

Subsection E: Supplementary Materials and Techniques

Overview

Introduction Subsection E provides specific instructions for teaching workshop modules that present supplementary materials and techniques.

This subsection contains the following workshop modules (WM):

In this subsection

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WM 3E-1: Language Experience Technique

Introduction

Purpose and outcomes

The purpose of this workshop module is to

- discuss the advantages of using Language Experience as a tutoring technique
- present and describe the steps involved in the Language Experience Approach
- explain how Language Experience can be used to complement a structured phonics program.

Timing: 20 – 40 minutes

Workshop module structure

This workshop module is divided into the following *required* parts and *alternative* presentations:

- Part A: Describe the approach
- Part B: Demonstrate the method
- Part C: Discuss the techniques
- Part D: Conclusion
- Alternative presentation: EOTO of Language Experience.

Materials

The following table identifies the materials necessary for the workshop module.

Type	Materials
Handouts	The Language Experience Approach Using Language Experience with Adults (if available)
Display	<ul style="list-style-type: none"> • *Training by Design DVD and video on Language Experience (available at LLO office) or search youtube.com for “the language experience approach for literacy” • OR • White / Black board, flipchart pad • Lined paper, blank flash cards, for participants if EOTO to be done.

How to prepare .

Read *Language Experience Stories* in Teacher’s Manual 3.

- View Training by Design video* see above
- Read pgs. 78-81 of the Tutor Workshop Handbook, including the section on Students from Generational Poverty.
- You may also duplicate copies of a student story to pass out to the participants.

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WM 3E-1: Language Experience Technique, Continued

How to present
Part A

Part A: Describe the approach

Follow the steps below to present this part of the workshop module.



Step	Action
1	<p>Explain briefly that the Language Experience approach involves a student creating their own reading material.</p> <p>Usually the student dictates a story for the tutor to write. It is based on the premise that adults have had many varied and interesting experiences and that their words are the most useful, personal, and exciting.</p>
2	<p>Describe the advantages of using this method with a student:</p> <ul style="list-style-type: none"> • The stories will reflect the student’s interests and vocabulary. • It encourages self-expression, which is what communication and language teaching should be all about. It provides an opportunity for the student to talk and write about their ideas and feelings. • The student becomes an active, creative participant in their own learning. • It is highly motivating to see their words in print. • It links thinking and talking to reading and writing. It helps a student transfer the skills they have in speaking (known) to the area of writing (unknown). • It may be an unfamiliar learning method that has not previously resulted in failure for the student.

How to present
Part B

Part B: Demonstrate the Method

There are two suggested ways to present this part of the workshop module.

Slide-tape presentation

One way is to show the Training by Design video or DVD, stopping it immediately after the demonstration of the method.

Role-play

The other possibility is to role-play a Language Experience story with another trainer (or participant) playing the role of the student. To do this, follow the steps in the table below.

Step	Action
1	Follow all the steps outlined in Part C, 1-3.
2	As the “student” dictates the story, print it on the board or flipchart.
3	Ask the participants to suggest how this story could be used to reinforce skills learned at a particular Skill Book level.

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WM 3E-1: Language Experience Technique, Continued

How to present
Part C

Part C: Discuss the techniques

Follow the steps below to present this part of the workshop module.

Step	Action
1	Go over with the participants the steps in using the Language Experience technique. Refer them to the <i>The Language Experience Approach</i> handout for an outline of the steps.
<i>Telling the Story</i>	
2	Ask the group to suggest story topics for a student: <ul style="list-style-type: none"> • a favourite activity or hobby • family • job • a trip • a daily activity • a TV or movie script • a personal memory, etc...
3	Mention that one variation of Language Experience involves having the student create an <i>aided story</i> by <ul style="list-style-type: none"> • making up a story about a magazine or newspaper picture • completing a sentence such as <ul style="list-style-type: none"> ○ “I am ...” ○ “If I won a million dollars, I would ...” ○ “I don't like ...” ○ “I wish ...” • writing a letter to the editor about a particular issue that interests them.
<i>Writing the Story</i>	
4	Recap the points to remember when writing the story: <ul style="list-style-type: none"> • Print (on every other line if the story is short). • Make two copies if possible (using pressure sensitive paper). • Write exactly what the student says. • Keep it short at first (no more than three or four sentences). • Ensure that the student sees the words as they are written down.
5	Explain that the story can be written as the student dictates or can be transcribed later from a tape. Discuss the advantages of both. <p><i>The advantages of dictation are</i></p> <ul style="list-style-type: none"> • The student has immediate recall of the words just spoken. • This closely links the spoken to the written word. • There is less chance of “editing” or changing the student’s story. <p><i>The advantages of tape are</i></p> <ul style="list-style-type: none"> • The student can speak at a normal rate. (It is not necessary to speak more slowly while the tutor writes it down.) • The resulting story is more spontaneous and natural.

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WM 3E-1: Language Experience Technique, Continued

How to present Part C (continued)

Step	Action
<i>Making Corrections</i>	
6	Give the participants an example of non-standard English, such as “them things” or “me and him went”, and ask what they would do if the student dictated this for them to write.
7	Remind the participants that the story is to be written exactly as the student tells it. Instruct them that if the student’s English is very bad and they feel it must be corrected, they <ul style="list-style-type: none"> • must not change the original version • should rewrite the entire story and suggest that this is another way to say the same thing — the way many people would say it. <p><i>Note:</i> The level of correction will depend a great deal on the student’s situation and future education goals.</p>
<i>Reading the Story</i>	
8	Review with the participants the steps involved in reading the story as outlined on page 79 of the Tutor Workshop Handbook.
<i>Teaching Specific Reading/Writing Skills</i>	
9	Explain that the tutor can select exercises and words to reinforce the new skills being learned. <i>For example</i> In Skill Book 1, the student can pick out words beginning with particular consonants, work on factual comprehension, or pick out punctuation marks. In Skill Book 2, the student can pick out words with short vowel sounds, read (or form) words in the same word family as a word in the story, or add (or subtract) endings from selected story words.
10	Using a sample student story, ask the participants to pick out words, which could be used to reinforce a particular skill.

