

Subsection C: Skill Books 2 - 4

Overview

Introduction Subsection C contains the specific instructions for presenting the workshop modules covering Skill Book 2 through 4 in the Laubach Way to Reading series.

This subsection contains the following workshop modules (WM):

In this subsection

| Topic | See Page |
|--|-----------------|
| WM 3C-1: Skill Book 2, Lesson 1 | 3C-3 |
| WM 3C-2: Balance of Skill Book 2 | 3C-13 |
| WM 3C-3: Review and Reinforcement for Skill Book 2 | 3C-19 |
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WM 3C-1: Skill Book 2, Lesson 1

Introduction *Purpose and outcomes*

The purpose of this workshop module is to

- identify how Skill Book 2 Charts, Stories and Writing Lessons differ from those in Skill Book 1
- present the teaching pattern of a typical Chart and Story in Skill Book 2.
- have participants to practice teaching a Skill Book 2 Chart (optional)
- discuss the complete lesson plan for Skill Book 2.

Timing: 30 – 45 minutes (if practice is included)

Workshop module structure

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

Part A: Overview of Skill Book 2

Part B: Demonstration of Chart and Story

Part C: Discussion of Teaching Techniques

Part D: Practice (optional)

Part E: Balance of Lesson Plan

Alternative presentations:

- Alternative 1: Practice Using Chart 2
- Alternative 2: Preparing a Lesson for Homework.

Materials

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

| Type | Materials |
|-------------|---|
| Books | <ul style="list-style-type: none">• Teacher’s Manual 2• Skill Book 2 |
| Visual Aids | <ul style="list-style-type: none">• “roogle” sentence• Trainer Charts for Skill Book 2• <i>Poster</i>: Lesson Plan Outline for Skill Book 2 |

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WM 3C-1: Skill Book 2, Lesson 1, Continued

How to prepare .

- Read the Introduction to Skill Book 2 in the Teacher’s Manual.
- Study the instructions for teaching Lesson 1 in the Teacher's Manual so that you can demonstrate the Chart and Story as perfectly as possible without using the Teacher's Manual.
- Prepare a poster of the Lesson Plan Outline for Skill Book 2.

LESSON PLAN OUTLINE FOR SKILL BOOK 2

| SKILL BOOK 2 | |
|------------------------|--|
| READING | |
| Chart | |
| Story: | Directed silent reading Oral reading Reading between the lines |
| SKILLS PRACTICE | |
| Short vowel sounds | |
| Consonant blends | |
| Word families | |
| Endings: | -ing, -s, -'s, -s', -es, -ed, -er. |
| WRITING | |
| Check homework | |
| Checkup | |
| Writing Lesson: | Study Listen and Write |
| Homework | |

- Write the following sentence on a white / black board or flipchart (but covered), or use the prepared visual aid (could also be a handout):

“The roogle raznacked the sleefary because the sleefary had afranned his abelaide.”

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WM 3C-1: Skill Book 2, Lesson 1, Continued

How to present
Part A

Part A: Overview of Skill Book 2

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

| Step | Action |
|------|--|
| 1 | <p>Have the participants browse through Skill Book 2 for a few minutes, comparing the <i>Charts</i>, <i>Stories</i> and <i>Writing Lessons</i> to those in Skill Book 1.</p> <p>Ask how each differs and what new skills are introduced.</p> |
| 2 | <p>Help them to bring out some of the following points by asking questions such as “What is the purpose of the pictures in the Charts?”</p> <p>Charts</p> <ul style="list-style-type: none"> • The emphasis is on short vowels. Each lesson concentrates on one short vowel sound. • The Chart pictures are now only clues; they don't tell exactly what the word is. • The words are respelled phonetically in the third (red) column of the Chart. • The words are longer. (Only 60% of the words have one syllable, compared with 95% in Skill Book 1). • New sounds such as /wh/, /ng/, /er/, and /ar/ are introduced. <p>Stories</p> <ul style="list-style-type: none"> • The type is smaller. • The average sentence length is longer (seven words compared with five in Skill Book 1.) • New words are introduced under the Story title. • There is less repetition. <p>Writing Lessons</p> <ul style="list-style-type: none"> • The student is asked to write words (and later short sentences) from dictation. <p>New words are formed by adding endings (s, es, ed, ing, and er) to familiar words. (Spelling keys are introduced to help the student know how a root word changes when endings are added.)</p> |

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WM 3C-1: Skill Book 2, Lesson 1, Continued

How to present Part B

Part B: Demonstration of Chart and Story

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

| Step | Action |
|------|---|
| 1 | Set up the <i>Trainer Charts</i> for Chart 1 and Story 1 of Skill Book 2. Explain that you are going to demonstrate the teaching of a typical Chart and Story, using another member of the training team as the student. (The student stands to the left of the Charts.) |
| 2 | Introduce the Skill Book, as described in the Teacher's Manual. |
| 3 | Teach the Chart exactly as described in the Teacher's Manual. <i>Note:</i> If time is short, skip Lines 3-5 (big, little, ring), but include the Review. If you are going to do this, explain this to the participants before you begin the demonstration. |
| 4 | Teach the first two or three paragraphs of the Story as described in the Teacher's Manual. Begin with the title and the new words beneath. When you finish your demonstration, explain how to teach the rest of the story, including reading the whole story orally. |

How to present Part C

Part C: Discussion of Teaching Techniques

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

| Step | Action |
|------|---|
| 1 | Emphasize that at this point the student is encouraged to do as much as possible on their own. Ask the participants how student independence is encouraged when reading the Chart: <ul style="list-style-type: none"> • Use of pictures as clues. • Sounding out words using the phonetic re-spellings in the third column. (The student is using knowledge of letter-sound relationships to read new words.) |
| 2 | Point out that even though a student reads the word in Column 2, Column 3 is still needed. Ask the participants how Column 3 is used. <ul style="list-style-type: none"> • To practice blending sounds. • To study any new sounds. • To call attention to what is unique about each word, including the differences between how a word sounds and how it is spelled. |

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WM 3C-1: Skill Book 2, Lesson 1, Continued

How to present Part C (continued)

| Step | Action |
|------|--|
| 3 | <p>Explain that it is not necessary for the participants to memorize the presentation of Skill Book 2 Charts.</p> <p>However, they should read the lesson in the Teacher’s Manual several times so they are familiar with the points to be made. This will reduce the reliance on reading from the manual.</p> <p><i>Note:</i> The Teacher’s Manual should be open as a reference during tutoring.</p> |
| 4 | <p>Explain that the student practices blending by “sounding out” the new Story words first. This encourages student independence and helps develop confidence and fluency when reading the Story.</p> |
| 5 | <p>Ask the participants to summarize how each paragraph is taught. “Directed reading” of each paragraph of the Story includes:</p> <ul style="list-style-type: none">• Reading silently to find the answer to a specific question.• Answering the question asked.• Answering one or two other comprehension questions.• Reading the paragraph aloud. |
| 6 | <p>Comprehension skills are expanded to include</p> <ul style="list-style-type: none">• recognizing paragraphs and main ideas• summarizing• reading with expression• interpreting a story through the reader's own experience, and• reading to obtain facts. |

How to present Part D



Part D: Practice

Present this part by pairing the participants for EOTO practice and having the first ‘tutor’ teach the first three frames (Miss, sister, big) and the second ‘tutor’ teach the remainder of the Chart (little, ring, finger) and the review. The participants may read directly from the Teacher's Manual.

Reference: See more detailed description in [WM 3B-1: Skill Book 1, Lesson 2](#)

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WM 3C-1: Skill Book 2, Lesson 1, Continued

How to present Part E

Part E: Balance of Lesson

To present this part, refer the participants to the lesson plan poster for Skill Book 2. Quickly review the Chart and Story parts of the lesson plan.

