

## Subsection B: Balance of Skill Book 1

### Overview

#### Introduction

---

Subsection B contains the workshop modules that provide specific instructions for teaching Lessons 2 through 13 of Skill Book 1 in the Laubach Way to Reading series.

#### *Alternative Method for Teaching Lessons 1 – 5*

This workshop module presents an alternative method that tutors can use to teach Lessons 1 through 5 to students who have some minimal reading skills. For more details see WM 3B-5: Alternative Method for Teaching Lessons 1 – 5.

#### *Alternative Workshop Module*

Included in this subsection is an alternative workshop module for presenting Lessons 2 through 5 to participants more quickly. For more details see WM 3B-6 (Alternative): Skill Book 1, Lessons 2 – 5.

---

This subsection contains the following workshop modules (WM):

#### In this subsection

Topic	See Page
WM 3B-1: Skill Book 1, Lesson 2	3B-3
WM 3B-2: Skill Book 1, Lesson 3	3B-9
WM 3B-3: Skill Book 1, Lesson 4	3B-1 1
WM 3B-4: Skill Book 1, Lesson 5	3B-15
WM 3B-5: Alternative Method for Teaching Lessons 1 - 5	3B-19
WM 3B-6 (Alternative): Skill Book 1, Lessons 2 - 5	3B-27
WM 3B-7: Skill Book 1, Lesson 6	3B-33
WM 3B-8: Balance of Skill Book 1	3B-41
WM 3B-9: Review and Reinforcement for Skill Book 1	3B-51

---

This page is intentionally left blank.

# WM 3B-1: Skill Book 1, Lesson 2

## Introduction

### *Purpose and outcomes*

The purpose of this workshop module is to

- identify the descriptive phrases and sounds for the letters in Chart 2
- discuss a complete lesson plan in sequential order, and
- practice teaching the Chart (optional).

**Timing:** 15 – 20 minutes

### *Workshop module structure*

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

- Part A: Chart 2
- Part B: Practice (optional)
- Part C: Balance of lesson.

## Materials

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

Type	Materials
Books	<ul style="list-style-type: none"> <li>• Skill Book 1</li> <li>• Teacher’s Manual 1</li> </ul>
Visual aids	<ul style="list-style-type: none"> <li>• Trainer Chart for Lesson 2</li> <li>• Poster: Lesson Plan Outline for Skill Book 1 (including the additional strip for Lesson 2)</li> </ul>



Alternatively, these charts could be done in a PowerPoint.

## How to prepare

- Study the instructions for Lesson 2 in the Teacher's Manual.
- Practice the sounds introduced in Chart 2.

*Continued on next page*

# WM 3B-1: Skill Book 1, Lesson 2, Continued

How to present  
Part A

## Part A: Chart 2

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

Step	Action
1	Explain to the participants that a tutor points to the information in the upper left-hand corner of the Chart and should ask the student “What lesson is this?”, and “What chart is this?”
2	Explain that Chart 2 is taught in the same manner as Chart 1. <i>Reference:</i> WM 3A-3: Practice of Chart 1 (Section 3A).
➔ 3	Review the descriptive phrases for each letter, tracing the shape of the letter on the picture as you do so. “This is a girl jumping for a ball” “This is a man kicking”, etc.  <i>Note:</i> The descriptive phrases “This is a man’s leg” and “This is a girl’s neck” introduce two new sight words used in the Story. Point out the importance of the handle coming first in “This is a long-handled pan”. Otherwise the student would have “q”.
➔ 4	Point to the last letter on each line. Model the sound for each letter and ask the participants to repeat it after you.
5	If the participants haven’t yet picked up the teaching pattern or if they need a refresher, demonstrate the entire first line as a review with another trainer taking the “student” role.

How to present  
Part B

## Part B: Practice

This part is optional and you may choose between two alternatives:



Alternative		Description
Unison	Practice	Tell the participants they are going to play the role of tutors while another member of the training team takes the role of Lead the participants in teaching at least three frames. Gradually lower your voice until the participants are teaching the last frame by themselves, with you mouthing the Chart phrases and using all the hand signals.
EOTO	Practice	Divide the group into pairs. Ask the person sitting on the right to be the tutor first and to teach the first two or three lines. Then, the participants physically exchange places and roles. The new tutor teaches the last two or three lines. Members of the training team circulate among the pairs providing feedback and assistance as required.

*Continued on next page*

## WM 3B-1: Skill Book 1, Lesson 2, Continued

### How to present Part C

#### **Part C: Balance of Lesson**

Presentation instructions are provided for the six sections in the Skill Book lesson:

- Story • Listen and Write
- Checking homework
- Checkup
- Writing Lesson
- Homework

Step	Action
<i>Story</i>	
1	<p>Explain that the story is taught in the same manner as in Lesson 1. Ask the participants to describe how they would teach the Story:</p> <p>Beginning with the title Going from the known in the Chart to the unknown in the Story Modeling or giving clues.</p>
2	<p>Ask the participants to identify something new being introduced in the Story.</p> <p>Suggest they open to the <i>Story</i> section in the Teacher's Manual and read the explanation for the teaching of -'s.</p> <p>Stress that they should not overload the student with further detail or explanation, other than what is in the Teacher's Manual. <i>For example:</i> Do not call the mark an "apostrophe" unless the student already knows the term.</p>
3	<p>Point out that the <i>Story Review</i> asks the student to review by reading the Stories in both Lesson 2 and Lesson 1.</p>
4	<p>Referring to the <i>Lesson Plan Outline</i> poster, show the participants that the Reading section of the lesson plan has now been completed.</p> <p>Note that there are some new parts added to the <i>Writing</i> section, which are discussed later in the module</p>
<i>Checking Homework</i>	
5	<p>Discuss reasons for checking homework after the Story is taught rather than at the beginning of the lesson:</p> <ul style="list-style-type: none"> <li>• Always start a lesson with new material.</li> <li>• The student may not have done the homework or may have done it incorrectly. In either case, this could potentially start the lesson on a negative note.</li> <li>• The homework will review the letters from Lesson 1 and will help to ensure that the student will have a positive experience in the next two review sections.</li> </ul>

*Continued on next page*

## WM 3B-1: Skill Book 1, Lesson 2, Continued

### How to present Part C (continued)

Step	Action
6	<p>Discuss what the tutor might do if the student does not do the homework. Here are some possibilities:</p> <ul style="list-style-type: none"> <li>• Discuss the reasons for assigning the homework and the potential benefits for the student.</li> <li>• Complete the homework as a writing exercise in class.</li> <li>• If this becomes a pattern, talk with the student about their reasons for not doing it (lack of confidence, embarrassment, lack of time, etc.).</li> <li>• Identify any barriers and develop a homework plan with the student.</li> </ul>
<b>Checkup</b>	
7	<p>Explain that the <i>Checkup</i> section reviews the previous lesson and checks the student’s ability to recall the shape of the letter by looking at the picture (visual discrimination skills).</p>
8	<p>Ask another trainer or one of the participants to respond as the “student”.</p> <p>Demonstrate the first two lines (beginning with the word “Checkup”), as described in the Teacher’s Manual.</p>
9	<p>After the demonstration, ask the participants to look at the <i>Checkup</i> section in the Teacher’s Manual.</p> <p>Stress that the student is being asked to write only the first letter of each word.</p>
10	<p>Inform participants that students can self-correct by looking back at Chart 1.</p>
<b>Listen and Write</b>	
11	<p>Explain that this section checks the student’s ability to recall a letter by hearing the sound at the beginning of a word (auditory discrimination). It again checks the previous lesson.</p>
12	<p>Demonstrate how to teach the words “Listen and Write” and the first letter of the word “bird”.</p> <p>Emphasize that the student is to write the first letter only.</p>
13	<p>Mention that the student will have the book open so both the <i>Checkup</i> and <i>Listen and Write</i> sections are showing.</p> <p>In order to be sure that the student is not merely copying the letters from the <i>Checkup</i>, the tutor will dictate the words in a different order.</p> <p>Ask the participants to look in the Teacher’s Manual to find the order in which the words are dictated (bird, fish, dish, hand, girl, cup).</p>
14	<p>Point out that the second column of guidelines should be used by the student to write the letter correctly if a mistake is made.</p>



Continued on next page

## WM 3B-1: Skill Book 1, Lesson 2, Continued

---

### How to present Part C (continued)

<b>Step</b>	<b>Action</b>
<i>Writing Lesson</i>	
15	Have participants read the instructions in the Teacher's Manual. Mention that it is taught the same way as in Lesson 1.
<i>Homework</i>	
16	Explain to the participants that they should assign the homework for the lesson after completing the <i>Writing Lesson</i> .
17	Explain that this completes the lesson plan. It will remain essentially the same through Lesson 5.

---

This page is intentionally left blank.



## WM 3B-2: Skill Book 1, Lesson 3

### Introduction

#### *Purpose and outcomes*

The purpose of this workshop module is to

- identify the descriptive phrases and sounds for the letters in Chart 3
- present new skills being taught in Lesson 3, and
- practice teaching the Chart (optional).

**Timing:** 5 minutes (10 minutes if practice is included)

#### *Workshop module structure*

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

- Part A: Chart
- Part B: Practice (optional)
- Part C: Balance of lesson.

### Materials

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

Type	Materials
Books	<ul style="list-style-type: none"> <li>• Skill Book 1</li> <li>• Teacher’s Manual 1</li> </ul>
Visual aids	<ul style="list-style-type: none"> <li>• Trainer Chart for Chart 3</li> </ul>

**How to prepare.** Study the instructions for Lesson 3 in the Teacher’s Manual.

- Practice the sounds introduced in Chart 3, especially the continuant sounds /w/ and /y/.

