

Subsection A: Introduction to the LWR Series

Overview

- Introduction** Subsection A contains the workshop modules that
- introduce the Laubach Way to Reading series, and
 - acquaint participants with the specific techniques for teaching the Laubach Way to Reading series using the first lesson of Skill Book 1.

In this subsection

This subsection contains the following workshop modules (WM):

Topic	See Page
WM 3A-1: The Laubach Way to Reading Series	3A-3
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Additional Resources and/or Modules available online:

OALCF related:

<http://www.laubach-on.ca/bookstore/book/lwr-plus-task-based-activities-lwr-book-1>

LWR+ Task-Based Activities are aligned with the competencies and task groups within the Ontario Adult Literacy Curriculum Framework (OALCF) including level indicators and performance descriptors. They can also be used as stand-alone activities for learners at (IALS) Level 1 who are not using Laubach Way to Reading skill books.

Overview of the Laubach Way to Reading Series (PowerPoint)

[The Literacy Ladder - Helen McLeod, Hamilton Literacy Council](#)

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WM 3A-1: The Laubach Way to Reading Series

Introduction

Purpose and outcomes

The purpose of this workshop module is to

- present an overview of the complete Laubach Way to Reading series.
- identify the purpose of the series and the unique manner in which it builds reading skills.

Timing: 5 – 10 minutes

Workshop module structure

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

- Part A: Introduction to the LWR series
 - Part B: Content of the LWR series.
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Materials

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

Type	Materials
Handouts	<ul style="list-style-type: none">• A Laubach Ladder of Literacy• The Laubach Way to Reading Series
Visual aids	<ul style="list-style-type: none">• “Ellen Bell” Poster
Display	<ul style="list-style-type: none">• LWR series display

How to prepare . Read the Table of Contents in each of the four Teacher’s Manual and the introductory section entitled *The Laubach Way to Reading* .

- Set up a display of the LWR series, including the Skill Books, Teacher's Manuals, correlated Readers, Checkups, and Diplomas. Stand the books on a table or a special display rack so that they are visible to the participants, and, if possible, arrange the material to convey the idea of a “ladder”.
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WM 3A-1: The Laubach Way to Reading Series, Continued

How to present Part B (continued)

Step	Action
3	<p>Give the full title of Skill Book 2 and use it to illustrate how the LWR series sorts out the difficult sound system of the English language:</p> <ul style="list-style-type: none"> • Explain why the English sound system can be very difficult: <ul style="list-style-type: none"> - the twenty-six letters make forty-three sounds - there are eighteen sounds for the five vowels, and - there are twenty-two spellings for the five long vowel sounds. • Show Side 1 of the “<i>Ellen Bell</i>” visual aid (or the <i>alternative sign</i>). <div style="border: 1px solid black; padding: 10px; text-align: center; margin: 10px 0;"> <p>The little bee is on the beautiful red flower.</p> </div> <p>Explain that this is a typical sentence, which a first grader might be asked to read. Ask the participants to note all the different sounds for the letter ‘e’.</p> <p>Show Side 2 of the “Ellen Bell” sign (or the alternative sign).</p> <div style="border: 1px solid black; padding: 10px; text-align: center; margin: 10px 0;"> <p>Ellen Bell sells fresh eggs.</p> </div> <p>Explain that the LWR series tries to avoid confusion by teaching only one sound at a time. The short vowel sounds are introduced first. Carefully controlled vocabulary ensures that ‘e’ always represents the same sound.</p> <p>As the student masters each sound they move on to the next in the following order:</p> <ol style="list-style-type: none"> 1. Short vowels sounds 2. Long vowels sounds 3. Variant spellings of vowel sounds. <p>Point out that 88% of common English words have regular spellings.</p>
4	<p>Show Skill Book 3 and mention that it</p> <ul style="list-style-type: none"> • introduces <ul style="list-style-type: none"> - the long vowel sounds - cursive writing • includes <ul style="list-style-type: none"> - longer stories with material relevant to the student's life, and - practical, life-skills material.

