lining up, washrooms
Recess	10:45	Math - Do Lesson 1, Day 4
	11:30	Printing Print the word 'at'.
	11:40	Writing Print two sentences on a chart. Model the writing procedures. Practice reading what was written, modelling direction. Have the children find single words.
Noon	1:00	Literature Read-aloud Cut the poem taught on Day 2 into lines and re-assemble, or into words if the children are capable. Discuss reading direction. Self-selected reading - look at library books
	2:00	Music - singing and/or listening to songs
	2:10	Art: Choose an art project from the art section. Perhaps go outdoors and choose a leaf, and then cover it with paper and colour with the side of a crayon to see the leaf print.
	2:50	Closing - clean-up procedures, take-home items, what we did today
Dismissal		



Day 5

9:00	Opening Exercises - attendance, date, calendar, days in school, weather, birthdays, etc.
9:20	Phonics - Sing the alphabet See 'Phonics' - Lesson 5
10:20	Sight Reading See 'Sight Reading' - Lesson 5 Follow this lesson plan if the class is ready. Discussion - recess, lining up, washrooms
Recess	
10:45	Math - Do Lesson 1, Day 5
11:30	Printing Practice printing names.
11:40	Writing Print two sentences on a chart. Model the writing procedures. Practice reading what was written, modelling direction. Have the children find single words.
Noon	
1:00	Literature Read-aloud Literature, guided reading Self-selected reading - look at library books
2:00	Music - singing
2:10	Choice or specials
2:30	
2:50	Closing - clean-up procedures, take-home items, what we did today
Dismissal	



Day 6

	9:00	Opening Exercises - attendance, date, calendar, days in school, weather, birthdays, etc.
	9:20	Phonics - Sing the alphabet See 'Phonics' - Lesson 6
	10:20	Sight Reading See 'Sight Reading' - Lesson 6 Follow this lesson plan if the class is ready. Discussion - recess, lining up, washrooms
Recess	10:45	Math - Do Lesson 2, Day 1
	11:30	Printing Print the letter S s.
	11:40	Writing Print two or three sentences on a chart. Model the writing procedures. Practice reading what was written, modelling direction. Have the children find single words.
Noon	1:00	Literature Read-aloud Literature, guided reading Self-selected reading - look at library books
	2:00	Music - singing
	2:10	Choice or specials
	2:30	
	2:50	Closing - clean-up procedures, take-home items, what we did today
Dismissal		



Day 7

	9:00	Opening Exercises - attendance, date, calendar, days in school, weather, birthdays, etc.
	9:20	Phonics - Sing the alphabet See 'Phonics' - Lesson 7
	10:20	Sight Reading See 'Sight Reading' - Lesson 7 Follow this lesson plan if the class is ready. Discussion - recess, lining up, washrooms
Recess	10:45	Math - Do Lesson 2, Day 2
	11:30	Printing Print the letters a, t and s, and the word 'sat'.
	11:40	Writing Print two or three sentences on a chart. Model the writing procedures. Practice reading what was written, modelling direction. Have the children find single words.
Noon	1:00	Literature Read-aloud Literature, guided reading Self-selected reading - look at library books
	2:00	Music - singing
	2:10	Choice or specials
	2:30	
	2:50	Closing - clean-up procedures, take-home items, what we did today
Dismissal		



Day 8

	9:00	Opening Exercises - attendance, date, calendar, days in school, weather, birthdays, etc.
	9:20	Phonics - Sing the alphabet See 'Phonics' - Lesson 8
	10:20	Sight Reading See 'Sight Reading' - Lesson 8 Follow this lesson plan if the class is ready. Discussion - recess, lining up, washrooms
Recess	10:45	Math - Do Lesson 2, Day 3
	11:30	Printing Practice printing names, neatly on inter-lined paper.
	11:40	Writing Print two or three sentences on a chart. Model the writing procedures. Practice reading what was written, modelling direction. Have the children find single words.
Noon	1:00	Literature Read-aloud Literature, guided reading Self-selected reading - look at library books
	2:00	Music - singing
	2:10	Choice or specials
	2:30	
	2:50	Closing - clean-up procedures, take-home items, what we did today
Dismissal		



Day 9

	9:00	Opening Exercises - attendance, date, calendar, days in school, weather, birthdays, etc.
	9:20	Phonics - Sing the alphabet See 'Phonics' - Lesson 9
	10:20	Sight Reading See 'Sight Reading' - Lesson 9 Follow this lesson plan if the class is ready. Discussion - recess, lining up, washrooms
Recess	10:45	Math - Do Lesson 2, Day 4
	11:30	Printing Print the letter M m.
	11:40	Writing Print two or three sentences on a chart. Model the writing procedures. Practice reading what was written, modelling direction. Have the children find single words.
Noon	1:00	Literature Read-aloud Literature, guided reading Self-selected reading - look at library books
	2:00	Music - singing
	2:10	Choice or specials
	2:30	
	2:50	Closing - clean-up procedures, take-home items, what we did today
Dismissal		

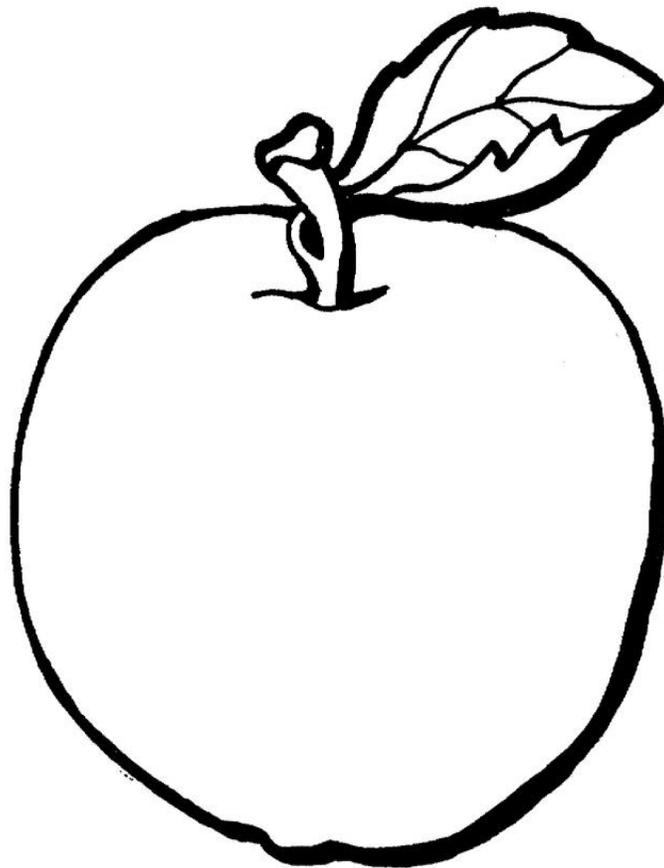


Day 10

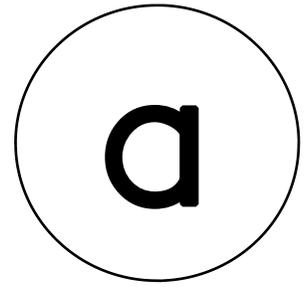
	9:00	Opening Exercises - attendance, date, calendar, days in school, weather, birthdays, etc.
	9:20	Phonics - Sing the alphabet See 'Phonics' - Lesson 10
	10:20	Sight Reading See 'Sight Reading' - Lesson 10 Follow this lesson plan if the class is ready. Discussion - recess, lining up, washrooms
Recess	10:45	Math - Do Lesson 2, Day 5
	11:30	Printing Print the words - Sam, mat, tam, sat.
	11:40	Writing Print two or three sentences on a chart. Model the writing procedures. Practice reading what was written, modelling direction. Have the children find single words.
Noon	1:00	Literature Read-aloud Literature, guided reading Self-selected reading - look at library books
	2:00	Music - singing
	2:10	Choice or specials
	2:30	
	2:50	Closing - clean-up procedures, take-home items, what we did today
Dismissal		

Phonics in the first month

The following 15 lessons are from the Primary Success book 'Successful Phonics - Part 1', and will likely take through the month of September.



Chapter 1



The letter 'a' is pronounced /a/ as in 'apple'.

The vowels can each have a hand motion. For /a/, put the back of your hand (with your hand flat) under the chin, and drop the hand as you make the /a/ sound and your jaw drops.

/a/ is the sound a baby makes.

Key words - apple, ant, alligator, animal, astronaut, ambulance, alphabet, ax.

Lesson 1 - Teach the /a/ sound



Review - Say the alphabet and sing the alphabet song.

Teach the Sound

Introduce the letter 'a'. Discuss the letter name and the letter sound, and make sure the children understand that they are different. You could have a doll or stuffed animal that makes a noise - give a name to the doll and then show that what it says is different. Also show the upper and lower case 'aA'.

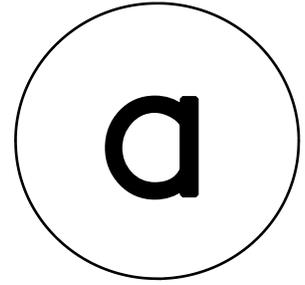
What does my mouth do when I make the /a/ sound? The lower jaw drops. Have the children put the back of their hands under the chin and drop the hand as the sound is made. What is the /a/ sound like? It is the sound a baby makes. Draw a baby's face in the round part of the a.

Some words begin with the /a/ sound. Ask the children to give words. (If you get wrong answers, give the children obvious clues for the key words - wrong answers will confuse some children.) The children like to see you draw pictures of the words on a chart or the chalkboard, even if you are not an artist. Go over the pictures of the key words, lengthening the /a/ sound.

Show the children how the lower case 'a' is printed. Begin at the top and make a circle counter-clockwise. Make the straight line beginning at the top and touching the side of the circle. Have the children trace the letter on tactile surfaces, on their desks, in the air (sky writing) or on the floor at the same time as they make the sound. (It is very important to use the auditory, visual and kinesthetic senses simultaneously.) Give the children individual chalkboards or white boards and have them make the upper case letter, saying the *sound* as they print.

Say in unison, "A says /a/ as in apple" and repeat. Then say "A /a/ apple" and repeat.

Lesson 2 - reading



Review - Say the alphabet and sing the alphabet song.

Flash the 'a apple' card and say "A says /a/ as in apple" and "A /a/ apple".

Show the 'a' card, and the children simply say /a/.

Re-teach the sound

Discuss the letter name and the letter sound, and make sure the children understand that they are different. You could have a doll or stuffed animal that makes a noise - give a name to the doll and then show that what it says is different. Also show the upper and lower case 'aA'.

What does my mouth do when I make the /a/ sound? The lower jaw drops. Have the children put the back of their hands under the chin and drop the hand as the sound is made. 'A-a-a-a' It is the sound a baby makes. Draw a baby's face in the round part of the 'a'.

Some words begin with the /a/ sound. Ask the children to give words. Draw pictures of the key words. Go over the pictures of the key words, lengthening the /a/ sound.

Review how the lower case 'a' is printed. Begin at the top and make a circle counter-clockwise. Make the straight line beginning at the top and touching the side of the circle. Have the children trace the letter on tactile surfaces, on their desks, in the air (sky writing) or on the floor at the same time as they make the sound. (It is very important to use the auditory, visual and kinesthetic senses simultaneously.) Give the children individual chalkboards or white boards and have them make the letter in lower case, saying the *sound* as they print.

Blending With the Sound

There are no words to blend.

Reading

The /a/ sound is a word. Have the children take the 'a' card and go around the classroom, saying 'a desk', 'a book', 'a pencil', etc. Have the child put his finger under the 'a' as he says the /a/ sound. Make sure they are saying the sound, not the letter name, and that the card is to the left of the object so the reading direction is correct.

Give the children the first book. Model how we read a book - have them point under the /a/ and then under the picture as they read. Make sure all children are reading from the front of the book, from the top to the bottom of each page and from left to right.

Bring one of your quicker students to the front of the group, and model how students in pairs read to one another, taking turns. Then put the students into pairs and give them time to read the book to one another.

Follow-Up

Flash the 'a apple' card and say "A says /a/ as in apple" and "A /a/ apple". Show the 'a' card, and the children simply say /a/.



Additional Ideas

Tactile Association

Feel or do projects with aluminum foil, plastic ants, apple seeds.

Make Tactile Letters

Make large letter patterns and photocopy them for the children. They 'paint' glue on the letter and stick on something beginning with the letter. For /a/ use aluminum foil squares or Apple Jacks cereal or ????. When the glue is dry they trace the letter as they say the sound.

Art Ideas

- Cut apples across the center to show the star in the apple. Use red paint and make prints with the apple halves.
- Make a mural of favourite animals.
- Cut all the alphabet letters from a magazine and glue to a sheet of coloured construction paper.

Food

Make applesauce. Cook asparagus. Eat animal crackers.

Songs and Games

Sing "Alouette" and alphabet songs. Do the alphabet rap.
Be an acrobat.

Story

Alice Alligator lived along a river. She lived alone. Alice asked, "Where is another animal to play with?" Andy and Anne Anteater heard her and came running to her river. Alice was scary but Andy and Anne didn't run away. Andy gave her an apple and they played happily. This happened a long time ago.

Connected Ideas

- Sort animal pictures or plastic animals.
- Make books shaped like apples.
- Learn about alligators.
- Learn what astronauts do.

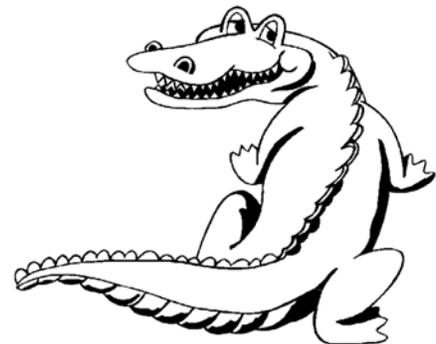
Praise

Absolutely wonderful! Astounding!

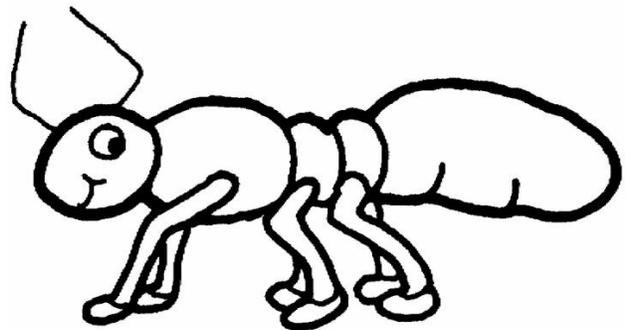
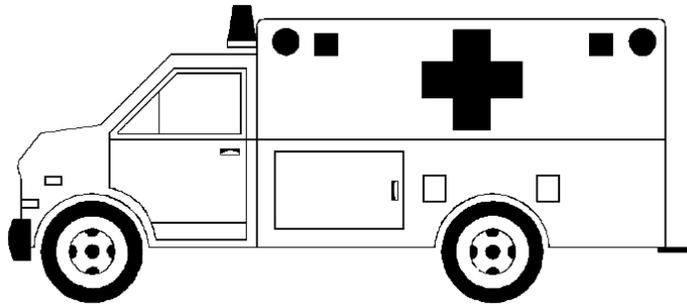
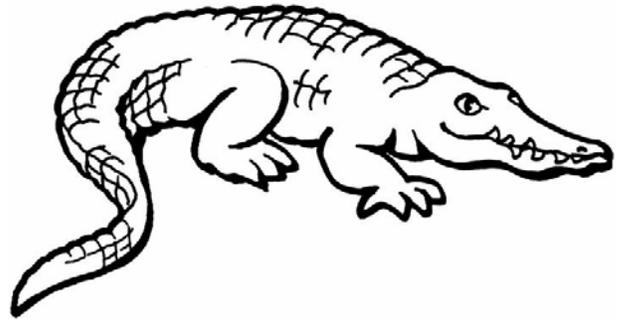
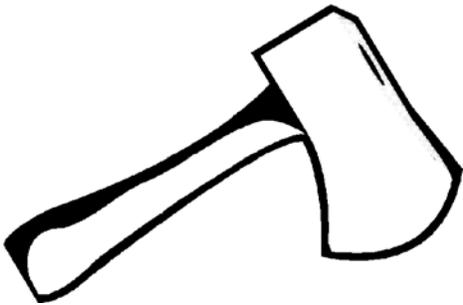
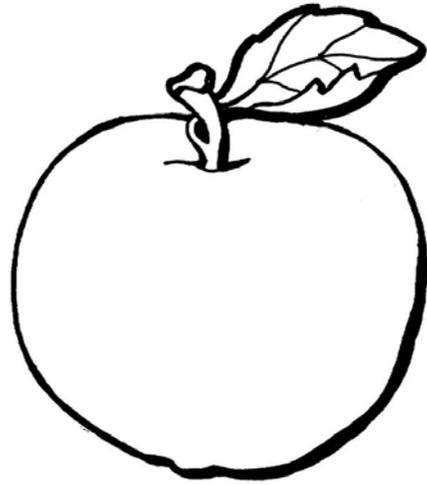
Poem

An Apple Chant

Apples in the attic,
Apples in the hall,
Apples in the summer,
Apples in the fall.
Apples make you healthy.
Apples make you tall.
I will eat some apples,
I will eat them all.



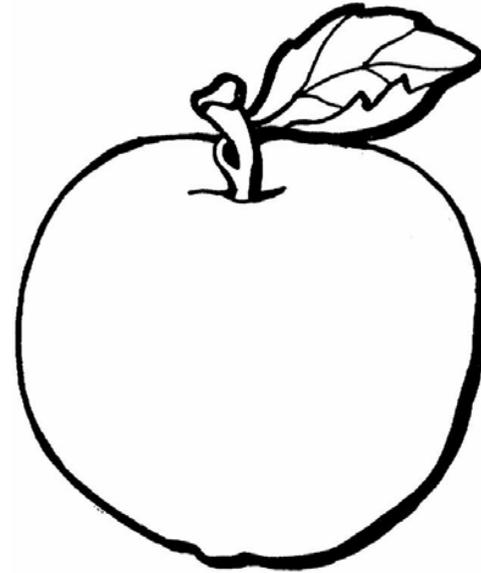
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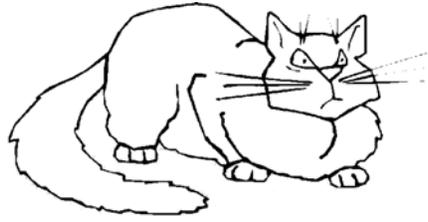


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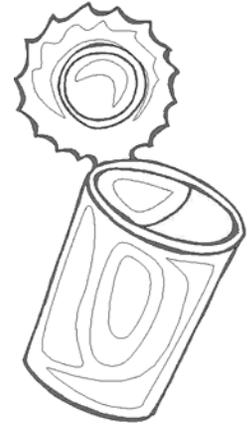
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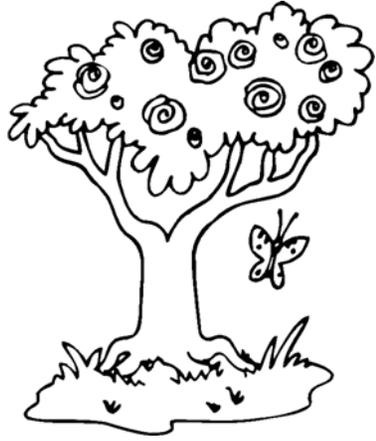
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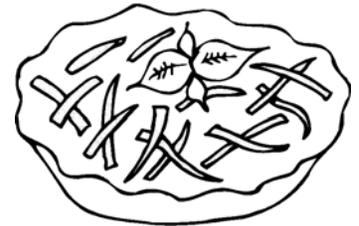
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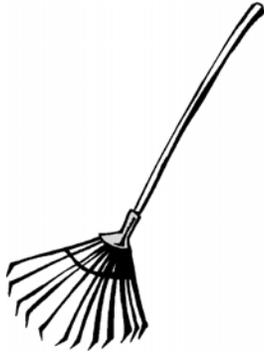
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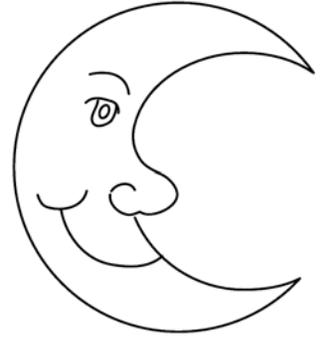
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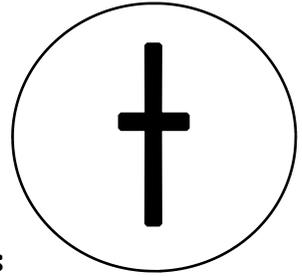
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Chapter 2



The letter 't' is pronounced /t/ as in 'ten'.

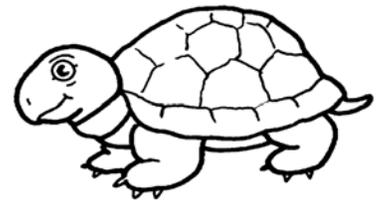
Keep the sound of /t/ very short and quick. The sound is NOT 'tuh'!

/t/ is unvoiced. The sound is made in the mouth with the tongue and air.

Sound Association - A ticking sound, like an old clock.

Key Words: turtle, tiger, train, tree, toaster, telephone, table, two, ten, truck, tooth, teacher

Word to Blend - at



Lesson 1 - Teach the /t/ sound

Review - Say the alphabet and sing the alphabet song.

Show the /a/ card and have the children make the sound.

Flash the 'a apple' card and say "A says /a/ as in apple" and "A /a/ apple".

Teach the Sound

Introduce the letter 't'. Discuss the letter name and the letter sound, and make sure the children understand that they are different. Show the upper and lower case 'tT'.

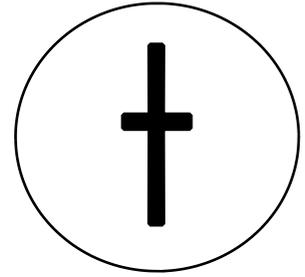
What does my mouth do when I make the /t/ sound? (Make sure the children are making the quick short sound of /t/ in the mouth, not the vocal chords.)

Ask the children to give words beginning with the /t/ sound. (If you begin to get wrong answers, give the children obvious clues for the key words - wrong answers will confuse some children.) The children like to see you draw pictures of the words on a chart or the chalkboard, even if you are not an artist. Go over the pictures of the key words, empathizing the /t/ sound. You can say "/t/ /t/ /t/ tiger." /t/ cannot be stretched so the sound can be repeated.

Show the children how the lower case 't' is printed. Make the straight line beginning at the top and the horizontal line from left to right. Have the children trace the letter on tactile surfaces, on their desks, in the air (sky writing) or on the floor at the same time as they make the sound. (It is very important to use the auditory, visual and kinesthetic senses simultaneously.) Give the children individual chalkboards or white boards and have them make the letter in lower and upper case, saying the *sound* as they print.

Show the sound/picture card and say in unison, "T says /t/ as in top" and repeat. Then say "T /t/ top" and repeat.

Lesson 2 - blending with /t/



Review - Say the alphabet and sing the alphabet song.

Flash the /a/ and /t/ cards and have the children make the sounds.

Flash the sound/picture cards for /a/ and /t/ and say in unison, "A says /a/ as in apple, T says /t/ as in top" and repeat. Then say "A /a/ apple, T /t/ top" and repeat.

Re-Teach the Sound

Discuss the letter name and the letter sound, and make sure the children understand that they are different. Show the upper and lower case 't'.

What does my mouth do when I make the /t/ sound? (Make sure the children are making the sound of /t/ in the mouth, not the vocal chords.)

Ask the children to give words beginning with the /t/ sound. Draw pictures of the words on a chart or the chalkboard. Go over the pictures of the key words, empathizing the /t/ sound. You can say "/t/ /t/ tiger." /t/ cannot be stretched.

Show the children how the lower case 't' is printed. Make the straight line beginning at the top and the horizontal line from left to right. Have the children trace the letter on tactile surfaces, on their desks, in the air (sky writing) or on the floor at the same time as they make the sound. (It is very important to use the auditory, visual and kinesthetic senses simultaneously.) Give the children individual chalkboards or white boards and have them make the upper case letter, saying the *sound* as they print.