### How to present *Part A: Chart*

#### Part A

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



Step	Action
1	Explain that Chart 3 is taught in the same manner as Charts 1 and 2.
2	<p>Ask the participants for the descriptive phrases for each letter, tracing the shape of the first picture on each line.</p> <p><b>Note:</b> The only phrase they may have difficulty with is “This is a man who yells”. Remind them that the key word is yells.</p>
3	<p>Point to the last letter on each line. Model the sound for each letter and ask the participants to repeat it after you.</p> <p><b>Note:</b> Be sure to model the sounds for w and y, as described in the <i>Speech Sounds</i> handout used with the workshop module on <i>Speech Sounds and Patterns</i> (see WM 3D-1).</p>

*Continued on next page*

## WM 3B-2: Skill Book 1, Lesson 3, Continued

How to present  
Part B

### Part B: Practice

This part is optional and you may choose between two alternatives:



Alternative	Description
Unison Practice	Have participants teach the last three frames (y, w, y). See more detailed description in <i>WM 3B-1: Skill Book 1, Lesson 2</i> .
EOTO Practice	See description in <i>WM 3B-1: Skill Book 1, Lesson 2</i> .

How to present  
Part C

### Part C: Balance of Lesson

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



Step	Action
1	Explain that the <i>Story</i> is taught in a similar manner to the Stories in Lessons 1 and 2.
2	<p>Ask the participants</p> <ul style="list-style-type: none"> <li>• what new punctuation is being introduced (<i>quotation mark, exclamation mark, and comma</i>), and</li> <li>• how these marks could be explained simply to the student.</li> </ul> <p>Explain to the participants that in order to avoid overloading the student, a brief explanation is all that is required at this point.</p> <p><b>Example:</b> The tutor explains to the student that a comma means “to pause briefly” rather than use the more detailed explanation provided in the Teacher’s Manual.</p> <p><b>Note:</b> If the participants need further help, refer them to Lesson 3 instructions in the Teacher’s Manual.</p>
3	Teach the remainder of the lesson in a similar manner to Lesson 2.
4	Remind the participants that the <i>Checkup</i> and <i>Listen and Write</i> sections will review the previous lessons.

## WM 3B-3: Skill Book 1, Lesson 4

---

### Introduction

#### *Purpose and outcomes*

The purpose of this workshop module is to

- make the short vowel sounds correctly
- identify the descriptive phrases for the letters in Chart 4
- present the new skills taught in Lesson 4, and
- practice teaching the Chart (optional).

**Timing:** 10 minutes (15 minutes if practice is included)

#### *Workshop module structure*

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

- How to present Part A: Chart
- How to present Part B: Practice
- How to present Part C: Balance of lesson
- Alternative presentations:
  - Alternative 1: Small-Group Practice
  - Alternative 2: Preparing EOTO for Homework.

---

### Materials

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

Type	Materials
Books	<ul style="list-style-type: none"><li>• Skill Book 1</li><li>• Teacher's Manual 1</li></ul>
Handouts	<ul style="list-style-type: none"><li>• "Elephant" Visual Pun (optional)</li></ul>
Visual aids	<ul style="list-style-type: none"><li>• Trainer Chart for Chart 4</li></ul>

---

### How to prepare

- Study the instructions for Lesson 4 in the Teacher's Manual.
- Practice the pronunciation of the short vowel sounds, referring to the Speech Sounds handout used with the workshop module on Speech Sounds and Patterns (see WM 3D-1).

*Continued on next page*

## WM 3B-3: Skill Book 1, Lesson 4, Continued

How to present  
Part A

### Part A: Chart

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

Step	Action
1	<p>Explain to the participants that</p> <ul style="list-style-type: none"> <li>• because of the importance of vowels, they are taught together in one lesson</li> <li>• vowels act as connectors between the consonants, enabling us to pronounce words easily, and</li> <li>• there is no word in the English language without a vowel.</li> </ul>
2	<p>Ask the participants to read the Introduction to Lesson 4 in the Teacher’s Manual.</p> <p>Ask them to summarize the information about vowels that they would introduce to the student.</p>
3	<p>Explain that short vowels are often the hardest for a student to master. Point out that this is the student’s first exposure to short vowels. Tutors should not try to obtain mastery at this point through the use of drills.</p> <p>Inform participants that although Skill Book 1 has only one lesson on short vowels, all of Skill Book 2 is devoted to these sounds. Students will have ample opportunity for practice without the need for drills.</p>
4	<p>Go over the descriptive phrases for each letter, tracing the shape of the first picture on each line as you do so.</p> <p>For the key word “in”, you might suggest the alternative “in goes the trash”. Putting the key word first gives it more emphasis; and the “trash” should be last since you dot the i last. If this alternative is used omit “This is a” and “This looks like a”.</p>
5	<p>Point to the last letter on each line. Model the short vowel sound for letter and ask the participants to repeat after you. Have them repeat the sound enough times to be sure they are making it correctly.</p> <p>The word “egg” is not pronounced with a true short /e/ by everyone. If the student says “aig”, the tutor will need to choose key word to remember the correct short sound (Ed, edge, exit, elephant).</p> <p>Remember the word “egg” will need to be taught as a sight word, since it appears in the Story.</p>
6	<p>Remind the participants that the teaching pattern is the same as that for Charts 1-3. If some time has passed since they presented Chart 3, demonstrate one frame as a refresher.</p>

*Continued on next page*

## WM 3B-3: Skill Book 1, Lesson 4, Continued

---

How to present  
Part B



### *Part B: Practice*

Present this part by pairing the participants for EOTO practice and having them teach the first three frames (a, e, i). Encourage participants not to refer to their Teacher's Manuals at this point.

*Reference:* See more detailed description in WM 3B-1: Skill Book 1, Lesson 2.

---

How to present  
Part C

### *Part C: Balance of Lesson*

Present this part the same way as for Lesson 3 with the following differences:

#### *Story*

- The subject pronouns “he” and “she” are introduced in this lesson. To aid the student's understanding, the pronouns appear immediately below the nouns they replace. This format continues only through Lesson 5.
- Paragraph 5 (“An apple”) should be taught as described in the Teacher's Manual. The pronunciation of “the” also changes before a word beginning with a vowel sound.
- Ask the participants to identify the new verbs being taught (picks, puts, gives). Have them suggest a clue sentence for the student.

#### *Writing Lesson*

- Explain that the words at the bottom of the page are not simply to be copied by the student. They provide an opportunity for the student to hear the number of sounds in a word.
- Demonstrate the teaching of the word “up” as described in the Teacher's Manual.
- Mention that the student will again write vowels and short words for homework.



Alternative  
presentations



### *Alternative 1: Small-Group Practice* (needs an extra 15 minutes)

Small-group practice may be included with this lesson if it was not used with Lesson 1. It is a good way to ensure that all the participants are making their short vowel sounds correctly.

*Reference:* See more detailed description in WM 3A-3: Practice of Chart 1.



### *Alternative 2: Preparing EOTO for Homework*

If there is not enough time to complete Lesson 4 in this session, *at a minimum* the Chart and the sounds of the letters should be introduced. The participants can then prepare to teach Chart 4 for homework.

At the start of the next session participants can be paired off in an EOTO practice situation and begin practicing Chart 4. Then, complete the balance of Lesson 4 before beginning Lesson 5.

---

This page is intentionally left blank.

## WM 3B-4: Skill Book 1, Lesson 5

### Introduction

---

#### *Purpose and outcomes*

The purpose of this workshop module is to

- identify the descriptive phrases and sounds for the letters and digraphs in Chart 5
- have participants observe a slightly different teaching pattern for Chart 5
- present the new skills being taught in Lesson 5, and
- practice teaching Chart 5 (optional).

**Timing:** 10 minutes (15 minutes if chart practice is used)

#### *Workshop module structure*

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

- Part A: Chart
- Part B: Practice
- Part C: Balance of lesson.

---

### Materials

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

Type	Materials
Books	<ul style="list-style-type: none"><li>• Skill Book 1</li><li>• Teacher's Manual 1</li></ul>
Visual aids	<ul style="list-style-type: none"><li>• Trainer Chart for Chart 5</li></ul>

---

**How to prepare** . Study the instructions for Lesson 5 in the Teacher's Manual.

- Memorize the presentation of Chart 5.
- Practice the sounds for the letters and digraphs, referring to the Speech Sounds handout.

---

*Continued on next page*

## WM 3B-4: Skill Book 1, Lesson 5, Continued

### How to present Part A

#### *Part A: Chart*

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

Step	Action
1	<p>Explain that this Chart teaches the last three letters of the alphabet (x, z, q) and three digraphs (sh, ch, th).</p> <p>Point out that a <i>digraph</i> is a combination of two consonants, which makes one sound.</p>
2	<p>Review the descriptive phrases for each letter or letter combination:</p> <ul style="list-style-type: none"> <li>Trace the shape of the first picture in each of the first three lines, and</li> <li>Point to the first picture on each of the last three lines. (“This is the end of a box”, “This is a zipper”, etc.)</li> </ul>
3	<p>Point to the last letter, combination, or digraph on each line. Model the sound for each and ask the participants to repeat the sound after you.</p>
4	<p>Ask the group to watch for differences in the teaching pattern as you demonstrate.</p> <p>Demonstrate the exact teaching pattern for Chart 5 with another member of the training team playing the role of the student.</p> <p>Teach <i>only</i> the new patterns on this Chart: x, qu, and sh.</p>
5	<p>Discuss the differences noted in the teaching pattern:</p> <ul style="list-style-type: none"> <li>The sound /ks/ is the ending sound of “box” (sincere there are only a few words that begin with x).</li> <li>Two letters together stand for one sound.</li> <li>There is no need to re-teach what the student has already learned—the names of the letters u, sh, ch, and th.</li> <li>Pictures for the digraphs simply illustrate the key words, as there is no need to teach the letter shapes.</li> <li>Only the names of the new letters taught are presented (x, z, and q).</li> </ul>

### How to present Part B

#### *Part B: Practice*

Present this part by pairing the participants for EOTO practice. The participants may refer to the Teacher’s Manual, as they will not know this new pattern.



The first group teaches the first three frames (x, z, q).