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WM 3E-1: Language Experience Technique, Continued

How to present Part C (continued)

Step	Action
<i>Follow-up</i>	
11	<p>Discuss how the student may use the story:</p> <ul style="list-style-type: none"> • The student is encouraged to make up a title for the story. • One copy of the story and the word cards may be taken home for review and study. • The student may rewrite the story neatly or create a good copy using a computer. <p>Stories may be compiled in a notebook or folder and become the student's personal reader.</p> <ul style="list-style-type: none"> • At the next lesson many activities may be repeated or different ones introduced.

Part D: Conclusion

How to present Part D

Follow the steps below to present this part of the workshop module.

Step	Action
1	<p>Recommend to the participants to</p> <ul style="list-style-type: none"> • wait to use Language Experience stories until <i>after</i> Lesson 5 in Skill Book 1 (at that point, the student has learned most of the beginning sounds and one sound for each vowel) • try doing a Language Experience story about every five lessons • use Language Experience if the student is becoming frustrated with difficult work and where a change might serve to motivate and reinforce weak areas.
2	<p>If possible, show the participants a copy of the resource booklet Using Language Experience with Adults if you have it in your library (no longer available through New Readers Press).</p> <p>Point out that it contains more student stories and ideas for using this method.</p>

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WM 3E-1: Language Experience Technique, Continued

Alternative presentation

ALT

EOTO of Language Experience

Instead of demonstrating Language Experience, it may be more valuable to have the participants work through the steps. Pair the participants for an “Each One Teach One” practice with the person on the right taking the role of tutor. Follow the steps below to present this alternative presentation.

Step	Action
1	Introduce Language Experience as in Part A.
<i>Telling and Writing the Story</i>	
2	Discuss Part C, Steps 1 - 5. Then After completing this,
3	Have the “tutor” and “student” work together to write a story.
4	Discuss any difficulties that the “tutor” or “student” experienced. This might be the best time to discuss the use of a tape to transcribe the student’s story.
<i>Making Corrections</i>	
5	Discuss making corrections or editing the student’s story.
<i>Reading the Story</i>	
6	Outline the steps involved in reading the story from the <i>The Language Experience Approach</i> page 78 of the TWH.
7	Have the “tutor” read the story with the “student”.
<i>Teaching Specific Reading/Writing Skills</i>	
8	Ask the “students” to pick out three words that they would like to learn. Have them write these words on flash cards. Ask the “tutors” how they will help their students learn these words. Point out that a student in Skill Book 2 will not be able to sound out words with long vowel sounds or irregular spellings.
9	Ask the full group what other skills they might want to work on with a student in Skill Book 2 (or other Skill Book level). For each skill suggested, have the participants look for words in their “student’s” story which could be used to teach that skill.
<i>Follow-up</i>	
10	Discuss how the student may use the story as in Part C, Step 11. It is not necessary to have the participants practice this step.
11	Complete the presentation as in Part D.

WM 3E-2: Cloze Procedure

Introduction *Purpose and outcomes*

The purpose of this workshop module is to

- discuss the purposes of using Cloze exercises as a complementary tutoring technique
- allow the participants to experience a Cloze exercise
- describe how to set up a Cloze exercise for a student, and
- present how Cloze may be used effectively with a student.

Timing: 15-20 minutes

Workshop module structure

This workshop module is divided into the following *required* parts and *alternative* presentations:

- Part A: Introduction to Cloze
- Part B: Provide a Cloze experience
- Part C: Using Cloze with a student
- Alternative presentation: Practice SettingUp a Cloze Exercise.

Materials

The following table identifies the materials necessary for the workshop module.

Type	Materials
Handouts	<ul style="list-style-type: none">• Cloze Procedure• Selected Cloze exercises
Books	<ul style="list-style-type: none">• Workbooks for Skill Books 2 and 3

How to prepare . Read through the description of the Cloze method in Teacher's Manual 4.

- Select a Cloze exercise from the Selected Cloze Exercises handout or make up one of your own.

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WM 3E-2: Cloze Procedure, Continued

How to present Part A

Part A: Introduction to Cloze

Follow the steps below to present this part of the workshop module.

Step	Action
1	<p>Explain that Cloze exercises are passages of prose in which every 5th, 6th, 7th, 8th or 9th word is left blank for the student to fill in.</p> <p>Cloze is a reading strategy based on the theory of “closure”—the idea that people want to complete patterns which are not complete.</p> <p>In doing a Cloze exercise, the student must be able to recognize words, as well as use context clues and grammatical clues to guess missing words. It is sometimes called “intelligent guessing”.</p>
2	<p>Explain to the participants why tutors would use Cloze with students:</p> <ul style="list-style-type: none"> • To teach and to test comprehension. Cloze forces the reader to derive meaning from what is on the page in order to make logical predictions about what is not there. The student's choice of word will be based on background knowledge of the subject, understanding of the material and the vocabulary, and context clues in the passage. • To develop prediction skills. Most people do not read every word on a page; they anticipate some words and their eyes actually skip over these. Learning to predict words will increase the student's speed of reading. • To reinforce a specific language concept, such as verbs, pronouns, or adverbs. The student must select a word which fits the passage grammatically. • To assess the readability of material. If a student is able to predict most of the missing words in a passage accurately, the material is at the readability level for that student.

How to present Part B

Part B: Provide a Cloze experience

Follow the steps below to present this part of the workshop module.

Step	Action
1	Distribute one of the Cloze exercises to the participants (either from the <i>Selected Cloze Exercises</i> handout or your own.)
2	Ask the participants to read the whole article silently to get the general meaning of the passage.
3	<p>Tell them to reread the passage and fill in the word which best seems to fit each blank.</p> <p>Point out that they may need to both look back and read ahead to find clues.</p>

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WM 3E-2: Cloze Procedure, Continued

How to present Part B (continued)

Step	Action
4	Discuss with the participants <ul style="list-style-type: none"> the choices they made and why, and which answers are best and whether the meaning is changed by certain responses.
5	Mention that there is seldom only one correct answer, and when checking the student's work, any appropriate word should be accepted. However, the word must be <ul style="list-style-type: none"> grammatically correct logical in the context, and not in conflict with information found elsewhere.
6	Discuss any difficulties the participants had in doing the exercise. This might be related to the frequency of the blanks or their knowledge of the subject.