Call attention to each of the areas.



| Step | Action |
|----------------------------------|---|
| <i>Reading between the lines</i> | |
| 1 | Have the participants read the <i>Reading between the lines</i> section of Lesson 1 in Teacher's Manual 2. |
| 2 | <p>Ask the participants what the purpose of this section is.</p> <ul style="list-style-type: none"> • To motivate the student by helping them to relate what is read to what they have actually experienced. To do this, the tutor draws the student into conversation about some aspect of the Story that they can relate to. • To build comprehension by helping the student to relate facts to each other and draw inferences from clues in the Story. |
| 3 | <p>Explain that the questions in the Teacher's Manual are only suggestions. The tutor may find others that are more appropriate. Ask the participants what other questions they could ask after Story 1. (Do you like jewellery? What kind? Do you like to shop alone or with a friend or relative?)</p> <p>Caution the participants about asking questions that</p> <ul style="list-style-type: none"> • are too personal, • may embarrass a student by pointing out their lack of experience, or • suggest a challenge to the student's lifestyle. |
| 4 | <p>To demonstrate the importance of this part of the lesson plan</p> <ul style="list-style-type: none"> • Have the participants read the "<i>roogle</i>" passage silently. • Ask the following questions: <ul style="list-style-type: none"> ○ Who raznacked the sleefary? ○ What did the sleefaryafran? ○ Why did the roogleraznack the sleefary? • Point out that it is quite possible to answer comprehension questions without really understanding a passage. Ask participants what they were lacking in order to comprehend the passage (vocabulary, prior experience with "roogles", etc.). • Stress the need for conversation with the student in order to make reading meaningful, both before reading a passage and afterwards. Conversation is also needed to truly assess the student's comprehension skills. |

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WM 3C-1: Skill Book 2, Lesson 1, Continued

How to present Part E (continued)

| Step | Action |
|------------------------|--|
| Skills Practice | |
| 5 | <p>Explain to the participants that in Lesson 1, the student works on the short sound /i/, and reviews the beginning consonant sounds /f/, /l/, /m/, and /r/ and the ending consonant sounds /s/, /er/, and /ng/.</p> <p>They will also work on s as a plural ending and -'s. This is a typical <i>Skills Practice</i> lesson.</p> |
| Writing | |
| 6 | Check homework-completion of In the Valley in Lesson 1. |
| 7 | <p>Refer the participants to the <i>Checkup</i> for Lesson 2 and ask where the student will find the answers to these questions (in the previous lesson).</p> <p>Point out that the words in red at the top of the page are new and should be sounded out before beginning the exercise.</p> <p>Note: <i>Checkup</i> is not found in every lesson.</p> |
| 8 | Refer the participants to the <i>Writing Lesson</i> for Lesson 2 and provide any explanations necessary. |
| Study | |
| 9 | Explain that the student is asked to study words before a spelling dictation. |
| 10 | <p>Demonstrate, using a chalkboard or flipchart, the suggested procedure for studying a word. This includes having the student</p> <ul style="list-style-type: none"> • look at the word and pick out special points they will have to remember when spelling it • close their eyes to picture it and spell it mentally or orally • open their eyes to check that it was pictured correctly, and • write the word in the <i>Study</i> section of the Skill Book. |
| 11 | <p>Have the participants look in the Teacher's Manual to find what words the student studies. These are all of the Chart words.</p> <p>Explain that later lessons will include new words from the Story. Developing visual memory is particularly important for words that are not written the way they sound.</p> |

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WM 3C-1: Skill Book 2, Lesson 1, Continued

How to present Part E (continued)

| Step | Action |
|----------------------------|--|
| <i>Listen and Write</i> | |
| 12 | <p>Explain that the <i>Study</i> section must be covered up while the tutor dictates words for the student to write. Most of these will be words that were reviewed in the <i>Study</i> section.</p> <p>Occasionally, the student will be asked to write other Chart words or words that were introduced in the <i>Story</i>. In this case, the words will be dictated in a different order from the <i>Study</i>.</p> |
| 13 | <p>Note that the student corrects themselves by looking back at the <i>Study</i> section or the <i>Chart</i> and <i>Story</i>.</p> <p>Point out to the participants that the Skill Book replicas in the Teacher's Manual contain the correct answers wherever the student is asked to write the answer (vs. copying).</p> |
| <i>Write</i> | |
| 14 | <p>Explain to the participants that in the first few lessons the student copies names and sentences. After Lesson 3, this section will be used to dictate more words and sentences.</p> |
| <i>Homework Assignment</i> | |
| 15 | <p>Copying words and sentences.</p> |

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WM 3C-1: Skill Book 2, Lesson 1, Continued

Alternative presentations

ALT

Alternative 1: Practice Using Chart 2

Because the Charts in Skill Book 2 are not to be memorized, you may suggest that the participants practice teaching a different Chart, using the same principles. This would be most appropriate if the participants seem to be catching on fairly easily to the teaching patterns.

| Step | Action |
|------|---|
| 1 | Review the Chart 2 words with the participants, asking what special points must be taught about each word. <ul style="list-style-type: none">• kitchen—silent t• whistle—new /wh/ sound; silent t; le at the end of the word sounds like /ul/ as in “little”• sitting—two t’s standing for one sound; review of /ng/ sound• singing—/ng/ sound twice• bringing—/ng/ sound twice; br consonant blend• dinner—two n’s standing for one sound |
| 2 | Pair the participants for EOTO practice. The first “tutor” teaches the first two or three frames of the Chart (kitchen, whistle, sitting), referring to their Teacher’s Manuals if necessary. The second “tutor” teaches the last two or three frames (singing, bringing, dinner). |
| 3 | Complete the Chart with the Review. |



ALT

Alternative 2: Preparing a Lesson for Homework

Because it is difficult to practice the Charts in Skill Book 2 without having first read through the Teacher’s Manual, it would be helpful if the participants could prepare to teach the Chart (and other parts of the lesson if wanted) for homework.

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WM 3C-2: Balance of Skill Book 2

Introduction *Purpose and outcomes*

The purpose of this workshop module is to

- highlight important skills taught in Skill Book 2
- help the participants to become familiar with Skill Book 2
- look at the *Reader*, *Checkup*, and *Diploma*.

Timing: 25 – 40 minutes

Workshop module structure

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

- Part A: Lessons 2-13
- Part B: Correlated Reader (Lessons 14-15)
- Part C: Checkup 2 and Diploma
- Alternative presentations:
 - Alternative 1: “Walk-through” of the Balance of Skill Book 2
 - Alternative 2: Completing a Summary of One Lesson
 - Alternative 3: Following the Development of One Skill.

Materials

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

| Type | Materials |
|--------------|--|
| Books | <ul style="list-style-type: none">• Teacher's Manual 2 and Skill Book 2• City Living• Checkup 2 |
| Handouts | <ul style="list-style-type: none">• Skill Book 2 Study Questions and Answers• Summary of Skills Introduced in Skill Book 2 (alternative)• Skill Book 2 Lesson Summary Form (alternative) |
| Teaching aid | <ul style="list-style-type: none">• Skill Book 2 Study Questions – Directed Discussion |
| Display | <ul style="list-style-type: none">• Diploma 2 |

How to prepare .

- Read the objectives of each lesson in the Teacher’s Manual. Study the lessons in Skill Book 2 to become familiar with the main skills taught.
- Read the instructions in the Teacher’s Manual for teaching *City Living* and administering the *Checkup*.
- Prepare some open-book questions, or use the prepared handout, covering the main skills taught in Skill Book 2.
- Decide how much time is available for this presentation. You may choose to eliminate some of the less important points to shorten the presentation.

