LAUBACH WAY TO Reading

A time-tested method that has taught millions of adults to read

TUTOR WORKSHOP HANDBOOK

New Readers Press®
ProLiteracy's publishing division

Laubach Way to Reading
Tutor Workshop Handbook
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Background Information

Some Facts About Illiteracy

- Literacy is the ability to read, write, compute, and use technology at a level that enables an individual to reach his or her full potential as a parent, employee, and community member.
- There are **759 million adults**—approximately 16 percent of the world's population—who have only basic or below basic literacy levels in their native languages (UNESCO, 2011).
- **Two-thirds** of the world's lowest literate adults are women—640 million women have basic or below basic literacy skills (UNESCO, 2011).
- In the U.S., **63 million adults—29 percent** of the country's adult population—over age 16 don't read well enough to understand a newspaper story written at the eighth grade level (NAAL, 2003).
- An additional **30 million—14 percent** of the country's adult population—can only read at a fifth-grade level or lower (NAAL, 2003).

Why Literacy Is Important

In the United States, an estimated 30 million people over the age of 16 read no better than the average elementary school child. Worldwide, nearly 800 million adults are illiterate in their native languages, and two-thirds of them are women. Yet the ability to read and write is the basis for all other education; literacy is necessary for an individual to understand information that is out of context, whether written or verbal. Literacy is essential if we are to eradicate poverty at home and abroad, improve infant mortality rates, address gender inequality, and create sustainable development. Without literacy skills—the abilities to read, write, do math, solve problems, and access and use technology—today's adults will struggle to take part in the world around them and fail to reach their full potential as parents, community members, and employees.

How We Measure Literacy

Many attempts have been made to estimate the number of people who lack basic literacy skills in the U.S and around the world. The most recent large-scale study in the U.S. is the National Assessment of Adult Literacy (NAAL) study that was done in 2003. In December 2005, the U.S. Department of Education released the initial results from this study. This was the first assessment of the nation's progress in adult English literacy since 1992.

The assessment measured skills in the following areas:

- *Prose literacy:* continuous text arranged in sentences and paragraphs such as news stories and brochures
- *Document literacy:* non-continuous text such as job applications, payroll forms, bus schedules, maps, tables, and drug or food labels
- *Quantitative literacy:* identifying and performing computations involved in activities such as using a checkbook, computing a tip, completing an order form, or determining the amount of interest on a loan

Based on their performance, participants were placed into one of four levels: Below Basic, Basic, Intermediate, and Proficient. Results indicated that 14% of adults age 16 or older (30 million people) function at the lowest or Below Basic level on prose tasks. They possess only the most simple and concrete literacy skills. At best, these people can complete tasks such as searching a short simple text to find out what a patient is allowed to drink before a medical test. Some can only recognize a few letters, numbers, or common sight words in everyday contexts.

An additional 63 million adults—or 29% of the population—were functioning at the second or Basic level on prose tasks. These people were likely to be able to perform simple everyday activities such as finding information in a pamphlet. But they would be challenged by many of the tasks required in today's job market.

The quantitative or math skills of U.S. adults are even worse. Slightly more than half (55%) of the population had only Basic or Below Basic skills.

For more information about the NAAL, go to www.nces.ed.gov/naal.

For information about other literacy studies, go to www.nationalcommissiononadultliteracy.org.

For more information about literacy around the world, visit UNESCO at www.unesco.org/new/en/education/themes/education-building-blocks/literacy.

Why Adults Need Strong Literacy Skills

…to raise children who have strong literacy skills.

Learning to read begins long before a child enters school. It begins when parents read to their children, buy their children books, and encourage their children to read. The research is clear: parents who are poor readers don't read as often to their children as do parents who are strong readers. And children who are not read to enter school less prepared for learning to read than other children.

…to be good employees.

The employees most in demand in the U.S. have at least a two-year college degree. Workers must be able to read safety regulations and warnings so they and their co-workers can stay safe on the job. And working in a team means that employees must be able to communicate clearly with one another.

…to keep themselves and their families healthy.

Understanding a doctor's orders, calculating how much medicine to take, reading disease-prevention pamphlets—these are all ways adults can keep themselves and their families healthy. But millions of adults lack these essential "health literacy" skills, adding an estimated $230 billion a year to the cost of health care in the U.S.

…to be active in their communities.

Political campaigns in the U.S. often stress the need for "informed voters." But how can an individual be well informed if he or she cannot access written campaign literature or read newspaper coverage of the issues and candidates? The 2003 NAAL, conducted by the U.S. Department of Education, showed that low literate adults are less likely to vote than strong readers, but they become more active in their communities as their reading and writing skills improve.

…to advocate for themselves and avoid human rights abuse.

People must be aware of their rights in order to assert them. Literacy gives people access to that information. Literacy also plays a significant role in reducing gender inequality.

…to avoid crime.

There is a clear correlation between adult illiteracy and crime. According to the Bureau of Justice Statistics Special Report (2003), 75 percent of America's state prison inmates, almost 59 percent of federal inmates, and 69 percent of jail inmates did not complete high school.

ProLiteracy

ProLiteracy is a nonprofit organization dedicated to advancing adult literacy and basic education in the United States. With nearly 1,200 member organizations, ProLiteracy works in all 50 states in the United States and in more than 30 developing countries to help local organizations change lives and communities through adult literacy and basic education. ProLiteracy works with local literacy programs to help adults gain the reading, writing, math, computer, and English language skills they need to be successful in our competitive and fast-paced society. We help build the capacity and quality of these programs through training, technical assistance, and the development of materials and other resources. We advocate for public policies and legislation on behalf of adult learners, their families, and the programs that serve them. Our publishing division, New Readers Press, publishes materials used by literacy instructors and programs.

ProLiteracy was created in 2002 through a merger of Laubach Literacy International and Literacy Volunteers of America, Inc. Three adult-literacy pioneers played key roles in these organizations: Dr. Frank Laubach, Ruth Colvin, and Dr. Robert Laubach.

Laubach Literacy International's history begins in 1930, when Dr. Frank Laubach was a missionary among the Maranao people of the Philippines. His concern about their poor living conditions led him to conclude that the ability to read and write was essential for them to begin to solve their problems. As the Maranaos learned to read, they would, in turn, teach other adults on a one-to-one basis that became known as "Each One, Teach One." From 1935 to 1967, Dr. Laubach visited 105 countries answering calls for literacy help and created reading lessons in 315 languages. He founded Laubach Literacy International in Syracuse, NY, in 1955.

For years, literacy as a global mission interested Ruth Colvin. She had heard Dr. Laubach speak about illiteracy in faraway countries, but she didn't consider it a problem in America. So she was shocked when she read a 1961 Syracuse *Post-Standard* newspaper article that stated there were over 11,000 people in her county who could not read or write well (based on 1960 U.S. Census figures). She began speaking with local social service agencies, community leaders, and church groups about the problem. With the help of reading experts, she developed a means to train volunteers to tutor adults. In 1962, she started Literacy Volunteers of America, Inc.

Dr. Laubach's son, Dr. Robert Laubach, was born in Manila, Philippines. When Dr. Bob, as he now likes to be called, was in high school there, he learned to set type and run the printing press that produced reading material for people in the literacy program. Dr. Bob went on to create a literacy journalism program at Syracuse University. In 1967 he started New Readers Press, ProLiteracy's publishing division, which publishes instructional materials for adult new readers and their teachers.

Find out more about ProLiteracy and how you can become a member at www.proliteracy.org.

For More Help: ProLiteracy Education Network

ProLiteracy has a special website for tutors, teachers, and program managers who are working with adult literacy or ESOL (English for Speakers of Other Languages) learners. The site is called ProLiteracy Education Network or simply EdNet. It contains free resources designed to help you improve the services you provide. You can access it at www.ProLiteracyEdnet.org.

If you are a tutor or teacher, you can take our short online courses to learn new teaching techniques or to learn more about the ones described in this book. You can also find information about a variety of topics such as teaching citizenship, creating a teaching toolbox, or using technology in your lessons. You can download reading selections with student exercises, or you can help a student select a story that has an optional audio component so she can practice her skills outside the classroom. ProLiteracy continues to add new resources to this site, so plan to visit frequently.

Tutoring Adult Learners

A Basic Philosophy for Tutors

Your primary goal as a tutor is to help an adult or teenage new reader acquire basic literacy skills. To do this, you'll need to build a ladder of successful learning experiences. Success helps to build the self-confidence the learner needs to tackle more difficult material, to be willing to try something new, to risk failure, and to understand that mistakes are part of the learning process.

Before getting started, think carefully. Are you prepared to follow through on this program? Your respect for and commitment to the adult learner are essential ingredients in that success-building process. A volunteer who drops out can be a tremendous disappointment to the new reader.

How you should relate to the learner as you build this success can be summarized in two words:

Rapport . . .

No learning of any kind can take place unless you interact with your student. Tutoring must be a relaxed, friendly experience in order to create a climate for learning. Be honest and sincere. Take the time to be both genial and warm—these qualities provide the basis for good student-tutor rapport.

. . . and Patience

Recognize that the learning will be difficult at times. It's easy to feel discouraged if it doesn't seem like you're making progress. Help the learner recognize the gains in skills, however small, that are the evidence of growth. Be patient and praise him for what he *has* learned. Help him feel that he is part of a team: when things get difficult, you'll both be there looking for ways to make it easier.

And remember—each session should be a rewarding experience for both of you!

The Laws of Learning

Effective learning experiences have several things in common—whether we are learning to drive a car, make bread, repair a motor, or read a simple sentence. As tutors, you'll need to be aware of what these things are and how you can use them to design successful lessons.

