Inspire a Life of Reading

Lesson plans to engage adult beginning readers

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ABSPD
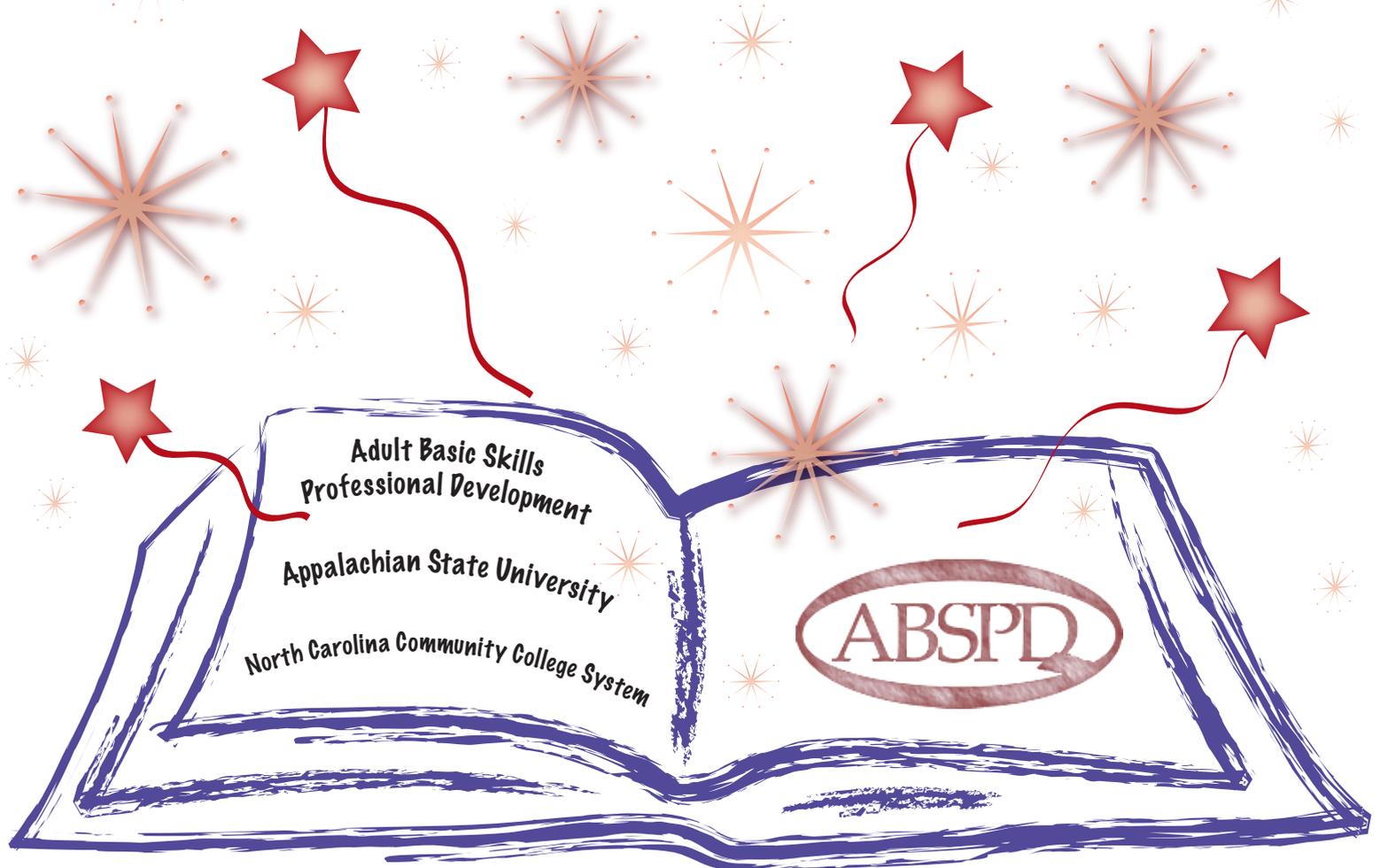
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Acknowledgments

Without the dedication and skill of these professionals, this manual would not be possible. Thank you, Advisory Council.

Preface

The purpose of this manual is to provide information and teaching activities for planning high-quality interactive reading programs for adult beginning readers. Much research and experience precedes its writing.

This inviting manual is reader friendly. Space is provided to record reflections, notations, and adaptations. The manual's efficacy as a reference encourages customization to meet your needs. As you write or find teaching activities for teaching reading, copy and add them in the appropriate section in this manual for later reference.

The field of reading research specifically for adult learners is minimal as compared with that for children. In response to the need for a greater knowledge base, the National Institute for Literacy established a research network to determine the most effective methods and approaches for teaching reading skills to low-literate adults. The six-year project which began in 2002 is designing developing, implementing and studying the effectiveness of adult literacy instruction in the areas of word analysis, comprehension, fluency, and vocabulary.

Until the data from this national endeavor are finalized, instructors in Adult Basic Skills must draw on available information. We must use what we know is effective with children and adapt it to the adult learner. That is exactly what has been done to provide this manual of activities for teaching adult beginning readers. We have integrated available research in reading, actual classroom experience with adult learners, and feedback from instructors in the field to write the lessons. Technology developments over the last several years have also spurred new possibilities for reading instruction. Basic elements, however, persist within the Adult Basic Skills Instructional environment. Many of the activities included are adaptations of lessons conducted with children but needed by adult beginning readers.

As identified by the National Reading Association, this manual presents the five basic reading instructional areas of **alphabetics, comprehension, fluency, vocabulary**, and **assessment,** as well as a chapter on application of reading knowledge to daily life known as **realia**. The chapters contain a simple narrative of the chapter topic, including a quick reference list of instructional practices, followed by lesson plans. The lesson plans are arranged from level one through level three skills, with the level noted in a circle beside the activity title. Level one represents **Beginning Literacy** and thus contains activities to meet the needs of adults with minimal reading skills, including little or no aural or sight recognition of the alphabet. Level two represents **Beginning Adult Basic Skills Literacy** and thus contains activities to

meet the survival needs of adults who read letters and words containing no more than two syllables and understand simple signs and messages. Level three represents **Intermediate Adult Basic Skills Literacy** and thus contains activities for adults who can read multi syllable words, construct knowledge by associating prior with new information, and respond to materials found in the home, at work, and in the community, such as handbooks, directions, and bank statements.

Each lesson is also coded in a circle next to the title for easy reference to the type of activity. The codes are as follows:

> D-Discussion
> G-Game
> K-Kinesthetic
> L-Literature
> P-Problem solving
> R-Realia
> T-Technology
> W-Writing

The lessons contained within this manual are only samples of the types of activities that can be planned for effective instruction. Instructors are encouraged to read and remain abreast of current research in the field and to conceptualize adaptations to the lessons found in the manual.

Use the manual in conjunction with the *Adult Basic Skills Instructor Training Manual: Effective Training* to plan training activities that give participants first hand experiences in how to teach reading based on students' needs. It is important in any training to allow time for discussion on ways to adapt the activities to meet the needs of the adult learner. In the reading focused professional development, discuss adapting the activities to reach a variety of reading levels within the multi-level class. Use the activities to generate ideas that reach beyond the manual itself.

This manual is the 8th in the *Adult Basic Skills Professional Development Instructor Training Manual Series*. The content of each manual is intended to enrich the user's knowledge base and provide opportunities for professional development. For a complete listing of training manuals, videos, and CD-ROMs, visit the Web site at www.abspd.appstate.edu.

Alphabetics

Chapter 1
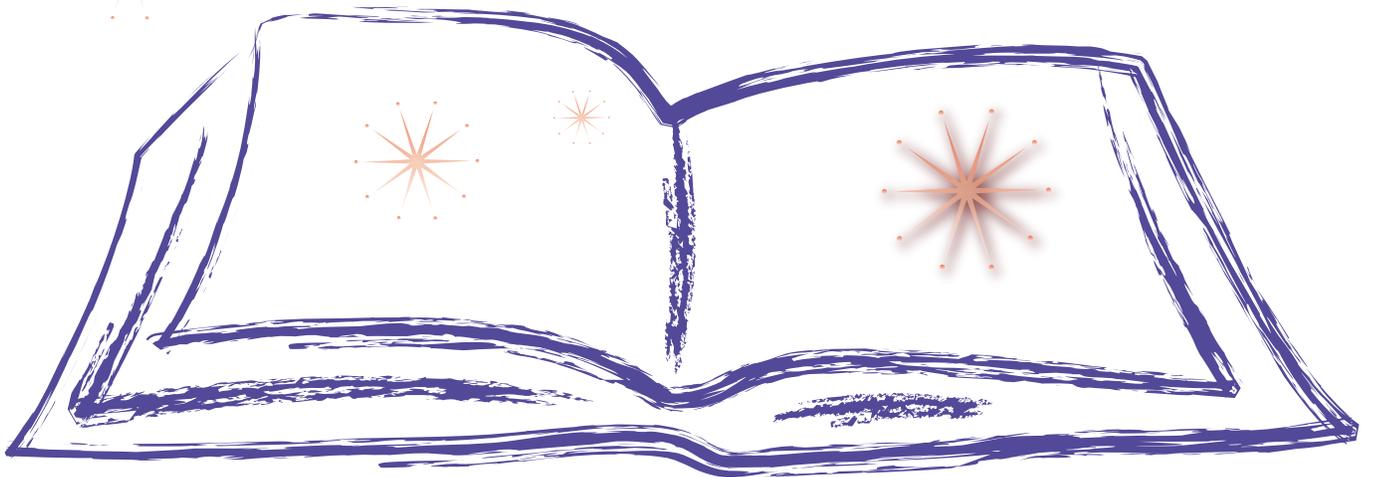
Alphabetics

Alphabetics is a generic term that describes the use of written letters to represent spoken words and their meanings. It relates letters, known as graphemes, to the sounds they represent and extends word analysis to combinations of letters necessary to form syllables, blends, and words. Sound discrimination and sound/letter association determine successful recognition of words and have been found to be skills that adult beginning readers do not possess. Research indicates that phonics instruction for adults leads to improvement in word-reading and, to a lesser degree, improvement in reading comprehension (Kruidenier, 2002). However, the work of Norman and Malicky (1989) revealed that adults who were taught first to read through word analysis and then through language knowledge had a limited understanding of reading as a constructive process. Those adults saw reading as a decoding of print. Consequently, it seems vital that alphabetics be taught in conjunction with comprehension rather than as a separate reading entity.