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WM 7A-4: Introduction to Printing and Balance of Lesson 1

Continued

How to present Part B (continued)

Step	Action
5	<p>Show Skill Book 4 and mention that</p> <ul style="list-style-type: none">• it presents the remaining<ul style="list-style-type: none">– vowel sounds such as /oo/, /ou/, /oi/, and– consonant sounds with irregular spellings such as ph and kn• by the end of the book, the student will have learned<ul style="list-style-type: none">– all of the word attack and phonic skills needed to decode words, and– how to look up words in a dictionary.
6	<p>Using the components of one level, point out the basic material and how it is correlated and colour-coded:</p> <ul style="list-style-type: none">• Teacher’s Manual:<ul style="list-style-type: none">– Point out that the Teacher’s Manual includes detailed instructions for the tutor. Refer the participants to the detailed pictures and dialogue for Lesson 1.– Point out the reduced copies of each page from the student's Skill Book. This helps the tutor to prepare the lessons.– Refer the participants to the <i>Notes on Style</i> in Teacher’s Manual 1, and briefly summarize the marks and abbreviations.• Correlated Reader: Mention that the Reader provides extra reading material with vocabulary controlled to the Skill Book level.• Checkup: Explain that the Checkup provides a means of assessing how the student and tutor are doing and what requires added emphasis or reinforcement as the student progresses through each level.• Diploma: Mention that the Diploma is given to recognize the student’s completion of each level. This may be very significant to the student.

WM 3A-2: Teaching Skill Book 1, Lesson 1

Introduction

Purpose and outcomes

The purpose of this workshop module is to

- discuss the content and purpose of Skill Book 1
- have the participants
 - . observe the exact method of teaching the first Chart and Story
 - . practice (in unison) the teaching pattern used for the Chart, and
 - . understand the techniques used in teaching the Chart and Story.

Timing: 30 - 35 minutes

Workshop module structure

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

- Part A: Overview of Skill Book 1
- Part B: Introduction to chart demonstration
- Part C: Demonstration and unison practice of chart
- Part D: Discussion of chart techniques
- Part E: Demonstration and discussion of story
- Alternative presentation: Demonstrate Story after Chart.

Materials

The following table identifies the materials to use for this workshop module.

Type	Materials
Handouts	<ul style="list-style-type: none">• Chart Techniques FAQs• Story Techniques FAQs
Visual aids	<ul style="list-style-type: none">• Trainer Charts for Chart 1 and Story 1• Cue card poster
Display	<ul style="list-style-type: none">• Teacher's Manual 1• Skill Book 1

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WM 3A-2: Teaching Skill Book 1, Lesson 1, Continued

How to prepare . Read the *Introduction to Skill Book 1* in the Teacher's Manual.

- Study the instructions for teaching Lesson 1 in the Teacher's Manual.
- Memorize the presentation of the first Chart and Story. Practice enough times to be able to set a perfect pattern for the participants. Practice your own sounds, using the *Speech Sounds* handout from the workshop module on speech sounds and patterns (WM 3D-1).
- Arrange with another member of the training team in advance to play the role of the student while you teach the Chart and Story.
- Make a cue card poster like the one below or use the prepared visual aid *Cue Card Poster*, with the key phrases for Chart 1. Place it on the wall at the front of the room near the trainer charts.

This is a _____ . Say _____ .
This looks like a _____ . Say _____ .
This is the word _____ . Read _____ .
_____ begins with the sound _____. Say _____ .
Again. Again. Again.
The sound for this letter is ____.
The name of this letter is ____ . Say ____.
Again.
(Review): What is the sound for this letter? ↑
What is the name of this letter? ↓

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WM 3A-2: Teaching Skill Book 1, Lesson 1, Continued