The Law of Doing

Students don't learn as the result of what tutors do, but as a result of what tutors get them to do. This basic principle is equally important for students and tutors to understand. The student who expects to learn by simply sitting back and listening is likely to be disappointed. The tutor, on the other hand, who relies solely on the "I lecture, you listen" type of teaching is not likely to see much learning take place.

Why is this? Learning is change—behavioral change in an individual. Behavioral changes don't truly become a part of a person until he has reinforced them through use. For example, a student can memorize the operation of a piece of equipment or a new word for her vocabulary. But she doesn't actually "learn" those things until she practices operating the equipment or using the new word. The student, in short, must be involved in the process of learning.

The Law of Effect

People tend to accept and repeat those responses that are pleasant and satisfying, and to avoid those that are annoying. If an adult finds that he is learning to read and enjoying the process as well, he will tend to want to keep returning to class. In short, "nothing succeeds like success." Students should experience personal satisfaction from each learning activity and should achieve some success in each class period.

The Law of Exercise

The more often an act is repeated, the more quickly a habit is established. Practice makes perfect—if the practice is the right kind. Practicing the wrong thing will become a habit too, one that is hard to break. The tutor should be sure that students are performing an operation correctly.

The Law of Primacy

First impressions are the most lasting. This means that those first lessons are all important. The tutor should arouse interest, provide subject matter that meets the student's needs, and help the student learn it correctly the first time.

Adapted from: *A Guide for Teachers and Teacher Trainers* (NAPCAE, 1966) Robert L. Derbyshire

The "Each One Teach One" Way

Dr. Frank C. Laubach summarized what he believed were basic teaching principles by talking about *compassion:*

C Cut *no* out of your vocabulary.

O Observe what the new reader already knows; respect and build on this knowledge.

M Make certain you respect the student's time; begin and end promptly.

P Prepare your lessons carefully; confidence begets confidence.

A Allow the adult to progress at her own pace and to teach herself as much as possible.

S See that the learner gets honest praise and encouragement.

S Save unnecessary chatter until after the lesson.

I Introduce something new in every lesson.

O Offer friendship and understanding; but avoid patronizing.

N Notice and encourage ways in which the student can teach you.

Other General Teaching Principles

Get to Know the Student.

Learn the student's name, nickname, or both, and how to pronounce and spell them. Ask him what he wishes to be called. Be sure he knows your name. Try to avoid calling the student by his first name unless you want him to use your first name too—and he is comfortable doing so.

As the student gets to know and trust you, he will tell you more and more about himself.

Show interest in him. Gather knowledge that will help you better relate the instruction to his life. But remember that there is a fine line between real interest and prying. Respect his confidences. Casual talk or gossip can be harmful.

Treat the Student as Your Peer—with Respect.

Sit next to her so you can work *with* her—not across from her so that you teach *at* her.

Respect her as a person. Don't criticize or ridicule her if she doesn't read well. Remember that there are many things she *does* do well, and build on that. When working with a student, be careful not to "parrot" her by repeating the answers she gives. This will cause her to wonder what is wrong with what *she* said.

Never promise anything that you cannot deliver; you may be joining a long line of others who have broken promises to her. You must make every effort to show her that she can have confidence in you, and that your promises are meaningful.

Keep Your Focus on Reading and Writing.

Some students may have dialects and accents different from yours. Remember that your primary purpose is to teach reading and writing. Don't try to correct the student's speech patterns unless he asks for help. Otherwise, limit any corrections to those items that directly affect his reading and writing.

The student may have many needs. Remember that you are only trained to teach reading and writing. You can be an understanding listener. But, if the student has serious problems, you will want to refer him to someplace where he can get help. You should know who to ask if you need to find a referral to help with:

- psychological or emotional problems
- economic assistance
- employment
- housing
- specific health problems
- family counseling
- legal matters
- insurance
- taxes
- immigration laws
- special learning problems

Build on Your Student's Strengths and Interests.

It is your responsibility to plan the lesson carefully. At the same time, you need to be flexible—ready to modify your plans to build on a student's strengths, switch to a different teaching style or approach if needed, or help relate the lesson to her special interests.

Never Assume That the Student Knows Something.

Find out for sure. There is a reason for each section in your teacher's manual. The student will lose out if anything is skipped and not learned. Don't ask him, "Do you understand?" or, "Do you already know this?" He will often answer "yes" to avoid embarrassment. Instead, ask, "What's this?" Make sure he knows it.

But Check Each Skill.

If you are sure that the student already knows something, don't teach it to her. But do check the objectives for each section and make sure the student is able to accomplish each of them. In checking, you needn't dwell on each exercise. Move rapidly so she doesn't become bored.

Don't Overburden the Student.

Be careful not to overwhelm him. Resist the tendency to increase the work or lengthen the lessons just because the student is doing well or seems eager to make a lot of progress. Remember that he should leave each lesson with a real sense of enjoyment and achievement.

Prevent Strain.

Check to see that the size of the type in materials used by the beginning reader is large enough to prevent eye strain. And be sure that there is good lighting in the room where you work. You can prevent ear strain by speaking distinctly and loudly enough to be heard. Eliminate noise interference as much as possible. Use a chair and table or desk of suitable size. And don't overtire your student with too long a lesson.

Use Proper Sequence of Steps.

Always move from the known to the unknown, using the principle of association. This is one of the strengths of the *Laubach Way to Reading (LWR)* series. In this way you not only build confidence, but you encourage independence. When the student hits a snag, have her go back to the known. Then she can usually work her way to the solution herself. For example, if she cannot get the beginning sound of a word, have her go back to the key word from the charts. If she still cannot get it, have her check the chart for the associated picture.

The success of *LWR* may be attributed to the fact that it builds skills using a carefully controlled sequential process that allows the student to master each skill before progressing on to the next level of difficulty. The teacher's manuals give explicit instructions for keeping the learning steps small and ordered according to difficulty. Each step starts with the known and progresses to the unknown. Each

lesson builds on the skills taught in the lesson before. All lessons should be taught in sequence.

Ensure Success.

The student may have mixed feelings about coming for instruction; he'll need your reassurance and encouragement. You should always appear confident that he'll be able to learn.

One way to help ensure success for a student is to set short-term goals with him. Keep records of attendance and what you do in each lesson. Help the student see the progress he has made each time. And be sure to give him a completion certificate at the end of each *LWR* skill book. That's a very tangible sign of progress.

Another way to help ensure success is to continuously give praise, but only when it is deserved. A constant mechanical "Good Good Good" can sound insincere. Find a variety of ways to express your praise such as a big smile, a gentle touch (if acceptable), other words of encouragement such as "excellent" or "fine," or a favorable comment to another person in the student's presence. Your tone of voice will go a long way. But be careful not to overdo it, or the message may come across as "What a surprise! I didn't think you were capable of it!"

Dr. Laubach counseled, "Never try to 'catch' a student by asking what he doesn't know. Bolster his confidence and ensure a successful experience by testing for what you are sure he does know." In other words, constantly set him up for successful experiences, and see that he has them in every lesson. Conversely, never set him up for failure.

Be sure your directions are clearly given. If he can't understand what to do and how to do it, he can't accomplish the required work.

Decide How to Make Corrections.

The manner in which you react to errors is very important. Sometimes when the student makes a mistake, you'll want to ask questions to lead her to correct it herself. At other times, it may be better to correct it casually yourself without overemphasizing it. If appropriate, teach and reteach the point, but do not make an issue of the error itself.

Be Careful About Presenting Choices.

The student should always be involved in decisions about the lessons. But be careful about how you present choices. If you ask, "Do you want to _____?" the answer may be "No!" If you ask, "What do you want to do?" the answer may be a suggestion completely unacceptable to you, such as "Go to the movies." Instead, offer the student a choice between two alternatives: "Shall we read the newspaper or the magazine today?"

Remember that offering too many choices can make it difficult or confusing for the student to make a decision.

Avoid Yes/No Questions.

Avoid asking questions which the student can answer with one word, especially "yes" or "no." Instead, ask questions that encourage longer answers such as "Tell me about the TV show you saw yesterday," or "Why do you think that word should be capitalized?"

Review.

Reviewing serves at least three purposes.

1. It helps to ensure permanence of learning through added repetition and through forcing recall after a time lapse.
2. It serves as a means of evaluating what the student has learned and what he needs to study further.
3. It also helps the student master the necessary elements to furnish a solid foundation for his new reading skills.

Don't let your review turn into tedious drills. Use new materials and different approaches. And remember that the student may not be able to automatically transfer knowledge gained in the skill books to other situations. He may need help and practice with this.

Provide More Reading Material.

Give the student an opportunity to read something other than the skill book. With a very beginning student, it is important that this material contain the same grammatical structures and vocabulary as the *LWR* skill book she is using. Eventually, you will want to include the reading of newspapers and practical materials related to her needs, such as health information or a driver's license manual.

The student may herself bring something she needs to understand. It could be job- or health-related or involve some other survival situation. Often the material will be above her reading level. Even though she is highly motivated and you are anxious to meet her needs, don't risk discouragement by having her read it herself unless you are reasonably sure she can handle the challenge with success. If the material is difficult, you might try reading it aloud to her first. This allows her to hear the difficult words and phrases before she attempts to read it. This may be another way to set her up for success.

Deal with Absences Right Away.

If the student is absent without letting you know in advance, try to find out why by a telephone call or home visit. He may be afraid to return if he has been away for too long. Be sure he knows where to contact you if he is going to be absent.

Be Patient.

Progress can be slow at times. Remember that you cannot hope to teach something overnight that takes years to learn in school.

Characteristics of Adult Learners

Your adult student may be anywhere from 16 to 100 years old. She has a reason for wanting to learn to read and write. It may be to improve her job, to help her children with homework, to read the Bible, or to meet some other particular need. It is important to know her individual objective because, unless she sees that what she is learning furthers her objective, she will soon lose motivation for continuing her studies.

