

TUTOR INFORMATION BOOK

October 2019

THE LITERACY COUNCIL OF FREDERICK COUNTY, INC.



LITERACY COUNCIL
FREDERICK COUNTY, MD

EMPOWERING ADULTS THROUGH ENGLISH LANGUAGE SKILLS

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Hours: Monday through Friday 9 a.m. – 4 p.m.

Located in the C. Burr Artz Library Administrative Building (Use the Patrick Street entrance – ring bell for admission)

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Table of Contents

Being a Tutor

THE LITERACY COUNCIL OF FREDERICK COUNTY, INC.....	3
PROLITERACY WORLDWIDE.....	4
A BASIC PHILOSOPHY AND TIPS FOR VOLUNTEER TUTORS.....	5
TIPS FOR LITERACY PROVIDERS: INSTRUCTIONAL ACCOMMODATIONS	6
HELP AVAILABLE TO RESIDENTS OF FREDERICK COUNTY AND THEIR FAMILIES.....	8
POTENTIAL PROBLEMS AND HOW TO HANDLE THEM	9

How Learning Happens

USING YOUR SENSES (THE VARIOUS SENSES AND THE LEARNING PROCESS)	11
SIGNS OF LEARNING DISABILITIES - THE HIDDEN HANDICAP.....	13
THE SEVEN INTELLIGENCES	14

Materials

A LAUBACH LADDER OF LITERACY	15
TUTOR RESOURCE MATERIALS.....	16
INTRODUCTION TO THE CHALLENGER SERIES.....	17
INTRODUCTION TO THE VOYAGER SERIES.....	18
COMPARISON OF LWR, CHALLENGER, AND VOYAGER.....	19
DETERMINING WHICH SERIES TO USE: LWR, CHALLENGER, VOYAGER	21
INTRODUCTION TO THE LIFE PRINTS SERIES – ESL FOR ADULTS	23
INTRODUCTION TO "ENGLISH-NO PROBLEM!"	24
INTRODUCTION TO "STEP FORWARD LANGUAGE FOR EVERYDAY LIFE"	25
GUIDELINES FOR USE OF BREAKTHROUGH TO MATH	27

Speech

HOW TO MAKE SPEECH SOUNDS	29
ANATOMY OF HUMAN SPEECH	34
HOW TO TEACH SPEECH SOUNDS	35
LIST OF SPECIAL PRONUNCIATION PROBLEMS.....	41

Assessment, Goals, and Planning

INITIAL ASSESSMENT FOR BASIC LITERACY STUDENTS	43
CHART WORD LIST	44
GOAL SETTING	46
LESSON PLANNING	53

Teaching Strategies

PHONOLOGICAL (PHONEMIC) AWARENESS	55
LANGUAGE EXPERIENCE STORY	60
LANGUAGE EXPERIENCE STORY SUMMARY AND WORKSHEET	62
WRITING IDEAS FOR ADULTS	63
WEBBING - ANOTHER TECHNIQUE TO AID IN WRITING AND COMPREHENSION.....	64
DUET READING.....	65
ACTIVITIES TO DO WITH A NEWSPAPER.....	66
10 FUN IDEAS TO EXPAND TUTORING	67
GUIDELINES FOR REVIEW AND REINFORCEMENT IDEAS.....	68
LEARNING GAMES FOR ESL STUDENTS	75
WORKING WITH GROUPS	81
USING TECHNOLOGY TO SUPPLEMENT ESL INSTRUCTION.....	83
MULTI-SENSORY TACTILE / KINESTHETIC SENSORY MODE	85

Spelling

STEPS IN TEACHING SPELLING.....	87
TRACE, COPY, COPY - A STRATEGY TO TEACH SPELLING	88
MOST FREQUENTLY USED SPELLING RULES	89
SPELLING GENERALIZATIONS	91
IMPLEMENTING THE COGNITIVE - SOME QUESTIONS TO ASK	94
SYLLABLES.....	95
SPELLING AND SYLLABLES.....	97
DIVIDING SYLLABLES	98

Writing

THE ENGLISH WORD PYRAMID	99
CORLETT WILSON'S 225 ESSENTIAL VOCABULARY WORDS (PLUS OTHERS)	100
CINQUAIN	101
ALL ABOUT ENGLISH.....	102
WHAT'S UP?	103
WRITING FOR NEW READERS	104
WRITING FOR YOUR STUDENT – "MAX AND SAM", A LOWER LEVEL SAMPLE	106
WORD SELECTOR LIST – SKILL BOOK 1	107
FIND A GRADE LEVEL - APPLYING THE GUNNING FOG INDEX.....	108
QUICK REFERENCE CHART FOR READING LEVELS	109

The Literacy Council of Frederick County, Inc.

Office: 110 East Patrick Street, Frederick, MD 21701
Located in the Admin. Building of the C. Burr Artz Library (Use the Patrick St. entrance.)

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The Literacy Council, founded in 1963, is a non-profit 501(c)(3), non-sectarian, volunteer organization dedicated to teaching adults to read, write, and spell (Basic Reading Program) and also to teaching conversational English, reading and writing to the foreign-born (ESL-English as a Second Language Program).

Illiteracy is widespread both worldwide and in the U. S. In the year 2018, nearly 800 million adults in the world, 15% of the adult population, were illiterate in their native language. 67% of those were women. The target population for adult education services in the U. S. includes adults (over the age of 16) without a high school diploma. More than 36 million adults in the U. S. cannot read, write, or do basic math above a third-grade level. Only 13% of adults performed at the highest level of proficiency on the literacy scale.

In Frederick County, it is estimated that 1 in 10, or 17,000, adults are functionally illiterate and according to the 2017 American Community Survey, about 7.4%, over 12,354 people, had less than a high school education. More than 30,360 residents spoke a language other than English at home, 13.1% of the population. Over 10,700 limited English proficiency and 5,000 had less than a high school education. In 2018, our 162 volunteers gave over 17,670 hours of their time providing individualized instruction to 262 adults to help them improve their reading, writing and English language skills. Between 2011 and 2018, the number of adults served by the council grew by 127%.

Literacy has a direct impact both on these individuals and on Frederick County's economy and quality of life. Literacy is the necessary first step for many to become employed in a job that pays a living wage and allows individuals to afford the basic needs of food, clothing, shelter, and medical care for themselves and their families. This also benefits the whole community by expanding the tax base, developing an educated workforce that draws new employers with high quality jobs, and reducing the demands on health, social and police services. And the children of literate parents are generally more successful in school, breaking the cycle of illiteracy within families.

The Council conducts workshops to train volunteers in the Laubach Method and other teaching techniques. These trained volunteer tutors are then matched one-to-one with basic literacy or ESL adults who have requested our assistance. Some small group classes are also offered for ESL students. There is no charge for either training or tutoring, and all tutoring is confidential.

Our Council is an affiliate of ProLiteracy, which exists to promote and coordinate volunteer adult literacy programs throughout the United States and Canada.

We are dependent for funds on donations from individuals, businesses and foundations. Donations of any amount are welcome. We encourage everyone to contribute to both our Council and ProLiteracy, but this is not required to be a tutor.

ProLiteracy

The Beginnings

In 1955, Laubach Literacy International was founded by linguist, literacy pioneer and missionary Frank C. Laubach who had realized that literacy empowers people to improve and enrich their lives. His work began in the Philippines in 1930 and continued for more than 40 years, touching illiterate and impoverished people in 103 countries. Literacy materials developed in the local languages used charts with picture, word and sound association. They also incorporated vocabulary development and comprehension exercises. Limited resources were overcome as literate adults accepted Dr. Laubach's *Each One Teach One* challenge and took on the responsibility of teaching an illiterate friend or neighbor. In 1967 the National Affiliation for Literacy Advance (NALA), which later became Laubach Literacy Action (LLA), was formed to serve the Laubach programs in the U. S. and was headquartered in Syracuse, NY. A similar national effort was carried out in Canada by Laubach Literacy of Canada. There were 1100 member programs in the U. S. and 70 in 39 developing countries. The publishing division, New Readers Press, produced and distributed 500 titles of U.S. adult educational materials to 46,000 literacy organizations, schools, libraries and other institutions.

In 1962, Literacy Volunteers of America (LVA) was founded, also in Syracuse, by Ruth Colvin. She worked with professional reading consultants to develop tutor training that equipped volunteers to tutor adults and teens using curricula defined in accordance with the individual needs and goals of the student. LVA spread into a network of 350 volunteer programs throughout the U. S.

The Organization Today

In 2002, LLI and LVA merged to become ProLiteracy Worldwide, a nonprofit 501(c)(3) educational corporation, which for the first time allows literacy advocates to speak with one voice on behalf of adult learners both domestically and internationally. Its mission is to champion the power of literacy to improve the life of adults and their families, communities, and societies. ProLiteracy receives little government funding, relying instead on revenue from its publishing division and on the generous support of individuals, foundations, corporations, and community groups. These programs and services are provided through three divisions.

- The U.S. Programs Division and has 1,200 affiliates in all 50 states and the District of Columbia. Its purpose is to advocate for the needs of adult learners and to provide support to the organizations and agencies that serve them.
- New Readers Press is the publishing division. It works to develop instructional materials and resources for instructors and volunteer tutors.
- The International Programs Division advances global literacy and development initiatives through partnerships with grassroots organizations in 51 countries in Africa, Asia, Latin America and the Middle East.

ProLiteracy

104 Marcellus Street, Syracuse, NY 13204 (315) 422-9121
E-Mail: info@proliteracy.org www.proliteracy.org

New Readers Press

104 Marcellus Street, Syracuse, NY 13204 (800) 448-8878
www.newreaderspress.com

A Basic Philosophy and Tips for Volunteer Tutors

Our basic goal is to teach adults to read and the foreign-born to speak and read English. To accomplish this requires a genuine devotion to, and concern for, your student while building a ladder of successful learning experiences. This gives students a more positive self-image and greater self-confidence along with improved competency.

Tutoring should be a relaxed, friendly experience. Take the time to be genial and warm, honest and sincere. This promotes a good student-tutor rapport and climate for learning. Present lessons in a way that your student can be successful, so that lessons are a rewarding experience for both of you. To help promote this atmosphere:

- Sit next to your students so you work *with* them, not across from them so you teach *at* them.
- Praise them frequently, but only for genuine success.
- Give directions clearly. Don't talk above their heads or talk down to them.
- Go from the known to the unknown, from the simple to the more complex.
- Build on what they know, but do not teach what they already know. Teach to their strengths while building up weaker skills.
- Don't say, "No". Correct errors in a casual and positive manner. Re-teach the point rather than making an issue of the error itself.
- Don't do tedious, repetitive drilling on particular skills, as practice is built into the materials. Do any necessary further review in small increments at each lesson.
- Plan lessons carefully, but be flexible. Respond to immediate needs and problems.
- Work to meet his immediate needs and goals for part of every lesson. Ex: What basic words are needed on his job? Teach these a few at a time and review them regularly. Begin with the most basic and concrete vocabulary.
- If your student seems bored, sleepy, or tired, change activities, do something hands-on or active (take a walk and read the signs), or read to him.
- Try to ask questions that require more than "Yes" or "No" answers ("Tell me about"). Don't say "Do you understand?" The student will probably say "Yes" to please you. Ask an appropriate question to make the student prove he understands.
- Be patient. Don't expect to teach overnight what would have taken the student years to learn as a child in school.

Always be there and begin and end on time. Be as dependable as you expect your student to be. Be willing to listen and always treat personal matters confidentially.

The Each One Teach One Way

To summarize the teaching philosophy of Dr. Frank Laubach is to speak of COMPASSION:

Cut "No" out of your vocabulary.

Observe what your student knows: respect and build on this knowledge.

Make certain you respect his time: begin and end promptly.

Prepare your lessons carefully: confidence begets confidence.

Allow your students to progress at their own pace - to teach themselves as much as possible.

See that your students get honest praise and encouragement.

Save unnecessary chatter until after the lesson.

Introduce something new in every lesson.

Offer friendship and understanding but avoid patronizing.

Notice and encourage ways in which your student can teach you.

Tips for Literacy Providers: Instructional Accommodations

Using available information, literacy tutors can experiment with a variety of techniques, modifications, and accommodations for each student that capitalize on strengths and compensate for weaknesses. Although the following ideas have proven helpful for some students, they may not succeed with a particular student. Realistic, short-term goals can keep the student involved and motivated. As the student reaches each goal, positive reinforcement is particularly important. Tutors are urged to be creative and to explore their own ideas in developing instruction for their students.

General Techniques

- Present information in small manageable steps.
- Structure activities.
- Provide frequent feedback.
- Teach new materials in concrete ways (give examples).
- Relate new materials to student's everyday life.
- Experiment with large print.
- Use graph paper to help with spacing in writing.
- Discuss and study new vocabulary words before they appear in instructional material.
- Teach student to proofread his/her work.
- Make frequent eye contact.
- Conduct your lessons away from distractions.
- Encourage questions.
- Restate directions in a variety of ways.
- Use a sheet of colored transparency material to change the contrast between ink and paper on materials.

To Capitalize on Auditory Strengths

- Use books on tape.
- Encourage student to read along with taped texts.
- Use interactive activities.
- Use oral testing.
- Use oral as well as written directions.
- Ask student to repeat directions orally.
- Read aloud together with student.
- Have student read aloud or sub-vocalize (form the words without saying them aloud).
- Speak in even, measured tones.
- Use music and rhythm to reinforce learning.
- Encourage student to read first drafts of written work aloud.
- Encourage student to tape "write" first drafts.

To Capitalize on Kinesthetic (related to movement) and Tactile (related to touch) Strengths

- Use hands on activities.
- Use simulation and board games.
- Pair students to work together.
- Teach and encourage the use of mnemonics (device for memorizing information).
- Be well prepared for each session.
- Use un-timed tests.
- Use multiple-choice tests.
- Allow for frequent breaks.
- Change activities frequently.
- Touch students on the arm or shoulder to re-focus attention.
- Trace letters and words to learn spelling.
- Use the computer (i.e. word processing spell checks).
- Memorize or drill for rote learning while walking or exercising.
- Provide opportunities for touching and handling instructional materials (manipulatives).
- Use a calculator or abacus in math.
- Use index cards rather than notebooks for note taking.

To Capitalize on Visual Strengths

- Use graphics to reinforce learning.
- In math, encourage use of a number line.
- Use color coding.
- Write directions for assignments.
- Use a highlighter to call attention to key words or phrases, especially during testing.
- Teach the use of alternative note taking systems such as outline, graphing, flow charting, and diagramming.
- Form a mental picture of words or facts to be memorized.

Sources: These listings are adapted in part from:

Scheiber, B., & Talpers, J. (1987). *Unlocking Potential*. Bethesda, MD: Adler & Adler.

Adult Learning & Literacy Clearinghouse, U.S. Department of Education (1990). *Instructional Strategies for Adults with Learning Disabilities*. Washington, DC.

Help Available to Residents of Frederick County and their Families

Call -2-1-1: A free confidential resource that helps find local resources related to health, housing, jobs, food, veterans, crisis/disaster assistance and other community resources. www.211.org

Social Services (301) 600-4555: Will guide people to find help that is available for rent, heating, food stamps, etc. if they meet the criteria of financial need. Located at 1888 N. Market Street, Frederick, MD 21701

Health Department (301) 600-1029: Offers help in many areas: childbirth, family planning, immunizations, etc. Located at 350 Montevue Lane, Frederick, MD 21702

Dental Clinic (301) 600-1041: Serves children under 18. Certain dentists in Frederick offer a 35% discount to adults in need. Located at 350 Montevue Lane, Frederick, MD 21702, Entrance C.

Individual Churches: Have programs to help their parishioners and may extend their services to others if their funds permit.

Religious Coalition for Emergency Human Needs (301) 631-2670: Food bank dispenses food with proof of need and Soup Kitchen serves free meals. 27 DeGrange St., Frederick, MD 21701

The Lions Club of Frederick (www.fsklions.org): May provide eye exams and glasses if funds are available.

Mission of Mercy (301) 682-5683: Offers free medical attention and free medicine, no questions asked. You must get a schedule, and it is best to make an appointment. <https://www.amissionofmercy.org/maryland-pennsylvania/clinic-schedule/> **Administrative office:** 22 S. Market St., Ste. 6D, Frederick, MD 21701. **Clinic location:** The Church of Jesus Christ of Latter-day Saints, 199 North Place, Frederick, MD 21701

Schools: Offer free breakfast and lunch (after much paperwork). They will also waive the fees for summer programs. The school nurse can be of great help in solving family needs. Also **English Language Learners (301) 696-6831:** A service of Frederick Co. Public Schools for students in pre-K through grade 12.

Head Start (301) 378-9140: Promotes school readiness by provision of educational, health, nutritional and social services to enrolled children and their families. 801 N. East St., Frederick, MD 21701

Flexible Evening High/Virtual High School (240) 236-8450, Frederick County Public Schools: For people not attending or past the age for traditional high school. <https://education.fcps.org/flex/>

Frederick Community College: Community Based ESL Program (240) 629-7962 is a free program for students with little to limited English skills. Proficiency test required. **Continuing Education ESL Program** is for students with intermediate skills. There is a fee for the program. **Academic ESL Program (301) 846-2558** is for students wishing to pass college entrance exams or write at an academic level. There is a fee for this program. Website: www.frederick.edu/esl

The CASS program: Gives aid to students and their families by solving health related problems, getting scholarships to YMCA summer programs, etc. An interview is required. Not available in all school districts. Check website for locations and hours. Check website for info at <http://www.fcps.org/academics/community-agency-school-services-programs>

Centro Hispano (301) 668-6270: English classes and employment skill development for all nationalities. 5 Willowdale Drive, Frederick, MD 21702. www.Centrohispanomd.com.

Asian American Center of Frederick (301) 694-3355: offers English and citizenship classes, health advocacy, and more. Located at 1080 W. Patrick St., Suite 16, Frederick, MD 21703

Note: Schools cannot ask whether the family is here legally. Most of the above is available without question.

Potential Problems and How to Handle Them

- Absenteeism or Tardiness
 - o Expect this sometimes: Evaluate tolerance level & learning interferences.
 - o Analyze possible causes and solutions.
 - o Discuss with student.
 - o Discuss with coordinator.
- Disappointment with progress and/or material
 - o Avoid high level of expectations.
 - o Try alternate techniques and materials.
 - o Set instruction rate and materials appropriate to the student and goals.
- Transportation
 - o Responsibility of student.
 - o If it becomes a problem, discuss with coordinator.
- Personality Differences
 - o Focus on basic parts of lesson.
 - o If extreme conflict, discuss with coordinator.
- Expectation Beyond Tutoring
 - o Be helpful if appropriate and you are willing.
 - o If inappropriate, explain to the student that it's not part of your volunteering.
 - o If unable to resolve, discuss with coordinator.
- Meeting Place
 - o Discuss appropriate alternatives with student.
 - o Discuss alternatives with coordinator.
- Insufficient Time
 - o Reconsider priorities.
 - o If interfering with learning, discuss discontinuing with coordinator and student.
 - o Discuss continuing to help the Council in another way.
- No Outside Studying
 - o Determine reasons, if any, and justification: If justified, do all work in class – the student may possibly be able to come early to complete their homework.
 - o Discuss with student the effects on learning and enjoyment, and positive effects of studying. If unworkable situation, discuss with coordinator.

Using Your Senses (The Various Senses and the Learning Process)

HOW PEOPLE LEARN



1 % through TASTE



1.5 % through TOUCH



3.5% through SMELL



11% through HEARING



83% through SIGHT

HOW MUCH OF WHAT PEOPLE LEARN DO THEY RETAIN?



10% of what is READ



20% of what is HEARD



30% of what is SEEN



50% of what is SEEN AND HEARD



70% of what is SAID to oneself



90% of what is SAID AND DONE at the same time



Time Span of Retention

Method of Instruction	Recall 3 Hours Later	Recall 3 Days Later
Lecture	70%	10%
Showing Used Alone	72%	20%
Showing and Telling Together	85%	65%

Using Your Senses ...

How We're Taught	How We Learn
48% Seatwork	96% Teaching
18% Lecture	96% Doing
11% Audio/Visual	83% Failing
10% Group Work	73% Experiencing
7% Oral Reports	46% Repetition

Some Teaching/Learning Strategies and their Relative Effectiveness

96% Providing Success	16% Association
54% Reflecting/Reviewing	16% "Thinking About"
42% Risk Taking	14% Brainstorming
29% Humor	8% Intimidation
29% Classification	4% Avoidance of Pain
29% Memorization	

Sources: Blackhurt, Dana K. and Wilkins, Stephen M. (1992, November) *Changing the Variables*. Cincinnati, Ohio. Orton Dyslexia Society Convention.

Cox, Aylett R. Alphabetic Phonics Teaching Programs. Dallas, TX.
(Quoting some statistics from Socony-Mobile Oil Co.)

Signs of Learning Disabilities - The Hidden Handicap

Language Problems

- Trouble expressing thoughts and ideas
- Disorganized language
- Immature speech, trouble with tenses or other specific aspects of grammar
- Trouble retrieving words
- Trouble decoding written symbols
- Difficulty understanding what has been read
- Poor spelling or written language
- Poor listening skills or vocabulary
- Difficulty comprehending what is heard
- Trouble understanding subtleties in language

Organization Problems

- Difficulty keeping track of belongings & materials
- Difficulty organizing time, space, belongings materials or information
- Difficulty organizing research
- Difficulty classifying and categorizing
- Difficulty establishing priorities
- Difficulties organizing and slow processing of information coming in through the senses
- Difficulty breaking things down into sequences (1st, 2nd, 3rd) or performing sequential tasks
- Difficulty synthesizing different points of view or complex ideas

Cognition Problems

- Difficulty separating main ideas and details
- Difficulty separating the whole from its parts
- Difficulty understanding abstract thought or expression as in a metaphor
- Difficulty making abstract comparisons
- Poor synthesis of ideas to make a point
- Difficulty drawing inferences

Social Behavior Problems

- Difficulty perceiving or interpreting facial expression, gestures, body language of others
- Difficulty understanding cause-effect relationships
- Difficulty evaluating how personal behavior affects others
- Inflexibility, rigidity, resistance to change
- Poor timing of remarks
- Impulsive behavior / verbalizations
- Inappropriate responses
- Tendency to become over stimulated
- Tendency to become easily frustrated
- Overreaction / under reaction to events
- Egocentrism, trouble empathizing
- Trouble establishing / maintaining relationships
- Excessive perseverance
- Guilelessness (naïveté)
- Emotional liability – mild mood swings, erratic behavior

Memory Problems

- Difficulty following instructions
- Difficulty remembering what has just been said or seen
- Difficulty remembering abstract material
- Difficulty getting into memory what has just been read
- Tendency to lose train of thought
- Difficulty remembering names, dates or places
- Frequent feeling that a piece of information is *there* but cannot be retrieved (the *tip of the tongue* phenomenon)

Left-Right Confusion

- Trouble following directions
- Reversals

Source: Smith, Sally (1992). *Succeeding Against the Odds: How the Learning-Disabled Can Realize Their Promise*. Jeremy P. Tarcher/Putnam, Penguin Putnam Inc.

Signs of Learning Disabilities (cont ...)

Attention Problems

- Difficulty sticking to and completing tasks
- Difficulty trouble - shooting
- Problems focusing on thought
- Distractibility
- Poor modulation of response or activity (over-reactive or under-reactive)
- Short or variable attention span

Visual – Spatial Problems

- Poor discrimination of one object, symbol, work from another
- Trouble discriminating central figure from background
- Difficulty isolating letters in words, words in sentences, and sentences in paragraphs
- Inability to perceive and/or remember letters in proper sequence, numbers, or telephone numbers
- Inability to visually organize mathematical problems on paper

Symbol – Learning Problems

- Unusual difficulty with basic mathematics, algebra, geometry, or calculus (numerical concepts)
- Unusual difficulty with chemistry
- Unusual difficulty with foreign language
- Unusual difficulty with phonics
- Unusual difficulty with reading and spelling (usually a slow reading rate)
- Difficulty using or making graphs, tables

Motor Problems

- Difficulty with tasks involving fine motor control (hand writing)
- Difficulty doing several things at once
- Difficulty with motor planning (trouble figuring out how to do an unfamiliar task)
- Trouble with general coordination (sports)
- Clumsiness – tendency to bump into things or drop things.