The three components of alphabetics are phonemic awareness, phonics, and phonological awareness. Phonemic awareness is the ability to distinguish and manipulate the individual sounds or phonemes in spoken language. The English language contains 26 letters which are used to make 41 phonemes. Phonics refers to letter/sound relationships and has a direct connection to understanding print. Phonological awareness is the ability to identify and manipulate the larger parts of spoken and written language, such as words, syllables, and rhymes. For the beginning reader, phonological awareness should be taught in conjunction with phonemic awareness and phonics. This process allows learners to internalize alphabetics. For greatest effectiveness instructors should teach the skills of letter/sound correspondence, segmenting and blending phonemes, syllabication and whole word analysis.

Adult beginning readers possess little phonemic awareness and, as a result, have difficulty applying letter-sound knowledge to decoding new words, therefore, alphabetics should be taught in conjunction with vocabulary, fluency, and comprehension. Real reading is not word calling but comprehension that depends on word recognition, understanding, and text flow. Adult beginning readers, while using real text, require consistent instruction and systematic practice in alphabetics.

Instructors can plan classes that invite adult beginning readers to actively participate in learning. Small group instruction of four to five students encourages participation. Students tend to dialogue and interact more, thereby reinforcing learning. Colleague support gained through group work encourages individual participation in the learning process. Instructors should provide new readers with interesting, meaningful content appropriate for adults. For instance, content focusing on motivational issues generates lively discussions. Such content might be families, job demands, current events centered on the community, and how-to information. Words selected from student dialogue provide ample material for phonemic awareness activities. Through carefully monitoring students' reading and discussion activities, instructors will be able to detect learning disabilities and plan lessons to address specific learning needs. Instructors should also follow the established procedures for eliciting help with learning problems.

Phonemic Awareness

Adults at beginning levels of reading may have little knowledge of the relationships between sounds, words, and letter names. Thus, instruction at this level focuses on the relationship between spoken language and reading. It is often necessary to address issues associated with the adult's ability to hear and distinguish sounds. Only when adults hear and distinguish sounds should instructors present lessons that focus on understanding the correlation of individual sounds in spoken language. Generally, due to their consistency, consonants are taught first, followed by vowels.

Phonics

Phonics builds on phonemic awareness by helping the student learn that written letters are symbols representing spoken sounds. Sounds are combined in our language to form words that stand for things and ideas.

Consonants

Since consonant sounds are fairly consistent, it is advisable to teach them before vowel sounds. After consonant sounds are recognized and associated with the printed symbol, teach them in beginning and ending positions before moving to medial positions. Activities connect classroom instruction with life when learning materials include items used daily, such as newspapers, printed directions, or junk mail. These

are readily available and inexpensive for classroom use. Once students

can distinguish sounds they can begin identifying common sounds with letters and letters in printed text. They can develop their personal lists of words that begin, end, or contain specific consonants.

Once adults recognize single consonant sounds they can begin blending consonant sounds to form words. They can circle the blends found in texts and write words from their vocabulary into personal dictionaries.

Vowels

Vowels, compared to consonants, tend to be more difficult to learn. Some adult beginning readers have difficulty hearing the fine distinctions between vowel sounds. Many vowel sounds are uniquely pronounced or emphasized according to the locale. Hearing, seeing, and saying the letters and their associated sounds require constant, ongoing practice if new readers are to assimilate vowel sounds. Identifying vowels in text, learning the effect of the position of the vowel within the word or syllable, and using common yet unknown sight words can help new readers to discriminate among vowel sounds.

Phonological Awareness

Since words are comprised of units of meaning, syllabication instruction helps beginning readers analyze words for both pronunciation and meaning. Students learn to break words into their component parts. They are taught prefixes and suffixes, plurals, and tenses. With this knowledge, students recognize words even with added or removed phonemes. Learning syllabication rules helps the learner know what to look for in words as a guide to pronunciation.

Instructional Practices

The instructional practices described above are provided here in a list form for quick reference.

> Teach alphabetics in conjunction with vocabulary, fluency, and comprehension.

> Use real text to provide systematic instruction and practice in alphabetics.

> Provide a natural context for learning alphabetics through language experience stories.

> Teach consonant sounds before vowel sounds.

> Teach consonants in beginning and ending positions before

moving to medial positions.

Teach one letter a day and associate the sound with everyday objects that begin with that consonant.

Teach consonant blends only after teaching single letter identification.

Teach letters using as many senses as possible.

Teach syllabication.

Use unknown sight words to teach letter sounds.

Allow students to separate words into their component parts.

Assist students in recognizing words when phonemes are added or removed.

Assess beginning readers' phonemic awareness and phonics abilities by using unknown sight words.

Explicitly and systematically teach letter/sound correspondence, segmenting, and blending phonemes, syllabication, and whole word analysis.

Teach phonemic awareness in small groups.

Encourage readers to apply their phonics knowledge while reading connected text and writing.

Consider motivational issues.

Monitor learning carefully to detect reading disabilities.

(1)(S) **Consonants**

⟶ Goals

- Students will be able to recognize consonants in printed words.

⟶ Preparation

- Prepare word cards on card stock using words from the students' speaking vocabulary or from their environment.

⟶ Procedure

1. Use pictures brought to class by the students to teach consonant letter/sound relationships.

2. Select the consonants the students need to learn.

3. Select words from students' vocabulary or reading material that contain the consonant being taught.

4. Students point to or mark the consonant on the word card.

5. Distribute everyday reading material (realia) on which students highlight the consonant being studied.

Materials

- ☐ Handout: "Consonant Blends"
- ☐ Card stock
- ☐ Markers, highlighters
- ☐ Pictures
- ☐ Reading realia, (newspapers, forms, magazines, manuals, driver license, instruction sheets)

My Notes

→ Assessment

- Students identify individual consonants and consonants in words

- Students give words from their speaking vocabulary that contain the consonant.

→ Adaptations

- Identify vowels alone and vowels in words.

- Identify consonant blends. (Blends are two or three consonants that sound together but retain their original sound.)

Consonant Blends

L Blends   *bl_*   *cl_*   *fl_*   *gl_*   *pl_*   *sl_*

R Blends   *br_*   *cr_*   *dr_*   *fr_*   *gr_*   *pr_*   *tr_*

S Blends   *sc_*   *sk_*   *sl_*   *sm_*   *sn_*   *sp_*   *squ_*   *st_*   *sw_*

W Blends   *dw_*   *tw_*

Three Letter Blends   *scr_*   *spl_*   *spr_*

Diagraph Blends   *shr_*   *thr_*

1 K "Ed and Ing" Words

→ Goals

- Students will be able to generate rules for adding "ed and ing" to words.

→ Preparation

- Prepare word boxes containing "ed and ing" words. Use words familiar to the students.

→ Procedure

1. Display the word boxes. Ask the students to study the boxes to generate the rule for each. Compare the boxes to tell how the words differ.

2. Students add words that follow the rules to the word boxes.

3. Give a list of words for students to add the endings "ed and ing."

Materials

☐ Handout: "ed and ing"

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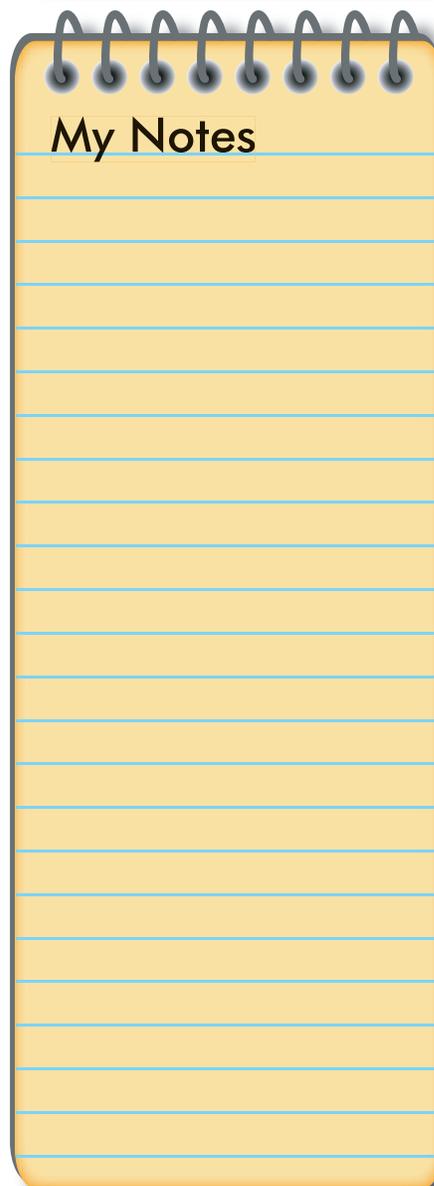
➡ Assessment

- Students find, read and write words that follow the rules for adding "ed and ing."