There are some general characteristics of an adult, whether illiterate or educated, that will be helpful to consider before you begin teaching. If you are used to teaching children instead of adults, you may need to change your attitude and methods somewhat. The chart below describes some of these general characteristics, as well as some principles to keep in mind.

Characteristics of an Adult	Principles of Teaching an Adult
1. An adult's mind has developed. That is, he can reason and judge.	An illiterate adult should be treated like any other adult. He may not be able to read and write, but he can do many other things. He can read human nature. He may have as much basic intelligence as someone who is educated. He learns in a different way from a child because his mind is developed. A child learns best by imitation and rote memory. An adult learns best by association.
2. An adult has a larger speaking vocabulary than a child.	An adult knows the meaning of many spoken words. When learning to read his own language, he may not need to spend much time on the meaning of words unless the reading material is far from his experience. He only needs to find a way to connect the written word with the spoken word.
3. An adult has more experience than a child.	An adult likes to read about things which relate to his experience or which will give him a new experience. Usually, he does not like to read material which has been written for children.
4. An adult is independent. That is, he usually assumes responsibility for himself.	An adult likes to teach himself as much as possible. The teacher should help only as needed, and even then it should be done in such a way that the student feels he is helping himself.
5. An adult usually has developed self-respect and has made a place for himself in his family and community.	The teacher must be careful to maintain the self-respect of the student. An adult should not be criticized or embarrassed in any way.
6. An adult is busy with work and other responsibilities. Normally, he has little leisure time.	An adult's time is valuable. Every minute of the lesson should count.
7. An adult has many problems. Usually he has the responsibility not only for himself but also for others in the family.	An adult should see the relation of what he is learning to the problems he faces every day.
8. An adult's sight and hearing may not be as good as those of a child.	The size of the type in the first lesson should be large enough to prevent eye strain. The teacher should speak distinctly and loud enough to be heard without shouting. The chair and desk should be large enough for an adult.
9. An adult's experience of failure and success will determine his attitude toward new attempts.	An adult should have the feeling of success from the first lesson. Praise and encouragement will help build self-confidence in the adult student.
10. An adult has a responsibility to his community and country.	The adult should have an opportunity to read something besides his textbook. As soon as possible, newspapers and other books should be used as part of the lessons. In transferring his new skills to these materials, the student may realize that reading can enrich his life and help him to solve his problems and participate more fully as a citizen.

Tutoring Techniques

Laubach Way to Reading

LWR is a reading and writing series developed primarily for adults. It teaches basic reading, writing, and listening skills from zero level up to approximately 5th grade. Each of the four levels consists of a student skill book, a correlated reader, checkups, and a detailed teacher's edition. Features that make this an especially effective teaching method include the following.

Structure

The series teaches 260 reading skills in a logical, sequential order. From the start, it builds on what the student knows—moving always from the known to the unknown. Each lesson provides sufficient support and reinforcement so that even beginning students experience success and begin building confidence in their ability to learn.

Detailed Lesson Plans

Complete instructions ensure that trained volunteers—even without previous teaching experience—can be effective. This enables local programs to utilize a wide range of volunteers and helps ensure that we can draw volunteers from the student's own community.

Flexible and Expandable

Tutors can adjust the teaching pace to the individual student. Each lesson suggests ways to evaluate progress and to give extra practice as needed. *LWR* is a core teaching series which is easily supplemented by other techniques. Many of these are included in the training a tutor usually takes before starting to work with a student. Examples of these techniques might include the language experience approach, sight words, the cloze procedure, or duet reading. Tutors might also learn how to design reinforcement aids and develop original high-interest, vocabulary-controlled reading materials.

Transfer of Skills

LWR places a strong emphasis on encouraging each student to transfer newly learned skills to tasks they encounter in everyday life. Skill books include items such as sample personal checks, job application forms, highway signs, recipes, and bus schedules. Tutors may expand on any of these lessons, or introduce others when appropriate, to meet special student needs or interests.

Regular Updates

The instructional method used in *LWR* was developed for teaching English in the late 1940s. Since then, it has undergone several revisions based on the evaluations and suggestions of volunteers and professionals who have used the materials with adults. Recently, the *LWR* skill books were revised to include all new, full color illustrations. There are also free online components available such as checkups, certificates, and diagnostic materials.

Training

Two free training courses for *LWR* are available online at www.newreaderspress.com. If you are a tutor or teacher, you can take a self-paced online course. If you are responsible for training tutors, you can also download materials to use in face-to-face training workshops.

Printing Practice

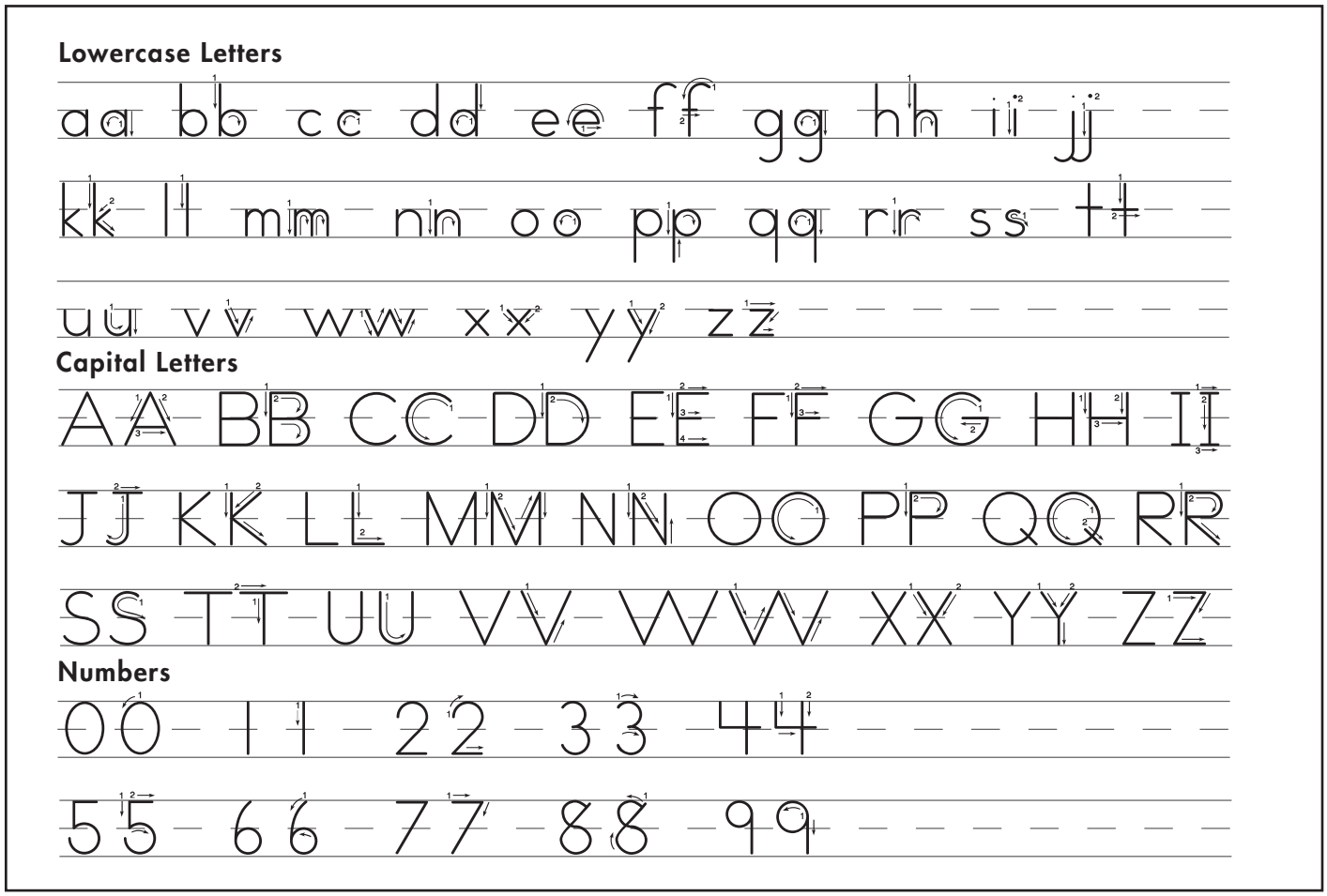
Laubach Way to Reading Student Skill Book 1

An important feature of the *LWR* series is that the student learns reading and writing together. Each skill reinforces the other.

Skill Book 1 teaches printing first since that looks most like what the student is reading. It is also extensively used in filling out forms and applications.

The *LWR* approach to printing can be described as "continuous flow." Each letter is made—as much as possible—without lifting the pencil. For the most part, each stroke in the letter is made in the order described in the Teacher's Edition for moving your finger along the picture and the letter.

Practice making each of the letters and numbers so that you will be a good model for the student. Be sure to follow the arrows and numbers in the samples.



Review and Reinforcement Ideas—Guidelines

LWR is designed to serve as the core instruction in an adult basic literacy program. It is not designed to meet *all* the needs of every learner. As tutors, you'll want to understand how to select materials or develop teaching aids that can help you reinforce those areas in which your student needs extra help.

Purposes for Using Reinforcement Aids

1. To slow down a lesson for a student who needs to develop confidence and security.
2. To reinforce a particular skill if a student is having difficulty.
3. To help a student transfer skills learned in the skill book to other areas of reading.
4. To provide an interesting change of pace during a lesson.
5. To reinforce areas in which a student has scored poorly in the checkups.