The Seven Intelligences

Adults Have Different Learning Styles

- **Verbal/Linguistic:** Hearing, speaking, reading, and writing languages.
- **Logical/Mathematical:** Scientific thinking, deductive reasoning, recognizing abstract patterns, working with numbers.
- **Visual/Spatial:** Seeing, visualizing, and creating mental images and pictures.
- **Body/Kinesthetic:** Knowing one's body in motion.
- **Musical/Rhythmic:** Recognizing musical patterns and rhythms.
- **Interpersonal:** Communicating with others through person-to-person relationships.
- **Intrapersonal:** Attentiveness to the processes of one's body, mind, and spirit.

“In Western civilization we have a really limited idea of what intelligence is,” says Lorraine Loitz (a trainer and literacy practitioner). “The kinds of intelligence we value are verbal/linguistic and logical/mathematical. But there are many other kinds of intelligence.”

“One of the most important things to do with tutors in the workshop is to get them to start watching for skills other than the ones they have,” says Loitz. Tutors often depend on books (verbal/linguistic.) Think more in terms of communicative (interpersonal) skills – talking, using tapes, or language experience stories.

For instance, learning situations where adults can talk to each other or work in small groups will allow them to use interpersonal intelligence. Reading poetry is a great way to mix musical/rhythmic intelligence with verbal/linguistic strengths. Loitz says, “Instead of trying to move the student from where he is to where the tutor is, it's more important for the tutor to try to move to where the student is.”

Material adapted from Lazear, David G. (1989). *Multiple Intelligences and How We Nurture Them. Cogitare: Newsletter of the ASCD Network on Teaching Thinking*, pp.1, 4-5.

A Laubach Ladder of Literacy

<p>Materials Correlated to LWR SKILL BOOKS*</p> <p>The materials listed below are controlled in vocabulary and skill development to the Skill Book which appears in the ladder.</p>	<p>The Laubach Way to READING SERIES</p>	<p>Supplemental Materials *</p> <p>New Readers Press publishes a variety of materials in the categories below. The vocabulary is not controlled to the SKILL BOOKS and most can be read independently by students only after completing SKILL BOOK 4. Students in lower level SKILL BOOKS may need assistance from tutors. The reading levels of these materials range from 2.1 to 7.0. For lists and descriptions of specific titles in each category, call 1-800-448-8878 for a free catalog, view it online at NewReadersPress.com, or visit the council office.</p>
<p>Focus on Phonics 4</p>	<p><u>SKILL BOOK 4</u></p> <p><i>Readers:</i> People & Places More Stories 4</p>	
<p>Crossword Puzzles for Skill Books 3, 4</p> <p>Five Dog Night Workbook for Skill Book 3 Focus on Phonics 3</p>	<p><u>SKILL BOOK 3</u></p> <p>Laubach Way to Cursive Writing</p> <p><i>Readers:</i> Changes More Stories 3</p>	<p>Reading Skill Development ESL Citizenship Spelling Practical Communications Skills GED Grammar Math Workplace Consumer Economics Money Management Practice in Survival Reading Life Skills Family Life Health Science Social Studies Geography Driver Education Leisure Reading</p>
<p>Focus on Phonics 2: Short Vowel Sounds Consonant Blends Two for the Road Workbook for Skill Book 2</p>	<p><u>SKILL BOOK 2</u></p> <p><i>Readers:</i> City Living More Stories 2 Pat King's Family</p>	
<p>Crossword Puzzles for Skill Books 1, 2</p> <p>Focus on Phonics 1 Workbook for Skill Book 1</p>	<p><u>SKILL BOOK 1</u></p> <p><i>Readers:</i> In The Valley More Stories 1</p>	<p>(Some vocabulary is controlled to Skill Books).</p>

***All materials may be obtained from the New Readers Press, 104 W. Marcellus St. , Syracuse NY 13214 E-mail: nrp@prolitteracy.org www.newreaderspress.com**

Tutor Resource Material Categories Available at LCFC

- Applications and Forms
- Citizenship
- Communication Skill Development
- Consumer Economics and Money Management
- Dictionaries (regular and picture)
- Drivers Ed
- English Skill Development/ESL series
- Games
- GED
- Grammar
- Health
- Idioms
- Instructions/How To
- Language Experience and Writing
- Life Skills
- Maps and Geography
- Math
- Newspapers
- Reading Skill Development
- Science
- Social Studies
- Spelling
- Supplementary and Pleasure Readers
- Survival English
- Tutor Reference/Development Books
- Workplace English
- Destiny Library System: Go to the website at

https://frederickliteracy.follettdestiny.com/common/welcome.jsp?context=saas44_1902815

and click on “Literacy Council of Frederick County”. Then click on the tab that says “catalog”. This will bring up a search box where you can check our library for books by title, author, keyword or subject. Perhaps the easiest searches are via keyword (i.e. conversation, phonics, mathematics, money, civics, life skills, fiction, biographies, etc.) or by subject (i.e. GED, mathematics, vocabulary, conversation, employment, health, etc.). This would provide you with a listing of the books available in our library system. Books are loaned out to tutors for a period of 180 days and to students for a period of 90 days. Renewals may be done at anytime.

Introduction to the Challenger Series

The *Challenger Adult Reading Series* is an eight-level integrated program of reading, writing and reasoning skills designed to take students from beginning reading skills through the ninth grade, or pre- GED, level. *Challenger* can be used with more advanced ESL students as well.

Important: *The student must have some knowledge of the alphabet and phonics before using this series. It is not suitable for the 0-level non-reader.*

Challenger Key Features:

- Uses a controlled vocabulary with as many as 1,500 new words introduced in a level.
- Uses a sequential approach to skills development with the challenge of increasingly difficult material.
- Teaches patterns.
- Emphasizes phonics, word analysis, vocabulary, reading comprehension, literary understanding, writing, and reasoning ability at all levels.
- Each lesson includes a word chart, a reading selection and a variety of exercises and activities.
- Reading selections in the odd numbered books are generally fiction, and in the even numbered books generally non-fiction.
- The first four books emphasize *learning to read*. Beginning with the fifth book, the emphasis shifts to *reading to learn*, developing higher-level comprehension and reasoning skills while expanding the student's knowledge base.

Each level contains 20 lessons, plus reviews, and includes:

- Student Book
- Teacher's Manual
- Puzzles
- Answer keys
- Levels 1, 2, 3, and 4 each include a Writing Book

	Grade Level
Book 1: Emphasizes phonics principles and oral reading.	1.0 - 2.0
Book 2: Reinforces skills & vocabulary from Book 1; focuses on silent reading.	2.0 - 3.0
Book 3: Student should be able to sound out or sight read charts & stories.	3.0 - 4.5
Book 4: Reinforces previous skills and continues to develop comprehension.	4.0 - 5.0
Book 5: Emphasizes dictionary work, continues to build recall and reasoning.	5.0 - 6.5
Book 6: Emphasizes oral reading, capitalization rules and use of apostrophe.	6.5 - 7.5
Book 7: Emphasizes standard English usage, oral reading, and the dictionary.	7.5 - 8.5
Book 8: Thorough review and reinforcement of vocabulary & reasoning skills along with further comprehension development.	8.5 –

Depending on your student, you might use *Challenger* as your main text, or you might want to make selections from it as supplements.

Introduction to the Voyager Series

Voyager: Reading and Writing for Today's Adults is a four-stage program that utilizes contemporary content and instructional approaches to teach the reading, writing, critical thinking, and communication skills that adults need in today's world. It takes students from the beginning stages of reading and writing through the ninth-grade level. **Important: The student must have some knowledge of the alphabet and phonics before using this series. It is not suitable for the 0-level non-reader.**

Voyager Key Features:

- *Voyager* integrates contemporary content and instructional approaches with the best elements from traditional instruction and practice. Phonics, reading comprehension, spelling, the writing process, and sentence structure are some of the strategies used.
- Each lesson integrates reading, writing, listening, speaking, and thinking skills. There is a stronger emphasis in this series on writing.
- *Voyager* is theme based. Most books have four units, each with its own theme.
- Students work with authentic reading selections and writing assignments - practical, informational, and literary.
- Activities in *Voyager* give students opportunities to work both independently and collaboratively with other students or in a group.
- *Voyager* can be successfully used in a variety of settings.
- *Voyager* provides additional support for both students and teachers.

Voyager Components:

- Nine *student books* form the instructional core of the program.
- Nine *workbooks* provide students with extra independent skills practice exercises.
- Four *teacher's resource guides*, one for each stage, provide background information, an overview of each stage, lesson-by-lesson teaching ideas, extension activities, and photocopy masters (PCM) for both instruction and assessment.

Voyager's Four Stages:

Each stage of *Voyager* reflects a separate stage of reading and writing development:

1. **Learning to Read** (Reading levels 0.5 - 2.5): The Foundation Book and Voyager 1 emphasize short reading selections containing common words, phonics instruction and writing, speaking and listening activities to teach basic skills and build confidence.
2. **The Emerging Reader** (Reading levels 2.0 - 4.5): Voyager 2 and 3 emphasize literary and informational reading selections, phonics and other word recognition strategies, comprehension and critical-thinking strategies and writing, speaking, and listening skills.
3. **Reading to Learn** (Reading levels 4.0 - 7.5): Voyager 4, 5 and 6 emphasize expanding student's reading, thinking, writing, and oral communication skills using reading materials typically found at home, at work, at school, and in the community.
4. **Reading for Work and Life** (Reading levels 7.0 - 9.5): Voyager 7 and 8 emphasize having students learn and apply reading, thinking, writing, and oral communication skills through themes and reading that are work-and life-oriented.

Comparison of LWR, Challenger, and Voyager

Category	LWR	Challenger	Voyager
Instructional Emphasis	<ul style="list-style-type: none"> • Heavy emphasis on skill development • Heavy emphasis on phonics and structural analysis • Direct skills instruction • 4 major strands <ul style="list-style-type: none"> • phonics skills • word recognition skills • comprehension skills • writing and spelling skills 	<ul style="list-style-type: none"> • Heavy emphasis on skill development • Heavy emphasis on comprehension and vocabulary • Indirect skills instruction • 7 strands <ul style="list-style-type: none"> • phonics • word analysis • vocabulary • comprehension • literary understanding • writing • study skills 	<ul style="list-style-type: none"> • Students' experience, knowledge and opinions are an integral part of the learning process • Strong emphasis on strategic learning • Balanced instruction process <ul style="list-style-type: none"> • contemporary approaches and traditional instruction • balance of skills and meaning • balance direct and indirect instruction in skills, strategies and processes • balance of literature and informational readings • reading, writing, thinking, listening and speaking integrated in each lesson
Books / Levels	<ul style="list-style-type: none"> • 4 books (0-4 Reading Level) 	<ul style="list-style-type: none"> • 8 books (1-8 Reading Level) <ul style="list-style-type: none"> • 1-4: Learning to Read • 5-8: Reading to Learn 	<ul style="list-style-type: none"> • 9 books (0-8 Reading Levels) <ul style="list-style-type: none"> • F-1: Learning to Read • 2-3: The Emerging Reader • 4-6: Reading to Learn • 7-8: Reading for Work and Life
Reading Selections	<ul style="list-style-type: none"> • Stories with adult themes written specifically for Skill Books 1-3 • Especially in Skill Books 1 -2 , stories written to introduce sounds and words • Informational readings in Skill Book 4 	<ul style="list-style-type: none"> • Light-hearted stories in <i>Challenger</i> 1 and 3 • Short informational readings in <i>Challenger</i> 2 and 4 • Classical literature and informational selections in <i>Challenger</i> 5-8 • Thematic units in <i>Challenger</i> 6-8 	<ul style="list-style-type: none"> • Stories with adult themes written specifically for Foundations Level 2; contemporary literature levels 3-8 • Informational selections in 4-8 • Student writing • Documents such as charts & graphs in 4-8
Placement	<ul style="list-style-type: none"> • Diagnostic inventory 	<ul style="list-style-type: none"> • Placement Tool with word lists and reading selections 	<ul style="list-style-type: none"> • Placement Tool with word lists and reading selections

Category	<i>LWR</i>	<i>Challenger</i>	<i>Voyager</i>
Amount of New Vocabulary	<ul style="list-style-type: none"> Controlled vocabulary ~ 1,600 words in series Lots of repetition 	<ul style="list-style-type: none"> Controlled vocabulary ~1,500 words in <i>Challenger</i> 1 	<ul style="list-style-type: none"> <i>Not</i> controlled vocabulary ~ 400 words in Foundation level ~ 800 new words in <i>Voyager</i> 1 Students generate words in all levels
Audience: Students	<ul style="list-style-type: none"> Starts at level 0 Good for students who like or need: <ul style="list-style-type: none"> new information introduced in small chunks lots of reinforcement consistency in lesson design a lot of teacher direction 	<ul style="list-style-type: none"> Starts at level 1 Good for students who: <ul style="list-style-type: none"> like to be emotionally and intellectually involved in what they read like a wide variety of exercises like to do short answer/fill in the blank exercises enjoy solving puzzles can work independently 	<ul style="list-style-type: none"> Starts at level 0 Good for students who: <ul style="list-style-type: none"> want to construct meaning when reading and writing want to apply what they learn to their own lives want to interact with and expand upon what is in the book prefer group instruction
Audience: Tutors / Teachers	<ul style="list-style-type: none"> Good for tutors/teachers who; <ul style="list-style-type: none"> like structure and support may be new to teaching 4 teacher's manuals, with individual lesson notes which include teacher/student dialogs, provide extensive support for tutors/teachers 	<ul style="list-style-type: none"> Good for tutors/teachers who: <ul style="list-style-type: none"> like structure and support want an opportunity to be creative 5 teacher's manuals with individual lesson notes 	<ul style="list-style-type: none"> Good for tutors/teachers who: <ul style="list-style-type: none"> want some structure are confident and flexible enjoy helping students explore own ideas 4 teacher's resource guides with individual lesson notes and photocopy masters
Tutor / Teacher Role	<ul style="list-style-type: none"> Teacher directed 	<ul style="list-style-type: none"> Teacher directed 	<ul style="list-style-type: none"> Teacher facilitated with strong learner involvement
Assessment	<ul style="list-style-type: none"> Separate end-of-book Checkups 	<ul style="list-style-type: none"> Unit and end-of-book reviews 	<ul style="list-style-type: none"> Student interest inventory Skills Preview in each book Student Progress Tracking Sheet Unit and end-of-book reviews Portfolio Assessment

Determining which Series to Use: LWR, Challenger, Voyager

Very beginning readers may be given the *LWR Diagnostic Inventory* and the Alphabet and Skills Preview material at the beginning of the *Voyager Foundation Book*. If students have considerable difficulty with both tools, they should probably start with *LWR Skill Book 1*. If students do fairly well with the preliminary material in *Voyager Foundation Book*, consider starting them in *Voyager*. You can also show a student the appropriate level book from each series you are considering. For example, you might show a student both *LWR Skill Book 1* and *Voyager Foundation Book*. Let the student look through each one. Discuss the major differences.

LWR, *Challenger*, and *Voyager* each emphasize different things. Which series is most appropriate will depend on what the tutor and student are comfortable with, the student's goals, and the student's particular needs, learning style, strengths, and weaknesses.

Laubach Way to Reading (LWR)

- Is particularly good for students who like or need:
 - o New information introduced in small chunks
 - o A lot of reinforcement
 - o A lot of teacher direction
 - o One-on-one tutoring.
- Is strong in teaching phonics.
- Strictly controls the amount of vocabulary presented. *Skill Book 1* introduces 132 words. There are about 1,600 different words in the four-book series.
- Is good for tutors who like or need a lot of structure. The teachers' manuals, with their teacher/student scripts, give tutors extensive support.

Challenger

- Is particularly good for students who:
 - o Have a very basic sight vocabulary and some knowledge of phonics
 - o Enjoy stories and informational readings with a classical flavor
 - o Find short answer exercises effective in improving basic skills.
- Is particularly strong in vocabulary development and literal-level comprehension exercises
- Is a controlled vocabulary series, but each book introduces more words than *LWR*. *Challenger 1* contains about 1,500 words.
- Is good for tutors who like support and structure while having the opportunity to be creative.

Voyager

- Is particularly good for students who:
 - o Are eager to interact with and expand upon what is in the book
 - o Want to read contemporary literature and informational selections
 - o Enjoy discussing questions as well as answering multiple-choice questions.
- Has a strong balanced approach. In each lesson students engage in reading, writing, listening, speaking, and critical thinking in meaningful ways.
- Is not a controlled vocabulary series. *Foundation Book* introduces about 400 words and *Voyager 1* introduces about 800 words. But students generate additional words in each level.
- Is good for tutors who want some structure and assistance but who are confident and flexible and enjoy helping students explore ideas.

Moving from Series-to-Series

If students are happy and making progress with the series they are using, there's no reason to change, but if you would like to move students to *Voyager*, the tables below give some guidance.

Keep in mind that *Voyager* requires students to do more independent critical thinking and composing than either *LWR* or *Challenger*, so students new to *Voyager* may need some extra help with these areas; on the other hand, students may have an easier time with the reading selections in *Voyager* because they will have had personal experience with many of the topics.

To Move Students from <i>LWR</i> to <i>Voyager</i>	
If Students Have Completed <i>LWR</i> :	Start Students in <i>Voyager</i> :
<i>Skill Book 1</i>	<i>Foundation Book</i>
<i>Skill Book 2</i>	<i>Voyager 1</i>
<i>Skill Book 3</i>	<i>Voyager 2</i>
<i>Skill Book 4</i>	<i>Voyager 3</i>

To Move Students from <i>Challenger</i> to <i>Voyager</i>	
If Students Have Completed <i>Challenger</i> :	Start Students in <i>Voyager</i> :
<i>Challenger 1</i>	<i>Voyager 1</i>
<i>Challenger 2</i>	<i>Voyager 2</i>
<i>Challenger 3</i>	<i>Voyager 3</i>
<i>Challenger 4</i>	<i>Voyager 4</i>
<i>Challenger 5</i>	<i>Voyager 4 or 5</i>
<i>Challenger 6</i>	<i>Voyager 5 or 6</i>

* Some students find the readings in *Challenger 5* difficult. If this is the case, you may want to move students to *Voyager 4*.

Introduction to the Life Prints Series – ESL for Adults

Life Prints is designed to develop language skills and cultural awareness to enable ESL learners with limited oral and/or written competence in English to handle most everyday situations independently using oral or written English.

The series:

- Treats learners as adults
- Contextualizes language through people and realistic situations
- Uses authentic language
- Focuses on communication, oral and written, as the primary goal.

Life Prints includes three levels of 12 units, each comprised of a student book, teacher's edition, audiotape, and teacher's resource file. Each level introduces various functions, language structures, life tasks, and cultural knowledge.

Level 1

- For students who function minimally, or not at all, in English.
- Focuses on family, friends, home and neighborhood.
- Functions introduced include:
 - o Simple greetings
 - o Giving/getting information, giving/following oral directions
 - o Dealing with phone numbers
 - o Requesting assistance and expressing needs
 - o Dealing with numbers: time, money
 - o Describing things, symptoms, problems, etc.

Level 2

- For students who have some literacy in English, who can understand and express a limited number of simple learned phrases.
- Focuses on work experiences, education, and citizenship as well as family, co-workers and friends.
- Functions introduced include:
 - o Asking/answering questions
 - o Understanding safety requirements
 - o Giving reasons
 - o Asking for/giving advice
 - o Dealing with budgets, costs
 - o Reporting past events.

Level 3

- For students who are creating language on their own and no longer relying mainly on learned phrases to communicate.
- Focuses on work life, education, community resources, and personal interactions.
- Functions introduced include:
 - o Complaining and correcting
 - o Giving/accepting an apology
 - o Stating a position
 - o Expressing opinions
 - o Hypothesizing.

Introduction to “English-No Problem!”

English-No Problem! is a theme-based, performance-based series focused on developing cultural awareness and critical thinking, and on building language and life skills; it addresses themes meaningful to adults in the United States.

Some key features are:

- Interactive, communicative, participatory approach
- Rich, authentic language
- Problem-posing methodology
- Project-based units and task-based lessons
- Goal setting embedded in each lesson
- Units organized around themes.

The series is made up of five levels (from literacy through high intermediate), and each level includes the following components:

- Student Book – each unit includes a two-page unit opener followed by three lessons (two at the literacy level). Every unit addresses listening, speaking, reading, and writing. Each lesson focuses on characters operating in one of three roles – parent/family member at home, worker at school or work, or citizen/community member in the larger community.
- Teacher’s Edition
- Workbook
- Reproduction Masters
- Audio Recordings
- Lesson-Plan Builder – free, web-based. www.enp.newreaderspress.com
- Vocabulary Cards
- Hot Topics in ESL – articles providing background information to enhance effective use or materials. Online at www.enp.newreaderspress.com

Throughout the series, units have the following themes:

- Life Stages: Personal Growth and Goal Setting
- Making Connections
- Taking Care of Yourself
- Personal Finance
- Consumer Awareness
- Protecting Your Legal Rights
- Participating in Your New Country and Community
- Lifelong Learning
- Celebrating Success

At each level, these themes are narrowed to sub-themes that are level-appropriate in content and language.

Introduction to “Step Forward Language for Everyday Life” Oxford University Press, 2007

About the Series:

- Step Forward is a standards-based program that integrates language instruction into real-life contexts.
- This program is designed to focus on a four-skills approach to develop students’ listening, speaking, reading, and writing skills as well as their vocabulary, grammar, pronunciation, and critical thinking skills.
- For adult learners, the program ensures mastery of the English language and skills as related to civics, the workplace, the community, and academic pursuits.
- The series is a ready-made framework for learner-centered instruction within a single-level or a multilevel classroom setting. However, the material is easily adapted for individualized instruction.
- A variety of assessment tools allow teachers and adult learners to monitor progress.
- There are four levels in the Step Forward Program. At each level, twelve thematic units cover nine broad content areas. These standards include:
 - Basic Communication
 - Community Resources
 - Consumer Economics
 - Health
 - Employment
 - Government and Law
 - Math
 - Learning and Thinking Skills
 - Independent Living

Components:

Each level, Introductory plus Books 1-4, includes the following materials:

- ***Step-By-Step Lesson Plans*** with multilevel grammar worksheets CD-ROM
- ***Step Forward Student Book*** with student audio CD
- ***Step Forward Student Workbook***
- ***Step Forward Multilevel Activity Book***

The Stages of the Step Forward Lesson:

At all levels (Introductory and Levels 1-4) a typical lesson includes seven basic stages, as shown in the chart below. Suggested time allotments allow a lesson to span a time frame of 1.5 hours to 2 hours. Lessons can be spread over more than one day, depending on the learning style of the student.

Step Forward Lesson Stages

Warm-up and Review	The learner engages with the tutor to prepare for the topic of the lesson and to set the purpose for learning.
Introduction	Focus on the objective(s) of the lesson. Connect between the warm-up and the expected new learning.
Presentation	New information, language, and skills are presented. The learner's understanding of the reason for the new learning is carefully checked.
Guided or Controlled Practice	Structured exercises are incorporated to enable the learner to develop skills and learning. The tutor demonstrates and guides the learner through the activities.
Communicative or Less-Controlled Practice	Learners practice applying their skills to build fluency and independence with more interactive practice.
Application	The learner "brings the learning to life" by demonstrating the skills within a realistic scenario.
Evaluation	Through observation and formal as well as informal assessments, the tutor and learner assess the level of success and achievement with the objective(s).

The Step Forward Program has five levels for instruction:

- Intro: High Literacy - Low Beginning
- Book 1: Low Beginning
- Book 2: High Beginning
- Book 3: Low Intermediate
- Book 4: High Intermediate

Each level of *Step Forward* correlates to the *Oxford Picture Dictionary*. For pre-literacy learners, The *Basic Oxford Picture Dictionary Literacy Program* provides a needs-based approach to pre-literacy instruction. With development of these skills, learners can transition into the introductory level.