- Students look at examples of "ed and ing" words and explain the rules for each.

- Students rewrite words correctly adding the "ed and ing" endings.

➡ Adaptations

- Apply the same technique to other rules that dominate spelling and reading conventions.

   Examples:

y-i+ed	study-studied	Change y to i and add ed
y-i+es	study-studies	Change y to i and add es

"ed and ing"

jump-jumped
talk-talked
play-played
mash-mashing
brush-brushed
start-started
part-parted

hop–hopping
flop-flopping
slip-slipping
nap-napped
step-stepped
star-starred
mar-marring

1 K Initial Blends

→ Goals

- Students will be able to identify initial blends.

→ Preparation

- Make a 5 pocket X 5 pocket chart on piece of poster board.

- Make poster cards by gluing pictures of objects that begin with blends onto cards that fit in the chart pockets.

- Use sticky notes to label the pockets with the blends being studied. Change the pocket labels to match the lesson objective.

→ Procedure

1. Students are given a stack of picture cards. to place in the appropriate pocket.

2. Students make additional picture cards for the blends being studied.

Materials
- ☐ Pocket chart
- ☐ Picture cards of items that begin with a blend
- ☐ Sticky notes

My Notes

Assessment

- Students identify words by recognizing the consonant blends.

Adaptations

- Use the pocket chart for matching any reading objective need, such as consonants, number of syllables, rules, vowels, etc.

1
K

Letters in the Final Position

➡ Goals

- Students will be able to recognize letters in the final position.

➡ Preparation

- Prepare bag of objects.
- Make a set of alphabet cards for each student.

➡ Procedure

1. Students select an object from the bag and tell words that end with the same letter.
2. Students use the alphabet cards to spell a word that ends with the same letter.

Materials

☐ Bag of objects
☐ Alphabet cards

My Notes
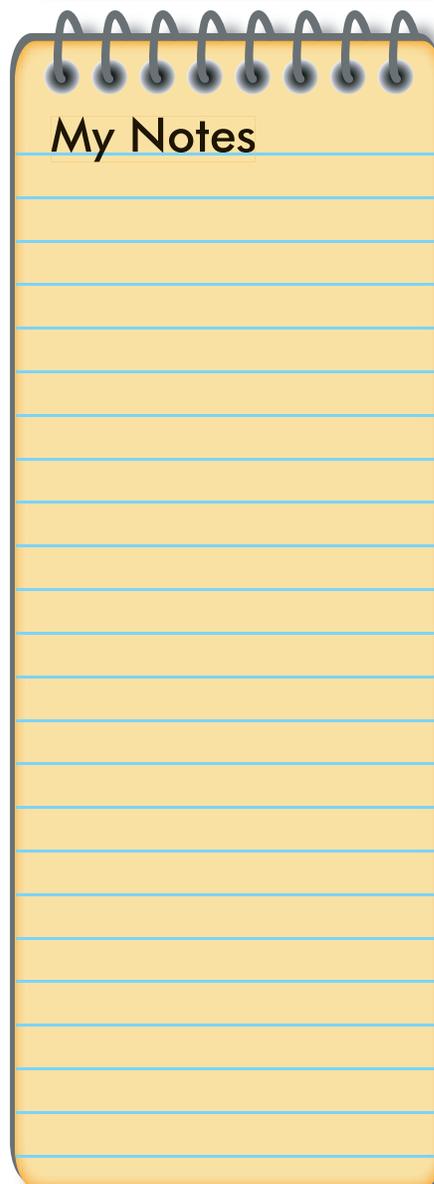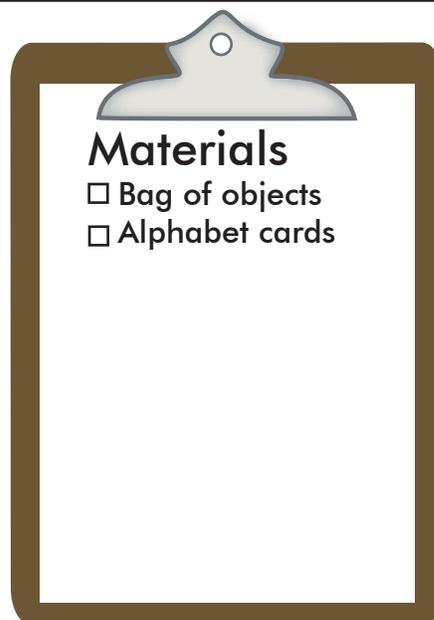
➡ Assessment

- Students recognize and pronounce letters in the final position.
- Students find words in print that end with the same letter.

➡ Adaptations

- Use the bag and objects concept for initial and medial letters and sounds.
- Use the bag and object concept for teaching description. Students select and describe an object using new vocabulary words.

1 K Letters in the Initial Position

➡ Goals

- Students will be able to recognize and name consonants in the initial position.

➡ Preparation

- Print consonant letters on a chart. Leave space between the letters for pictures to be glued or drawn.

➡ Procedure

1. Teach letters by using pictures of objects that have the consonants in the initial position.

2. Students cut pictures from magazines that begin with the letter and glue the picture under the letter. For additional practice, find and glue several pictures that begin with the letter.

3. After several initial letters have been learned, write words that begin with the letters in one column on a chart paper. Students then find a picture of an item that begins with the same initial letter and glue it on the chart beside the word.

4. Cut the letter/picture charts apart. Mix the order of the letters and pictures for students to match.

Materials
- ☐ Chart paper, butcher paper, or poster board
- ☐ Glue
- ☐ Markers
- ☐ Magazines
- ☐ Scissors

My Notes

➡ Assessment

- Students recognize and pronounce letters in the initial position.

➡ Adaptations

- Use the cut-outs to play concentration.
- Apply the activity to learning vowels.
- Apply the activity to learning medial and final letters.

1
K

Letters in the Medial Position

→ Goals

- Students will be able to recognize letters in the medial position.

→ Preparation

- Make a 5 pocket x 5 pocket chart.
- Keep a record of troublesome medial position words.
- Write the words on cards that fit in the pockets.

→ Procedure

1. Students select words from the pocket chart that have the same letters in the medial position.

2. Place word cards around the edge of the pocket chart. Students roll a die. Beginning at the top left corner move around the chart according to the number rolled. If students cannot identify the word where they land, they begin again.

Materials

- ☐ Pocket chart
- ☐ Cards
- ☐ Markers

My Notes
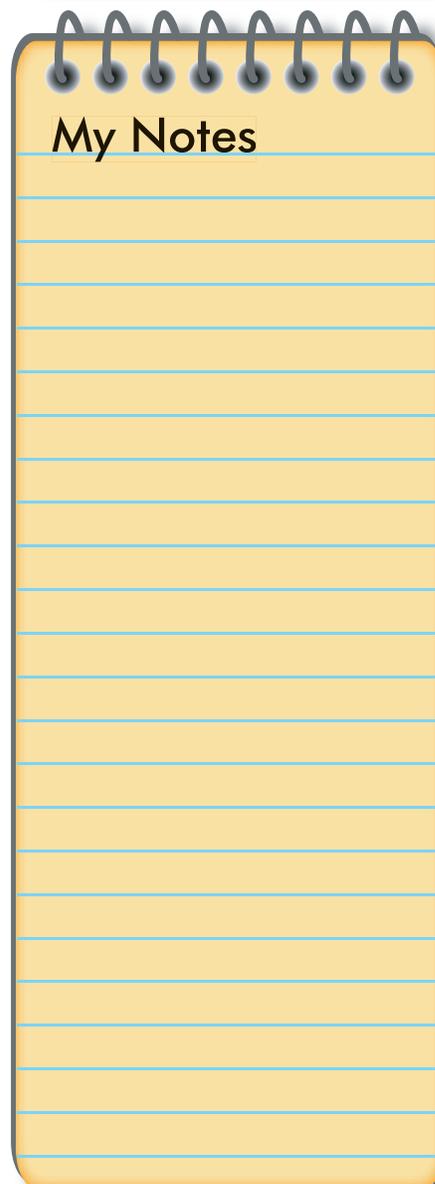
Assessment

- Students recognize and pronounce letters in the medial position.

Adaptations

- Change the game. When a word is unknown the player moves back to a known word. The first person to complete the chart is the winner.

- Change the words in the pocket chart depending on the daily objective:

    antonyms

    synonyms

    initial or final letters

① ⓚ Letters of Clay

➡ Goals

- Students will be able to name the letters of the alphabet.

➡ Preparation

- Make goop.

➡ Procedure

1. Explain to the students that people learn in different ways. Some people make mental connections best when they touch. To provide a tactile learning experience, this lesson involves playing with goop.

2. Make the goop in class as an exercise in following directions.

3. Students use the goop to form letters. They share their letters with each other, as they talk about the experience and learn the letter names.