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

When selecting a teaching aid, think about whether or not it meets some or all of the following criteria:

1. It is compatible with *LWR*.
2. It uses only the vocabulary and structures the student has already learned.
3. It helps the student meet his goals.
4. It has a practical application.
5. It stimulates and holds the student's attention.
6. It is on an adult level.
7. It can be used for fun or a change of pace.
8. It helps the student feel successful.
9. It is easily taught and understood.
10. It allows for physical involvement. For example, if it teaches word endings, can the student pick up a card with that ending and place it next to a card with the root word?
11. It is clearly related to the reading experience and not just an isolated or tedious drill.

General Reinforcement Activities

For 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 his skills by reading the words he sees all around him on billboards, headlines, labels, etc. A nonreader 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 still a new word.

The following are examples of extra reading materials.

1. Supplementary books with a controlled vocabulary. The *LWR* correlated readers and the *More Stories* books offer additional reading at the same levels as the skill books, as well as practice with the skill book vocabulary. These books are available from New Readers Press at www.newreaderspress.com or 1-800-448-8878.
2. 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.
3. Newspapers or *News For You* (with tutor guidance):
   - Circle the known words for a beginning student to read.
   - Help the student discover new words and ideas by using ads and announcements for entertainment, educational activities, and special events.
   - Have the student find words that describe himself, his friends, etc.
   - Cut headlines from articles. Have the student match them with articles.
   - Lead paragraphs should answer "who, what, when" questions. Have students find the answers.

   News for You is available from New Readers Press at www.newreaderspress.com or 1-800-448-8878.
4. 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.

For Writing

Writing to reinforce reading is an important feature of *LWR*. The following activities can help a student develop or improve his writing skills.

1. Write a letter.
2. Write a sentence or paragraph about a word or picture.
3. Read a story or an article and write questions about it.
4. Free write.

The last activity may be used at any level. The student may choose to write about his experiences, thoughts, or feelings. The student may write in any form that interests him such as stories, prose, poems, or a journal.

Reinforcement Activities Controlled to LWR Skill Books

Skill Book 1

1. Cut out pictures from catalogs. Each picture should be a "one word only" picture. Pick items of interest to your student. Use these to

   a. Make a bingo type game with consonant sounds. The student matches pictures with the beginning or ending consonant sound. Be careful not to choose a picture that can be described in more than one way (e.g., a picture of a young dog that could be called *dog* or *puppy*).

m	**r**	**w**
c	**t**	**s**
s	**n**	**t**

   b. Make flash cards. Put the picture on one side of the card and the word on the reverse side. Also make a separate card with just the word. The student matches the picture card with the word card. The student may take the cards home and use them for homework. They are self-correcting since the student can check his accuracy by turning the card over to see if the word he matched is the same as the one on the card.

2. Make a bingo game using sight words (on a board and on matching flash cards) from Skill Book 1: this, is, a, in, her, the.

3. Cut apart *LWR Phonics Minicharts*·(reproductions of the first five charts in Skill Book 1). The student puts them back together like puzzles.

Skill Book 2

1. Play Magic Squares.
   a. Prepare a square divided into nine sections like the sample below.
   b. Put a letter in each section of the square making sure that two or three are vowels. Fill in the other sections with consonants.

   Student instructions: Select one square. Use the letter in this square along with any of the letters in the touching squares. Combine these letters to make as many real words as possible. You don't have to use all the touching letters.

Sample 1

g	**a**	**p**
h	**i**	**m**
t	**f**	**b**

Sample 2

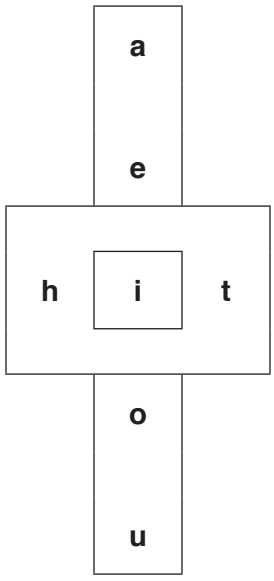
s	**e**	**n**
t	**i**	**p**
r	**g**	**f**

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

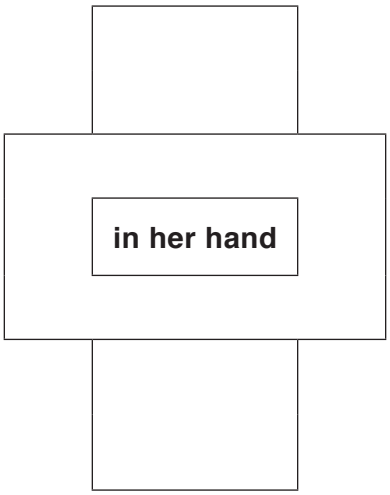
2. Practice on *-k* and *-ck* endings.
   Write the unfinished words below on flash cards or in a well-spaced list of words. Ask the student to tell you whether *k* or *ck* (show flash cards of each) should be used to end the word. Add the ending he selects, putting one flash card atop the other, and help him determine whether or not it is correct. If the student can't read the word, supply the ending and ask him to sound the word out.

	___k	___ck	
tru___	pa___	lo___	mas___
ris___	bu___	sil___	ja___
mar___	dar___	si___	mil___
stu___	bri___	ba___	du___
clo___	bla___	ro___	qui___
des___	tas___	wor___	

3. Practice 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. To do this, fold an index card in half and tape the sides. Print on the outside the beginning and ending of a word that could be completed by several of the short vowel sounds. Cut a hole for the missing vowel. Print the five vowels on a card that can be inserted in the folded index card. As this card is pulled through, a new letter appears in the window and the student must read each new word. If you don't want the student to read whatever nonsense words might appear, skip over those.



4. Practice reading whole phrases (instead of isolated words). Make a device similar to that described in 3. Show only one phrase at a time.



5. Use sound substitution exercises (after Lesson 10 of Skill Book 2).
   a. Substituting final sound.
   Print on 3×5 index cards the following parts or words to be completed by substituting different ending sounds to make new words. (You can do a similar exercise with beginning and middle sounds.)

hi___	sto___	cu___
spi___	mi___	ca___
gri___	sto___	bi___
ha___	bu___	ta___

   Print these letters on individual cards to be used with each word: *n, sh, t, ck, m, p, d.* All vowels are short. If the student cannot give the beginning of the word, help him and let him add the ending sound.

   b. Substituting vowels.
   Substitute all five vowels (unless you wish to avoid nonsense words).

ch___p	s___p	d___n	h___p
m___t	h___t	ch___ck	sh___p

6. Play bingo with short vowel sounds or consonant blends.
   a. Cut out pictures with short vowel sounds. Make bingo type game and have student place pictures over the short vowel sounds.

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

   b. Do the same as 1 (Magic Squares) for consonant blends introduced in Skill Book 2.

Skill Books 3 and 4

1. Use magazine pictures to teach the following comprehension and vocabulary development skills:
   a. Sequence
      - Show a picture and ask the student to tell what came before or what might happen next.
      - Give the student several related pictures and have him arrange the pictures in a logical sequence and tell you the story.
      - Tell the student a story and have him arrange the pictures in the sequence of the story.

   b. Main idea
   Choose a picture that has several activities but one main idea. Have the student state what the main idea of the picture is.

   c. Inference
   Have the student make inferences from the picture or make inferences yourself and have the student tell why such inferences could be made.

   d. Predicting outcomes
   What might happen because _____ is happening in the picture?

   e. Emotional reactions
   The student describes how the person in the picture might feel.

   f. Relating the picture to the student's own experiences

   g. Classification
   Have the student classify pictures from catalogs: *clothing, kitchen, utensils,* etc. There may also be subgroupings such as *garden* and *construction* under *tools.*

   h. Identification of descriptive words (adjectives)
   Introduce new adjectives and then practice with those words. Or ask the student to describe things in the picture using adjectives.

2. Use *LWR Skill Books 1* and *2* for practice in
   - rewriting sentences using adjectives and adverbs
   - substituting pronouns for nouns
   - making "who, what, and why" questions
   - changing verb tense to past or future

How to Make Speech Sounds

Since *LWR* emphasizes the teaching of phonics, it is important for you as a tutor to be able to model each of the sounds in the English language. You should also be prepared to describe how a particular sound is made in case a student seems to be having trouble producing it. The following chart can help you do that. The sounds are presented in the order in which they are taught in the *LWR* skill books.

Remember that there are four stages in the production of any speech sound:

1. Put lips in position.
2. Produce the sound.
3. Stop the sound.
4. Relax position.

Getting these steps out of sequence can cause you to produce the wrong sound. For example, if you relax your mouth position before you end the sound, you will probably say /buh/ instead of /b/.

The following codes are used to describe the sounds in the chart:

1. Vocalization (Voc.) code:

   v = voiced (uses the vocal cords)

   un = unvoiced (does not use the vocal cords)

   c = continuant (sound can be continued as long as you have breath)

   s = stop (sound can't be continued)

   n = nasal (sound comes through the nose)

2. Frequency code:

   [1] = primary or most common sound for a spelling

   [2] = secondary sound for a spelling

   Examples: mo*th*er /th[1]/; *th*anks /th[2]/

Primary Spelling	Secondary Spellings	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	 k ck ch	cup kitchen kick Chris	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 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. Tongue is dropped as breath is expelled. Voiced equivalent of /t/.
f	 ph gh	fish phone tough	un c	Lower lip touching upper teeth lightly. 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/ above.
h	-	hand	un c	Has no position of its own. Position the tongue for the vowel following it and give breath sound.
j	 g(e) g(i) g(y)	jumping gentle ginger gym	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	kitchen cup kick Chris	un s	Same as /c/ above.