Guidelines for Use of Breakthrough to Math

	Math Skills	Breakthrough to Math
Laubach Skill Book 1		
Lesson 11	Count, read, write numerals to 50	Level One: Book 1, Chapters 1, 2
Lesson 12	Write numerals to 100 Write number words Demonstrate place value up to 100	Level One: Book 1, Chapters 2 – 4
Laubach Skill Book 2		
Lessons 1 - 7	Learn basic addition facts	Level One: Book 2, Chapters 1 - 4
Lessons 8 - 10	Add three or more numbers	Level One: Book 2, Chapters 5 - 8
Lessons 11 - 15	Carrying when adding numbers	Level One: Book 2, Chapters 9 – 12
Laubach Skill Book 3		
Lesson 1	Recognize \$ and cents	Level One: Book 1, Chapter 11
Lesson 2	Add money numbers	Level One: Book 2, Chapter 13
Lesson 3	Write a check	Level One: Book 1, Chapter 12
Lesson 4	Recognize relationship of addition and subtraction Learn basic subtraction facts	Level One: Book 3, Chapters 1, 2
Lesson 5-7	Subtract 2, 3, & 4-place numbers	Level One: Book 3, Chapters 3, 4
Lesson 8	Borrow in order to subtract	Level One: Book 3, Chapters 5 - 8
Lesson 9	Borrow from zero	Level One: Book 3, Chapters 9 - 11
Lesson 10	Subtract money numbers	Level One: Book 3, Chapter 12
Lesson 11	Learn basic multiplication facts	Level One: Book 4, Chapter 1
Lesson 12	Multiply 2, 3, & 4-place numbers	Level One: Book 4, Chapters 2 - 4
Lesson 13	Multiply with carrying	Level One: Book 4, Chapters 5 - 7
Lesson 14	Recognize symbols for division Recognize relationship of division & multiplication	Level One: Book 5, Chapter 1

	Math Skills	Breakthrough to Math
Laubach Skill Book 4		
Lesson 1	Divide large numbers by single digit division	Level One: Book 5, Chapters 2, 3
Lesson 2	Divide when there is a remainder	Level One: Book 5, Chapters 4, 5
Lesson 3 - 16	Whole number word problems	Level One: Book 6, Chapters 1 - 5
Lesson 17	Understand fraction vocabulary Recognize fractional amounts	Level Two: Book 1, Chapter 1
Lesson 18 - 23	Recognize equivalent fractions Reduce fractions to lowest terms Compare fractions	Level Two: Book 1, Chapters 5 – 8

Sources for help:

Breakthrough to Math and its workbook
Developing Computational Skills, Chapter 2
Math Stories
Math for the Real World

X	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

How to Make Speech Sounds

There are four stages in the articulation of a speech sound: (1) get the lips into position; (2) produce the sound; (3) stop the sound; and (4) relax position.

The sounds are presented in the order in which they appear in the Laubach Way to Reading Skill Books (² = second sound for a spelling. Example: thank th¹, mother th²).

Vocalization (Voc.) code: v = voiced; un = unvoiced; c = continuant; s = stop; n = nasal

Primary Spelling	Secondary Spellings	Used (as in)	Voc. Code	Articulatory Position
b	-	bird	v s	Stop air with lips together; open with small puff of breath. Voiced equivalent of /p/.
c	ck	cup	un s	Tongue tip down, back of tongue touching lower teeth. Stop air with hump or arch of the tongue and emit breath from back of the throat. Unvoiced equivalent of /g/.
d	-	dish	v s	Lips and teeth slightly parted. Stop air with tongue tip touching roof of mouth just behind upper teeth. See lower surface of tongue. Tongue is dropped as breath is expelled. Voiced equivalent of /t/.
f	ph gh	fish	un c	Lower lip touching upper teeth lightly. Breath sound -- a continuant. Unvoiced equivalent of /v/.
g	-	girl	v s	Tongue tip down, touching back of lower teeth. Stop air with hump or arch of the tongue and emit breath from back of throat. Voiced equivalent of /k/ or /c/.
h	-	hand	un c	Has no position or its own. Position the tongue for the vowel following it and give breath sound. A continuant.

Primary Spelling	Secondary Spellings	Used (as in)	Voc. Code	Articulatory Position
j	g (e) (i) (y)	jumping	v	A combination of /d/ and /zh/. Lips forward. Start with tongue tip up; lower as breath is expelled. Voiced equivalent of /ch/.
k	c, ck ch	kicking	un s	Tongue tip down touching back of lower teeth. Stop air with hump or arch of tongue and emit breath from back of throat. Unvoiced equivalent of /g/. Same as /c/ above.
l	-	leg	v c	The tip touches just behind the upper teeth. Air comes out along the side(s) of the tongue.
m	-	man	v n c	Lips together. It is made with the same lip position as /b/ and /p/, but /b/ and /p/ are stop sounds. A continuant. A nasal.
n	kn	neck	v n c	Lips and teeth slightly parted. Tongue tip up touching roof of mouth just behind upper teeth. Lower surface of tongue shows. It touches the gum ridge with the tongue position like /t/ and /d/ but /t/ and /d/ are stop sounds. A continuant. A nasal.
p	-	pan	un s	Stop air with lips together; open with big puff of breath. Unvoiced equivalent of /b/.
r	wr	river	v c	Tongue tip down. Lips forward and almost squared. Round lips before voicing. A continuant.
s	c(e) (i) (y)	snake	un c	Teeth close but not touching. Tongue tip down. A continuant. Breath sound. Unvoiced equivalent of /z/.
t	-	tent	un s	Lips and teeth slightly parted. Stop air with tongue tip up touching roof of mouth just behind upper teeth. Lower surface of tongue shows. Tongue is dropped as breath is expelled. Unvoiced equivalent of /d/.

Primary Spelling	Secondary Spellings	Used (as in)	Voc. Code	Articulatory Position
v	-	valley	v c	Lower lip touching upper teeth lightly. A continuant. Voiced equivalent of /f/.
w	-	woman	v c	Lips forward and rounded, with a <i>one finger</i> opening. As /oo/. A continuant.
y	-	yells	v c	Lips drawn back, teeth close together. A continuant.
z	s	zipper	v c	Teeth close but not touching. Tongue tip down. A continuant. Voiced equivalent of /s/.
a	-	apple	v c	Wide jaw opening. Tongue down. A continuant.
e	ea ²	egg Ed head	v c	Lips and teeth slightly closer together than for /a/. For better use with students, compare only to sound already learned -- not long vowels.
i	y	in city	v c	Lips and teeth slightly closer together than for /e/. When you say the word city alone, the y sounds like /ē/; in a sentence the y usually sounds like /ī/.
o	-	olive	v c	Wide jaw opening. Prolong the sound. A continuant.
u	-	up	v c	Medium jaw opening. Relaxed lips. Prolong slightly. A continuant.
x	-	box	un	Teach as /ks/.
qu	-	quarter	un	Teach as /kw/. Lips rounded like /oo ² /.
th ¹	-	thanks	un c	Tongue touches both upper and lower teeth. A continuant breath sound. Unvoiced of /th ² / below. A consonant digraph.

Primary Spelling	Secondary Spellings	Used (as in)	Voc. Code	Articulatory Position
sh	ch	shop	un c	Lips forward and squared. Teeth close but not touching. Tongue down. Tongue has wider groove than in /s/ sound. Continuant breath sound. Unvoiced equivalent of /zh/ (leisure). A consonant digraph.
ch	tch	children	un	A combination of /t/ and /sh/. Lips forward. Start with tongue tip up; lower as breath is expelled. Unvoiced equivalent of /j/. A consonant digraph.
wh	-	whistle	un c	Teach as /hw/. A continuant and a consonant digraph.
th ²	-	mother the	v c	Voiced sound of /th ¹ / above. A continuant and a continuant digraph.
ar	-	car farmer	v c	Teach according to person's local pronunciation.
ur	er ir	curtains	v c	Tongue tip down. Lips forward, almost squared, more relaxed than for /r/.
ng	-	ring	v n c	Tongue tip down behind lower teeth. Hump or arch tongue. Nasal equivalent of /k/ or /g/. A continuant. A nasal. A consonant digraph.
a-e	ai ay	cake	v c	Do not teach as a diphthong. Teeth about a half-inch apart. Hold twice as long as /i/.
i-e	igh y	five spy	v c	A diphthong combination of /o/ and /ee/. Jaw wide at start, and then move to a narrow opening.
ee	ea ¹	three	v c	Lips drawn back, teeth close together. A continuant. Hold twice as long as /i/.
o-e	oa ow ²	nose	v c	Lips forward and rounded, with a <i>two finger</i> wide opening. A continuant.

Primary Spelling	Secondary Spellings	Used (as in)	Voc. Code	Articulatory Position
or	-	horn	v c	Lips forward with a <i>three-finger</i> wide opening.
oo ²	-	wood	v c	Lips forward, almost squared. A continuant. Tongue more lax than for /oo ¹ /.
oo ¹	-	room	v c	Lips forward and rounded, with a <i>one-finger</i> wide opening. Prolong the sound. A continuant. Tongue is more tense than /oo ² /.
aw	a, o au, al all	law	v c	Lips forward, wide jaw opening. A <i>three-finger</i> opening. A continuant.
u-e	u, ew	rule pupil	v c	Teach as /ee/ plus /oo/. A diphthong. A continuant.
ou	ow ¹	mountain	v c	A diphthong. Combination of /o/ plus /oo ² /. Start with wide jaw opening, move lips forward with a small opening. A continuant.
oi	oy	oil	v c	A diphthong. Combination of /aw/ and /i/. Start with lips forward for /aw/, and then draw back for /i/.
su	si	measure television	v c	/zh/. Same as /sh/, but voiced.

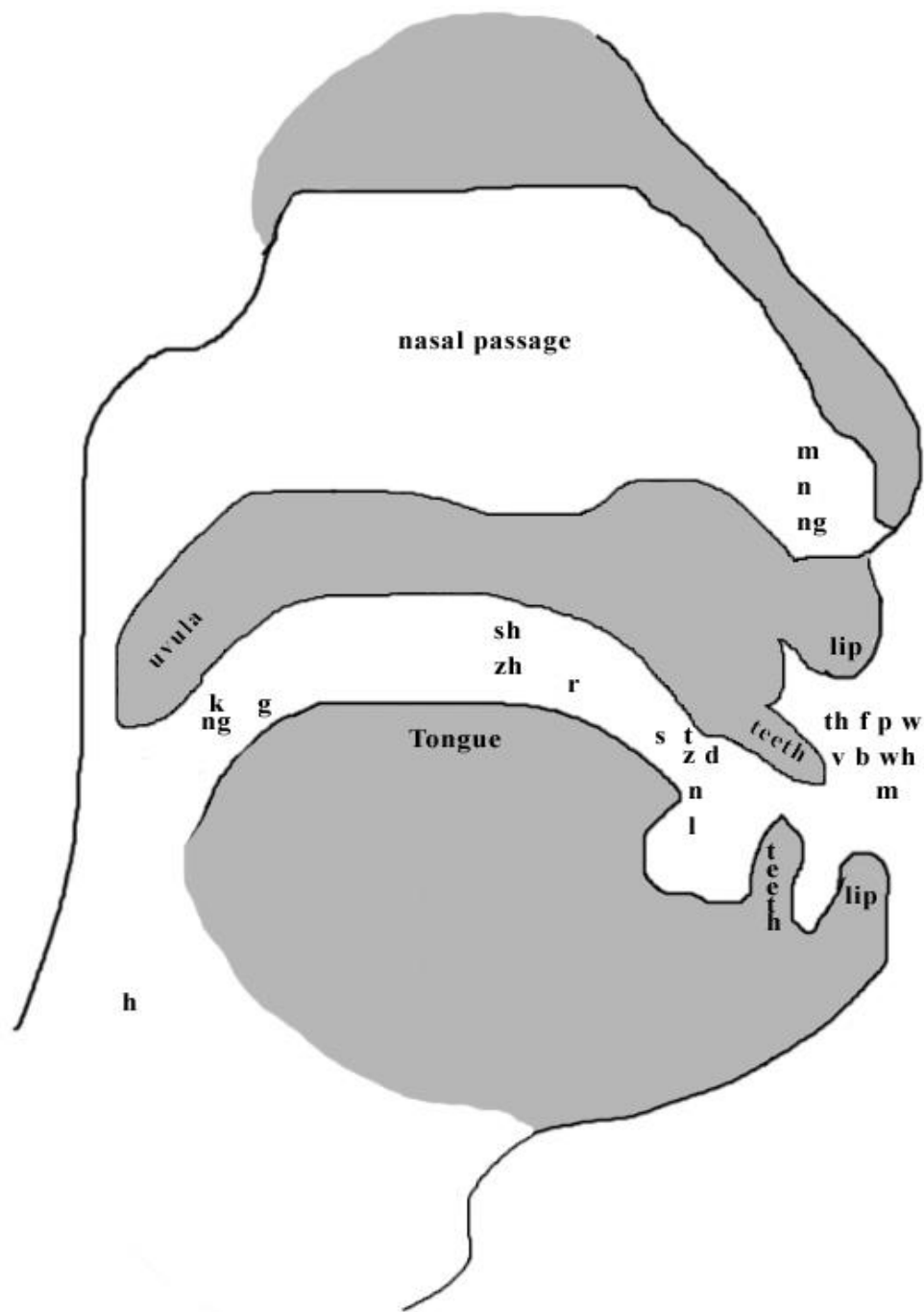
Notes:

All vowel sounds are continuants; diphthongs are continuant, however, only on the second sound.

Diphthong: two vowel sounds joined in one syllable to form one speech sound (*oi, ou*).

Digraph: two different consonants that together, form a new sound in which the individual sounds are not heard (*ch, sh, th, ng*).

The Anatomy of Human Speech



How to Teach Speech Sounds

Below are several ideas to help you guide the ESL student as he learns how to pronounce the sounds of English. The chart is for your reference as you read this text. The terms *front*, *mid*, and *back* refer to the place in the mouth where the tongue is highest.

			Front	Mid	Back
Vowels	Tongue	Jaw			
	tense	high	ē beat		oo (boot)
	lax		ī bit		uu (book)
	tense		ā bait		ō (boat)
	lax		e bet	er (hurt)	aw (bought)
	lax	low	a bat	u (but)	o (olive)
Unvoiced Consonants					
	stops		p	t	k
	continuants		wh, f, th (thank)	s, sh	h
	stop + continuant			ch (tsh)	
Voiced Consonants					
	stops		b	d	g
	continuants		w, v, th (mother)	z, zh, r, l, y	
	stop + continuant			j (dzh)	
	nasals		m	n	ng

NOTE: The consonant sounds for x and qu are not included here because they are considered combinations of other consonant sounds (“k + s” and “k + w” respectively). Vowel sounds not included (/i/, /or/, /ow/, /ar/, /oo/) are excluded because they are considered diphthongs.

Sound Production

In each lesson, focus on one sound that is new or difficult for your student. Contrast this sound with other sounds. If you correct one sound throughout a lesson, the student will realize that its production is important to you and will decide to put more effort into its correct pronunciation.

Once a student can come close to making a sound correctly, but doesn't do it habitually, stop (without modeling the sound for him) so the student can self-correct. Give hand signals (see below) to remind the student which sound to say again.

Ask your student to listen to other people speaking outside the classroom. He should listen for one sound which is difficult for him to pronounce and then write the words which contained the sounds (if possible) and bring them to the next class.

Use a mirror positioned so the student can see your mouth to avoid the embarrassment of eye contact. As you make the vowel sounds, the student will be able to see that the tongue is toward the front of the mouth for /ē/, /i/, /ā/, /e/, /a/ and that the tongue is toward the back of the mouth for the sounds /ū/, /uu/, /ō/, /aw/ and /o/.

Check to see if your student has access to an audio cassette player that would allow them to practice oral conversation outside the teaching sessions (you could record the material which appears in the boxes in the teacher's manuals). Leave time for the student to repeat a sentence or a phrase after you say it. You can judge how much time to allow by repeating the sentence or phrase twice slowly to yourself. Initially, the student will need to approximate a sound that is new to them by a kind of singing approach. The student will start by saying what they think the sound is and then keep moving their jaw and tongue until they produce the sound. You need to catch the moment that the sound is produced acceptably and nod enthusiastically. Let your student know when the sound is made correctly each time – that way they will have a reference point for them self. The student will take less and less time to produce an acceptable sound - eventually, they'll be able to do it every time they try.

Hand signals to represent different sounds

Develop hand signals to remind the student to try to say a sound correctly so you don't have to model it each time. Some examples are:

- **Long vowel sounds:** /ē/, /ā/, /ū/, /ō/. Hold the vowel sound in the word and pull your hands apart (like you were stretching a rubber band) to indicate that this sound takes more time. Or use real rubber bands. Give your student his own and have him stretch it too as you both say these long vowel sounds.
- **Short vowel sounds:** /i/, /e/, /a/, /o/. Move your hands together to represent a shorter time in which to say the sound. Or use the rubber bands to demonstrate this.
- **Tense or lax vowel sounds:** As you speak, your tongue alternates between being tense and lax. If you press your fingers under your chin back toward your throat, you can feel the root of the tongue become tense as you say /ē/ and lax as you say /i/.
- Hold your fist to the side of your mouth to indicate to the student that the sound is tense. Relax the fist to indicate the lax sound. You can also contrast /ā/, /e/, /ū/, /uu/, /ō/ and /aw/ in the same way.
- **Degree to which the jaw is open or closed when making a vowel sound.** As you say the front vowel sounds moving from high to low, your jaw moves from a closed to a more open position: /ē/, /i/, /ā/, /e/, /a/. Examples include *beat, bit, bait, bet, bat*. Make each of these sounds one after the other. To illustrate how the jaw can be more open or closed, hold your hand near your mouth with your thumb opposite your fingers to represent a mouth opening. Make each of the previous sounds. As your jaw drops, separate your thumb and fingers.

The back vowels can also be described by how open or closed your jaw is when you produce them: /ū/, /uu/, /ō/, /aw/, /o/. Examples include *boor, book, boat, bought, and olive*.

The jaw is open widest for /o/. That's why the doctor asks you to open your mouth and say /o/.

- **Lip rounding:** In English, all back vowels are made with the lips in a rounded position: /oo/, /uu/, /ō/, /aw/, /o/. All front vowels are unrounded: /ē, /i/, /ā/, /e/, /a/. Additionally, the back vowels can be grouped in pairs according to the same tense/lax comparison mentioned above. The tenser the lips are while saying the back vowels, the more the lips are rounded. For example, /oo/ in *boot* is a tense vowel sound made with more lip rounding than the /uu/ in *book*. The /ō/ in *boat* is also a tense vowel made with more rounding than the /aw/ in *bought*.

To contrast /oo/ in *boot* with /uu/ in *book*, hold your hand near your mouth with the palm facing down. Place your thumb and index finger together. As you produce the sound /oo/, make a circle with your fingers. Flatten your fingers when you make the sound /uu/. The same can be done for /ō/ (circle) and /aw/ (flat).

Look in a mirror and exaggerate the differences when you model them. It is best to contrast just two sounds at a time.

- **The pronunciation of *th* as in *thank* and *th* as in *mother*:** Hold your hand next to your cheek, palm facing outward. Lower your fingers so they are parallel to the floor, and put your thumb so it touches your palm. Using wrist action, but not moving your wrist, extend your fingers about three inches forward. This represents the tongue moving forward between the teeth. For the /t/ and /d/ sounds, start with the fingertips touching the thumb. Raise *the fingertips* straight up, like the upward tongue movement behind the top teeth.

Length of Vowel Sounds

Help your student recognize that a vowel sound is held for varying lengths of time. All vowel sounds are longest when they are not followed by any consonant, slightly shorter when followed by a voiced consonant, and about half as long when followed by an unvoiced consonant. In the following words, the amount of time for the vowel sound is longest, shorter, and shortest: *bow/bode/boar*, *way/wade/wait*, *pa/pod/pot*. Use the rubber bands to demonstrate this with your student having them say the words along with you as you both stretch the rubber bands with the appropriate amount of lengthening.

Sounds that Have Movement

The diphthong vowel sounds /oi/, /ou/ (in the words *oil* and *out*) are sounds made by moving the tongue and jaw. Using the hand signals described above, you can show your student the movement of the following vowel sounds:

		<u>Lip-rounding</u>
/oi/ moves from	/aw/ to /i/	with to without
/ou/	/o/ to /uu/	without to with

You can also show the movement of consonant sounds:

/w/	which moves from	/uu/ to the vowel that follows it.
/y/		/e/ to the vowel that follows it.

The Pronunciation of /r/ and /l/

There are two distinctive features for these sounds that your student can use to make them understandable to native speakers of English. Lip-rounding is the distinctive feature of /r/. To make the initial /r/ sound in a word, as in *rent*, have the student round his lips before making any sound. You can use the following words to help him practice the rounding for initial /r/:

red	rib	write	reap	wrote	ring	rap
rate	ruby	rook	wrought	rot	rowdy	Roy

The fact that the /l/ sound is made with the air coming around the sides of the tongue while the tongue touches behind the teeth is a distinctive feature of this sound.

To make the /l/ sound in a word, first have the student touch the back of his upper teeth with his tongue. You can use the following words to help him practice this:

lead	lib	light	leap	loan	link	lap
lube	look	laud	lot	loud	loin	late

Intonation

Individual sounds are important in distinguishing between words such as *vowel and bowel or six and sex*. But the key to understanding the student while they speak is intonation. When their intonation is right, the student who has difficulty with some specific sounds may nevertheless be understood by native English speakers.

To help the student achieve correct intonation, you need to be able to repeat a sentence several times using the same intonation. As you say the following, listen to yourself. You may want to use a tape recorder.

- Statements: This is a book
- Yes/no questions: Is this a student? or Is this a student?
- Information questions: How much is this pencil?
- A series: Here is an orange, an apple, and a nut.

You can demonstrate intonation for your student to imitate by modeling, humming, or by moving your hand as suggested in the teacher's manual.

Voiced and Unvoiced Sounds

During the production of voiced sounds, the vocal cords are vibrating. The vocal cords do not vibrate during the production of unvoiced sounds. You can differentiate between the voiced and unvoiced stops (/b/ and /p/, /d/ and /t/, /g/ and /k/) for your student by holding a facial tissue so that the bottom of it is hanging in front of your lips. When you say the unvoiced sounds, the puff of air will make the tissue move. When you say the voiced sounds, the tissue will not move.

You can also *hear* the difference between voiced and unvoiced sounds, e.g., /z/, /s/. Put your hands over your ears as you produce the sounds. The voiced sounds are very loud because the vibrations of the vocal cords are transmitted through the bones of the skull. You can hear these vibrations better when you cover your ears. You can also put the palm of your hand around the front of your neck. You can feel the vibration for the voiced sounds but not for the unvoiced ones.

Pronunciation Rules for Adding -s or -es Endings

Teach your student the rules for adding the -s and -es endings to words. Begin to do this gradually when the student is ready to read and write words and add endings to them. The teaching of this skill begins on page 154 of *Teacher's Manual 1*.

Make separate lists of words that end in unvoiced sounds, voiced sounds, and later sibilant (hissing) sounds. Ask the student to say the last sound of each word in a list. Repeat for the other list(s). Then ask the student to say each word with the -s or -es ending. This will help the student learn the pronunciation rules:

- When a word ends in an unvoiced sound, add /s/.
- When a word ends in a voiced sound, add /z/.
- When a word ends in a sibilant sound (/s/, /z/, /sh/ or /ch/), add /iz/.

These rules apply in the formation of-

- | | | | |
|-------------------------------|-------|-------|--------|
| • Plurals: | books | pens | nurses |
| • Possessive nouns: | Pat's | Bob's | Rose's |
| • Third person regular verbs: | picks | runs | washes |

Pronunciation Rules for Adding -ed Endings

Teach the student the rules for adding the -ed ending to words. Begin to do this gradually when the student is introduced to past tense words in the *ESL Teacher's Manual* for Skill Book 2 (Lesson 6 p. 132). Make lists of words that end in:

- An unvoiced sound (you add /t/ sound)
- A voiced sound (you add /d/ sound)
- *t* or *d* (you add /id/ syllable).