4. If students have trouble forming the letters, provide a model to copy.

Materials

☐ Handout: "Recipe for Goop"

My Notes
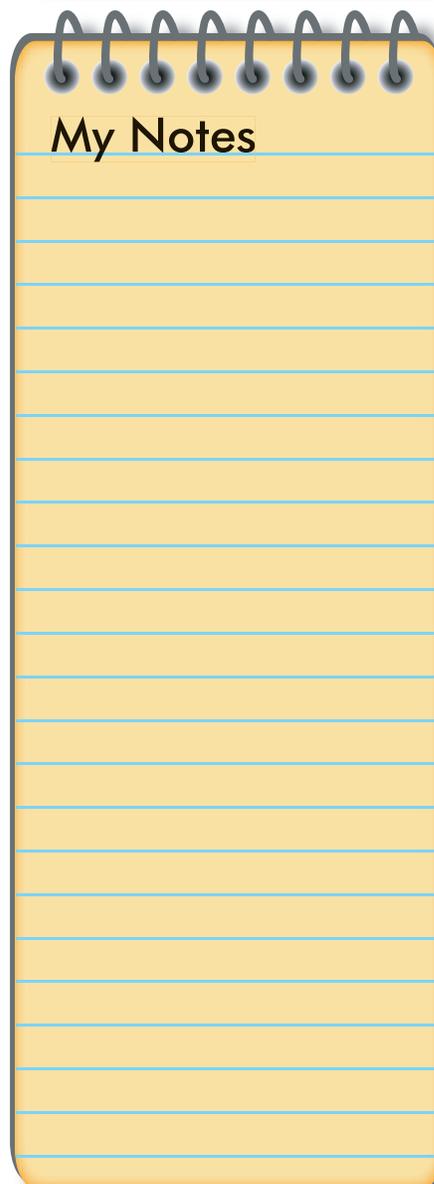
➡ Assessment

- Students recognize and make letters without reversals.

➡ Adaptations

- Make the letters in sand.
- Form words with the goop.
- Cut letters from sandpaper.
- Use sandpaper letters to spell words.

Recipe for Goop

Ingredients/tools

- Wire whisk
- 1 cup all purpose glue
- 3/4 cup water
- 1/3 cup water
- 1 Tbl tempera paint, your choice of color
- 1/2 tsp. Borax

How to Make It

1. Mix the all purpose glue, 3/4 cup water, and tempera paint together using the wire whisk. Be careful not to make the mixture too thin.

2. Mix separately 1/3 cup water an 1/2 tsp. Borax. Slowly pour Borax mix into glue mix.

3. Let the mixture stand a few minutes before kneading it to make it smooth. Pour off any remaining liquid. Store in plastic bags.

4. Repeat for different colors, using various food colorings.

The author has used this recipe in class many tmes but has no idea where it came from, however, there are many Web sites that give recipes for goop.

1
K
Lowercase Concentration

➡️ Goals

- Students will be able to recognize and name lowercase letters.

➡️ Preparation

- Prepare game cards of lowercase letters or let students make them as part of the lesson experience.

- Place both uppercase and lowercase letter cards on the wall in sequence.

➡️ Procedure

1. Randomly place the cards face down in rows and columns, 5 pocket X 5 pocket.

2. Students take turns turning up one card at a time to match letters. If they match letters and can name them, they keep the cards. If they do not match cards or cannot name the letter, they turn the cards back over. When all the matches have been made, the student with the most cards wins.

3. Students identify the sound represented by the letter. Concentrate on the consonants first. Do long vowels next, then short vowels.

   (The game is played the same as the Concentration game on television.)

My Notes

➡ Assessment

- Students recognize and name the lower case letters.
- Students recognize and tell the sounds of the consonants.
- Students recognize the vowels and tell the long vowel sounds.

➡ Adaptations

- Use uppercase letters.
- Use uppercase and lowercase letters.
- Use new vocabulary words.
- Use words with the same syllable configuration.
- Use words with the same plural rules.
- Use synonyms and antonyms.

Lowercase Concentration

The letters and sounds to be placed on the concentration cards are the following:

p	b	s	z	r	l
t	d	f	v	y	x
c	w	h	g	j	k
qu	sh	ch	th		

Long and short vowels	a	e	i	o	u

1 K Open Syllable

➡ Goals

- Students will be able to recognize open syllables as a tool for decoding print.

➡ Preparation

- Cut letter cards from card stock.

- Write words on cards from the student's speaking vocabulary that contain open syllables (vowel-consonant or consonant-vowel; vc or cv).

- Cut the words apart into separate letters.

➡ Procedure

1. Select words with open syllables from students' vocabulary or reading material.

2. Use letter cards to form words with open syllables.

3. Ask students to read the words and explain the open syllables

4. Highlight words in text with open syllables. If the syllables are in multi-syllable words, underline the open syllable.

Materials
- ☐ Pencils or pens
- ☐ Student word lists
- ☐ Card strips
- ☐ Markers and highlighters
- ☐ Reading material (newspapers, forms, magazines, driver license manual, instruction sheets)

My Notes

Assessment

- Students find, read, and write words containing open syllables.

Adaptations

- Apply the same technique to other syllable patterns:

    Closed syllables (consonant-vowel-consonant, cvc)

    R-controlled syllables (vowel – r, vr)

    Le-controlled syllables (vowel-l-e, vle)

    Two vowels together (vowel-vowel, vv)

    Silent e (vowel-consonant-e, vce)

① Plurals
Ⓖ

➡ Goals

- Students will be able to form plurals; words that mean more than one.

➡ Preparation

- Prepare lists by rules of plural words.

- Prepare plural word cards.

➡ Procedure

1. Review the rules for plurals with the students. Practice examples of each rule.

2. Use word cards. As each word is shown, students explain the rule that applies.

3. Place word cards face up in a row. State a rule. Students select the words that follow that rule.

Materials
☐ Plural word cards
☐ Handout: "Plurals"

My Notes

⮕ Assessment

- Students write plural words correctly.
- Students associate the rule with the spelling of plural words.

⮕ Adaptations

- Use the word cards to play games such as "Fish."
- Find plural words that follow the rules in different types of text the adults may read.

Plurals

Add "es" to "ss" or "x" words

boxes	foxes
taxes	messes
passes	misses
dresses	classes
masses	

Add "s"

flowers	books
persons	hands
chairs	rules
drinks	toys
mothers	words
skates	bikes
papers	cars

Change "y" to "i" and add "es"

flies	ladies
berries	candies
babies	follies
diaries	pennies

Add "s" to words that end in "e"

faces	bases
houses	places
fences	apples
dances	edges
horses	dishes

Change "f" or "fe" to "ves"

life	lives
knife	knives
shelf	shelves

Change the whole word

mouse	mice
child	children
man	men
tooth	teeth
foot	feet

Word remains the same

deer

moose

fish

①ⓀRhyming Words

➡ Goals

- Students will be able to hear rhymes in words.

- Students will be able to figure out words in print through rhyming patterns.

➡ Preparation

- Picture cards.

- Label one box "Rhyming words" and the other "Not rhyming words."

- Develop word family cards with three words on each card. Some cards will have rhyming words; others will not.

➡ Procedure

1. Students draw two cards. Place the cards in the appropriate box.

2. Students make cards using pictures, words, or both to use in the activity.

3. Students place the word family cards in the "Rhyming words" or the "Not rhyming words" box.

4. Select a word family pattern. Students read the heading, i.e. _ap. Point to the rhyming words beneath as the students read the word.

5. When one rhyming word list is learned, move to another. Practice no more than two lists per class.

6. Students read the lists several times.

7. Review the word lists by pointing to the words randomly.

Materials
- ☐ Picture cards
- ☐ Two small boxes to hold the cards
- ☐ Word family cards
- ☐ Handout: "Rhyming Word Families"

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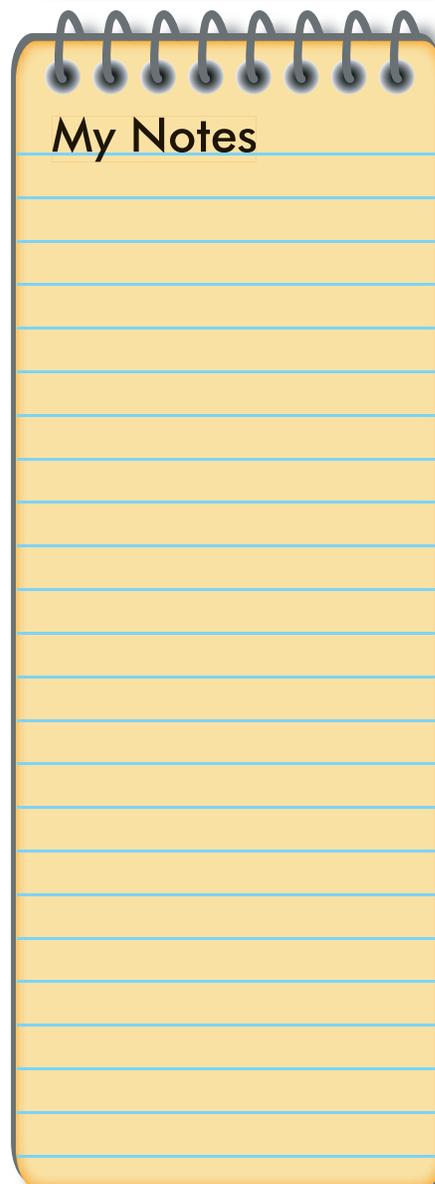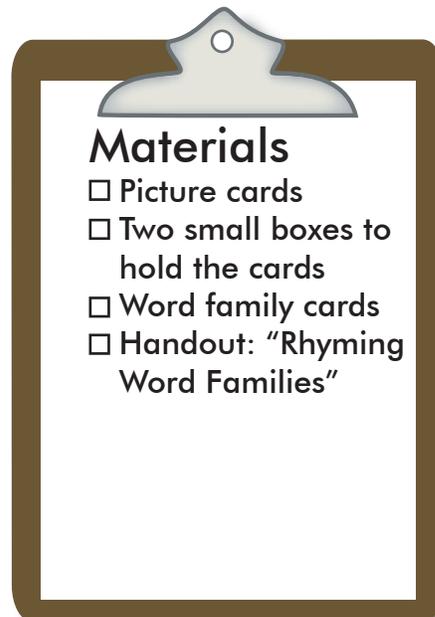
➡️ Assessment

- When given two or more words, students identify the rhyming words.