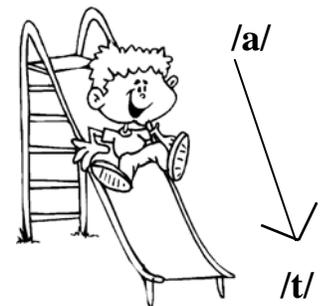
Show the sound/picture card and say in unison, "T says /t/ as in top" and repeat. Then say "T /t/ top" and repeat.

Blending With the Sound

Blend the /a/ and the /t/ to make the word 'at'. Have one child hold a large card with an 'a' and another child hold a card with 't'. Have these children say the sound of the letter they are holding. Begin with the children apart, saying the sounds, and then gradually bring them closer together, saying the sounds closer together until they make the word 'at'. Use cards with the sounds, bringing them together to form the word 'at'. The /a/ sound can be held but the /t/ is short and quick.

You can show a slide. The 't' is at the bottom of the slide. The /a/ slides down until he bumps into the /t/. /a/ /t/ to make the word 'at'. Hold the /a/ sound until the /t/ is reached.

Give each child sheet 2-3 with the word 'at'. To blend words, have the child tap his finger under each letter in the word and say each sound, and then slide the finger under the whole word, left to right, blending the sounds together to form the word. Say, "/a/ /t/ at". 'Zip' the sounds together.



Follow-Up

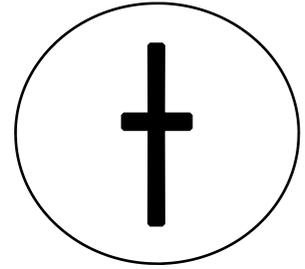
Give the children sheet 2-2. Blend the sounds by tapping under the letters while saying the sounds, and then sliding the fingertip under the letters to form the word 'at'.

Review

Flash the /a/ and /t/ cards and have the children make the sounds.

Flash the sound/picture cards for /a/ and /t/ and say in unison, "A says /a/ as in apple, T says /t/ as in top" and repeat. Then say "A /a/ apple, T /t/ top" and repeat.

Lesson 3 - Reading



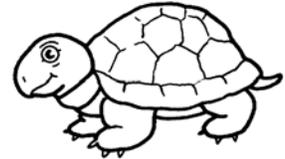
Review - Say the alphabet and sing the alphabet song.

Flash the /a/ and /t/ cards and have the children make the sounds.

Flash the sound/picture cards for /a/ and /t/ and say in unison, "A says /a/ as in apple, T says /t/ as in top" and repeat. Then say "A /a/ apple, T /t/ top" and repeat.

Re-Teach the Sounds

Make sure all students know the sounds /a/ and /t/.



Blending With the Sound

Blend the /a/ and the /t/ to make the word 'at'. Have one child hold a large card with an 'a' and another child hold a card with 't'. Have these children say the sound of the letter they are holding. Begin with the children apart, saying the sounds, and then gradually bring them closer together, saying the sounds closer together until they make the word 'at'. The child with the /a/ can hold the sound until the /t/ is said. Use cards with the sounds, bringing them together to form the word 'at'.

Use the slide to help the children blend. Go outdoors and slide! Have one child hold an 'a' card and say /a/ all the way down the slide and bump into another child sitting at the bottom of the slide with a /t/ card.

Give each child a card with the word 'at'. To blend words, have the child tap his finger under each letter in the word and say each sound, and then slide the finger under the whole word, left to right, blending the sounds together to form the word. Say, "/a/ /t/ at". 'Zip' the sounds together.

Reading

Print the word 'at' on a chart. Have the children tell you places where you could be..... at school, at the mall, at the playground, etc. Draw little pictures to illustrate. Read the phrases, tapping the fingertip under the 'at' and then under the picture.

Give each child the Lesson 2 book. Model how we read a book - have them point under the 'at' and then under the picture as they read. Make sure all children are reading from the front of the book, from the top to the bottom of each page and from left to right.

Bring one of your quicker students to the front of the group, and model how students in pairs read to one another, taking turns. Then put the students into pairs and give them time to read the book to one another.

Review

Flash the /a/ and /t/ cards and have the children make the sounds.

Flash the sound/picture cards for /a/ and /t/ and say in unison, "A says /a/ as in apple, T says /t/ as in top" and repeat. Then say "A /a/ apple, T /t/ top" and repeat.

Additional Ideas

Poem

Tommy is a tiger.
He takes turns every day.
He is never a tattle tail
He's nice in every way!

"Tick-tock, tick-tock"
Said the grandfather clock so tall.
"Tick-tock, tickety-tock"
Said the kitchen clock on the wall.
"Tickety-tickety-tickety-tick"
Said the very small clock by the bed.
And, "t, t, t, t, t, t"
Is the tick that my little watch said.

Tactile Association

Feel and/or do projects with toothpicks, tea bags, tape, triangles.

Make Tactile Letters

Make large letter patterns and photocopy them for the children. They 'paint' glue on the letter and stick on something beginning with the letter. For /t/ use toothpicks. When the glue is dry they trace the letter over the toothpicks as they say the sound.

Art Ideas

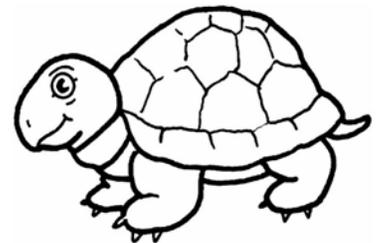
- Make pictures using triangles of different colours.
- Make toothpick designs.
- Use different shades of green tissue paper squares and glue them to a simple picture of a tree.

Food

tea and toast, tacos, tomatoes, tarts, tuna, turnips.

Songs and Games

Sing "Twinkle, Twinkle, Little Star".
Play tag or tug of war.



Story

Tom Turkey and Tim Turtle are friends. They like to play tag and tug-of-war. Their favourite foods are toast and turnips. They watch TV on Tuesdays and today they will take turns on the tractor. Tom and Tim don't like tornadoes. They are terribly ticklish! They touch toy trains and trucks tenderly.

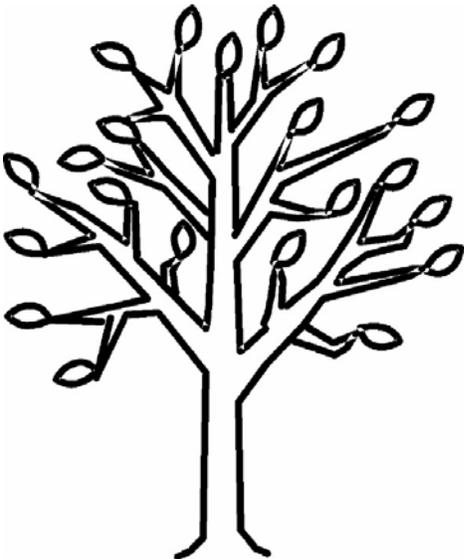
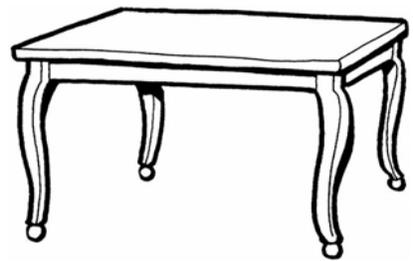
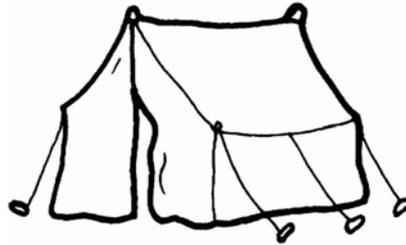
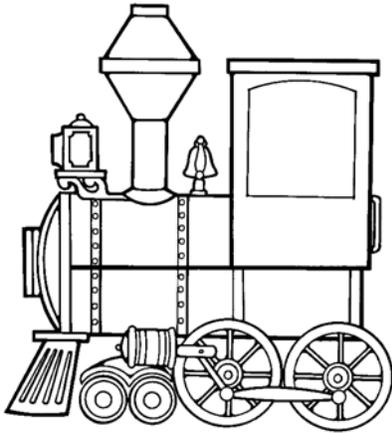
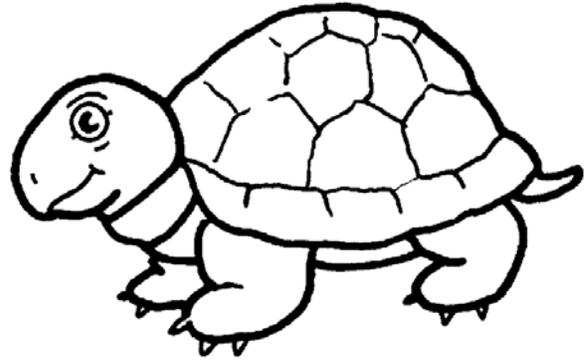
Connected Ideas

- Learn about turtles.
- Make a tent over a table and play inside. (Put a sheet or blanket over the table.)
- Go outside and look at different trees.
- Learn about temperature.

Praise

Terrific! Tremendous!

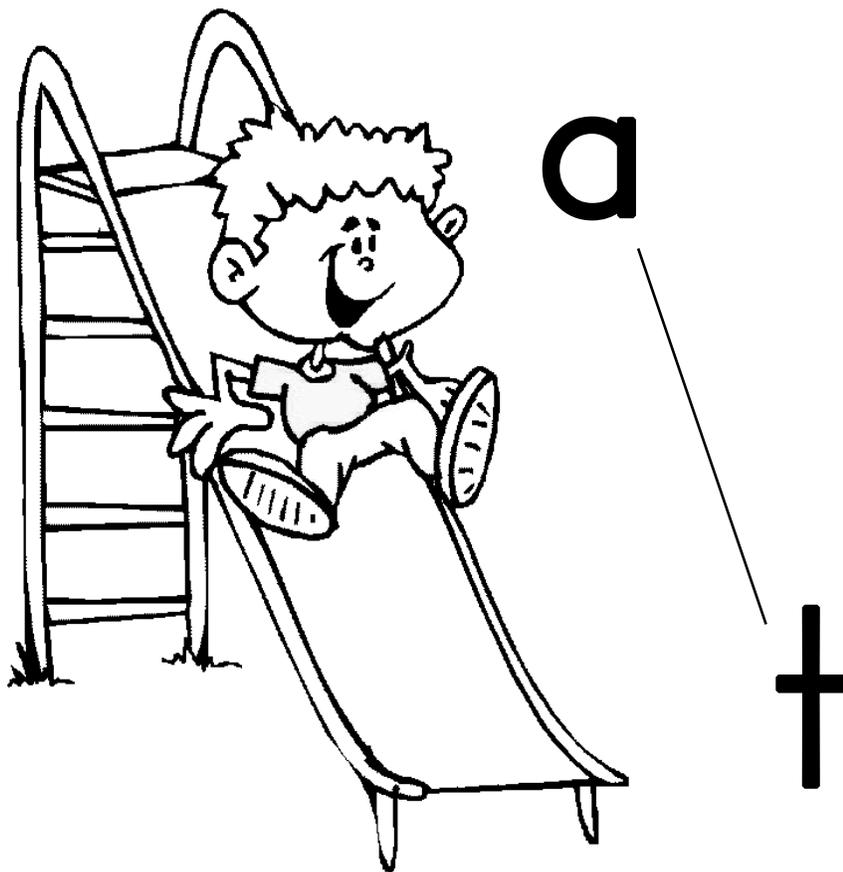
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Successful Phonics—Part One
Chapter Two

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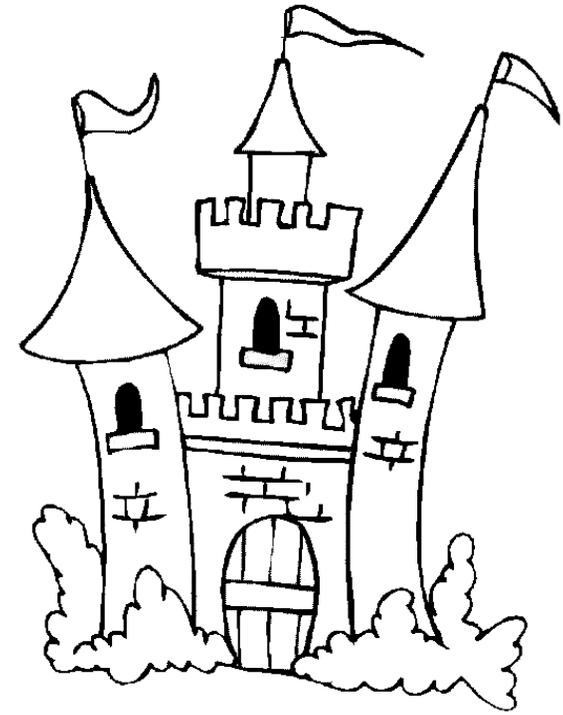


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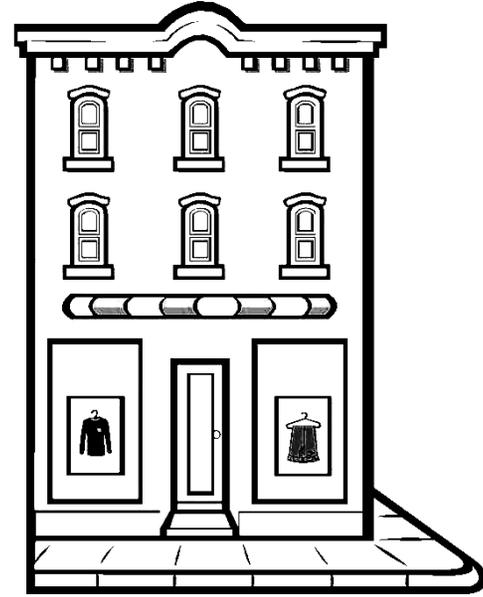


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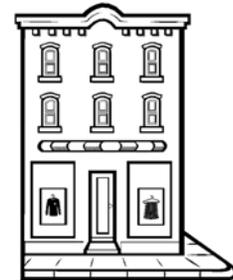




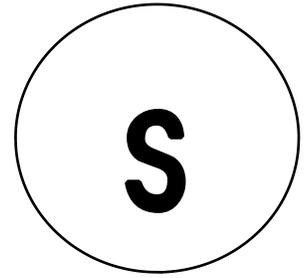
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Chapter 3

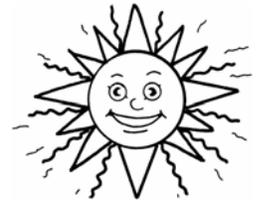


The letter 's' is pronounced /s/ as in 'silly'.
/s/ is unvoiced. The sound is made in the mouth with the tongue and air.
Sound Association - /s/ is the sound a snake makes.

Key Words: soap, stone, school, sock, skirt, smile, silly, Santa, spider, star, sun, store, snow

Words to Blend sat

Lesson 1 - teach the /s/ sound



Review - Say the alphabet and sing the alphabet song.

Flash the /a/ and /t/ cards and have the children make the sounds.

Flash the sound/picture cards for /a/ and /t/ and say in unison, "A says /a/ as in apple, T says /t/ as in top" and repeat. Then flash them again and say "A /a/ apple, T /t/ top" and repeat.

Teach the Sound

Introduce the letter 's'. Discuss the letter name and the letter sound, and make sure the children understand that they are different. Show the upper and lower case 'sS'.

What does my mouth do when I make the /s/ sound? (Make sure the children are making the sound of /s/ in the mouth, not the vocal chords.)

Ask the children to give words beginning with the /s/ sound. (If you are beginning to get wrong answers, give the children obvious clues for the key words - wrong answers will confuse some children.) The children like to see you draw pictures of the words on a chart or the chalkboard, even if you are not an artist. Go over the pictures of the key words, empathizing the /s/ sound. You can say "s-s-s-s-s-sun."

Show the children how the lower case 's' is printed. Began at the top. Have the children trace the letter on tactile surfaces, on their desks, in the air (sky writing) or on the floor at the same time as they make the sound. (It is very important to use the auditory, visual and kinesthetic senses simultaneously.) Give the children individual chalkboards or white boards and have them make the lower and upper case letter, saying the **sound** as they print.

Say in unison, "S says /s/ as in silly" and repeat. Then say "S /s/ silly" and repeat.

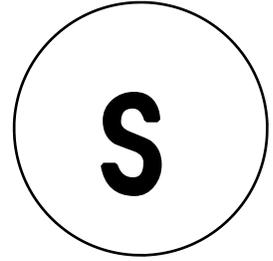
Follow-Up

Give the children sheet 3-1. Say the words beginning with /s/. Colour the pictures if time permits.

Flash the /a/, /t/ and /s/ cards and have the children make the sounds.

Flash the sound/picture cards for /a/, /t/ and s and say in unison, "A says /a/ as in apple, T says /t/ as in top, S says /s/ as in silly" and repeat. Then say "A /a/ apple, T /t/ top, S /s/ silly" and repeat.

Lesson 2 - blending with /s/



Review - Say the alphabet and sing the alphabet song.

Flash the /a/, /t/ and /s/ cards and have the children make the sounds.

Flash the sound/picture cards and say in unison, "A says /a/ as in apple, T says /t/ as in top, S says /s/ as in silly" and repeat. Then say "A /a/ apple, T /t/ top, S /s/ silly" and repeat.

Re-Teach the Sound

What does my mouth do when I make the /s/ sound? (Make sure the children are making the sound of /s/ in the mouth, not the vocal chords.)

Ask the children to give words beginning with the /s/ sound. Go over the pictures of the key words, empathizing the /s/ sound. You can say "s-s-s-s-s-sun."

Have the children trace the letter on tactile surfaces, on their desks, in the air (sky writing) or on the floor at the same time as they make the sound, making sure they are forming it correctly. Give the children individual chalkboards or white boards and have them make the upper case letter, saying the *sound* as they print.

Say in unison, "S says /s/ as in silly" and repeat. Then say "S /s/ silly" and repeat.

Blending With the Sound

Repeat this from the last lessons: blend the /a/ and the /t/ to make the word 'at'. Have one child hold a large card with an 'a' and another child hold a card with 't'. Have these children say the sound of the letter they are holding. Begin with the children apart, saying the sounds, and then gradually bring them closer together, saying the sounds closer together until they make the word 'at'. Use cards with the sounds, bringing them together to form the word 'at'.

Give a large card with an 's' to a third child. Put the children in the order to make the word 'sat'. Do the same procedure, first saying the sounds separately, then lengthening the sounds, blending into the next. Move the children closer and closer until the word 'sat' is formed.

You can show the slide. The 's' is at the top of the slide. The /a/ is halfway down the slide and the /t/ is sitting at the bottom. The /s/ slides down (holding the sound) until he bumps into the /a/. /a/ holds the sound until he bumps into the /t/ to make the word 'sat'.

Give each child sheet 3-3 with the word 'sat'. Discuss the slide, sliding the finger down as the sounds are blended. To blend words, have the child tap his finger under each letter in the word and say each sound, and then slide the finger under the whole word, left to right, blending the sounds together to form the word. Say, "/s/ /a/ /t/ sat". 'Zip' the sounds together.

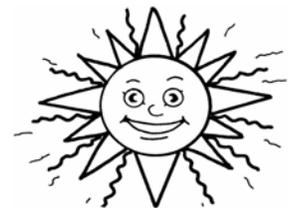
Practice blending by saying, "s-s-s-s-s-s-a-a-a-a-a-a-a-a-t". The /t/ sound is short and quick, but 's' and 'a' can be stretched.

Follow-Up

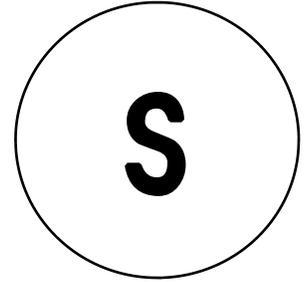
Give the children sheet 3-2. Practice blending the letters to make the word 'sat'. The children can print their names on the line at the bottom and read the two words.

Flash the /a/, /t/ and /s/ cards and have the children make the sounds.

Flash the sound/picture cards for and say in unison, "A says /a/ as in apple, T says /t/ as in top, S says /s/ as in silly" and repeat. Then say "A /a/ apple, T /t/ top, S /s/ silly" and repeat.



Lesson 3 - Reading



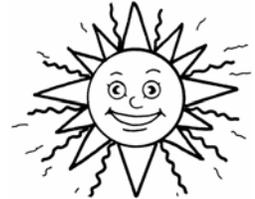
Review - Say the alphabet and sing the alphabet song.

Flash the /a/, /t/ and /s/ cards and have the children make the sounds.

Flash the sound/picture cards and say in unison, "A says /a/ as in apple, T says /t/ as in top, S says /s/ as in silly" and repeat. Then say "A /a/ apple, T /t/ top, S /s/ silly" and repeat.

Re-Teach the Sound

Make sure all students know the sounds /a/, /t/ and /s/.



Blending With the Sound

Practice blending the words 'at' and 'sat'. Go through the blending procedures.

Reading

Using the children's names, print

Mary sat. Brian sat. Katie sat.

etc. Do this with each child's name. Blend the word 'sat' as they read the sentences.

Make more sentences:

A _____ sat. Put pictures in the space.

Use the children's names and print:

Mary sat at a _____. (desk, table, rug, etc.)

Give each child the Lesson 3 book. Model how we read a book - have them point under the words as they read. Make sure all children are reading from the front of the book, from the top to the bottom of each page and from left to right.

Bring one of your quicker students to the front of the group, and model how students in pairs read to one another, taking turns. Then put the students into pairs and give them time to read the book to one another.

Follow-Up

Flash the /a/, /t/ and /s/ (sound) cards and have the children make the sounds.

Flash the sound/picture cards and say in unison, "A says /a/ as in apple, T says /t/ as in top, S says /s/ as in silly" and repeat. Then say "A /a/ apple, T /t/ top, S /s/ silly" and repeat..

Additional Ideas

Poem

Sammy is a slimy snake
He slithers on the ground.
When he sees you coming
He wiggles all around,

Tactile Association

Feel or do projects with seeds, sequins, sand, salt, sugar, snow, string.

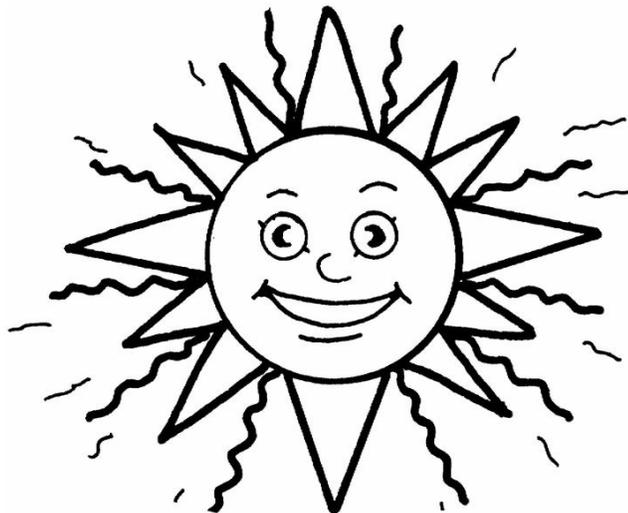
Make Tactile Letters

Make large letter patterns and photocopy them for the children. They 'paint' glue on the letter and stick on something beginning with the letter. For /s/ use sand or seeds. When the glue is dry they trace the letter as they say the sound.