These rules apply to

- | | | | |
|----------------------------------|------------------|-----------------|---------------|
| • Verbs with regular past tense: | walked | closed | hunted |
| • Past participles: | have cooked | have lived | have added |
| • Adjectives: | the washed dress | the opened book | wanted person |

Consonant Sounds

BREATH OR UNVOICED

P-
pig, pan, pup

Wh-
wheel, whistle, what

F- (ph)
fan, fish, phone

Th-
three, thank

T-
top, tent

S- (c)
saw, snake, city

Sh-
ship, shop

Ch- (tch)
cherry, children, church

K- (c) (ck)
key, kick, cup, back

H-
horn, hand, hop

VOICED

B-
bear, bird, bob

W-
wagon, wing

V-
valentine, valley, very

Th-
this, there, mother

D-
duck, dish, dad

Z- (s)
zebra, zipper

J- (g)
Jack, jump, gem

G-
goat, girl

NASAL

M-
monkey, man

N-
nest, neck

-ng (nk)
swing, ring

ODD

Qu-
queen, quarter

L-
leaf, leg

R-
rabbit, river

Y-
yard, yell

X-
box, fox

List of Special Pronunciation Problems

Adapted by Vincent Fausto. State of New Jersey Department of Education, from Pronunciation Drills, English Languages Services, 5761 Buckingham Parkway, Bldg. " J", Culver City, CA 90230

ALL STUDENTS

Vowel sounds; stress and intonation
r sound – rip, tar, very, borrow
th (unvoiced) – thumb, bathtub, tooth
th(voiced) – this, that, mother, weather, bathe

MOST STUDENTS

s (voiced) – rose, mase, buzz, razor, cousin, eys
s (unvoiced) – so, sun, glass
t/d – time, letter, bat; dime, ladder, bad
w/v – wine, sandwich; vine, invalid, stove
j/y – jew, jet, joke, judge; you, yet, yoke
sh/ts – shoe, sugar, shell, cash; plurals, cats- 3rd person sing. lets
l/r – lice, jelly, bell; rice, very, car
initial and final clusters – blew, blow; skin, desk, fourth etc.
words of more than one syllable

ASIAN STUDENTS

initial medial and final l/r confusion (see *Most Students*)
l/r cluster confusion
flour glad blow etc.
friend grass bread
final clusters especially (ks) box; (kt) act

CHINESE STUDENTS

all the vowels
b – bed, table, tub
d – duck, ladder, bed
g – goat, wagon, dog
v – very, eleven, stove
th(unvoiced and voiced) (see *All Students*)
all final consonants except pin and ring
h/sh – hat, birdhouse; shop, seashell, dish
sh/ts – (see *Most Students*)
y/z – you, barnyard, zebra, rose, eys

FRENCH STUDENTS

oy – toy, coin, oyster, employ
h – hot, birdhouse,
y – you, barnyard
i/ee – sit, pretty, busy; eat, feet, tree
pull/food – book, full; moon, shoe, rule
th(unvoiced and voiced) (see *All Students*)
ch/sh – chin hattchet, wattch; shop, seashell, dish
s/t/th(unvoiced) – sun, basket, bus; top, letter, rat; thumb, batthub, batth

GERMAN STUDENTS

th (unvoiced) (see *All Students*)
th (voiced) (see *All Students*)
p/b – pig, apple, cup; big, table, cub
d/th/th – duck, ladder, bed; thumb, bath; that bathe
w/v (see *Most Students*)
j/y (see *Most Students*)
ch/sh (see *French Students*)

ITALIAN STUDENTS

h – hat (see *French Students*)
i/ee (see *French Students*)
pull/food (see *French Students*)
th (unvoiced) (see *All Students*)
th (voiced) (see *All Students*)
s/sh – sing, basket, bus; shop, seashell, dish
initial clusters fl, pl, bl; final clusters nt, nd, ld, etc.

JAPANESE STUDENTS

all vowels; all clusters or blends th/th (see *All Students*)
w/v (see *Most Students*)
l/r (see *Most Students*)
sh/ch (see *French Students*)
f/h – fat, safe; hat, birdhouse
s/sh – so, sun, glass; shop, seashell, dish
t/ts – light, wet, let; lights, wets, lets

POLISH STUDENTS

long vowels; diphthongs
w – window, wall, awake
l – lamp, jelly, bell
final w/l – window, widow, bell, call
g/k – go, wagon, dog; cat, basket, book
vowel sound but, hundred, love, does

SPANISH STUDENTS

e/ay – red, head; hate, wait, ray, break
i/ee – ship, live, slip, hit; sheep, leave, heat
pull/but – good, wolf, would; cup, love
b/v – bed, table, stab; very, invalid, evil, stove
s/sh/ts – bus; dish; cats
s/z – seal, rice, price; zeal, rise, prize
final voiced consonants and blends – b, d, g, ng, m, n, etc.

Initial Assessment for Basic Literacy Students

1. **Ask the student to say or sing the alphabet aloud.** Make a note of any letters that are omitted or out of order.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

2. **Ask the student to write the alphabet on a piece of paper.** This can be print, cursive, all caps--however the student is most comfortable writing. Again, note letters that are omitted or out of order. Also note any letter reversals, such as writing *b* for *d*.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

3. **Ask the student to write her name and the date.**
4. **Ask the student to write 3-4 sentences on any topic.** You can suggest a simple topic such as family, work, or hobbies. If the student can't write sentences, ask him to write any words he knows. Many students will know how to spell names of family members, street names, or other simple words. Do not assist with spelling, punctuation, etc.
5. **Have the student read his paragraph or words aloud to you.** Pay attention to reading fluency and pronunciation.
6. **Have the student read several chart words from the end of Book 1.** If these are obviously too easy, continue with Books 2, 3, and 4 in the same manner until the work becomes more challenging. [See *Chart Word List*.]
7. **Have the student spell several words from Book 1.** If these are obviously too easy, continue with Books 2, 3, and 4 in the same manner until the work becomes challenging.

1	2	3	4
dirt	duck	yourself	afraid
cut	finger	wrote	birth
fish	getting	where	business
her	city	peach	use
the	mother	milk	since

8. **Ask the student to read from a story you think is slightly below her ability level.** Help with any words she cannot read, and make a note of those words. Continue reading from stories at the beginning and end of each book until the student begins to need more assistance.
9. **Ask the student to close the book, then ask a few simple questions or give a summary of the last story she read.**
10. **Point to the following consonants.** Ask the student to name each letter and to identify the sound each letter makes.

S C M N Z
b d p q r

11. **Say the following chart words from Book 1 and ask the student to identify the initial sound of each word.**

cup look jumping sells tent

Chart Word List

Ask the student to read the following words.

1

bird
cup
dish
girl
hand
thank
shop
children
quarter
zipper

3

paper
paint
these
key
evening
valley
tie
music
snow
store

2

miss
sister
little
finger
truck
doctor
office
comes
shot
brother

4

push
health
full
movie
student
through
argue
sugar
belong
brought

Goals of the Initial Meeting

- Make sure there is a second meeting!
- Remember that most students will be very nervous and self-conscious the first time they meet with you. Help the student feel comfortable.
- Find out what the student wants from tutoring.
- Determine where the student needs to begin.
- Observe the student's strengths, weaknesses, confidence, etc.
- Allow the student to observe you - your style, approach, and personality.
- Explain how lessons will be structured.

You will need to bring:

- A few sheets of lined paper
- Two pencils or pens
- Assessment materials
- Laubach books 1-4 (or photocopies of stories from the beginning and end of each book)
- A calendar

You should discuss the following:

Guidelines for student-teacher contact

- Introduce yourself.
- Exchange phone numbers.
- Decide when and where you will meet.
- Decide how you will communicate with one another if someone cannot keep a scheduled appointment.

Assessment/Tutoring Issues

- Explain the purpose of this initial meeting.
- Talk about how lessons will be structured.
- Ask if the student has literacy-related issues of immediate need (i.e., driver's license, job applications, etc.).
- Explain that you will bring whatever books the student needs, but that the student is responsible for the cost. If the student is unemployed or unable to pay, books will be provided for free.

Goal Setting

Note: Of all the topics we cover, none is more important than goal setting. The Laubach Way to Reading suggests the following procedure:

Sometimes a student will need your assistance to help define their goals. You can do this by encouraging the student to discuss the following questions:

1. What made you decide to come for reading help now?
2. If you could read as well as you would like to right now, what would be the first thing that you would want to read?
3. What other things would you like to be able to read that you have difficulty reading now?
4. What do you like to do when you have free time?
5. What kinds of things do you do best?

As you talk, you may find that the student's goals are truly long-range. A common example is the very beginning student who wants to get her high school equivalency diploma or a well-paid job.

Do not discourage a student who expresses goals like these. Instead, help the student to see that there are many short-term goals that the two of you can work on that will help move her closer to her long-range goal. For example, the student who wants to get a good job might need to learn how to read a want ad or how to fill out a job application.

Each of these skills can in turn be subdivided into smaller activities. In order to read a want ad, a student needs to learn how to locate the employment ads in the classified section of the newspaper. She needs to learn alphabetical order and whatever other system the paper uses to categorize jobs. And she has to be able to understand any special vocabulary or abbreviations that are used in these ads.

Work with the student to list the activities you want to work on together. Then ask her to select those activities that she would like to work on first. Involve her in making decisions about what you will do with your time together. But be sure that the choices are realistic, and don't promise more that you can deliver. Remember: the more concrete the activities, the easier it will be for the student to judge how much progress she is making.

If the student has difficulty identifying goals or describing what they would like to use reading for, you might mention some of the categories listed on the following page. If the student seems interested in one of them, read some of the activities listed under that section helping them select one or two items you might work on together.

After you have identified some short-term, concrete, and realistic goals, make sure you set aside some time in each tutoring session to work on them. Remind the student, too, that time spent studying in the Laubach Way to Reading series will also help them make progress toward their goal. The student is developing a foundation of basic skills that will be used in all of the activities you have talked about; be sure, however, that completion of a particular skill book level does not become the primary goal of your lessons.

And finally, take the time to periodically discuss and evaluate with the student what progress is being made. You might decide to modify your short-term goals or set new ones – but make that decision together.

Example: The following is an example of the plan that Ellen and her tutor came up with when they worked through this goal-planning process. Ellen is a young mother with two children (ages 3 and 5). Ellen dropped out of school in the ninth grade and now works evenings as an aide in a local nursing home. Although she has some sight vocabulary, she is a poor reader.

Ellen's Plan:

☐	Long term Goal: To help my children learn to read.
☐	Short Term Goal #1: Spend 10 minutes a day reading to them.
☐	Short Term Goal #2: Make an alphabet picture book.
☐	

☐	Short term Goal #1: Spend 10 minutes a day reading to them.	
☐	<u>Activities</u>	<u>Methods/Materials</u>
☐	1. Get a library card	Fill out the application form
☐		Orientation to the library
☐	2. Learn to read a simple children's book	Duet Reading
☐		Tutor-made read along tapes to practice with
☐	3. Learn 10 new words from a book	Flash cards
☐		

☐	Short-term Goal #2: Make an alphabet picture book.	
☐	<u>Activities</u>	<u>Methods/Materials</u>
☐	1. Select pictures together	Catalogs, magazines
☐	2. Set up an album with one letter on each page.	Photo albums, marking pens,
☐		chart showing alphabet
☐	3. Paste in picture according to the initial letter	
☐	4. Label the pictures	
☐	5. Learn the words without the pictures	Flashcards
☐		

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Student's Personal Learning Goals

Note: This chart is meant to help you understand some possible goals or needs that your student may have: Rather than asking your student each question, check each one as the goal is mentioned in conversation or discussion.

Goals	Date Set	Date Achieved
1. Read and write own name, address and phone number		
2. Read and write all letters of the alphabet		
3. Record and write a simple telephone message		
4. Read traffic signs, street signs, and store names		
5. Read a calendar, write appointments on a calendar		
6. Read labels / directions on medicine bottles		
7. Read job ads; fill-out a job application or medical form		
8. Read and write messages related to work		
9. Read and write number words to 50		
10. Determine correct change in purchasing transactions		
11. Write out checks or money orders		
12. Write out a shopping list		
13. Read the prices of item in ads to determine best buys		
14. Read and interpret food labels		
15. Read and respond to a bill		
16. Read and write notes to and from child's school		
17. Read books to children		
18. Write a short personal letter to friends, write a short story / poems		
19. Find a name in a telephone book		
20. Use the dictionary to find out what a word means		
21. Understand the use of <i>Table of Contents/ Index</i>		
22. Read and write in cursive		
23. Use written directions and map to find destination		
24. Read and use the "TV Guide", newspaper, and magazines		
25. Read the Bible or other religious materials		
26. Read and follow a recipe		

Skill List for Goal Setting

General Skills <ul style="list-style-type: none">• Write name, address, telephone number• Tell time• Read a calendar• Use a telephone book, dictionary• Read street and store signs• Read and/or write a letter• Read a newspaper or magazine• Read and write in cursive	Money <ul style="list-style-type: none">• Read and write number words to 50• Write checks• Use a checking account• Read a bank statement• Read and pay bills• Write money orders• Apply for a credit card• Fill out public assistance/medical forms
Transportation <ul style="list-style-type: none">• Read traffic signs• Pass the test to get a driver's license• Read maps• Do car maintenance	Food <ul style="list-style-type: none">• Write a shopping list• Learn about good nutrition• Read recipes• Read food labels• Read grocery ads
Children <ul style="list-style-type: none">• Read to children• Help them with their homework• Read school notices and reports• Read about child care• Read and write notes to school• Write medical history / record of shots	Government / Law <ul style="list-style-type: none">• Get U.S. citizenship• Vote• Fill out tax forms• Get a social security number• Get legal advice• Read legal forms
Jobs <ul style="list-style-type: none">• Read job ads• Fill out a job application• Get a better job or promotion• Write a resume• Interview for a job• Understand paychecks / deductions	Recreation <ul style="list-style-type: none">• Read a TV program• Read a menu• Find out about community activities• Read an interesting book• Read the movie schedule• Read a recipe
Health <ul style="list-style-type: none">• Read directions on medicine bottles• Read warning labels• Know how to give first aid• Write down medical /dental appointments• Locate emergency phone numbers	Religion <ul style="list-style-type: none">• Read the Bible• Read church bulletins• Read a hymnal• Read other religious materials

English as a Second Language (ESL) Needs Assessment

Check all the situations in which you need to use English and want to improve. (Tutor should use this list as a guide for discussion to prioritize student needs, not as a checklist to be completed all at once.)

- _____ I want to talk with Americans.
- _____ I want people to understand me when I talk to them in English.
- _____ I want to understand and be able to talk with my children's teachers.
- _____ I want to speak with others and understand them on the telephone.
- _____ I want to understand my boss and the people who work with me.
- _____ I want to talk to a doctor or nurse.
- _____ I want to get a job.
- _____ I want to understand emergency information.
- _____ I want to read menus in restaurants.
- _____ I want to understand how to take a bus to work.
- _____ I want to learn to use computers.
- _____ I want to get a driver's license.
- _____ I want to read and understand signs.
- _____ I want to understand bills and notices.
- _____ I want to understand how to get a copy of my child's birth certificate.
- _____ I want to understand weather reports.
- _____ I want to become a U.S. citizen.
- _____ I want to understand television and movies in English.
- _____ I want to learn to read, write, and use English grammar and pronunciation.
- _____ I want to _____.

S.M.A.R.T. Goals

S.M.A.R.T. Goals provides a framework to apply in setting goals to help make sure they are appropriate. Goals should be:

Specific: They should be straightforward and emphasize what you and the student want to happen. What are you going to do? Why is it important and what do you want to accomplish? How are you going to do it? Make the goals specific, clear and easy.

Examples: “To get in shape” is not specific, but “to work out at the gym for 30 minutes 3 times a week” is specific.

The goal of “learning to read” or “learning to speak English” is too broad. Learning to read an instruction manual for my job, or learning to speak English well enough to have a conference with my child’s teacher is more specific.

Measurable: If you can’t measure it, you can’t manage it. To determine if a goal is measurable, ask “How much?”; “How many?”; “How will my student and I know when it is accomplished?”

The student is successful when the goal is accomplished, but it’s important for the student to know exactly what he/she should be able to do at the end of the road. On the way to reaching the goal, the student will stay motivated by having short-term successes along the way. By building in benchmark measurements at specific intervals, the student will experience measurable progress and be able to see change occur.

Examples: “Get healthier” is not measurable. “Reduce my heart rate or blood pressure to a certain level” is measurable.

“I want to be a good reader” is not measurable. “I want to read 3 books of 100 pages by my birthday” is measurable.

Establish concrete criteria for measuring progress toward attainment of each goal. Measuring progress helps you and your student stay on track. Interval achievements provide incentive toward reaching the goals.

Attainable/Applicable: If the goal is too far out of reach, it is not attainable. The student probably will not be able to maintain the commitment to do it. Even if he/she starts with good intentions, the student will subconsciously feel defeated and not able to do his/her best. An attainable goal needs to stretch, but not discourage, the student’s ability, performance, and motivation.

Examples: “I will lose 20 lbs. in a week” is not attainable. “I want to lose 1 pound this week, then 1 pound next week” is. This keeps the goal attainable. It can be achieved. The student is more likely to be successful, and success motivates.

“I want to go to college” is not attainable until the student has worked to develop basic reading and writing skills.

To determine if the goal is Applicable, ask, “How will it affect the student’s life today?” The student must be able to relate the short term to the long term and identify a relationship to his/her life experiences. The student must understand, “When and how will I use this information?”

Example: While working to finish book 1, show the student how he/she can use the sentence structures or a new skill from the book in real life. The tutor might substitute real names of people and places the student knows within the text of lessons.

Realistic: This doesn't mean easy, it means "do-able". Set goals that can be attained with some effort. "Too difficult" sets the stage for failure. "Too easy" sends the message the student isn't very capable. Set the bar high enough for satisfying achievement and something the student is willing and able to work toward. It is probably realistic if you believe it can be accomplished.

Example: The goal to read Moby Dick when you can't read an invoice is unrealistic.

Timely/Tangible: Make the goal timely by setting a target date or timeframe for the goal to be accomplished. Setting an end point on the goal (for today, next week, in 3 months) gives a clear target toward which to work. If the student does not have a definite segment of time, the commitment is too vague and it takes away the urgency or motivation to get started.

Example: By the end of this lesson you will know these words. By the end of this month you will be able to converse with a waitress. By the end of this year.....

A goal is **Tangible** if you can experience it with one of the senses. Involve the student in consistently monitoring his/her progress and tracking, "Where did I begin and where am I now?"

Examples: Use charts, calendars, checklists, affirming statements, formal and informal assessments so the student will see, hear, and feel success.

If it is tangible, there is a better chance of making it specific, measurable, and thus attainable.

A dream is just a dream. A goal is a dream with a deadline.

Lesson Planning

A lesson plan is an outline of the specific topics that you intend to cover in a particular session with your student. A good tutor will take the time to create a thorough lesson plan before each session. It is a good idea to develop a format and stick to it. The success of each session lies with a properly planned lesson.

A typical lesson plan will contain the following parts:

- **Teaching Basic Skills**
 - Pre-reading work
 - Language experiences
 - Spelling practice.
- **Reinforcing Skills**
 - Supplemental readers
 - Phonics
 - Tutor-produced materials (flash cards, slip strips)
 - Duet reading
 - Word families awareness
 - Sight words practice
 - Writing practice.
- **Meeting Individual Goals / Needs**
 - Filling out forms
 - Recognizing social sight words
 - Reading children's story books
 - Practicing basic math skills (opening a checking account, etc.)
 - Writing a letter.

A good lesson plan will also allow for the following:

- Back-Up Plans
- Extra Work / Activities
- Ideas for the Next Lesson.

A typical lesson will take about one and a half hours. Each student is different. If basic skills are the primary concern, spend most of the time in that area. All students want to experience “quick” success. **LISTEN** to the student. **ADDRESS** his/her needs. Perhaps, you will come to a lesson fully prepared to follow a lesson plan and find that your student has an immediate need (has to fill out an insurance form, etc.). **BE FLEXIBLE**. Although it is necessary to cover all the outlined areas, if you fail to meet your student's needs, you will lose him/her.

What Should be in Your Lesson Plan?

Adapted from: The Greater Pittsburgh (PA) Literacy Council

Each lesson should list your purpose, goal, or objective for meeting with your student. Include clear, concise instructions to yourself on how you plan to carry out the objectives. These might incorporate word attack practice, vocabulary activities, comprehension, writing, short-term steps to a student goal, and perhaps a language experience activity.

Include a list of the materials needed to carry out the lesson.

After the first session with a student, plan a review time in each subsequent session for activities which were previously taught.

Knowing whether your student has mastered the material is very important. Therefore, include methods or instruments in your lesson plan to measure whether the student is ready to go on to the next lesson.

- Will you test your student?
- Will you plan activities to review the lesson?
- Will you check to see if the student applies previously taught materials in new ways?

Finally, homework assignments are important as they help foster learning outside of the tutoring sessions. However, do not assign a homework exercise if the student is unable to complete it on his own. Write down the assignment that you wish the student to do.

What Should You Ask Yourself When Preparing a Lesson?

- What are the learning objectives for this lesson? (Are the student's goals to read to his child? To be a wise consumer? To learn to write basic data with more confidence?)
- What materials should you use?
- How long should this lesson take? Do not assume that your student will master a skill in only one lesson.

A Sample Beginning ESL Lesson Plan

Note: This plan is made for a 95-minute session. You must adjust it to fit your time frame as well as the special needs of your student. See "Teaching Adults" (ESL resource book, page 157).

- Free Conversation (10 Minutes)
- Review (5 Minutes)
- Laubach Way to English Conversation Skills (40 Minutes)
 - o Dialog
 - o Vocabulary
 - o Structure Focus
 - o Pronunciation.
- Laubach Way to Reading (15 Minutes)
 - o Charts, Stories and Writing exercises in the Skill Books.
- Survival English (20 Minutes)
- Final Free Conversation (5 Minutes)

Phonological (Phonemic) Awareness

Phonological awareness is a sensitivity to and awareness of the sounds of a language.

During the last two decades, an explosion of research studies have highlighted the importance of phonological awareness and the ability to segment words into phonemes for success in reading and spelling. Research has confirmed that these skills do not develop spontaneously for some people. Some individuals experience great difficulty learning how print represents speech. This lack of sensitivity to the phonological structure of words, especially of phonemes (sounds) in words, the very underpinnings of an alphabetic language, makes learning to read a formidable task.

Training in phonological awareness and segmentation has proven to be effective, not only with young pre-readers, but with older, disabled students, as well. This training includes both analytic skills, which develop sensitivity to the individual sounds in words, and synthetic skills, which involve the ability to blend individually presented sounds into words.

The developmental sequence of phonological and segmentation skills include the following:

- Awareness that words are units in a sentence
- Understanding of the concept of rhyming
- Awareness that words can be divided into *chunks* or syllables
- Awareness that phonemes are sound units within syllables and words
- Awareness that sound units correspond to graphemes (written letters).

At the syllable and sound levels, the following sub skills are important:

- Discrimination
- Imitation
- Isolation
- Segmentation
- Manipulation: deletion, substitution, transposition, repetition, etc.
(From *The ABC's of O-G*, Emi Flynn).

ASSUME NOTHING! Begin at the beginning, but move as rapidly as possible, ascertaining mastery at each level before moving to the next. Move from simple to complex, known to unknown. Consider the following:

- The **size** of the sound unit (it is easier to break sentences into words and words into syllables than to break syllables into sounds).
- The **number** of sounds in a word (short words are easier than long ones).
- The **position** of the sound in the word (initial consonants are easier than final; final, easier than medial).
- The **phonemic properties** of the word (continuant sounds /m/ are easier than brief /t/).
- The **phonemic awareness challenge** (rhyming and initial sound identification are easier than blending and segmenting).

Strategies for Development of Word Awareness

- Give students markers, chips, fun foam, blocks, etc. Read sentences of ever-increasing length to them. Students echo (repeat aloud) the sentence and move markers to represent the **number of words** they hear in the sentence.
- Have students **indicate specific things about the sentence** by pointing to the marker (representing a word) that tells the name of ... or tells the action ... or means ... For example: Mary runs to the door. Which word tells who? (Mary) Which word shows action? (runs).
- **Manipulate parts of the sentence** by deleting, adding, changing, etc. For example: if this sentence says “Mary eats lunch today” (indicated by 4 markers), change it to show “Mary eats today” (remove the 3rd marker). Now change the sentence to “Bill eats dinner tonight” (replace the First and Last markers with new ones and add one in the 3rd position).
- Read a sentence and have the student echo. Now have them leave off part of the sentence, one or more words, from the end. Another person leaves off a little more, etc. For example: “Mary eats lunch today”; “Mary eats lunch”; “Mary eats”; Mary).