How to present
Part A

Part A: Overview of Skill Book 1

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

Step	Action
1	<p data-bbox="553 411 1360 478">Explain that Skill Book 1 is the first book in the Laubach Way to Reading series.</p> <ul data-bbox="553 499 1377 636" style="list-style-type: none"> <li data-bbox="553 499 1377 562">• It introduces many basic reading skills and lays the foundation for the rest of the series. <li data-bbox="553 573 1377 636">• It gives the student who cannot read any words or letters a positive and satisfying experience from the beginning.
2	<p data-bbox="553 653 1328 821">Mention some of the specific skills introduced in Skill Book 1. You might use the <i>Table of Contents</i> as a reference for the group. Emphasize that these skills are only introduced in this book. The student is not expected to master them until the later books in the series.</p> <p data-bbox="553 842 662 873">Reading</p> <ul data-bbox="553 884 1386 1087" style="list-style-type: none"> <li data-bbox="553 884 1094 915">• The name and one sound for each letter <li data-bbox="553 919 776 951">• Capital letters <li data-bbox="553 955 997 987">• Blending sounds to form words <li data-bbox="553 991 1386 1054">• Recognition of numerals to one hundred and number words one to five <li data-bbox="553 1058 1122 1089">• Fluent reading and simple comprehension <p data-bbox="553 1104 675 1136">Listening</p> <p data-bbox="553 1146 1127 1178">Identifying individual sounds in spoken words</p> <p data-bbox="553 1192 654 1224">Writing</p> <ul data-bbox="553 1234 911 1308" style="list-style-type: none"> <li data-bbox="553 1234 911 1266">• Small and capital letters <li data-bbox="553 1270 719 1302">• Numbers

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WM 3A-2: Teaching Skill Book 1, Lesson 1, Continued

How to present
Part B

Part B: Introduction to chart demonstration

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

Step	Action
1	<p>Place the Chart, Story, and cue card in front of the participants. Explain that they will now see the method demonstrated in English but the principles are similar to the Ameruss Chart.</p> <p>Mention this method would be used only for teaching a beginning student.</p>
2	<p>Tell the participants you are going to introduce the Skill Book and teach the first two frames of Chart 1 to another member of the training team.</p> <p>Ask the participants to closely observe your hand movements and listen attentively to what you are saying.</p> <p><i>Note:</i> The participants should not be referring to their Teacher's Manuals at this time.</p>
3	<p>Explain that, after you have taught the first two frames (b, c), you will ask them, as a group, to assume the role of tutor and teach the last four frames in unison to the "student" in front of the class.</p> <p>Later, they will practice this pattern individually with a partner. Point to the cue card, which outlines the steps for teaching each frame of the Chart, and suggest that the participants refer to it if needed.</p>
4	<p>Prepare the participants for their teaching role by demonstrating the way the Chart is taught:</p> <ul style="list-style-type: none"> • Trace the shape of the first picture on each line while giving the descriptive phrase for each letter, e.g., "This is a bird with a long tail and a round body". Be sure to trace the letters in the same way you will teach the students to write in the Writing Lesson for Lesson 1, and • Point to the last letter on each line and model the sound; ask the participants to repeat each sound after you. <p><i>Note:</i> This may be done as you proceed along, before each frame that the participants must teach.</p>





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WM 3A-2: Teaching Skill Book 1, Lesson 1, Continued

How to present
Part C

Part C: Demonstration and unison practice of chart

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

Step	Action
1	With another member of the training team playing the role of the student and standing to the left of the Trainer Charts, introduce the Skill Book as described in the Teacher's Manual.
 2	Using the Trainer Charts, introduce the words “Lesson 1” and “Chart 1” as described in the Teacher’s Manual. Teach the first two frames (b, c) of the Chart to the “student” (trainer), using the exact wording and hand signals given in the Teacher’s Manual.
 3	With your hand, signal the participants to begin teaching in unison with you on the third frame (d). Gradually lower your voice until the participants are teaching the last frame almost by themselves. Continue to mouth the words and use the hand signals.
4	With the participants remaining silent, go on to review the six Chart words. <i>Note:</i> Having the participants play the role of students is inadvisable because <ul style="list-style-type: none"> • they will never have to give student responses • changing roles from student to tutor and back again creates confusion, and • their attention is focused on the response they are to give rather than on the patterns the trainer is demonstrating. Whenever a chart demonstration is called for, another member of the training team or a member from the local council should be asked to role-play the student. If this is not possible, ask one participant to play the student role, but alternate participants for each demonstration.

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WM 3A-2: Teaching Skill Book 1, Lesson 1, Continued

How to present
Part D

Part D: Discussion of teaching techniques

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

Step	Action
1	Lead the participants in a discussion of the teaching techniques used in Chart 1 and the reasons for each. <i>Note:</i> Some of these points may have already been mentioned in the discussion of the Ameruss Chart. Do not repeat a point unless it is important and repetition is warranted for this group.
2	Distribute the <i>Chart Techniques FAQs</i> handout and go over any points that were not already discussed.
3	Stress the fact that these techniques constitute technical standards for Laubach tutoring.