The second group teaches the remaining frames (sh, ch and th).

*Continued on next page*



## WM 3B-4: Skill Book 1, Lesson 5, Continued

---

### How to present Part C

#### *Part C: Balance of Lesson*

Present this part the same way as for previous lessons with the following differences:



#### *Story*

- Ask the participants to look at the section entitled *Review of Vowels and Consonants* of Lesson 5 in the Teacher's Manual. Point out that the term - “vowel” is review, and - “consonant” new for the student.
- The student is then led on a review of all letters and diagraphs learned to date.

#### *Checkup*

The student is required to fill in the missing vowels. All words are taken from Charts 1-4. (Note: The tutor reads the word first before the student fills in the letter.)

#### *Listen and Write*

Point out the longer guidelines at the bottom of the Listen and Write page in the Skill Book and explain that the student is now being asked to write words from dictation for the first time. This is the only time words are dictated in Skill Book 1. Refer participants to the Teacher's Manual to see which words will be dictated (in, man, up, cup).

#### *Writing Lesson*

The student practices the new letters and the letter combinations, and then does the words from Chart 5 for homework.

---

This page is intentionally left blank.



# WM 3B-5: Alternative Method for Teaching Lessons 1 - 5

## Introduction

### *Purpose and outcomes*

The purpose of this workshop module is to

- present an alternative way to teach the first five lessons in Skill Book 1 to a student who has some sight vocabulary and knows most of the sounds and names of the letters, and
- practice this Alternative Method (optional).

**Timing:** 15 - 30 minutes (if chart practice is used)

### *Workshop module structure*

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

- Part A: Introduction
- Part B: Demonstration of Method
- Part C: Discussion of Techniques
- Part D: Practice
- Part E: Conclusion
- Alternative presentation: Role Play of the Alternative Method.

## Materials

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

Type	Materials
Books	<ul style="list-style-type: none"> <li>• Skill Book 1</li> <li>• Teacher’s Manual 1</li> </ul>
Handouts	<ul style="list-style-type: none"> <li>• Instructions for “students” (if practice is included)</li> </ul>
Visual aids	<ul style="list-style-type: none"> <li>• Trainer Charts for Chart 1 and Story 1</li> <li>• <i>DVD: Training by Design (available at LLO office)</i></li> </ul>
Teaching aid	<ul style="list-style-type: none"> <li>• Instructions for a Skit</li> </ul>

## How to prepare

- Read *An Alternative Method for Teaching Lessons 1-5* section at the back of the Teacher’s Manual. Learn the method so that you can present it without error.
- Prepare another member of the training team for the role of a “student” who can read most of the words and letters and knows some sounds. Discuss the errors the student should make.

*Continued on next page*


How to present Part A **Part A: Introduction**

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



Step	Action
1	<p>Explain that the participants have now been given everything they need to work with a beginning student.</p> <p>However, a student often knows some words by sight, the names of the letters, and some of the sounds.</p> <p>For such a student, suggest the use of the Alternative Method, a method that allows the tutor to teach the first five lessons much more quickly.</p>
2	<p>Discuss why this student <i>should</i> begin with Skill Book 1, Lesson 1:</p> <ul style="list-style-type: none"> <li>• To be certain that the student has grasped all the basic skills taught in the first book upon which later lessons will systematically build.</li> <li>• The student may be able to read but lacks decoding or other word attack skills.</li> <li>• To build the student’s self-confidence by starting at the point of success, not difficulty, failure, and frustration.</li> <li>• To assess the student’s strengths, areas for improvement and how they learn best.</li> </ul>
3	<p>Discuss briefly how to respond to a student who does not feel they need to start back at the beginning:</p> <ul style="list-style-type: none"> <li>• <b>Do not argue with the student.</b> Do not become defensive. Ask the student what is needed. Then relate their needs to the skills presented in Skill Book 1.</li> <li>• Explain how a quick review of this book may help to fill the gaps, which can prevent progress in reading or writing. Tutors might use a “ladder with missing rungs” analogy or the “building a house” analogy (See Appendix B of the Teacher’s Manual).</li> <li>• Assure the student you will move quickly through Skill Book 1, pausing only when there is something new to be learned.</li> </ul>

Continued on next page

 How to present Part B

**Part B: Demonstration of Method**

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

Step	Action
1	<p>Set up the Trainer Charts for Chart 1 and Story 1. Explain that you are going to demonstrate the Alternative Method using another member of the training team as the student.</p> <p><i>Note:</i> The “student” stands to the left of the Charts.</p>
2	<p>Demonstrate the teaching of Chart 1 using the Alternative Method: Begin by asking the “student” to read “Lesson 1” and “Chart 1”. Point to the word “bird”. Ask them to read it.</p> <ul style="list-style-type: none"> <li>• Point to the last letter in the first line. Ask them to give the name, then the sound of this letter.</li> <li>• Do the same for the rest of the Chart.</li> </ul>
3	<p>The “student” should plan to make two or three errors to allow the trainer the opportunity to demonstrate how a tutor would revert to teaching that frame in the traditional way. Possible errors in the word, name, or sounds are as follows:</p> <ul style="list-style-type: none"> <li>• Giving /s/ as the sound for c.</li> <li>• Saying “bowl” for the word “dish”.</li> <li>• Giving /j/ as the sound for g.</li> <li>• Saying “huh” for the sound of h.</li> </ul>
4	<p>Make sure that, when going back to the traditional method, you do not re-teach anything the “student” already knows.</p> <p><i>For example,</i> if the student reads the word and gives the name of the letter but misses the sound, do not re-teach the word and name; instead, ask them to tell you, “Read this word”, etc.</p>
5	<p>After teaching the Chart, ask the “student” to read the Story.</p> <ul style="list-style-type: none"> <li>• They should begin with “This is a bird”. You will correct this by saying, “Please read the title first” and point to the title.</li> <li>• They should hesitate when reading the first few sentences, pausing between words. You can correct this without saying anything by drawing your hand under the sentence being read. This encourages the student to read more fluently. If necessary, model a sentence.</li> <li>• Ask the “student” what a period is and what it tells the reader to do.</li> </ul>
6	<p>Explain to the participants that for the <i>Writing Lesson</i> they would ask the student to print each letter once. If a different way of printing is used, that's fine, as long as the letters are legible.</p> <p>As the homework duplicates the Writing Lesson, homework assignments may be skipped.</p>

*Continued on next page*

How to present *Part C: Discussion of Techniques*

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



Step	Action
1	<p>Lead the participants in a discussion of the teaching techniques used with the Alternative Method.</p> <p><i>Why does the tutor ask for the sound last?</i></p> <p>The tutor asks for the easiest item first—the word. The sound is asked for last, since this is the item most likely to be missed by the student. The student should be given every opportunity to show what is known before moving on to what may not be known.</p> <p><i>What does the tutor do when the student misses the word, the name, or the sound of the letter?</i></p> <p>The tutor teaches the frame in the traditional way, but introduces only the new material, allowing the student to supply the information already known. The tutor should explain to the student how the picture (or visual pun) might help to remember the letter or its sound.</p> <p><i>What does the tutor assess during oral reading of the Story?</i></p> <p>Does the student begin with the title?            Can the student read without using the Chart clues?</p> <ul style="list-style-type: none"> <li>• Is the student reading word for word? (If so, the tutor may draw their hand under the sentence to encourage faster reading and provide support for an insecure student.)</li> <li>• Does the student understand punctuation? (This is often new learning for the student.)</li> </ul>
2	<p>Explain that the Charts and Stories for Lessons 1-5 can be taught in this manner.</p> <p><i>Note:</i> The student may cover four or five lessons in one session.</p>
3	<p>Point out that</p> <ul style="list-style-type: none"> <li>• the student should do as much as possible independently while the tutor makes certain to teach any new skills</li> <li>• although the student is moving rapidly through the Charts and Stories, it is essential not to skip any parts of the lesson, and</li> <li>• the student should do both the <i>Checkup</i> and <i>Listen and Write</i> exercises, as they emphasize new skills.</li> </ul>



*Continued on next page*

How to present  
Part D



**Part D: Practice**

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

*Note:* This part is optional but especially recommended for Councils who have a large number of students requiring the Alternative Method.

Step	Action
1	Divide the group into pairs for EOTO practice. Ask the participant on the right to role-play the “tutor”.  The “tutor” will teach Lesson 2 using the Alternative Method.
2	The participant on the left will be the “student”. Although they know many of the words, letters, and sounds, they should make two or three errors.  <i>Suggestion:</i> Prepare the “student” by writing out the mistakes they should make on a slip of paper. Only the person role-playing the “student” should see these. Mistakes might include the following: <ul style="list-style-type: none"> <li>• Saying “jump” for “jumping”.</li> <li>• Not knowing the sound for k.</li> <li>• Saying “ul” for the sound of l.</li> <li>• Saying “q” for the name of p.</li> </ul>
3	Discuss with the participants: how they handled the “student’s” mistakes <ul style="list-style-type: none"> <li>• the importance of being positive and noting what the student did correctly (or almost correctly)</li> <li>• how the pictures (or visual puns) will help the student avoid making these mistakes, and</li> <li>• the fact that mentioning what students will learn in the near future (i.e., when to use c and when to use k for the /k/ sound or how to recognize the letter a) can spark enthusiasm for the lessons and the new learning ahead.</li> </ul>

*Continued on next page*



**How to present Part E**

**Part E: Conclusion**

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

Step	Action
1	<p>Explain that Lessons 6 - 13 should be taught as described in the Teacher's Manual.</p> <p>It may be possible to do more than one lesson at a session, but it is important not to skip any part of the lessons if the subsequent Skill Books are to be a positive experience for the student.</p>
2	<p>Suggest that students using the Alternative Method may find the stories in the Skill Book too basic and uninteresting.</p> <p>It is important to bring higher-interest reading material into these lessons.</p>
3	<p>Direct the participants to look at <i>An Alternative Method for Teaching Lessons 1-5</i> in the Teacher's Manual.</p> <p>Remind them that this is for their reference and they should practice the Alternative Method before meeting with a student who already has some basic skills.</p>

**Alternative presentation**



**Role Play of the Alternative Method**

To give the participants a better sense of how a tutor and student would move through the first few lessons quickly using the Alternative Method, you can demonstrate an actual tutoring situation of Lessons 1 through 4.