Primary Spelling	Secondary Spellings	As in	Voc. Code	Articulatory Position
l	-	leg	v c	Tongue 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 stops.
n	 kn gn	neck knock gnaw	v n c	Lips and teeth slightly parted. Tongue tip 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 stops.
p	-	pan	un s	Stop air with lips together; open with big puff of breath. Unvoiced equivalent of /b/.
r	 wr	river wrap	v c	Tongue tip up. Lips forward and almost squared. Round lips before voicing.
s	 c(e) c(i) c(y)	snake cent city bicycle	un c	Teeth close but not touching. Tongue tip down. 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/.
v	-	valley	v c	Lower lip touching upper teeth lightly. Voiced equivalent of /f/.
w	-	woman	v c	Lips forward and rounded, with one-finger wide opening, as with oo in room.
y	-	yells	v c	Lips drawn back, teeth close together, as with /ee/.
z	 s	zipper his	v c	Teeth close but not touching. Tongue tip down. Voiced equivalent of /s/.
a	-	apple	v c	Wide jaw opening. Tongue down.
e	 ea	egg/Ed head	v c	Lips and teeth slightly closer together than for /a/.
i	 y	in city	v c	Lips and teeth slightly closer together than for /e/.
o	-	olive	v c	Wide jaw opening. Prolong the sound.
u	-	up	v c	Medium jaw opening. Relaxed lips. Prolong slightly.
x	-	box	un	Teach as /ks/.
qu	-	quarter	un	Teach as /kw/. Lips rounded like oo as in room.

Primary Spelling	Secondary Spellings	As in	Voc. Code	Articulatory Position
th[2]	-	thanks	un c	Tongue touches both upper and lower teeth. Unvoiced equivalent of /th[1]/ below. A consonant digraph.
sh	 ch	shop Chicago	un c	Lips forward and squared. Teeth close but not touching. Tongue down. Tongue has wider groove than in /s/ sound. Unvoiced equivalent of /zh/ as in measure. A consonant digraph.
ch	- tch	children kitchen	un c	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/ or /w/. A consonant digraph.
th[1]	-	mother the	v c	Voiced equivalent of /th[2]/ above. A consonant digraph.
ar	-	arms	v c	Teach according to person's local pronunciation.
ur	 er ir	burn her girl	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 consonant digraph.
a-e	 ai ay a	cake paint day paper	v c	Teeth about a half inch apart. Hold twice as long as /ē/. Tongue down.
i-e	 igh y ie i	five night spy tie I	v c	Jaw wide at start, then move to a narrower opening.
ee	 ea e ey e-e	three eat we key Pete	v c	Lips drawn back, teeth close together. Hold twice as long as /ī/.
o-e	 oa ow o	nose boat snow go	v c	Lips forward and rounded, with a two-finger wide opening.

Primary Spelling	Secondary Spellings	As in	Voc. Code	Articulatory Position
or	-	York	v c	Lips forward with a three-finger wide opening.
oo	 ou(ld)	book would	v c	Lips forward, almost squared.
oo	 u-e ue ew	food June Blue chew	v c	Lips forward and rounded, with a one-finger opening. Prolong the sound.
aw	 au a(ll) augh(t) ough(t)	lawn Paul Ball caught bought	v c	Lips forward, wide jaw opening. A three-finger wide opening.
u-e	 u ew ue	huge pupil few argue	v c	Teach as /ee/ plus oo as in room.
ou	 ow	mountain town	v c	Combination of /o/ plus oo as in room. Start with wide jaw opening, move lips forward with a small opening.
oi	 oy	oil boy	v c	Combination of /aw/ and /i/. Start with lips forward for /aw/, then draw back for /i/.
su	 si	measure television	v c	/zh/. Voiced equivalent of /sh/.

Speech Patterns

Spoken language is a system comprised of sounds people make. These systematized sounds carry meaning. They communicate.

Within every language, there are many variations in pronunciation of words and how they are used. These variations may be particular to certain geographical areas or ethnic or social groups. Some of them are not unique to any special group but are used at some point by most of the people.

The important questions for tutors to ask themselves when working with students are:

1. Does the student understand what he is reading even though he might say the word using a nonstandard pronunciation?
2. Can the student write the word correctly when I say it in a sentence?

If the answer to both questions is yes, you don't have to worry about the speech pattern interfering with reading or writing.

If a specific speech pattern is causing a reading or writing problem or if a student asks for help to learn to speak a more standard form of English, you can use the following steps:

1. Select one sound or grammatical item to work on (such as voiced /th/ in *this*).
2. Help the student to hear the sound or recognize the grammatical structure.
3. Help the student to reproduce the standard sound (*this*).
4. Help the student to hear or recognize the difference between the standard sound and the spoken equivalent (*th*is, *d*is).
5. Read a list of words that include the sound to be worked on (voiced /th/) and the sound substituted in the student's speech /d/). Ask the student to select the words that have the sound to be worked on (voiced /th/).
6. Put these words (and others like them that the student has learned to read) on flash cards for practice and review.
7. Role playing (example: a job interview) can help the student practice the use of the standard sound in his speech. It presents a situation where the pupil is less self-conscious and teaches him the kinds of situations in which Standard English is appropriate.

How to Study a Word

1. Look at the word.

2. Say the word.

kitchen

3. Note the parts that are written the way they sound.

k i t c h e n

4. Note the parts that are not written the way they sound.

k i t c h e n

5. Note any special points to remember.

/c/ sound made by *k*
silent *t*
final vowel sound represented by *e*

6. Say the word again.

kitchen

7. Say the letters in sequence—as you look at the word. (If the word has more than one syllable, a beginning student may say the letters for each part of the word as the tutor pronounces that part.)

K-I-T-C-H E-N

8. Look at the word again. Say it.

kitchen

9. Close your eyes and see the word in your mind.

K-I-T-C-H-E-N

10. Spell the word aloud as you see it in your mind.

11. Write the word without looking at a model.

12. Check to see if you are right.

Sight Words

Why Teach Words By Sight?

As a person becomes a more proficient reader, she begins to recognize more and more words by sight. Her reading speed increases since she no longer has to stop and sound out every word or try to figure it out from context. And as her speed improves, so will her comprehension. A tutor needs to help the student get to the point where most of the words she reads are sight words.

The tutor may also choose to teach certain words as sight words from the beginning. These could include:

1. Words that appear frequently in general writing (*the*) or in material related to the student's own life or job situation (*inflammable*).
2. Words that have sounds that the student hasn't yet learned (such as long vowel sounds if the student is only working in Skill Book 2 of *LWR*).
3. Words that are irregularly spelled and are difficult to sound out phonetically (e.g., *answer, psychology*).
4. Words that the student has difficulty remembering from the stories in *LWR.*
5. Other words that the student selects to learn. These could come from many sources, including
   - language experience stories (see p. 28)
   - forms and applications
   - job-related materials
   - family names
   - road signs
   - other public signs such as those that appear on p. 24

How to Teach Sight Words

1. Print the words you select on flash cards. Better yet, let the student make the cards with your help.
2. Introduce no more than ten new words at each lesson. Do not drill the student for long periods of time.
3. To make it easier for the student, introduce short vowel words first. If you are using *LWR,* wait until the student is in Skill Book 3 before introducing long and irregular vowel sounds.
4. Ask the student to use the word in a sentence if he has trouble remembering what the word on the card is. Write that sentence on the back of the flash card as a memory device.
5. Encourage the student to practice reviewing the flash cards at home.
6. Review often!

300 Most Frequently Used Words

The following 300 words make up 65% of all written material. The words are listed in their order of frequency.

1. the
2. of
3. and
4. a
5. to
6. in
7. is
8. you
9. that
10. it
11. he
12. was
13. for
14. on
15. are
16. as
17. with
18. his
19. they
20. I
21. at
22. be
23. this
24. have
25. from
26. or
27. one
28. had
29. by
30. words
31. but
32. not
33. what
34. all
35. were
36. we
37. when
38. your
39. can
40. said
41. there
42. use
43. an
44. each
45. which
46. she
47. do
48. how
49. their
50. if
51. will
52. up
53. other
54. about
55. out
56. many
57. then
58. them
59. these
60. so
61. some
62. her
63. would
64. make
65. like
66. him
67. into
68. time
69. has
70. look
71. two
72. more
73. write
74. go
75. see
76. number
77. no
78. way
79. could
80. people
81. my
82. than
83. first
84. water
85. been
86. called
87. who
88. oil
89. its
90. now
91. find
92. long
93. down
94. day
95. did
96. get
97. come
98. made
99. may
100. pat
101. over
102. new
103. sound
104. take
105. only
106. little
107. work
108. know
109. place
110. years
111. live
112. me
113. back
114. give
115. most
116. very
117. after
118. things
119. our
120. just
121. name
122. good
123. sentence
124. man
125. think
126. say
127. great
128. where
129. help
130. though
131. much
132. before
133. line
134. right
135. too
136. means
137. old
138. any
139. same
140. tell
141. boy
142. following
143. came
144. want

145. show
146. also
147. around
148. form
149. three
150. small
151. set
152. put
153. end
154. does
155. another
156. well
157. large
158. must
159. big
160. even
161. such
162. because
163. turned
164. here
165. why
166. asked
167. went
168. men
169. read
170. need
171. land
172. different
173. home
174. us
175. move
176. try
177. kind
178. hand
179. picture
180. again
181. change
182. off
183. play
184. spell
185. air
186. away
187. animals
188. house
189. point
190. page
191. letters
192. mother
193. answer
194. found
195. study
196. still
197. learn
198. should
199. American
200. world
201. high
202. every
203. near
204. add
205. food
206. between
207. own
208. below
209. country
210. plants
211. last
212. school
213. father
214. keep
215. trees
216. never
217. started
218. city
219. earth
220. eyes
221. light
222. thought
223. head
224. under
225. story
226. saw
227. left
228. don't
229. few
230. while
231. along
232. might
233. close
234. something
235. seemed
236. next
237. hard
238. open
239. example
240. beginning
241. life
242. always
243. those
244. both
245. paper
246. together
247. got
248. group
249. often
250. run
251. important
252. until
253. children
254. side
255. feet
256. car
257. miles
258. night
259. walked
260. white
261. sea
262. began
263. grow
264. took
265. river
266. four
267. carry
268. state
269. once
270. book
271. hear
272. stop
273. without
274. second
275. later
276. Miss
277. idea
278. enough
279. eat
280. face
281. watch
282. far
283. Indians
284. really
285. almost
286. let
287. above
288. girl
289. sometimes
290. mountains
291. cut
292. young
293. talk
294. soon
295. list
296. song
297. being
298. leave
299. family
300. it's

3000 Instant Words by Elizabeth Sakiey and Edward Fry, 1979

Social Sight Words

NOTE: Students should also be able to recognize the following words when they appear using all capital letters as they often do on signs.