How to present
Part E

Part E: Demonstration and discussion of story

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



Step	Action
1	With another member of the training team acting as the “student”, demonstrate the teaching of the Story as described in the Teacher's Manual. Teach the sight words not included in the Chart (this, is, a, the, has, in, her). Call attention to the period and teach the numbers 1, 2, and 3.
2	Lead the group in a discussion of the techniques used. <i>Reference:</i> <i>Story Techniques FAQs</i> handout.
3	Stress the fact that these techniques constitute technical standards for Laubach tutoring.
4	Refer participants to the sections in the Teacher’s Manual where the first Chart and Story are taught for more information.

Alternative
presentation



The Story may be demonstrated immediately after the Chart demonstration.

This would be followed by a discussion of both Chart and Story techniques together.

WM 3A-3: Practice of Chart 1

Introduction

Purpose and outcomes

The purpose of this workshop module is to

- give participants a chance to practice the Chart individually, and
- identify when mistakes must be corrected before they become a habit.

Timing: 15 – 30 minutes

Workshop module structure

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

- Part A: Introduction to chart practice
- Part B: Small group practice
- Part C: Questions and summary
- Alternative 1: For more than 6-person groups
- Alternative 2: For workshops with only one trainer
- Alternative 3: Using EOTO (paired) practice.

Materials

The following table identifies the materials to use for this workshop module.

Type	Materials
Books	<ul style="list-style-type: none">• Skill Book 1 for each small group or pair• Teacher's Manual 1 for each pair (if the alternatives
Handouts	<ul style="list-style-type: none">• Chart Practice Common Mistakes

How to prepare . Study the instructions in the Teacher's Manual for teaching Chart 1.

- Practice the sounds, referring to “How to Make Speech Sounds” section, for assistance. Be thoroughly familiar with the rationale for why and how each sound is taught.
- For small-group practice, set up (in advance if possible) groupings of chairs in circles to accommodate all of the participants. The number of groups will depend on the number of participants and trainers present. Groups should ideally number between three and six people.

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WM 3A-3: Practice of Chart 1, Continued

How to present
Part A

Part A: Introduction to chart practice

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

Step	Action
1	Explain the need for each person to practice the teaching pattern and hand movements until they become comfortable with them. Consistency in presenting the pattern provides the student with a sense of security.
2	Reassure the participants that they will be required to memorize only the pattern for the first five Charts (which are similar). The first five lessons in which the key words and sounds are presented are the most crucial to the student's feeling of success.
3	Explain that <ul style="list-style-type: none"> • each person in the small group will teach two frames of the Chart, and • perfection is not expected at this point. Trainers will correct any mistakes noted so that participants will not develop any incorrect patterns.
4	Ask the participants to count off according to the number of groups decided upon. Direct all the participants with the same number to go to the same group of chairs with one of the trainers. Ensure that there is at least one Skill Book 1 in each group.

How to present
Part B



Part B: Small group practice



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

Step	Action
1	Have the participants pull their chairs as close together as possible and keep their books flat on their knees. This will ensure that everyone in the group can hear and see the hand movements being used. <i>Note:</i> Wall charts should <i>not</i> be used for this practice for the following reasons: <ul style="list-style-type: none"> • participants often feel embarrassed or put on the spot having to stand up in front of a group and “practice teach” something they are unsure of themselves • tutors will not be standing to teach their students, and • it is far less intimidating to sit in a circle and use a Skill Book.

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WM 3A-3: Practice of Chart 1, Continued

How to present Part B (continued)

Step	Action
2	Ask the participant on your left to be the first “tutor”. Point out that, since the tutor always sits on the right, the next participant will be the “student”.
 3	Have the first “tutor” teach the first two frames of Chart 1. Have the groups continue around the circle with each participant teaching the next two frames to the person on their left. When the Chart is finished, the next “tutor” begins again with b and c. <i>Note:</i> If there are more than six trainees in the group, use the suggestions in Alternative 1 to save time.
 4	Encourage the participants to observe and help each other and to correct each other’s errors. Emphasize that they should <ul style="list-style-type: none"> • make corrections while maintaining a positive attitude and being as encouraging and reassuring as possible, and • give the reasoning for every correction made. <i>Important:</i> Do not discuss common errors at this time. Refer groups to the handout <i>Chart Practice Common Mistakes</i> <i>after</i> they completed their discussion.
5	If a group is finished before other groups, they can go on to teach the Story. Ask for a volunteer to teach each paragraph of the Story.