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WM 3C-2: Balance of Skill Book 2, Continued

How to present Part A

Part A: Lessons 2 – 13

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

| Step | Action |
|------|---|
| 1 | Explain to the participants that the pattern for the remainder of Skill Book 2 is similar to Lesson 1. Only the new skills being introduced will be reviewed in the presentation. |
| 2 | <p>Distribute the <i>Skill Book 2 Questions</i> and ask the participants to research the answers.</p> <p>Give them the option of working with a partner or working on their own.</p> <p>Explain that one source of each answer is listed in the right-hand column. “TM” means Teacher's Manual 2. “SB” means Skill Book 2 and the numbers refer to the pages in these books.</p> <p>Note: It is also possible to assign these questions as homework. If done in the workshop, the participants will need about 15-20 minutes to find the answers.</p> <p>Suggestion: Have a break immediately following this research, so that participants who finish early may take a longer break.</p> |
| 3 | Post the answers to the Questions or distribute a copy of the <i>Skill Book 2 Answers</i> . Participants can check their own answers. Allow time for any questions. |
| 4 | Discuss some of the important skills presented in Skill Book 2 by using the prepared teaching aid <i>Skill Book 2 Study Questions – Directed Discussion</i> , or by preparing your own discussion questions. |

How to present Part B

Part B: Correlated Reader

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

| Step | Action |
|------|--|
| 1 | Explain that <i>City Living</i> is the correlated Reader for Skill Book 2 and will serve as the reading material for Lessons 14 and 15. |
| 2 | <p>Remind the participants that the book consists of short stories using the same vocabulary as Skill Book 2.</p> <p>Any new words are introduced under the title of each story or on the top of the page where they first occur.</p> <p>Emphasize the importance of using this book to help the student transfer reading skills from the Skill Book to other materials.</p> |

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WM 3C-2: Balance of Skill Book 2, Continued

How to present Part B (continued)

| Step | Action |
|------|---|
| 3 | Remind the participants that the instructions for teaching <i>City Living</i> are in the Teacher's Manual. |
| 4 | Ask the participants to open to the <i>Study Helps for City Living</i> section of Skill Book 2 to see the questions that are asked after each story and the writing exercises that go along with each lesson. |
| 5 | Remind the participants that Skill Book 2 also has a <i>Word List</i> of all new words at the back. Discuss ways that a tutor could make use of it. |

Part C: Checkup 2 and Diploma

How to present Part C

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



| Step | Action |
|------|---|
| 1 | Emphasize again that the <i>Checkup</i> is not a test. It is used to check/assess the student's progress. Briefly go through the different parts of the <i>Checkup</i> . |
| 2 | Remind the participants that the instructions for administering and scoring the <i>Checkup</i> can be found in the Teacher's Manual. |
| 3 | Show a Skill Book 2 <i>Diploma</i> that is awarded when a student successfully completes the <i>Checkup</i> . |

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WM 3C-2: Balance of Skill Book 2, Continued

Alternative presentations

ALT

Alternative 1: “Walk-through” of the Balance of Skill Book 2

It is possible to move quickly from one lesson to the next using this alternative.

You should ask questions whenever possible to help the participants discover for themselves the new skills and keep “lecture time” to a minimum.

Decide how much time is available for this presentation and choose the points on which you want to focus. Some of the important skills introduced in each lesson are provided in the *Summary of Skills Introduced in Skill Book 2* handout.

ALT

Alternative 2: Completing a Summary of One Lesson

This alternative allows the participants to have more in-depth understanding of the skills introduced in one lesson. Three “key” lessons are selected for different groups of participants to work on. As each lesson summary is reviewed later, participants will see how these skills are developed throughout the book.

| Step | Action |
|------|---|
| 1 | Divide the participants into three groups. Ask each group to complete a different Lesson Summary. Have each group summarize the skills on the <i>Skill Book 2 Lesson Summary Form</i> handout or on a prepared flipchart. Suggested lessons for this activity are Lessons 5, 7, and 12. |
| 2 | Give the participants at least twenty minutes to complete their lesson summary. Offer help as needed. |
| 3 | When reviewing each group’s lesson summaries, it works well to place the key information in chart form on the board, or post the flipchart summaries. This allows participants not only to see the list of skills for each lesson, but also to see the development of skills from one lesson to the next. (See a sample chart later in this section.) |
| 4 | Part B and Part C should be completed as outlined. |

Note: It is possible to combine the *Balance of Skill Book 2* with *Lesson Planning* by using a hypothetical student who is working in Skill Book 2 for the lesson-planning exercise. (See *Lesson Planning* in Section 4.) Planning the lesson involves in-depth study of one lesson. It may only be necessary to summarize the skills taught in this lesson and then to briefly review the skills taught in the later lessons, including the Reader and the Checkup.

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WM 3C-2: Balance of Skill Book 2, Continued

Alternative presentations (continued)

ALT

Alternative 3: Following the Development of One Skill

This alternative allows participants to research the development of one skill and, in the process, become more familiar with Skill Book 2. The participants themselves present the new skills to the group.

| Step | Action |
|------|---|
| 1 | Divide the participants into small groups according to the number of skills that are to be highlighted. You might choose: <ul style="list-style-type: none">• consonant blends• rhyming words• s or 's endings• scanning• writing sentences• recognizing when to use c, k, or ck for the /k/ sound• doubling the final consonant before an ending |
| 2 | Refer the participants to the “Skills” chart in the Introduction section of Teacher’s Manual 2. Using the lessons marked for their particular skill, ask the participants to look up the exercises that help the student develop that skill. |
| 3 | Give the participants approximately twenty minutes to complete this research. Trainers should circulate and provide feedback and assistance as required. |
| 4 | Each small group should report back to the full group on how their assigned skill was developed throughout the Skill Book. |
| 5 | Conclude by briefly discussing the Reader, Checkup, and Diploma, as outlined in Part B and Part C. |

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WM 3C-3: Review and Reinforcement for Skill Book 2

Introduction *Purpose and outcomes*

The purpose of this workshop module is to discuss reinforcement materials, which can be used to supplement the skills introduced in Skill Book 2.

Timing: 10 - 15 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 presentation: Helping with Spelling.

Materials

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

| Type | Materials |
|-----------------------|--|
| Books | <ul style="list-style-type: none">• Skill Book 2• Teacher's Manual 2 |
| Handouts | <ul style="list-style-type: none">• Review and Reinforcement Ideas• Spelling Rules in Skill Book 2 |
| Visual aids / display | <ul style="list-style-type: none">• <i>Helping with Spelling</i> visual aid• Supplementary material for display:<ul style="list-style-type: none">○ Focus on Phonics 2○ More Stories 2○ Workbook for Skill Book 2○ Pat King's Family○ Two for the Road○ Patterns in Spelling Book 1. |

How to prepare

- Read the
 - *Review and Reinforcement Ideas* handout, specifically the Skill Book 2 section
 - *Meeting Individual Needs* sections at the end of each lesson in the Teacher's Manual.
- Make up several samples of Skill Book 2 reinforcements for demonstration and/or display.
- Obtain samples of supplemental reading materials for this level, including Focus on Phonics 2A and 2B and More Stories 2.
- Prepare a poster summarizing ways to help a student with spelling and/or distribute a handout listing the spelling rules in Skill Book 2.

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WM 3C-3: Review and Reinforcement for Skill Book 2, Continued

How to present Part A

Part A: Introduction

This part of the presentation should enhance, clarify and expand on the earlier discussion of review and reinforcement for Skill Book 1.

Some areas that may need further emphasis include the following:

The purposes of bringing in supplementary material to your lesson:

- To reinforce a weak area.
- To slow down the pace of the lesson.
- To help a student transfer learning.
- To relate learning to life skills.
- To provide variety and change of pace.

The criteria for using reinforcements:

- Involve the student in choosing aids.
- Material should be relevant to the student.
- Material should be appropriate to the skill level of the student.
- Materials and aids should be on an adult level.
- Physical manipulation activities facilitate learning.