**Timing:** 15 minutes

Step	Action
1	<p>Introduce the <i>Alternative Method</i> as described in <b>Part A</b> of this workshop module.</p> <p>Instead of discussing how to deal with a student who does not feel they need to start back at the beginning, you can incorporate into your skit a “student” who does not feel that they need to start with Skill Book 1.</p>
2	<p>Instead of using the Trainer Charts, sit at a table with your “student” and work from the Skill Book. Ask the participants to follow along in their own books.</p>

*Continued on next page*





## WM 3B-5: Alternative Method for Teaching Lessons 1 - 5, Continued

---

### Alternative presentation (continued)

Step	Action
3	Demonstrate the Alternative Method for Lessons 1 - 4, using one member of the training team as the “student”, and another as a narrator. <i>Reference:</i> See Teaching Aid <i>Skit for Alternative Method</i> for one possible skit that you can use or adapt.
4	Discuss the techniques used to change the student's resentful attitude at the beginning, and for the Alternative Method. <i>Reference:</i> See Part A, 3 and Part C.
5	If there is time, give the participants an opportunity to practice the Alternative Method, as outlined in Part D.
6	Conclude the presentation, as outlined in Part E.

---

This page is intentionally left blank.



## WM 3B-6 (Alternative): Skill Book 1, Lessons 2 - 5

### Introduction

#### *When to use this alternative workshop module*

This faster way of presenting Lessons 2-5 should be chosen if

- few of the students entering the program need in-depth work on Skill Book 1, and
- the workshop participants have caught on very well to the pattern during the first lesson practice.

#### *Purpose and outcomes*

The purpose of this workshop module is to

- identify the descriptive phrases and sounds for the letters and digraphs in Charts 2-5
- present new skills taught in these lessons, and
- discuss a complete lesson plan in sequential order

**Timing:** 30 minutes (40 minutes if practice is used)

#### *Workshop module structure*

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

- Part A: Charts 2 - 5
- Part B: Practice
- Part C: Balance of lesson.

### Materials

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

Type	Materials
Books	<ul style="list-style-type: none"> <li>• Skill Book 1</li> <li>• Teacher’s Manual 1</li> </ul>
Handouts	<ul style="list-style-type: none"> <li>• “Elephant” Visual Pun (optional)</li> </ul>
Visual aids	<ul style="list-style-type: none"> <li>• Trainer Charts 2 – 5</li> <li>• <i>Poster:</i> Lesson Plan Outline for Skill Book 1 (including the additional strip for Lesson 2)</li> </ul>

**How to prepare.** Study the instructions for Lessons 2 - 5 in the Teacher’s Manual.

- Practice the sounds for the letters and digraphs, referring to the *Speech Sounds* handout.

*Continued on next page*

**How to present  
Part A**

**Part A: Charts 2 – 5**

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

Step	Action
1	Explain that these next few Charts are taught in the same manner as Chart 1 and that you will only go over the descriptive phrases and sounds for each letter.
2	Ask the participants for the descriptive phrases for each letter, tracing the shape of the letter on the picture.
3	Point to the last letter, combination, or digraph on each line. Model the sound for each and ask the participants to repeat the sound after you.
4	<p>Note the following points in each Chart:</p> <p><b>Chart 2</b></p> <ul style="list-style-type: none"> <li>• The descriptive phrases “This is a man’s leg” and “This is a girl’s neck” introduce two new sight words used in the Story.</li> <li>• Point out the importance of the handle coming first in “This is a long-handled pan”. Otherwise the student would have a “q”.</li> </ul> <p><b>Chart 3</b></p> <ul style="list-style-type: none"> <li>• Remind the participants that the key word for y is “yells”, so the descriptive phrase must be “This is a man who yells”.</li> <li>• Give special attention to the sounds /w/ and /y/.</li> </ul> <p><b>Chart 4</b></p> <ul style="list-style-type: none"> <li>• Introduce the importance of vowels. Ask the participants to read the Introduction to Lesson 4 and then summarize what to tell the student about vowels. Remind them that Skill Book 2 focuses on short vowel sounds and that they should not expect mastery at this point.</li> <li>• You might suggest “in goes the trash” for the key word “in”. Putting it first gives it more emphasis; and the trash should be last since you dot the i last. If this alternative is used, point out that the tutor should omit “This is a” and “This looks like a”.</li> <li>• When going over the short vowel sounds, mention that the word “egg” is not pronounced with a true short /e/ by everyone. If the student says /aig/, they will need to choose another key word to remember the correct short /e/ sound, e.g., Ed, edge, exit. If the student requires a visual image for the /e/ sound, the handout of the “Elephant” Visual Pun may be helpful.</li> </ul>

*Continued on next page*

## How to present Part A (continued)

Step	Action
4 (cont.)	<p><b>Chart 5</b></p> <ul style="list-style-type: none"> <li>• Point out that               <ul style="list-style-type: none"> <li>– this lesson teaches the last three letters of the alphabet (x, z and q) and three digraphs. Explain that a <b>digraph</b> is a combination of two consonants, which make one sound.</li> <li>– the sound for x is /ks/ and comes at the end of “box”, since there are only a few words that begin with x.</li> </ul> </li> <li>• Demonstrate briefly how a digraph is taught, stressing that the two letters together stand for one sound.</li> <li>• Emphasize that there is no need to re-teach what the student has already learned:               <ul style="list-style-type: none"> <li>– The student is asked to name the letters they know already: u, sh, ch, and th.</li> <li>– Only the names of the new letters (x, z and q) are reviewed.</li> </ul> </li> </ul>

**Part B: Practice**

## How to present Part B

This part is optional and you may choose between two alternatives:



Alternative	Description
EOTO Practice	Have the participants practice using EOTO, making it clear which Chart or Charts you would like the group to practice. <b>Reference:</b> See description in <i>WS 3B-1: Skill Book 1, Lesson 2.</i>
Small Group Practice	Have the participants practice in small groups, making it clear which Chart or Charts you would like the group to practice. <b>Reference:</b> See description in <i>WS 3A-3: Practice of Chart.</i>

*Continued on next page*

**How to present Part C**

**Part C: Balance of Lesson**

To present this part refer to the lesson plan poster and go through the parts of the lesson plan in order:

- |                      |                     |
|----------------------|---------------------|
| 1. Story             | 4. Listen and Write |
| 2. Checking homework | 5. Writing Lesson   |
| 3. Checkup           | 6. Homework         |

Step	Action
<i>Story</i>	
1	<p>Explain that the stories are taught in the same manner as in Lesson 1. Ask the participants to describe how they would teach the Story (using Story 2 as an example):</p> <ul style="list-style-type: none"> <li>• Beginning with the title</li> <li>• Going from the known in the Chart to the unknown in the Story</li> <li>• Modeling or giving clues</li> <li>• Drawing a finger along beneath the line</li> <li>• Reviewing sight words in the Story, and</li> <li>• Introducing punctuation.</li> </ul>
2	<p>Point out the new punctuation which is introduced in Stories 2-5. Ask the participants how they would explain these punctuation marks simply to the student.</p> <p>Stress that brief explanations are all that are required at this point to avoid overloading the student.</p>
3	<p>Point out that the <i>Story Review</i> asks the student to read the whole Story again, and the Story from the previous lesson.</p>
4	<p>Referring to the <i>Lesson Plan Outline</i> poster, show the participants that the <i>Reading</i> section of the lesson plan has now been completed.</p> <p>Note that there are some new parts added to the <i>Writing</i> section, which are discussed later in the module.</p>
<i>Checking Homework</i>	
5	<p>Discuss reasons for checking homework at this point rather than at the beginning of the lesson:</p> <ul style="list-style-type: none"> <li>• Always start a lesson with new material.</li> <li>• The student may not have done the homework or may have done it incorrectly. In either case, this could potentially start the lesson on a negative note.</li> <li>• The homework will review the letters from Lesson 1 and will help to ensure that the student will have a positive experience in the next two review sections.</li> </ul>



Continued on next page

## How to present Part C (continued)

Step	Action
6	Discuss what the tutor might do if the student does not do the homework. Here are some possibilities: <ul style="list-style-type: none"> <li>• Discuss the reasons for and benefits of assigning the homework.</li> <li>• Complete the homework as a writing exercise in class.</li> <li>• If this becomes a pattern, talk with the student about their reasons for not doing it (lack of confidence, embarrassment, lack of time, etc.).</li> <li>• Identify any barriers and develop a homework plan with the student.</li> </ul>
<i>Checkup</i>	
7	Explain that the <i>Checkup</i> section reviews the previous lesson and checks the student's ability to recall the shape of the letter by looking at the picture (visual discrimination skills).
8	Using the <i>Checkup</i> in Lesson 2, demonstrate how to teach the word "Checkup" and the first two lines as described in the Teacher's Manual. Stress that the student is being asked to write only the first letter of each word and is encouraged to correct their own work.
9	Point out that <ul style="list-style-type: none"> <li>• the <i>Checkup</i> in Lesson 5 asks the student to recall the missing vowel letter in each of the key words, and</li> <li>• the tutor reads the word first.</li> </ul>
10	Inform participants that students can self-correct by looking back at Chart for each Lesson.
<i>Listen and Write</i>	
11	Explain that this section checks the student's ability to recall a letter by hearing the sound at the beginning of a word (auditory discrimination). It again checks the previous lesson.
12	Demonstrate how to teach the words "Listen and Write" and the first letter of the word "bird".  Emphasize that the student is to write the first letter only.
13	Mention that the student will have the book open so both the <i>Checkup</i> and <i>Listen and Write</i> sections are showing.  In order to be sure that the student is not merely copying the letters from the <i>Checkup</i> , the tutor will dictate the words in a different order.
14	Point out that the second column of guidelines should be used by the student to write the letter correctly if a mistake is made.