Part B Alternative: Group Practice with Cloze

Instead of completing a Cloze exercise individually, participants could work on the exercise in groups of three or four. While doing this, they will realize there is more than one appropriate word and will discuss in small groups which answers are best and why.

How to present Part C

Part C: Using Cloze with a student

Follow the steps below to present this part of the workshop module.

Step	Action
1	Explain that Cloze exercises can be used with a student at any level.
2	Refer participants to the Workbooks for Skill Books (2 and 3) for examples of simple Cloze exercises based on the Stories from the Skill Books.
3	Point out that Cloze exercises using supplementary material should not be attempted until the student has developed a considerable sight vocabulary. <i>Note:</i> The exercise should always be at (never above) the reading level of the student.

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WM 3E-2: Cloze Procedure, Continued

How to present Part C (continued)

Step	Action
4	Suggest that the student be encouraged to transfer these developing Cloze skills whenever they encounter a new word when reading. The student can say “blank” for the unknown word and then use the context cues to figure it out.
5	Refer the participants to the <i>Cloze Procedure</i> handout and review the basic steps to preparing a Cloze exercise for a student.

Alternative presentation



Practice Setting Up a Cloze Exercise

This alternative requires more time (20 minutes or more). However, it will give the participants practice in setting up a Cloze exercise for a potential student.

Follow the steps below to present this alternative presentation.

Step	Action
1	Provide the participants with the <i>Cloze Procedure</i> handout.
2	Review the steps in setting up a Cloze exercise.
3	Have the participants set up their own Cloze exercise by following the steps outlined in the Cloze handout.
4	Have the participants exchange exercises with a partner and complete them. Compare the completed passages with the originals.
5	Have the partners discuss the word choices made with each other and determine if the choices are <ul style="list-style-type: none"> • grammatically correct • logical, and • not conflicting with other information.
6	Discuss any difficulties encountered in doing this exercise.

WM 3E-3: Duet Reading

Introduction *Purpose and outcomes*

The purpose of this workshop module is to

- discuss the purposes of using duet reading as a complementary tutoring technique, and
- present how duet reading may be effectively used with students.

Timing: 10 - 15 minutes

Workshop module structure

This workshop module is divided into the following *required* parts:

- Part A: Introduction to Duet Reading
- Part B: Sensitivity exercise
- Part C: Discussion of techniques
- Part D: Summary.

Materials

The following table identifies the materials necessary for the workshop module.

Type	Materials
Handouts	<ul style="list-style-type: none">• Duet Reading• Duet Reading exercise
Teaching aid	<ul style="list-style-type: none">• Duet Reading exercise – Tutor copy

How to prepare .

- Read through the description of the method on the handout Duet Reading.
- You may use the prepared Duet Reading exercise handout or make up a reading exercise of your own. Practice it until you can read it aloud without error (see teaching aid Duet Reading exercise Tutor copy).

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WM 3E-3: Duet Reading, Continued

How to present
Part A

Part A: Introduction to Duet Reading

Follow the steps below to present this part of the workshop module.

Step	Action
1	Distribute the <i>Duet Reading</i> handout to the participants.
2	Explain that duet reading is a method in which the tutor and student read aloud together.
3	Discuss the purposes of using this method: <ul style="list-style-type: none"> • It increases the student’s fluency of reading and vocabulary. • It has been proven effective in raising reading levels. (Mention the California study which showed that students with severe reading challenges who received 7.5 hours of instruction in this method over a six week period gained 2.2 grade levels.) • It provides the student access to reading material which they are interested in but cannot yet read alone. • It allows the student to hear fluent reading with expression. Many students may never have been read to before. • It provides a change of pace in the lessons.
4	Give a brief synopsis of how to use this method. <i>Reference:</i> See <i>Duet Reading</i> handout for step-by-step instructions.

Part B: Sensitivity exercise

How to present
Part B

Follow the steps below to present this part of the workshop module.

Step	Action
1	Distribute the <i>Duet Reading exercise</i> to the participants and ask them to leave it face down in front of them.
2	Explain to the participants that you are going to role-play this method and they will be the students. Note that the material they will read has been rewritten so that all the words are respelled in a different manner. While the participants will recognize many of them, some may look unfamiliar. Encourage them to follow as well as possible.
3	Have the participants turn over the reading exercise. Point out to them what the passage is about, and ask them to read aloud with you, starting with the title. Continue reading until finished.

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WM 3E-3: Duet Reading, Continued

How to present Part C

Part C: Discussion of technique

Follow the steps below to present this part of the workshop module.

Step	Action
1	<p>Discuss the group's reaction to the exercise.</p> <ul style="list-style-type: none"> • Did they enjoy the exercise? • When did they have the most difficulty? • Which parts were easiest to read? <p>Relate these feelings to those that will be experienced by the student who knows many but not all the words.</p>
2	<p>Mention that some students may become very frustrated if the reading level is too high. In that case, the tutor should select an easier book.</p> <p>Other students may find it very easy to keep up. In that case, select a higher-level book.</p>
3	<p>Ask the participants what they did to keep up.</p> <ul style="list-style-type: none"> • Read several words ahead in order to be prepared. <i>Note:</i> This helps the student develop rapid eye movement, which is essential to a good reader. • Skipped occasional words. <i>Note:</i> In order to get the general meaning of a passage, it is important not to stop and analyze every word. • Followed the tutor's finger. <i>Note:</i> Some students will need to follow the tutor's finger to know where the tutor is reading.
4	<p>Ask the participants if they know the details of what they just read. Point out that those who are very interested in the topic will have gleaned more than those with little interest in the subject.</p> <p>Stress the importance of</p> <ul style="list-style-type: none"> • not asking comprehension questions or using the material to teach phonics or sentence structure skills, and • selecting material that is of high interest to the student.
5	<p>Give examples of high-interest materials, which have been successfully used with students for duet reading, such as magazine articles or books on a subject of interest to the student.</p>

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WM 3E-3: Duet Reading, Continued

**How to present
Part D**

Part D: Summary

Follow the steps below to present this part of the workshop module.