Some resources for the tutor:

- *Checking Progress* and *Meeting Individual Needs* sections at the end of each lesson.
- Handout: *Review and Reinforcement Ideas*
- Books, such as *Teaching Remedial Reading* by Lillie Pope

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WM 3C-3: Review and Reinforcement for Skill Book 2, Continued

How to present
Part B

Part B: Samples of Aids and Materials

To present this part, demonstrate the following aids and materials.

| Step | Action |
|---|---|
| <i>Homemade aids</i> | |
| 1 | Show how a tachistoscope (slip strip) can be used to practice short vowels or consonant blends. |
| 2 | Demonstrate how other aids (letter and word flash cards, bingo card with blends, "magic squares") can be easily made and used to reinforce particular skills. |
| <i>More Stories 2</i> | |
| 3 | Point out that, like More Stories 1, this reader contains three extra stories for each lesson in Skill Book 2. The stories use the same vocabulary and reinforce the same skills presented in the particular lesson. This is especially helpful for the slower student. Be sure that participants do not confuse this book with City Living, the correlated Reader for Skill Book 2. |
| <i>Focus on Phonics 2 Student's Workbooks and Teacher's Editions</i> | |
| 4 | Explain that <ul style="list-style-type: none"> • Focus on Phonics 2 gives extra practice in recognizing the short vowel sounds and adding endings to words, and • it gives additional practice with beginning and ending consonant blends and digraphs. |
| <i>Workbook for Skill Book 2</i> | |
| 5 | Provide the following information about the Workbook for Skill Book 2: <ul style="list-style-type: none"> • Like Workbook 1, this book gives extra practice in the patterns of English—plurals, pronouns, verb forms, etc. • Listening exercises, cloze exercises requiring students to fill in missing words, and opportunities for combining sentences and writing original sentences are included. The vocabulary is controlled to each lesson level in Skill Book 2. • Most exercises are designed to be used as homework but may be used to advantage while tutoring. |
| <i>Patterns in Spelling, Book 1</i> | |
| 6 | Point out that this first book in the series gives the student practice with word families containing short vowels, as well as work on adding endings. It contains dictation, word building, "fill in the blank" exercises, crossword puzzles, etc. |

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WM 3C-3: Review and Reinforcement for Skill Book 2, Continued

How to present
Part B

Part B: Samples of Aids and Materials

To present this part, demonstrate the following aids and materials.

| Step | Action |
|---|---|
| <i>Homemade aids</i> | |
| 1 | Show how a tachistoscope (slip strip) can be used to practice short vowels or consonant blends. |
| 2 | Demonstrate how other aids (letter and word flash cards, bingo card with blends, "magic squares") can be easily made and used to reinforce particular skills. |
| <i>More Stories 2</i> | |
| 3 | Point out that, like More Stories 1, this reader contains three extra stories for each lesson in Skill Book 2. The stories use the same vocabulary and reinforce the same skills presented in the particular lesson. This is especially helpful for the slower student. Be sure that participants do not confuse this book with City Living, the correlated Reader for Skill Book 2. |
| <i>Focus on Phonics 2 Student's Workbooks and Teacher's Editions</i> | |
| 4 | Explain that <ul style="list-style-type: none"> • Focus on Phonics 2 gives extra practice in recognizing the short vowel sounds and adding endings to words, and • it gives additional practice with beginning and ending consonant blends and digraphs. |
| <i>Workbook for Skill Book 2</i> | |
| 5 | Provide the following information about the Workbook for Skill Book 2: <ul style="list-style-type: none"> • Like Workbook 1, this book gives extra practice in the patterns of English—plurals, pronouns, verb forms, etc. • Listening exercises, cloze exercises requiring students to fill in missing words, and opportunities for combining sentences and writing original sentences are included. The vocabulary is controlled to each lesson level in Skill Book 2. • Most exercises are designed to be used as homework but may be used to advantage while tutoring. |
| <i>Patterns in Spelling, Book 1</i> | |
| 6 | Point out that this first book in the series gives the student practice with word families containing short vowels, as well as work on adding endings. It contains dictation, word building, "fill in the blank" exercises, crossword puzzles, etc. |

Continued on next page

WM 3C-3: Review and Reinforcement for Skill Book 2, Continued

How to present Part B (continued)

| Step | Action |
|------------------------------------|---|
| <i>Other supplementary readers</i> | |
| 7 | <p>Point out the following readers available:</p> <ul style="list-style-type: none"> • Pat King's Family is a novel written for students who have finished Skill Book 2. It provides high-interest, low-level leisure reading. • Two for the Road contains two short stories that can be read by the student midway through Skill Book 2. <p>If any other materials have been written locally at this level, present these.</p> |
| <i>Word games</i> | |
| 8 | <p>Point out that word games will help students improve their spelling skills. Some examples of games that can be modified to a Skill Book 2 level include:</p> <ul style="list-style-type: none"> • Junior Scrabble or Scrabble • Probe • Spill and Spell • Hangman (guessing letters in a word) • anagrams (making words from scrambled letters) • making as many words as possible from a larger word. |
| <i>Other Materials</i> | |
| 9 | <p>Mention to the participants that magazine pictures, newspaper comics, etc., can be used for sequencing, working on main ideas, or identifying the emotional reactions of characters.</p> |

How to present Part C

Summary of Skills in Skill Book 2

Refer the participants to the *Skills Introduced in Skill Book 2* chart in the Introduction to Skill Book 1 section of the Teacher's Manual.

Point out that

- a comparison with the summary page for Skill Book 1 easily shows how many skills have been introduced or developed further in this book, and
- the *Writing and Spelling Skills* section contains spelling rules that may serve as a handy reference for tutors.

Continued on next page

WM 3C-3: Review and Reinforcement for Skill Book 2, Continued

Alternative
presentation

ALT

Helping with Spelling

If most of the students have difficulty with spelling, you might want to emphasize review and reinforcements, which will assist with this skill area.

| Step | Action |
|------|---|
| 1 | <p>Discuss <i>why</i> and <i>when</i> spelling is important.</p> <p>Point out that shopping lists do not need to be spelled perfectly, but a job resume with spelling mistakes will probably affect the applicant's chances for employment.</p> <p>Ask participants for other examples of situations when spelling would be important.</p> |
| 2 | <p>Review with the participants all the strategies presented to date to help a student spell a word:</p> <ul style="list-style-type: none">• Sounding out the word.• Visualizing the word.• Writing the word.• Correcting one's own work. The student learns to recognize when something does not look right.• Using word families.• Spelling rules - encouraging the student to generalize rules from patterns they see repeated in words. Refer to the <i>Spelling and the New Reader</i> handout. |
| 3 | <p>Divide the group into small "buzz" groups (four or five per group). Ask them to brainstorm other activities to help a student with spelling.</p> <p>Timing: 5 minutes maximum</p> |
| 4 | <p>Discuss the group's ideas showing aids or resources that relate to the suggestions made.</p> <p>Refer to the <i>Review and Reinforcement Ideas</i> handout for a listing of suggestions.</p> |

Continued on next page

WM 3C-3: Review and Reinforcement for Skill Book 2, Continued

Alternative
presentation
(continued)

| Step | Action |
|------|---|
| 5 | <p>To summarize strategies, point out the poster <i>Helping with Spelling</i>. Cover any ideas not suggested by the group.</p> <p>Ask the participants to select spelling strategies that would be most appropriate for the visual, auditory or kinesthetic learner. Emphasize the importance of helping the student identify which strategies help them to learn.</p> |
| 6 | <p>If there is time, have the participants look at a sentence containing spelling mistakes. An example might be:</p> <p style="text-align: center;">“At frst it wood mack me ankre.”</p> <p>Ask the participants to note the following:</p> <ul style="list-style-type: none">• the spelling strengths demonstrated• the type of errors, and• which reinforcement activities might be useful. |

WM 3C-4: Skill Book 3, Lesson 2

Introduction *Purpose and outcomes*

The purpose of this workshop module is to

- compare Skill Book 3 Charts, Stories, and Writing Lessons with those of earlier Skill Books
- discuss a typical lesson plan outline for Skill Book 3 using Lesson 2
- highlight skills taught in Skill Book 3, Lesson 2, and
- have participants practice the *Skills Practice* section (optional).

Timing: 20 – 30 minutes (if practice is included)

Workshop module structure

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

- Part A: Overview and Charts
- Part B: Story, Checkup and Reading for Living
- Part C: EOTO Practice
- Part D: Writing
- Alternative presentations:
 - Alternative 1: Partial Demonstration of Chart 1
 - Alternative 2: Breaking the Lesson into Two Parts.