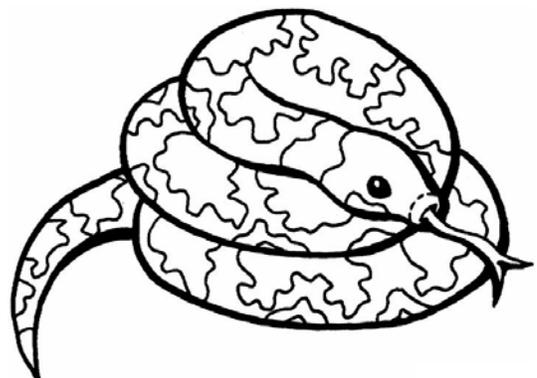
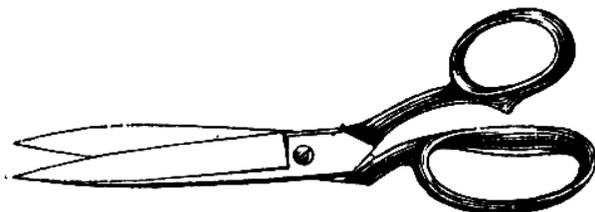
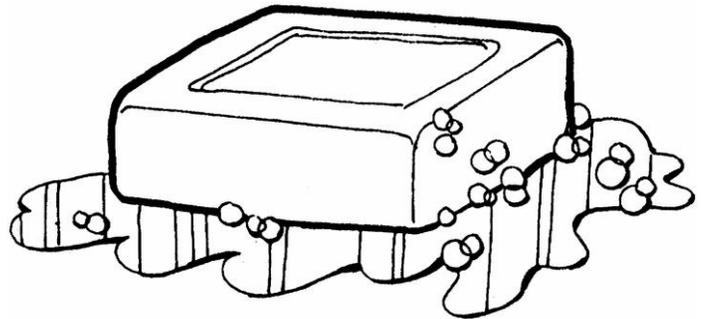
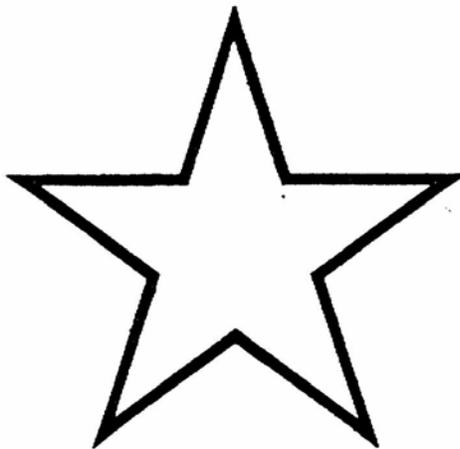
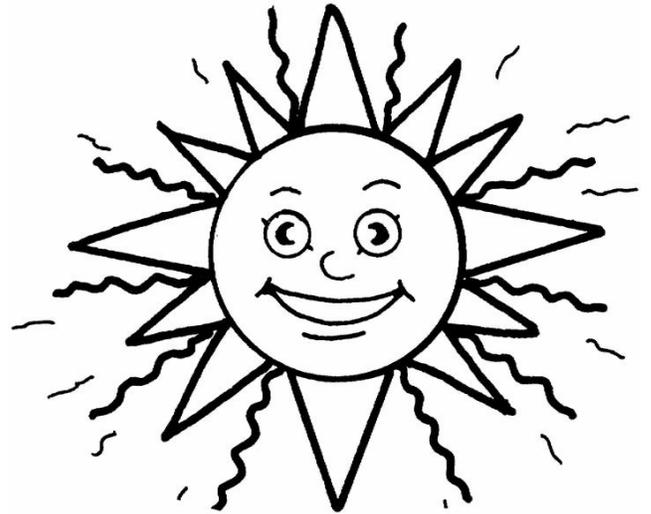
or: cut the letter 's' out of sandpaper.

Art Ideas

- Draw large snake shapes and paint or colour them with bold colours.
- Make sock puppets.
- Make snakes or spiders out of sandpaper.



Ss



s

a

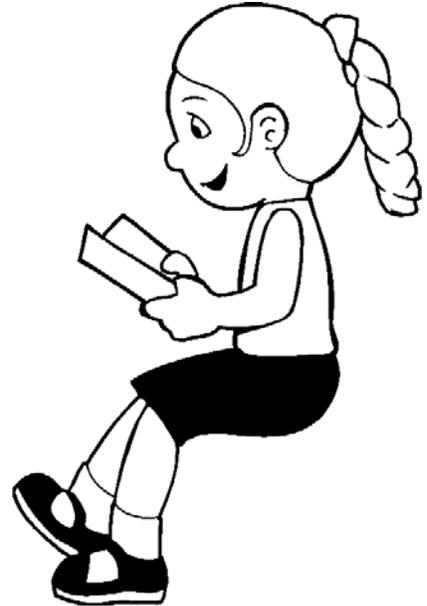
t

s

a

t

sat



sat

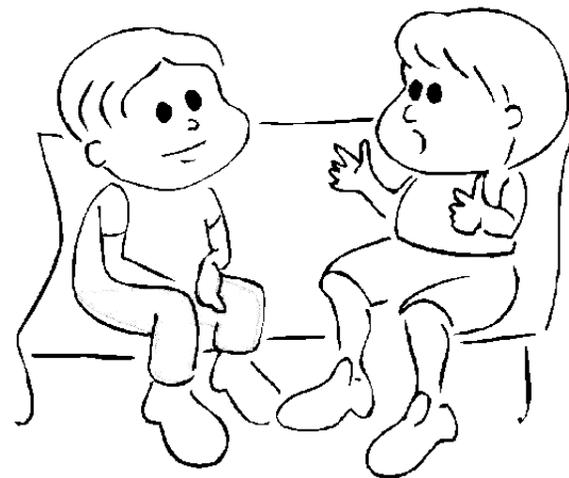
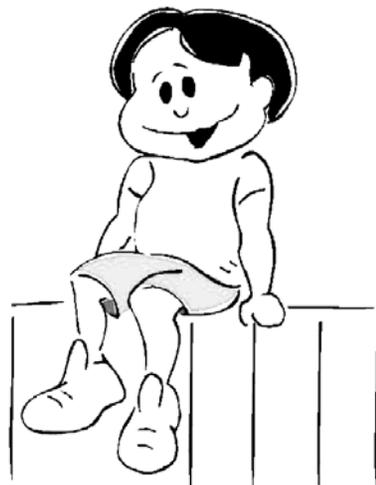


s

a

t

sat



Primary Success

Successful Phonics Part One
Chapter Three

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sat



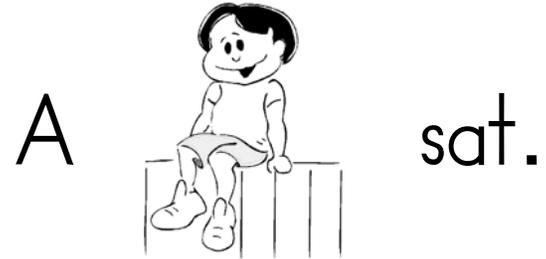
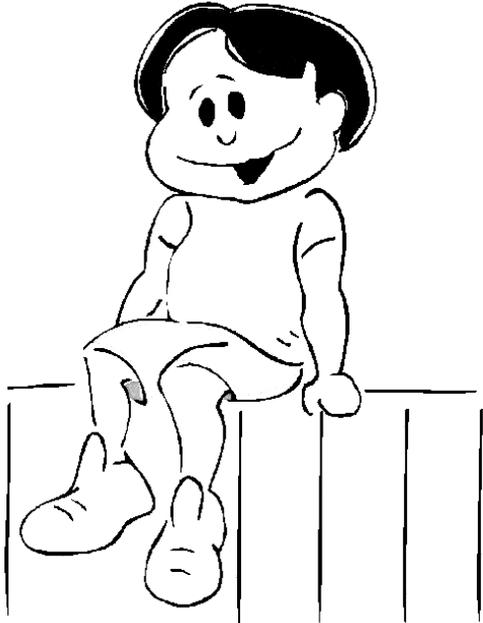
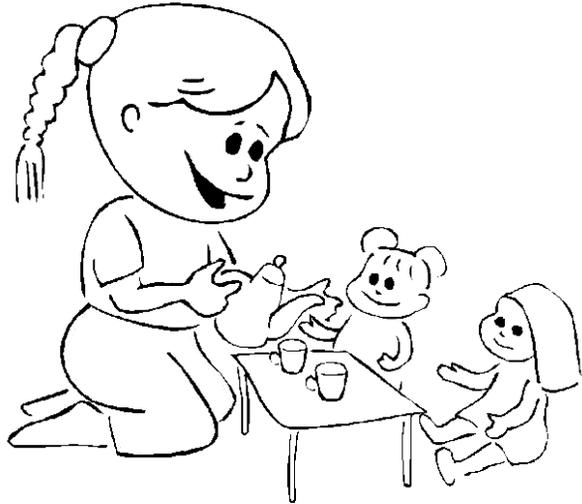
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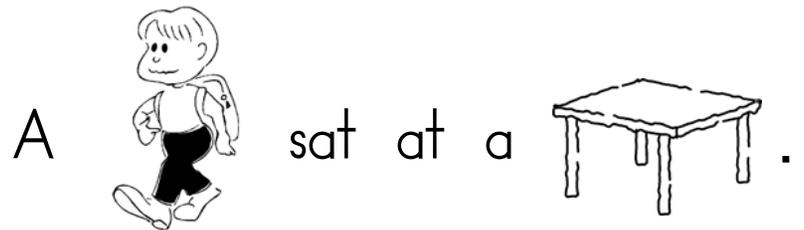
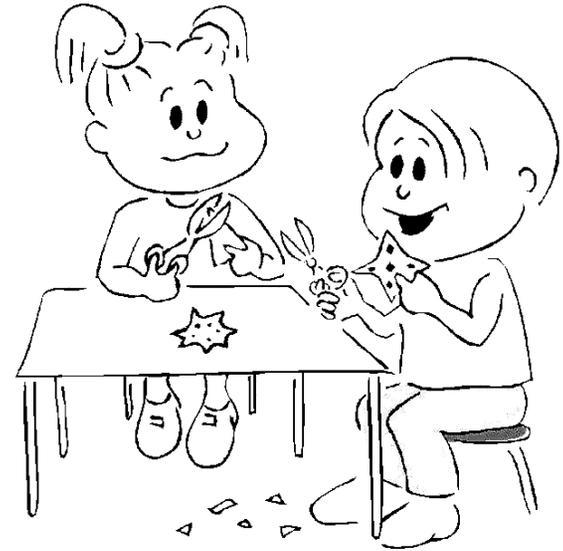


sat.

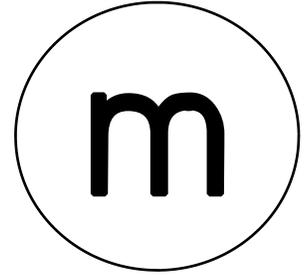


_____ sat.





Chapter 4



The letter 'm' is pronounced /m/ as in 'mop'.
/m/ is voiced. Make the sound with the lips together.
Sound Association - m - m - m - m - m! Something good to munch!

Key Words: Mom, mouse, moose, mushroom, monkey, motorcycle,
moon, morning, music, mask, mittens, mop

Words to Blend am mat tam Sam



Lesson 1 - teach the /m/ sound

Review - Say the alphabet and sing the alphabet song.

Flash the /a/, /t/ and /s/ (sound) cards and have the children make the sounds.

Flash the sound/picture cards and say in unison, "A says /a/ as in apple, T says /t/ as in top, S says /s/ as in silly" and repeat. Then say "A /a/ apple, T /t/ top, S /s/ silly" and repeat.

Teach the Sound

Introduce the letter 'm'. Discuss the letter name and the letter sound, and make sure the children understand that they are different. Show the upper and lower case 'mM'.

What does my mouth do when I make the /m/ sound? The sound is made with the lips closed.

Ask the children to give words beginning with the /m/ sound. (If you get wrong answers, give the children obvious clues for the key words - wrong answers will confuse some children.) The children like to see you draw pictures of the words on a chart or the chalkboard, even if you are not an artist. Go over the pictures of the key words, empathizing the /m/ sound. You can say "m-m-m-m-m-monkey."

Show the children how the lower case 'm' is printed. Began at the top. Have the children trace the letter on tactile surfaces, on their desks, in the air (sky writing) or on the floor at the same time as they make the sound. (It is very important to use the auditory, visual and kinesthetic senses simultaneously.) Give the children individual chalkboards or white boards and have them make the lower and upper case letter, saying the *sound* as they print.

Say in unison, "M says /m/ as in mop" and repeat. Then say "M /m/ mop" and repeat.

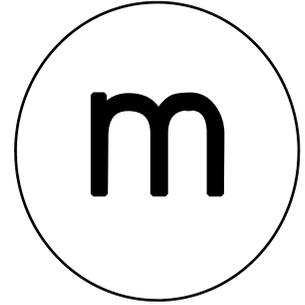
Follow-Up

Give the children sheet 4-1. Say the words beginning with /m/. Colour the pictures if time permits.

Flash the /a/, /t/, /s/ and /m/ (sound) cards and have the children make the sounds.

Flash the sound/picture cards and say in unison, "A says /a/ as in apple, T says /t/ as in top, S says /s/ as in silly, and M says /m/ as in mop" and repeat. Then say "A /a/ apple, T /t/ top, S /s/ silly, M /m/ mop" and repeat.

Lesson 2 - blending with /m/



Review - Say the alphabet and sing the alphabet song.

Flash the sound cards that have been taught and have the children make the sounds.

Flash the sound/picture cards and say in unison, "A says /a/ as in apple, T says /t/ as in top, S says /s/ as in silly, and M says /m/ as in mop" and repeat. Then say "A /a/ apple, T /t/ top, S /s/ silly, M /m/ mop" and repeat.

Re-Teach the Sound

What does my mouth do when I make the /m/ sound?

Ask the children to give words beginning with the /m/ sound. Go over the pictures of the key words, empathizing the /m sound.

Have the children trace the letter on tactile surfaces, on their desks, in the air (sky writing) or on the floor at the same time as they make the sound, making sure they are forming it correctly. Give the children individual chalkboards or white boards and have them make the upper case letter, saying the *sound* as they print.

Say in unison, "M says /m/ as in mop" and repeat. Then say "M /m/ mop" and repeat.

Blending With the Sound

Review blending 'at' and 'sat'. Then blend the new words: **am mat tam Sam**

Give large cards with 'a' and 'm' to two children. Put the children in the order to make the word 'am'. Bring the children and cards together, blending one sound into the next. Move the children closer and closer until the word 'am' is formed.

You can show the slide. The 'm' is at the top of the slide. The /a/ is halfway down the slide and the /t/ is sitting at the bottom. The /m/ slides down (holding the sound) until he bumps into the /a/. /a/ holds the sound until he bumps into the /t/ to make the word 'mat'.

Do the same slide procedure to make the word 'Sam'.

To make the word 'tam', the /t/ isn't sounded until the next letter is bumped, as the /t/ cannot be stretched. Talk about the meaning of the word 'tam'.

Give each child sheet 4-3. To blend words, have the child tap his finger under each letter in the word and say each sound, and then slide the finger under the whole word, left to right, blending the sounds together to form the word. Say, "/a/ /m/ am". 'Zip' the sounds together.

Do the same for the other three words.

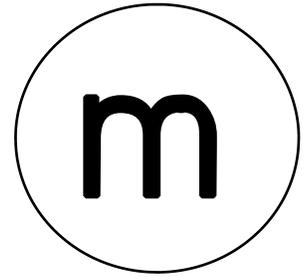
Follow-Up

Give the children sheet 4-2. Draw lines between the word and the matching picture. Practice blending the words.

Flash the /a/, /t/, /s/ and /m/ (sound) cards and have the children make the sounds.

Flash the sound/picture cards and say in unison, "A says /a/ as in apple, T says /t/ as in top, S says /s/ as in silly, and M says /m/ as in mop" and repeat. Then say "A /a/ apple, T /t/ top, S /s/ silly, M /m/ mop" and repeat.

Lesson 3- Reading



Review - Say the alphabet and sing the alphabet song.

Flash the sound cards that have been taught and have the children make the sounds.

Flash the sound/picture cards and say in unison, "A says /a/ as in apple, T says /t/ as in top, S says /s/ as in silly, and M says /m/ as in mop" and repeat. Then say "A /a/ apple, T /t/ top, S /s/ silly, M /m/ mop" and repeat.

Re-Teach the Sound

Make sure all students know the sounds /a/, /t/, /s/ and /m/.



Blending With the Sound

Practice blending the words

at sat Sam am mat tam

Enrichment mast mats Sam's

Reading

The children have likely been taught the word 'I'. Print these sentences and phrases for the children to read. Where there is a line, put a child's name.

I am _____. I am Sam. I am at Sam's _____ (house).

Sam's mat Sam's tam Sam sat.

Sam sat at a mat. _____ sat at a mat.

Give each child the Lesson 4 book. Model how we read a book - have them point under the words as they read. Make sure all children are reading from the front of the book, from the top to the bottom of each page and from left to right. Read the book together, modelling the blending and reading on each page.

Bring one of your quicker students to the front of the group, and model how students in pairs read to one another, taking turns. Then put the students into pairs and give them time to read the book to one another.

Follow-Up

Flash the sound cards that have been taught and have the children make the sounds.

Flash the sound/picture cards and say in unison, "A says /a/ as in apple, T says /t/ as in top, S says /s/ as in silly, and M says /m/ as in mop" and repeat. Then say "A /a/ apple, T /t/ top, S /s/ silly, M /m/ mop" and repeat.

Additional Ideas

Poem

Mike is a moose.
Mike loves his Mom.
Mom makes macaroni
To fill up his tum.



Tactile Association

Feel or do projects with money, marshmallows, macaroni, marbles, magnets

Make Tactile Letters

Glue macaroni to 'Mm' outlines.

Art Ideas

- Make an 'M' 'm' collage by cutting these letters out of magazines and gluing them to a sheet of paper.
- Make a map of the school.
- Trace around their hands to make mittens. Print a 'M' on one and 'm' on the other mitten.
- Build a structure with marshmallows held together with toothpicks.
- Make a mobile.
- Make a structure from milk cartons.

Food

Muffins, macaroni, meatballs, mints, milk

Songs and Games

"Mary Had a Little Lamb", "Mulberry Bush", "Do You Know the Muffin Man?"
Musical chairs, marbles, marching. Play "Mother May I?"

Story

Molly the monkey lives in the zoo. She lives by the mongoose, a moose and a mouse. She likes to play on the monkey bars and sing "Three Blind Mice". She loves to eat melons and meat. She likes to drink milkshakes, too! Molly is most happy when she can move around on her friend, the moose.

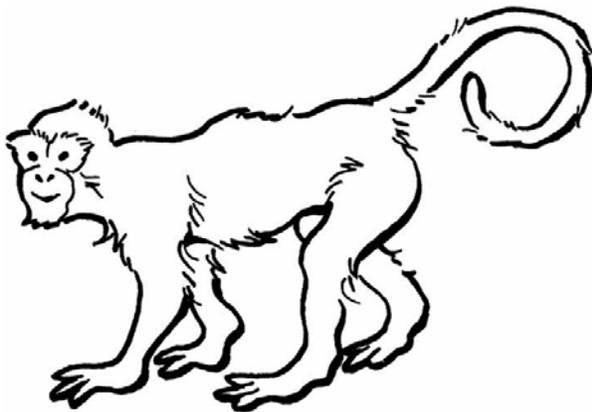
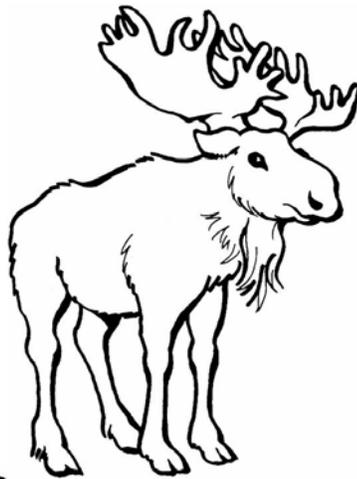
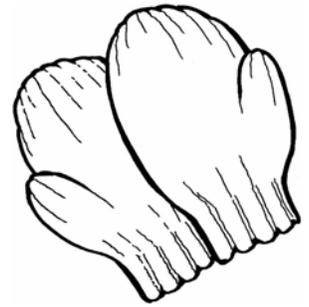
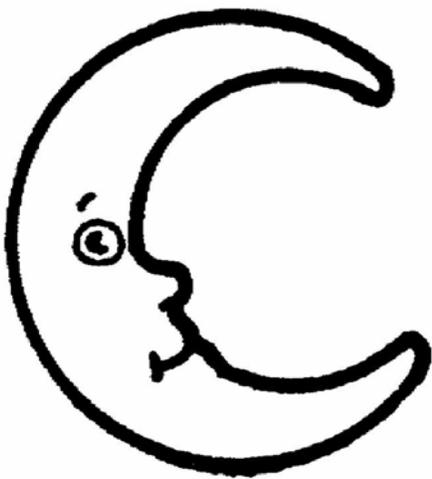
Connected Ideas

- Learn about the moon.
- Mail letters.
- Use magnifying glasses.
- Use a microscope.
- Listen to music.

Praise

Magnificent! Marvelous!

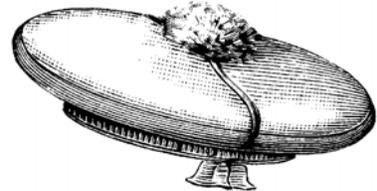
Mm



Sam



mat



tam



at

sat

tam

am

Sam

mat

am

mat

Sam

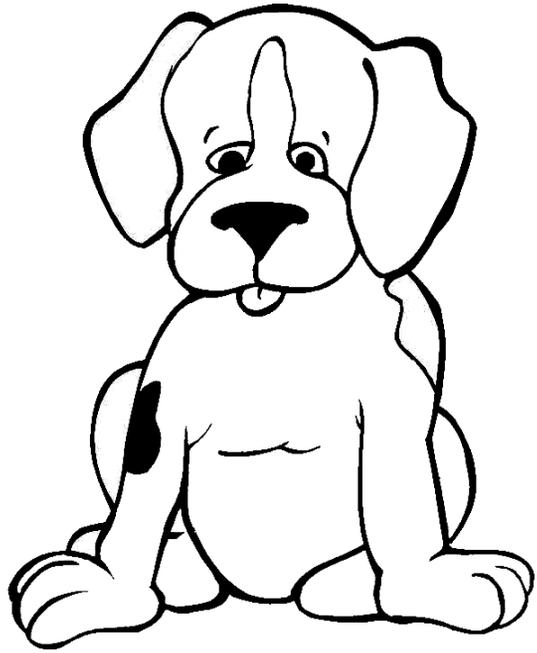
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Primary Success
Successful Phonics—Part One
Chapter 4

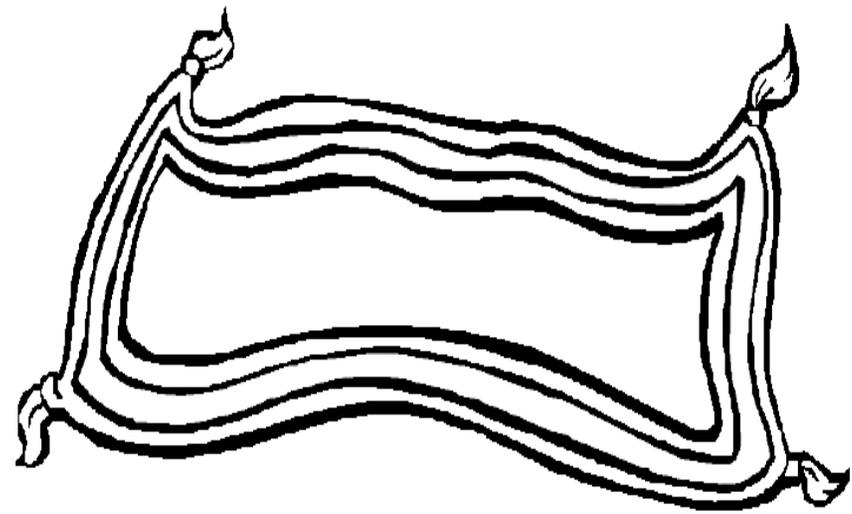
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Sam



I am Sam.

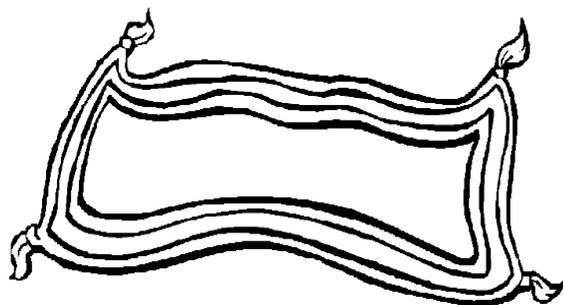
I am _____.
I sat. _____.



Sam sat.

Sam sat at a  .

A mat

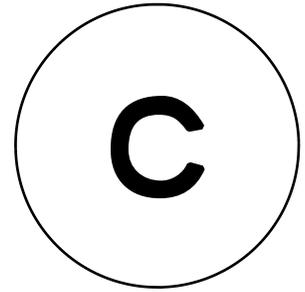


Sam sat at a mat.



Sam sat at a .

Chapter 5



The letter 'c' is pronounced /k/ as in 'cat'. It is a short, quick sound. Not 'cuh', it is formed in the mouth with air.

/c/ is unvoiced.