- Students read words from family word lists when presented in random order.

➡️ Adaptations

- Draw a word from a box. Write as many other words that rhyme with that word as possible. Students can share or compare lists.

- Compile a list of rhyming words by family to display on a chart in the classroom.

Rhyming Word Families

_ab	_ack	_ad	_ag	_all	
_am	_an	_ap	_ar	_ash	_ass
_at	_ath	_ax	_ay	_ee	_eck
_ed	_eg	_ell	_en	_ess	_et
_ex	_ib	_ick	_id	_ig	_ill
_im	_in	_ip	_iss	_ish	_it
_ix	_o	_ob	_ock	_od	_og
_on	_op	_at	_ox	_ay	_ub
_uck	_ud	_uck	_ud	_uff	_ug
_um	_un	_up	_us	_ush	_ut

① Ⓚ Sand Letters

➡ Goals

- Students will be able to write and recognize letters correctly.

➡ Preparation

- Fill shoe box lids with sand.

- Print a list of letters.

➡ Procedure

1. Explain that adults learn in different ways. Some learn best when they touch what they are to learn. To provide a tactile learning experience, they will be writing in sand.

2. As letters are called out, students write them in the sand box lids to provide a tactile connection to letter formation. Students can work in teams. One student says the letters; the other writes them in the sand.

3. If students have trouble writing the letters, provide a model to copy.

Materials
☐ Shoe box lids
☐ Sand

My Notes

➡ Assessment

- Students write the letters as dictated on paper without reversals.

➡ Adaptations

- Use sand writing for spelling and math practice.

- Use sand writing to introduce new vocabulary words.

- Cut letters from sandpaper for students to feel. When students can trace the letter smoothly several times, they write it on a piece of paper and compare the shapes.

1 K Short Vowel Sounds

➡ Goals

- Students will be able to recognize and form word families with short vowel by changing beginning sounds.

➡ Preparation

- Use strips of card stock.
- Cut two slits parallel to each other approximately 1" apart.
- Print the word family elements on the card to the right of the slots.
- Cut a 1" strip of card stock to weave through the slits back to front.
- On the strip, write letters and blends that form words in the word family.

➡ Procedure

1. Introduce the short "e" sound; print the letter on a card.
2. Ask students to say the sound and print the letter.
3. Place the short e before "ll" and say the sound.
4. Ask students to say the sound with you.
5. Write "ell" on a card.
6. Cut slits before the letters.
7. Cut a card strip the width of the slit.
8. Write letters on the strip that would form words when placed before the "ell." Letters might include s, f, t, w, sh, b, c, d, N, y.

Materials
- ☐ Pencils or pens
- ☐ Paper
- ☐ Word slides
- ☐ Scissors
- ☐ Card stock

My Notes
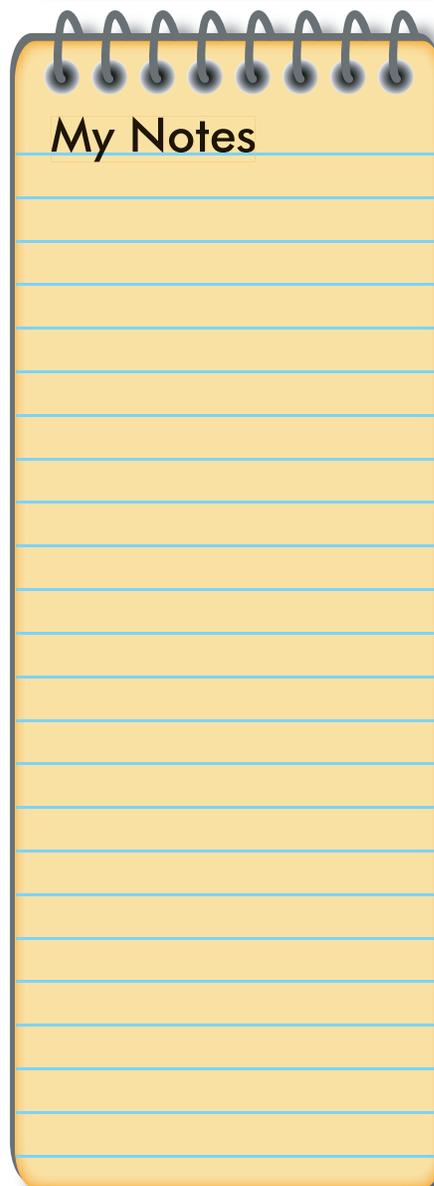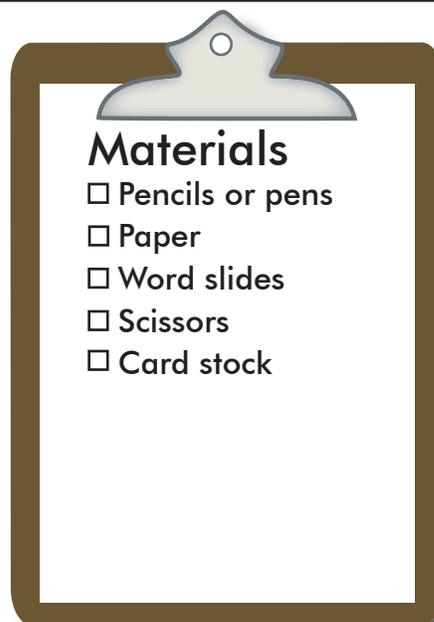
⮕ Procedure

9. Move the strip to make new words for the students to practice the short "e" sound.

10. Analyze the short sound in a word, cvc pattern.

11. Ask students to use the words in sentences. Write the sentences.

⮕ Assessment

Students read word lists comprised of words from different word families.

⮕ Adaptations

Other word families:

_old	b, c, f, g, h, m, s, t
_an	b, c, D, f, m, N, p, r, t
_ad	b, c, d, f, g, h, l, m, p, s, t
_ope	c, d, h, l, m, n, p, r

Sight Word Bingo

➡ Goals

- Students will be able to recognize sight words using size and shape.

➡ Preparation

- Make word cards from card stock.
- Students fold paper vertically and horizontally to form rectangles.
- Draw parallel lines on the folds to make a Bingo card.
- Distribute lists of sight words from which students select words for a Bingo card.
- Place the words in the spaces of their choice.
- After writing the words, students draw around the words to outline their shapes.
- Read the handout: "Sight Words."

➡ Procedure

1. Introduce frequently used sight words such as a, the, and, of, be, and to.
2. Introduce no more than five sight words per session.
3. Pronounce sight words as students see them in print.
4. Students read and repeat the words.
5. Students write the words on cards to place in a word bank.
6. Students use the words in sentences, and then write the sentences on the backs of the word cards.
7. Students find and highlight the words in reading material used by adults.
8. Students place sight words on a Bingo card.
9. Play Bingo.

Materials

- ☐ Pens
- ☐ Paper
- ☐ Handout: "Sight Word List"
- ☐ Card stock
- ☐ Newspapers
- ☐ Magazines
- ☐ Manuals
- ☐ Markers
- ☐ Highlighters

My Notes

➡ Assessment

- Students recognize sight words in context.

- Students recognize sight words out of context.

- Students read sight words in everyday materials.

➡ Adaptations

- After drawing around the words to identify the word shape, play Bingo by showing the shape rather than calling out the word.

Sight Words

Sight words are learned through visual memorization. They are recognized by their configuration, size, and shape. There are essentially five categories of sight words. They include:

1. Service words–Words frequently used in English

2. Word families–Words that sound alike and share similar spellings

3. Significant words–Words that have special meaning to the student, such as names, places, and words that are connected with individual interests and work.

4. Survival words–Words necessary for recognizing and responding to emergency situations.

5. Irregularly spelled words–Words that do not follow regular spelling patterns.

No more than five sight words should be taught at one time. Provide extensive practice with the words using all five senses. Students should say the words, see the words, write the words, feel the words, act out the words, and use the words in conversation and written exercises.

Many sight word lists are available on Web sites.