Materials

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

| Type | Materials |
|---------|--|
| Books | <ul style="list-style-type: none">• Teacher's Manual 3• Skill Book 3 |
| Display | <ul style="list-style-type: none">• Trainer Charts for Skill Book 3• Poster: Lesson Plan Outline for Skill Book 3 |

Continued on next page

WM 3C-4: Skill Book 3, Lesson 2, Continued

How to prepare

- Read the
 - Introduction to Skill Book 3 in Teacher’s Manual 3
 - Instructions for teaching Lessons 1 and 2 in Teacher’s Manual 3
- Be prepared to demonstrate part or all of Chart 2.
- Prepare a poster of the Lesson Plan Outline for Skill Book 3.

| <u>SKILL BOOK 3</u> | |
|---------------------|----------------------------------|
| READING | |
| | Chart |
| | Story: Directed silent reading |
| | Scanning/Oral reading |
| | Reading between the lines |
| | Story Checkup |
| | Reading for Living |
| SKILLS PRACTICE | |
| | Long vowel sounds |
| | Number of syllables |
| | Blends, endings, cont’d |
| WRITING | |
| | Check homework |
| | Writing Lesson: Words, sentences |
| | Study |
| | Practice |
| | Homework |

How to present *Part A: Overview and Charts*

Part A

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

| Step | Action |
|------|---|
| 1 | Allow the participants a few minutes to browse through Skill Book 3, noting the differences from Skill Book 2, and any new skills introduced. Discuss their observations as you go through each section of the lesson plan outline |
| 2 | Have the participants look at Chart 1 in Skill Book 3 and identify any differences from previous charts: <ul style="list-style-type: none"> • Long vowel sounds are introduced. • A macron over the vowel indicates the long sound (<i>example: sōng</i>). • This lesson contains all the long vowel sounds. Point out that this is atypical. Later lessons will work on only one vowel sound at a time. • The third column is still a phonetic column, but only the long vowel spelling is in a different colour. Point out that the student should be more independent in sounding out words at this point. |

Continued on next page

WM 3C-4: Skill Book 3, Lesson 2, Continued

How to present Part A (continued)

| Step | Action |
|------|---|
| 3 | <p>Have the participants turn to Chart 2 in Skill Book 3 to see a more typical lesson. Point out that there are many spellings for each long vowel sound and each lesson will deal with one or two of the most common.</p> <p>Ask the group what is introduced in this Chart.</p> <ul style="list-style-type: none">• The spelling “a” represents the long vowel sound /a/.• Words are divided into syllables.• In each word the vowel sound /a/ comes at the end of the first syllable. <p>Ask leading questions if necessary.</p> |
| 4 | <p>With another member of the training team standing to the left of the Chart and assuming the student role demonstrate Chart 2, as outlined in the Teacher’s Manual</p> <p>Demonstrate only how to teach syllables.</p> |
| 5 | <p>After the demonstration, recap the following points with the participants:</p> <ul style="list-style-type: none">• A syllable is a word or part of a word that has one vowel sound.• There are as many syllables in a word as there are vowel sounds. |

Continued on next page

WM 3C-4: Skill Book 3, Lesson 2, Continued

How to present Part B

Part B: Story, Story Checkup and Reading for Living

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

Note: Canadian editions of Skill Books 3 and 4 have been published. Some Canadian content, metric measurements and Canadian forms have been injected into the Stories and Reading for Living sections.

| Step | Action |
|-----------------------------|--|
| <i>Story</i> | |
| 1 | <p>Ask the participants how the reading level in <i>Story 2</i> has advanced from earlier Skill Books:</p> <ul style="list-style-type: none"> • Paragraphs are indented • Print is smaller • Sentence length is longer • Stories are longer • There is less repetition • More new words are introduced at once • Stories are higher interest, related to adult life • The author tells the story from his point of view. <p>Remind the participants that the reading level is still at a low Grade 2. The level does not increase significantly until both long and short vowels are introduced.</p> |
| 2 | <p>Summarize how <i>Story 2</i> is taught, including the following:</p> <ul style="list-style-type: none"> • New words with the phonetic respellings can be sounded out independently. • The student reads the whole page silently to find the answer to a question. • The student identifies the number of paragraphs and scans the <i>Story</i> for the main ideas. • The student reads part of the <i>Story</i> orally. • The <i>Reading Between the Lines</i> section helps the student to relate the <i>Story</i> to everyday life. |
| <i>Story Checkup</i> | |
| 3 | <p>Point out that this is a new section, which checks if the student has understood the <i>Story</i> just read. (Checkups in the first two books check previous Charts or Stories.)</p> <p>Note: The Teacher's Manuals were not revised to include this new section, so tutors should have access to a Canadian edition of the Skill Book or be prepared to be flexible during the lesson.</p> |

Continued on next page

WM 3C-4: Skill Book 3, Lesson 2, Continued

How to present Part B (continued)

| Step | Action |
|---------------------------|---|
| <i>Reading for Living</i> | |
| 4 | <p>This is a new section that helps the student apply reading skills to practical life situations.</p> <p>Ask the participants what everyday skills are worked on in this lesson (reading a simple recipe from package directions).</p> <p>Explain that they will look at more of these sections in greater detail later in the workshop.</p> |

How to present
Part C



Part C: EOTO Practice

Present by pairing the participants for EOTO practice and having the first ‘tutor’ teach *Practice* sections 1 and 2 and the second ‘tutor’ teach *Practice* sections 3 and 4.

Remind the participants that the Teacher’s Manual should be used by the ‘tutor’ only.

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

If there is not enough time for EOTO practice, the trainer should sample some of the exercises from *Practice* 1, 2, and 3, using the participants as ‘students’.



When working on syllables, be sure to include some words with silent vowels (helped, little).

Continued on next page

WM 3C-4: Skill Book 3, Lesson 2, Continued

How to present
Part D

Part D: Writing

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

| Step | Action |
|------------------------|--|
| <i>Check Homework</i> | |
| <i>Writing Lesson</i> | |
| 1 | Point out that there is no <i>Writing Lesson</i> in the Skill Book. It is done in a separate notebook. Ask the participants to refer to their Teacher's Manual to see how the notebook is set up. |
| 3 | Note that the Study section is last and will be used to study the words missed in the word and sentence dictation. |
| 4 | Discuss other ways in which the notebook could be used- additional writing, language experience stories, list of spelling challenges, etc. |
| <i>Practice</i> | |
| 5 | Explain that this section is similar to <i>Skills Practice</i> except this exercise is written, not oral. The student must read more complex and varied directions before completing the exercise. |
| <i>Assign Homework</i> | |
| 6 | Remind the participants to always to go over a sample item and have the student complete <i>Number 1</i> to ensure understanding. |

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WM 3C-4: Skill Book 3, Lesson 2, Continued

Alternative presentations



Alternative 1: Partial Demonstration of Chart 1 (5 minutes extra)

If there is time and the participants need further Chart demonstrations, demonstrate parts of Chart 1 before looking at Chart 2.

With another trainer taking the student role and standing to the left of the Chart, teach the Chart exactly as described in the Teacher's Manual. Teach the first two words and the last one.

Alternative 2: Breaking the Lesson into Two Parts (10 minutes extra)

Sometimes, students begin to find the work very difficult when they get to Skill Book 3 and they cannot complete a whole lesson in the allotted lesson time. The following exercise will help the participants decide how to divide up a lesson and find out about the lesson parts at the same time.

- After completing the lesson plan outline, divide the participants into small work groups. Ask them how they might split the lesson into two parts, remembering that each lesson should contain reading, skills practice, and writing, if possible.
 - Ask one participant from each group to report back to the full group. Write their ideas on the chalkboard or flipchart. You might ask the group which idea they prefer and why. Although there is no one right way to split a lesson, encourage them to consider the following factors:
 - Dictation of words and sentences should not be done before the student is introduced to those words in the *Chart* and *Story*.
 - The *Story Checkup* cannot be done until the *Story* is completed.
 - The student should have some homework after both sessions.
 - The student's areas of strength and weakness should be distributed over the two sessions.
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WM 3C-5: Reading for Living

Introduction

Purpose and outcomes

The purpose of this workshop module is to

- identify the importance of transferring reading and writing skills to practical everyday situations, and
- have participants practice adapting and supplementing *Reading for Living* material from the Skill Book.