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WM 3A-3: Practice of Chart 1, Continued

How to present
Part C

Part C: Questions and summary

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

Step	Action
1	Invite questions from the participants. Summarize observations made by the participants and trainers and review any points as needed.
2	Discuss how a tutor should correct a mistake made by the student. <i>For example:</i> Forgetting the sound or the name of a letter during the review. If the student cannot remember by looking back at the picture “and word”, the tutor should simply supply it. The tutor should make a mental note to re-teach that point later.
3	Summarize by explaining that the student sees <ul style="list-style-type: none"> • the letter symbol as part of a word • the word as part of a sentence • the sentence as part of a paragraph, and • the paragraph as part of a story – <i>all in the first lesson.</i>

Alternative 1

For groups with more than six participants

Using the method described above will take too much time if the group is too large. Follow the steps below for this alternative presentation.



Step	Action
1	Begin as described above, but continue only around the circle until one-half of the group has had the opportunity to be the “tutor”.
2	Pair each participant who has taken the tutor role with one person in the second half who has not yet participated. The “experienced” participants now become the “students” and can help correct the new “tutors” when necessary. <i>Note:</i> The “Basic Pattern” (TM p. 22) may be used as a guide when necessary.
3	Supervise all pairs as they work simultaneously.

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WM 3A-3: Practice of Chart 1, Continued

Alternative 2



For Workshops Where There Is Only One Trainer

If you know in advance that you will be the only trainer at the workshop and there will be no apprentice trainers to assist, consider using experienced local tutors as group leaders. They can easily be trained to conduct a small group if you plan ahead and allow enough time to rehearse before the workshop.

If this is not possible, follow the steps below.

Step	Action
1	Divide the participants into groups of three or four.
2	Designate one participant for each of the following roles: <ul style="list-style-type: none"> • “tutor” • “student” • prompter. <p><i>Note:</i> Using the Teacher’s Manual, the prompter corrects and prompts the “tutor” whenever necessary.</p>
3	Have the participants change roles after the first tutor has taught two frames and continue until each member of the group has had an opportunity to be the tutor, student, and prompter.
4	Circulate and provide feedback and assistance where needed while the groups are working.

Alternative 3



EOTO (Paired) Practice

Follow the steps below to present this workshop module using EOTO practice.

Step	Action
1	Divide the group into pairs for “Each One Teach One” practice. Ask the person sitting on the right to be the “tutor” first and the other person to be the “student”. Point out the “Basic Pattern” (TM p. 22), which can be used as a guide if needed.
2	Have the first “tutor” teach the first three frames (b, c, d).
3	Have the participants physically exchange places and change roles. The person now on the right becomes the tutor and teaches the last three frames.
4	Circulate among the pairs, along with other members of the training team, and provide feedback and assistance where needed. <i>Note:</i> It is advisable to have one trainer for every six to eight “tutors”. Use local experienced tutors if needed.

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WM 3A-4: Introduction to Printing and Balance of Lesson 1

Introduction

Purpose and outcomes

The purpose of this workshop module is to

- discuss how to help a student with printing
- sensitize participants to the non-reader's difficulty with printing
- have participants practice using the form of printing taught in the Teacher's Manual, and
- complete the lesson plan for Lesson 1.

Timing: 15 – 25 minutes

Workshop module structure

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

- Part A: Introduction
- Part B: Demonstration
- Part C: Discussion of techniques
- Part D: Printing practice
- Part E: Balance of Lesson 1
- Alternative presentations:
 - Alternative 1: Practice Before Demonstration
 - Alternative 2: If Most Students Have Printing Skills
 - Alternative 3: Using the Ameruss Writing Lesson.