Step	Action
1	Recap the major points, asking the participants to refer to their <i>Duet Reading</i> handout. <ul style="list-style-type: none">• Select high-interest reading material which is a little above the student's reading level.• Read aloud together, at a normal rate of speed and with expression. Do not ask the student to read by themselves.• Draw a finger along beneath the lines being read.• Keep going, even if the student falls a little behind. Only if the student stops completely, should the tutor also stop, offer encouragement, and then begin again.• Ask no questions.
2	Explain that this method is suitable for students who have a fair-sized sight vocabulary: Students who have finished Skill Book 3, and Students using the Alternative Method for Skill Book 1 to fill in missing skills, but who need reading material which is more challenging.
3	Encourage the participants to try this method with their students. <i>Note:</i> Five to ten minutes of duet reading at the end of each lesson is ideal.

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WM 3E-3: Duet Reading, Continued

How to present
Part E

Part E: Variations

Follow the steps below to present this part of the workshop module.

Step	Action
1	<p><i>Duet reading at reading level</i></p> <p>Explain to the participants that reading aloud together can help improve the student's fluency and word recognition skills, even if the material is familiar or at the student's reading level.</p> <p>Duet reading of Skill Book 1 Stories or Language Experience stories can be very helpful for a beginning student.</p>
2	<p><i>Alternating duet reading and reading to the student</i></p> <p>Discuss the value of reading to the student and reading alternatively with the student. The student hears fluent, expressive reading, which should provide a model for them. It gives the student access to reading material which they could not read independently, but avoids any frustration.</p> <p>Stress the importance of tutors discussing these techniques with their students before using them.</p>
3	<p><i>Recording the student on tape</i></p> <p>Suggest the use of a tape recorder to help the student evaluate their progress.</p> <p>The student records an oral reading of a passage. After practicing with duet reading, they record the passage again. The student can then compare their reading and hear how it has changed.</p>

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WM 3E-4: Introduction to Math

Introduction *Purpose and outcomes*

The purpose of this workshop module is to

- decrease anxiety about tutoring or studying math
- identify some of the strategies used in doing math problems
- familiarize tutors with the resources available to help students with math, and
- identify how everyday activities and materials could be used to teach math.

Timing: 25-30 minutes

Workshop module structure

This workshop module is divided into the following *required* parts:

- Part A: Math anxiety
- Part B: Math strategies
- Part C: Available resources
- Part D: Everyday math activities.

Materials

The following table identifies the materials necessary for the workshop module.

Type	Materials
Display	<ul style="list-style-type: none">• Any math resources that are available
Handouts	<ul style="list-style-type: none">• Math Strategies for Students• Math Games and Puzzles• Resources and Materials for Teaching Math• Shopping Mall Scavenger Hunt
Visual aids	<ul style="list-style-type: none">• What's Wrong Here?• <i>Changing the Rules</i> video (if available)
Other	<ul style="list-style-type: none">• Everyday materials such as money, a measuring cup, playing cards, dice, a clock or watch, etc.

How to prepare .

- Read through the Teacher's Manuals for Breakthrough to Math, Math for the Real World, Math Stories, Smart Solutions and other math resources locally available.
- Prepare a display of these books and materials.
- Consider ways that everyday materials can be used to teach math skills, or see suggested list in Resources and Materials for Teaching Math handout. Gather any of these materials that you decide to use for this workshop module.

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WM 3E-4: Introduction to Math, Continued

How to present Part A

Part A: Math anxiety

Follow the steps below to present this part of the workshop module.

Note: The *Math Strategies For Students* handout can be distributed at the beginning of this workshop module or after the discussion.

Step	Action
1	To reduce any math anxiety on the part of the participants show the visual aid <i>What's Wrong Here?</i>
	Point out that math is all around us and reassure participants that we are not dealing with complex ideas. Most math is just common sense.
2	Ask the participants why many people (including both tutors and students) dislike math or feel that they can't do math.
3	Discuss ways that anxiety about teaching or learning math may be reduced.

Reference: See *Math Strategies for Students* handout for suggested answers.

How to present Part B

Part B: Math strategies

Follow the steps below to present this part of the workshop module.

Step	Action
1	Ask the participants to suggest ways to remember math facts.
2	If the video, <i>Changing the Rules</i> , is available, you may want to show a brief module, demonstrating how learning addition and/or multiplication tables can be achieved through repetitive practice.
3	Briefly describe the steps to be used when solving a math problem (see <i>Math Strategies for Students</i> handout).
	Point out that <ul style="list-style-type: none">• steps 1, 2 and 3 involve comprehension of the written words• steps 4 and 5 involve math strategies• step 6 involves applying the chosen operation, and• in step 7 students check to see if the solution makes sense.

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WM 3E-4: Introduction to Math, Continued

How to present Part B (continued)

Step	Action										
4	<p>Ask the participants for clue words in math word problems which can help the student decide on the operation they need to perform.</p> <table border="1"> <thead> <tr> <th>Operation</th> <th>Clue Words</th> </tr> </thead> <tbody> <tr> <td>Addition:</td> <td>altogether, total, sum, in all, also, and</td> </tr> <tr> <td>Subtraction:</td> <td>difference, less or more, words that compare things, left, get back, save, from, take away, remains</td> </tr> <tr> <td>Multiplication:</td> <td>same as addition, except student is asked to total the same number a certain number of times, times, at, product</td> </tr> <tr> <td>Division:</td> <td>each, one, per, quotient, how many groups, divided equally</td> </tr> </tbody> </table>	Operation	Clue Words	Addition:	altogether, total, sum, in all, also, and	Subtraction:	difference, less or more, words that compare things, left, get back, save, from, take away, remains	Multiplication:	same as addition, except student is asked to total the same number a certain number of times, times, at, product	Division:	each, one, per, quotient, how many groups, divided equally
Operation	Clue Words										
Addition:	altogether, total, sum, in all, also, and										
Subtraction:	difference, less or more, words that compare things, left, get back, save, from, take away, remains										
Multiplication:	same as addition, except student is asked to total the same number a certain number of times, times, at, product										
Division:	each, one, per, quotient, how many groups, divided equally										
5	Ask participants what strategies they use when doing math (see <i>Math Strategies for Students</i> handout for suggestions).										
6	<p>Ask participants which of the following solutions to a math problem would make sense:</p> <ul style="list-style-type: none"> • A giraffe is 18 feet tall • Jean's grandfather is 18 years old • You should take 18 teaspoons of medicine • You should take the medicine for 18 days. <p><i>Note:</i> In each case the answer is 18, but not all of them make sense.</p>										

How to present Part C

Part C: Resources available

Follow the steps below to present this part of the workshop module.