Key Words: cat, clown, cow, castle, crown, Canada, can, cap, class, candy, candle

Words to Blend cat Cam cats Cam's

Lesson 1 - teach the /k/ sound

Review - Say the alphabet and sing the alphabet song.

Flash the sound cards that have been taught and have the children make the sounds.

Flash the sound/picture cards and say in unison, "A says /a/ as in apple, T says /t/ as in top, S says /s/ as in silly, and M says /m/ as in mop" and repeat. Then say "A /a/ apple, T /t/ top, S /s/ silly, M /m/ mop" and repeat.

Teach the Sound

Introduce the letter 'c', the /k/ sound. Discuss the letter name and the letter sound, and make sure the children understand that they are different. At this stage, do not mention the letter 'k'. Show the upper and lower case 'cC'.

What does my mouth do when I make the /c/ sound?

Ask the children to give words beginning with the /c/ sound. Draw pictures of these. If the children give you words beginning with 'k', say, "Yes, the sound is right, but that word does not begin with 'c'." Go over the pictures of the key words, empathizing the /c/ sound. You can say "/k/ /k/ /k/ /k/ cookie." /k/ cannot be stretched, so the sound will be repeated keeping it short and quick.

Show the children how the lower case 'c' is printed. Began at the top. Have the children trace the letter on tactile surfaces, on their desks, in the air (sky writing) or on the floor at the same time as they make the sound. (It is very important to use the auditory, visual and kinesthetic senses simultaneously.) Give the children individual chalkboards or white boards and have them make the lower and upper case letter, saying the *sound* as they print.

Say in unison, "C says /k/ as in cat" and repeat. Then say "C /k/ cat" and repeat.

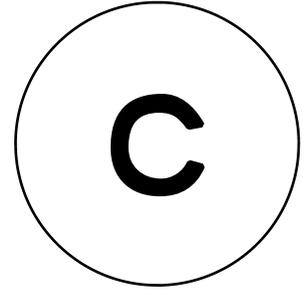
Follow-Up

Give the children sheet 5-1. Say the words beginning with /k/. Colour the pictures if time permits.

Flash the a, t, s, m and c cards and have the children make the sounds.

Flash the sound/picture cards and say in unison, "A says /a/ as in apple, T says /t/ as in top, S says /s/ as in silly, and M says /m/ as in mop; C says /k/ as in cat" and repeat. Then say "A /a/ apple, T /t/ top, S /s/ silly, M /m/ mop; C /k/ cat" and repeat.

Lesson 2 - blending with 'c'



Review - Say the alphabet and sing the alphabet song.

Flash the a, t, s, m and c cards and have the children make the sounds.

Flash the sound/picture cards and say in unison, "A says /a/ as in apple, T says /t/ as in top, S says /s/ as in silly, and M says /m/ as in mop; C says /k/ as in cat" and repeat. Then say "A /a/ apple, T /t/ top, S /s/ silly, M /m/ mop; C /k/ cat" and repeat.

Re-Teach the Sound

Ask the children to give words beginning with the /c/ sound. Go over the pictures of the key words, empathizing the /k/ sound. Have the children trace the letter on tactile surfaces, on their desks, in the air (sky writing) or on the floor at the same time as they make the sound, making sure they are forming it correctly. Give the children individual chalkboards or white boards and have them make the upper case letter, saying the *sound* as they print.

Say in unison, "C says /k/ as in cat" and repeat. Then say "C /k/ cat" and repeat.

Blending With the Sound

Review blending the words from previous lessons.

You can show the slide. The 'c' is at the top of the slide. The /a/ is halfway down the slide and the /t/ is sitting at the bottom. The 'c' slides down (holding the sound) until he bumps into the /a/. /a/ holds the sound until he bumps into the /t/ to make the word 'mat'.

Give each child sheet 5-2. To blend words, have the child tap his finger under each letter in the word and say each sound, and then slide the finger under the whole word, left to right, blending the sounds together to form the word. Say, "/k/ /a/ /t/ cat". 'Zip' the sounds together.

'Cam' is a shortened form of the name Cameron. Blend the word 'Cam'.

Have the children read the words on the sheet to each other.

Blend 'cat' and then add the /s/ to make 'cats'.

Spelling With the Sound

Talk about blending. We are putting sounds together to make words. Now we begin to take words apart to hear the sounds.

Say the word 'cat'. Have the children stretch the word to separate the sounds. Ask, "What sound is at the beginning (comes first)? What sound is at the end of the word? What sound do you hear in the middle? How many sounds do you hear? Raise a finger of the left hand for each sound as the sounds are said. (We use the left hand so the fingers are raised from left to right.) Give each finger a sound.

Do the same oral procedure with all the other words that have been blended so far.

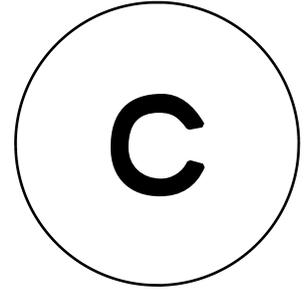
Follow-Up

Give the children sheet 5-3. Practice blending the words. Put the children in pairs to read the words, touching under each letter sound and then 'zipping' the word together. Draw a line from the word to the matching picture.

Flash the sound cards that have been taught and have the children make the sounds.

Flash the sound/picture cards and say in unison, "A says /a/ as in apple, T says /t/ as in top, S says /s/ as in silly, and M says /m/ as in mop; C says /k/ as in cat" and repeat. Then say "A /a/ apple, T /t/ top, S /s/ silly, M /m/ mop; C /k/ cat" and repeat.

Lesson 3- Reading



Review - Say the alphabet and sing the alphabet song.

Flash the sound cards that have been taught and have the children make the sounds.

Flash the sound/picture cards and say in unison, "A says /a/ as in apple, T says /t/ as in top, S says /s/ as in silly, and M says / m/ as in mop; C says /k/ as in cat" and repeat. Then say "A /a/ apple, T /t/ top, S /s/ silly, M /m/ mop; C /k/ cat" and repeat.

Re-Teach the Sound

Make sure all students know the sounds of the letters - a, t, s, m, c.

Blending With the Sound

Practice blending the words cat at sat Sam am mat tam
Enrichment cats Cam cast

Reading

Print these sentences and phrases for the children to read. Where there is a line, put a child's name.

I am Cam. I am Sam. I am at _____.
I am a cat. Cam's mat Sam's tam Cam sat.
Cam sat at a mat. _____ sat at a mat.
A cat sat. A cat sat at a mat.

Give each child the Lesson 5 book. Model how we read a book - have them point under the words as they read. Make sure all children are reading from the front of the book, from the top to the bottom of each page and from left to right. Read the book together, modelling the blending and reading on each page.

Bring one of your quicker students to the front of the group, and model how students in pairs read to one another, taking turns. Then put the students into pairs and give them time to read the book to one another.

Follow-Up

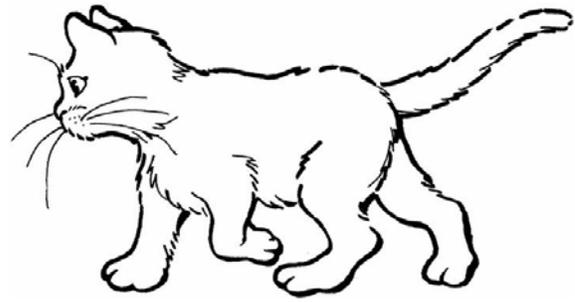
Flash the sound cards that have been taught and have the children make the sounds.

Flash the sound/picture cards and say in unison, "A says /a/ as in apple, T says /t/ as in top, S says /s/ as in silly, and M says /m/ as in mop; C says /k/ as in cat" and repeat. Then say "A /a/ apple, T /t/ top, S /s/ silly, M /m/ mop; C /k/ cat" and repeat.

Additional Ideas

Poem

Sneeze, sneeze!
Cam's caught a cold.
What will make it better?
Candy will, I'm told!



Tactile Association

Feel or do projects with cotton balls, crayons, cornmeal, bottle caps, corduroy, corrugated cardboard.

Make Tactile Letters

Glue cotton balls or cornmeal to letter outlines.

Art Ideas

- Make a collage.
- Colour a picture.
- Find /c/ pictures in a catalogue.
- Make caterpillars.
- Use cookie cutters as tracers.
- Make candles.

Food

Cake, cookies, candy, caramel, carrots, cabbage, coconut, corn, cornmeal, cranberries, cucumber

Songs and Games

Play cards.
Do calisthenics.

Story

Cathy Raccoon likes cookies and candies. Cathy's cookies make crumbs on her couch, so before company comes over, Cathy uses her vacuum cleaner to clean up. She likes to count her candies and coins before going to bed. Cathy likes to drink cocoa and munch on carrots and cucumbers.

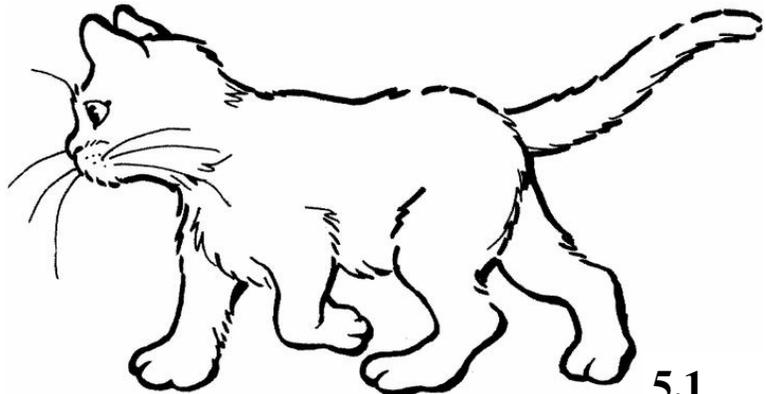
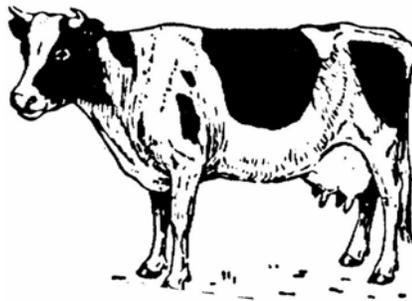
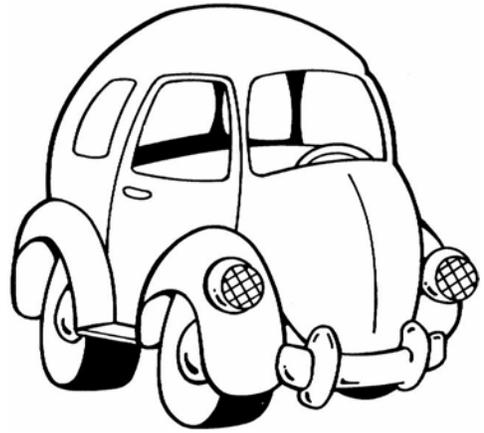
Connected Ideas

- Learn about cats.
- Talk about caring, and list things you care about.
- Graph favourite cakes and cookies.
- Make a mural of our class.
- Build a fairytale castle.

Praise

Commendable! Classy!

Cc



5.1

am

tam

mat

cat

Sam's

Cam

at

sat

cat



Cam



cats



mat





A Cat

Primary Success

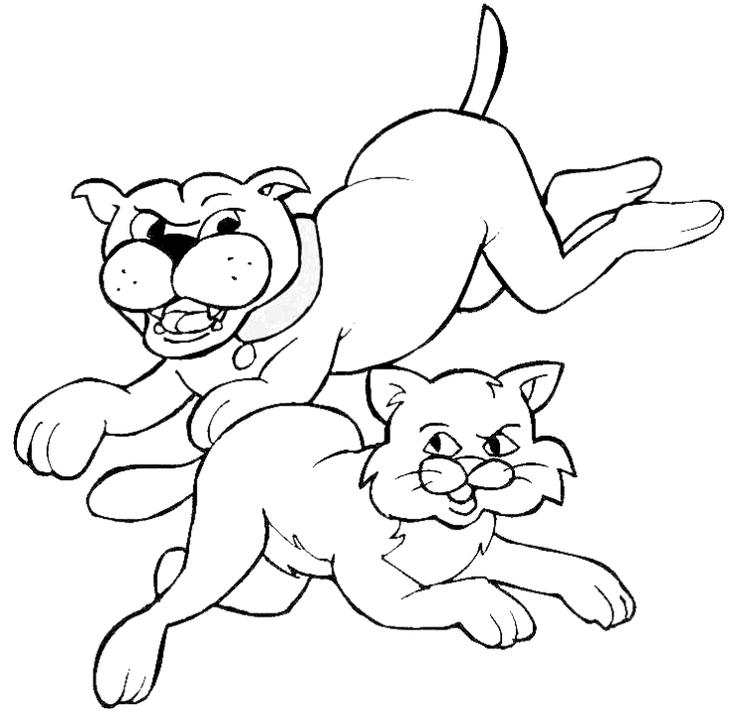
Successful Phonics—Part One
Chapter 5

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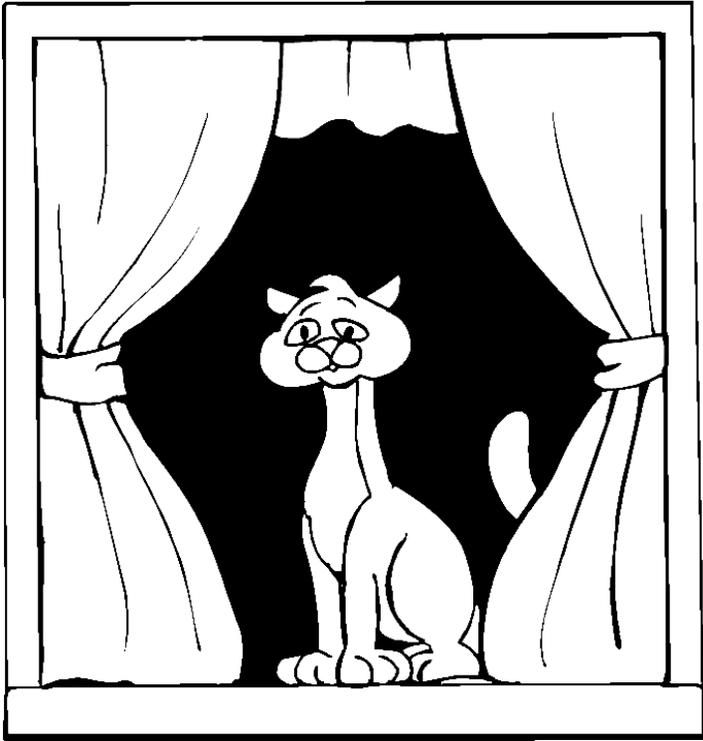


I am a cat.

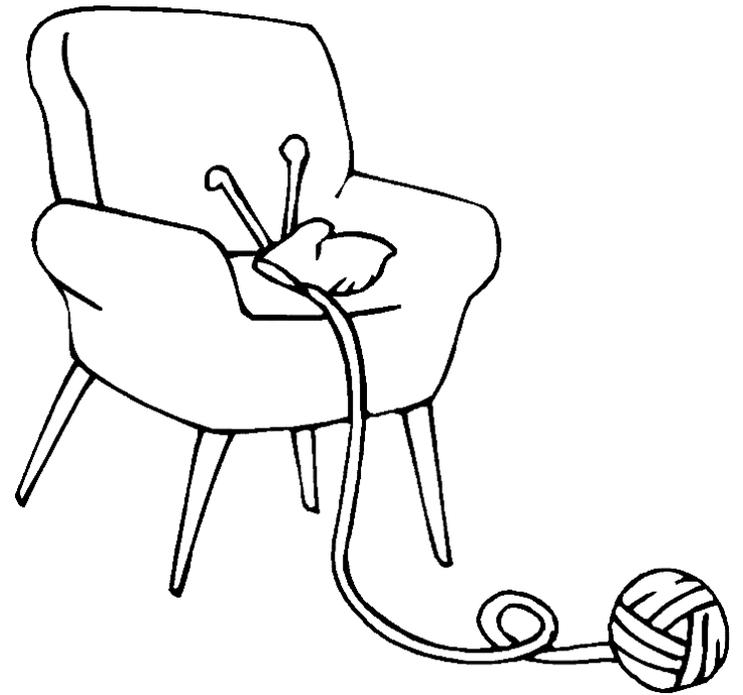
I am Cam.



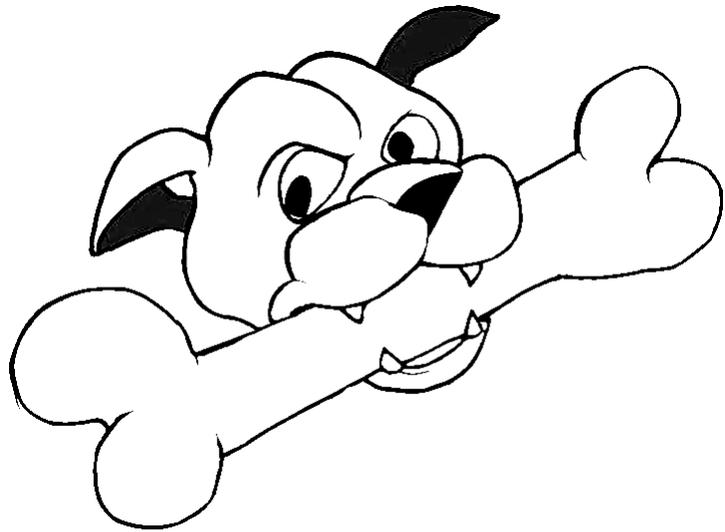
Sam
Cam



Cam sat.



Cam's 



I am Sam.



Sam at a  .

Lesson 1



New Words: I am

Preparation: Photocopy Practice Sheet 1.

Chart paper or chalkboard. Children's names on desks or tables.

Word cards for 'I' and 'am'.

Lesson:

Have each child's name on his desk or table (on lines), on his coat place and his box or other personal space. Have the children's names on flash cards to show as you take attendance. The children say their names aloud as the cards are flashed.

Print

I am Ms. Smith. (your name)

on the chalkboard or on a chart. Touch each word as you say it, and then repeat, sliding your hand under the words. Then touch under each word slowly and have the children repeat the sentence. Have single children read the sentence, touching under each word.

Show 'I' as a figure, drawing your hand down from your head to your feet and having the children copy you.

Talk about the letters 'a' and 'm', the letter names and the sounds /a/ and /m/. (You will soon see if the children remember the letter sounds from phonics from kindergarten.)

Again have the children read: I am Ms. Smith.

Print

I am _____.

and have the children come up and read, putting their names in verbally,

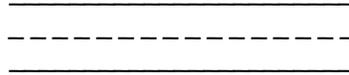
I am Peter. I am Madison.

They point under each word as they say it and then at themselves. (Touch under 'I', touch under 'am' and then to themselves.) Watch for children who do not have the one-to-one voice to the word understanding.

Show the word cards for 'I' and 'am'. Put a card in each hand and your hands behind your back. Bring out the cards randomly and have the children say the words. The children can guess which card is in your right hand and which is in your left - and then see if they are right.

Practice Sheet 1

Have the class read the words, touching them, and then each child can copy his or her own name from the example on the desktop to complete the sentence. Talk about the lines and letter size. Use an inter-lined example.



At the top of the page the child should draw the best possible picture of himself in the mirror frame. From this you will get some idea of the child's maturity.

Reading Practice:

When the practice sheets are finished, divide your class into two equal groups. One group stays sitting with the practice sheet in front of them. The other children turn their sheets over and stand up. Each child in the second group goes to a child in the first group, and that child 'reads' his/her sheet - 'I am Melissa.' - etc., touching each word. After every child in the second group visits everyone in the first group, the groups change places and the second group reads to the first. This is a 'getting to know you' exercise, too!

Conclusion:

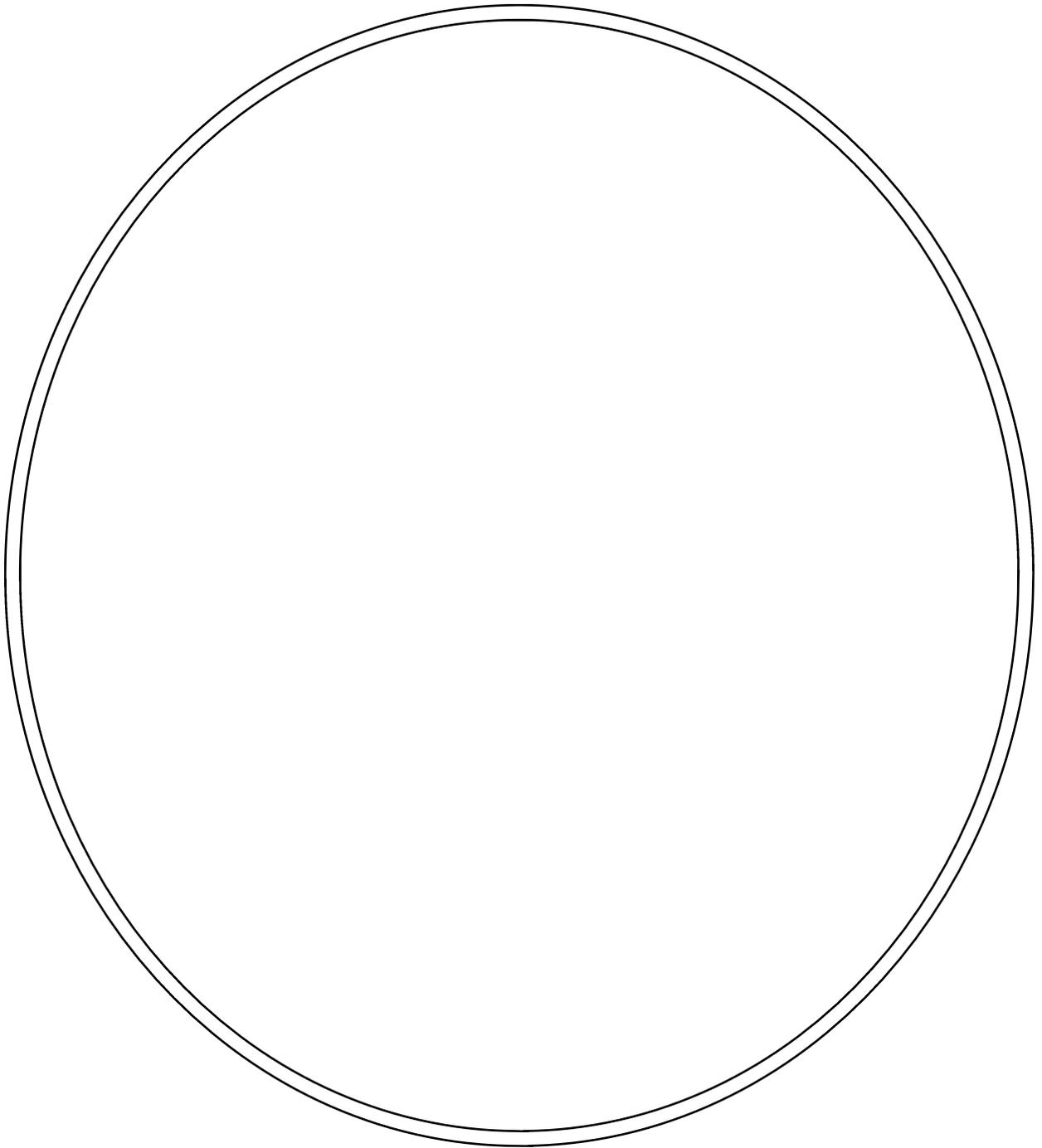
Show the word cards for 'I' and 'am' and have the children read them in unison. Read the sentence with your name - 'I am Ms. Smith.'

Later:

If possible, photocopy the sheets to put in the children's files to show the maturity of drawing and printing on the first day of school.

Take a head and shoulders photo of each child the first day if possible. This will be used in Lesson 2. If time is a factor, ask a parent to stay and do this for you. Have them developed after school, or take digital pictures, of course. Use a white or simple background (not a busy bulletin board).

As each child leaves the classroom on this first day of school, finished sheet in hand, have each one read the sheet to you. Give each child praise and encouragement. Most children will go home proudly showing what they can 'read'.



I am

Lesson 2

New Word: like



Preparation:

Photocopy Practice Sheet Lesson 2.

Word card 'like'.

Have photographs of individual children photocopied to approximately 6 cm. (2 1/2") square.

Review:

Show the word cards 'I' and 'am' several times in random order. Read the sentence 'I am ____.'