Strategies for Development of Syllable Awareness

- Begin syllable study by teaching students to **identify syllables** they hear in a word. They can clap or tap or whatever gives them the *feel* of syllables. (Variations: stomp, pat on knees, snap fingers, blink, nod, etc.) Some good ways to help students feel and count the syllables are to clap or touch a finger to arm or table top for each syllable. Another idea is to tap the first syllable with the left hand, second with the right, and cross hands on the third. Repeat pattern for longer words. Also, students can place their elbows on the table and chins in their hands to feel the chin drop of each syllable as they echo words. Move into verbally breaking the words into parts.
- Say a word. Student echoes and then indicates the **number of syllables** in the word by moving markers. Begin with one-syllable words, then two, three, four, etc.
- Play games with syllable numbers. For example, “I’m going to clap either Tom’s or Mary’s name (clap either once or twice) - which name did I clap?” Increase the number of choices as well as the length of the choices.
- Recite a familiar poem or song verse with the student. Then say every other line and have the student clap the opposite lines by syllables. Eventually clap the whole poem or song.
- Begin **rhyme recognition**. Recite pairs of words, have students echo. Indicate that the words rhyme. Indicate the part of the words that rhyme by leaving off the non-rhyming parts. Model as many as necessary for student to be able to indicate “Yes” or “No” whether pairs rhyme or not. Give student a word and have him echo and then produce a rhyming word (real or nonsense). Increase the number of syllables and complexity.
- Play games where the student must recognize rhyming words. Examples: a version of *Simon Says* where the student can take a step forward on rhymes but must ‘freeze’ when a non-rhyming pair is recited; tell the student a word and if he can think of a rhyming word for it he can mark an X or O on a tic-tac-toe game.
- An excellent rhyming activity is *Hink Pinks* that can be found in language books and requires the student to listen to clues and then develop an appropriate pair of rhyming words (angry boy = mad lad, enjoyable jog = fun run). The skill can be expanded into *Hinky Pinkys* (two syllable rhymes such as fortunate fowl = lucky ducky; cow fight = cattle battle). *Hinkity Pinkitys* are 3-syllable rhymes (yearly handbook = annual manual).
- Have student develop a rap or rhyming lyric for a song, rhyming Burma Shave signs, etc.
- **Identify “hidden” syllables** (by sound, not spelling). Example: teacher says “popcorn”, student echoes, then the teacher asks if *pop* is hidden in “popcorn” (Yes)? Is *test* hidden in “contested” (Yes)? Is *pen* hidden in “dentist” (No)? Is *few* hidden in “nephew” (Yes)? Move to longer, more complicated words.
- Move to **segmenting**. Say, “baseball” without *base*. Say “pocketbook” without *book*. Move from 2-syllable words to longer words and omit middle syllables (say pyramid without *a*)

Manipulating Syllables / R.O.A.S.T

The R.O.A.S.T. acronym represents the kinds of errors that poor readers commonly make.

These letters also stand for the *manipulation activities* that can be practiced with syllables, and then sounds, in words.

R. = Reversal	boing for doing
O. = Omission	rember for remember
A. = Addition	grizzully bear for grizzly bear
S. = Substitution	subprise for surprise
T. = Transposition	falcuty for faculty

When doing an exercise, permit *only one change in each step* of the chain. There is no particular order for the changes, and it is not necessary to use all parts of the R.O.A.S.T. Some experts say that real and nonsense words can be interchanged. Others feel one should use either all real or all nonsense words in any given chain. Use what works best for your student. You will need markers or several different colors for this activity.

Below is an example of a 2-syllable chain activity with real words. Color blocks represent syllables. Particular colors have no special meaning. Increase difficulty by adding syllables and complexity of words.

lip (red block)
lipstick (red + blue) - addition
stick (blue - remove red) - omission
matchstick (green + blue) - addition
match (green - remove blue) - omission
matchless (green + pink) - addition
unless (purple + pink - replace green with purple) - substitution
until (purple + orange - replace pink with orange) - substitution
till (orange - remove purple) - omission
tiller (orange + yellow) - addition
ertil (yellow + orange - switch location) – transposition

Strategies for Development of Phonemic Segmentation Skills

- Use several different colored markers to represent *sounds* for these activities.
 - o Teacher says, "If this marker is /m/, show me /m/, /m/. Student echoes sounds and moves two *same* colored markers. Continue with matching pairs until student understands concept of one sound per marker.
 - o Next give two *unlike* sounds. Student echoes and pulls down unlike markers.
 - o Continue as above until 4 or 5 sound combinations are mastered.
- Practice R.O.A.S.T.ing sounds much as was done with syllables. Examples:
 - o Show me /k/ /a/ /s/
 - o Change /k/ /a/ /s/ to /m/ /a/ /s/
 - o Change /m/ /a/ /s/ to /m/ /a/ /g/
 - o Change /m/ /a/ /g/ to /m/ /i/ /g/
 - o Change /m/ /i/ /g/ to /m/ /o/ /g/
 - o Change /m/ /o/ /g/ to /g/ /o/ /g/

- Give real words and have student indicate the number of sounds heard in each word. This is the skill of **segmenting**.
- Practice **blending** sounds into words. The teacher recites sounds slowly, pausing between each - /s/ /u/ /n/. The student then blends these into a word. (Practice may begin with syllables and then move to sounds.) Begin with two or three sound words. Gradually use longer words.
- Once a student is proficient at hearing the number of sounds in words, allow him to compare the number of letters he **sees** in the word to the number of sounds **heard** (Example: cat - 3 letters & 3 sounds, lock - 4 letters & 3 sounds.)
- Give student word pairs, then sets of three, etc. Have him echo words, and then tell you what sound they share in the initial position. After this is mastered, have him identify sounds in the final position, then in medial positions.
- Give student three or more pictures. Student echoes the words you recite as you identify the pictures. Student then decides which word is “Odd-One-Out”. Start by making the odd word one that begins differently than the others. Refine this skill by giving words with varied syllables, different middles or endings, etc. Eventually, the student can determine **why** the word is odd.

Word Building

- Teacher says a word. Student echoes, pulls down markers to show number of sounds, identifies the initial sound, and places a card, cut letter, or some representation of the letter on the first marker (begin with distinct consonants such as t, s, m, b, r, d, f, h, g, etc. before moving to less distinct like n, x, z, v, w, then digraphs, and finally blends).

A good activity to use along with this exercise is to give a series of three – five words that begin with the same consonant sound, ask student to echo, then ask the student to identify the initial sound. Follow up by giving a series where one or more of the words does not start with the sound. Have student “Spot the Odds”.

- Follow the procedure above for final sounds once simple initial sounds are mastered. Gradually move to more difficult endings.
- Next, follow the procedure described in item #1 for vowels in simple consonant – long vowel - consonant words. Move to consonant - short vowel - consonant words. You can reverse this order if the student knows the vowel sounds.
- Collect sets of simple rhyming words (vc, cvc). (Ex: at, bat, cat.) Say one word. Student echoes word and pulls down markers to represent its sounds. Student touches each sound, repeating sound, and then touches each identifying spelling for the sound. Teacher says the next word. Student echoes, then moves only the changed sound (initial) and repeats the touching-sounding-spelling procedure. Gradually move to more complex rhymes.
- Teacher gives simple two-syllable word. Student echoes, and then orally breaks the word into its syllables. Next, the student pulls down markers for the first, then the second syllable. Student then touches markers and repeats each sound and concludes this step by combining the sounds to say the syllable. After segmenting syllable sounds, then blending them into the sound of the whole syllable, student puts the two syllables together to form the word.

Next, the student attaches spelling to the first syllable using the procedure described in item #1. The same procedure is used to spell the second syllable. Gradually increase the difficulty of the words.

How Do I Know if My Student Needs Phonemic Awareness Instruction?

Many adults who are low-level readers lack phonemic awareness and need to develop this skill. They may have Phonemic Awareness challenges if they have difficulty with these tasks after much phonics practice:

- Sounding out words
- Perceiving differences between sounds
- Manipulating sounds to make different word families (exchange letters before “at” to form different words (cat, fat, sat)
- Rhyming words
- Spelling one syllable words

The Six Phonemic Awareness Tasks

The National Reading Panel identified 6 tasks for assessment and instruction:

1. Phoneme isolation
2. Phoneme identity
3. Phoneme categorization
4. Phoneme blending
5. Phoneme segmentation
6. Phoneme deletion

You can ask your student questions such as these* to identify problems:

- 1. Phoneme isolation-** recognizing individual sounds in words
* “Tell me the first sound in **paste**.” /p/
- 2. Phoneme identity-** recognizing the common sound in different words
* “Tell me the sound that is the same in **bike**, **boy** and **bell**.” /b/
- 3. Phoneme categorization-** recognizing the word with the odd sound in a sequence of three or four different words
* “Which word does not belong? **bus**, **bun**, **rug**?” rug
- 4. Phoneme blending-** listening to a sequence of separately spoken sounds and combining them to form a recognizable word
* “What word is /d/ /o/ /g/?” dog
- 5. Phoneme segmentation-** breaking a word into its sounds by tapping out or counting the sounds or by pronouncing and positioning a marker for each sound
* “How many sounds are there in **ship**?” Three- /sh/ /i/ /p/
- 6. Phoneme deletion-** recognizing what word remains when a specified phoneme is removed
* “What is **smile** without the /s/?” mile

Language Experience Story

To Teach Sight Words, Phonics Skills and Word Patterns

Language Experience allows students and tutors to place the primary emphasis on communication and self-expression rather than on phonics. The skill of decoding words is not considered a goal in itself, but only a means of communication. The unfamiliarity of the method itself encourages hope. In addition, the method builds on the student's feelings of confidence and self-respect by treating the student as a person with ideas worthy of being communicated and preserved in writing.

In this teaching approach, the student becomes convinced that what you think can be said, what you say can be written, and what you write can be read. The Experience Story can be used at any time and can be used to teach sight vocabulary, phonic analysis, structural analysis and comprehension. It can be used at any time but the skills taught from it should be geared to the skill book being used at the time by the student or books the student has completed. It is good for increasing sight word recognition at a much higher level than the student is getting in his skill book.

If your student comes to class with an interesting experience to tell, you may want to incorporate the experience story into that lesson. Or, if you need a change of pace, use the experience story to add variety. Because you are using the student's own words, more advanced students may enjoy using this method more often because the vocabulary can be more varied.

In the beginning limit the student's story to a few lines. You will need:

* paper * pencil or pen * carbon paper * tag board for word cards (3/4 x 2 1/2 works well)

You can draw the student into a conversation by relating something that happened to you or by inquiring about work or sports or anything else that might interest the student.

Using the student's words, write the story on paper. Print the story (leave space between each word and allow an inch between each line) and make a copy for yourself. Use the student's own language; Do not correct the grammar; Do spell the words correctly even if the student mispronounces the word, such as "set" for sit.

After writing the story, the tutor should read the story back to the student while pointing at each word. Ask the student if that is what they said. Make any necessary corrections. Read the first sentence again, pointing to each word, and then ask the student to read the sentence while either you or the student points to the words as they are read. Help when needed. If the student can read the rest of the story let him do so, but if not, read each sentence as you did the first one.

For practice with sight words, let the student pick out words he feels are important to learn, or the tutor can pick out those words that do not follow a phonetic pattern to teach as sight words. Put these words on your tag board using a fine, felt-tip pen. Help the student match the word-cards to the words in the story and then read them. Do not teach more than 5- 7 words during a lesson. You can mix the cards and use them as flash cards. If the student does not recognize a card, have him match it to his story.

Later, you may make cards for all the words in the story, but first make word-cards for just one sentence at a time and let the student put them in order and read the sentence. Be sure you read each word for the student as you make the word-card and then have him repeat the word. Let the student take his word-cards and the original copy of the story home to practice. You can type the story from your carbon copy to begin a book for the student. Keep a copy of word-cards in a box for yourself to be used for review.

In later lessons you may expand upon the original story or write others. The word-cards should *always* be reviewed from previous stories by rereading the story from the written and typed copies.

Words from the “Experience Story” can be used to expand the learning of beginning sounds that are included in Skill Book 1 as well as ending sounds where appropriate. Word families can be practiced. An experience story may reference objects such as *danger* signs, or signs seen on highways: the tutor might want to write these important words, in all capital letters, on word-cards designed to look like signs.

Sample story: (this exercise could be used for a student in Book 1):

My wife and me took the kids down to Culler Lake Sunday to feed the ducks. Bob, our littlest boy, fell in the lake but it was warm and he thought it was fun.

<u>Word-Cards</u>	<u>Phonics</u>	<u>Word Patterns</u>	
Wife	beginning consonants	<u>ell</u>	<u>un</u>
Culler Lake	some ending consonants	bell	fun
Sunday	short vowels	fell	bun
Littlest		dell	dun
		jell	gun
		sell	Hun
		tell	pun
		well	run
		yell	Sun

An “Experience Story” lesson can lead into other lessons. For example, the words *Culler Lake* might lead into a lesson on *Frederick, MD*. A map of places and streets could be studied and the words read, spelled, and put on word-cards. *Sunday* could become a study in reading a calendar with days of the week and months of the year and special holidays.

Reference: Kennedy, Katherine and Roeder, Stephanie (1975). *Using Language Experience with Adults: A Guide for Teachers*. Syracuse, New York: New Readers Press.

Language Experience Story Summary and Worksheet

Student tells short story (3 - 4 sentences)

Tutor reads to student and asks if that's what he/she said then corrects as needed. Reread. Read it together. Student reads alone.

Select hard words: _____

Put on word cards and use as flash cards.

Look for beginning, ending, or vowel sounds to study.

Write words with specific sounds you have chosen to study. (For an advanced student it might be combinations, such as *-tion*, *-sion*, etc.).

Are there some rhyming words in the story? Or perhaps a word with many easy rhyming words related to it, i.e., hat, rat, cat, etc.

Put the rhyming words on cards with the word families.

Are there some grammar features you want to study?

If it is verbs, could you have student change story into present or future tense?

Other possibilities:

Punctuation: _____

Expand vocabulary, words that mean the same as: _____

Other:

Writing Ideas for Adults

- Hobbies I enjoy are ...
- When I get together with good friends, we ...
- I feel happy (angry, lonely, excited, and disappointed) when ...
- Sundays (Saturdays) are for ...
- Reading is important to me because ...
- A job I would like is ...
- A good job is important because ...
- When I go shopping, I ...
- Going shopping is ...
- Working around the home is ...
- I like being alone to think about ...
- At parties (work, home, on a date) I ...
- Television is ...
- My favorite (least favorite) TV show is ...
- Children have a lot of ...
- Children are ...
- Eating out is ...
- Meeting new people is ...
- After work I like to ...
- On vacation I like to ...
- I'm planning a trip to ...
- I never seem to have enough money to ...
- Books are great because ...
- I get mad when ...
- I'd like to ...
- One of my goals is ...
- My best friend (family) and I like to ...
- My happiest (saddest) memory is ...
- I love (am mad at) my family because ...
- The hardest (easiest) thing for me to do is ...

Webbing - another technique to aid in writing and comprehension

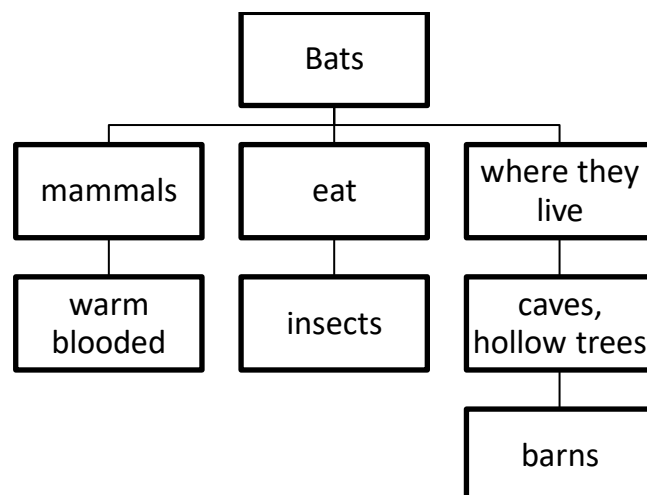
If your student has trouble understanding what he reads or writing about what he has read, try these ideas.

Webbing for Comprehension:

- Select a short, interesting article – you can try something from “Reader’s Digest”, another magazine, or a newspaper article.
- Read the story to your student and then discuss it with him.
- Read a paragraph together and then stop and talk about what was read.
- Have the student read the paragraph alone, then ask him detailed questions and help him to draw inferences from the paragraph.
- Do this with each paragraph, and then have the student re-read the story out loud.

Webbing for Writing

1. Suppose the story you selected in the exercise above was a short, factual article about bats. Diagram the story for the student (sample below), inserting the student’s informational responses into the appropriate box.
2. After diagramming the story, put each part into a sentence and write it on tag board: Each sentence should be on one piece of board.
3. Let the student read the sentences and then assemble the boards into a story as you have diagrammed it. The student uses the diagram as a guide.
4. Have the student copy the story on paper, re-read it and check for any corrections needed.
5. Spelling words and sight words can be selected from the story for study.



Duet Reading (Neurological Impress Method)

The purpose of Duet is to increase the student's reading and vocabulary fluency by reading aloud with the tutor. This helps the student read faster, more confidently, and to begin to discover that reading is fun.

Duet is used with students who have *some* reading ability but who are reading hesitantly, word-for-word, or with no expression. This method has also been successfully used with students who have a stuttering problem.

Duet Works! A California study showed an average gain of 2.2 grade levels among students with severe reading handicaps who had received 7 1/2 hours of instruction in this method over a 6-week period.

Description of the Duet Method

- **Help the student select something to read 2-3 grade levels above their reading level:** The material should be on a topic of interest to the student and may be a book, magazine, newspaper article, pamphlet or brochure.
- **Begin reading aloud together:** The tutor reads at a normal speed, using expression and following punctuation; the student reads along, trying to keep up with the tutor.
- **Use your finger as a guide:** The tutor *must* move a finger beneath the line being read. This helps the student to keep up, to acquire practice in reading from left to right, and to train his eyes to return to the beginning of the next new line without losing his place.
- **Continue to read at a normal rate even if the student hesitates over a word or falls slightly behind:** After a few sessions using this method, it will become easier for the student to keep up because it will challenge him to look ahead to upcoming words to keep from falling behind. *If the student stops completely*, the tutor should also stop (giving them both a chance to rest), offer the student encouragement, and begin again. Try spending at least *ten minutes* at the end of *each* tutoring session using this method.

Keep in mind:

- The tutor may introduce more challenging material if the student keeps up with little effort or may substitute easier materials if the student has a great deal of difficulty keeping up, recognizes few words, and/or is becoming very frustrated.
- Do not ask the student to read aloud from the material by himself: since it is above his reading level, it may be an embarrassing and frustrating experience. Also (unless asked by the student to do so), do not stop to explain the meaning of a word or ask any questions to see if the student understood the story. The material is to be used **ONLY** as an oral reading exercise.
- The tutor may occasionally wish to spend a few minutes reading material of interest (which may be several levels above the student's reading level) aloud to the student. Many students with reading problems were never read to as children, so this can be a valuable experience in motivating them to practice reading on their own, introducing stories that they can orally tell their children and ultimately, to motivate the student to improve his reading in order to read and enjoy similar material on his own.

Activities to do with a Newspaper

Newspapers are one of the most widely read and available materials. Newspapers may be put to good use to help your student become familiar with various sections and to also assist them in learning how to use a paper to find all sorts of needed information.

- **Food Ads:** Allow your student a certain amount of money to see how wisely he buys and what can be bought on a budget.
- **Classified Ads:** Decide to “sell” something and write an effective ad. Invent a product or service you wish to advertise; create a sales promotion using a newspaper ad, pictures, signs, etc.
- **Comic Strips:** Cut sections apart and allow student to arrange in proper order after they are cut apart and mixed (this helps develop order and sequence); use any comic strip and cut off the conversation that's in balloons and allow the student to write their own dialogue to tell about the comic strips. This is a good exercise for developing use of quotation marks in conversation. After reading a comic strip, have the student write and illustrate their own comic strip.
- **Political Cartoons:** Look at and discuss them. Draw and caption one of your own.
- **News Articles:** Clip only a news headline and have the student write an article for it. Remind the student of the 5 W's –Who, Why, When, Where and What; read a news article looking for the 5 W's.
- **Editorials:** Read and summarize the author's point of view in an outline or paragraph: choose an issue you are interested in and write an editorial or a letter to the editor. Make a list of facts and a list of opinions found within an editorial and analyze the way the article is slanted.
- **Large Store Ads:** Have a beginning student circle like letters giving the name and the sound and key word. Letters can be cut out and put in sequence. The charts can be used from book one if necessary to aid student.
- **Other Articles:** Choose all the action words (verbs) and highlight them or list them; do the same for other parts of speech - nouns, adjectives, adverbs; hunt for a certain beginning of a word, prefixes such as *re* or *un* or look for blends such *st* or *br* or for suffixes such as *-ing* or *-ed* or *-ness*; find all the words in an article with long vowels or short vowels and have student code each, use a *breve* (˘) over short vowels (Ex: cŭp) and a *macron* (¯) over long vowels (Ex: bē). If your student has not been introduced to long vowels, work only with sounds he has already learned.
- **General Ideas:** Using a section of the paper, have the student skim over articles looking for particular words. This could later be developed into skimming the paper looking for a certain article or for certain facts. To help develop unaided recall, after reading an article have the student - without looking - list all the facts he can remember. If the student cannot read the article, the tutor may read it to him. Skim articles for facts, list them, then read the article to see what was overlooked.

These are just a few of the ideas you might use when working with your student. Use your imagination!

10 Fun Ideas to Expand Tutoring

1. **Television:** Children's programs, not cartoons, have simple vocabulary and the rate of speech is usually slower than other programs. Suggest that your student watch these programs to build vocabulary and comprehension.
2. **Commercial Flashcards:** Our office has various flashcards such as telling time, counting money.
3. **Homemade Flashcards:** Create your own! These are great for review, problem vocabulary, games, etc.
4. **Visitor's Center located at 151 S. East St., Frederick:** There are many free materials that may be of interest to students such as maps and information about places of interest for families.
5. **Computer Software:** If you are interested in software programs available, contact our office.
6. **Readings about the holidays:** Available in the office; written in two levels of difficulty.
7. **Extra reproducible exercises:** These are used mostly with basic students. Any volunteer office staffer will be able to help you find a solution to a specific problem.
8. **Practitioner Toolkit: Working with Adult English Language Learners (ELLs):** a new online curriculum resource. Offers a range of free materials to help meet language and literacy needs. User-friendly format allows you to download entire resource or select portions of interest. Components include assessment, 1st day orientation, lesson plans, activity packets and more. www.famlit.org/Publications/Practitioner-Toolkit-ELL.cfm. (From the National Center for Family Literacy & the Center for Applied Linguistics.)
9. **Many online resources are available:** go to our website at www.frederickliteracy.org and click on "Online Resources" to find a list.
10. **More ideas! Use your imagination and enjoy your tutoring experience!**
 - a. Create a folder with pictures taken from old magazines and greeting cards, children's books, coloring books, etc. You can use these materials for dialogue or to illustrate difficult vocabulary.
 - b. Paste a picture on construction paper or on a piece of loose-leaf paper. Write questions and true/false statements about the scenario. Create a vocabulary list. You may want to use this as an assignment if you and your student are going to miss a class.
 - c. Cut out a comic strip. Blank out the print. Use as a conversational aid.
 - d. Toys such as dollhouse furniture, cars, and dolls (for clothing and parts of the body) can be used as a conversational aid.
 - e. Take your student on a field trip to the grocery store, the pharmacy, etc.
 - f. Cook with your student and share recipes.