A
Adults Only
Ask Attendant for Key

B
Beware
Beware of the Dog
Bus stop

C
Caution
Closed
Condemned

D
Danger
Dentist
Doctor (Dr.)
Do Not Cross
Do Not Enter
Do Not Refreeze
Don't Walk
Down

E
Elevator
Emergency Exit
Employees Only
Entrance
Exit
Exit Only

F
Fire Escape
Fire Extinguisher
First Aid
Fragile

G
Gentlemen

H
Handle with Care
Hands Off
Help
High Voltage

I
In
Inflammable
Information
Instructions

K
Keep Away
Keep Closed at All Times
Keep Off (the Grass)
Keep Out

L
Ladies
Last Chance for Gas
Listen
Live Wires
Look

M
Men
Men Working

N
Next Window
No Admittance
No Checks Cashed
No Credit
No Credit Cards Accepted
No Dogs Allowed
No Dumping
No Fires
No Fishing
No Hunting
No Loitering
No Minors
No Smoking
No Smoking Area
No Spitting
No Swimming
No Trespassing
Nurse

O
Office
Open
Out
Out of Order

P
Pedestrians Prohibited
Police Station
Post No Bills
Post Office
Private
Private Property
Pull
Push

R
Rest Rooms

S
Smoking Prohibited
Step Down
Stop

T
This End Up
This Side Up

U
Use Before (Date)
Use Other Door

V
Violators Will Be Prosecuted

W
Walk
Wanted
Warning
Watch Your Step
Wet Paint
Women

Other Word-Attack Techniques

When a student encounters a word that she doesn't already know by sight, she can use basic phonics skills such as those taught in *LWR*.

In Skill Book 2, she also begins to work on the two techniques described below.

Context

She begins to use the context of a sentence or story to help figure out what the new word is. She can then confirm her guess by applying her phonics skills. For example, the student might be confronted with the following sentence and not recognize the italicized word:

Mary gives her son some *change* to buy ice cream.

The student figures out from the context that the word must be "money" or something like that. She sees that the word begins with the sound /ch/ and realizes that it must be "change."

A student can also use context to help her read a word that isn't part of a sentence. For example, the four-letter word on a red and white six-sided traffic sign is probably going to be "STOP."

Word Families or Word Patterns

After developing a basic understanding of phonics, the student goes on to learn that he can make many new words simply by changing the beginning consonant sound in a word.

For example, from the *-at* family, she can make *bat, chat, brat,* or *splat.*

He also learns that these words rhyme. Once he has mastered a particular pattern, he'll be able to read many new words without spending time to blend each individual sound in the word.

This technique is also valuable with students who have difficulty pronouncing an isolated vowel sound in the middle of a word. For them, it is simply easier to combine the vowel sound with the word ending (*-am*) and then add the beginning consonant sound (*Sam*).

If a student is using the *LWR* series, he is usually ready to begin working with word patterns in Skill Book 2. At that point, all the one-letter beginning consonant sounds have been introduced as well as four beginning digraphs (*sh, ch, th,* and *wh*). As new digraphs and blends are introduced, you can include them for practice when making new words in each family.

1. How to Teach Word Patterns
   a. Choose known words with rhyming end patterns (example: *hand*).
   b. Write the word at the top of a piece of paper.
   c. Put rhyming word under it.
   d. Say to the student: "If H-A-N-D is *hand,* what is B-A-N-D?"
   e. If the student responds correctly, add another word in the pattern.
      -and
      band
      land
      sand
   f. If the student cannot give the correct response, review the beginning consonant sound and the rhyming ending (*b-and*).
2. Helpful hints
   a. You can use nonsense words and have the student tell you if it is a real word (example: *gand*). Be careful of this exercise because some words would be real but incorrectly spelled (e.g., *cand* for *canned*).
   b. Take care not to confuse students with ending sounds that can be spelled more than one way (e.g., *fix, picks*).
   c. The list below includes short vowel patterns that can be taught from words that were introduced in the first two levels of *LWR*. *Focus on Phonics* also includes practice on word patterns. *Focus on Phonics 3* emphasizes long vowel patterns. *Focus on Phonics* is available from New Readers Press at www.newreaderspress.com or 1-800-448-8878.

Word Patterns in LWR

Skill Book 1 Word Patterns

The number in parentheses indicates the lesson where the pattern first appears.

-ack (*In the Valley*)
-am (8)
-an (2)
-and (1)
-ank (5)
-at (3)
-eck (2)
-ed (6)
-eg (2)
-ell (3)
-en (12)
-ent (3)
-est (*In the Valley*)
-et (5)
-ick (2)
-ill (7)
-im (5)
-in (1)
-ing (*In the Valley*)
-ip (5)
-ish (l)
-ob (6)
-op (5)
-ot (11)
-ump (2)
-un (8)
-up (1)

Digraphs:

ch (5)
sh (5)
th (5) (thank)

Skill Book 2 Word Patterns

Consonant blends or digraphs are indicated by an asterisk (*).

Lesson 1
-ig
-ift
-iss
-it

Lesson 2
*br
*wh

Lesson 3
*pr

Lesson 4
-unt
-ud
-ut
-uck

Lesson 5
-ink
*tr
*st
*fr

Lesson 6
-esh
*tw

Lesson 7
-end
-em
*th (mother)

Lesson 8
-ack
-ag
*bl
*sm

Lesson 9
-ass
-ath
-unch
*gl
*gr

Lesson 10
-ix
-ock
*dr
*cl

Lesson 11
*sk

Lesson 12
-us

Lesson 14
-ad
-ess
*sl

Lesson 15
-ast
-ist
*pl

LWR Components and Supplementary Materials

LWR Components	Other Materials Correlated to LWR
Student Skill Book 1 Teacher's Edition 1 In the Valley Checkup 1* Student Certificates*	Workbook 1 More Stories 1 Focus on Phonics 1 Focus on Phonics Teacher's Edition 1 Phonics Minicharts Puzzles 1 & 2 Student Profile and Diagnostic Inventory Teacher's Manual* Flash cards*
Student Skill Book 2 Teacher's Edition 2 City Living Checkup 2* Student Certificates*	Workbook 2 More Stories 2 Focus on Phonics 2 Focus on Phonics Teacher's Edition 2 Puzzles 1 & 2
Student Skill Book 3 Teacher's Edition 3 Changes Checkup 3* Student Certificates*	Workbook 3 More Stories 3 Focus on Phonics 3 Focus on Phonics Teacher's Edition 3 Puzzles 3 & 4 Laubach Way to Cursive Writing Laubach Way to Cursive Writing Teacher's Guide
Student Skill Book 4 Teacher's Edition 4 People and Places Checkup 4* Student Certificates*	Workbook 4 More Stories 4 Focus on Phonics 4 Focus on Phonics Teacher's Edition 4 Puzzles 3 & 4

*Available **free** online at www.newreaderspress.com. (Click on Reading and Writing, then click on *Laubach Way to Reading,* and then click on Online Components.)

For a catalog or for questions about New Readers Press materials, please call customer service at 1-800-448-8878 or go to www.newreaderspress.com.

The Language Experience Approach

There are many types of teaching aids and supplemental materials that you can use to reinforce the skills the student is learning. Some of the best materials can come from the student herself when you use the language experience approach.

Purpose

The language experience approach uses the student's own words to teach or reinforce basic reading and writing skills.

Advantages

This approach helps the student see that reading and writing are not isolated skills and that they can have a direct connection to his personal experiences. He learns that:

- He can think about many things.
- What he can think about he can talk about.
- What he can talk about he can write about.
- What he can write about he can read, and so can others.

Use of this technique also helps add interest and variety to a lesson.

What Does the Student Talk About?

The student can talk about anything she wants. Often she'll come to class wanting to share something that has happened to her since his last tutoring session. You can use that as the basis for a language experience story. If a topic doesn't readily come to mind or the student seems shy or hesitant, try using one of the following discussion starters.

1. Possible topics
   - your family when you were growing up
   - what you most like to do on your day off
   - the worst day of your life
   - your ideal vacation
   - how you feel about learning to read
   - something you like to cook and how you make it
   - what you would say to the mayor if you could meet with him/her
   - your favorite television show
   - what you'd like your children to have in the future
   - the job you'd most like to have
2. Activities to generate discussion
   - Ask her to describe a picture that you bring to class or to tell how she feels about it.
   - Invite her to talk about a photo that she brings to class.
   - Read a story or magazine article to her. Have her retell it in her own words.
   - Read a letter from a personal advice column in the newspaper. Let her tell how she would answer it.
   - Give sentence starters (I can …, I want …, I don't ever…), and ask the student to complete them. Let her explain her answers if she wants to.