Lesson:

Introduce the word 'like'. Spell the word saying the letter names. What sound does the 'l' make? Stretch the word 'lllll iiiiii kkkkkkkke'. Show the sounds in the word. Ask the children how they could remember this word. One way is to see the letter 'l', and make the sound with your mouth to help begin to say the word.

Have the children say 'I like' and then the name of a toy. Touch the words 'I' and 'like' as each child says the sentence.

Print I like _____.

on the chalkboard. Ask one child to come to the front of the group and give you a name of another student in the class. Print that name in the sentence. The first child reads the sentence, putting his or her hand under each word as it is read. Then he sits down and the named student comes to the front and picks a different name for the sentence, you print it in, the child reads it, and so on.

Explain how we begin to print each tall letter from the top and print downwards. Then explain how the 'e' is formed. Show the word 'like' and show how they begin at the star. Have the child trace over each letter in turn with his fingers and then with a pencil or crayon. Say the word 'like' as he works. Then have him print the word 'like' in big letters to make the word on the floor with his finger, in the air, on his table and on a variety of tactile surfaces; and then use a pencil to print the word on paper. After doing the word in big letters, show how the letters fit on lines and finally practice printing on interlined paper in an exercise book.

Talk about things the children like. Make a pictorial list with the words under or beside the pictures. Do this on large chart paper or on the chalkboard. Leave this for the children to refer to in the seatwork exercise.

Practice Sheet 2

Take the photographs of each child that were taken the day before and photocopy them to about a 2 1/2" x 2 1/2" size. (Your copier will likely have an option to make photographs come out more clearly.) The children can glue their photocopied picture to the top of practice sheet 2. Print the name in the first sentence. Then they can draw a picture of something they like. The more mature children may print the word from the board and you can help the children who are not able to find and copy the word they need. This is great to put up on a tackboard in the first week of school. (If the photographs are a problem, have the children draw pictures of themselves.)

Group Reading Practice

As in Lesson 1, divide the children into two equal groups. One group of students leave their sheets and then they visit everyone in the other group. The children with papers read 'I am _____. I like _____' from their sheets to every child that visits. Watch the children to make sure they are touching the correct words as they 'read'. After every child in the second group visits everyone in the first group, the groups change places and the second group reads to the first.

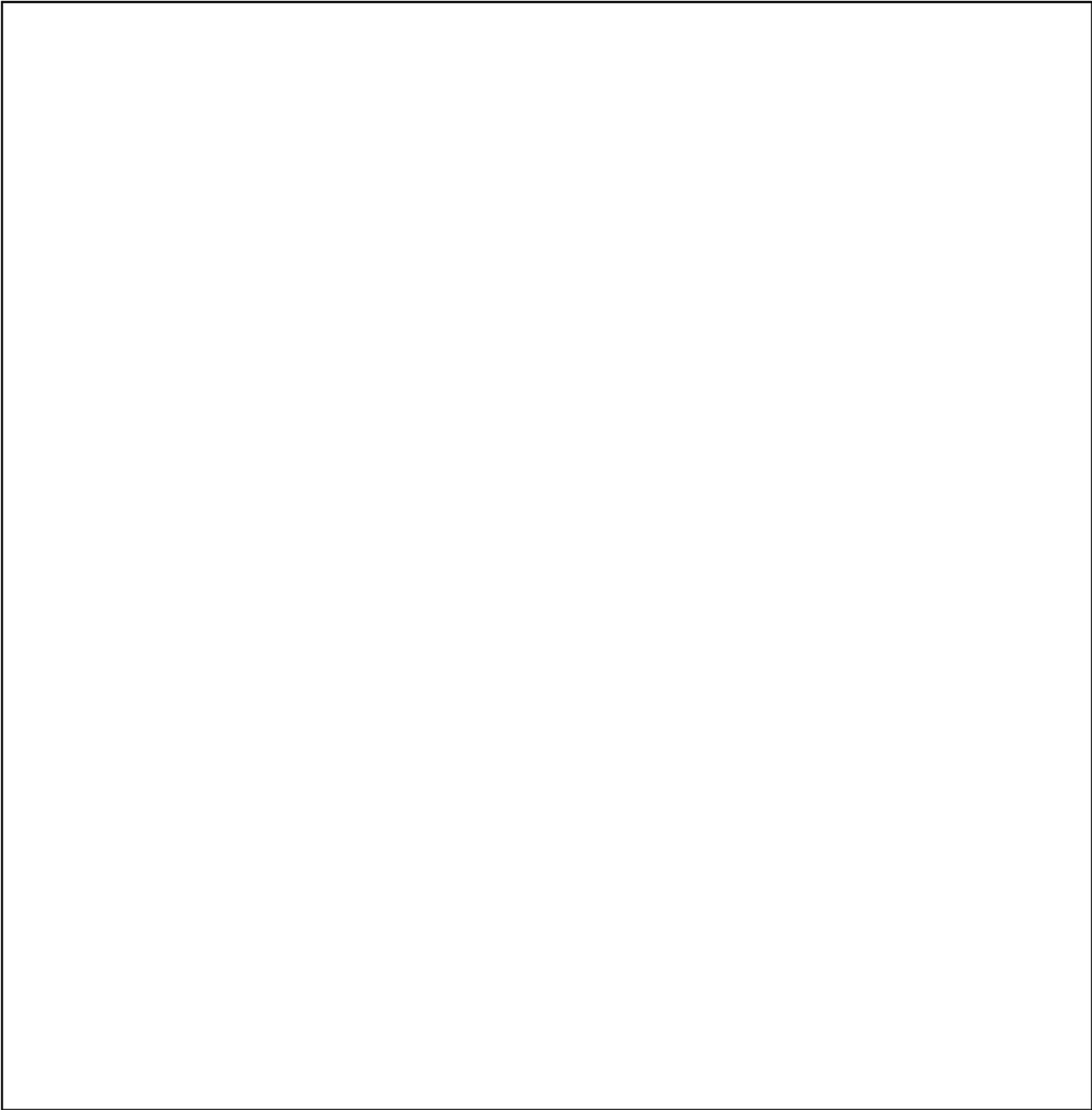
Conclusion:

Show the word cards for 'I', 'am' and 'like' in random order and have the children read them in unison. Read the sentence with your name - 'I am Ms. Smith.' and 'I like _____' (You could add a rebus picture to complete the sentence. e.g. a picture of cookies, so you can read 'I like cookies.')

Later:

Practice Sheet Lesson 2 will make a good bulletin board display.

As the children leave the classroom after school, have each child read the word 'like' to you. Give each child praise and encouragement. Most children will go home proudly showing what they can 'read'.



I am _____.

I like _____.

Lesson 3

This is an easy lesson. Make sure that every child knows the 4 words before continuing to the next lesson.

New Word: a

Preparation:

Photocopy Practice Sheet Lesson 3.

Word card 'a'.



Review:

Drill: **I am like**

Read the sentences 'I am ____.' and 'I like _____.' putting in names of students.

Lesson:

Introduce the word 'a'. Discuss the 'a' as a letter and also as a word. Talk about the sound /a/ and that the word makes the **sound**.

Put the children in pairs, and give each pair a word card with 'a'. Take the 'a' word card and show the card with an object - left to right. The children go around the classroom, using the card to say, 'a desk', 'a chair', etc. Use the sound /a/, not the letter name.

Show sentences using objects or rebus pictures:

I am a _____.

I like a _____.

Practice Sheet 3

Do the worksheet orally with the children, discussing the possible answers to fill in each blank from the pictures opposite. The children then cut the sheet along the dotted lines and glue an appropriate picture into each sentence. There are no 'right' answers, as long as the sentence makes sense.

Reading Practice

Have the children read the sentences that they made on their sheets to each other and to you or other adults. As in Lesson 2, divide the children into two equal groups. One group of students leave their sheets and then they visit everyone in the other group. The children with papers read their sheets to every child that visits. Watch the children to make sure they are touching the correct words as they 'read'. After every child in the second group visits everyone in the first group, the groups change places and the second group reads to the first.

Conclusion:

Show the word cards for **I am like a** in random order and have the children read them in unison. Drill them in random order.

Read these sentences:

I am Ms. _____.

I like _____. You can use rebus pictures or objects to complete the sentence.

I like a _____.

I am a _____.

Have a child read the sentences, touching under each word. You can also have different children draw a circle around every word 'like', boxes around 'I', triangle around 'am', etc.

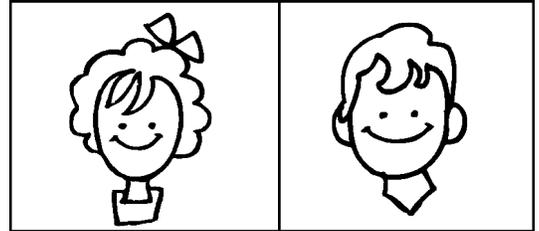
Later:

Have a printing lesson and teach the formation of the letter 'a'.

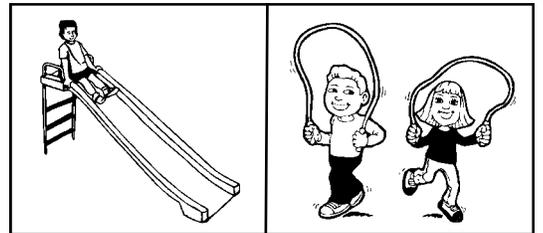
As the children leave the classroom after school with their practice sheets, have each child read one of the sentences to you.

I am _____

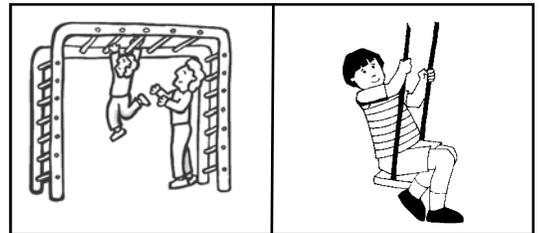
I am a .



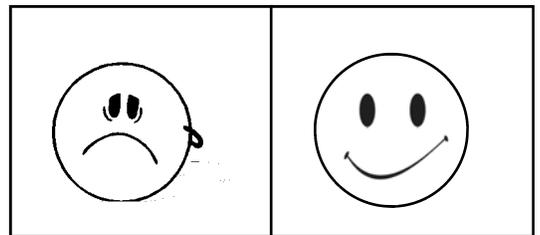
I like .



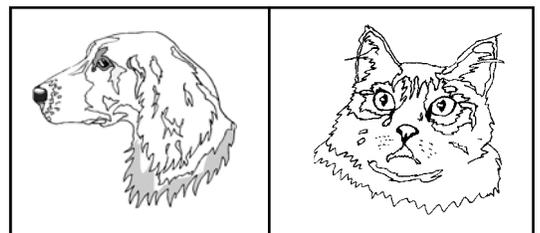
I like .



I am .



I like a .



Lesson 4

New Word: to

Preparation:

Photocopy Practice Sheet 4.

Word card 'to'.

Photocopy the rebus pictures and have objects to make sentences.

Envelopes to take words home.



Review:

Drill: I am like a

Read the sentences 'I am ____.' and 'I like ____.' putting in names of students, and 'I like a ____' using an object.

Lesson:

Introduce the word 'to'. Talk about the sound /t/. When we see this word and the 't' at the beginning, make the mouth ready to say the word by making the /t/ sound. (This word is not phonetic, so do not mention the sound of the 'o'.)

Print 'I like to ____.' on the chalkboard or chart. Have each child come up and read the sentence, touching under each word, and filling in the blank with a favourite activity.

Show the sentence using objects or rebus pictures:

I like to ____.

Spell the word 'to' orally. Show the way the letters are formed (from the top) and the 'o' made counter-clockwise. Practice printing the word on the carpet with a finger, in the air, on classroom surfaces. Then print 'to' on individual chalkboards or whiteboards. Say the word as they print.

Practice Sheet 4

Cut the words and pictures apart on the lines. Have the children make sentences. If they wish to put the words in nonsense order (to like a) that is fine - as long as they realize that it is nonsense. Then ask them to put them in an order that does make sense and makes a sentence. You will be able to see if any children are not confident with left to right order, or do not have recall of the words.

Reading Practice

When every child has a sentence made with the cards, half the class can visit the other half and read the sentences made, and then the groups trade. Watch that the children are touching under each word as they read.

Conclusion:

Show the word cards for **I am like a to** in random order and have the children read them in unison. Drill them in random order.

Read these sentences:

'I am Ms. _____.'

'I like _____.' You can use rebus pictures or objects to complete the sentence.

'I like a _____.'

'I like to _____.'

Have a child read the sentences, touching under each word. You can also have different children draw a circle around every word 'like', boxes around 'I', triangle around 'am', etc.

Later:

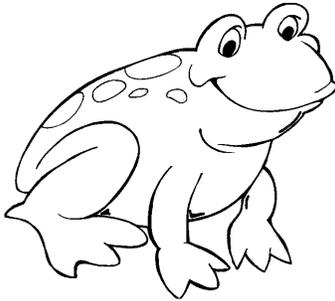
Print the word 'to' in a printing lesson later in the day.

Have the children put their words and pictures into an envelope and take them home to practice.

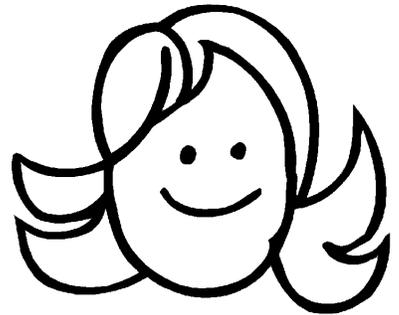
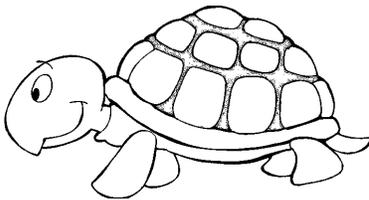
like



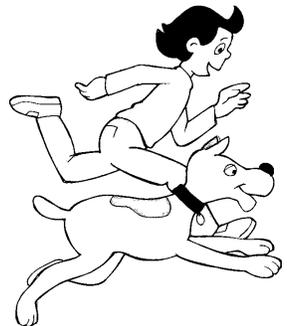
am



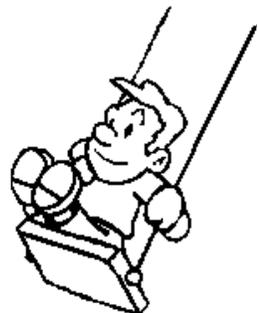
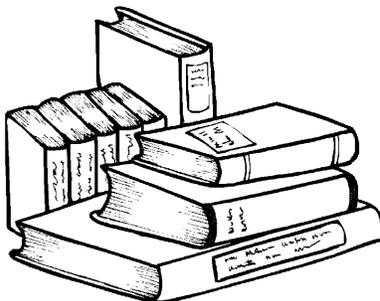
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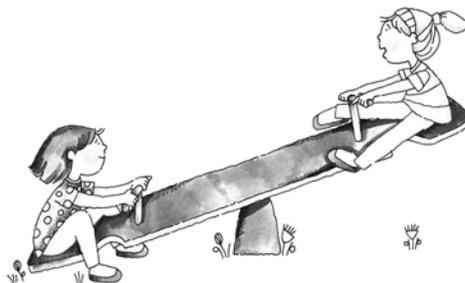
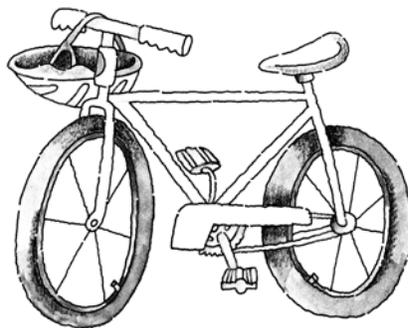
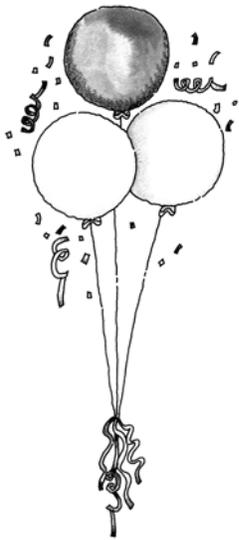


a



to





Rebus Pictures

Lesson 5

New Word: play



Preparation:

Photocopy Practice Sheet 5.

Word card 'play' and all previous cards - a set for each child.

Photocopy rebus picture sheets and/or have objects to make sentences.

Review:

Drill: I am like a to

Read the sentences 'I am ____.' and 'I like ____.' putting in names of students, 'I like a ____' using an object. Read 'I like to ____.' with children putting in the missing word.

Lesson:

Introduce the word 'play'. Talk about the sound /p/. When we see this word and the 'p' at the beginning, make the mouth ready to say the word by making the /p/ sound.

Show these sentences using objects or rebus pictures:

I like to play. I like to play _____. I play _____.

Have the children read the sentences orally and fill in an appropriate word in the sentence blanks. They should touch under each word as they read.

Put the children in groups. Give each child a pack of vocabulary cards with all the words learned so far (small flash card masters), and give each group the page of pictures to cut apart. You can print a sentence on the chalkboard and the children can arrange their flash-cards in the same order, and they can make their own sentences, too, and use the pictures to complete their sentences. (This helps left to right directions, and is a good kinesthetic activity). The children can do this in small groups for each other. Let them place their cards in any order and read the nonsense sentences. e.g.

like play I to am a

(This is just another form of word drill, but the children enjoy it and you can easily check on word knowledge and reading direction.)

After the activity, the children can place the word cards and pictures in envelopes for another day's activities, or punch one hole in the upper left corner of each and thread the words on a key ring the children will not be so likely to lose them.

Practice Sheet 5

Practice sheet 5 is simply reading practice. Have the children read the sheet individually first. Watch to make sure they are touching under each word as they read. Then the children can read in pairs and/or groups. Have the lower children read the sheet to you.

Reading Practice

Put the children into partners and each child reads the practice sheet to his/her partner. Have some of the lower children read it to you. If they are having difficulty, note the types of errors and the problems.

Conclusion:

Show the word cards for **I am like a to play** in random order and have the children read them in unison. Drill them in random order.

Read these sentences:

'I like to play.'

'I like to play _____.' You can use pictures or objects to complete the sentence.

'I like a _____.'

'I play _____.'

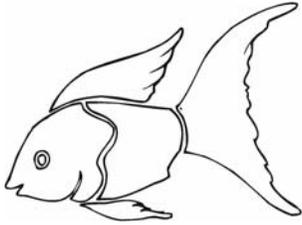
Have a child read the sentences, touching under each word. You can also have different children draw a circle around every word 'like', boxes around 'play', etc.

Later:

Spell the word 'play' orally. Show the way the letters are formed (from the top) and that the tails of the 'p' and the 'y' go below the 'floor'. Practice printing the word on the carpet with a finger, in the air, on classroom surfaces. Print 'play' on individual chalkboards or whiteboards. Say the word as they print.

The children can take the reading sheet home to read to their parents. As the children go home, have them read one sentence to you as they leave the classroom.

I am _____ .

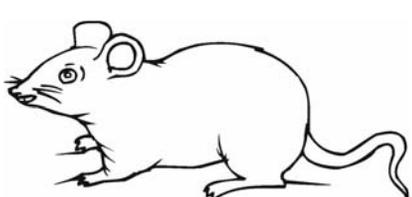
I like a  .

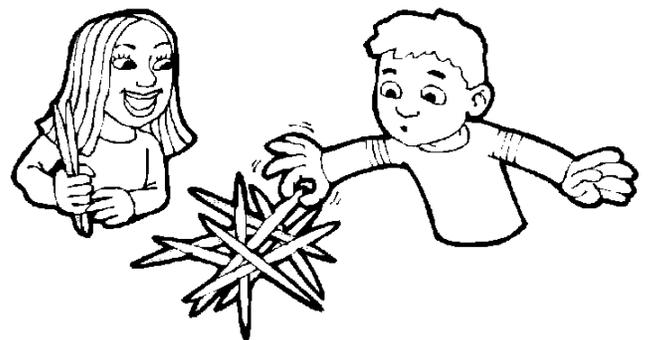
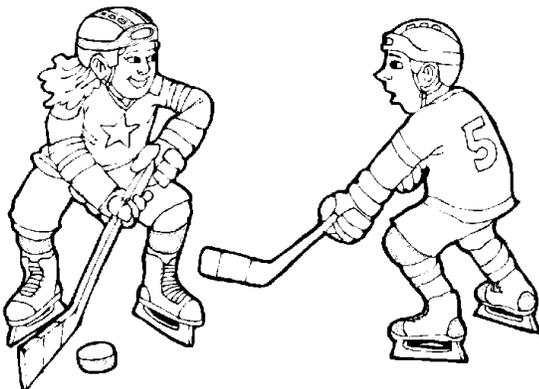
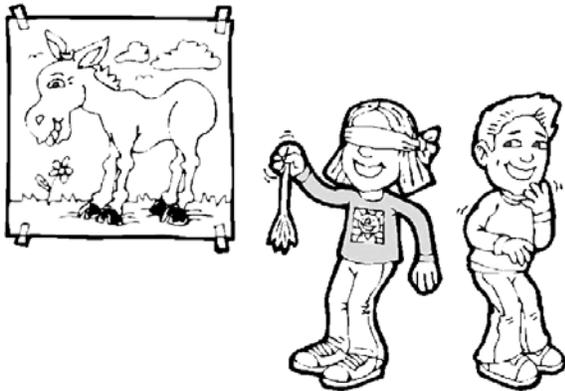
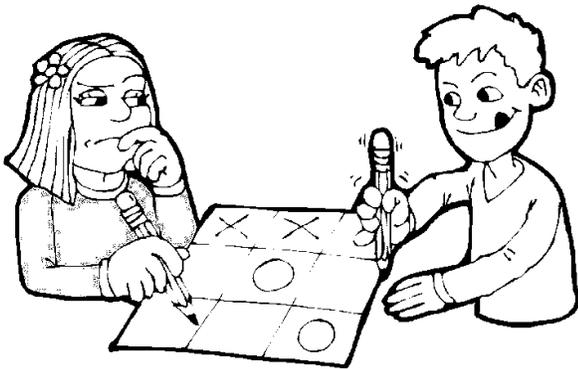
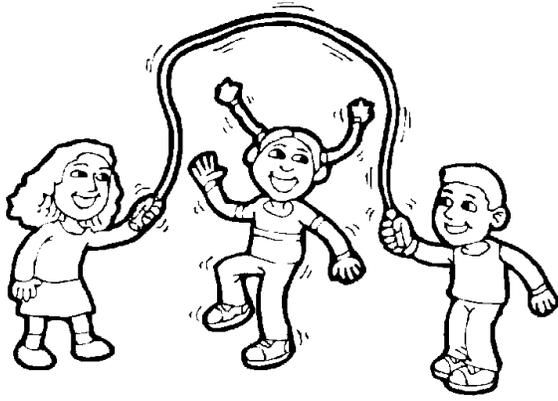
I like to play .

I like to  .

I play  .

I am a  .

I like a  .



Rebus Pictures

Lesson 6

New Word: my

Preparation:

Photocopy Practice Sheet 6.

Photocopy the little book.

Word card 'my'.



Review:

Drill: **I am like a to play**

Read the sentences 'I am ____' 'I like to play ____.' with children putting in the missing word.

Lesson:

Introduce the word 'my'. Talk about the sound /m/. When we see this word and the 'm' at the beginning, get the mouth ready to say the word by making the /m/ sound.

Make the sentence - I like my _____. Ask the children to read the sentence and fill in the blank with a word of their choice.

Give the flashcard with the word **my** to a child. Have him point to the word and then say -
my shirt my shoes my lunch kit my pencil etc.

Discuss the capital m and lower case m. Show **my** as **My**.

Practice Sheet 6

Print the name in the **I am** _____ sentence. Print each child's selected word in the title **My** _____ at the top of the page. The child copies the same word to the sentence **I like my** _____ at the bottom of the page and illustrate.

Reading Practice

Divide the children into two equal groups. One group of students leave their sheets and then they visit everyone in the other group. The children with papers read their sheets to the children that visit. Watch the children to make sure they are touching the correct words as they read. After every child in the second group visits everyone in the first group, the groups change places and the second group reads to the first.

Little Book

This can be read in the afternoon of the same day, or on the following day as a separate lesson.