Materials

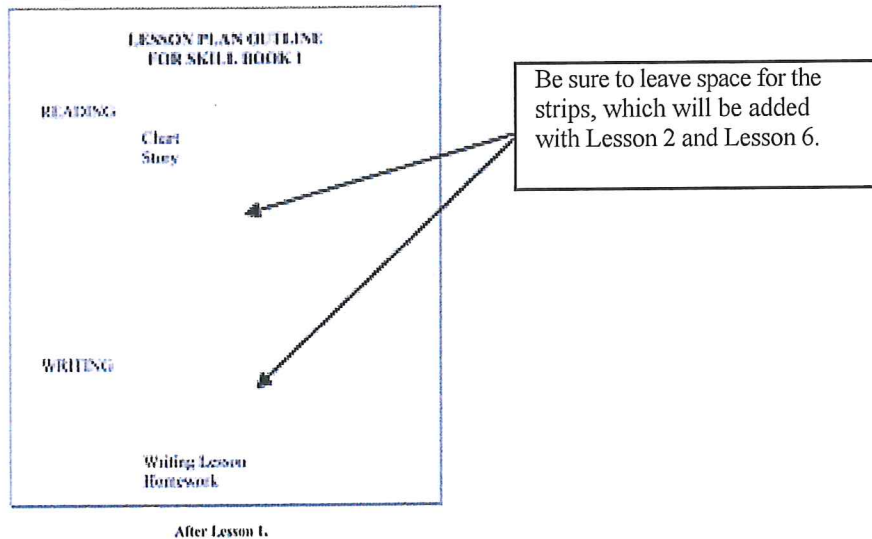
The following table identifies the materials to use for this workshop module.

Type	Materials
Handouts	<ul style="list-style-type: none">• Copies of the Writing Lesson page from Skill Book 1, Lesson 1 to complete• <i>or</i>• Lined paper (manuscript if available)• Writing Lesson Techniques FAQs
Visual Aids	<ul style="list-style-type: none">• Trainer Charts: Chart 1 and Writing Lesson (with plastic overlay)• Poster: Lesson Plan Outline for Skill Book 1
Display	<ul style="list-style-type: none">• Teacher's Manual 1 and Skill Book 1
Other	<ul style="list-style-type: none">• Water-soluble marker• White / black board or flipchart

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WM 3A-4: Introduction to Printing and Balance of Lesson 3

- How to prepare** . Read the sections on how to teach printing in Teacher’s Manual 1.
- Memorize the lesson so you can teach it without using the Teacher’s Manual.
 - Cover the Writing Lesson trainer chart with a clear plastic overlay, which you can write on with a water-soluble marker and then wash off.
 - Prepare a poster of the Lesson Plan Outline for Skill Book 1.



**How to present
Part A**

Part A: Introduction

If you have already used the Ameruss Writing Lesson to increase sensitivity to the non-reader and to demonstrate how writing reinforces reading, be sure to refer to the participants’ experience with this exercise throughout your discussion of printing.

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

Reference: See *Writing Lesson Techniques FAQs* handout for detailed explanations but **do not** distribute to the participants. This handout gets distributed in Part 3 of this workshop module.

Step	Action
1	Remind the participants that <ul style="list-style-type: none"> • the student has just finished the Chart and the Story for Lesson 1 and is now ready for the Writing Lesson • writing reinforces the reading material, and • every lesson in this series includes reading and writing.

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WM 3A-4: Introduction to Printing and Balance of Lesson 3

Continued

How to present Part A (continued)

Step	Action
2	Ask the participants why printing would be taught before cursive writing to a new student.
3	Explain that there are three basic rules for printing. <i>All letters are made from</i> <ul style="list-style-type: none">• left to right• top to bottom• straight lines and/or circles or parts of circles.
4	Discuss why the “continuous flow” or “unbroken stroke” method of printing is taught. (As much as possible, letters are formed without lifting the pencil from the paper.)
5	Discuss ways that a tutor can help a student with printing, by asking the participants for suggestions.

How to present Part B

Part B: Demonstration

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

Step	Action
1	Introduce the demonstration.
2	With another trainer role-playing the student, demonstrate the <i>Writing Lesson</i> for Lesson 1 by doing the following: <ul style="list-style-type: none">• while standing next to the “student” with your backs to the participants, make<ul style="list-style-type: none">- straight lines- circles, and- parts of circles in the air• practice making straight lines and circles with the “student” on the flipchart or chalkboard• practice joining these to make the letter b• introduce the words “Writing Lesson” using the Writing Lesson Chart and explain the use of the guidelines, numbers, and arrows• teach only b and h, referring back to the key words, and• have the “student” actually practice letters on the plastic overlay.