Writing the Story

The tutor usually transcribes the story as the student speaks. That makes it easier for the student to concentrate on what she wants to say rather than on the struggle of writing it down. Follow these steps:

1. Print the story.
2. Write the story exactly as the student says it—even if he doesn't use correct grammar.
3. Use correct spelling and punctuation.
4. Leave space—about one inch—between each line.
5. Make a copy.
6. Keep the story relatively short. Four or five sentences are plenty for a beginning student.

Reading the Story

1. Read the entire story aloud to the student while you use your finger to follow the words. Ask her to correct any part you didn't get right or that she would like to change.
2. Read each sentence aloud, drawing your finger under the words as you read them. Ask the student to read each sentence after you. Again, use your finger to follow the words as she reads.
3. Ask the student to read the whole passage aloud. Give help where needed.

Building Reading Vocabulary

1. Ask the student to pick out words he'd like to learn to read.
2. Select any others that you think are important, but keep the total to no more than ten (or fewer for a beginning student).
3. Ask the student to print each of these words on a separate card (you can cut index cards to make these).
4. Tell the student to place each card under the same word in the story and read it aloud as he does so.
5. Shuffle the cards and ask the student to read each one—going back to the story if he needs help.

Teaching Other Skills

If you are using *LWR* as your core teaching materials, select activities that reinforce skills that the student has been

working on in her skill books. Below are listed, by skill book, possible activities you could ask the student to do.

LWR Skill Book 1

- Circle every *e* (or some other letter) in the story.
- Underline every capital letter.
- Count the number of sentences.
- Reconstruct a sentence from flash cards on which the tutor has written each word of the sentence.

LWR Skill Book 2

- Make as many words as possible by adding different consonant sounds to selected word patterns (such as *-ent, -ill, -ad*). Set them up as follows:

  -ent
  went
  bent
  dent
  lent
  sent
  tent

- If there are direct quotes in the story, practice reading them with excitement, anger, sadness, boredom, etc.
- Select a word that begins with a consonant blend (such as *st*). Think of other words with that same blend (*start, stop, stuck*). The tutor writes the words, and then you practice reading them.
- Together with the tutor, select a word ending (walk*ing,* love*s,* Mary*'s*) that you have studied. Select words from the story and write them on a separate piece of paper. Tell what each word would be if you added this ending. Write the new word. Then use it in a sentence orally. (You can do a similar exercise by deleting endings from words in the story.)
- Write a title for the story.

LWR Skill Book 3

- Together with the tutor, select a word with a long vowel sound. Tell what it would be if the sound were changed to a short vowel sound. Example: *made/mad.* Or reverse the process: *not/note.*
- Write contractions from the story on a separate piece of paper. Tell what words they stand for (*wasn't = was not*).

LWR Skill Book 4

- Pick out all the descriptive words or adjectives.
- Select words from the story. Write them on a separate piece of paper. Tell what the words would be if you added a particular prefix (such as *un-, re-, non-*). Write the new word next to the original word. Use it orally in a sentence.
- Together with the tutor, select a word from the story that has one of the vowel sounds taught in Skill Book 4. Read other words with the same sound (and same spelling of the sound) after the tutor writes them: cr*ow*d, c*ow,* h*ow.*
- Locate places mentioned in the story on a city, state, or U.S. map.

Review

1. The student takes the word cards and story home to study.
2. You take the copy. You may want to type and print it and put it in a three-ring notebook to be part of a permanent collection of the student's stories.
3. If the student's grammar or sentence structure is poor, you might work on some of those skills in future lessons. In that case, prepare a corrected version of her story. Explain that this is another way to say the same thing. Have her practice reading both versions.

Adaptations

1. For Beginning Students

   With students who can read very few words and have little confidence in their ability to learn, tutors should use a controlled version of this approach. You'll still be able to use the student's own words, but you won't overwhelm him by asking him to read a story in which virtually every word is new.

   Sentence completion activities are more appropriate for such students. Print sentences such as the following on a piece of paper. Read them to the student and ask him to fill in the blanks. Write what he says. Then read each sentence and have him read it after you. Make flash cards of selected words and use other learning activities such as those suggested above for beginning readers. Encourage the student to explain why he chose the words he used.

   My children's names are _____.

   My favorite day of the week is _____.

   I think I am _____.

   When I think of death, I feel _____.

   I really don't like to _____.

2. For More Advanced Students

   The student can do the writing himself on a topic he selects or that is assigned by the tutor. Explain to him that it is more important to get his thoughts on paper than to worry about spelling, handwriting, or grammar. You can work together on those things later.

Instead of writing the story on paper, you might have the student type the story on a computer.

3. When Writing Inhibits the Student

   Some students may feel awkward or lose their train of thought if they have to speak slowly enough for the tutor to print each word they say. When this happens, consider using a tape recorder and transcribing the sections you want to use before your next lesson.

4. For Groups of Students

   Involve each of the students. Write a sentence on the board and ask each person how they would complete it. Write all the answers. Examples:

   The most important word in English is _____.

   A friend should be _____.

   I feel happiest when I _____.

Sample Language Experience Stories[1]

I would like to say, believe it or not, when we are going to school the teacher wouldn't let us talk too much about what was happening in the changing of the times. Like when the Civil Rights started real strong they would say don't be talking about this around so many people. But I could never understand why they didn't want us to talk about it. Until now they really were afraid of the white people.

***

When a child is going to be born in Cuba, we make a fruit liquor. If I am pregnant one or two months, my mother makes a big pot of syrup, with sugar, water, and all kinds of fruit. We put it away inside a dark room. When the baby is born, we open it and the visitors drink the liquor. The father gives cigars to the men.

[1] Using Language Experience with Adults (New Readers Press, 1975), Kennedy and Roeder.

Writing for New Readers

Summary Sheet

A student may need extra practice to reinforce specific words, structures, or concepts that he is learning. He may want to have additional material available to read in his spare time. Or he may have a special interest that he'd like to be able to read about.

New Readers Press publishes readers correlated to the different levels of *LWR*. But, when you don't have these available, or they don't meet your needs, you can write your own materials.

The guidelines below will help you do this. On page 32, you'll find a list of the words that are introduced in each lesson of Skill Book 1. They are categorized to make it easier for you to find what you need. However, you can also use the alphabetical word lists at the end of each skill book. And remember—you don't have to write a novel. Sometimes just a few sentences are all you need.

1. Use a controlled vocabulary.
   For Skill Book 1 level: use the word list at the end of the book or the Word Selector on page 32.
   For Skill Book 2 level: use the word lists at the end of the first two skill books.
   One new word may be used for every 20 words in the story. Use each new word at least five times as soon as possible after it is introduced.
2. Choose a subject of interest to an adult or to your individual student.
3. List vocabulary words relating to the subject. Select possible verbs.
4. Make an outline for the story. Develop a plot that includes:
   a. Setting
   b. People involved
   c. What happens
5. Write the story.
   a. Use the active voice.
   b. Write in concrete form—not abstract ideas.
   c. Use simple sentences (subject – verb – object).
   d. Use only one idea in a sentence.
   e. Make sentences no longer than ten words each.
   f. Follow the pattern of writing used in the skill book at the level for which you are writing.
6. Add endings to root words only after they are introduced in the skill books.

Skill Book	Lesson	Endings
1	7	plural *-s*
1	8	possessive *-'s*
2	2	plural possessive *-s'*
		-ing
2	6	verb ending *-s*
2	11	*-ed*
2	12	*-r*
		-er
2	14	*-es*
2	15	verb ending *-d*

7. Rewrite! Rewrite! Rewrite!
8. Document the story. (For later reference, put the following information in the top right-hand corner.)
   a. Skill Book Level
   b. Lesson Number
   c. New Words (if any)

Word Selector for *LWR Skill Book 1*

Lesson	Nouns & 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 in the this
2	* checkup jumping kicking leg man neck pan	jumping kicking * listen * write	girl's jumping kicking man's	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 his to up
5	box children him quarter shop they zipper	box get sells shop thank		for
6	Ann Bob boy Cal Dan Ed Fran you	says		
7	fishing girls Glenn Hill Indian Jill Kim Liz looking	are fishing lives looking	fishing Indian looking	
8	Mr. Mrs. Ned Oliver Pam pets pup Queen Robert runs	pets runs	Oliver's pup's	
9	birds boys pet pups Sam 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	one two three four five my	no yes
13	* address * name		Sam's	
In the Valley	apples 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 sell tells thanks visit visiting visits yell zippers	Cal's bird's Hill's packing Robert's ten	of under

* These words appear as part of the instructions to the student in the skill book.

Duet Reading

(also called "Neurological Impress Method")

There may be times when a student needs or wants to read material that is above her present reading level. As a tutor, you can help her do this by reading it aloud with her. The duet reading method also enables the student to:

- increase her vocabulary and fluency of reading
- gain confidence in her reading ability
- learn to read with expression
- begin to discover that reading can be enjoyable

The method is especially good for students who have finished *LWR Skill Book 3*. However, you may choose to use the method with a student who is working in the first two books if:

- the student already has a fair-sized sight vocabulary or
- the student reads hesitantly or word by word. (With this type of student. you can use this method with one of the stories she is currently studying.)