Sight Word List

a	Bible	didn't	from
about	big	dinner	fun
after	bike	do	gave
again	blue	does	G.E.D.
airplane	boy	doesn't	get
all	boyfriend	dog	getting
alone	bring	doing	girl
along	brothers	don't	girls
also	bus	down	give
always	but	dream	go
am	buy	dreams	God
an	by	drive	going
and	call	each	good
any	came	easy	goodbye
anything	can	eat	got
are	can't	end	grade
around	car	enjoy	great
as	care	enjoyed	had
ask	chance	every	happiness
at	child	everything	happy
away	children	family	hard
baby	Christmas	fast	has
back	church	favor	have
bad	city	favorite	having
ball	close	feel	he
baseball	color	feeling	head
basketball	come	few	heart
be	coming	fire	help
beach	cook	first	her
beat	cooks	fishing	here
beautiful	could	flowers	high
because	country	flying	him
bed	Daddy	food	his
been	dancing	football	hobbies
before	day	for	hobby
being	days	forget	holiday
best	dead	friend	holidays
better	did	friends	home

hope	make	on	sky
hopes	Mama	one	small
house	man	only	so
houses	married	open	soccer
how	math	or	some
hurt	may	other	someday
husband	me	our	someone
I	mean	out	something
I'm	meeting	over	song
if	memories	own	soon
in	met	parents	sooner
into	mind	party	special
is	miss	people	sports
it	money	person	start
it's	more	picnic	stay
job	morning	plan	still
joy	most	play	stop
July	Mother	played	story
just	Mother's	playing	study
jeep	mountain	pretty	summer
kind	move	put	Sunday
know	Mrs.	reach	supper
land	much	read	swimming
last	my	reading	take
late	myself	ready	talk
later	name	really	talking
learn	need	red	teacher
leave	needs	relatives	team
let	neighborhood	rich	tell
life	neighbors	ride	than
like	never	right	thanks
likes	new	running	that
little	next	safe	that's
live	nice	said	the
long	night	say	their
look	no	school	them
looking	not	see	then
Lord	now	she	there
lot	of	sister	these
lots	off	sitting	they
love	old	skating	thing

things	*try*	*we*	*women*
think	*two*	*week*	*won't*
thinking	*until*	*weekend*	*words*
this	*up*	*well*	*work*
those	*us*	*went*	*working*
three	*used*	*were*	*world*
time	*vacation*	*what*	*worries*
tired	*very*	*when*	*worry*
to	*wait*	*where*	*worst*
today	*want*	*which*	*would*
together	*wanted*	*while*	*wouldn't*
told	*wants*	*white*	*write*
too	*was*	*who*	*year*
top	*watch*	*why*	*years*
trip	*watching*	*will*	*you*
trouble	*water*	*wish*	*your*
true	*way*	*with*	

① ⓚ Tic-Tac-Toe Vowels

➡ Goals

- Students will be able to distinguish between short and long vowels.

➡ Preparation

- Make tic-tac-toe boards.

- Make a set of vowel cards that have an "X" or "O" on one side and words containing short or long vowel sounds on the other. (tray, fur, cat, top, ice, etc.)

➡ Procedure

1. Give the players a set of cards, either "X" or "O."

2. Students turn over one card at a time. If they can pronounce the word and identify the vowel as long or short they place the card on the tic-tac-toe board.

Materials

☐ Tic-tac-toe boards
☐ Vowel cards

My Notes

➡ Assessment

- Students identify words by long or short vowel sounds.

➡ Adaptations

- Identify word families.
- Identify parts of speech.
- Use the words in a sentence correctly.
- Give an antonym or a synonym of the word on the card.
- Tell the word's meaning to earn an "X" or "O."

1 K Uppercase Letters

➡ Goals

- Students will be able to recognize uppercase letters.

➡ Preparation

- Instructor may prepare footprints printed with uppercase letters, or students can draw around their feet to make the shapes and write the letters on them. (Have fun!)

- Place the footprints on the floor in a line using a random letter order.

➡ Procedure

1. Students step from footprint to footprint calling the name of the letter.

2. If a letter is misnamed, the student has to begin again. Use the activity as a game in which students compete to finish first.

Materials

- ☐ Footprints with one capital letter printed on each
- ☐ Masking tape
- ☐ Card stock (Free scraps are available from the local print shop)
- ☐ Marker
- ☐ Scissors

My Notes

⮕ Assessment

- Students recognize and name all the uppercase letters in the alphabet.

⮕ Adaptations

- Use lowercase letters.

- Use new vocabulary words. Students must pronounce and define the word on the footprint.

- Use only consonants or vowels. When the footprint is stepped on the student must give a word that uses that letter.

Vowel Digraphs

1 K

Goals

- Students will be able to identify vowel digraphs.

Preparation

- Make a 5 pocket X 5 pocket chart on a piece of poster board.

- Find and glue pictures of objects whose names contain vowel digraphs (ea, oa, ei, ai).

- Put a picture card in the top pockets that are spelled with a digraph.

- Write on a card one word that has a digraph. Make a set of cards that contains at least five words per digraph.

Procedure

1. Students place the word cards in the pockets under the picture with the same digraph.

2. Students find words in print by digraph (ea, oa, ei, ai).

Materials
☐ Pocket chart
☐ Picture cards of items that begin with a blend
☐ Glue

My Notes

Assessment

- Students identify words in text with vowel digraphs.

Adaptations

- Use the pocket chart for matching diphthongs (oi, ow, oy, ou), blends, or syllable vowel rules (cvc, vce, cvvc, vc, cle, vr).

①⑤ Word Families

⟶ Goals

- Students will be able to read words using word families.

- Students will increase their sight word vocabularies.

⟶ Preparation

- Prepare cards of word families.

⟶ Procedure

1. Students sort words into the proper word families.

   fun   sun   run

   house   mouse

   day   play   stay   today

   cat   mat   sat   bat   that

   ran   fan   can   began   man

   sad   glad   bad   mad

   sit   mitt

   ball   call   wall   small   mall   tall

2. Students read word cards and use them in sentences of their own.

Materials
☐ Pencils or pens
☐ Markers
☐ Card stock

My Notes
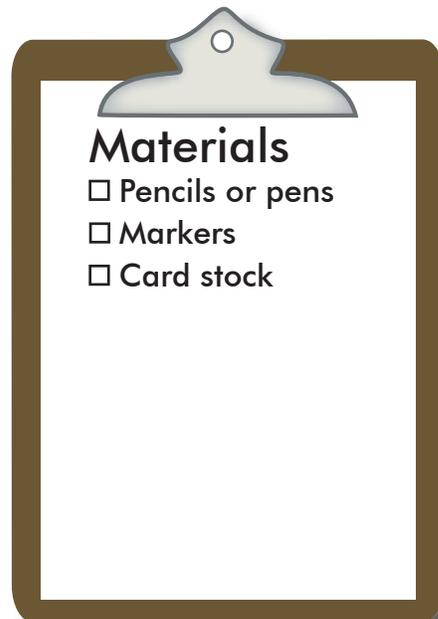
⮕ Assessment

- Students spell and read words by word families.

⮕ Adaptations

- Make word cards containing adjectives and adverbs. Sort words by parts of speech. Use the words in sentences of their own.

Compound Words

2 R

Goals

- Students will be able to recognize compound words.

Preparation

- Use card stock to prepare word cards.
- Write compound words from student speaking vocabulary on cards.
- Cut the cards apart into separate words.

Procedure

1. Select words from students' vocabulary or reading material.
2. Create word cards.
3. Shuffle the word cards.
4. Students put the cards together to form compound words, then use the words in sentences.
5. Write new cards with the compound word on one side and the word separated into parts on the other. The sentence can be added to the card.

Materials

- ☐ Pencils or pens
- ☐ Student word lists
- ☐ Card stock
- ☐ Markers
- ☐ Reading material (newspapers, forms, magazines, driver license manual, instruction sheets)

My Notes

➡ Assessment

- Students find and read compound words in a variety of reading material.
- Students read compound words in different contexts.

➡ Adaptations

- Follow the same procedure with different types of words.

  Plurals

  Nouns

  Verbs

  Adjectives

  Conjunctions

② ⑤ Survival Sight Words

➡ Goals

- Students will be able to read survival sight words.

➡ Preparation

- Find examples of signs and documents containing survival words.

- Students make signs to place in the classroom.

➡ Procedure

1. Introduce survival sight words.

2. Students find the words in the environment.

3. Students write the words on cards for their word bank.

4. Use this Web site for sight words presented one-by-one as if on flash cards.

    http://www.iscweb.com/personal/kweb/sightwords.html

Materials

- ☐ Pencils or pens, markers
- ☐ Signs: danger, fire, men, hospital, stop, caution, women, road signs, restroom, etc.
- ☐ Employment words: Name, address, etc.
- ☐ Large card stock
- ☐ Blank forms
- ☐ Handout: "Survival Words"

My Notes

⇨ Assessment

- Students recognize survival sight words in the environment.
- Students read the word in different contexts.

⇨ Adaptations

- Teach driving words as sight words.
- Teach safety words as sight words.
- Teach common signs as sight words.

Survival Words

Signs
1. customers
2. violators
3. appliances
4. advertised
5. career
6. personnel
7. flexible hours
8. benefits
9. apply
10. realty
11. realtor
12. 1/2 bath

TV Listings
1. comedy
2. drama
3. Shop at Home/
   Home Shopping Channel
4. infomercial
5. Fix-it-up
6. Sci-Fi
7. mystery
8. preview channel

Announcements
1. siblings
2. open house
3. RSVP

Notices
1. prosecuted
2. fined
3. comply
4. restrictions
5. impounded
6. directive
7. city ordnance

Grocery Ads
1. limitations
2. coupons
3. redeem
4. produce
5. dozen
6. effective
7. college ruled paper
8. deli

Gift Certificates
1. issued
2. redeemed
3. dine-in
4. gift certificate
5. valid
6. purchase date
7. excludes

Coupons
1. restrictions
2. cash value
3. layaways
4. return policy
5. expires
6. valid
7. duplicated
8. gratuity
9. carry-out

Billboards
1. satisfaction
2. service
3. exit
4. sale

Product/Prescription Labels

1. symptoms
2. relieve
3. dosage
4. physician
5. exceed
6. allergic
7. overdose
8. prescription
9. medication
10. refills
11. side effects
12. nausea
13. flammable
14. external
15. internal
16. ingestion
17. eliminate
18. precautions
19. fatal
20. environmentally safe
21. dispenser
22. fragrance
23. prohibit
24. extended exposure

Directions

1. ingredients
2. simmer
3. preheat
4. grease
5. blend
6. combine
7. precautions
8. enclosed
9. guaranteed

Menus

1. appetizers
2. seafood
3. beef
4. beverages
5. variety
6. toppings
7. main dish
8. combo meal