Introduce the little book '**I Like**'. Make sure the children know how to read the rebus pictures. Read it through together. Talk about the pictures that rhyme. The children can be put into pairs and read the book to each other. See the page that accompanies the book for a guided reading lesson.

Conclusion:

Show the word cards for **I am like a play to my** in random order and have the children read them in unison. Drill them in random order.

Read these sentences:

'I am Ms. _____.'

'I like my _____.' You can use pictures or objects to complete the sentence.

'I like to play _____.'

Have a child read the sentences, touching under each word. You can also have different children draw a circle around words you say with different colours of highlighter.

Later:

Practice printing the word. The 'm' and the 'y' are both difficult for beginners to form correctly, so take some time to teach the formation. Spell the word 'my' orally. Show the way the letters are formed (from the top) and that the tail of the 'y' goes below the 'floor'. Practice printing the word on the carpet with a finger, in the air, on classroom surfaces. Then print 'my' on individual chalkboards or whiteboards. Say the word as they print.

The children can take the practice sheet home. Have them read it to you as they go out the door. They can also take the little book home to read and practice the words.

Stop at this point in the lessons and make sure all your children can read the first seven words. Take extra days or give extra lessons to help children who are having difficulty.

I am _____.

My



I like my _____.

Teaching Ideas for 'I Like':

- If you wish, photocopy each page as large as you can - 11 x 18 would be a x200 enlargement to make a Big Book. Staple the pages into a book.
- Give each child a small book, stapled in the centre.
- Show the title page.
- Ask a child to read the title.
- What do you think the children on the cover like?
- Show the rebus words and name them..... cat, dog, bird, frog, shoes, ring, tag, swing.
- When the children open the little book, ask, 'Where will we begin to read?' and discuss beginning at the top left, and then continuing to the right hand page. See if the children can use their pointers to touch each word as you read together.
- Let the children read the little book in partners. Watch that they are touching under the words as they read, and are reading the left page first, etc.
- Come back to the group and read the book together.
- Find certain words..... e.g. find the word 'play'.

- Discuss the upper and lower case letters. Where do we use upper case (capital) letters?
- Discuss that the first letter is upper case (or a 'capital' letter), and the rest of the letters are lower case.
- Discuss the periods at the end of the sentences.

- Read the book in small groups and partners, touching each word as they read.
- Finally, have each child read the book to you. Note errors, if any. Then the child can take the book home to read.

Lesson 7

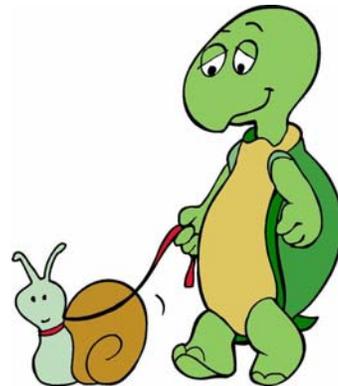
New Words: here Here is Is

Preparation:

Photocopy practice sheet 7 and the reading sheet 7.

Word cards here Here is Is

Sentence strips



Review:

Drill: I am like a to play my

Read the sentences 'I like my ____' 'I like to play ____.' with children putting in the missing word.

Lesson:

Introduce the word 'here'. Talk about the sound /h/. When we see this word and the 'h' at the beginning, get the mouth ready to say the word by making the /h/ sound. Discuss the lower case h and the upper case H, and show **here** and **Here**.

Introduce the word 'is'.

Discuss the lower case i and the upper case I, and show **is** and **Is**.

Print **Here is _____** . on a sentence strip. With the children in a circle, hold the sentence over the head of the first child and say 'Here is Susan.' (the child's name). Then Susan holds the card over the head of the next child and says 'Here is _____', and this continues around the circle. Each child should point to the words 'Here' and 'is' as they are read.

Introduce the question mark. Ask the children: Is _____ here? Is a _____ here?

Sing - *to the tune of "Frere Jacques"* -

Here is _____,
Here is _____,
_____ is here,
_____ is here,
We're very glad to see you,
Very glad to know you,
_____ is here.

Put the lines of the song on sentence strips and place them in the pocket chart.

Have the children go around the room with a 'Here is a _____.' sentence strip and add endings and read:

Here is a book. Here is a piece of chalk. Here is a red jacket. etc.
Do the same with 'Here is my _____.'

Practice Sheet 7

The children cut out the word rectangles and paste the words to make a graph showing how many letters are in each word. Have children read the lists.

Reading Practice

Let the children read the Lesson 7 reading sheet independently. Help any children who have problems. Bring the whole group together and have one child read each line. All other children must be following along with a finger. (You may want to model this.) Put the children into pairs, and have them read the sheet to each other., one reading and the other following along.

Conclusion:

Show the word cards for **I am like a play to my here is Here Is** in random order and have the children read them in unison. Drill them in random order.

Read these sentences:

'Here is _____'

'Is _____ here?' You can use pictures or objects to complete the sentence.

'My _____ is here.'

Have a child read the sentences, touching under each word. You can also have different children draw a circle around words you say with different colours of highlighter.

Later:

Practice printing the words. Spell the words 'here' and 'is' orally. Show the way the letters are formed (from the top). Practice printing the words on the carpet with a finger, in the air, on classroom surfaces. Then print the words on individual chalkboards or whiteboards. Say the words as they print.

The children can take the practice sheet and the reading sheet home. (The reading sheet may be returned to you and kept for tomorrow if children have had problems with it.) Have the children read the word list to you as they go out the door.

I am _____.

How many letters in each word?

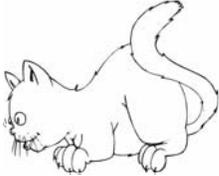
1	2	3	4

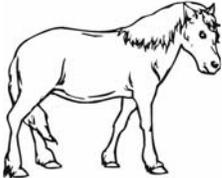


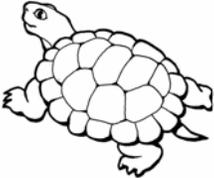
here	a	am	to
is	like	I	play

I am _____.

Here is a  .

A  is here.

I like a  .

Is a  here?

Am I here?

I like to play.

I like my  .

I like to play  .

I

am

like

to

play

my

here

Here

is

Is

Lesson 8

New Words: yes no

Preparation:

Photocopy practice sheet 8

Word cards yes no



Review:

Drill: I am like a to play my here is Here Is

Read the sentences 'Here is my _____' 'Here is _____' 'Is _____ here?' with children putting in the missing word.

Lesson:

Introduce the word 'yes'. Talk about the sound /y/. When we see this word and the 'y' at the beginning, get the mouth ready to say the word by making the /y/ sound. Discuss the lower case y and the upper case Y, and show **yes** and **Yes**.

Introduce the word 'no'. Talk about the sound /n/. When we see this word and the 'n' at the beginning, get the mouth ready to say the word by making the /n/ sound. Discuss the lower case n and the upper case N, and show **no** and **No**.

Give each child cards with the words **yes** and **no** on them. Ask the whole class a question and have them be perfectly silent but hold up the correct answer. For example, ask - Is the sky blue? Is there a giraffe in our classroom? etc.

Hold up sentence strips or print questions on the board using words that the class know and rebus pictures.

Is _____ here? Am I here? Is a _____ here? Answer with the 'yes' and 'no' cards.

Most children can say 'y - e - s says yes' and 'n - o says no'. Have them answer questions orally using the spelling.

Practice Sheet 8

Do the practice sheet orally first if you feel that there are children who will not understand what to do.

The children read the questions and print the 'yes' or 'no' answers - the children who are not confident with printing can print a 'y' for 'yes' or an 'n' for 'no' on the answer lines. Answers may vary - as long as the children have read the questions or statements and understand them - and can explain their answers.

Reading Practice

When the children have completed the practice sheet, bring them to the reading area and have children read the sentences orally. Discuss any answers that are different. Make sure all children are following the reading with fingers or pointers. Then have them go into pairs and read the sheet to each other.

Conclusion:

Show the word cards for **I am like a play to my here is Here Is no yes** in random order and have the children read them in unison. Drill them in random order.

Read these sentences:

'Yes, _____ is here.'

'Is _____ here?' 'No'.

'My _____ is here.'

Have a child read the sentences, touching under each word. You can also have different children draw a circle around words you say with different colours of highlighter.

Later:

Practice printing the words. Spell the words 'yes' and 'no' orally. Show the way the letters are formed (from the top). Practice printing the words on the carpet with a finger, in the air, on classroom surfaces. Then print the words on individual chalkboards or whiteboards. Say the words as they print.

The children can take the practice sheet home. Have the children read a sentence from this to you as they go out the door.

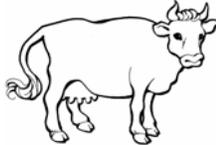
I Can Read!

I am _____.

yes

no

Is a  here? _____

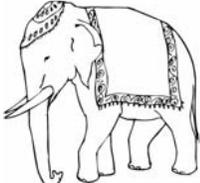
Is a  here? _____

I like to play . _____

I like my . _____

I am . _____

I like to play a . _____

Is a  here? _____

I am a . _____

Lesson 9 - Review

This lesson is for review. You should not go on to the next lesson until all your children are quite fluent with the words taught so far, so take as many days as you need to review and re-teach the words. This lesson has two little books to photocopy for the children to have extra practice, enjoy and take home.

Review:

Drill: I am like a to play my here is yes no

Lesson:

Do a Guided Reading lesson with a little book. (See the separate pages for the lessons.)

If some children are having difficulty reading some of the words taught so far:

- Go back and review all the strategies mentioned in the lesson. The action and hands-on exercises are especially important.

- Give each child a pack of flashcards and sentence strips to take home and practice.

- Review the words many times each day. Go frequently to a child having problems.

Show the cards and have him read them to you.

- In the sentences, use the name of a child having difficulty. It helps to make the words a personal experience.

- Make sure that these children are always paying attention in the lessons. Ask them questions that you know they can answer, use their names, have them participate in the action strategies, etc.

Always encourage your advanced students to add their own words and help them with the spelling. At this time it is helpful to have classroom volunteers to help the children with the words they want and to listen to the children read sentences. Before you go on to the next lesson, every student should be able to read all the words, both on flashcards and in sentences. If you do go on before a child is ready, this child will find it very difficult to catch up and will only become farther and farther behind his peers.

Practice Sheet 9

There is a sheet to practice printing the words. If you take time each day to teach printing, the children should be able to copy one short sentence from the blackboard neatly on lines, or copy one from printing in their books.

Reading Practice

This is the most important part of the review lesson. There are sheets with the vocabulary and sentences and two little books. The children can read individually, in pairs, in small groups and in a whole class lesson. Give them as many opportunities to read orally as possible. Listen to the children with difficulties and note any errors or problems, and give them extra help if necessary.

Conclusion:

Show the word cards for **I am like a play to my here is Here Is no yes** in random order and have the children read them in unison. Drill them in random order.

Read these sentences:

'I like to play here.'

'I am a _____.'

'Here is my _____.'

'Is _____ here?'

Have a child read the sentences, touching under each word. You can also have different children draw a circle around words you say with different colours of highlighter.

Later:

The children can take home the reading sheets and the little books after they have been read and reviewed in class.

I am _____.

I am here.

I like to play here.

Here is my  .

My  is here.

Is a  here?

I like my  .

I play here.

I like to play  .

Am I here?

Here is a  .

Yes, I like to play here.

to

like

I

am

my

play

here

is

yes

no

Printing

I am

am am

like like

to to

here here

is is

play play

yes yes

no no

I like to play here.

To the parents:

Your child has learned to read the following words. He/She may still forget them occasionally, so it is important to review the words and sentences every day. Print the child's name or other appropriate word in each sentence blank. You can make sentences with these words and the names of family members - for example: "Mom is here.", "I like my Grandpa.", etc.



I am like to play my
here Here is Is yes no



I am here.

I like to play.

Yes, here I am.

Am I here?

Here is my _____.

Here I am.

My _____ is here.

Is _____ here?

Here is _____.

Yes, I like _____.

I like to play here.

Is _____ here? No.

I am here to play.

Yes, I am here.

Teaching Ideas for 'Here I Am':

- If you wish, photocopy each page as large as you can
 - 11 x 18 would be a x200 enlargement to make a Big Book. Staple the pages into a book.
 - Give each child a small book, stapled in the centre.
 - Show the title page.
 - Ask a child to read the title.
 - Where is the child in the picture? (school yard, playground)
 - When the children open the little book, ask, 'Where will we begin to read?' and discuss beginning at the top left, and then continuing to the right hand page.
 - Look at the picture and discuss it. Do you have playground equipment that looks like this? Ask the children to read the first page silently, and then look up at you. When all children have finished, read the page orally, all together.
 - Read the rest of the little book in the same manner.
 - Let the children read the little book in partners. Watch that they are touching under the words as they read, and are reading the left page first, etc.
 - Come back to the group and read the book together.
 - Find certain words..... e.g. find the word 'here'. Highlight words if you wish.
-
- Discuss the upper and lower case letters. Where do we use upper case (capital) letters?
 - Discuss that the first letter is upper case (or a 'capital' letter), and the rest of the letters are lower case.
 - Discuss the periods and question marks at the end of the sentences.
-
- Through the day, have each child read the book to you. Note errors, if any. Then the children can take the books home to read.



Teaching Ideas for 'I Like To Play':

- If you wish, photocopy each page as large as you can
- 11 x 18 would be a x200 enlargement to make a Big Book. Staple the pages into a book.
- Give each child a small book, stapled in the centre.
- Show the title page.
- Ask a child to read the title.
- What do your children like to play? What do they think the book will be about?
- When the children open the little book, ask, 'Where will we begin to read?' and discuss beginning at the top left, and then continuing to the right hand page.
- Look at the picture and discuss it. Do you have a dog? Can a dog play? Ask the children to read the first page silently, and then look up at you. When all children have finished, read the page orally, all together. Talk about the rebus pictures. We can read words and we can also read pictures.
- Read the rest of the little book in the same manner.
- Let the children read the little book in partners. Watch that they are touching under the words as they read, and are reading the left page first, etc.
- Come back to the group and read the book together.
- Find certain words..... e.g. find the word 'play'. Highlight words if you wish.

- Discuss the upper and lower case letters. Where do we use upper case (capital) letters?
- Discuss that the first letter is upper case (or a 'capital' letter), and the rest of the letters are lower case.
- Discuss the periods and exclamation marks at the end of the sentences.

- Have the children make a sentence 'I like to play _____.' Print it and put in a picture. Read the sentences to each other and the group.

- Through the day, have each child read the book to you. Note errors, if any. Then the child can take the book home to read.



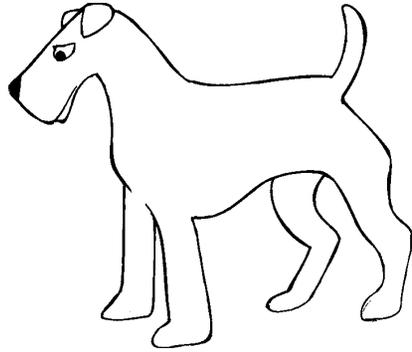
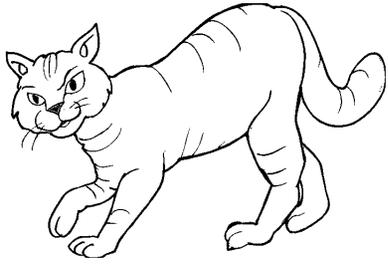


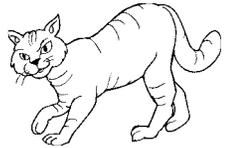
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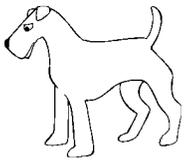
Lesson 6
I Like

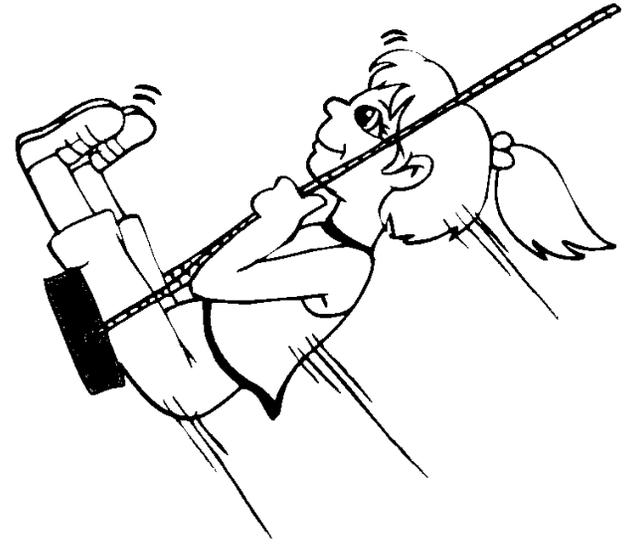
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I Like



I like my  .

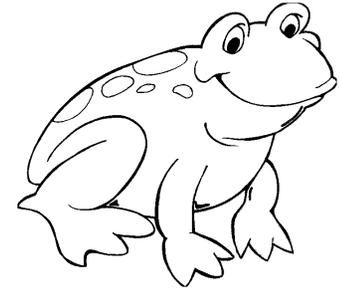
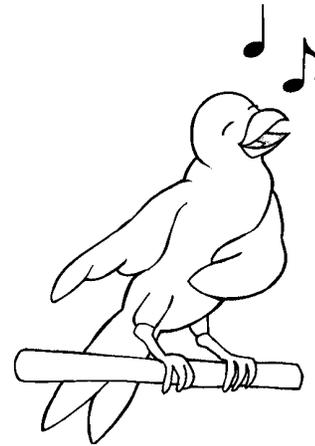
I like my  .



I like to  .



I like to play  .

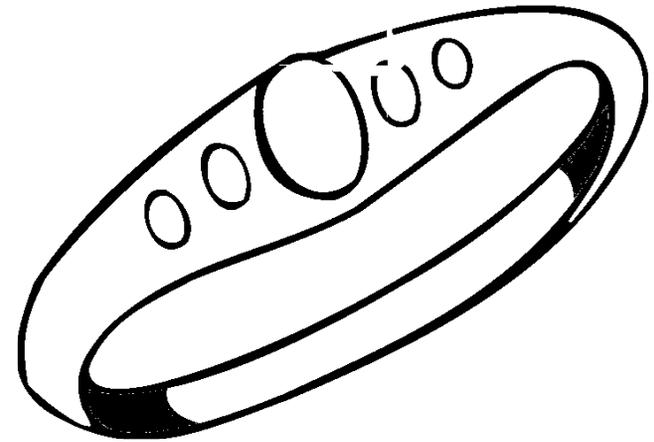


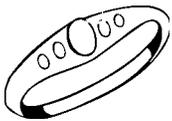
I like a  .

I like a  .



I like my  .



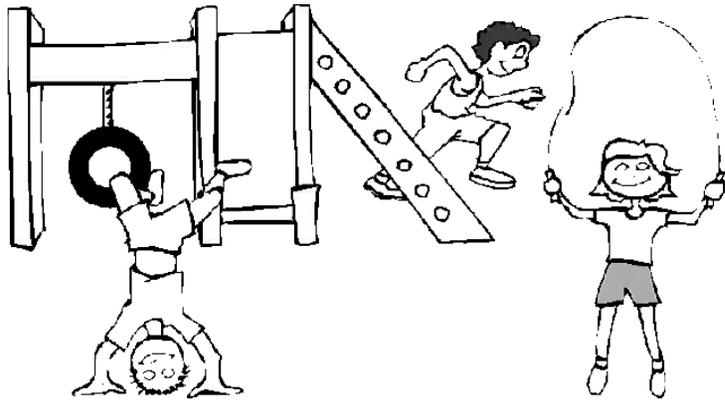
I like my  .



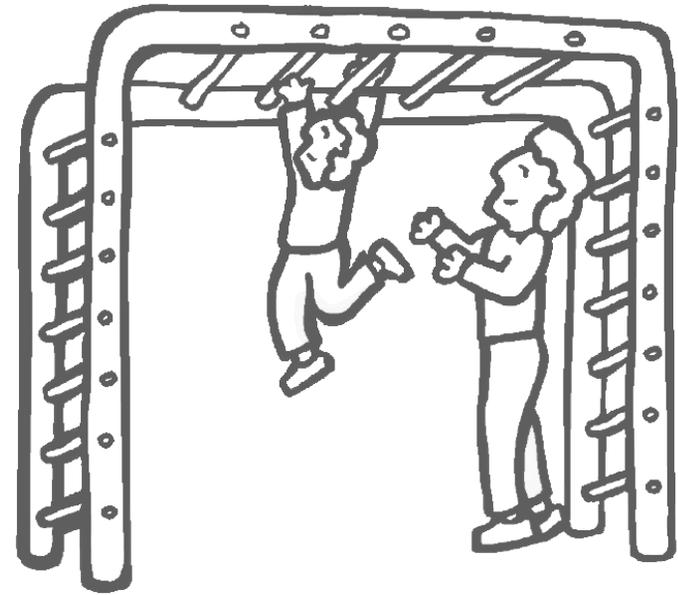
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Lesson 9
Here I Am

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I am here.
I like to play.
I like to play here!

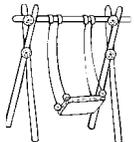


Yes, I am here.
I play here.
I like to play.



Am I here?
Here I am.
I like to play here.



I like my  .
I like to play here.
My  is here.



I am here.

Here is my  .

Yes, I like to play here!



Here I am.

I am here.

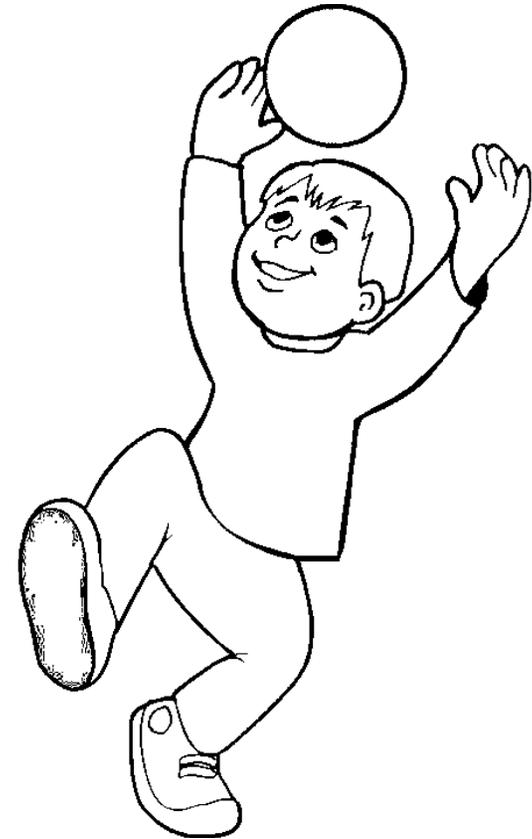
I like to play.



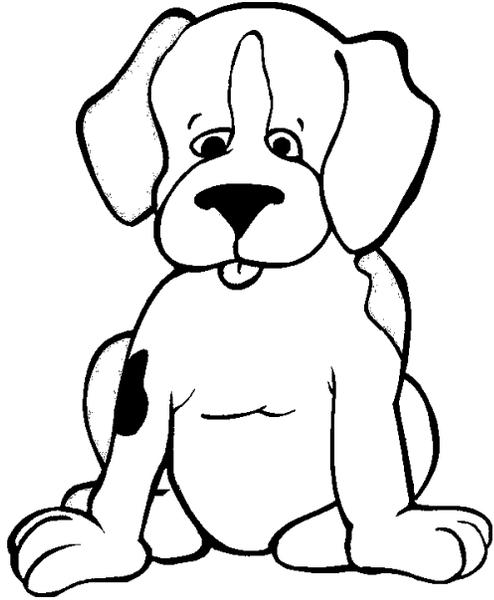
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Lesson 9
I Like to Play

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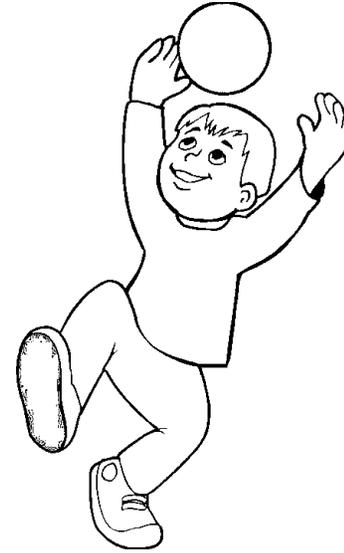
I Like To Play



Here is my  .