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WM 3A-4: Introduction to Printing and Balance of Lesson 1

How to present
Part C

Part C: Discussion of Techniques Used

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

Step	Action
1	Lead the group in a discussion of the techniques used.
2	Distribute the Writing Lesson Techniques FAQs handout and go over any points that were not already discussed.
3	Stress the fact that these techniques constitute technical standards for Laubach tutoring.



How to present
Part D

Part D: Printing practice

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

Step	Action
1	<p>Have participants open their Teacher's Manual to the <i>Manuscript Writing</i> section in the Introduction. The chart illustrates how all small and capital letters, are formed.</p> <p>Explain that it is important to follow the numbers, arrows and guidelines precisely as personalized styles of writing may potentially cause confusion for the student.</p>
2	<p>Have the participants complete one of the options below with their non-writing hands, ensuring that they follow the arrow and numbers exactly.</p> <ul style="list-style-type: none"> • Option 1: If there is sufficient time: ask the participants to make one copy of each small letter from the chart on the lined paper. • Option 2: If there is limited time: ask them to print their first and last names, address, and phone number on the lined paper.
3	<p>Discuss their experience writing with the opposite hand. Compare their experience with that of a student.</p> <ul style="list-style-type: none"> • Did they experience muscle fatigue? • Did they notice a lack of control or a shaky hand? • Were they holding the pencil in an awkward way? • Were they pressing so hard on the lead that it broke? • Were they concentrating so hard on the mechanics of printing that spelling became difficult?
4	Point out the importance of participants practicing all of the letters on their own at home.

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WM 3A-4: Introduction to Printing and Balance of Lesson 1

Continued

How to present
Part E

Part E: Balance of Lesson 1

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

Step	Action
1	Refer the participants to the instructions in the Teacher's Manual for teaching the <i>Writing Lesson</i> .
2	Refer to the <i>Lesson Plan Outline</i> poster for Lesson 1. Point out that, after the student completes the <i>Writing Lesson</i> , the tutor assigns the homework for the lesson. This homework practice is critical reinforcement of what was just learned.
3	Refer to the <i>Checking Progress</i> section in Lesson 1 of the Teacher's Manual. Explain that this tells how to determine if a student has learned what they should, and how to note areas in which the student may need extra help. Each lesson has a similar section.
4	Refer to the <i>Meeting Individual Needs</i> section in Lesson 1 of the Teacher's Manual. This section includes ideas for reinforcing skills taught in the lesson. Explain that you will describe some of the methods later in the workshop.

Alternative
presentations



Alternative 1: Practice Before Demonstration

Having trainees practice letters with their non-writing hands before demonstrating the Writing Lesson gives them an appreciation of the difficulties the student might experience. The sequence for this alternative is as follows:

Step	Action
1	Complete Part A, steps 1-4.
2	Complete Part D, steps 1 and 2.
3	Discuss Part A, step 5 and Part D, step 3 by asking questions such as <ul style="list-style-type: none"> • Why would a pencil be used for writing lessons? • How did you hold the pencil in your non-writing hand? • How was the paper slanted? • How did your hands feel during the exercise? • What did the printing look like?
4	Complete Part B (the demonstration) and Part C (the discussion of techniques) as outlined.
5	Complete the presentation by showing the <i>Lesson Plan Outline</i> for Lesson 1.

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WM 3A-4: Introduction to Printing and Balance of Lesson 1

Continued

Alternative presentations (continued)

Alternative 2: If Most Students Have Printing Skills

Many students already have a reasonable skill level in printing (and also in writing), and tutors do not need to teach the student how to form letters. As such you can shorten this module by omitting the demonstration and quickly summarizing the techniques.

Mention that such students should print each letter once to identify any problems but then be given a choice of printing or writing.

Alternative 3: Using the Ameruss Writing Lesson

In this alternative, the Ameruss Writing Lesson is used instead of Lesson 1.

Step	Action
1	Complete Part A.
2	Complete Part B with these differences: <ul style="list-style-type: none">• make the letter “bay” in the air and then on a plain sheet of paper• review the word “boy”, the sound of the letter (/b/), and the name of the letter (bay) using the Ameruss Chart.• ask the participants to print three “bays” on the <i>Writing Lesson</i> page using the provided guidelines, numbers, and arrows, and
3	Complete Part C.
4	Complete Part D.
5	Complete the presentation by showing the <i>Lesson Plan Outline</i> for Lesson 1.