Step	Action
1	<p>Point out your display of math resources. Hold up the books as you talk briefly about each series and the highlights of each.</p> <p><i>Reference:</i> See <i>Resources and Materials for Teaching Math</i> handout for specifics of each book series.</p>
2	Demonstrate and talk about any other math resources available locally.

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WM 3E-4: Introduction to Math, Continued

How to present Part C

New Math Resources online can be downloaded for free: <http://www.laubach-on.ca/bookstore/book/modern-math-modules>

These modules are designed to help learners acquire the skills they need to understand and use numbers in real-life. The material is organized into modules with accompanying answer keys.

The modules were developed by creating an updated version of the now out-of-print *Math for the Real World* series. The content has been reorganized, supplemented and revised. As the material was updated, the content in the *Breakthrough to Math* series was reviewed to make sure all concepts in the first two levels were covered in the modules. Customary measures were replaced with metric measures. American currency was replaced with Canadian money. American content was “Canadianized”.

The applications were re-cast as task-based activities and cross-referenced with the Ontario Adult Literacy Curriculum Framework (OALCF). An OALCF connection section is included for each task-based activity in the answer keys.

How to present Part D

Part D: Everyday math activities

Follow the steps below to present this part of the workshop module.

Step	Action
1	Suggest to the participants that math can be taught using everyday materials to create math activities.
2	Divide the participants into small groups. Give each group one of the materials (props) that you have selected for this demonstration.
3	Ask each group to list all of the math skills which could be taught using their prop. Give the groups only a few minutes to do this.
4	Ask each small group to share their ideas with the full group.
5	Point out that many of our everyday activities involve math. By using these activities to teach math, we take away some of the math anxiety and increase the motivation to learn.
6	Refer the participants to the <i>Shopping Mall Scavenger Hunt</i> handout. Point out that this is an example of an activity that can be given to students to use many of their math skills in a fun and real-life context. It can be adapted to suit the individual student’s needs or interests.

WM 3E-5: Supplementary Materials

Introduction *Purpose and outcomes*

The purpose of this training module is to

- present a sampling of low-level, high-interest material available for adults
- identify how to obtain copies of these materials.

Timing: 5 - 10 minutes

Materials

The following table identifies the materials necessary for this training module.

Type	Materials
Display	<ul style="list-style-type: none"> • Challenger Adult Reading Series • Breakthrough to Math • New Readers Bookstore catalogue and order form • Books published by New Readers Bookstore • Copies of any locally-produced materials • Copies of any newspapers written for students
Handouts	<ul style="list-style-type: none"> • Challenger Adult Reading Series (optional) – See <i>Overview of the Challenger Adult Reading Series</i> workshop module later in this section.

How to prepare Set up a display of low-level, high-interest publications, which are available for student and tutor use. Group them according to the level of reading difficulty and by subject area (such as life skills, history).

This display should be available for browsing throughout the workshop.

How to present Follow the steps below to present this workshop module.

Step	Action
1	<p>Point out to the participants that they have already been introduced to supplementary materials at Levels 1 and 2.</p> <p>Explain that much more informative and leisure reading material is available after Skill Book 3.</p>
2	<p>Show samples of upper-level materials. Include</p> <ul style="list-style-type: none"> • a variety of books and subject areas • some student-written material • books published by New Readers Bookstore.

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WM 3E-5: Supplementary Materials, Continued

How to present (continued)

Step	Action
3	<p>Show the participants the first level in the Breakthrough to Math series. Explain that it is a program that the student works through independently.</p> <p>Point out that the series</p> <ul style="list-style-type: none"> • starts with basic number concepts • includes the basic functions of math • works up to fractions, decimals and percents, and • ends with algebra and geometry. <p>Mention that each level contains word problems which relate math to everyday life.</p>
4	<p>Show one or two books in the Challenger Adult Reading Series. Explain that it is an eight-book program designed for students with increased self-confidence, those not afraid to make mistakes.</p> <p>It includes motivating reading selections and a variety of written exercises which integrate</p> <ul style="list-style-type: none"> • phonics • word analysis • vocabulary • reading comprehension • writing, and • reasoning skills. <p>It can be used on its own or integrated into the Laubach Way to Reading series lessons. Refer to the <i>Challenger Adult Reading Series</i> handout if used.</p>
5	<p>Explain that New Readers Bookstore publishes the Laubach Way to Reading series and specializes in low-level, high-interest materials designed to bring the adult new reader to functional literacy. Much of the material is correlated to the Skill Book levels.</p> <p>You may wish to refer participants to the earlier handout, <i>A Laubach Ladder of Literacy</i>, that shows all of the Skill Book levels and associated materials.</p> <p>They also publish a catalogue listing the materials available from Laubach Literacy Bookstore: http://www.laubach-on.ca/bookstore</p>

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WM 3E-5: Supplementary Materials, Continued

How to present (continued)

Step	Action
6	<p>Discuss how the participants can obtain copies of books or materials. Answer the following questions:</p> <ul style="list-style-type: none"> • Does the literacy agency have a lending system? • Where are the books and materials kept? • When can tutors pick them up? • For how long can they be borrowed? • Can tutors order materials through the Agency? How?
7	<p>Show any newspapers written for students. Explain to the participants the following:</p> <ul style="list-style-type: none"> • how often it is published • what it contains • what the cost is, if any, and • how they can obtain a subscription.
8	<p>Show any locally produced materials. Explain briefly how they were produced and how tutors can obtain copies.</p>
9	<p>Invite the participants to browse through the supplemental reading displays during coffee break.</p> <p>Stress that Agency staff will be happy to advise what is available to meet your student's needs.</p>

Alternative presentations



Alternative 1: Look-See Chain

Sometimes participants are so busy learning how to tutor and talking with fellow participants that they do not have the time to look at the display of supplemental materials. To ensure that each participant has “hands-on” time for these materials try the following alternative presentation.