Recipes

1. diced
2. seasoning
3. lean
4. reserve liquid
5. drained
6. minced
7. seeded
8. sauté
9. granulated
10. substitute
11. dry ingredients
12. coat

Order Forms

1. subscription
2. payment
3. money order
4. news stand
5. customer service
6. sales tax
7. subtotal
8. bill orders to
9. ship orders to
10. qty.
11. item description
12. size
13. shipping
14. service representative
15. shipping cost
16. shipping chart
17. exposures
18. single/double prints
19. negatives
20. enclose
21. enlargements
22. reprints

Charts

1. forecast
2. humidity
3. population
4. unemployment
5. census

Newspaper Ads

1. casual wear
2. accessories
3. sales final
4. discount
5. limitations
6. financing available
7. reservations
8. recommended
9. brunch
10. buffet
11. seasonal
12. free local delivery
13. residential
14. commercial
15. free estimates
16. initial service visit
17. landscaping
18. edging
19. sodding
20. pruning
21. pesticides
22. eliminate

Newspaper Articles

1. attached garage
2. imminent danger
3. arrive promptly
4. extinguish
5. substantial loss
6. minimal damage
7. tax-break
8. legislation
9. rejected
10. proposals
11. expenditure
12. public address
13. media
14. finances
15. funding
16. proposed site
17. agriculture
18. damaged
19. yield
20. exceed

Classified Ads

1. referrals
2. experience required
3. full-time/part-time
4. benefits
5. apply within/in person
6. paid vacation
7. application
8. good condition
9. all-wheel drive
10. automatic
11. best offer
12. cruise control
13. utilities included
14. lease
15. furnished/unfurnished
16. full bath

Invitations

1. honor of your presence
2. ceremony
3. RSVP
4. retirement
5. host/hostess
6. cocktails
7. RSVP regrets only

Appointment Cards

1. appointment
2. service
3. salon
4. fee
5. penalty
6. canceling
7. rehabilitation services
8. reschedule

Messages

1. catering
2. fax number
3. page
4. ASAP
5. FYI

Catalogs

1. no.
2. qty.
3. per
4. S/M/L/XL/XXL
5. exterior
6. interior
7. premium
8. flat paint
9. glossy paint

Claim Tickets

1. flight number
2. terminal
3. departing
4. arrival
5. claim ticket
6. long-term parking
7. short-term parking

Applications

1. credit limit
2. payment due
3. APR
4. annual fee
5. personal
6. SSN
7. type of residence
8. employer
9. occupation
10. income
11. references

Bills

1. statement
2. acct. no.
3. billing date
4. previous balance
5. payments received/credits
6. finance charges
7. account balance
8. amount enclosed
9. purchases
10. billing period

Banking Statements

1. deposit
2. withdrawal
3. financial institution
4. ATM
5. service fees
6. transactions
7. credit
8. checks/debits

Receipts

1. item
2. qty.
3. price
4. subtotal
5. tax
6. amount due

Abbreviations

1. appl.
2. apt.
3. BR
4. carp.
5. CONDO
6. Dr.
7. flrs.
8. form.
9. furn.
10. HSE
11. HW
12. incl.
13. KIT
14. lg.
15. LNDRY
16. LR
17. mo.
18. PK
19. sm.
20. util.
21. w/
22. wk.
23. yr.
24. amt.
25. c.
26. doz.
27. =
28. gal.
29. hr.
30. lt.
31. lb.

32. min.
33. ml.
34. oz.
35. pt.
36. pkg.
37. qt.
38. sec.
39. tbsp.
40. tsp.
41. ICU
42. ER
43. OR
44. CCU
45. G
46. PG
47. PG-13
48. R
49. X
50. Plz.
51. Plc.
52. Sq.
53. Bldg.
54. Ctr.
55. Ct.
56. Blvd.
57. Trl.
58. Ln.
59. Pkwy.
60. Ave.
61. St.

③ⓈBuilding Words

➡ Goals

- Students will be able to recognize and use words correctly according to rules for building words.

➡ Preparation

- Use card stock to prepare word cards.

- Write words from student speaking and writing vocabulary on cards.

- Cut the cards to allow for changes in spelling as needed. For instance, to make the plural of baby cut between the second b and y so the y can be changed to an i before adding es.

➡ Procedure

1. Select words to be learned that match the rules for building words.

2. Make word cards.

3. As the words are being changed, discuss the rule that applies.

4. Use the words in sentences.

5. Find original words in reading material then rewrite the sentence to follow the rule. Note other changes in the sentence that might be needed.

6. Find words in reading material to change to the original form.

Materials

- ☐ Pencils or pens
- ☐ Markers
- ☐ Student word lists
- ☐ Card stock
- ☐ List of rules for building words
- ☐ Reading material (forms, newspapers, magazines, driver license manual, etc.)

My Notes

➡ Assessment

- Students read words in different forms.
- Students read the words in different contexts.

➡ Adaptations

Select words that fall into the various categories listed below:

Irregular verbs

Comparative adjectives

Reflexive pronouns

Common prefixes and suffixes

Possessives

Contractions

3 L Predicting Text

→ Goals

- Students will be able to read predictive text.
- Students will be able to predict text.

→ Preparation

- Record patterned books on tape.
- Understand the difference between literal and inferential comprehension. (Understanding facts and supporting details and understanding what is implied by reading between the lines)

→ Procedure

1. Students read patterned books with the taped text.
2. Discuss the book focusing on literal and inferential comprehension.
3. Group discussion is more valuable than independent work.

Materials

- ☐ Patterned books
- ☐ Tape player
- ☐ Taped books

My Notes

Assessment

- Students read patterned books with expression.
- Students interpret text literally.
- Students make inferences when reading patterned text.
- Students explain the use of figurative language in text.

Adaptations

- Use patterned books as choral readings.
- Use prediction activities with different genre, such as poetry.

③ⓇSignificant Sight Words

➡ Goals

- Students will be able to recognize sight words.

➡ Preparation

- Make sight word cards for word banks from card stock.

➡ Procedure

1. Introduce sight words found on applications and forms.

2. Locate the sight words on applications and forms. Fill in the appropriate blanks.

3. Students write the word on a card for their word bank.

Materials

- ☐ Markers
- ☐ Applications, forms, hobby/job manuals
- ☐ Handout: "Significant Sight Words"
- ☐ Card stock
- ☐ Directions for putting items together
- ☐ Order forms from magazines and catalogs

My Notes

⟩ Assessment

- Students recognize sight words in context.
- Students recognize quickly and read the word in different contexts.

⟩ Adaptations

- Discuss a hobby or area of special interest. Record the words on cards.
- Record on cards words associated with topics studied in class.
- Learn words related to work or health, in manuals, or on direction sheets.

Significant Sight Words

Sight words are basic words frequently seen when reading. These are words you should recognize when reading.

red	blue	yellow	I	see
a	can	at	and	look
the	my	big	have	it
is	but	go	in	little
do	like	not	that	to
you	get	what	we	one
two	three	up	where	here
am	away	come	down	no
will	all	are	find	make
play	did	me	saw	walk
went	how	many	on	they
why	does	he	into	this
water	by	at	sing	stop
them				

help	now	said	so	who
for	good	some	too	want
jump	more	steep	time	with
bring	carry	hold	our	us
came	know	out	she	there
again	please	read	say	word
after	as	call	laugh	something
every	made	mother	of	was
father	going	has	thank	very
be	friend	pretty	four	soon
your	funny	long	watch	were
about	any	ask	kind	over

buy	only	or	right	think
don't	from	hear	live	when
around	her	new	old	show
been	first	found	start	together
animal	seven	heard	most	their
because	better	give	people	put
much	shall	these	wish	work
before	cold	full	off	would
each	once	other	under	which
along	goes	great	idea	pull
almost	knew	picture	thought	took
always	boy	move	open	school

Subject/Verb Agreement

3
D

➡ Goals

- Students will be able to recognize subject/verb agreement in sentences.

- Students will be able to write sentences using correct subject/verb agreement.

➡ Preparation

- Make enough strips of paper for each pair of students to have two or three strips.

- Copy the handout, "Subject/Verb Agreement Rules."

➡ Procedure

1. Distribute to the studentsthe handout, "Subject/Verb Agreement Rules."

2. Discuss the rules with the class.

3. Students listen as the instructor reads. They raise or clap their hands when they hear an error in subject/verb agreement.

4. Read a short story to the student that contains errors in subject/verb agreement.

5. If the students do not hear the errors, continue reading the entire paragraph.

6. Ask the students to listen again for the errors as the incorrect sentences are read.

7. If students do not recognize the errors the second time, read the specific incorrect sentences and then discuss with the class how to correct them.

8. Distribute copies of the correct sentences for the students to practice later.

Materials

☐ Handout: "Subject/Verb Agreement Rules"
☐ Strips of paper
☐ Tape, scissors
☐ Two containers
☐ Copies of old GED essays
☐ Chalk, chalkboard
☐ Newspaper or magazine article for each student

My Notes

➡ Procedure

9. Students will form pairs to write on paper strips two or three subject phrases and two or three verb phrases. The number will vary by class size.

10. Collect the subject phrases in one container and the verb phrases in another.

11. Students draw a subject phrase and a verb phrase.

12. Students read the phrases as a whole sentence and then tape the sentence strip to the board. The phrase may be silly or not make any sense, but the subject/verb agreement is the focus.

13. If the class incorrectly decides that the subject/verb phrases do not agree, ask for a volunteer to write the correct sentence on the board.