Continued on next page



## WM 3B-6 (Alternative): Skill Book 1, Lessons 2 - 5, Continued

---

### How to present Part C (continued)

Step	Action
<i>Writing Lesson</i>	
15	Explain that the student will print the new letters introduced in each lesson in the same way as in Lesson 1.
16	In Lesson 4, the student writes words for the first time. Explain that these should not just be copied—they provide an opportunity to hear the number of sounds in a word. Demonstrate with one of the words.
<i>Homework</i>	
17	Explain to the participants that they should assign the homework for the lesson after completing the Writing Lesson.  For homework, the student will practice printing the new letters and words introduced in the lesson.
18	Explain that this completes the lesson plan for Lessons 2 - 5.

---



## WM 3B-7: Skill Book 1, Lesson 6

### Introduction

---

#### *Purpose and outcomes*

The purpose of this workshop module is to

- observe a different teaching pattern for the remaining Charts in Skill Book 1
- practice using the new pattern correctly
- discuss the new skills of
  - blending sounds
  - silent reading
  - answering comprehension questions
  - isolating sounds (Skills Practice), and
- review a complete lesson plan, which will be used for the remaining lessons in Skill Book 1.

**Timing:** 20 – 35 minutes

#### *Workshop module structure*

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

- Part A: Chart
- Part B: Discussion of chart techniques
- Part C: Practice
- Part D: Balance of lesson
- Part E: Recap of major changes in Lesson 6.

*Continued on next page*

## WM 3B-7: Skill Book 1, Lesson 6, Continued

### Materials

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

Type	Materials
Books	<ul style="list-style-type: none"> <li>• Skill Book 1</li> <li>• Teacher's Manual 1</li> </ul>
Visual aids	<ul style="list-style-type: none"> <li>• Trainer Chart for Chart 6</li> <li>• <i>Poster: Lesson Plan Outline for Skill Book 1</i> (including the additional strips for Lesson 6)</li> </ul>

**How to prepare .** Study the instructions for teaching Lesson 6 in the Teacher's Manual.

Memorize the presentation of Chart 6, including the Introduction.

### *Part A: Chart*

### How to present Part A

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

**Note:** This is a good time to compliment the participants on how well they are doing and to reassure them that the pattern for the remaining lessons need not be memorized. From Lesson 6 on, the tutors help their students figure out the new words for themselves.

Step	Action
1	<p>Ask the participants how Chart 6 differs from the previous Charts. Responses should include:</p> <ul style="list-style-type: none"> <li>• There are no pictures.</li> <li>• Small letters are paired with capital letters.</li> <li>• All letters and key words are presented in alphabetical order.</li> <li>• Key words are now names.</li> </ul>

*Continued on next page*

## WM 3B-7: Skill Book 1, Lesson 6, Continued

### How to present Part A (continued)

Step	Action
2	<p>Ask the participants to observe the demonstration carefully, noting the new skills introduced and how they are taught.</p> <p>Point out that you will teach the first two frames and they will continue teaching the rest of the Chart in EOTO practice.</p>
3	<p>Demonstrate Chart 6 as described in the Teacher's Manual.</p> <p>Include the Introduction to the Chart and the first two frames (A and B). Use the exact wording and hand signals given in the Teacher's Manual.</p> <p><i>Note:</i> Another member of the training team should stand to the left of the Trainer Charts and take the “student” role.</p>

### How to present Part B

#### *Part B: Discussion of chart techniques*

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

Step	Action								
1	Discuss briefly and demonstrate the techniques used to teach the Chart.								
2	<p>Ask the participants what is done in each column.</p> <table border="1"> <thead> <tr> <th>Col</th> <th>What is done</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>The student gives the name of the letter (the “known”).</td> </tr> <tr> <td>2</td> <td>The tutor introduces the capital letter and discusses the physical similarities between the small and capital letters.</td> </tr> <tr> <td>3</td> <td> <p>The student now blends sounds in order to read new words.</p> <ul style="list-style-type: none"> <li>• After the tutor points out that both the small and capital letters have the same sound, the student reviews the sounds of each letter (referring to key words if necessary).</li> <li>• The student reviews the capital letters in alphabetical order, thus learning correct alphabetical sequence.</li> <li>• The tutor points out the necessity of sounding out each word in Column 3, even if the student already knows the word. (This blending practice will help with new words later on.)</li> </ul> </td> </tr> </tbody> </table>	Col	What is done	1	The student gives the name of the letter (the “known”).	2	The tutor introduces the capital letter and discusses the physical similarities between the small and capital letters.	3	<p>The student now blends sounds in order to read new words.</p> <ul style="list-style-type: none"> <li>• After the tutor points out that both the small and capital letters have the same sound, the student reviews the sounds of each letter (referring to key words if necessary).</li> <li>• The student reviews the capital letters in alphabetical order, thus learning correct alphabetical sequence.</li> <li>• The tutor points out the necessity of sounding out each word in Column 3, even if the student already knows the word. (This blending practice will help with new words later on.)</li> </ul>
Col	What is done								
1	The student gives the name of the letter (the “known”).								
2	The tutor introduces the capital letter and discusses the physical similarities between the small and capital letters.								
3	<p>The student now blends sounds in order to read new words.</p> <ul style="list-style-type: none"> <li>• After the tutor points out that both the small and capital letters have the same sound, the student reviews the sounds of each letter (referring to key words if necessary).</li> <li>• The student reviews the capital letters in alphabetical order, thus learning correct alphabetical sequence.</li> <li>• The tutor points out the necessity of sounding out each word in Column 3, even if the student already knows the word. (This blending practice will help with new words later on.)</li> </ul>								

*Continued on next page*

## WM 3B-7: Skill Book 1, Lesson 6, Continued

### How to present Part B (continued)

Step	Action
3	<p>Discuss ways of helping the student blend sounds.</p> <ul style="list-style-type: none"> <li>• Where possible, the student should hold on to one sound until they get to the next sound and then try to say both sounds in quick succession.</li> <li>• Help the student to blend a “stop” consonant sound with the vowel sound that follows by putting the mouth, tongue, and lips into position for the consonant sound and then saying the vowel sound. <i>Example: /B o/.</i></li> <li>• Blend sounds out loud with the student, letting them listen to you.</li> </ul>

### Part C: Practice

#### How to present Part C



Present this part by pairing the participants for EOTO practice. The participants may refer to the *Basic Pattern for Teaching Charts 6-9* in Lesson 6 of the Teacher’s Manual.

- The first group teaches frames C and D.
- The second group teaches frames E and F.

**Reference:** See detailed description of EOTO practice in *WS 3B-1: Skill Book 1, Lesson 2*.

#### How to present Part D

### Part D: Balance of Lesson





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

Step	Action
<i>Story</i>	
1	<p>Demonstrate the teaching of the title and the first two paragraphs as described in the Teacher's Manual.</p> <p><b>Note:</b> Another member of the training team should take the role of the student.</p>
2	<p>Ask the participants how this teaching method differs from that of the previous Stories.</p> <ul style="list-style-type: none"> <li>• Silent reading is introduced.</li> <li>• Comprehension questions are asked.</li> </ul>

*Continued on next page*

## WM 3B-7: Skill Book 1, Lesson 6, Continued



### How to present Part D (continued)

Step	Action
  	<p>3</p> <p>Discuss the importance of a student learning to read silently.</p> <ul style="list-style-type: none"> <li>• Reading is faster, thereby improving comprehension.</li> <li>• Silent reading is more acceptable in public.</li> </ul> <p>Ask the participants how a tutor might help a student with silent reading. Answers might include the following:</p> <p>By moving a finger along under what is being read.</p> <ul style="list-style-type: none"> <li>• By directing the student to look for certain information as they are reading (“directed silent reading”).</li> </ul>
	<p>4</p> <p>Discuss the importance of asking simple factual comprehension questions. Comprehension, like other skills, must be built from the ground up. Being able to answer simple factual questions gives the student a positive experience.</p> <p><i>Note:</i> The tutor should not be tempted to skip questions if they seem too easy for the student. If comprehension is skipped until the reading material becomes more difficult, the student may not be prepared and may become frustrated at being unable to give correct responses.</p>
	<p>5</p> <p>Discuss the reasons why students are asked to read aloud after the silent reading.</p> <p>This enables</p> <p>the tutor to be sure that the student knows all the words, and the student to work on improving fluency in reading.</p>
	<p>6</p> <p>Refer to the <i>Story Review</i> section in Lesson 6 of the Teacher’s Manual. Explain how “paragraphs” are introduced.</p>
	<p><i>Skills Practice</i></p>
	<p>7</p> <p>Refer to the <i>Lesson Plan Outline</i> poster to illustrate that a new section has been added.</p> <p>Explain that this completes the lesson plan of reading, listening, and writing, and that each part is designed to reinforce the other. No part should be skipped.</p>
	<p>8</p> <p>Ask the participants to look at the three parts of <i>Skills Practice</i> in the Teacher's Manual:</p> <p>Practice 1: Beginning Sounds          Practice 2: Ending Sounds          Practice 3: Vowel Sounds</p>

*Continued on next page*

## WM 3B-7: Skill Book 1, Lesson 6, Continued

### How to present Part D (continued)

Step	Action
 9	Explain that this section appears only in the Teacher’s Manual. At this point in the lesson, the student should close all books so that they can focus attention on the tutor who will be reading from the Teacher’s Manual.
10	Demonstrate Skills Practice by asking the participants to take the role of students while you act as the tutor.  Give the participants a good sampling of the type of material included in each section.
 11	<b><i>EOTO Practice</i></b> (optional) If time allows, pair the participants for an EOTO practice. The person on the right takes the role of the tutor and teaches the beginning sounds. Then the participants switch roles and the new tutor teaches the section on ending consonant sounds. This gives the workshop participants a better understanding of how <i>Skills Practice</i> is taught in Skill Book 1, and gives more emphasis to the importance of this section.
12	Discuss how these listening exercises will help the student  With spelling words later, and With sounding out words.
<b><i>Checking Homework</i></b>	
13	Explain that this is now done after the <i>Skills Practice</i> exercises.
<b><i>Checkup</i></b>	
14	Point out to the participants the following about this section: <ul style="list-style-type: none"> <li>• In the first part of the <i>Checkup</i> section, the students must fill in the missing letters from the Chart words (Lessons 1-5).</li> <li>• In this Lesson <i>only</i>, a second part to the <i>Checkup</i> reviews all small letters and replaces the <i>Listen and Write</i> section.</li> <li>• The letters are grouped—tall letters, short letters, and letters which extend below the bottom guideline.</li> </ul>
<b><i>Writing Lesson and Homework</i></b>	
15	This lesson teaches the printing of capital letters and key words introduced in Chart 6.
16	Tell the participants that the lesson plan will remain essentially the same for the rest of the book.