Timing: 20 – 45 minutes

Workshop module structure

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

- Part A: Introduction
- Part B: Group Task
- Part C: Group Reports
- Alternative presentations:
 - Alternative 1: Combining Reading for Living with Balance of Skill Book 3
 - Alternative 2: Preparing Reading for Living for Homework.

Materials

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

| Type | Materials |
|----------|---|
| Books | <ul style="list-style-type: none">• Teacher's Manual 3 or 4• Skill Book 3 or 4 |
| Handouts | <ul style="list-style-type: none">• Reading for Living Worksheet |

How to prepare

- Decide how the workshop group can easily be divided into work groups of four to six participants.
- Select three or four *Reading for Living* exercises from Skill Book 3 or Skill Book 4 (one for each group). Choose exercises that are representative of the wide range of everyday activities included, and those which lend themselves to expansion.

Continued on next page

WM 3C-5: Reading for Living, Continued

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 importance of the <i>Reading for Living</i> sections:</p> <ul style="list-style-type: none"> • The student learns to transfer reading and writing skills to practical life situations. Remind the participants that transfer of learning is not automatic. • It is highly motivating for the student to see how learning can be used in everyday life. • The student learns to predict what can be expected in a form, ad, menu, etc., and how the material is organized. • Since the material lends itself to a variety of teaching and learning methods (field trips, role-playing, actual “doing”), the <i>Reading for Living</i> sections provide a good change of pace in the lessons. |
| 2 | <p>Point out that every lesson in Skill Book 3 and Skill Book 4 contains a <i>Reading for Living</i> section.</p> <p>The tutor may wish to adapt or supplement material in the Skill Book according to the student's needs and abilities. The student should be encouraged to bring in real-world materials that they would like to be able to read.</p> |
| 3. | <p>Reading for Living is a task-based approach to learning, so works well for Ontario Adult Literacy Curriculum Framework (OALCF).</p> <p>If you have access to the internet during the workshop, you could show participants the LWR Plus Task-Based Activities, which are connected to each lesson in the LWR series.</p> <p>These activities are aligned with the competencies and task groups within the OALCF, including level indicators and performance descriptors.</p> <p>They can also be used as task-based activities for learners at Level 1 who are not using the LWR series.</p> <p>This free resource is available at http://laubach-on.ca/bookstore/llo-publications.</p> |

WM 3C-5: Reading for Living, Continued

How to present
Part B

Part B: Group Task

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

| Step | Action |
|------|--|
| 1 | <p>Divide the participants into groups and assign a different <i>Reading for Living</i> section to each group.</p> <p>Suggestion: It simplifies the explanation if the task and page references are outlined on a worksheet. (See <i>Reading for Living Worksheet</i> handout as a sample.)</p> |
| 2 | <p>Review the worksheet instructions using Lesson 2 of Skill Book 3 as an example:</p> <ul style="list-style-type: none"> • Explain that the participants should first read the pertinent <i>Reading for Living</i> section in the Teacher’s Manual and determine what skill is being taught. This lesson deals with how to read a simple package recipe. • As a group they should then discuss (and note) other relevant materials and activities which could be used to help the student learn this practical life skill and to apply it to similar situations. Ask the group for two or three ideas about how to expand this particular lesson. Possibilities include the following: <ul style="list-style-type: none"> ○ Studying measurement and recipe instruction words. ○ Reading other recipes on packages (jelly, pudding, soup, rice, macaroni dinner). ○ Cooking or baking something using a simple recipe ○ Printing a favourite recipe on a recipe card • Discuss how this lesson might be adapted in order to make it more relevant to a typical student living in Canada or their specific area. <ul style="list-style-type: none"> ○ A Canadian student may need to understand metric measurements. ○ Ask the student to suggest a favourite family food, which is easily prepared from a package, or to bring the package to class. |
| 3 | <p>Give the groups approximately 10 minutes to complete their task.</p> |

Continued on next page

WM 3C-5: Reading for Living, Continued

How to present
Part C

Part C: Group Reports

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

| Step | Action |
|-------------|---|
| 1 | Ask one participant from each group to report back on their <i>Reading for Living</i> task. Other participants should refer to the Skill Book page, not the Teacher's Manual, during the report. Note: Using the Teacher's Manual is time-consuming and confusing with all the written instruction and is not necessary at this stage. |
| 2 | After each report, ask the group for any further suggestions. Be careful not to spend too much time on any one topic. |

Alternative
presentations



Alternative 1: Combining Reading for Living with Balance of Skill Book 3

If you do not plan to include a *Reading for Living* session in your workshop, add at least one question on *Reading for Living* to the Skill Book 3 Study Questions, or incorporate *Reading for Living* into the *Lesson Summaries* that participants prepare (see [*WM 3C-6 Balance of Skill Book 3*](#)).

Here are a couple of additional suggestions:

- Browse through the *Reading for Living* sections in Skill Book 3, and list at least five practical, everyday skills, which the student learns.
- Choose one *Reading for Living* section and identify other materials or activities, which could be brought into the lesson to help the student transfer the skill to similar everyday situations.

Alternative 2: Preparing Reading for Living for Homework

Assign *Reading for Living* sections to be researched for homework.

Distribute a worksheet to each participant with a specific *Reading for Living* lesson marked on it.

Go over the instructions as in Part B, but also suggest that participants bring in from home any materials which might be used in this lesson and explain how they could be used.

WM 3C-6: Balance of Skill Book 3

Introduction *Purpose and outcomes*

The purpose of this workshop module is to

- have participants research some of the skills taught throughout Skill Book 3
- present the material that is correlated to Skill Book 3.

Timing: 15 – 30 minutes

Workshop module structure

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

- Part A: Introduction to Skill Book 3 Questions
- Part B: Discussion of Skill Book 3 Questions
- Part C: Checkup and Diploma
- Alternative presentations
 - Alternative 1: Using the Checkup to Review Skills Taught
 - Alternative 2: Lesson Summaries.

How to prepare .

- Read the Introduction to Skill Book 3 and skim through Skill Book 3 to become familiar with the main skills taught.
- Prepare some open-book questions, or use the prepared handout, covering the main skills taught in Skill Book 3.
- Read the instructions in the Teacher’s Manual for teaching Lesson 22-B, *The Laubach Way to Cursive Writing*, and the Introduction to the *Cursive Writing Teacher's Guide*.
- Skim *Changes* and the Teacher's Manual instructions for teaching the *Reader*(Lessons 23 and 24).
- Read through *Checkup 3* and the instructions for administering it (in the Teacher’s Manual).

Continued on next page

WM 3C-6: Balance of Skill Book 3, Continued

Materials

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

following table identifies the materials necessary for the workshop module.

| Type | Materials |
|--------------|---|
| Books | <ul style="list-style-type: none"> • Skill Book 3 and Teacher's Manual 3 • Changes and Checkup 3 • Laubach Way to Cursive Writing and Teacher's Guide • Focus on Phonics 3 • Workbook for Skill Book 3 |
| Handouts | <ul style="list-style-type: none"> • Skill Book 3 Questions and Answers • Skill Book 3 Lesson Summary Form • Diploma 3 for demonstration |
| Teaching aid | <ul style="list-style-type: none"> • Skill Book 3 Study Questions – Directed |
| Display | <ul style="list-style-type: none"> • Diploma 3 |

How to present Part A

Part A: Introduction to Skill Book 3 Questions

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



| Step | Action |
|------|--|
| 1 | <p>Distribute the <i>Skill Book 3 Study Questions</i> handout and explain to the participants that they will have about fifteen minutes to research their answers.</p> <p>If there is not enough time for the participants to answer all of the questions, assign the first three to half the group and the remainder to the other half.</p> <p>Note: These questions can be assigned for homework.</p> |
| 2 | <p>Explain that the source of each answer is listed in the right-hand column.</p> <p>Point out that in order to answer Question 3, the participants will need to browse through the entire Skill Book.</p> |

Continued on next page

WM 3C-6: Balance of Skill Book 3, Continued

How to present
Part B

Part B: Discussion of Skill Book Questions

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

| Step | Action |
|------|--|
| 1 | Review the questions with the full group, asking the participants to volunteer the answers. This exchange will be much more meaningful if you help them expand on the answers they have found. Use the teaching aid <i>Skill Book 3 Study Questions – Directed Discussion</i> , or your own discussion questions to facilitate this exchange. |
| 2 | Distribute a copy of the answers to the questions so that the participants will have them for future reference. |