Guidelines for Review and Reinforcement Ideas

Purposes

- To slow down a lesson for a student who needs extra reinforcement. A student may need this reinforcing for confidence and security.
- To reinforce a particular skill with which the student has difficulty. Do it as soon as it is apparent that a student needs help.
- To help a student transfer skills learned in the Skill Book to other areas of reading.
- To provide an interesting change of pace during a lesson.
- To reinforce areas in which the student has scored poorly in the “Checkup”.

NOTE: Do not use supplementary materials to unnecessarily prolong the study of Skill Book 1. A student should move through this book as quickly as possible to achieve a sense of progress.

Criteria for Selecting or Developing Reinforcement Materials

- Does it have a controlled vocabulary?
- Is it appropriate to the skill level of the student? Avoid skills not yet introduced in the Skill Book.
- Is it compatible with the Laubach Method or whatever materials you are using?
- Does it suit the student’s goals and priorities?
- Does it have a practical application?
- Does it stimulate and hold attention? Does the student like it? Consider any negative experience the student had in school. If the drill or activity turned him off in school, the same thing may still disturb him.
- Is it on an adult level?
- Can it be used for fun or a change of pace?
- Is it easy for that student who needs self-confidence and an opportunity for success and praise?
- How easily can it be taught and understood?
- Does it allow for physical manipulation of the items used to teach the skill? For example, if you are teaching endings, can the student pick up an ending and actually add it to a word written on a card?
- Does it reinforce through repetition?
- Will the student recognize its relationship to the reading experience? There must be no isolated or tedious drill. The practice method should not appear to fragment the language into meaningless bits and pieces of sounds and letters.

Reinforcement Categories

1. Reading

A characteristic of a good reader is not what he chooses to read but how much he reads. To acquire and maintain any skill (driving, typing, etc.), repeated use is mandatory. This is especially true for a new reader. A literate person is continuously reinforcing the reading skill by reading the words he sees all around him on billboards, headlines, labels, etc. A non-reader does not have this habit. “But until the adult has seen a word in print – several times and in combination with other words – it is a new word.” (Toward World Literacy, Frank C. Laubach, p.181.) Following are some suggested reading reinforcement activities:

- Read: Supplementary books with a controlled vocabulary. See the current New Readers Press Catalog for a complete listing or check the literacy council library for suggestions.
- Read: Materials you have written. These may include stories, simplified factual paragraphs, or an informational item appropriate to each lesson or current happening. As a tutor, you can select words and structures to reinforce a skill in which the student may be weak. For specific guidelines on how to write original material, see the *Writing* section of this Tutor Information Book, the Instructor of Writing Handbook* or Virginia Cowsill’s Writing for Adult New Readers Using Controlled Vocabulary (available from Kern Adult Literacy Council, 102 18th St., Bakersfield, CA 93301.)
- Read: Newspapers or *News For You** (with tutor guidance).
 - o Circle the known words for a beginning student to read.
 - o Subtly help the student discover new words and ideas by using ads and announcements for entertainment and educational activities, and special events.
 - o Have the student skim the front page for one minute. How many careers can he find?
 - o Cut the headlines from articles. Have the student match them with articles.
 - o Lead paragraphs should answer “Who, What, When” questions. Have the student find the answers.
 - o The paper is also available on line for students; coordinator or office staff may supply password for use.
- Read: Anything with words – brochures, labels, flyers, catalogs and cartoons. Encourage the student to bring in items of interest to him such as a bill, a summons, or a picture caption.

*Available from New Readers Press

2. Writing

Writing to reinforce reading is particularly stressed in the Laubach Method. In both reading and writing, the student has practice in transferring skills from the workbook to other settings.

- Have the student write a letter or answer an ad.
- Give a word or show a picture: ask the student to write a sentence or paragraph about it.
- The student may make up questions from stories and articles.
- Student writing. This approach may be used on any level. The student writes from his own experience and expresses his thoughts and feelings. This type of writing provides motivation and keeps interest high. Tutors may use this material to devise reinforcements patterned after those found in the Teacher's Manual, Skills Practice sections. The student may write in any form that interests him (stories, prose, poems, or a journal, etc.) For a handy resource of ideas on how to encourage students to write creatively, see I Wish I Could Write* by Joan Barasovska.
- Language experience approach. In this activity, the student dictates a sentence or tells a story which the tutor prints (or later types) exactly as dictated. This again provides motivation and high interest and lends itself to vocabulary development and reinforcement activities. For more details on this approach see the *Strategies* section of this Tutor Information Book or Using Language Experience with Adults: A Guide for Teachers* by Katherine Kennedy and Stephanie Roeder.

3. Ideas, Aids and Devices

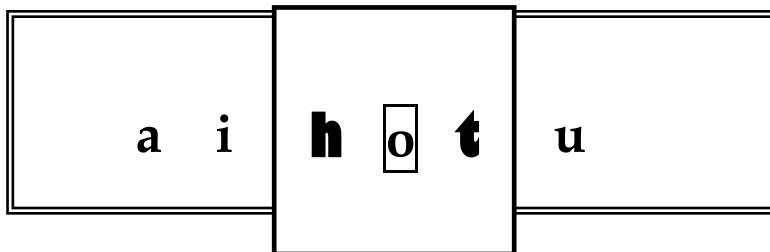
- Guidelines For Teaching Remedial Reading*. This book by Lillie Pope gives suggestions for additional games and motivational approaches, procedures, word lists, guides to inexpensive instructional materials, and techniques for teaching word attack skills.
- LWR* Phonics Mini Charts – reproductions of the first five charts in Skill Book1 (the charts in the book may be photocopied). These can be cut apart like a puzzle or used to make flash cards.
- Focus on Phonics 1, 2, 3, & 4*, Workbook for Skill Books. 1, 2, 3, & 4*
- Crossword Puzzles for Skill Books 1, 2, 3, & 4*
- Recycle Skill Books 1 & 2 for students working in Skill Books 3 & 4 by:
 - o Rewriting sentences adding adjectives and adverbs
 - o Substituting pronouns for nouns
 - o Making “Who, What, Why” questions
 - o Changing verb tense to past or future.
- During sessions with a student, consider making use of a computer, typewriter, tape recorder, or role-playing.
- Anagrams, Bingo, Lotto, map-type games, quiz games are some of the games that can be adapted for reading practice.

*Available from New Readers Press

- Tachistoscope (also called a “Slip Strip” or “Pull Through”). This device is effective for practicing words and vowels in Skill Book 2 and prefixes and suffixes in Skill Books 3 & 4. It can also be used to help prevent word-by-word reading.

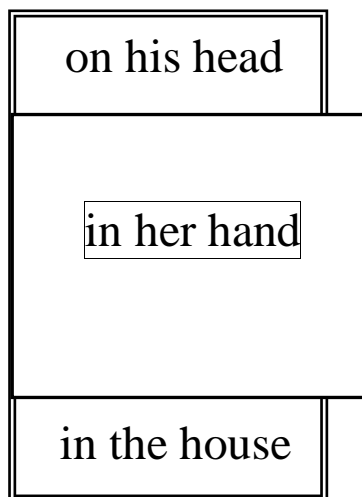
Example for short vowel sounds: Use this activity to show a student how to make a new word by changing one letter in a word he already knows.

Fold an index card in half and tape the bottom edges. Print letters on the outside (in this example, “**h t**”) and cut a hole for a missing letter. Print short vowels (in this example, “**a i o u**”) on another card. As this card is pulled through the folded index card, a new letter appears in the window and the student must read each new word.



Example for phrases: Use this same activity to show a student how to see several words or phrases at a glance.

Fold an index card in half and tape the bottom edges. Cut a hole for a missing phrase. Print several phrases on another card that can be inserted in the folded index card. As this card is pulled through, a new phrase appears in the window that the student must read.



4. ProLiteracy Conference

These provide excellent opportunities to learn about new books and materials designed for tutors and students. They give participants an opportunity to browse extensive displays or select from a variety of literacy-related seminars and workshops for additional training.

Reinforcement Activities - Examples by Skill Book Level

Skill Book 1: Consonant Sounds and Word Recognition

- **Cut out pictures from catalogs.**

Each picture should be a *one word only* picture. Pick items of interest to your student. Use them as follows.

- o Make a bingo type game with consonant sounds. Student matches pictures with beginning or ending consonant sound.

m	r	w	p
c	t	s	l
s	n	t	b

- o *Picture* words may be pasted on cards. Make flash cards with pictures. Put word on back of card. Student matches picture with word card. Student may take these home and use for homework - they are self-correcting as he can check his accuracy by turning the card over and seeing if the word he matched is the same as the one with the picture, e.g., there would be confusion with “pot”, “pan”, etc.

Skill Book 2:

- **Short Vowel Sounds - Magic Squares**

- o Prepare a list of short vowel, three letter words.
- o Insert a letter in each square, making sure that some are short vowels. Use consonants to make some three-letter short vowel words. Fill out squares with other consonants that will not make up words, but have a vowel touching.
- o Student Instruction: Select one square. Use the letter in this square and the letters in all touching squares. Student combines these letters to make as many real words as possible. The student need not use all the touching letters to make up real words.

Sample #1

g	a	p
h	i	m
t	f	b

Sample #2

s	e	n
t	i	p
r	g	f

Sample #3

n	o	r
t	e	d
f	i	l

Example: If a student is working on Sample #1 and chooses the square containing the letter a, he may make words from any of the touching letters g, p, h, i, m. The words might include: gap, ham, map, etc.

- **Practice on k and ck**

Write the unfinished words below on flash cards or as a well-spaced list of words. Ask student to tell you whether k or ck (show flash cards of each) should be used to end the word. Add the ending he chose and help him determine whether or not it is correct. Using the correct ending, ask student to decode the word. These are sounds he has had – help him to do it on his own.

tru____	par____	lo____	mas____
ris____	bu____	sil____	ja____
mar____	dar____	si____	mil____
stu____	bri____	ba____	du____
clo____	bla____	ro____	qui____
des____	tas____	wor____	

- **Sound Substitution Exercises (after Lesson 10 of Skill Book 2)**

Examples are given below of innumerable games of this type that can be made.

Place parts of words on 3 x 5 tag boards to be completed by substituting different ending, middle and beginning sounds to make new words.

- o **Substituting final sound.** All vowels are short. If student cannot give the beginning of the word, help him and let him add the ending sound.

Use these ending sounds with all the word frames below (see note) or make up your own – n, sh, t, ck, m, p, d.

hi____	sto____	cu____
spi____	mi____	ca____
gri____	stu____	bi____
ha____	bu____	ta____

Note: If you substitute all of the ending sounds, you will come up with some nonsense words. If nonsense decoding would confuse your student, do not use the endings that would make nonsense words. If your student can decode easily and is not confused by the nonsense words, use them.

- o **Substituting vowels.** Substitute all five vowels into these word frames.

ch__p	s__p	d__n	h__p
m__t	h__t	ch_ck	sh__p

- **Short Vowel Sounds / Consonant Blends (“Bingo”)**

- o Cut out pictures with short vowel sounds. Make bingo type game and have the student place pictures over the *short* vowel sounds.

i	e	o	a
u	a	u	i
o	e	i	a

- o Cut out pictures with short vowel sounds for blends introduced in Skill Book 2.

br	st	cl
cl	gl	dr
fr	bl	tw
st	tr	gr

Skill Books 3 & 4

- **Comprehension and Vocabulary Development (Magazine Pictures)**

1. Show a picture and ask the student to tell what came before or what might come next.
2. Give student several related pictures and have him arrange them in a logical sequence and tell you the story.
3. Tell the student a story and have him arrange the pictures in the sequence of the story.

- **Main Idea – Details**

Choose a picture that has several activities but one main idea. Have student state what the main idea of the picture is. Details may then be noted.

- **Inference**

Have student make inferences from the picture – or tutor may make inferences and have student tell why such an inference could be made.

- **Predicting outcomes**

What might happen because...is happening in the picture?

- **Student can match phrases or sentences to pictures.**

- **Emotional reactions**

Student can tell how the person in the picture might feel.

- **Relating picture to student’s own experiences.**

- **Pictures from catalogs – classification**

Have student classify the pictures: clothing, kitchen utensils, etc. There may also be sub-groupings, for example tools: 1.) garden 2.) construction, etc.

- **Descriptive Words – vocabulary development**

Introduce new adjectives and then practice with those words. And/Or ask the student to describe things in the picture using adjectives.

Learning Games for ESL Students

Learning games can be used during ESL tutoring sessions for individuals or in groups. The use of games must be considered in relation to available time and the value of the learning experience that takes place during game time. It is important to consider that repetition and extra practice often assist students who are having difficulty acquiring reading and/or writing skills and retaining vocabulary.

Why are oral group games important for ESL students?

- They have a social value and make learning more enjoyable.
- They can allow a student “to hide” within the group while continuing to learn.
- They can induce performance in front of other students, but with the advantage of friendly understanding by the group.
- They give necessary ear training, practice in understanding and speaking, and opportunity to apply the learning in public.
- They help the tutor evaluate the student’s progress and diagnose individual needs.

When selecting an oral game for a group, ask yourself:

- Does it provide good group interaction, making it socially valuable?
- Can everyone participate, regardless of level?
- Can everyone understand how to play the game and what is expected of the player?
- Does it utilize known vocabulary and structures, adding only a few new words?
- Does it give much practice in speaking English and give everyone an opportunity to speak?
- Does it afford enough repetition of new elements so that students can learn them?

Some important practices in the use of oral group games include:

- Teach the game by demonstration when explanation cannot be understood. As a last resort, use an interpreter to give instructions.
- Beforehand, model and drill all responses that the students are expected to make in the game. Be sure your signals are understood.
- Have tutors sit with students in a group game and help, inconspicuously and as necessary, to prevent the student from failing.
- When anyone falters in his/her part in a game or after he/she makes an error, cue the whole group to give the correct response in unison so the student feels he/she is being helped rather than failing.
- Gently correct all errors or have the group correct in unison so that errors do not become the model for others.

Games for Skill Book Level 1

Be sure all speaking or reading skills that are used in a game have been taught prior to playing the game.

Games for use in tutoring individuals:

- Make *flash cards* for words presented in each lesson.
 - o Flash each card for the student to read. The student keeps each card that is read correctly. Continue flashing the cards until the student has all cards.
 - o Use the cards for labeling pictures or objects.
 - o Dictate a sentence. The student must arrange the cards to form the sentence.
 - o Make a “set-up” with objects, perform an action, or show a composite picture. The student must compose a sentence with the cards to tell about the stimulus.
 - o Use the cards to make a sentence and omit one word. The student must find the missing word and place it correctly in the sentence.
 - o The student must sort the words according to initial sound, ending sound, vowel sound, or other topics (persons, objects, etc.)
 - o Place the cards face down in the deck. The student must draw a card and, verbally, use that word in a sentence.
 - o After Lesson 11, teach the use of a dictionary. Pull out all key-word cards for the student to put in alphabetical order. Next, pull out just a few key-word cards for the student to put in alphabetical order. Finally, pull out several cards that begin with the same letter for the student to put in alphabetical order.
- Make *phrase cards* taken from sentences used in previous lessons. The student puts the phrase cards together to make complete sentences and demonstrates understanding with objects or through actions.

Group Games:

- A student is given a *composite lesson picture* to display to the class. This student asks the class a question about the picture. The student who answers becomes the *teacher* and asks another question about the picture. The pattern continues.
- One student makes a “set-up” with objects found in Skill book, Level I. The next student must tell what it is, e.g., “a fish in a dish”. The second student makes the next “set-up” and the game continues.
- Using *one-word-only pictures* of words that have been taught make a BINGO-type game with the beginning or ending sounds of the pictured words. As a picture is displayed, each student puts his marker on his bingo board on the correct sound. The first to get a row of markers wins. Same game may be played by calling out the words or vowel sounds.

Game for use in tutoring individuals and with groups:

- **Command Game:** The student draws from a deck of cards, which contain several of each of the verbs: *look, give, get, put, pick, run, thank, and write*. The student must make a command sentence with that word and select another student to perform the command.

Games for Skill Book Level 2

Game for use in tutoring individuals:

- Have the student arrange pictures that tell a story in sequence.

Group games:

- Make a BINGO-type game using the initial blends and two-letter sounds: *bl, br, st, cl, th, ch, sh, dr, fr, wh, sk, sl, gl, qu, sp*.
- Ask a personal question using the vocabulary from levels one and two. Using a *chain technique*, have a student answer the question and then ask it of the next student. Some examples would include: *I live (don't live) in a valley. Do you live in a valley? I have (don't have) a pet fish. Do you have a pet fish? I have (don't have) a ring on my finger. Do you have a ring on your finger?*
- A *tray of known objects* is flashed briefly before the group. Each student either dictates quietly to the tutor what he/she saw or writes a list of what he/she saw. Longest list wins.
- Pin a card with the name of a noun on each student's back. The student must ask questions of the others until the student guesses the noun. Before the game is played, the tutor should lead the group in a drill of possible questions to ask. Some examples of questions would include: *Am I little? Am I a person? Can I run? Where do I live? What color am I? Can I sing? Can I talk?*
- The tutor begins the game by saying, "*I am thinking of something in this room that begins with the sound //.*" A student makes a guess of something in the room that begins with that sound. If the guess does not match with what the tutor is thinking, the tutor should answer, "*No, I am not thinking of ...*" With this form of response, the student will not be told that he/she has the wrong sound. Continue taking suggestions from the other students.
- As a box is passed around the group, each student places a personal article inside while saying, "*I am putting my ... in the box.*" After each student in the class makes a contribution, a student retrieves an article from the box without looking inside. If the article does not belong to that student, he/she answers, "*No, this ... is not mine.*" He/she turns to the next student to ask, "*Is this ... yours?*" When the owner is found, the questioning student might ask the owner to perform a command before giving the article to the owner. Drawing from the box continues until all students have been able to retrieve their articles.

Games for use in tutoring individuals and with groups:

- Use the vocabulary from levels one and two to select *commands* that the students can perform. Write the vocabulary on cards. Each student draws a card, performs the command, and tells what he/she did.
- Using flash cards of all verbs that were taught, have students verbally change the verbs to the *-ing* forms. A variation is to use flash cards with nouns. The students verbally change the nouns to the plural forms. Students should be watching for irregular plural forms. All activities can be done, verbally, without the use of the printed word.

- Each student has *five long narrow cards*. Each card has a vowel on both sides of the end of it. As the tutor dictates a three-letter short vowel word, the student pulls out and holds up card with the correct vowel. Use groups of words with only one vowel change. Examples include:

big, bag, bug, beg, bog	hug, hag, hog	fin, fan, fun
him, ham, hum, hem	hut, hat, hit, hot	mad, mid, mod, mud
met, mat, mitt, mutt	sop, sap, sup, sip	cap, cot, cup

- Drill for understanding *relationship words*: *in, on, under*. Using physical objects, a student arranges a tableau of relationships. The next student has to describe the relationship. Examples include: *The apple is in the dish. The apple and the dish are under the table. The pencil is in the cup. The pencil and the cup are on the table.*
- Make a set of *domino cards* with known short vowel words. Be sure there is a different short vowel word for each end of each card. The student matches card ends that have the same vowel sound. The student continues finding matching word sounds for each domino end until all possibilities are matched. Have the student say the words and the common sound as matches are made.
- Make cards with *days of the week, months of the year, seasons, and numbers to 31*. Make one to twelve calendar grids. The student arranges months in sequence for the year and in sequence by seasons. A next step is to have the student complete a calendar grid for one or more months of the year. Students can say/recite words and numbers while arranging them.

Games for Skill Book Level 3

Games for use in tutoring individuals:

- Make flash cards of *words for a sentence* that the *tutor will dictate* to the student. Make *pronoun cards* that can be substituted for words in the sentence. The student is to arrange the word cards to form the dictated sentence. Next, the student is to remove the word cards for which pronoun cards can be substituted. Dictate a paragraph of sentences so the student can find the pronoun antecedents and insert pronouns.
- Play BINGO with long vowel spellings arranged on BINGO cards.

Group Game:

- The tutor selects *a category of known words*, e.g., *food: apple, pie, meat*, etc. Using one of the words, the tutor begins by saying: *"I am going to the market to get ... for dinner. What are you going to get?"* The student repeats the first item and adds another. Then the student asks another student, "What are you going to get?" The last student has the challenge to remember each item that was added, in sequence.

Games for use in tutoring individuals and with groups:

- ESOL students need verbal work on contractions before they are introduced in the skill books. To provide this focus and to reinforce the use of contractions with reading skills, make a "Domino Game" in which the two words for a contraction are to be matched with the contracted word. Each domino will have two words for a contraction on one end and another contracted word on the other end.
- Make "Domino Cards" with long vowel words. The game can be played to match long vowel *spellings* or to match long vowel *sounds*, disregarding spellings.

CONCENTRATION

These activities are taken from the book, Games and Butterflies by Kennedy and Sarkisian and are used by permission of New Readers Press, LLI, Syracuse.

CONCENTRATION requires the student to match pairs of cards. Many adults will recognize it as an adaptation of the television game.

Focus Skill: Practicing irregular past tense verbs

Number of players: 2-6

Materials: 24 index cards
On each of 12 cards, write one verb that has an irregular simple past tense.
On the other 12 cards, write the corresponding past tense for each verb.
Examples include:

give	gave	sing	sang
see	saw	eat	ate

Directions: Shuffle the cards and put them face down on a table. One player starts the game by turning over and reading any two cards. If the cards match, e.g., give/gave, the player keeps both cards and takes another turn.

If the cards do not match, the cards are put back, face down, in the original positions. The next player takes a turn by turning over and reading any two cards. Players continue until all of the cards are matched. The player with the most cards at the end of the game wins.

Variation: This game can be played by replacing, face up, the selected cards that do not match. Any time a player turns up a card that matches one that is already face up, the player makes a match and keeps both cards.

Other Pairs: There are many possible kinds of pairs to use in CONCENTRATION. Pairs can consist of identical printed words, identical pictures or schematic drawings, or a combination of the two options. Other kinds of matching pairs include the examples on the following page:

Contractions

I did not	I didn't	I am	I'm
-----------	----------	------	-----

Rhyming words or words from the same word family

sick	thick	name	game	deck	check
------	-------	------	------	------	-------

Assorted Spelling Patterns, such as irregular plurals

baby	babies	bush	bushes	mouse	mice
------	--------	------	--------	-------	------

Colors, with the name of the color printed or underlined in that color so that readers and nonreaders can play together

blue	<u>blue</u>	yellow	<u>yellow</u>
------	-------------	--------	---------------

Object and the place where it is found

aspirin	drugstore	hammer	hardware store
---------	-----------	--------	----------------

Opposites

happy	sad	over	under
-------	-----	------	-------

Questions and answers

Where are you?	I'm in school.	Who are you?	I'm Jane.
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Object and category – Words or pictures can be used.

banana	fruit	corn	vegetables
--------	-------	------	------------



Functional message or sentence with picture

No U Turn		It's Sunny.	
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Working with Groups: Best Practices for Teaching a Group of Adult ESL Students

1. **Provide many opportunities for all students to participate in authentic English communication.** Incorporate activities that encourage pair-share or small group conversations, role-playing, asking questions and other interactive devices to practice sending and receiving verbal messages.
2. **Use an expressive voice, gestures, pantomime, objects and pictures within the lesson development.** Visuals, intonation and facial/body language enhance and communicate comprehension. Speak with each student to link into his/her culture, family, or experience. Be sure to ask where or when he/she needs to improve understanding English.
3. **Engage the students by facilitating conversation instead of doing all the talking.** Utilize cooperative learning strategies so that students in the group can support each other. Working in small groups is especially beneficial to adult English language learners by providing some security and encouragement to the individual who is not as confident speaking and understanding English. Yes, “teacher-talk” is needed for guided instruction and explanation. However, work to avoid allowing “teacher-talk” to dominate the lesson.
4. **Remain conscious of tutor’s rate of speech and provide “wait time” for student responses.** Do speak slowly and clearly, and provide students with enough time to formulate their responses, whether in speaking or in writing. Remember, they are thinking and producing in two or more languages. After asking a question, wait for a few seconds before calling on someone to respond. This “wait time” provides all students with an opportunity to think and process, and to formulate a response. Don’t speak too fast. If a student tells you they did not understand what you said, never repeat the same thing in a louder voice.
5. **Model for students.** Show the group what they are expected to do or produce, especially for new skills or activities. Explain and demonstrate the learning actions. Un-pack your thinking processes aloud. The modeling strategy promotes learning and motivation, as well as increases student self-confidence. -- They will have a stronger belief that they can accomplish the learning task if they follow steps that were demonstrated. It is not effective just to tell students what to do and expect them to do it.
6. **Remember that language acquisition is a process.** Even if the student speaks English, that does not mean the student reads and or writes English. In order to make the reading/writing connection with the spoken word, write keywords on the board when mentioned throughout the lesson.
7. **Use direct instruction of new vocabulary and practice pronunciation in new words.** Provide more exposure by examples and visuals (pictures, photos, props, flashcards, word walls) to reinforce meaning of new terms, idioms, and phrases.
8. **Remember that the student must learn to think in English.** Do not expect immediate verbal responses from the students. Instead, be sure to give them “think-time.”
9. **Use on-going assessment by listening to responses and monitoring performance as students interact and participate in class.** Regularly check to be sure students understand the learning and concepts of the lesson. It is not effective to ask, “Are there any questions?”