Step	Action
1	<p>Pass out one of the items from the display to each participant.</p> <p>Explain that</p> <ul style="list-style-type: none"> • they will have fifteen seconds to look at the item (not read it, just look through it) • they might want to jot down interesting titles that they would like to look at more closely • you will give a signal at the end of the fifteen seconds (a whistle, bell, handclap, or the word "Pass"), and • at this point the participants will pass what they have to the person on their right.

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WM 3E-5: Supplementary Materials, Continued

Alternative presentations (continued)

Step	Action
2	Continue giving signals and passing the books until the participants have seen a good selection of the materials. <i>Note:</i> This method only works well if you emphasize the necessity of everyone acting <i>immediately</i> on hearing the signal to pass—not before or after. You must also clearly establish the route for passing. If rows are used, you should have a “runner” take the material from the last person to the first person.
3	Explain where and how the participants can obtain the materials.



Alternative 2: Progressive Browsing

Follow the steps below for this alternative presentation.

Step	Action
1	Divide your display into several categories, each on a different table, with each table clearly numbered.
2	Ask the full group to count off according to the number of tables.
3	Direct the participants to go to the table bearing their number. At each table there will be a trainer or experienced tutor who can explain the materials on it and keep people interested in a thorough browsing.
4	Allow the participants to browse for a couple of minutes.
5	Give them a signal to move to the table with the next number.
6	Continue this process until the participants have been to all the tables.
7	Explain where and how the participants can obtain the materials.

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WM 3E-5: Supplementary Materials, Continued

Alternative presentations (continued)



Alternative 3: Scavenger Hunt

If time allows, add this activity to the end of this workshop module.

Step	Action
1	<p>Distribute to the participants a list of things to “find out” by browsing through the supplementary material displayed.</p> <p><i>Note:</i> It is important that your questions encourage the participants to look at the materials that might be useful for their students, including</p> <ul style="list-style-type: none"> • Breakthrough to Math • the Challenger Adult Reading Series • some books published by New Readers Bookstore, and • any locally-produced materials. <p><i>Sample Questions</i></p> <p>Following is a sample of questions you might give to participants to research. Make up your own questions based on the local Council’s resources.</p> <ul style="list-style-type: none"> • Find a book that you might use with a student interested in <ul style="list-style-type: none"> ○ Canadian history ○ mysteries ○ child care. • Where did the term "bigwig" originate? • What two resources might you use with a student who needs to learn how to fill out forms? • Find a practical word problem that could be used for a student who is learning to multiply. • Who was the first Canadian woman doctor?
2	Explain where and how the participants can obtain the materials.

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WM 3E-6: Overview of the Challenger Adult Reading Series

Introduction

Purpose and outcomes

The purpose of this workshop module is to

- identify the main differences between the *Laubach Way to Reading* series and the *Challenger Adult Reading* series
- determine when the Challenger series would be appropriate for a particular student or tutor
- present the general content of the Challenger lessons which could be used either as the primary or as supplementary material for students, and
- give participants the opportunity to practice teaching a lesson from Challenger 1 (optional).

Timing: 15 - 60 minutes (if practice is included)

Workshop module structure

This workshop module is divided into the following parts:

- Part A: Introduction
- Part B: Differences between Laubach Way to Reading and Challenger
- Part C: Components of the Challenger Series
- Part D: How to Use the Challenger Series
- Part E: Demonstration and Practice
- Alternative presentations
 - Alternative 1: Additional Story Practice
 - Alternative 2: Using Challenger in Other Workshop Modules.

Materials

The following table identifies the materials necessary for the workshop module.

Type	Materials
Display	<ul style="list-style-type: none"> • Display of the Challenger Series
Handouts	<ul style="list-style-type: none"> • Challenger Adult Reading Series • Review and Reinforcement Ideas for Challenger • <i>Optional handouts</i> • Instructions for Role Play (Tutor and Student) • Copies of Lesson 2 Chart and Story
Visual aids	<ul style="list-style-type: none"> • Purposes of Instructional Reading Material • Samples of lessons (see <i>Suggested Sample Challenger Pages</i>)
Other	<ul style="list-style-type: none"> • Black / White Board or Flipchart

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WM 3E-6: Overview of the Challenger Adult Reading Series, continued

How to prepare . Read the Challenger In-Service Training Module (available from New Readers Press).

- Read the Challenger Teacher’s Manual for Books 1 - 4.
- Skim through the eight books, selecting samples of lessons which demonstrate the contents of each book and the variety of phonics, reading, writing, vocabulary building and reasoning exercises. (See the teaching aid Suggested Sample Challenger Pages for a list of pages to present as visual aids.)
- Prepare a display of some of the Challenger books, including the Teacher’s Manuals and puzzle books.
- If possible, think of some examples of students who have benefited from the Challenger series, and other students who have not liked it. Include these student experiences in your presentation.
- If you are going to demonstrate Book 1, Lesson 1, study the instructions in the Teacher’s Manual and practice with a partner who will role-play the part of a student making typical mistakes.

How to present *Part A: Introduction*
Part A

Explain to the participants that the Challenger Series is an eight-book series, developed by Corea Murphy, a teacher of adolescent boys in New York City.

New Readers Press published the series because

- they recognized new readers have different needs and learning styles
- volunteers had identified a need for a series to serve students who already had some basic skills, and
- local programs wanted a series which was suited to working with small groups and one that would transition students from the one-to-one relationship.

Handout: Challenger Adult Reading Series.