How to present
Part C

Part C: Checkup 3 and Diploma

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



| Step | Action |
|------|---|
| 1 | If possible, distribute copies of <i>Checkup 3</i> . Have the participants browse through the sections of the <i>Checkup</i> to see the skills taught throughout the Skill Book. If it is not possible for the participants to have a copy, skim the instructions in the Teacher's Manual for administering and scoring the <i>Checkup</i> . |
| 2 | Show the participants a copy of the Diploma, which is presented to a student who has successfully completed Skill Book 3. |
| 3 | Refer to the <i>Instructions for completing Level 3 before going on to Skill Book 4</i> in the Teacher's Manual. Ideas are suggested for review while the student completes enough cursive writing in order to be able to successfully do the writing lessons in Skill Book 4. |

Continued on next page

WM 3C-6: Balance of Skill Book 3, Continued

Alternative presentations

ALT

Alternative 1: Using the Checkup to Review Skills Taught (15 minutes)

If time is short, the participants can get an overview of the skills taught in Skill Book 3 by reviewing each section of the *Checkup*.

If more time is available, you may choose to

- have the participants complete sections of the *Checkup* and then score it, or
- look at a *Checkup*, which has already been completed by a student.

Many of the points listed in the presentation may be incorporated into a discussion of each module of the *Checkup*. It will be necessary to add a discussion of *Cursive Writing* and the Reader, Changes.

ALT

Alternative 2: Lesson Summaries (40 - 45 minutes)

It may be possible to incorporate *Reading for Living* into the *Balance of Skill Book 3* by having the participants complete a *Lesson Summary* for one lesson.

Select three lessons, one each which demonstrates

- different phonics principles
- development of comprehension skills, and
- different types of writing exercises.

| Step | Action |
|------|--|
| 1 | Divide the participants into three groups. Ask each group to complete a different Lesson Summary. Have each group summarize the skills on the <i>Skill Book 3 Lesson Summary Form</i> handout or on a prepared flipchart. Suggested lessons for this activity are Lessons 3, 7, 14, or 17. |
| 2 | Give the participants at least twenty minutes to complete their lesson summary. Offer help as needed. |
| 3 | When reviewing each group's lesson summaries, it works well to place the key information in chart form on a chalkboard, or post the flipchart summaries. This allows participants not only to see the list of skills for each lesson, but also to see the development of skills from one lesson to the next. (See a sample chart later in this section.) |

WM 3C-7: Overview of Skill Book 4

Introduction *Purpose and outcomes*

The purpose of this workshop module is to

- explore the format and general contents of Skill Book 4
- make participants aware of the reading and functional level of a student on completion of Skill Book 4.

Timing: 10 – 45 minutes

Workshop module structure

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

- Part A: Introduction
- Part B: Highlights of Skill Book 4
- Part C: Correlated Material
- Part D: Completion of Laubach Way to Reading Series
- Alternative presentations:
 - Alternative 1: Quick Look at Skill Book 4
 - Alternative 2: Skill Book 4 Questions
 - Alternative 3: Reinforcements for Skill Book 4 Skills
 - Alternative 4: Lesson Summaries

Materials

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

| Type | Materials |
|-------------|--|
| Books | <ul style="list-style-type: none">• Skill Book 4 and Teacher’s Manual 4 |
| Handouts | <ul style="list-style-type: none">• Lesson Plan outlines for LWR Series |
| Visual aids | <ul style="list-style-type: none">• Poster: Lesson Plan Outline for Skill Book 4• Trainer Charts for Skill Book 4 |
| Display | <ul style="list-style-type: none">• People and Places• Checkup 4 and Diploma 4• Student Certificate |

Continued on next page

WM 3C-7: Overview of Skill Book 4, Continued

How to prepare .

- Read the Introduction to Skill Book 4 in Teacher's Manual 4.
- Skim through Skill Book 4, Teacher's Manual 4, People and Places, and Checkup 4.
- If you have not taught Skill Book 4 yourself, talk with people who have and find out what their experiences were.
- If time is limited for this presentation, eliminate some of the less important points.
- Prepare a poster of the Lesson Plan Outline for Skill Book 4.

| |
|--|
| <p>LESSON PLAN OUTLINE FOR SKILL BOOK 4</p> <p>READING</p> <p>Chart</p> <p>Story: Directed silent reading Reading between the lines</p> <p>Story Checkup</p> <p>Reading for Living</p> <p>SKILLS PRACTICE</p> <p>Other vowel sounds</p> <p>Consonant spellings</p> <p>Number of syllables and stress</p> <p>Prefixes, suffixes, compound words</p> <p>WRITING</p> <p>Check homework</p> <p>Writing Lesson: Words, sentences Original writing</p> <p>Practice</p> <p>Homework</p> |
|--|

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WM 3C-7: Overview of Skill Book 4, Continued

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 to the participants that you will not spend as much time on Skill Book 4 or go into as much detail as with the earlier books. This presentation is only meant to familiarize them with the general contents and format.</p> <p>The reasons for this are:</p> <ul style="list-style-type: none">• It will likely be some time before the student is ready for Skill Book 4. To give the participants a lot of detail now could unnecessarily overload them.• The Teacher’s Manual explains in detail how to teach each lesson. After completing the first three books, tutors will have no difficulty with the fourth.• Participants need only have a sense of how the skill-building process continues in Skill Book 4. <p>Note: If applicable, explain that your Council offers seminars on Skill Book 4 which will be more appropriate as tutors near the end of Skill Book 3.</p> |
| 2 | <p>Have the participants turn to the Table of Contents (inside cover of the Skill Book) to see what is taught.</p> <p>Point out that Skill Book 4 emphasizes other vowel sounds in Lessons 1-16 and then consonant spellings in Lessons 17-20. This completes the basic phonic foundation needed for independent reading.</p> |
| 3 | <p>If the participants have Skill Book 4, give them a few minutes to browse through the book on their own or with a partner (3-5 minutes).</p> <p>This will familiarize tutors with the general format and some of the skills presented.</p> |



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WM 3C-7: Overview of Skill Book 4, Continued

How to present
Part B

Part B: Highlights of Skill Book 4

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

| Step | Action |
|--|---|
| <i>Format</i> | |
| 1 | Ask the participants if they found any differences in format or lesson plan. <i>Handout: Lesson Plan Outlines for L WR Series</i> |
| 2 | Point out that the Skill Book replicas for each lesson are printed before the lesson presentation in the Teacher's Manual. Remind participants that the changes made to the Canadian editions of the Skill Books do not appear in these replicas. |
| 3 | Using the <i>Lesson Plan for Skill Book 4</i> poster, point out that the basic lesson plan is essentially the same as before. <i>Suggestion:</i> If it is placed next to the Lesson Plan Outline for Skill Book 3, the participants can more easily see the similarities. |
| 4 | There are three review lessons — Lessons 7, 11, and 16 — where newly learned phonics skills are reviewed and the stories from previous lessons are continued. |
| <i>Phonics and Word Recognition Skills</i> | |
| 5 | Using the <i>Trainer Chart for Lesson 1</i> , explain that this is a typical Chart set-up for the first sixteen lessons where a new vowel sound is taught. The Chart is taught as before, with the student sounding out the word independently using the third column. Although the sound column is very similar to the third book, ask the participants what is different. (<i>The accent mark, called a stress mark, is introduced.</i>) |
| 6 | Point out that in Lessons 17-20, variant consonant spellings are introduced using “information charts”. Refer to the <i>Trainer Chart for Lesson 19</i> . This Chart introduces consonant combinations that occur frequently. Point out that the student has already learned some of the words. |
| 7 | Point out that word analysis skills are strengthened through additional work with - <ul style="list-style-type: none"> • Contractions • Compound words • Common prefixes and suffixes • Synonyms • Homonyms • Antonyms, etc. |

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WM 3C-7: Overview of Skill Book 4, Continued