*Continued on next page*

## WM 3B-7: Skill Book 1, Lesson 6, Continued

---

**How to present**  
**Part E**

*Recap of Major Changes in Lesson 6*

Ask the participants to recall the new things introduced in Lesson 6:

- Capital letters
  - Blending sounds to form words
  - Alphabetical order
  - Reading silently
  - Answering comprehension questions
  - Introduction of paragraphs
  - Skills practice.
-

This page is intentionally left blank.



## WM 3B-8: Balance of Skill Book 1

### Introduction

#### *Purpose and outcomes*

The purpose of this workshop module is to

- identify some of the skills taught in Lessons 7-13, and
- describe how to administer and evaluate the student's Checkup at the end of the book.

**Timing:** 15 - 30 minutes

#### *Workshop module structure*

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

- Part A: Lessons 7 – 13
- Part B: Checkup and diploma
- Alternative 1: Following the development of one skill
- Alternative 2: Teaching with the Checkup.

### Materials

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

Type	Materials
Books	<ul style="list-style-type: none"><li>• Skill Book 1</li><li>• Teacher's Manual 1</li><li>• Checkups for Skill Book 1</li></ul>
Handouts	<ul style="list-style-type: none"><li>• Student-completed Checkups 1 (Alternative 2)</li><li>• Diploma 1</li></ul>
<ul style="list-style-type: none"><li>• Visual aids</li></ul>	<ul style="list-style-type: none"><li>• Skill Development in Skill Book 1 (Alternative 1)</li></ul>

- How to prepare**
- Study the objectives and instructions for presenting Lessons 7-13.
  - Read In the Valley.
  - Study the Checkup, including the instructions for administering and scoring the Checkup in the *Checkups for Skill Book 1* section of the Teacher's Manual.

*Continued on next page*

## WM 3B-8: Balance of Skill Book 1, Continued

How to present *Part A: Lessons 7 – 13*

Part A

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

Step	Action
1	<p>Explain that</p> <ul style="list-style-type: none"> <li>the lesson plan and teaching techniques for these lessons are similar to Lesson 6, and as a result they will not be studied in detail, and</li> <li>the objectives at the beginning of each lesson in the Teacher's Manual summarize the skills to be taught in that lesson.</li> </ul> <p><b>Presentation tips:</b> Flip through Skill Book 1 with the participants and ask questions in each lesson. This will help them to pick out the new skills in each lesson—reducing “lecture” time and involving the participants in active learning. Keep the presentation moving briskly.</p> <p>Depending on how much time is available for this presentation, you may choose to eliminate some of the less important points.</p>
<b>Lesson 7</b>	
2	<p>Point out that occasionally there is a word in the Chart that may be difficult for a student because it does not sound the way it is spelled.</p> <p>Ask the participants which word in Chart 7 would be an example of this. (<i>Indian</i>)</p> <p>Explain that the student should sound out the word as far as possible. (/I-/n/-/d/..); if the word is still not known, the tutor says the word.</p>
3	<p>Mention that directed <i>silent</i> reading will be used to teach the Stories from now on.</p>
4	<p>Ask the participants what letters the student will be writing in the <i>Listen and Write</i> section of the Skill Book. (<i>Capital letters beginning with the names from Lesson 6</i>)</p>
<b>Lesson 8</b>	
5	<p>Ask the participants what they believe they should teach about the chart words “Mr.” and “Mrs.”</p> <ul style="list-style-type: none"> <li>What an abbreviation is. Explain that the word “Mister” is shortened to Mr. and “Missus” is shortened to Mrs.</li> <li>The need for periods.</li> <li>The need for capitals (in this context, they are titles used with people's names).</li> </ul>
6	<p>Ask the participants to pick out a word that the student would not yet be able to sound out.</p> <ul style="list-style-type: none"> <li>“Queen” because the student has not yet learned long vowel sounds</li> <li>“Robert” or “Oliver” because the student has not yet had the /er/ sound.</li> </ul>

*Continued on next page*

## WM 3B-8: Balance of Skill Book 1, Continued

### How to present Part A (continued)

Step	Action
<b>Lesson 9</b>	
Same as Lessons 6,7,8 – Learning capital letters	
<b>Lesson 10</b>	
7	Point out that Chart 10 reviews what the student has learned to this point — small and capital letters in alphabetical order and all the key words.
8	Briefly discuss ways to help a student to learn alphabetical order and refer participants to the <i>Meeting Individual Needs</i> section at the end of Lesson 10 in the Teacher’s Manual.  Point out that the student writes both small and capital letters in order for the first time in the <i>Writing Lesson</i> of Lesson 10.
<b>Lesson 11</b>	
9	Ask the participants what numerals the student should be able to recognize when this Chart is completed.  Explain that the set-up of the Chart is designed to help the student understand the meaning of numbers.  <b>For example:</b> Column 1: 2 Column 2: 12 (one ten plus two) Column 3: 22 (two tens plus two)
10	Ask the participants how numbers are used in the Story.  Point out that addresses and phone numbers will be practical and useful for adults.
11	Point out that <ul style="list-style-type: none"> <li>• in the <i>Checkup</i> section, the student says the alphabet and then writes small and capital letters in correct alphabetical sequence</li> <li>• in the <i>Listen and Write</i> section, words beginning with capital and small letters are dictated in the same section for the first time and the student must decide which type of beginning letter to use, and</li> <li>• in the <i>Writing Lesson</i> section, the student practices writing numbers.</li> </ul>

*Continued on next page*

## WM 3B-8: Balance of Skill Book 1, Continued

### How to present Part A (continued)

Step	Action
<b>Lesson 12</b>	
12	<p>Tell the participants that the student is only expected to read the number words from one to five after finishing this Chart.</p> <p><b>Note:</b> The Story uses these number words to discuss the number of children in various families. The other numbers are merely introduced.</p> <p><b>Suggestion:</b> Many students appreciate carrying a "reduced-in-size" replica of this Chart for handy reference when writing cheques, etc.</p>
13	<p>Ask the participants what the student is expected to do in the <i>Writing Lesson</i>.</p> <p><b>Note:</b> Adding (s) endings to singular nouns has been worked on throughout the Skill Book in the <i>Skills Practice</i> sections.</p>
<b>Lesson 13 and In the Valley</b>	
14	<p>Ask the participants what sections are missing in the last lesson in Skill Book 1. (<i>Chart and Story</i>).</p> <p>Explain that In the Valley will serve as the reading material for this lesson. Point out that</p> <ul style="list-style-type: none"> <li>• the Reader consists of a series of short stories (see the Table of Contents) using the same vocabulary as that introduced in Skill Book 1</li> <li>• the Teacher's Manual shows how to teach In the Valley by introducing the parts of a book, and then having the student read the stories silently and answer questions, as was done with Skill Book 1</li> <li>• the student reads half of the book in class, and the remainder as homework, and</li> <li>• the tutor must go over the Word List at the back of the Reader with the student <i>before</i> assigning the homework.</li> </ul>
15	<p>Point out that the <i>Writing</i> section appears in the Skill Book as usual. The <i>Checkup</i> asks "Yes/No" questions about the Story in Lesson 12 and prepares the student for the comprehension questions in the <i>Checkups for Skill Book 1</i> workbook.</p>
16	<p>Ask the participants what the student is expected to do in the <i>Writing Lesson</i>. Remind them that the skill of using -s and -'s endings has been built up gradually since Lesson 2.</p>

*Continued on next page*

## WM 3B-8: Balance of Skill Book 1, Continued

### How to present Part A (continued)

Step	Action
17	<p>Have the participants look at the second part of the <i>Writing Lesson</i>. Point out that if the student wants to learn to write their name, address, and phone number <i>earlier</i>, the tutor should immediately turn to this page and write it out for the student to copy.</p>
18	<p>Have the participants look at the “Word List” at the back of Skill Book 1.</p> <p>Explain that all the words introduced in the Skill Book are listed here in alphabetical order. (<i>Note:</i> Words preceded by asterisks are used only in titles and directions.)</p> <p>Suggest that it is a good review to have the student read all of the words and to refer back to the lesson where it was introduced, if necessary.</p> <p>Caution the participants against dictating these words, because the student does not yet have the necessary spelling skills.</p>

### How to present Part B

#### *Part B: Checkup and diploma*

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

Step	Action
1	<p>Explain the purposes of the Checkup:</p> <ul style="list-style-type: none"> <li>• Review the student's progress</li> <li>• Self-evaluate one's own teaching.</li> </ul>
2	<p>Discuss why it is called a “Checkup” and not a “test”. (“Checkup” is a term the student has seen all through Skill Book 1 meaning “review”.)</p>
3	<p>Emphasize that we do not refer to it as a test, as it does not determine whether a student passes or fails. It is used only to assist in identifying the skills with which the student might need help.</p> <p>By this time, the tutor should already have identified these skills and should have been giving extra help and supplementary lessons as the student moved through the book.</p> <p><b>Important:</b> The Checkup should not be given unless the tutor is quite sure that the student will do well.</p>