Every Pupil Response (EPR) strategies enable all students to offer their specific responses without the fear of being incorrect. Additionally, regularly checking for understanding can make students aware of monitoring their own understanding. This serves as a model of good study skills. Keep a notepad and pencil handy to make notes. Use this information to plan future skill development. This helps to keep the learning relevant to students' needs.

10. **It is not effective to ask, “Are there any questions?”** Every Pupil Response (EPR) strategies enable all students to offer their specific responses without the fear of being incorrect. Examples:
 - Give each student two cards, one with a happy face and one with a sad face (or emojis). Ask a question for a response. Each person holds up the card with their answer - yes vs. no, agree vs. disagree, true vs. false, etc. The cards can be used to indicate the students' level of understanding of a concept using red, yellow and green cards or Stop, I'm lost/Slow down, I'm getting confused/Full steam ahead.
 - Students give a choral response to a whole class question. This allows the teacher to determine if most students understand a concept.
 - Students respond to a whole class question by showing the number of fingers that corresponds to their level of understanding (one being the lowest, five the highest).
 - Students can use white boards or think pads to respond to a question posed by the teacher. The students hold up their answers for the teacher to check or the teacher can circulate the class to check individual responses.
11. **Additionally, regularly checking for understanding can make students aware of monitoring their own understanding.** This serves as a model of good study skills.
12. **Keep a notepad and pencil handy to make notes.** Use this information to plan future skill development. This helps to keep the learning relevant to students' needs.

Using Technology to Supplement ESL Instruction

The most difficult obstacle in teaching ESL is the amount of time between classes. How can students practice their new skills alone? Many live in a home where English is not the first language. They watch television, enjoy music and often read news in their native language. This presents a challenge to us as teachers, because students lose the continuity of learning a new language when it is not practiced.

Technology offers us some solutions to bridge the gap in time between sessions. Most people now have a smart phone and sometimes have no idea how to use it beyond talking, texting or watching YouTube. All of these are useful tools, though, and can help your student practice and learn English.

Ideas:

- **Email and texting** can be great vehicles for tutors to correspond with students. They help a student practice reading and writing. By encouraging these written forms of communication, the tutor will enable the student to practice the language in print form. Additionally, it will give the tutor another way to measure the student's progress and identify specific writing needs. Emailing or texting questions such as 'How are you?' allows the student to feel part of the language, while giving them time to respond. This is a way to "keep the conversation going," so encourage correspondence.
- **YouTube** (www.youtube.com): There are millions of ESL films available on YouTube from credible teachers and organizations such as Oxford Online English. You can simply type in a search of a subject into the YouTube search field, such as "learning the present tense" or "teaching ESL students" and many videos will appear. You can select appropriate videos and send students a link by email or text. This makes it easy for them and gives them satisfaction. Encourage your student to use these videos to practice reading, listening and speaking on their own and on their own time.
- **Consider this:** When we hear others speak a foreign language, it can sound like one long expression of gibberish. That's how your students feel when they hear native English speakers talk. Many videos help unpack the language for you and your students. Not many of us are grammar experts after all.
- **Record yourself** on the student's device, speaking parts of the lesson or reading from a book. The student then can listen and practice on their own. Also consider helping the student access narrated books that they can listen to while following in print. Most of the council's series of texts have audio available at www.newreaderspress.com.
- **Create a digital picture file using Google.** When you are teaching a student who is not well educated in their native language and is very new to English, you can use a Google search of words and then select images. You will get millions of pictures for each word you type in. Be careful however... the internet will often surprise you with an odd (lewd) picture that might not be an exact match. Teach your student "to Google" new words they encounter.
- **Google is also an amazing tool for translation.** Any smart phone or computer can download the 'Google Translate' app which allows users to select two languages, one to translate from and one to translate into. Over 100 languages are recognized. It can be used by students to decipher texts from one language to another simply by holding the phone camera over the text

and in real time it translates the text into their own language. Just be aware that some translations may not be very accurate. We want our students to get used to looking up words they don't know. Teaching students to learn on their own is the key, and if we want them to eventually think in English we have to encourage them to learn on their own time.

- **Many websites offer free lessons from language to language** such as Duolingo.com. It's totally free and students can use a phone or computer to practice on their time.
- **Another great site** is www.bbc.com/bitesize/subjects which provides free online English lessons for early stage learners.
- **There is also the 'Khan academy'**, a free online university with classes in an amazing array of subjects, English grammar being a great choice for more advanced students who have some English and have an education in their native tongue.
- **Perhaps the best way to use technology effectively is for the tutor to learn** him/herself. With technology, the tutor will have many opportunities to learn from other teachers. Watch videos of other teachers to see how they deal with language learning issues. You can find many on YouTube, and another excellent source is **ProLiteracy**, which offers a wealth of free information to help tutors. Go to www.proliteracy.org, click the Professional Development tab and then Education Network. You will need to create an account, and you can do this as a member by using LCFC's organization member **#736683**. Click on the **ProLiteracy Member** button to complete account registration and gain free access to all the resources.
- Find **more online resources** on our website at <https://www.frederickliteracy.org/online-resources/>

As a teacher you must continually hone your own skills and grow. Use the internet to enhance your own skills and pass it on to your student. Perhaps your student can even teach you some things about technology.

Multi-sensory Tactile/Kinesthetic Sensory Mode

Most reading and spelling methods do not sufficiently stress the importance of the tactile/kinesthetic sensory pathway. The primary reason is probably because most teachers and teacher educators have no personal need for it.

Few people today would deny that Helen Keller needed to touch a person's throat to *hear* what was being said; at the same time, however, they fail to understand that a good number of people with normal sight and hearing also need to understand how some sounds are produced in order to process auditory input correctly. Some people need to trace letters to remember the way *p* and *b* differ from *d* and *q* - they need to recognize that *nk* has a sound distinctly different from *kn*.

Unless you, too, have less than perfect visual and auditory perception for words, you may “forget” to use this multi-sensory way of teaching; many teachers in good faith, in fact, have told children not to move their lips while reading because they don't comprehend that these very children need to *feel* the word as well as to hear how it sounds in order to remember it.

Most people understand that it takes hours of practice before one becomes an accomplished piano player or a skilled typist yet forget that it also requires much practice writing certain graphemes before the action becomes as automatic as when we write our names. When dyslexics simultaneously see a word, say it, and write it, for example, this “triple message” to the brain causes the word to much more likely be remembered.

Here are some other ways of emphasizing the tactile/kinesthetic pathway in order to strengthen a person's ability to remember a word:

1. ***Trace*** the letters of the word to be learned on a flash card or rough surface, in the air with whole-arm motion, in sand or rice, on the back of one's hand, on the leg or inside of the forearm or on the blackboard.
2. ***Write*** the word on paper several times, repeating the sound out loud; close your eyes while writing the word several times without looking.
3. ***Use a mirror*** to watch how the lips, tongue, and jaws move when saying the word.
4. ***Cup your ears*** with your hands to amplify or bring out the sound better while saying the word.
5. ***Use a tape recorder*** to play back how the student repeats the teacher's voice.

Steps in Teaching Spelling

- Michigan State University Reading Center

- Present the ***correct spelling of the word*** to be taught, on a piece of paper or an index card. This is the ***original copy***.
- Pronounce the word carefully, ***as it is used in speaking***.
- The student looks at the original copy and pronounces the word in three ways: as the whole word, by syllables, and as the whole word.
- Direct the student's attention to the difficult parts of the word, especially, to the non-phonetic elements of the word.
- The student examines the word carefully.
- The student closes his/her eyes or looks away and tries to visualize the word.
- The student checks his/her visual image with the original copy of the word.
- The student attempts to write the word ***from memory while pronouncing it slowly***.

If the student cannot remember the next letter, immediately instruct the student to stop. ***Repeat the procedure from step one.***

- If the student writes the ***complete*** word from memory, the student checks the word with the original copy.

If the written word is ***incomplete or incorrect***, the student copies the word correctly from the original copy. ***Repeat the procedure from step one.***

- If the written word is ***correct***, the student writes the word ***a second time*** from memory and checks it with the original copy.
- If the second written word is ***correct***, the student writes the word ***a third time*** from memory and checks it with the original copy.
- The number of times a given word should be written from memory and checked with the original word depends upon the individual and his/her needs. When beginning to teach with this strategy, it is recommended that the student be able to reproduce each word correctly five times.

If this strategy is not successful, have the student trace the original word on the paper or the index card.

It is necessary to train the student to produce the written spelling word in his/her natural handwriting by using the correct letter formation at his/her natural writing speed.

Trace, Copy, Copy - A Strategy to Teach Spelling

This strategy can be used to help students learn to spell new words; it is also an effective strategy in helping a student who has difficulty spelling a particular word or words.

1. Prepare a sheet of paper by folding it into three columns and label as follows:
 - **Front Side:** Working left-to-right, label each column [TRACE], [COPY], [COPY] respectively. Turn the paper over.
 - **Back Side:** Label the left-most column [WRITE]. Turn the paper over again to the Front Side.
2. Have the student copy the word in the [TRACE] column (or the tutor may write it). As each letter is written, the student must say the letter out loud.
3. Have the student put down the pencil and trace over each letter with a finger, again saying each letter out loud as the finger touches each individual letter on the paper.
4. Have the student copy the word into the next two columns labeled [COPY] as they again say each letter as it is being written.
5. Have the student turn the paper over and try to write the word from memory in the column labeled [WRITE]. When complete, have the student turn the paper over to the Front side again.
6. The student may then fold the right-most column inward so that the [TRACE] and [WRITE] columns are now side-by-side in order to check their accuracy.
7. Repeat as necessary as some students may require more tracing.

Front Side

TRACE	COPY	COPY
	crease →	

Back Side

WRITE		
	← crease	

Most Frequently Used Spelling Rules

- ***Use ie when the sound is /ee/, except after c.***

chief, believe, thief, receive, ceiling, deceive

Exceptions: either, seize, neither, weird

- ***The final e is dropped before a suffix beginning with a vowel.***

take + ing = taking

desire + able = desirable

care + ing = caring

use + able = usable

Exceptions: Words ending in *ce* and *ge*, in order to keep the soft sound before suffixes beginning with *a*, *e* or *o*, retain the silent *e*.

courageeous

noticeeable

manageeable

- ***Keep the final e before a suffix beginning with a consonant.***

care + less = careless

dole + ful = doleful

Exceptions: argue + ment = argument

judge + ment = judgment

true + ly = truly

- ***Words ending in c have a k inserted before e, i, or y to retain the hard sound.***

picnic / picnicking

panic / panicky

- ***If the final y is preceded by a consonant, change y to i before any suffix but those beginning with i.***

icy / iciest

pity / pitiful (but pitying)

- ***The Double Rule***

- o **In words of one syllable and when adding a suffix beginning with a vowel, double the final consonant if:**

- The word ends in a single consonant.
- The last letter is preceded by a single vowel.

run / runner fun / funny ban / banned
drop / dropping fit / fitted hot / hottest

- o **In words of more than one syllable, double the final consonant if:**

- The word ends in a single consonant.
- The last letter is preceded by a single vowel.
- The accent remains on the last syllable.

occur / occurred refer / referred

- ***Do not double the final consonant if:***

- o **The accent is not on the last syllable.**

open / opened rumor / rumored murmur / murmured

- o **The consonant is preceded by more than one vowel.**

cool / cooler jail / jailed steal / stealing

- o **The word ends in two consonants.**

scold / scolded start / starting field / fielding

Spelling Generalizations

1. *c* has the sound /s/ when followed by *e*, *i*, or *y*. (city, cent, cycle)
2. *g* has a /j/ sound when followed by an *e*, *i*, or *y*. (ginger, gem, gym)
3. After a short vowel in one syllable words:
 - o Double the final *f*, *s*, *z*, and *l*. (cuff, miss, buzz, bell)
 - o Use *-ck* for the /k/ sound. (pick, duck, clock)
 - o Use *-tch* for the /ch/ sound. (match, pitch, notch)
 - o Use *-dge* for the /j/ sound. (fudge, ridge, dodge)
 - o When adding a suffix to a word with one short vowel ending in one consonant, double the consonant. (run/running, bid/bidder) This is the *1-1-1 Rule*.
4. *Y* has four sounds:
 - o A consonant sound /y/ at the beginning of a syllable (yes)
 - o /i/ in a closed syllable (gym)
 - o /ī/ at the end of a one syllable word (fry)
 - o /ē/ at the end of a multi-syllable word (history)
5. A single vowel in the middle of a syllable is usually short (run, stab, shock, judge)
6. (C-V-C: a closed syllable).
7. The vowel before a double consonant is usually short (supper, stuff, damper)
8. (C-V-C-C: a closed syllable).
9. When two consonants stand between two vowels (V-C-C-V), the syllable division is usually between the consonants (nap-kin).
10. A vowel at the end of a syllable is usually long (va-ca-tion, pre-tend) (open syllable).
11. When a consonant stands between two vowels, it may belong in either the 1st or 2nd syllable (**po**-lish, pol-**ish**) (open or closed syllable).
12. When three consonants stand between two vowels (V-C-C-C-V), look for a common blend or digraph (mon-ster).
13. A silent *e* at the end of a word causes the previous vowel to be long (say its name) (mate, strike) (silent *e* syllable).
14. When adding a vowel ending to a silent *e* word, drop the *e* (mating, later, shaded, striking) (Drop the *e*; add *-ing*).
15. Words ending in *y* change to *i* before adding a vowel ending (spy/spied, rely/relied) unless the ending begins with *i* (fly/flying, rely/relying) or the word has a vowel before the *y* (play/playing).
16. *q* is always followed by *u* and at least one other vowel (quit, quiet).
17. *v*, *w*, and *x* are never doubled. *s* never follows *x*. *v* is never on the end of an English word (have, give).
18. Most words form a plural by adding *s* (cats, checks).

19. Nouns ending in *s*, *x*, *ch*, *sh* or *z* form plurals by adding *-es* (sixes, churches, washes, buzzes, gases).
20. A vowel ending added to a two or three syllable word may require doubling of a consonant if the syllable is accented (conferring, omitted, beginning).
21. *-ed* denotes past tense. It has three sounds: /ed/, /d/, /t/ (hated, loved, cooked). This affects spelling of such words as (mist/missed, past/passed, band/banned).
22. *ai* is frequently found in words followed by an *l* or *n* (pain, sail).
23. *oa* is usually in the middle of one syllable words (toast).
24. The most common sound of *ea* is /ē/ (eat). Other sounds are /ĕ/ (as in head, bread), and /ā/ (as in break, steak, great).
25. With consonant *-le* words, do not separate. Follow rules for long and short vowels, doubling the consonant to keep a vowel short (rifle, ripple). (This is a consonant *-le* syllable).
26. Use *er* with one-syllable words when you mean a person who does something (farmer, baker).
27. Use *or* in longer words when you mean a person or thing which does something (editor, incinerator, tractor, professor).
28. Use *ar* for an adjective (singular, regular, popular).
29. Vowel *-y* combinations are made plural by adding *s* (plays, boys, keys).
30. Consonant *-y* words become plural by changing *y* to *i* and adding *-es* (lady/ladies, pony/ponies).
31. “Regular/irregulars”: *-ild*, *-ind*, *-old*, *-ost* words usually have a long vowel sound (mild, kind, told, most).
32. Vowel sounds before *-lk* or *-lt* are neither short nor long (talk, balk, salt, halt).
33. *-du* sometimes sounds as /jū/ as in educate and graduate.
34. Nouns ending in the vowel *o* become plural by adding *-s* (radios), but consonant *o* words have no rule that can be counted on (tomatoes, pianos). Use a dictionary.
35. Words that begin with *wr* often have a “twisted” meaning (wreath, wrestle, write, wrong, wrist, wreath).
36. *-igh*, *ough*, *ough* usually are followed by *t* (night, ought, caught).
37. *u* after *g* keeps the sound “hard” before *e* or *i* (guess, guide, guest).
38. The endings *-gue* /g/ and *-que* /k/ are French.
39. *eu*, *ue*, and *ew* may sound with /oo/ or /ū/, but *eu* is found in scientific words (Greek, such as euphoria) while *ew* is at the end of common words such as new, grew, and blew.
40. *ch* sounds /sh/ in French words (machine, Chevrolet).
41. In Greek words, *ch* sounds /k/ as in Christmas; *ph* sounds /f/ as in phone; *y* sounds /i/ as in myth.
42. In German words, *ei* sounds /ī/ (stein, eiderdown) and also in scientific terms (seismograph).
43. Latin words contribute the /sh/ sound which is spelled *ci*, *ti*, *si*, *xi* (musician, nation, vision, anxious).

44. The prefix *–fore* means before: (forecast, forewarn).
45. The suffix *–tion* is 3 or 4 times as common as *–sion*.
46. *–sion* is used in words where the sound is /zhun/ (vision) or where the previous syllable ends in *s* (mission) or the root ends in *d* (extend/extension).
47. Use *–able* when adding to a whole word and when you mean able (serviceable, manageable) or when following a hard /c/ or /g/ (despicable, huggable).
48. Use *–est* to compare things (best, tallest, youngest).
49. The ending *–en* means made of or to make (oaken, ripen).
50. The ending sound /n/ denotes nationality or religion (American, Cuban, Presbyterian).
51. *–us* is a noun ending (sinus, campus, crocus).
52. Add *–ize* to whole word roots (authorize, criticize).
53. *–ise* is part of a word which cannot stand alone (advise).
54. The suffix *–ful* has one *l* (fearful, awful).
55. The sound /ik/ is spelled *–ic* in multi-syllable words (music, magic, Atlantic, specific).
56. The ending *–ee* refers to a person (referee, trustee) to distinguish it from *–y* (crafty, sleepy, trusty).
57. The ending *–cian* refers to a person (musician, magician).
58. Many roots have *–ct* in them (dict, ject, sect, struct, rect, duct, strict). Be sure the *–ct* is clearly pronounced.
59. Use *–ist* to refer to people who do things (violinist).
60. Use *–ous* for adjective endings (famous, numerous).
61. *–cise* means *cut*, *kill* but needs a prefix to make sense (incise, excise, exercise).
62. The endings *–eer* and *–ese* refer to people (engineer, Japanese).
63. *i* in an open syllable may sound /ē/ as in unique, menial.
64. Unaccented syllables may have a *schwa* sound /un/ as in contented or /ul/ as in normal.
65. *–ture* sounds /chur/ (nature, picture).
66. Some prefixes take an extra letter in order to sound right.
These are Chameleon prefixes: *a* becomes *ab* in abnormal, *ad* in admire, *ac* in accept, *af* in afford, *ag* in aggressive, *al* in allegation, *an* in announce, and *as* in assert.
67. *co-* before a consonant becomes *col* in collect, *com* in committee, *con* in congress, and *cor* in correct.
68. These also do the same: *syn-* becomes *syl*, *cym* and *sys* (sylvan, symphony, synonym, system).

Source: Ehrlich, Ida (1988). *Instant Vocabulary*. New York: Pocket Books.

The study of our language is a LIFETIME endeavor! Don't expect to learn or teach these generalizations all at once; however, MAKE THEM AVAILABLE to students who NEED such COGNITIVE LINKAGES to master the language. Sorting common language patterns, like dimes and nickels, can simplify learning. Ask first, before you teach, "Is my student ready for this or am I expecting too much?"

Implementing the Cognitive - Some Questions to Ask

When a student responds with an incorrect answer, the tutor should ask questions that will remind the student to apply what they have learned to their own spelling and reading. The goal is to help the student become their own proofreader and equip them to use regular resources such as a dictionary, speller or other resources that a secretary, for example, might use.

Sample Questions

- What is the vowel sound? Short or long? (The student sounds it.)
 - o At the end of a one syllable word, after a short vowel:
 - o How is /k/ written? (ck)
 - o How is /tch/ written? (tch)
 - o How is /j/ written? (dge)
 - o What letters are doubled? (The *FSZL Rule*)
- What is the *I-I-I Rule*? (See *Spelling Generalizations #7*)
- What is the sound we want? (Student repeats sound or word)
- What does the silent *e* do? (Why do we add *e* at the end of some words?)
- Is the syllable “open” or “closed”? (Open syllables end with a vowel.)
- How does the vowel of a “closed” syllable sound? (Short sound)
- How does the vowel of an “open” syllable sound? (Long sound)
- What letter/sound is missing? (Student repeats word)
- Why did you double the letter?
(It may be correctly spelled - you are making sure the student did not guess.)
- What is the most common way of writing that sound?
- What happens to the first letter of a person’s name?
- What kind of ending is *-ing*? (Vowel ending)
- What happens to the sound of *c* when followed by an *e*, *i*, or *y*?
- What happens to the sound of *g* when followed by an *e*, *i*, or *y*?
- How does the vowel sound before a *-tch*? Before *-dge*, *-ff*, *-ss*, *-zz*, or *-ll*?
- How can you keep the vowel short before *-ble*, *-dle*, *-fle*, etc.?

Syllables

Closed Syllables (VC – vowel-consonant)

A syllable is closed when a consonant (or more than one consonant) follows the vowel; 99% of the time the vowel will have the short sound.

Examples: wet mad pad fin run lunch

Clue to help student remember: The consonant that stands to the right of the vowel is like a gate, closing in the vowel and protecting it. It says its short sound. The vowel gets a short mark (˘ breve).

Vowel-Consonant-E Syllables (VCE)

A vowel-consonant-e syllable ends with a silent *e*. The vowel to the left of the consonant is sounded like its name. There must be only ONE consonant-between the vowel and the *e*. The VCE syllable is always found at the end of a word, except where a suffix has been added to the word to make it plural.

Examples: ice use ore ape eve

Story Clue: When *e* is on the end of the word following a consonant, cross it out - it has lost its voice. Count back three letters including the *e* : If the third letter is a vowel, place a long mark over it (ˉ macron).

Example: 3 2 1 3 2 1 3 2 1
 ā t e m ū t e v ō t e s

Open Syllables (CV) or (V)

A syllable is open if one vowel is at the end. That vowel usually says its long sound. * (The student will learn the exceptions later).

Example: we me ba si bu (sī ren) (bū gle) (bā by)

Story: There is no closing consonant on this vowel. It stands alone, in the open, saying its long sound (name). It is *longing* for protection!

Diphthong Syllables (VV)

A diphthong syllable is one in which two vowels are side by side (friends walking together) and together have only one sound:

Example: sail feet beat boat

w is a vowel only when it joins with a vowel to form a single sound and *y* is always a vowel when it is not the first letter in a word or syllable.

Story: When the vowels (friends) walk together in a syllable, usually only the first one talks. It often says its long sound (name). The other vowel says nothing.

Example: hay show float meat paint key tie

If these vowels appear in reverse order, you **MUST** split them. The friends have had a quarrel. Each will have its own sound.

Example: vī olent vī olate frē on tru ant vī al lī on Cle o gī ant

Consonant-L-E Syllables

This is another syllable that ends in *e*. This *e* is also silent. Such a syllable has no vowel sound. It is a final, stable syllable.

Example: ble ple sle dle cle fle gle kle tle zle

Story: The *e* is on the end of the word, with a *l* to its left. There **MUST** be a consonant before the *l*. The syllable must come at the end of the word.

Example: syllable fumble muffle puzzle

When the letter combinations *-tion* and *-sion* stand together at the end of a base word, they regularly form a separate final syllable with only one vowel sound.