My  is here.

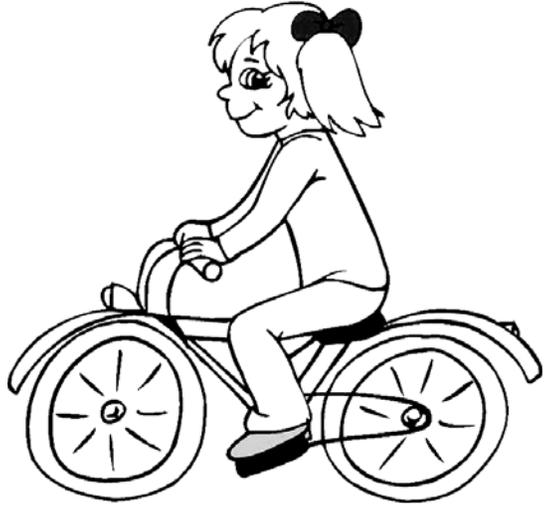
I like my  .



Here I am.

I like to play  .

I like my  .



Here is my  .

I like my  .

Yes, I like to play!



Here is my  .

I like my  .



Here I am.

I am a  .

I like to play!



I am here.

I like to play.

I am a  .

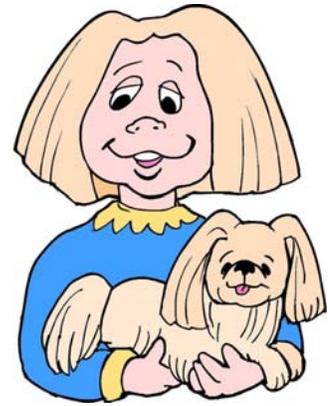
Lesson 10

New Word: the

Preparation:

Photocopy practice sheet 10

Word card the



Review:

Drill: I am like a to play my here is yes no

Read the sentences 'Here is my _____' 'Here is _____' 'Is _____ here?' 'I like to play _____.' with children putting in the missing words.

Lesson:

Introduce the word 'the'. As this word is not phonetic, it is just a memory word - but you can introduce the /th/ if your children are ready. Do not pronounce the word as 'thee'.

Show these sentences using objects or rebus pictures:

I like the _____. Here is the _____. The _____ is here.

Have the children read the sentences orally and fill in an appropriate word in the sentence blanks. They should touch under each word as they read.

Have a word card with 'the'. Have the children take turns going around the classroom saying - "the chair", "the table", "the lunch kit", "the teacher", etc. Touch under 'the' as they read.

Spell the word 'the' orally, always saying the word name and the letter names - "the, t - h - e, the". Discuss the formation of the letters and then practice printing the word on classroom surfaces. Say the word before printing it.

Practice Sheet 10

Discuss printing the word. Spell it aloud. Have the children print "the" into each printing space on the worksheet, folding the paper under after each sentence so each time it is printed from memory. (Or they can cover the printing done with another paper or book, sliding it down the page as they work.) They can check at the top of the page if they need help.

Do the practice sheet orally first if you feel that there are children who will not understand what to do.

Reading Practice

When the children have completed the practice sheet, give them time to read it to themselves. Then bring the group to the reading area and have children read the sentences orally. Make sure all children are following the reading with fingers or pointers. Then have them go into pairs and read the sheet to each other.

Conclusion:

Show the word cards for

I am like a play to my here is no yes the

in random order and have the children read them in unison. Drill them in random order.

Read these sentences, filling in the blank with a picture or object:

'Yes, the _____ is here.'

'Is the _____ here?'

'I like the _____.'

Have a child read the sentences, touching under each word. You can also have different children draw a circle around words you say with different colours of highlighter.

Later:

Practice printing the word. Print 'the' on individual boards and then on interlined paper.

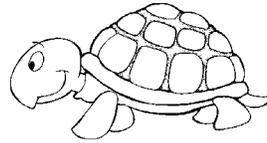
The children can take the practice sheet home. Have the children read a sentence from this to you as they go out the door.

Name _____

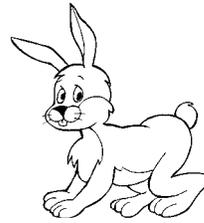
I like



Here is



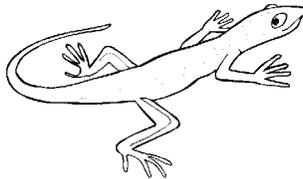
Yes, I like



Is

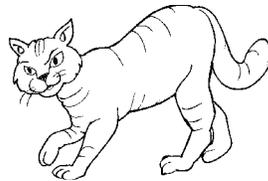


here?

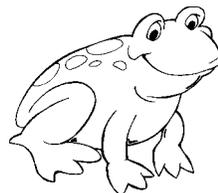


is here.

I like



Yes,



is here.

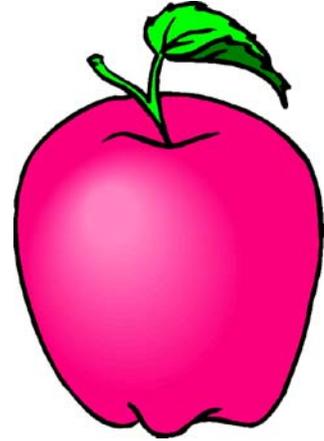
Lesson 11

New Word: red

Preparation:

Photocopy practice sheet 11

Word card red



Review:

Drill:

I am like a to play my here is yes no the
Read the sentences 'Here is the ____' 'I like the ____' 'Is the ____ here?' 'I like to play ____.' with children putting in the missing word.

Lesson:

Introduce the word 'red'. Talk about the sound /r/. When we see this word and the 'r' at the beginning, make the mouth ready to say the word by making the /r/ sound. Listen to the sounds of /e/ and /d/, too, and show how the word is blended.

Photocopy the 'red' page onto tag. Colour the octagon red. This is the first of a series of cards with colours.

Have a word card with 'red'. Have the children take turns going around the classroom putting the word with objects that are red.

Show these sentences using objects or rebus pictures:

I like the red _____. Here is the red _____. The red _____ is here.

Here is my red _____. Is the _____ red?

Have the children read the sentences orally and fill in an appropriate word in the sentence blanks. They should touch under each word as they read.

Cut red objects from magazines and use them in sentences: Here is a red (fire engine).

Spell the word 'red' orally, always saying the word name - "red, r - e - d, red". Discuss the formation of the letters and then practice printing the word on classroom surfaces. Say the word before printing it.

Practice Sheet 11

Review how to do 'yes - no' questions. Print the word to answer the question on the lines after each sentence.

Do the practice sheet orally first if you feel that there are children who will not understand what to do.

Reading Practice

When the children have completed the practice sheet, give them time to read it to themselves. Then bring them to the reading area and have children read the sentences orally. Make sure all children are following the reading with fingers or pointers. The children's answers may be different on some questions, so discuss the answers and the reasons for giving them. Then have them go into pairs and read the sheet to each other.

Conclusion:

Show the word cards for

I am like a play to my here is no yes the red

in random order and have the children read them in unison. Drill them in random order.

Read these sentences, filling in the blank with a picture or object:

'Yes, the red _____ is here.'

'Is the red _____ here?'

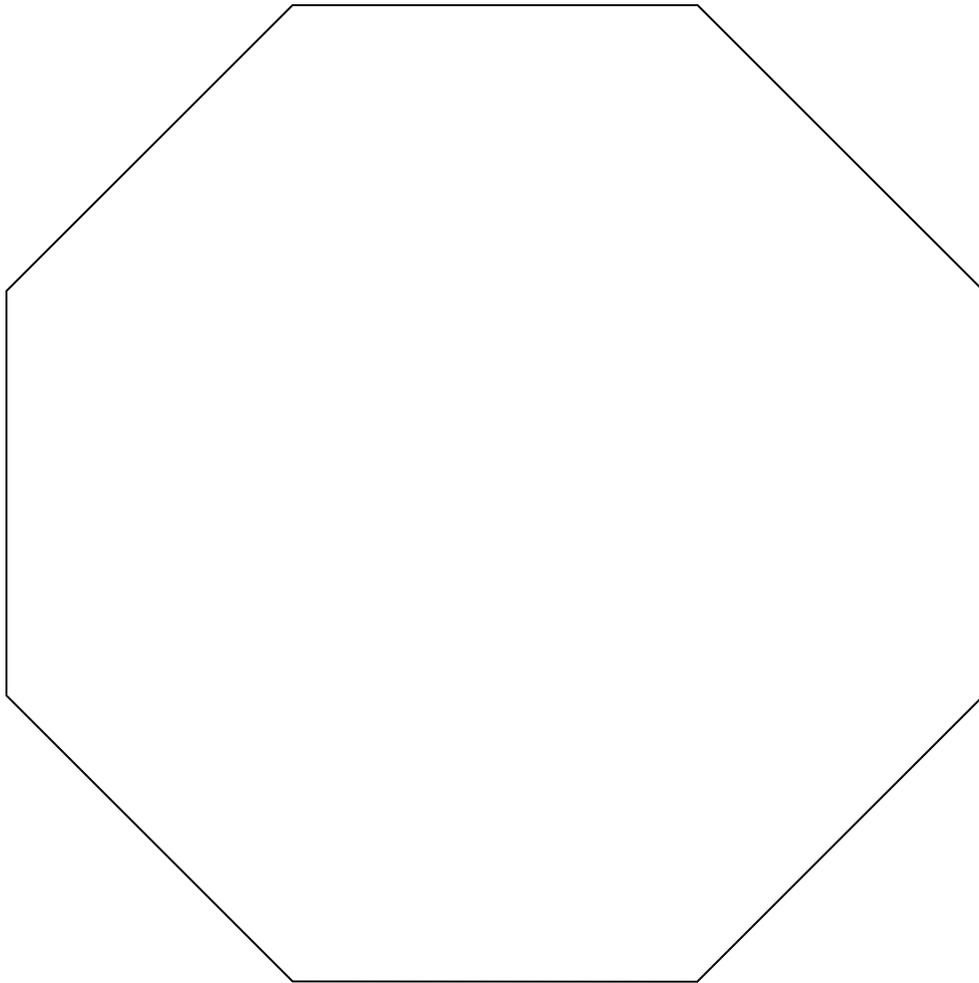
'I like the red _____.'

Have a child read the sentences, touching under each word. You can also have different children draw a circle around words you say with different colours of highlighter.

Later:

Practice printing the word. Print 'red' on individual boards and then on interlined paper.

The children can take the practice sheet home. Have the children read a sentence from this to you as they go out the door.



red

yes

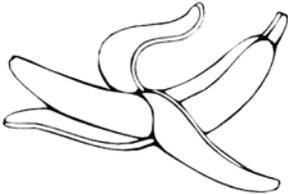
no

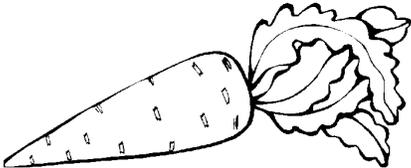
Name _____

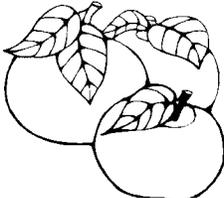
Is a  red?

Is a red  here?

I like red  .

Is a  red?

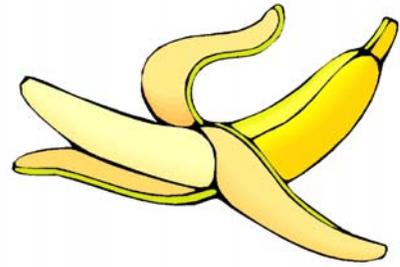
A  is red.

I like red  .

Is a red  here?

Lesson 12

New Words: blue yellow



Preparation:

Photocopy Practice Sheets 12 (a) and 12 (b)

Word cards blue yellow

Review:

Drill:

I am like a to play my here is yes no the red
Read the sentences 'The red ____ is here.' 'I like the red ____' 'Is my red ____ here?'
with children putting in the missing word.

Lesson:

Introduce the word 'blue'. Talk about the sound /b/. When we see this word and the 'b' at the beginning, make the mouth ready to say the word by making the /b/ sound.

Have a word card with 'blue'. Have the children take turns going around the classroom putting the word with objects that are blue.

Introduce the word 'yellow'. Talk about the sound /y/. What other word has been learned that begins with this sound? (yes) When we see this word and the 'y' at the beginning, make the mouth ready to say the word by making the /y/ sound. 'yes' and 'yellow' both begin with 'y'. How can we tell them apart?

Photocopy the 'blue' and 'yellow' pages onto tag. Colour the shapes.

Have a word card with 'yellow'. Have the children take turns going around the classroom putting the word with objects that are yellow.

Show these sentences using objects or rebus pictures:

I like the blue _____. Here is the yellow _____. The blue _____ is here.

Here is my yellow _____. Is the _____ blue? Yes, I like the yellow _____.

Have the children read the sentences orally and fill in an appropriate word in the sentence blanks. They should touch under each word as they read.

Brainstorm a list of objects for each colour - red, blue, yellow. You can have the children collect pictures of objects and you can make a colour collage.

Make sentences using pictures or real objects for the nouns.

Here is a red (fire engine). I like my yellow (ball). The (book) is blue.

The children like to do colouring sheets where the colours are labelled.

Spell the words 'blue' and 'yellow' orally, always saying the word name - "blue, b - l - u - e". Discuss the formation of the letters and then practice printing the words on classroom surfaces.

Practice Sheet 12a

Colour the picture following the word cues. Do the practice sheet orally first if you feel that there are children who will not understand what to do.

Practice Sheet 12b

Draw lines between the sentences and the pictures. Understand that the name of the picture will go in the space where there is a line when the sentence is read.

Reading Practice

Read the Practice Sheet 12 (b) in the group. Put the children in pairs and read the sheet. Touch under each word as they read.

Conclusion:

Show the word cards for **I am like a play to my here is no yes the red yellow blue** in random order and have the children read them in unison. Drill them in random order.

Read these sentences, filling in the blank with a picture or object:

'I like a yellow _____.'

'Is the blue _____ here?'

'My _____ is yellow.'

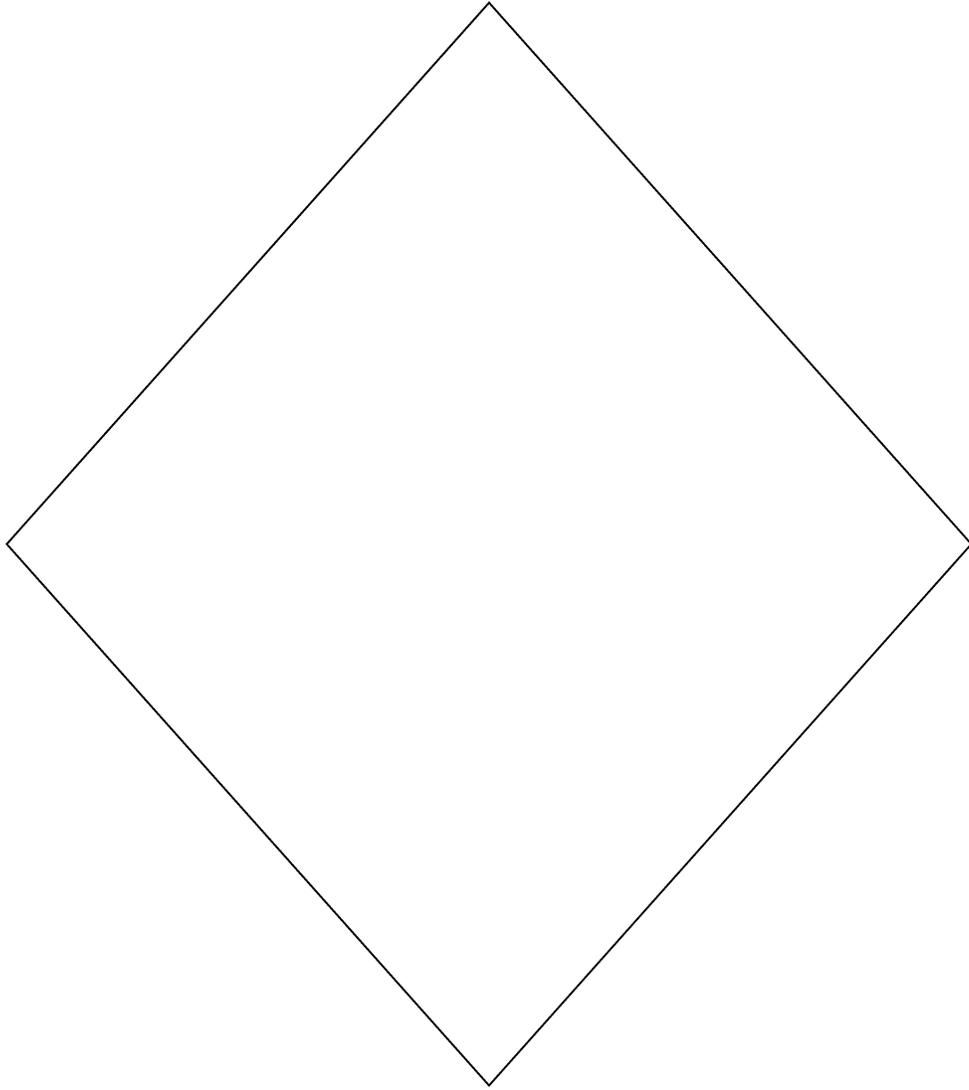
'Here is the blue _____.'

Have a child read the sentences, touching under each word. You can also have different children draw a circle around words you say with different colours of highlighter.

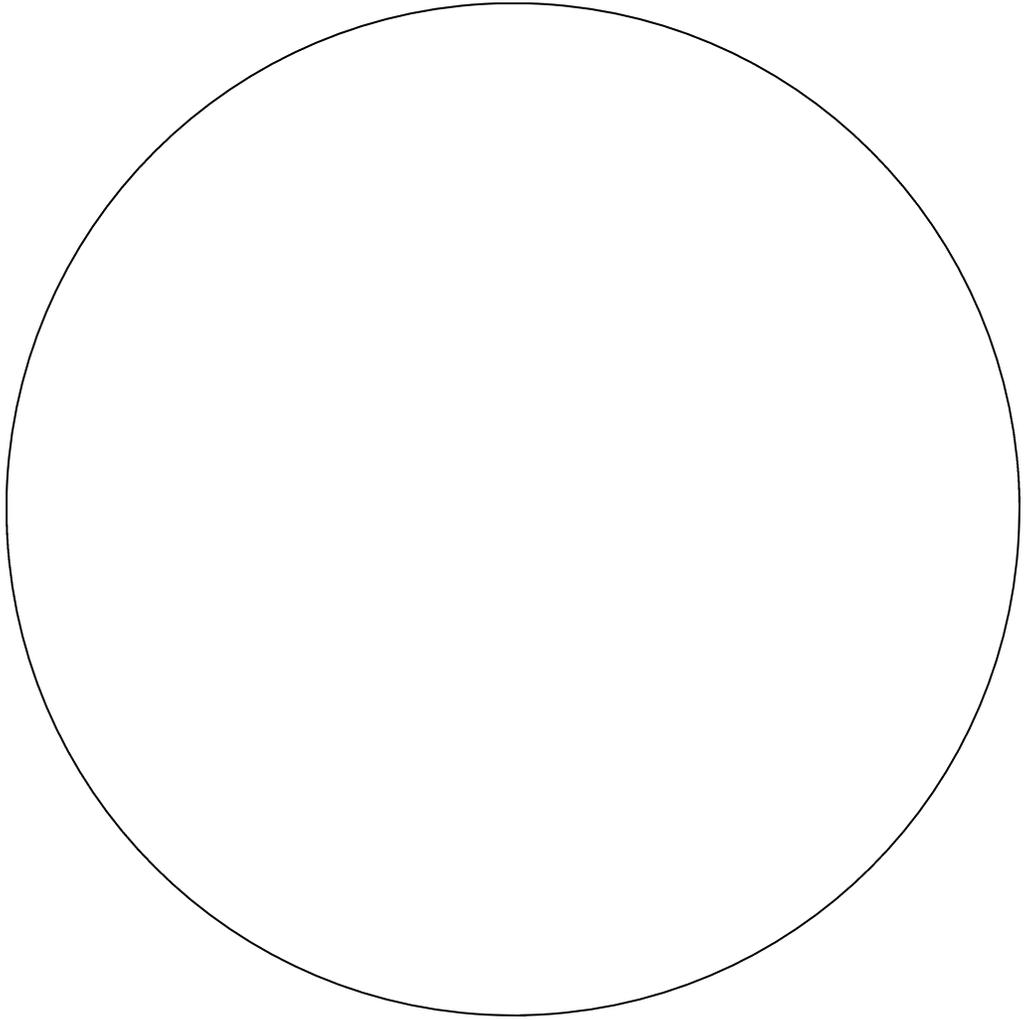
Later:

Practice printing the words. Print 'blue' and 'yellow' on individual boards and then on inter-lined paper.

The children can take the colouring sheet and the practice sheet home. Have the children read a line or two of the practice sheet to you as they go out the door.

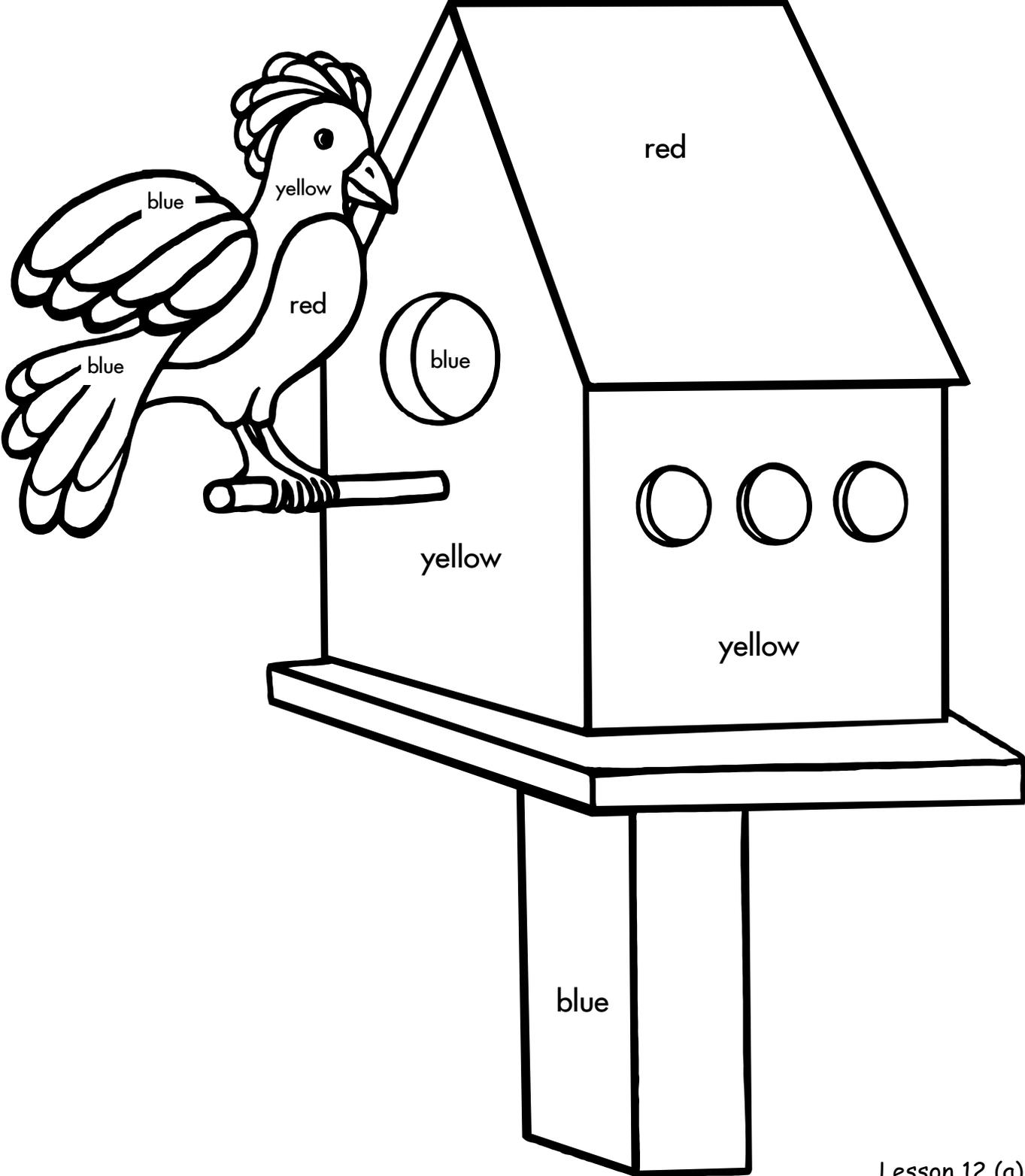


blue



yellow

Name _____

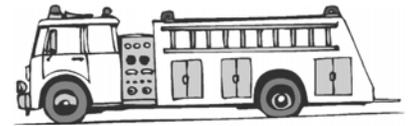


Name _____

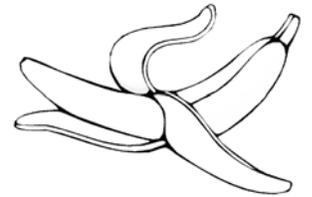
Here is a yellow _____.