*Continued on next page*

## WM 3B-8: Balance of Skill Book 1, Continued

### How to present Part B (continued)

Step	Action
4	<p>Ask the participants to skim the Checkup as you briefly describe each part.</p> <p>Point out that the student is not asked to do anything on the Checkup that has not been done in Skill Book 1.</p>
5	<p>Refer the participants to the directions on administering the Checkup in the Teacher's Manual.</p> <p>Encourage them to read this on their own before giving the Checkup to a student.</p>
6	<p>Talk about scoring the Checkup. Refer the participants to the Checkup Teacher's Evaluation Form in their Teacher's Manuals for the correct answers and the point values for each answer.</p> <p>Discuss the reasons for marking correct versus incorrect answers.</p> <p>Discuss the disadvantages of giving the student a score:</p> <ul style="list-style-type: none"> <li>– The Checkup becomes a test.</li> <li>– The score is of little importance. It is more important to note areas of strength and weakness and to use the Checkup as a learning tool.</li> <li>– If the scores decrease on subsequent Checkups (which they probably will), the student may become discouraged.</li> </ul> <ul style="list-style-type: none"> <li>• Point out that it is important to go over the Checkup and to give the student an opportunity to correct any incorrect answers.</li> <li>• Mention the importance of checking the score in each section when identifying areas requiring additional work. Reinforcement activities may be incorporated into future lessons. However for the student's sense of progress, it is important to go on to Skill Book 2.</li> </ul>
7	<p>Explain that the Diploma is filled out by the tutor and given to a student who has successfully mastered Skill Book 1 and is ready to begin Skill Book 2. The Diploma can be a strong motivational factor for the student and give tangible evidence of progress.</p> <p><i>Note:</i> The tutor should send the stub to the local council to be kept in the student's file.</p>

*Continued on next page*

## WM 3B-8: Balance of Skill Book 1, Continued

---

### Alternative presentation 1

ALT

### *Following the Development of One Skill*

**Timing:** 30 minutes

It may be more desirable to do the Balance of Skill Book 1 by following the development of only one skill through the book. This can give the participants an understanding of

- how skills are developed in small incremental steps and
- the importance of not skipping any steps.

Step	Action
1	Explain that the lesson plan and teaching techniques for most of the subsequent lessons are similar to those used in Lesson 6. As a result, the participants will not study them in detail. They will only review the major changes in the lesson and discuss how the use of the -s and -'s endings is developed.
2	Ask the participants to recall how either of these endings has been introduced or reviewed in Lessons 1 - 6. Allow them to look in their Skill Books or Teacher's Manuals.
3	Summarize the development of this skill by displaying the visual aid: <i>Skill Development in Skill Book 1</i> . Cover all but the first six lessons.
4	Ask the participants what other steps they think a student would need to take in order to learn this skill.  Allow them time to suggest a few steps such as "using the word in a sentence".
5	Explain that they will go through the balance of Skill Book 1 picking out the skill-building steps and noting some of the major changes in these lessons.
6	Divide the participants into small groups.  Assign one of the following lessons to each group: Lesson 8, 9, 10, 11, 12, or 13.  Allow them a few minutes to look through the Teacher's Manual and the Skill Book to see how the -s or -'s skill is developed in that lesson.
7	Discuss the skill-building steps found in each lesson. As you do so, reveal each new lesson on the <i>Skill Development</i> visual aid.

---

*Continued on next page*

## WM 3B-8: Balance of Skill Book 1, Continued

### Alternative presentation 1 (continued)

Step	Action
8	As you move through each lesson, mention some of the other major skills introduced:  Lesson 7 - Writing capital letters for beginnings of names Lesson 8 - Use of abbreviations <ul style="list-style-type: none"> <li>• Lesson 10 - Review lesson (reviews small and capital letters in alphabetical order)</li> <li>• Lessons 11 and 12 - Numbers (the student should recognize the numerals 1-100 and the number words from one to five)</li> </ul>
9	Discuss the use of <i>In the Valley</i> , as described in Part A, Lesson 13.
10	Discuss the Checkup and Diploma, as described in Part B.

### Alternative presentation 2

ALT

#### *Teaching with the Checkup*

**Timing:** 20-30 minutes

This alternative is a hands-on activity and places the emphasis on the administration and evaluation of the Checkup.




Step	Action
1	Explain that most of the remaining lessons in Skill Book 1 are taught in a similar manner to Lesson 6.  As a result they will not be studied in detail. Instead, you will look briefly at the correlated reader <i>In the Valley</i> and then focus on the Checkup. Reviewing the Checkup will give participants insight into the skills expected of a student at the completion of Skill Book 1.
2	Point out that the reader <i>In the Valley</i> consists of a series of short stories, using the same vocabulary as that introduced in Skill Book 1 the Teacher's Manual shows how to teach <i>In the Valley</i> by introducing the parts of a book, and then having the student read the stories silently and answer questions (as in Skill Book 1) <ul style="list-style-type: none"> <li>• the student reads half of the book in class, and the remainder as homework, and</li> <li>• the tutor must go over the Word List at the back of the Reader with the student <i>before</i> assigning the homework.</li> </ul> <p><b>Note:</b> Half of the book is done in class, and the student is asked to finish the remainder at home. Before assigning this homework, the tutor must go over the Word List at the back of the Reader with the student.</p>

*Continued on next page*



## WM 3B-8: Balance of Skill Book 1, Continued

### Alternative presentation 2 (continued)

Step	Action
 <p>3</p>	<p>Point out that the Checkup usually follows the student's completion of the Reader.</p> <p>Discuss the purposes of the Checkup, why it is called a "Checkup", and when it should be given (see Part B, 1-3).</p>
 <p>4</p>	<p>Distribute two sections of the <i>Student-Completed Checkups</i> to each participant.</p> <p>Ask the participants to mark these sections, using the instructions for administering and scoring the Checkup from the Teacher's Manual.</p> <p>Discuss the following:</p> <p>Marking correct answers rather than wrong ones. Using a regular black pencil rather than a red one.</p>
 <p>5</p>	<p>After allowing participants approximately ten minutes to complete this exercise, discuss the types of mistakes the student made.</p> <p><b>For example:</b></p> <p>Reversing letters and numbers (b and d, 16 and 61). Confusing /sh/ and /ch/. Confusing the letter q.</p> <ul style="list-style-type: none"> <li>• Not following directions. (Note the underlining instead of circling in Checkup 3. Were the directions explained? Were the sample questions answered?) Student mistakes may be due to unclear directions.</li> <li>• Reading the end of the word first, such as, "quarter" instead of "zipper". (Note that the student did self-correct with "leg" and "Sam".)</li> <li>• Not paying attention to detail when reading.</li> <li>• Printing some illegible capitals, such as, G and L. (Note also that all capitals should sit on the bottom guideline.)</li> </ul> <p><b>Note:</b> Remind participants of the printing exercise that they did using their non-writing hand when you discuss whether the student's printing on the Checkup is acceptable. Suggest that students be asked to change their writing style only if a letter could be confused with another letter.</p>

Continued on next page

## WM 3B-8: Balance of Skill Book 1, Continued

---

### Alternative presentation 2 (continued)

Step	Action
6	<p data-bbox="537 384 922 415">Discuss scoring the Checkup.</p> <ul data-bbox="537 436 1422 978" style="list-style-type: none"><li data-bbox="537 436 1422 506">• Discuss the disadvantages of giving the student a “score” (see Part B, step 6).</li><li data-bbox="537 510 1422 579">• Point out that it is important to go over the Checkup and to give the student an opportunity to correct any incorrect answers.</li><li data-bbox="537 583 1422 695">• Explain that reinforcement activities should be incorporated into future lessons to strengthen the areas for improvement identified in the Checkup.</li><li data-bbox="537 699 1422 873">• Using the scores in each section, ask the participants which sections were satisfactory and which areas will require extra work. (Or use this exercise as the basis for your next presentation on Review and Reinforcement activities and have the participants suggest specific activities which might help this student.)</li><li data-bbox="537 877 1422 978">• Point out that it is important to move on to Skill Book 2 so that the student feels there is progress; it is not necessary to drill the student until “they get right”.</li></ul>
7	<p data-bbox="537 999 1386 1178">Show the participants a Skill Book 1 <i>Diploma</i> and point out that it is filled out by the tutor and given to a student who has successfully completed the first Skill Book. The Diploma can be a strong motivational factor for the student and give tangible evidence of progress.</p> <p data-bbox="537 1192 1386 1262"><b>Note:</b> The tutor must send the stub to the local council to be kept in the student’s file.</p>

---

## WM 3B-9: Review and Reinforcement for Skill Book 1, Continued

---

### Introduction

#### *Purpose and outcomes*

The purpose of this workshop module is to

- discuss the use of supplementary materials
- present samples of reinforcement aids and materials, which can be used to supplement the skills introduced in Skill Book 1.

**Timing:** 10 - 30 minutes

#### *Workshop module structure*

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

- Part A: Introduction
- Part B: Samples of Aids and Materials
- Part C: Summary of Skills in Skill Book 1
- Alternative presentations:
  - Alternative 1: Brainstorming Ideas
  - Alternative 2: Researching Specific Resources
  - Alternative 3: Planning a Review Lesson for a Hypothetical Student.