NOTE: Both *ti* and *si* regularly are pronounced /sh/ before a vowel. When *si* stands between two vowels (or between *r* and a vowel), the digraph usually is pronounced /zh/. The *o* is pronounced /ŭ/ as i.e., *shun*, *zhun*.

R-Combination Syllables

These syllables consist of each single vowel combined with an *r*.

Example: part firm harm fort burn fern car

Story: These syllables produce varying sounds which will be explained to the student in his or her lessons.

The six kinds of syllables in order are:

- Closed syllables
- Vowel-Consonant-E Syllables
- Open Syllables
- Diphthong Syllables
- Consonant-L-E Syllables
- R-Combination Syllables

It is good practice to use nonsense syllables with a student because it forces a student to practice his sounding and avoids sight word recognition.

Example: Have the student name the letters, sound them and place the short mark (˘ breve) over the vowel. Read the syllable:

pol tav nos wem bod num

Example of Vowel-Consonant-E syllables (VCE).

Name the letters then mark the vowel with a long mark (¯ macron) and say the nonsense syllable: ime
ave phape fluve vone obe clofe ele

* **Source:** Steere, Amey (1984). *Solving Language Difficulties-Remedial Routines*. Cambridge, MA: Educators Publishing Service.

Spelling and Syllables

--VC— Closed 99% Short	C+ <i>le</i> End Syllable	---V Open 99% Long	---VCE Silent <i>e</i>	V+V Double Vowel	Vr R Control ("Bossy" R)
hat	-cle	cre	game	school	her
past	-dle	o-pen	like	team	farm
lunch	-tle	go	hope	soap	ir
tact	-gle	ma	made	paid	or
tang	-zle	ca	Pete	day	ur
ject	-ple	va	fate	found	
	-stle	pre		wait	

Silent *e*: If a one-syllable word ends in *e*, count back 3 letters. If the third letter is a vowel, mark it long and cross through the silent *e*.

Begin practice with closed and open syllables because they are 99% reliable. In a one-syllable word that has the vowel closed in by one or more consonants on the right, the vowel sound will be short 99% of the time. In an open syllable where no consonant closes in the vowel, the vowel will be long.

Double Vowel: Of the 20 double vowel types, only 5 follow the saying, "When 2 vowels are together, the first says its name, and the 2nd is silent."

***r* following a vowel:** Always changes the sound of the vowel.

Sample words are listed under each type of syllable. These should be put on tag board and cut apart for the student to pick up, put under the correct type and explain why it is "closed", "open", etc.

You can make a [+] column at the end for those words the student or tutor cannot identify and need more time to consider. Words with the *schwa* sound fit this column, for example, the words "love" and "tear".

Dividing Syllables

After teaching “Open”, “Closed” and “Silent *e*” syllables, use such a list as the following to give your student practice in dividing syllables.

Examples: rabbit **rab** (closed) **bit** (closed or CVC syllable)
 rival **ri** (open, CV syllable) **val** (closed, CVC syllable)
 donate **do** (open) **nate** (silent *e* or VCE syllable)

Have the student divide some two-syllable words under three headings as follows:

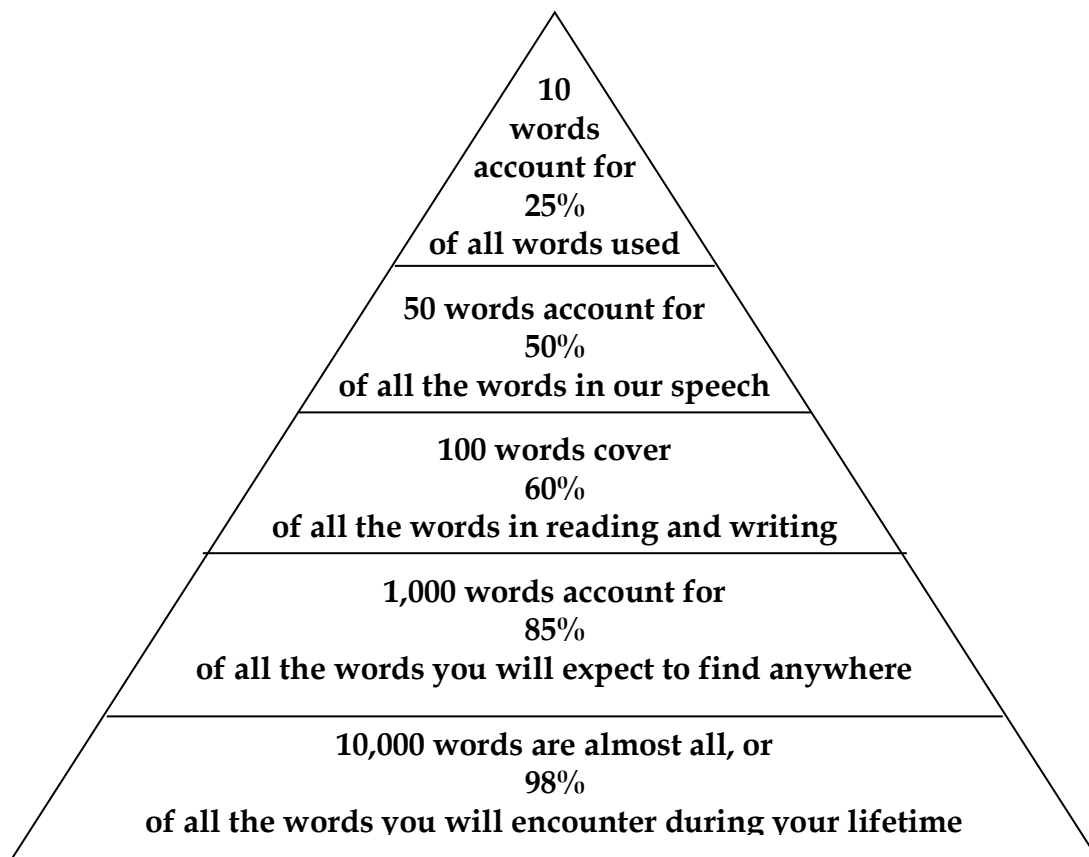
Word	Open	Closed	Silent <i>e</i> Syllables
robot	ro.....	bot	
pancake		pan.....	cake
vacant	va.....	cant	
rotate	ro.....	tate	

Two-Syllable Words (CV, CVC, CVCe)						
rabbit	tennis	cartoon	puppy	banish	donate	rival
limit	locate	silent	tulip	locate	crocus	charm
seven	gossip	muffin	tunnel	hammer	butter	comic
happen	velvet	pastel	handed	custom	sadden	petro
nutmeg	hamlet	campus	bandit	goblin	pancake	third
reptile	trumpet	sunrise	candid	banquet	vampire	magnet
pollute	cascade	cosmos	muslin	membrane	tablet	attic
public	bottom	button	casket	problem	baptism	jiffy
cutlass	catnip	metric	picnic	tactics	classic	caddy
plastic	pencil	fancy	central	Cedric	central	census
aspect	tract	crayon	contest	cactus	hectic	basket
traffic	crimson	skunk	panther	thirty	thunder	ethnic
hundred	length	whisper	which	foxes	witches	pinto
dishes	brushes	inches	fifth	taxes	things	messes
thrills	thefts	thongs	thumps	latches	wages	moths
twenty	fifty	ninety	sentry	<i>present</i>	<i>present</i>	powder
Polish	polish	robot	robin	Poland	fungus	static
vanish	banish	tacky	open	bishop	cyclone	solid
ornate	margin	midget	change	strange	ginger	arcade
mercy	census	pencil	cinder	cyclone	center	carrot
frozen	shutter	chicken	chapter	sixty	locust	kitten
button	broken	belong	motel	totem	sunset	tutor
tested	rusted	putty	blunder	cotton	rotted	rubber
bending	slipper	foggy	messy	spotted	forgot	mossy
basket	musky	swiftly	spirit	mitten	mister	packed

What kind of errors did the student make? What needs to be reinforced?

How can this be done in a multi-sensory way that will insure memory? (*There are a few one-syllable words included for recognition practice.*)

The English Word Pyramid



The 10 most useful words in English are:

a, and, be, for, have, in, of, that, the, to

These 50 words are used most often in *writing letters*:

1. I	6. you	11. it	16. will	21. at	26. is	31. very	36. am	41. do	46. she
2. the	7. of	12. that	17. her	22. was	27. all	32. my	37. one	42. been	47. when
3. and	8. in	13. if	18. are	23. with	28. so	33. had	38. him	43. letter	48. about
4. to	9. we	14. your	19. not	24. but	29. me	34. our	39. he	44. can	49. they
5. a	10. for	15. have	20. as	25. on	30. this	35. from	40. get	45. would	50. any

These 50 words are used most often in *what you read*:

1. the	6. I	11. he	16. with	21. at	26. my	31. we	36. are	41. there	46. would
2. and	7. in	12. you	17. her	22. on	27. not	32. ask	37. were	42. this	47. what
3. a	8. was	13. for	18. she	23. have	28. be	33. all	38. or	43. as	48. their
4. to	9. that	14. had	19. his	24. but	29. him	34. one	39. when	44. out	49. no
5. of	10. it	15. is	20. as	25. me	30. they	35. from	40. up	45. said	50. if

There are about a half million words in the largest English dictionary.

Corlett Wilson's Essential Vocabulary Words (plus Others)

ADULTS ONLY	MEN	BRIDGE OUT
ANTIDOTE	NEXT (WINDOW) (GATE)	BUS ONLY
BEWARE (OF DOG)	NO ADMITTANCE	CONSTRUCTION ZONE
BUS STATION	NO CHECKS CASHED	CURVE
BUS STOP	NO CREDIT	DANGER
CAUTION	NO DIVING	DANGEROUS CURVE
CLOSED	NO DOGS ALLOWED	DEAD
COMBUSTIBLE	NO DUMPING	DEER (CATTLE) CROSSING
CONTAMINATED	NO FIRES	DETOUR
CONDEMNED	NO LOITERING	DIM LIGHTS
DANCER	NO FISHING	DOWN
DEEP WATER	NO HUNTING	DO NOT BLOCK (DRIVEWAY)
DENTIST	NO MINORS	DO NOT ENTER
DON'T WALK	NO SMOKING	DRIVE SLOW
DO NOT CROSS, USE TUNNEL	NO SPITTING	EMERGENCY VEHICLES ONLY
DO NOT ENTER	NO SWIMMING	END CONSTRUCTION
DO NOT PUSH	NO TOUCHING	ENTRANCE
DO NOT INHALE FUMES	NO TRESPASSING	EXIT SPEED
DO NOT REFREEZE	NOT FOR INTERNAL USE	FALLING ROCKS
DO NOT USE NEAR HEAT	NOXIOUS	FLOODED
DO NOT USE NEAR OPEN FLAME	NURSE	FLOODS WHEN RAINING
DOCTOR (DR.)	OFFICE	FOUR WAY STOP
DYNAMITE	OUT	FREEWAY
ELEVATOR	OUT OF ORDER	GARAGE
EMERGENCY EXIT	PEDESTRIANS PROHIBITED	GATE
EMPLOYEES ONLY	POISON	GO SLOW
ENTRANCE	POST OFFICE	HOSPITAL ZONE
EXIT (ONLY)	POSTED	JUNCTION
EXPLOSIVES	PRIVATE	KEEP TO THE LEFT (RIGHT)
EXTERNAL USE ONLY	PRIVATE PROPERTY	LANE ENDS
FIRE ESCAPE	PULL	LAST CHANCE FOR GAS
FIRE EXTINGUISHER	PUSH	LEFT LANE MUST TURN
FIRST AID	SHALLOW WATER	LEFT TURN ON SIGNAL
FLAMMABLE	SMOKING PROHIBITED	RIGHT LANE MUST TURN
FRAGILE	STEP DOWN (UP)	LOADING ZONE
GASOLINE	TAXI STAND	LOOK OUT FOR (TRUCKS)
GATE	TERMS CASH	STOP LOOK AND LISTEN
GENTLEMEN	THIN ICE	M.P.H.
HANDLE WITH CARE	THIS END UP	MECHANIC ON DUTY
HANDS OFF	THIS SIDE UP	MEN WORKING
HELP WANTED	UP	MERGE LEFT (RIGHT)
HIGH VOLTAGE	USE BEFORE (DATE)	MERGING TRAFFIC
IN	USE IN OPEN AIR	MILITARY RESERVATION
INFLAMMABLE	USE OTHER DOOR	NEXT EXIT
INFORMATION	VIOLATORS WILL BE PROSECUTED	
INSTRUCTIONS	WALK	NO LEFT TURN
KEEP AWAY	WANTED	NO PARKING
KEEP CLOSED AT ALL TIMES	WARNING	NO PASSING
KEEP OFF THE GRASS	WATCH YOUR STEP	NO RIGHT TURN
KEEP OUT (OF REACH)	WET PAINT	BRIDGE FREEZES FIRST
LADIES	WOMEN	
LIVE WIRES	ALL CARS (TRUCKS) STOP	
ASK ATTENDANT FOR KEYS		
BEWARE OF CROSS WINDS		

CINQUAIN

A creative writing strategy for vocabulary development

The modern cinquain is a poem that is based on a count of words of a certain form.

The Modern Cinquain Form:

- Line 1: Write a noun that is a title or name of the subject.
- Line 2: Write two adjectives to describe the noun on line 1.
- Line 3: Write three action verbs (*ing* words) to tell what the noun on line 1 can do.
- Line 4: Write a statement that expresses your personal feelings about the noun on line 1.
- Line 5: Repeat the noun on line 1 or write a synonym for the noun on line 1.

Music

Soft, delightful
Entertaining, soothing, enchanting
It calms my soul.
Symphony

Apples

Red, plump
Tempting, delighting, filling
They taste of spring.
Apples

Moonbeams

Secretive, silvery
Lighting, shining, illuminating
They frame a cloudless night.
Night Candles

All About English

We'll begin with a box, and the plural is boxes,
But the plural of ox should be oxen not oxes.

Then one fowl is goose, but two are called geese,
Yet the plural of moose should never be meese.

You may find a lone mouse or a whole lot of mice,
But the plural of house is houses, not hice.

If the plural of man is always called men,
Why shouldn't the plural of pan be called pen?

The cow in the plural may be cows or kine,
But the plural of vow is vows, not vine.

And I speak of foot and you show me your feet,
But I give you a boot...would a pair be called beet?

If one is a tooth and the whole set are teeth,
Why shouldn't the plural of booth be called beeth?

If the singular is this and the plural is these,
Should the plural of kiss be nicknamed kese?

Then one may be that, and three may be those,
Yet the plural of hat would never be hose.

We speak of a brother and also of brethren,
But though we say mother, we never say methren.

The masculine pronouns are he, his and him,
But imagine the feminine she, shis and shim!

So our English, I think you will agree,
Is the trickiest language you ever did see.

What's Up?

We've got a two-letter word we use constantly that may have more meaning than any other. The word is **UP**.

It is easy to understand **UP**, meaning toward the sky or toward the top of the list. But when we waken, why do we wake **UP**? At a meeting, why does a topic come **UP**? Why do participants speak **UP**, and why are the officers **UP** for election? And why is it **UP** to the secretary to write **UP** a report?

Often the little word isn't needed, but we use it anyway: We brighten **UP** a room, light **UP** a cigar, polish **UP** the silver, lock **UP** the house, and fix **UP** the old car. At other times, it has special meanings: People stir **UP** trouble, line **UP** for tickets, work **UP** an appetite, think **UP** excuses, get tied **UP** in traffic. To be dressed is one thing; to be dressed **UP** is special. It may be confusing, but a drain must be opened **UP** because it is stopped **UP**. We open **UP** a store in the morning and close it **UP** at night. We seem to be mixed **UP** about **UP**.

To be **UP** on the proper use of **UP**, look **UP** the word in your dictionary. **UP** takes **UP** half a page and lists definitions **UP** to about 40. If you are **UP** to it, you might try building **UP** a list of the many ways in which **UP** is used. It will take **UP** a lot of time, but if you don't give **UP**, you may wind **UP** with a thousand.

Writing for New Readers

Sometimes a student will need more practice and you may not find enough material on his reading level. You may decide to write a short, simple story yourself to meet the needs and interests of your particular student. Here are some ideas to help you.

- Write on an adult level. Keep material simple but not childish.
- Use a controlled vocabulary. Use the word lists at the end of each Skill Book level. One new word may be used for every 20 words in the story; use each new word 5 times as soon as possible.
- Keep average sentence length consistent with the format of the Skill Book level at which your student is working. Use only one thought per sentence; develop only one idea per paragraph.
- Keep paragraphs short; keep the story short. Follow the format of sentences, paragraphs and listing of new words used in the Skill Book level for your student.
- Use short, easy words. Avoid using compound words for Skill Books 1-3. The student should be able to convert from known root words to variants that have been learned in the Skill Book (i.e., adding *-ing*, *-ed*, *-ly*, *-est*).
- Use the active voice (present tense and regular past tense are simplest). Use a clear signal of a change in tense, such as *yesterday*, *then*.
- Put human interest in your writing by giving names to characters and having them speak.
- Whenever a pronoun is used, be sure it is clear to whom it refers. Try to keep antecedents close to pronouns, and repeat them frequently.
- Avoid using a word in a different context which changes its meaning unless you pre-teach the new meaning: in that case, treat it as a new word.
- Check your story to be sure of facts, spelling, grammar and punctuation. Edit and rewrite, many times if necessary.

Simplifying Existing Material to Skill Book Level

Sometimes your student will want or need to read material that is beyond his skill level. You may be able to rewrite this material in simpler form to meet the student's needs and interests.

- Decide whether the material can be simplified and still be effective. Some technical material may require too many new words.
- Read the material all the way through for general understanding. Then read a small section at a time, until you are certain you understand what the author is saying.
- Make an outline; list the main and subordinate ideas.
- Follow the preceding directions for use of words, sentence structure, and length of writing.

- Examine the words used in the original article. Can you put that same information into words that are in your student's Skill Book level word lists? If a technical word is needed, explain its meaning in a sentence or phrase.

Example

Original article

Everyone needs calcium, which is largely responsible for the strength and hardness of teeth and bones. Yet most people don't get enough. Scientific research is beginning to provide evidence which suggests that sustained low intakes of calcium may be a contributing factor in osteoporosis (a debilitating disorder most common in middle and advanced age in which the density of bone decreases, leading to spontaneous fractures. This disease is severe enough to cause the vertebrae in the back to collapse, resulting in a height loss). Of course, bone loss may begin long before it manifests itself in bone fractures, so it makes sense to ensure that your calcium intake is adequate throughout life. The richest sources of calcium are milk and milk products, sardines, canned salmon and green vegetables.

Number of words: 128 Number of hard words: 15
Number of sentences: 6 Average sentence length: 21.3 words

Rewritten article

Do you drink milk? Do you eat cheese? Do you eat greens? These foods help you to get the calcium you need. You need calcium to make your teeth and bones strong and hard. Lack of calcium makes the bones become thin. Thin bones break easily. Thin back bones make older people become shorter.

Don't wait until your bones break easily. Don't wait until thin back bones make you shorter. Drink milk. Eat cheese. Eat greens. Make sure that you get enough calcium all your life.

Number of words: 87 Number of hard words: 2
Number of sentences: 14 Average sentence length: 6.2 words

Writing for Your Student – “Max and Sam”, a lower level sample

There is very little material written for the low level adult reader. You may find it necessary to add to your student’s reading selection by writing new material. The following is a sample of writing done by one of our tutors to give her student more practice with short *a*.

Max and Sam

Max is a cat.

Max is a bad cat.

Max sat on Dad’s hat.

Max mashed Dad’s hat flat.

Dad is mad at Max.

Sam is a cat.

Sam is a fat cat.

Sam and Max have spats.

Sam scratches Max.

Sam and Max nap.

Sam is napping on the grass.

Max is napping on the path.

Dad has ham.

Sam wants the ham.

Sam grabs the ham.

Dad is mad at Sam.

Max grabs the ham from Sam.

Sam grabs the ham from Max.

Sam has the ham.

Word Selector List – Skill Book 1

(Laubach Way to Reading)

Lesson	Nouns and Pronouns			Verb	Forms	Modifiers	Others
1	bird *chart cup dish	fish girl hand her	*homework *lesson *writing	fish hand has is	*writing	her *writing	a this in the
2	*checkup jumping kicking	leg man neck	pan	jumping kicking *listen	*write	girl's man's jumping kicking	and
3	river snake	tent valley	woman yells	look yells			at
4	apple egg he	his olive picks	she	gives picks	puts	his olive	an to his up
5	box children	him quarter shop	they zipper	box get	sells shop thank		for
6	Ann	Cal	Fran	says			
7	fishing girls Glenn	Hill Indian Jill	Kim Liz looking	are fishing	lives looking	fishing Indian looking	
8	Mr. Mrs. Ned	Oliver Pam pup	Queen Robert runs	pets runs		Oliver's pup's	
9	birds boys pet pups	Sara street Ted Uncle	Van Will York	going jumps	pet will		on
10	Hills			gets			
11	number numbers	telephone their		live number	numbers telephone	Ted's telephone their	not
12	I eggs my	snakes words		do have		five one four three my two	no yes
13	*address	*name				Sam's	
14	apples bird's cups nest olives packing	packs pans pick quarters run thanks visit	visiting visits wings yell zippers	am give hurt jump looks packing packs pick run	sells tells thanks visit visiting visits yell zippers		of under

* Words with an asterisk (*) appear as instructions in the Skill Book.

Find a Grade Level - Applying the Gunning Fog Index

1. Count about 100 words. Stop at the nearest sentence end.

1.1 Note total number of words.

Do not take samples from the beginning or ending. These are not typical of the whole.

Do not use titles, headings, or vertical lists.

If the piece is long, you may want to take several samples.

2. Count the number of sentences.

3. Find the average number of words per sentence.

3.1 Divide total number of words in sample by number of sentences.

3.2 Round off to the nearest tenth. Your answer is the average number of words per sentence or the average length of the sentence.

$$\frac{\text{Number of words}}{\text{Number of sentences}} = \text{Average Sentence Length}$$

4. Count the number of “hard” words (usually any word of three or more syllables).

Count a hard word only once in each sample.

Start the hard word count from scratch in each new sample.

If a hard word appears in different forms with different meanings, count each form separately. For example, *satisfy* and *satisfaction*.

Do not count separately -s, -ed, or -ing forms of the same word.

Do count two syllable words with -or, -ier -iest, -ily.

Do not count as “hard” any closed compound word of three syllables;

Examples: bookkeeper, afternoon, another, everything, anyone.

Do not count as “hard” any proper name.

Do not count as “hard” any string of numerals.

Do not count as “hard” any cluster of initials, acronym or abbreviation.

5. Find the percentage of hard words.

$$\frac{100 * \text{number of hard words}}{\text{Total number of words}} = \% \text{ of hard words (Round to the nearest tenth.)}$$

6. Find the grade level for each sample.

(Average Sentence Length + % of hard words) x .4 = Grade Level (*Round to the nearest tenth*)

The result is the “**Gunning Fog Index**”, the equivalent of a grade level.

7. Find the grade level for the selection as a whole.

7.1 Find the grade-level scores for several samples and then average them.

$$\frac{\text{Sum of all Scores}}{\# \text{ of samples}} = \text{Grade Level for Whole Selection}$$

Quick Reference Chart for Reading Levels

Description of Style	Words in Average Sentences	Affixes per 100 Words (Suffixes) & (Prefixes)	Personal References per 100 Words	Typical Magazine	Potential Audience	
					School Grades Completed	% of US Adults
Very Easy	8 or less	22 or less	19 or more	Comics	4 th	90%
Easy	11	26	14	Pulp Fiction	5 th	86%
Fairly Easy	14	31	10	Slick Fiction	6 th	80%
Standard	17	37	6	Digests	7 th or 8 th	75%
Fairly Difficult	21	42	4	Quality	Some High School	40%
Difficult	25	46	3	Academic	High School or Some College	24%
Very Difficult	29 or more	54 or more	2	Scientific	College	4%

Source: Flesch, Rudolf (2000). *The Art of Plain Talk*. New York: Harper Collins.

Note: The Gunning Fog Index is also available online – just copy and paste or type in your sample text and the grade level will be calculated for you.