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WM 3E-6: Overview of the Challenger Adult Reading Series, continued

How to present
Part B

Part B: Differences between Laubach Way to Reading and Challenger

Follow the steps below to present this part of the workshop module.

Step	Action
1	Point out that there are some major differences between the two series of books. Refer to comparison provided in the Challenger
 2	<p>Explain that instructional reading materials can have different primary purposes.</p> <p>Show the visual aid <i>Purposes of Instructional Reading Material</i> which demonstrates the overlap of these primary purposes and discuss the following points:</p> <ul style="list-style-type: none"> ● Skills Development: The <i>Laubach Way to Reading</i> is a good example of a series that focuses on all the sub-skills involved in reading and writing and it sequences these skills in a very structured way. ● Competency: Some materials focus on the application of skills to everyday life, such as banking, shopping etc. ● Information/Literature: The <i>Challenger</i> series is a good example of high-interest materials which motivate a person to <ul style="list-style-type: none"> – want to read – develop an enjoyment for language, and – broaden their horizons.
 3	<p>Explain that the philosophy of the <i>Challenger</i> series differs from that of the <i>Laubach Way to Reading series</i>.</p> <p>Show the covers of several of the Challenger books and explain that the lessons are meant to challenge the student. It is alright for them to make mistakes—students are encouraged to learn from their mistakes.</p> <p>Ask the participants how this differs from the LWR philosophy.</p>
4	Point out that the <i>Challenger</i> series also places importance on critical thinking and reasoning skills. It attempts to develop independent, critical readers, able to evaluate what they read.

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WM 3E-6: Overview of the Challenger Adult Reading Series, continued

How to present Part B (continued)

Step	Action
5	<p>Ask the participants what type of student the <i>Laubach Way to Reading</i> series works well for.</p> <p>Responses may include students who</p> <ul style="list-style-type: none"> • have low self-esteem and fear of failure • need one-to-one instruction • need a lot of teacher direction • lack basic skills • learn best with structured materials • like small, sequential steps.
6	<p>Ask the participants what type of tutor the <i>Laubach Way to Reading</i> series works best for.</p> <p>Responses might include tutors who</p> <ul style="list-style-type: none"> • have no teaching experience • appreciate security of a step-by-step Teacher’s Manual • are unsure of their ability to teach • prefer to work with a beginning student • lack resources to develop lessons.
7	<p>Explain that you will discuss the characteristics of students and tutors who would be appropriate for Challenger after having them learn more about the series. (See Part D)</p>

How to present Part C

Part C: Components of the Challenger series



Follow the steps below to present this part of the workshop module.

Step	Action
1	<p>Direct the participants to the display of the <i>Challenger</i> series as you make the following points:</p> <ul style="list-style-type: none"> • eight student books • approximate grade levels: 1-9 • some books contain fiction, some non-fiction • each book contains twenty lessons • the answer key allows student to correct own work.

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WM 3E-6: Overview of the Challenger Adult Reading Series, continued

How to present Part C (continued)

Step	Action
 2	<p>Display a typical page from the Teacher's Manual.</p> <p>Point out how much less detailed or scripted this is compared to the Laubach Way to Reading Teacher's Manuals.</p> <p>Also point out that there are no replicas of the student's pages. As a result, the tutor will need a student's book to prepare the lessons.</p>
 3	<p>Show Book 1, Lesson 1 to demonstrate the following:</p> <ul style="list-style-type: none"> ● Each lesson in the odd-numbered books introduces phonics principles in a chart format. ● Both short and long vowel sounds are introduced, but these will be reinforced repeatedly. ● Lesson 1 introduces 70 new words compared to LWR Lesson 1 which introduces 13 new words. (Challenger Book 1 introduces over 1500 words while LWR Book 1 introduces only 132 words.) Vocabulary is controlled in both series. ● Each lesson introduces a reading selection. (In Book 1, the stories are fiction and deal with the lives of a group of friends in their early 20's. Reading is usually oral.) ● Comprehension questions are both literal and applied. (<i>Ask the participants to give an example of a literal comprehension question for the first story, and then an applied question.</i>) In Book 1, the questions are answered orally. ● Writing exercises are included in every lesson. In Book 1, they focus on legible and accurate copying. There is also a spelling exercise which works on the silent e rule. Eventually, most written exercises are done for homework.
4	<p>Depending on how much time is available for this module, you could show selected lesson parts from the different books to show</p> <ul style="list-style-type: none"> ● the development of phonics principles ● the increasing complexity of the stories, and ● the variety of writing exercises. <p>Include spelling and grammar practice exercises, vocabulary development exercises and some of the study skills exercises which students may need if they plan to continue their education.</p>

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WM 3E-6: Overview of the Challenger Adult Reading Series, Continued

How to present Part C (continued)

Step	Action
5	<p>Explain that a large part of each lesson plan should include review and reinforcement activities that will help students with their individual areas of difficulty.</p> <p>For review and reinforcement resources, refer tutors to</p> <ul style="list-style-type: none"> ● the <i>Review and Reinforcement Ideas for Challenger</i> handout ● the section on reinforcement activities in the Teacher’s Manuals, and ● additional exercises from other books and materials such as <ul style="list-style-type: none"> ○ Focus on Phonics ○ LWR Skills Practice ○ Reading for Living, and ○ Patterns in Spelling.

How to present *Part D: How to use the Challenger series*

Part D Follow the steps below to present this part of the workshop module.

Step	Action
 1	<p>Discuss with the participants which students would be most appropriate for the <i>Challenger</i> series.</p> <p>Add to the comparison chart you started in Part B.</p> <p>Characteristics of an ideal Challenger student might include:</p> <ul style="list-style-type: none"> ● has some basic skills (letter names and sounds, sight vocabulary, etc.) ● likes a challenge—not afraid to make mistakes ● enjoys working independently—does not need constant teacher support ● able to assume responsibility for completion of work. <p>Give examples of students from your experience who were well suited for <i>Challenger</i>.</p>
 2	<p>Discuss which tutors would most enjoy working in the <i>Challenger</i> series. Characteristics might include:</p> <ul style="list-style-type: none"> ● has previous teaching or tutoring experience ● has access to teaching resources ● may see highly structured method as too restrictive ● likes to be creative ● is confident in teaching ability.