### Materials

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

Type	Materials
Books	<ul style="list-style-type: none"><li>• Skill Book 1</li><li>• Teacher's Manual 1</li></ul>
Handouts	<ul style="list-style-type: none"><li>• Review and Reinforcement Ideas</li></ul>
Visual aids	<ul style="list-style-type: none"><li>• Sample reinforcements for display</li><li>• Posters: <i>How to Help Students</i> (see sample in visual aids)</li><li>• Display of supplementary reading material (as noted in <i>How to prepare</i> above).</li></ul>

*Continued on next page*

## WM 3B-9: Review and Reinforcement for Skill Book 1, Continued

**How to prepare** . Read the following:

- Handout: *Review and Reinforcement Ideas*
- *Meeting Individual Needs* sections at the end of each lesson, and
- *Sample Supplementary Lesson* at the back of the Teacher’s Manual.
- Make up samples of Skill Book 1 reinforcements for demonstration or display.
- Obtain samples of supplemental reading materials for this level:
  - Focus on Phonics 1 (Teacher's Edition)
  - More Stories 1
  - Workbook for Skill Book 1, and
  - Crossword Puzzles for Skill Books 1 and 2.
- Create posters summarizing ways to help a student with phonics, word recognition and comprehension (or use the visual aid *How to Help Students*). Make sure you only list materials and techniques that will be discussed in your workshop. These posters could be posted for the duration of the workshop.

**How to present  
Part A**

### ***Part A: Introduction***

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



Step	Action
1	<p>Discuss the purposes of bringing in supplementary materials to your lesson:</p> <ul style="list-style-type: none"> <li>• To reinforce a weak area or skill with which the student has difficulty. Stress that good tutors should be aware of weak areas before the Checkup is given. Reinforcements are best used as soon as it becomes apparent to the tutor that a student needs help in a particular area.</li> <li>• To slow down the pace of the lesson if the student feels they are trying to learn too much too fast. A student may need small increments to build their confidence. (<i>Note: Do not unnecessarily prolong the study of Skill Book 1. The student needs to see that they are making progress.</i>)</li> <li>• To help a student transfer skills learned to other areas of reading. <i>Transfer of learning</i> is not automatic; it has to be learned. A student may be able to read all the Stories in their Skill Book but not be able to recognize the same words in other settings.</li> <li>• To show the student that the skills being learned have practical application in everyday life. It is important to be working towards the student’s goals.</li> <li>• To provide variety and an interesting change of pace during a lesson.</li> </ul>

*Continued on next page*

## WM 3B-9: Review and Reinforcement for Skill Book 1, Continued

How to present Part A (continued)

Step	Action
2	<p data-bbox="542 373 1419 470">Ask the participants to look at the handout <i>Review and Reinforcement Ideas</i> to see the criteria for developing or using reinforcements.</p> <p data-bbox="542 508 1419 541">Go over some of these and be sure to include the following key points:</p> <ul data-bbox="542 575 1419 1192" style="list-style-type: none"><li data-bbox="542 575 1419 680">• <b><i>Involve the student:</i></b> Discuss what helps the student learn best, what are their needs and interests, and what <i>they</i> would like to do. Consider any negative experiences they may have had in school.</li><li data-bbox="542 714 1419 848">• <b><i>Material should be relevant:</i></b> Do not use isolated or tedious drills that fragment the language into meaningless bits and pieces of sounds and letters. The student must see the relationship of the exercise to their goals.</li><li data-bbox="542 882 1419 953">• <b><i>Material should be at the appropriate skill level:</i></b> Avoid material that is too difficult and may create frustration and feelings of failure.</li><li data-bbox="542 987 1039 1020">• <b><i>Material should be on an adult level.</i></b></li><li data-bbox="542 1054 1419 1192">• <b><i>Activities should reinforce learning:</i></b> Activities that allow for physical manipulation of the items used to teach a skill facilitate learning. (<i>For example</i>, if the activity teaches word endings, can the student pick up an ending and physically add it to a written word.)</li></ul>

*Continued on next page*

## WM 3B-9: Review and Reinforcement for Skill Book 1, Continued

How to present  
Part B

### *Part B: Samples of Aids and Materials*

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

Step	Action
1	<p>Refer the participants to the various resources for reinforcement ideas:</p> <ul style="list-style-type: none"> <li>• <b>Checking Progress and Meeting Individual Needs.</b> These sections, at the end of each lesson, give the tutor an indication of how the student should be progressing and some ideas to supplement the lesson if the student is having difficulty.</li> <li>• <b>Sample Supplementary Lesson.</b> This lesson in the Teacher’s Manual, all or in part, may be used to review the first two lessons. It can also be used as a model to plan other supplementary lessons.</li> <li>• <b>Review and Reinforcement Ideas Handout.</b> Show the participants the section of their handout that includes ideas for supplementing Skill Book 1. Mention that suggestions for each Skill Book follow. Point out that these ideas were developed by other volunteers to meet the needs of their students. The participants should be encouraged to develop their own reinforcements.</li> </ul>
2	<p>Demonstrate the use of some of the aids described in the above resources (bingo cards, flash cards, etc.).</p> <p>Explain that these are easy to make and generally inexpensive. They can be made with paper, cardboard, filing cards, markers, and other items found in most homes.</p> <p>Show how they would be used to reinforce a particular skill.</p>



*Continued on next page*

## WM 3B-9: Review and Reinforcement for Skill Book 1, Continued

How to present Part B (continued)

Step	Action
3	<p>Provide a brief explanation for each of the following resources:</p> <p><b>More Stories 1</b> - Contains three extra stories for each lesson in Skill Book 1. The stories use the same vocabulary and reinforce the same skills presented in the particular lesson. This is most helpful for the slower student.</p> <ul style="list-style-type: none"> <li>- Be sure that the participants do not confuse this book with In the Valley, the correlated Reader used at the end of Skill Book 1.</li> </ul> <p><b>Focus on Phonics 1</b> (Student Workbook and Teacher's Edition) - This gives extra practice in identifying the consonant and short vowel sounds introduced in Skill Book 1.</p> <ul style="list-style-type: none"> <li>- Show a page from the Student Workbook dealing with beginning sounds and one that deals with ending sounds.</li> </ul> <p><b>Workbook for Skill Book 1</b> - This book was designed for second-language students who need extra practice with the patterns of English. However, some of the exercises on the Chart words, plural forms of nouns, correct verb tenses, filling in missing words, etc., may also be useful for literacy students.</p> <ul style="list-style-type: none"> <li>- Most exercises can be assigned as homework along with the homework for the Skill Book lesson.</li> </ul> <p><b>Crossword Puzzles for Skill Books 1 and 2</b> - These are appropriate for a student after Lesson 10 in Skill Book 1.</p> <ul style="list-style-type: none"> <li>- Show a sample puzzle and explain that all the student has to do is fill in the missing word in a sentence from a word list.</li> </ul> <p><b>Other resources</b> - Ads, signs, magazine or newspaper articles containing Skill Book words can help provide reinforcement.</p> <ul style="list-style-type: none"> <li>- Tutors should circle the known words so they stand out on the page.</li> </ul>

*Continued on next page*

## WM 3B-9: Review and Reinforcement for Skill Book 1, Continued

---

### How to present Part C

#### *Summary of Skills in Skill Book 1*

Refer the participants to the *Skills Introduced in Skill Book 1* chart in the Introduction to Skill Book 1 section of the Teacher’s Manual.

Point out the following:

- The number of different skills introduced in the book. Although Skill Book 1 may seem overly simple to a participant, it is important that the tutor not skip it or move too quickly, since many vital foundation skills are built at this level.
- How this chart can be used by the tutor to check in which lesson a skill will be reviewed and when supplementary materials would be useful.

**Note:** By planning appropriately for extra review for lessons where the student has struggled, any weaknesses will have been strengthened by the end of the book.

---

### Alternative presentations



All of the following are alternative ways of presenting Part B. Instead of listening to a lecture or watching a demonstration, the participants are actively involved in researching review and reinforcement ideas. However, this requires more time—either in class or as a homework assignment.

#### *Alternative 1: Brainstorming Ideas*

**Timing:** 15 minutes

Step	Action
1	After completing Part A, have the participants review the skills presented in Skill Book 1 (as in Part C).
2	Have the participants brainstorm (in four small groups) ways to reinforce phonics, word recognition, comprehension, and writing skills.
3	Review their ideas, pointing out some of the aids and resources available for their use (see Part B).  Refer participants to the <i>How to Help Students</i> visual aids summarizing ways to help a student with phonics, word recognition and comprehension.

---

*Continued on next page*



## WM 3B-9: Review and Reinforcement for Skill Book 1, Continued

Alternative presentations (continued)



### Alternative 2: Researching Specific Resources

Timing: 20 minutes

Step	Action
1	After completing Part A, have the participants review the skills presented in Skill Book 1 (as in Part C).
2	Have the participants research (in three or four small groups) how a specific aid or material can be used to reinforce the Skill Book skills. Suggestions for group tasks include: Demonstrating four ways word flash cards may be used. Demonstrating at least three ways letter flash cards may be used Using Focus on Phonics 1 to find exercises which teach <ul style="list-style-type: none"> <li>– Auditory discrimination of similar sounds, or</li> <li>– Visual discrimination of similar letter shapes</li> </ul> <ul style="list-style-type: none"> <li>• Demonstrating how a “bingo” game could be used to help a student with consonant sounds (See <i>Review and Reinforcement Ideas</i> handout)</li> <li>• Demonstrating how More Stories 1 could be used to supplement Lesson 1 of Skill Book 1.</li> </ul>
3	Participants demonstrate to the rest of the group how these aids may be used to supplement the skills in Skill Book 1.



### Alternative 3: Planning a Review Lesson for a Hypothetical Student

Timing: 30 minutes

Step	Action
1	After completing Part A and Part B, Step 1 (resources available), have the participants prepare a review lesson for a hypothetical student. <i>Reference:</i> See <i>Hypothetical Situation</i> handout from Section 4 or <i>Student-completed Checkups</i> handout.
2	Instruct the participants to use the resources listed, and jot down ideas to use the student’s strengths and reinforce any weak areas. Stress the importance of using the student’s interests and working towards the student’s goals.
3	Demonstrate any aids or materials that might prove useful in a review lesson.

**Note:** This last presentation may be combined with the workshop module on [Lesson Planning](#) in Section 4 of this manual.

This page is intentionally left blank.