I like the red _____.



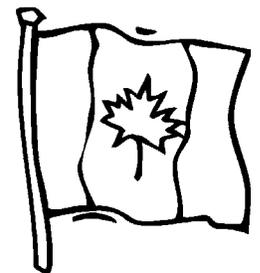
Yes, I like the blue _____.



Here is a red _____.



The _____ is yellow.



My _____ is blue.



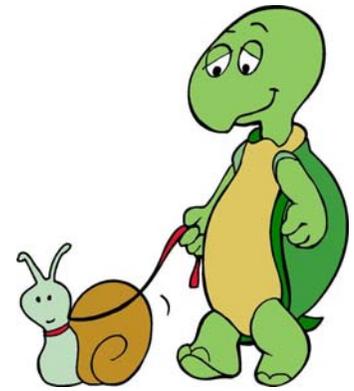
Lesson 13

New Word: something

Preparation:

Photocopy Practice Sheet 13.

Word cards something



Review:

Drill:

I am like a to play my here is yes no the red
yellow blue

Read the sentences 'The yellow ____ is here.' 'I like the blue ____' 'Is my yellow ____ here?' with children putting in the missing word.

Lesson:

Introduce the word 'something'. This is an easy word for the children to remember, as it is much longer than the rest of the vocabulary. Talk about the sound /s/. When we see this word and the 's' at the beginning, make the mouth ready to say the word by making the /s/ sound.

Make sentence strips:

Here is something yellow. Here is something red. Here is something blue.
Here is something I like. I like to play something. Here is something to play.

Put the children in partners. They take a strip, read it, and go around the classroom to find an object that fits the sentence. Read the sentence, touching each word, and share the sentence and the object with the class.

'Something' is two words put together. Show 'some' and 'thing'.

Play 'I spy'. 'I spy with my little eye - something that is ____.' Show the word 'something' as you say the sentence.

Practice Sheet 13

Cut out the rectangles with words. Make sentences using the words and share them with others. Put a period at the end of the sentences. Begin the sentences with a word with a capital letter (this will depend on the students' abilities). Can the students make sentences using the word 'something'?

Reading Practice

Put all the sentences the children have formed on a chart and read them together. These can be printed on a paper and photocopied so the children can take them home to practice, too.

Conclusion:

Show the word cards for **I am like a play to my here is no yes the red yellow blue something** in random order and have the children read them in unison. Drill them in random order.

Read these sentences:

'I like something yellow.'

'Is something blue here?'

'I like to play something.'

'Something red is here.'

Have a child read the sentences, touching under each word. You can also have different children draw a circle around words you say with different colours of highlighter.

Later:

Practice printing the word 'something'. Print the words 'some' and 'thing', and then the word 'something'.

The children can take the colouring sheet and the practice sheet home. Have the children read a line or two of the practice sheet to you as they go out the door.

Name _____

I	Here	Is
---	------	----

a	to	play
---	----	------

I	something
---	-----------

yellow	red	blue
--------	-----	------

like	the	The
------	-----	-----

here	is	am
------	----	----

A	my	My	.	.
---	----	----	---	---

Lesson 14

New Words: at school

Preparation:

Photocopy Practice Sheet 14.

Word cards at school



Review:

Drill:

I am like a to play my here is yes no the red
yellow blue something

Read the sentences 'Something yellow is here.' 'I like something blue.' 'I like to play something.' 'Here is something red.'

Lesson:

Introduce the word 'at'. The children should be able to blend **at** from the phonics program. Talk about the sounds /a/ and /t/, and blend them.

Have the children put the word **at** into oral sentences:

I am at school. My dog is at home. etc.

Show the word with a capital letter - 'At'.

Introduce the word 'school'. Have a picture of your school. The word 'school' is not phonetic, but encourage the children to look at the first letter 's' and get their mouth ready to say the word by making the /s/ sound. Practice this.

Photocopy the 'school' card onto tag and colour the picture. This is the first in a series of noun cards that you can display. (You can exchange the picture on the card for a photo or drawing of your school.)

Print sentences on a chart for the children to read:

I am at school. The school is yellow. I like my school.

I like to play at school. Something is at school. I play something at school.

Show the picture of your school, or walk outside to see the front of the school. Talk about the school and what you like to do there.

Practice Sheet 14

Read the Practice Sheet. Draw a picture of the school in the box. The students can think of an appropriate word for the blank (help them with spelling), and print it.

Reading Practice

Have the children visit each other and read the sentences aloud. Touch under the words as they read.

Conclusion:

Show the word cards for **I am like a play to my here is no yes the red yellow blue something at school** in random order and have the children read them in unison. Drill them in random order.

Read these sentences:

'I like school.'

'I play at school.'

'I like to play something at school.'

'Here is my school.'

Have a child read the sentences, touching under each word. You can also have different children draw a circle around words you say with different colours of highlighter.

Later:

Practice printing the words 'at' and 'school'.

Find rhyming words for 'at' - make cat, bat, sat, mat, etc.

Spell 'at' and the rhyming words.

The children can take the practice sheet home. Have the children read the last line of the practice sheet to you as they go out the door.



school

Name _____

My School



Here is my school.

I like to play at school.

At school I play _____.

Lesson 15

New Word: house

Preparation:

Photocopy Practice Sheet 15.

Word card house

Photocopy the little book: Here Is Something!



Review:

Drill:

I am like a to play my here is yes no the red
yellow blue something at school

Read the sentences 'I am at school.' 'I like to play at school.' 'The school is red.'

Lesson:

Introduce the word 'house'. Talk about the sound /h/. When we see this word and the 'h' at the beginning, make the mouth ready to say the word by making the /h/ sound.

Photocopy the 'house' card onto tag and colour the picture. This is part of a series of noun cards that you can display. Discuss whether the picture looks like the houses where the children live.

Print sentences on a chart for the children to read:

My house is blue.. I like my house. I play at my house.

The house is here. Something is at my house. Here is the house.

Do a graph: do the students live in a house, a trailer, an apartment, etc.

Practice Sheet 15

Read the Practice Sheet. Each child draws a picture of his/her house in the box. The students can think of an appropriate word for the blank (help them with spelling), and print it.

Reading Practice

Have the children visit each other and read the sentences aloud. Touch under the words as they read.

Little Book - Here Is Something!

Follow the guided reading lesson for the little book. The children read the pages and then draw pictures to go with the words on each page.

Conclusion:

Show the word cards for **I am like a play to my here is no yes the red yellow blue something at school house** in random order and have the children read them in unison. Drill them in random order.

Read these sentences:

'I like my house.'

'I play at my house.'

'My house is blue.'

'Here is my house.'

Have a child read the sentences, touching under each word. You can also have different children draw a circle around words you say with different colours of highlighter.

Later:

Practice printing the word 'house'.

Find rhyming words for 'house' - mouse, grouse, etc.

The children can take the practice sheet home. Have the children read the last line of the practice sheet to you as they go out the door.



house

Name _____

My House



Here is my house.

I like to play at my house.

My house is _____.

Teaching Ideas for 'Here Is Something!':

- If you wish, photocopy each page as large as you can
 - 11 x 18 would be a x200 enlargement to make a Big Book. Staple the pages into a book.
 - Give each child a small book, stapled in the centre.
 - Show the title page.
 - Ask a child to read the title.
-
- What might the 'something' be?
 - When the children open the little book, ask, 'Where will we begin to read?' and discuss beginning at the top left, and then continuing to the right hand page.
 - Ask the children to read the first page silently, and then look up at you. When all children have finished, read the page orally, all together. There is no picture! What should the picture be? Read the page together and separately.
 - Read the rest of the little book in the same manner.
 - Let the children read the little book in partners. Watch that they are touching under the words as they read, and are reading the left page first, etc.
 - Have the children illustrate the book.
 - Come back to the group and read the book together. Talk about the illustrations.
 - Find certain words..... e.g. find the word 'house'. Highlight words if you wish.
-
- Discuss the upper and lower case letters. Where do we use upper case (capital) letters?
 - Discuss that the first letter is upper case (or a 'capital' letter), and the rest of the letters are lower case.
 - Discuss the periods and exclamation marks at the end of the sentences. How should we read the sentences if there is an exclamation mark?
-
- Re-read the book several times more before it goes home.
 - Through the day, have each child read the book to you. Note errors, if any. Then the child can take the book home to read.

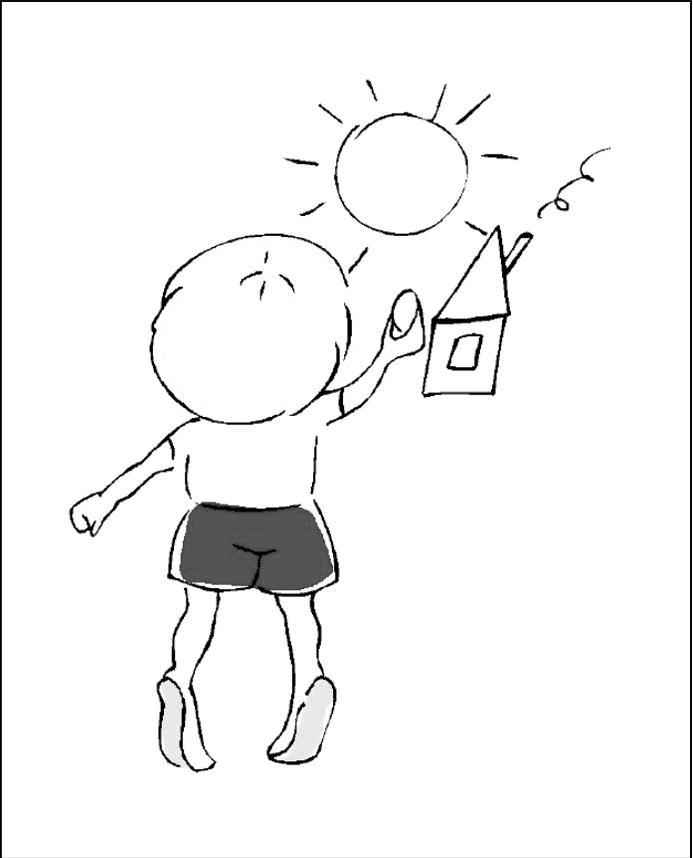




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Successful Sight Reading—Part 1

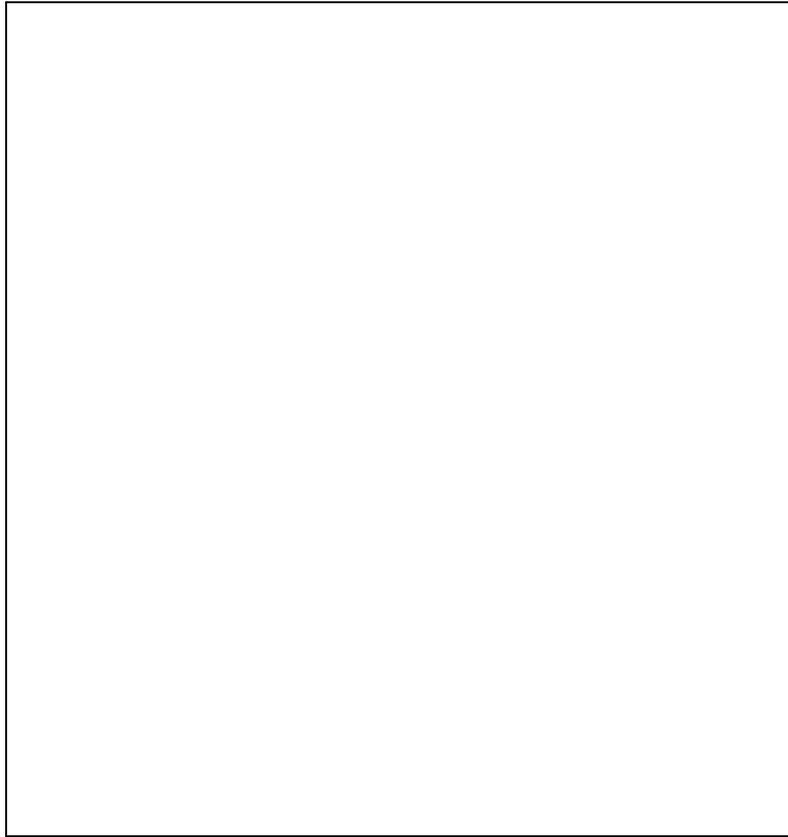
Lesson 15
Here Is Something!

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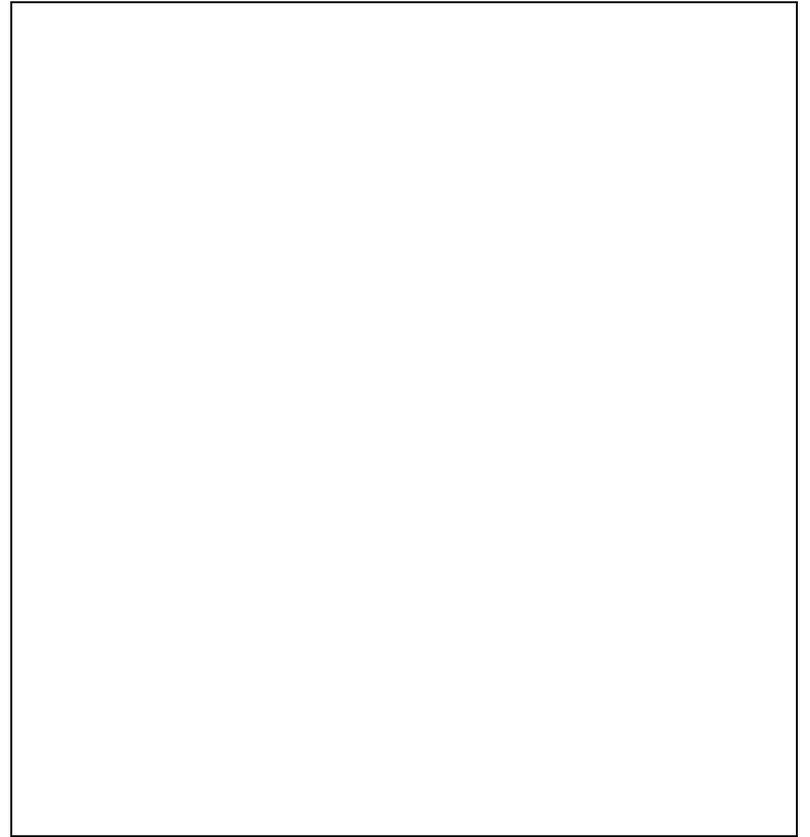


Here Is
Something!

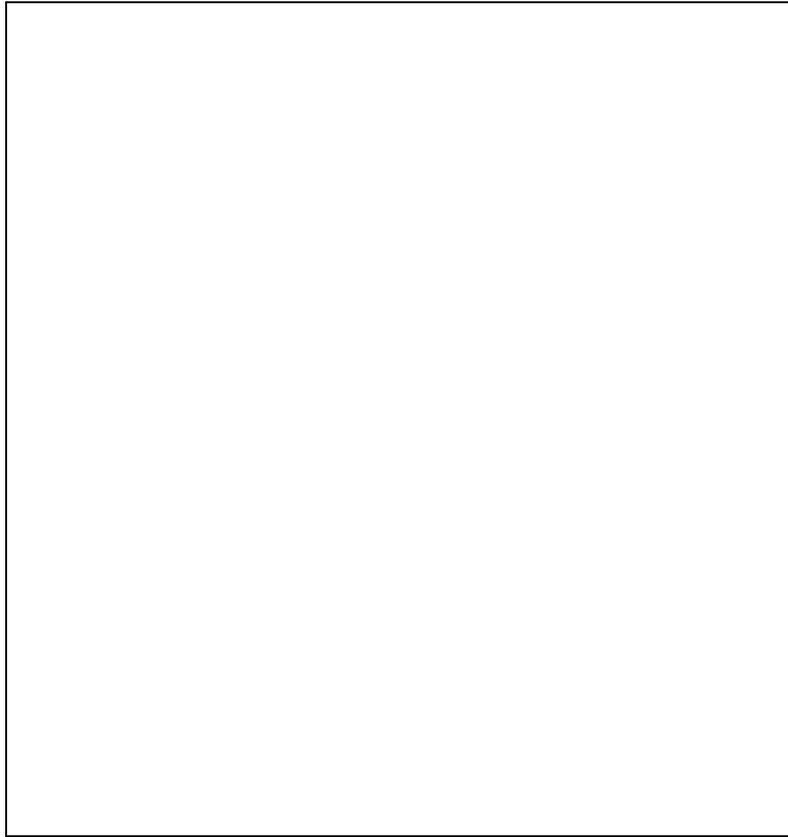
A large line drawing of a child with a large head, wearing a white shirt and dark shorts. The child is pointing their right hand towards a sun and a house. The sun is a circle with radiating lines, and the house is a simple structure with a chimney emitting a wavy line. The entire drawing is enclosed within a rectangular frame.



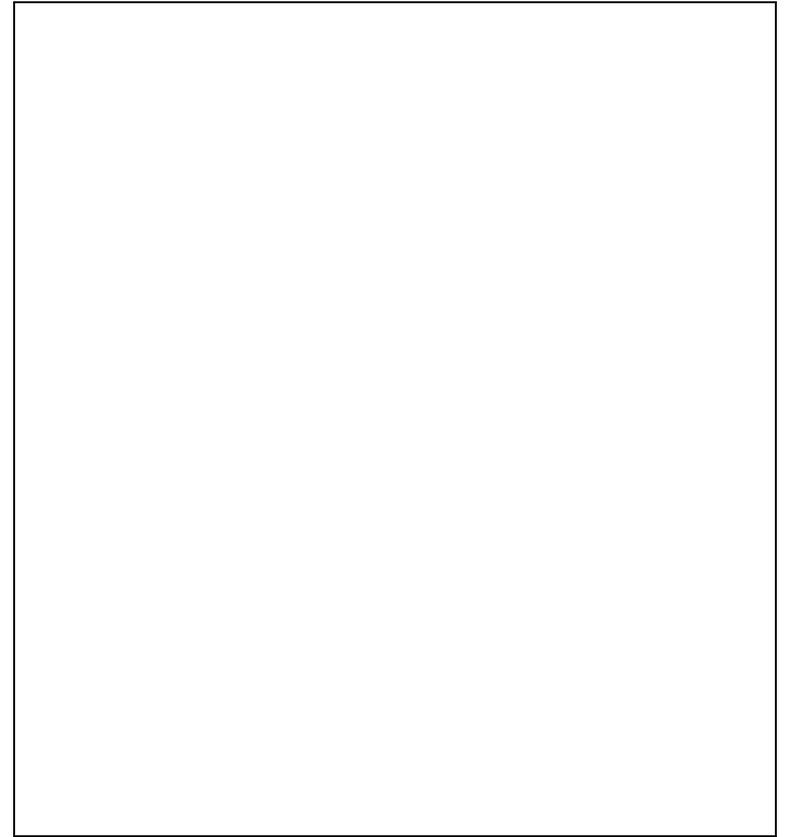
Here is my house.
I like my house.
I play here.
I play at my house.



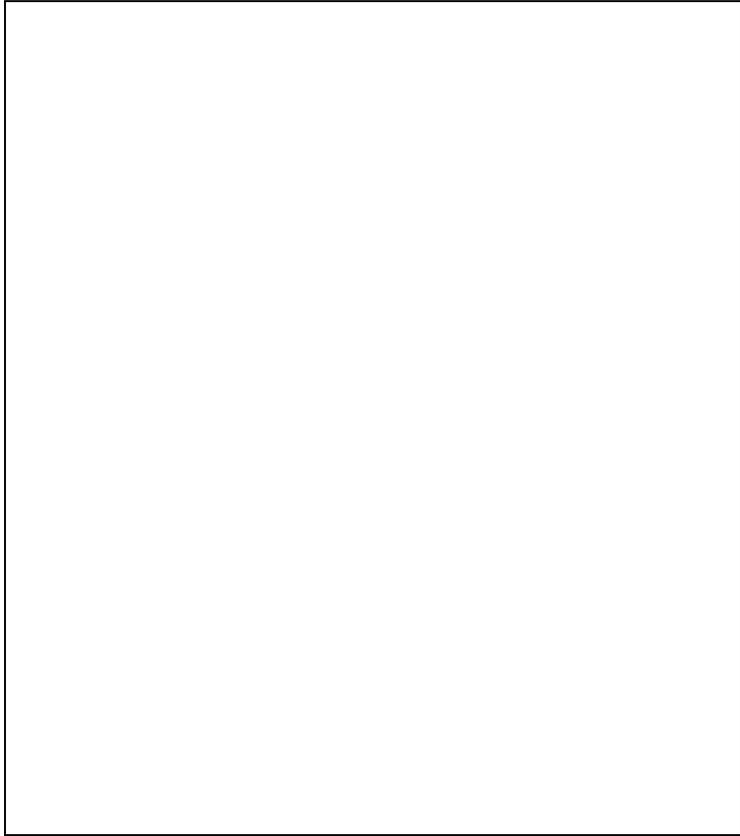
Here is something.
Here is something yellow.
Yellow is at school.
I like yellow!



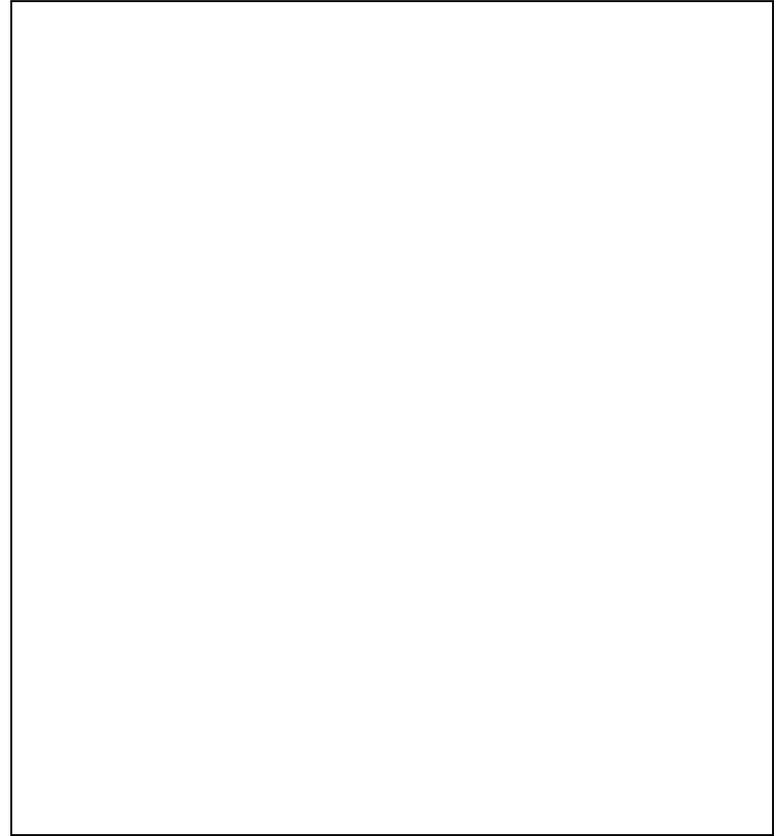
Here I am!
I am at school.
Here is my school.
I play at my school.



Here is something.
Here is something red.
Something is at my house.
Something red is here.



I like to play.
I play at my house.
I like to play here.



Here is something blue.
Blue is at my house.
Here is something blue.