How to present Part B (continued)

| Step | Action |
|------------------------------------|--|
| Comprehension Skills | |
| 8 | <p>Point out that the <i>Stories</i> are becoming longer and much more interesting.</p> <p>Mention that comprehension skills will be expanded to include:</p> <ul style="list-style-type: none"> • Distinguishing between fact and opinion (ask the participants to pick out <i>Stories</i>, which are examples of fact and opinion) • Interpreting the mood of a story • Recognizing the author's purpose. |
| 9 | <p>Explain that the <i>Reading for Living</i> sections are like those introduced in Skill Book 3—they help the student apply reading skills to everyday life situations.</p> <p>Ask the participants to call out some of the <i>Reading for Living</i> topics they have come across in Skill Book 4 (<i>choking, city maps, medicine labels, a voter registration form, adult education form, recipes, etc.</i>)</p> |
| Writing and Spelling Skills | |
| 10 | <p>Explain that in Skill Book 4 writing skills are expanded. The student will have more practice writing paragraphs from dictation and will also do original writing.</p> <p>The student continues to keep all written work in a separate notebook and can experience a sense of progress as improvement is seen.</p> <p>Reference: See the chart of Skills Introduced in the Teacher's Manual for examples of writing skills introduced (<i>writing a letter to the editor, writing an ad, etc.</i>)</p> |
| Study Skills | |
| 11 | <p>Ask the participants to check the chart of Skills Introduced in the Teacher's Manual to see what study skills are introduced in Skill Book 4:</p> <ul style="list-style-type: none"> • Note-taking • Classifying words or sentences under topic headings • Alphabetizing words • Observing simple footnotes • Using a dictionary (for spelling, pronunciation, and word meanings). |

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WM 3C-7: Overview of Skill Book 4, Continued

How to present
Part C

Part C: Correlated Material

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



| Step | Action |
|------|--|
| 1 | <p>Remind the participants that <i>Checking Progress</i> and <i>Meeting Individual Needs</i> contain many ideas for supplementing lessons. Ask the participants why it would be even more important in Skill Book 4 to supplement lessons with other reading material. Answers may include:</p> <ul style="list-style-type: none"> • As the end of the program nears, the student needs to be able to transfer skills to all types of reading material. • The student needs to gain confidence and independence from the tutor in order to continue reading after the program is finished. |
| 2 | <p>Show a copy of <i>People and Places</i>, the correlated Reader for Skill Book 4. Explain that it contains four factual stories, including one about Terry Fox and one on Frank Laubach.</p> <p>Suggestion: Give the participants a sentence or two about these stories to add interest.</p> |
| 3 | <p>Explain that there are two sections that check student progress and these should be given over two or three lesson times.</p> <p>Checkup</p> <p>Refer the participants to the first <i>Checkup</i> section in the Teacher's Manual. This is similar to previous Checkups and is done in a separate booklet. Instructions for administering and evaluating the <i>Checkup</i> are in the Teacher's Manual.</p> <p>If there is time, have the participants go through each section quickly. Because this is a lengthy <i>Checkup</i>, suggest to the participants that they may want to give it over two sessions:</p> <ul style="list-style-type: none"> • Parts 1-6 in the first session • Parts 7-10 in the second. <p>Writing Checkups</p> <p>Refer the participants to the <i>Writing Checkups</i> section of the Teacher's Manual. This section checks the student's progress in writing and spelling skills, and should be done on lined notebook paper.</p> |
| 4 | <p>Show the participants the <i>Diploma</i> which is presented to the student after successful completion of Skill Book 4.</p> <p>Note: A larger certificate showing completion of the Laubach Way to Reading series is also available. Show a copy of the Student Certificate.</p> |

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WM 3C-7: Overview of Skill Book 4, Continued



How to present
Part D

Part D: Completion of Laubach Way to Reading Series

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

| Step | Action |
|------|---|
| 1 | Point out that the student completing Skill Book 4 is at about a Grade 5 reading level. All word attack and phonics skills needed for independent reading and functional literacy have been acquired. |
| 2 | By the end of the series, some students have met their personal goals. Other students may <ul style="list-style-type: none">• enroll in an upgrading program or other course of study• continue studies with a correspondence course• continue reading and writing in a small-group tutorial (if the local Council offers this)• continue with their tutor informally (reading library books, writing original material). Explain that it is important to discuss these possibilities with the student and to make some plans before the end of the program. |

Alternative
presentations



Alternative 1: Quick Look at Skill Book 4 (10 minutes)

If time is very limited, it is possible to give the participants some hands-on familiarity with this book without a lot of discussion. It is important to use the Skill Book, not the Teacher's Manual. It may also be useful to review the *Checkup* to get an overview of the skills taught.

Follow the steps below to do a quick presentation of Skill Book 4.

| Step | Action |
|------|---|
| 1 | Introduce Skill Book 4 as in Part A. |
| 2 | Ask the participants to browse through the Skill Book for a few minutes and then discuss with a partner the following: <ul style="list-style-type: none">• similarities or differences in format from Skill Book 3• skills introduced or reviewed. |
| 3 | Ask if the participants have any questions. |
| 4 | Briefly discuss the Reader, People and Places, and the <i>Checkups</i> as in Part C. |
| 5 | Conclude by showing the group the <i>Student Certificate</i> or <i>Diploma</i> and discussing what may happen on completion of the series (as outlined in Part D). |

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WM 3C-7: Overview of Skill Book 4, Continued

Alternative presentations (continued)

ALT

Alternative 2: Skill Book 4 Questions (30 minutes)

If more time is available for this module, the participants can research questions about Skill Book 4 in more depth.

| Step | Action |
|------|---|
| 1 | Divide the participants into five groups and assign each group one set of questions on the <i>Charts, Stories, Skills Practice, Checkups, or Reader</i> . |
| 2 | Give the participants ten to fifteen minutes to discuss and record their answers. |
| 3 | Go over the answers, asking each group to report back their findings to the full group. |
| 4 | Conclude by showing the <i>Student Certificate or Diploma</i> and discussing what may happen on completion of the series (as in Part D). |

Alternative 3: Reinforcements for Skill Book 4 Skills (45 minutes)

Follow the steps below to present this alternative.

| Step | Action |
|------|--|
| 1 | Ask the participants to turn to <i>Skills Introduced or Reinforced</i> in the Skill Book 4 Teacher's Manual. |
| 2 | Divide the participants into four groups and assign one page of skills to each group: <ul style="list-style-type: none"> • Phonics Skills • Word Recognition Skills • Comprehension Skills • Writing and Spelling Skills |
| 3 | Give the groups up to thirty minutes to look up <i>Meeting Individual Needs</i> for several lessons where new skills are introduced, and record ways to reinforce these new skills. |
| 4 | Each group should then report back to the full group, demonstrating aids if appropriate. |
| 5 | Complete the presentation by discussing the Reader, the <i>Checkup</i> , the <i>Student Certificate or Diploma</i> , and the options open to the student on completing the series (as in Part D). |

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Alternative presentations
(continued)



Alternative 4: Lesson Summaries (35 - 45 minutes)

The participants may research the content of Skill Book 4 by completing a lesson summary of one lesson. Lessons should be selected from both the first sixteen lessons and the information charts (Lessons 17-20).

Suggested lessons are Lessons 3, 8, 10, 18, and 20.

| Step | Action |
|------|---|
| 1 | Divide the participants into three or four groups. Ask each group to complete a Lesson Summary for one of the lessons. Ask one person in each group to be prepared to present the group's findings in point form. <i>Reference:</i> See the sample for Skill Book 3 from the <i>Skill Book 3 Lesson Summary form</i> handout from the previous module. |
| 2 | Give the groups twenty minutes to complete their task. |
| 3 | Ask the groups to report back on their lessons. |
| 4 | Discuss the Reader, People and Places, the <i>Checkup</i> , the <i>certificates</i> , and the options open to the student on completion of the series. |

Note about timing: Alternatives 2, 3, and 4 all require more time than is normally available in the basic tutor workshop. Any of these alternatives might be appropriate for a follow-up seminar.

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