Step	Description of Method
1. Choose something that's a little too hard for the student.	Help the student select something to read that is about 2–3 grade levels above the student's reading ability. The material should be on a topic of interest to the student. It may be a book, a magazine or newspaper article, a pamphlet, or a brochure.
2. Begin reading together.	Read the book aloud together. You should read at a normal speed. Try to use expression and follow punctuation. The student reads along, trying to keep up with you.
3. Use your finger.	Move your finger beneath the lines being read. This helps the student keep up. It also helps him practice reading from left to right and bringing his eye back to the beginning of each new line without losing his place.
4. Keep going.	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. It will be a challenge, and he will begin to look ahead at coming words to keep from falling behind. *If the student stops completely,* you should also stop. Rest, offer the student encouragement, and begin again. Spend at least ten minutes at the end of each tutoring session using this method.
5. No questions.	Do not stop to explain the meaning of a word unless the student requests it. Do not ask any questions to see if the student understood the story. The material is to be used ONLY as an oral reading exercise.
6. Is the book too hard or too easy?	If the student keeps up with little effort, select more difficult material so that it will be a challenge. If the student has a great deal of difficulty in keeping up, recognizes few words, and is becoming very frustrated, use easier material.
7. Keep this in mind:	Do not ask the student to read aloud from the material by himself. Since it is above his reading level, it may be a frustrating experience. Occasionally you may wish to spend a few minutes reading aloud to the student. This should be from material of interest to the student; it can be several levels above his reading level. It will help motivate the student to improve his own reading in order to be able to read and enjoy similar material on his own. Many students with reading problems were never read to as children, so this experience can help them in several ways. It can motivate them to practice reading on their own. It can introduce stories that parents can orally tell their children.

Goal Setting

The purpose of your tutoring sessions is to enable the adult to acquire the basic reading and writing skills she needs to meet her personal goals. Many of your decisions about which methods and materials to use will depend on knowing what these goals are.

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

- What made you decide to come for reading help now?
- If you could read as well as you would like to right now, what would be the first thing that you'd want to read?
- What other things would you like to be able to read that you have difficulty reading now?
- What do you like to do when you have free time?
- 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.

Don't discourage a student who expresses goals like these. Instead, help her 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 or how to navigate an online job search site. She needs to learn alphabetical order and whatever other system is used 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 than 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 she'd like to read, you might mention some of the categories listed on the following page. If she seems interested in one of them, read her some of the activities listed under that section. Help her select one or two that 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 the time she spends studying in *LWR* will also help her make progress toward her goal. She is developing a foundation of basic skills that will be used in all the activities you have talked about. (However, be sure 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 she is making. You might decide to modify your short-term goals or set new ones. Make that decision together.

The following is an example of what Ellen and her tutor came up with when they worked through this process. Ellen is a young mother with two children (ages 3 and 5). She 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.

Long-range Goal: To help my children learn to read

Short-term goal #1: Spend 10 minutes a day reading to them

Activities	Methods/Materials
1. Get a library card.	application form, orientation to library
2. Learn to read a simple children's book.	duet reading, tutor-made read-along tape to practice with
3. Learn 10 new words from the book.	flash cards

Short-term goal #2: Make an alphabet picture book

Activities	Methods/Materials
1. Select pictures together.	catalogs, magazines
2. Set up album with one letter on each page.	photo album, marking pen, chart showing alphabet
3. Paste in pictures according to initial letter.	
4. Label the pictures.	
5. Learn the words without the pictures.	flash cards

Sample Skill List for Goal Setting

General skills
- write name, address, and telephone number
- tell time
- read a calendar
- use a telephone book or yellow pages
- read street and store signs
- read or write a letter
- read a newspaper

Transportation
- read bus or train schedules
- read traffic signs
- pass the test to get a driver's permit or license
- read maps
- do car maintenance

Money
- use a checking account
- write money orders
- read a bank statement
- read and pay bills
- apply for a credit card
- obtain insurance
- fill out public assistance forms

Jobs
- get a job
- get a better job or a promotion
- fill out a job application
- read job-related manuals or forms
- write a resume
- understand paychecks and payroll deductions
- interview for a job

Health
- read directions on medicine bottles
- read warning labels
- learn how to give first aid
- write down medical and dental appointments
- locate emergency phone numbers

Food
- write a shopping list
- learn about good nutrition
- read recipes
- read food labels
- read grocery ads

Children
- read to children
- help children with their homework
- read school notices, forms, or reports
- read about child care
- write notes to the school
- write medical history or record of shots for a child

Government/Law
- get U.S. citizenship
- vote
- fill out tax forms
- get a social security number
- get legal advice
- read legal forms

Recreation
- read a TV program schedule
- read a menu
- find out about community activities
- read an interesting book
- read the movie schedule

Religion
- read church bulletins
- read the Bible or other religious materials
- read a hymn book

Technology
- type on a keyboard
- learn basic computer operations
- send and receive emails
- set up a Facebook or other social media site account
- use a speech-to-text or text-to-speech program
- use a scanner at a store self-checkout counter
- use a cell phone
- search for jobs online
- use an ATM machine
- use a GPS to get directions

Lesson Planning

When planning a lesson, you should generally allow time for work on both basic reading and writing skills as well as on activities that directly relate to the student's personal goals. It may be helpful to think of each lesson as having the following three parts:

1. Learning Basic Skills
   - Reading
   - Skills Practice (listening)
   - Writing
2. Reinforcing Skills
3. Meeting Individual Needs

Learning Basic Skills

The three types of skills listed under this section are always included when you teach a lesson in *LWR*.

But sometimes you'll want a change of pace—a chance for the student to learn skills in a setting other than the *LWR* skill books. The following are examples of activities or materials you can use to work on the three key skills:

- Reading: language experience story
- Skills Practice: *Focus on Phonics**
- Writing: spelling some words from the language experience story
  writing the words that are taught as word patterns in *Focus on Phonics*
  doing a free-writing activity such as a letter, story, or poem

Reinforcing Skills

The amount of time you spend on this section depends on the student. If he needs extra reading practice, you could use the *More Stories* readers, materials you have written yourself, or something you read together using duet reading.

You might use the time to review word patterns or the sight words the student has been learning. Or you could do something just for fun such as a crossword puzzle or a bingo game.

If a student is having a lot of difficulty, you might want to use almost all of the lesson to help him reinforce his skills before starting a new lesson.

Meeting Individual Needs

For this section, plan activities that directly relate to the goals identified by the student.

Examples include:

- using flash cards to learn important words on road signs or menus
- practice filling out job application forms
- practice reading a children's storybook using duet reading
- work on basic math in preparation for opening a checking account
- helping the student write a letter to a relative

* *Focus on Phonics* is available from New Readers Press at www.newreaderspress.com or 1-800-448-8878.

Case Studies for Lesson Planning

The following are descriptions of four students in a local literacy program. Select one of the students and imagine that you are his/her tutor. Use the questions at the end to plan what you will do in your next 1½-hour lesson together.

Student 1: Mary

Mary, 33, is a single woman who completed the fifth grade. She is unemployed and spends most of her time at home caring for her invalid mother. They are living on public assistance, but Mary would like to be able to find a job that would support them and enable her to hire someone to stay with her mother while she works. She asked the literacy program for a tutor who could meet with her in the evening (when a neighbor can stay with her mother) since she is unable to attend regularly scheduled adult basic education classes.

You have just finished Lesson 10 in *LWR Skill Book 2*. Mary is doing fairly well but is having some difficulty reading words that begin with consonant blends, and she sometimes confuses the sounds for /o/ and /u/.

Student 2: Robert

Robert, 45, has worked in a local plastics manufacturing plant for several years. He was recently offered a promotion to foreman, but could not accept because he knew he would be unable to complete the paperwork involved. His employers do not know that he has a reading problem and do not understand why he turned the job down. He tried attending adult classes about three years ago. He was unable to keep up and dropped out. He has some sight vocabulary and knows the sounds for most of the letters.

You have just completed a quick review of Lessons 1–5 in *LWR Skill Book 1*. Robert did well and is pleased at how much he covered in just two sessions. He is anxious to learn as much as he can as quickly as possible.

Student 3: Mario

Mario, 66, has lived alone since his wife died ten years ago. He has just retired from his maintenance job in the local school system. He is active in his church and has started going to the neighborhood senior center. He dropped out of school in the 9th grade and could barely read. He would like to be able to participate more fully in his church classes. Although he knows most of the Bible stories by heart, he has never been able to read them.

Mario has just finished Skill Book 1. He did fairly well, but he reads very hesitantly. He needs a lot of patience and support. You don't think he's quite ready to start on Skill Book 2.

Student 4: Juanita

Juanita, 28, is a mother of two small children. You have not met her yet, but your placement chairperson says that she has learned to speak and understand English pretty well in the five years since she arrived here from El Salvador. She cannot read and write in English or Spanish. She depends on her husband and friends when she needs help. Her children have just started school and are learning to read. She believes strongly in the importance of education for them and would like to be able to help them with their schoolwork. She also thinks she could make the family's limited budget go further if she could read the food ads in the newspaper and learn to use coupons.

The placement chairperson says Juanita should start in Skill Book 1. Your first lesson is tomorrow.

Assignment

Think about the three parts of a lesson plan and the student you have selected. Will you try to use all three parts? If so, what will you plan to do, and approximately how much time will you spend on each?

1. Learning Basic Skills (time: _____)
   a. Will you plan to cover the next lesson in the skill book?

      If yes, give the lesson number and list 2–3 skills that you'll be teaching in that lesson:

      _____

      _____

      _____

      If no, will you:

      _____ use other materials to cover the key skill areas (list materials):

      Reading: _____

      Skills Practice: _____

      Writing: _____

      OR

      _____ choose not to introduce any new skills at this time

2. Reinforcing Skills (time: _____)
   a. What skills does the student need help in?

      _____

   b. What techniques or materials will you use to provide that help?

      _____

3. Meeting Individual Needs (time: _____)
   a. What is the student's goal for reading?

      _____

   b. List two or three activities that you could work on to help him/her accomplish that goal:

      _____

      _____

   c. Which of these activities will you work on in this lesson?

      _____