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WM 3E-6: Overview of the Challenger Adult Reading Series, continued

How to present Part D (continued)

Step	Action
3	<p>Explain that the review exercises at the end of each book can be used to determine in which book a student should begin.</p> <p>Provide the following guidelines:</p> <ul style="list-style-type: none">• If the student gets 80 correct, they are a likely a candidate for the next book.• It is important to show the books to the student and involve them in the decision making process.• Before beginning, ask the student about their comfort level with the reading and writing exercises.• If in doubt, it is usually better to place low and adjust upward later if needed.
4	<p>Point out that individual stories or written exercises may be used to supplement other workbooks.</p> <p><i>For example:</i> Stories from <i>Challenger</i> might be used for a student who is working on basic phonic skills in <i>Laubach Way to Reading</i>. If the student already has a good sight vocabulary but would like to work more on comprehension and critical thinking skills these supplements would be useful.</p> <p>Spelling or grammar exercises may also be selected to reinforce skills introduced in another series. Give specific student examples if possible.</p>
5	<p>Point out that the instructions for the tutor were written by a teacher who was dealing with difficult-to-handle teens. It is not necessary to follow the instructions precisely, especially if they go against your own personal teaching philosophy.</p> <p><i>For example:</i> You may choose to place less emphasis on accuracy when reading orally and/or may choose to handle the students' reading errors differently (such as, not using a pen to mark mistakes).</p>

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WM 3E-6: Overview of the Challenger Adult Reading Series, continued

How to present Part E

Part E: Demonstration and Practice

Demonstration and practice is recommended if many of the students in the local agency use the Challenger series. However, this activity requires at least 30 minutes.

Follow the steps below to present this part of the workshop module.

Step	Action
1	Explain that you will demonstrate how to review the chart with a student, using Book 1, Lesson 1. When you are finished, a practice session will follow using Lesson 2.
2	With another member of the training team role-playing the student and using an overhead transparency or PowerPoint presentation, demonstrate how to teach the chart words, as described in the Teacher's Manual. Include a brief random review of the entire
3	<p>The person role-playing should plan to have difficulty with some sounds and the meaning of at least one word. Mistakes might include the following:</p> <ul style="list-style-type: none"> • mixing up the short /i/ and /e/ sounds • inability to decode the words “hate”, “woke” and “Eddie” • not knowing the meaning of the word “fuse”.
4	<p>Discuss the teaching techniques used with the Challenger charts:</p> <ul style="list-style-type: none"> • The “guide sound” on each line is introduced and practiced first. Usually the vowel sounds are the most difficult. • When the student has difficulty with a particular sound, the tutor helps them to select a cue word and make notes in the margin. • The tutor helps the student sound out any unknown words by <ul style="list-style-type: none"> ○ first determining if the vowel sound is long or short ○ then adding the ending consonant sounds, and ○ finally adding the beginning letter(s). <p><i>Note:</i> This procedure forces the student to focus on the vowel and to take time when sounding out unknown words.</p> <ul style="list-style-type: none"> • The meanings of unknown words are taught by using them in sentences. • The random review of the entire chart consists of several steps: <ul style="list-style-type: none"> ○ reading words down the columns ○ alternating easy and difficult words ○ locating a word. • The tutor ensures that the student can recognize at least 50 of the words by sight before beginning the story.



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WM 3E-6: Overview of the Challenger Adult Reading Series, continued

How to present Part E (continued)

Step	Action
5	Divide the group into pairs for EOTO practice. Distribute to the “tutors” the <i>Lesson 2 Chart & Story</i> and the <i>Instructions for Tutor Role-Play</i> handout for the Chart only (unless the Story is also to be practiced—see Alternative 1 below).
6	Distribute to the person who will role-play the student the <i>Instructions for Student Role-Play</i> handout containing suggested errors to make. The “student” should make three or four errors.
7	After the practice, discuss observations made by the training team and answer any questions the participants may have.

Alternative presentations



Alternative 1: Additional Story Practice

In addition to the demonstration and practice of a Challenger chart, you may wish to demonstrate and include practice teaching of the Lesson 2 Story.

Step	Action
1	Demonstrate how to teach the story including <ul style="list-style-type: none"> • reading the <i>Words for Study</i> • reading the title and discussing what the story is about • sounding out any unknown chart words in the story • noting reading errors (including word endings) • asking general, specific and applied comprehension questions.
2	Discuss the techniques used including <ul style="list-style-type: none"> • the reason for not sounding out <i>Words for Study</i> (many phonics principles have not been introduced yet) • the development of predicting skills • the importance of accuracy in oral reading and avoiding repetition • how to help with decoding or concentration problems (see Teacher’s Manual) • the importance of moving from general to specific questions • how to respond to answers to applied questions (no right answer).
3	Practice instructions should include the Story for Lesson 2.

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WM 3E-6: Overview of the Challenger Adult Reading Series, continued

Alternative presentations (continued)



Alternative 2: Using Challenger in Other Workshop Modules

If many of the students in the local council use the Challenger series, you might wish to introduce the Challenger (as described in this workshop module) and modify other modules in the workshop to reflect the Challenger material.

- When presenting the *Review and Reinforcements* workshop module, consider using some of the ideas presented in the Challenger Teacher's Manual. Distribute the handout: *Review and Reinforcement Ideas for Challenger* .
- In the *Lesson Planning* module, plan a lesson for a student who is working with the Challenger series.
- If you do a module on *Reading Comprehension*, you may want to examine how comprehension skills are developed through the Challenger books. (See *Section B: Sample Comprehension Skills* in the Challenger In-Service Training Module available from New Readers Press.)
- In the *Motivating Students to Write* module, discuss how writing skills are developed through the Challenger books.

Alternative presentations (continued)



Alternative 3: Showing the "Introduction to Challenger" videos

These training videos, along with others from New Readers Press, are now available in the following ways:

Purchase through LLO Bookstore <http://www.laubach-on.ca/bookstore/training-by-design>

Call the LLO Office for a DVD version.