14. Repeat the drawing of phrases until at least 12-14 phrases have become corrected subject/verb agreement sentences and/or all students have had an opportunity to correct a sentence.

15. Students work with their partners to correct a copy or partial copy of a GED essay section on subject/verb agreement.

16. Students share one or two sentences they have corrected.

➡ Assessment

- Students write five sentences using correct subject/verb agreement.

➡ Adaptations

- Give students a newspaper or magazine article to read for correct subject/ verb agreement. Make necessary corrections. Make sure you tell them how many corrections they need to make in the article. (Keep a copy of the article with the corrected errors. Find articles that have 5-10 errors, depending on the students' skill levels.)

Subject/Verb Agreement Rules

Basic subject/verb agreement rule: Use a singular subject with a singular verb; Use a plural subject with plural verb. To determine which verb is singular and which is plural, think of which verb goes with *he* and which verb goes with *they*.

> **Example:** *run, runs*
> Which word would you use with *he*? **"He runs."**
> Therefore, runs is singular. We say, **"They run."**
> Therefore, *run* is plural.

Rule 1. Two singular subjects connected by *or* or *nor* require a singular verb.

> ***Example*** My <u>aunt</u> or my <u>uncle</u> <u>is arriving</u> by train today.

Rule 2. Two singular subjects connected by *either/or* or *neither/nor* require a singular verb as in Rule 1.

> ***Examples*** Neither <u>John</u> nor <u>Susan</u> <u>is</u> available.
> Neither <u>she</u> nor <u>I</u> <u>am going</u> to the festival.

> NOTE: *Am* is singular and agrees with the subject closest to it.

Rule 3. When a singular subject is connected by *or* or *nor* to a plural subject, put the plural subject last and use a plural verb.

> ***Example*** The <u>book</u> or the <u>magazines</u> <u>are</u> on the shelf.

Rule 4. When *either/or* or *neither/nor* connect a singular and plural subject, put the plural subject last and use a plural verb as in Rule 3.

> ***Example*** Neither <u>John</u> nor the <u>others</u> <u>are</u> available.

Rule 5. As a general rule, use a plural verb with two or more subjects when they are connected by *and*.

> ***Example*** A <u>car</u> and a <u>bike</u> <u>are</u> my means of transportation.

Rule 6. Sometimes the subject is separated from the verb by words, such as *along with, as well as, besides, not,* etc. Ignore these expressions when determining whether to use a singular or plural verb.

> **Examples** The <u>politician</u>, along with the newsmen, <u>is expected</u> shortly.
> <u>Excitement</u>, as well as nervousness, <u>is</u> the cause of her shaking.

Rule 7. The pronouns *each, everyone, everybody, anyone, anybody, someone, and somebody* are singular. Do not be misled by what follows *of*.

> **Examples** <u>Each</u> of the girls <u>sings</u> well.
> Every <u>one</u> of the cakes <u>is</u> gone.

> NOTE: *Everyone* is one word when it means *everybody*.

Rule 8. With words that indicate portions—*percent, fraction, part, majority, some, all, none, remainder,* etc.—you must look at the object of the preposition to determine whether to use a singular or plural verb. If the object of the preposition is singular, use a singular verb. If the object of the preposition is plural, use a plural verb.

> **Example** <u>Fifty percent</u> of the pie <u>has</u> disappeared.
> *Pie* is the object of the preposition *of*.
>
> <u>Fifty percent</u> of the pies <u>have</u> disappeared.
> *Pies* is the object of the preposition.
>
> <u>One third</u> of the city <u>is</u> unemployed.
> <u>One third</u> of the people <u>are</u> unemployed.
> <u>All</u> of the pie <u>is</u> gone.
> <u>All</u> of the pies <u>are</u> gone.
> <u>Some</u> of the pie <u>is</u> missing.
> <u>Some</u> of the pies <u>are</u> missing.

Rule 9. When *either* and *neither* are subjects, they take singular verbs.

> **Example** <u>Neither</u> of them <u>is</u> available to speak right now.

Rule 10. The words *here* and *there* are never subjects because they are not nouns. In sentences beginning with *here* or *there*, the true subject follows the verb.

> **Examples** There <u>are</u> four <u>hurdles</u> to jump.
> There <u>is</u> a high <u>hurdle</u> to jump.

Rule 11. Use a singular verb with sums of money or periods of time.

> ***Examples*** <u>Ten dollars</u> <u>is</u> *a high price to pay.*
> <u>Five years</u> <u>is</u> *the maximum sentence for that offense.*

Rule 12. If the pronoun *who, that,* or *which* appears as the subject in the middle of the sentence, you must decide whether to follow it with a singular or plural verb. In order to decide, look at the noun directly in front of the *who, that,* or *which*. If it is singular, use a singular verb. If it is plural, use a plural verb.

> ***Examples*** *She is the **secretary** <u>who</u> write/<u>writes</u> the letters.*
> The word in front of *who* is *secretary*, which is singular. Therefore, use the singular verb *writes*.
>
> *He is one of the **men** <u>who</u> does/<u>do</u> the work.*
> The word in front of *who* is *men*, which is plural. Therefore, use the plural verb *do*.

Rule 13. Collective nouns such as *team* and *staff* may be either singular or plural depending on their use in the sentence.

> ***Examples*** *The <u>staff</u> <u>is</u> in a meeting.*
> *Staff* is acting as a unit here.
>
> *The <u>staff</u> <u>are</u> in disagreement about the findings.*
> The *staff* are acting as separate individuals in this example.

Adapted from:

Reber, E. Web site: http://dsc.dixie.edu/reber/Punctuation%20and%20Usage/ rules%20and%20guides/Subjverb.htm. Dixie State College Online Writing Lab. (1999). Subject/Verb Agreement. Retrieved April 28, 2005.

③Ⓟ Text Patterns

➡ Goals

- Students will be able to read more effectively by using text patterns.

➡ Preparation

- Review the six common organizational patterns.
- Prepare lists of signal words for each organizational pattern.
- Prepare paragraphs which contain organizational patterns.

➡ Procedure

1. Discuss each text pattern. Note the word signals for each; i.e. sequence = first, next, and then.
2. Students match signal words to organizational pattern.
3. Students search paragraphs for signal words to determine the organizational pattern.

Materials

- ☐ Text
- ☐ Handout: "Organizational Patterns"

My Notes

⮕ Assessment

- Students use organizational cues to comprehend text.

- Students identify organizational patterns.

- Students use subheadings and main ideas to find specific information.

- Students answer comprehension questions by applying organizational patterns.

⮕ Adaptations

- Give students topic sentences to predict the organizational pattern of the paragraph.

- Prepare a paragraph with organizational pattern signal words and a topic sentence. Remove the key content words. Ask students to underline the signal words then predict the main idea of the paragraph.

- Using longer passages, identify signal words and main ideas to determine the organizational pattern.

- Develop questions using organizational patterns by changing main idea statements into who and how questions.

- Use text to identify compare/contrast and analysis patterns. Use subheadings as cues.

- Use subheadings and main ideas to locate and explain information.

Organizational Patterns

Analysis – *Concept characteristics*

Cause/Effect - *Results that a concept produces*

**Comparison/Contras**t - *Similarities and differences between concepts*

Definition – *Stated meaning of a concept*

Example – *Specific ways a concept is used*

Sequence – *Time order of events*

Comprehension

Chapter 2
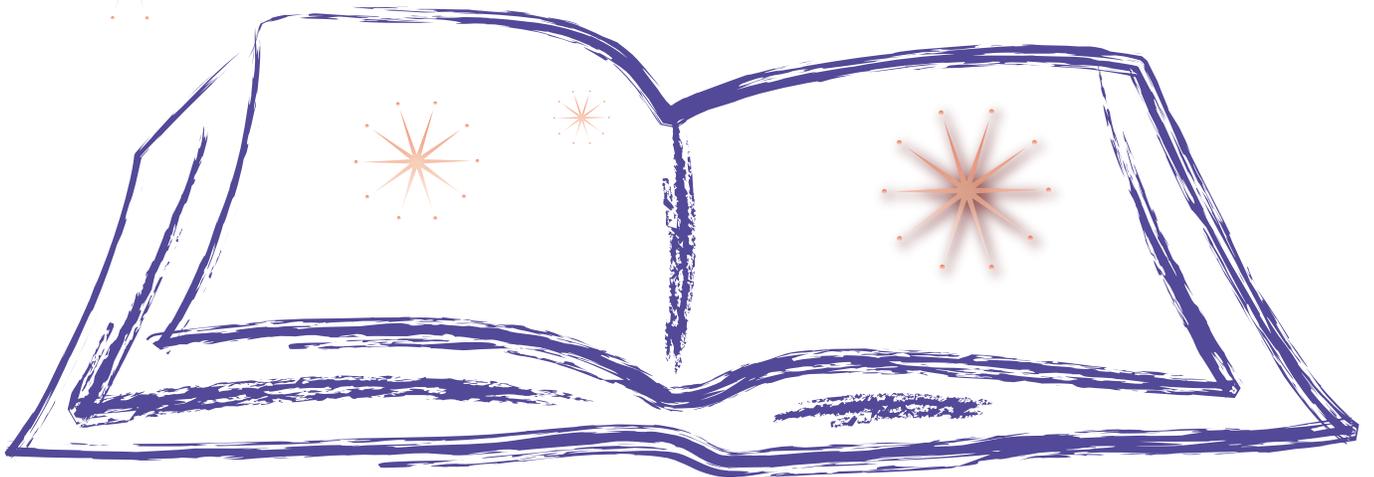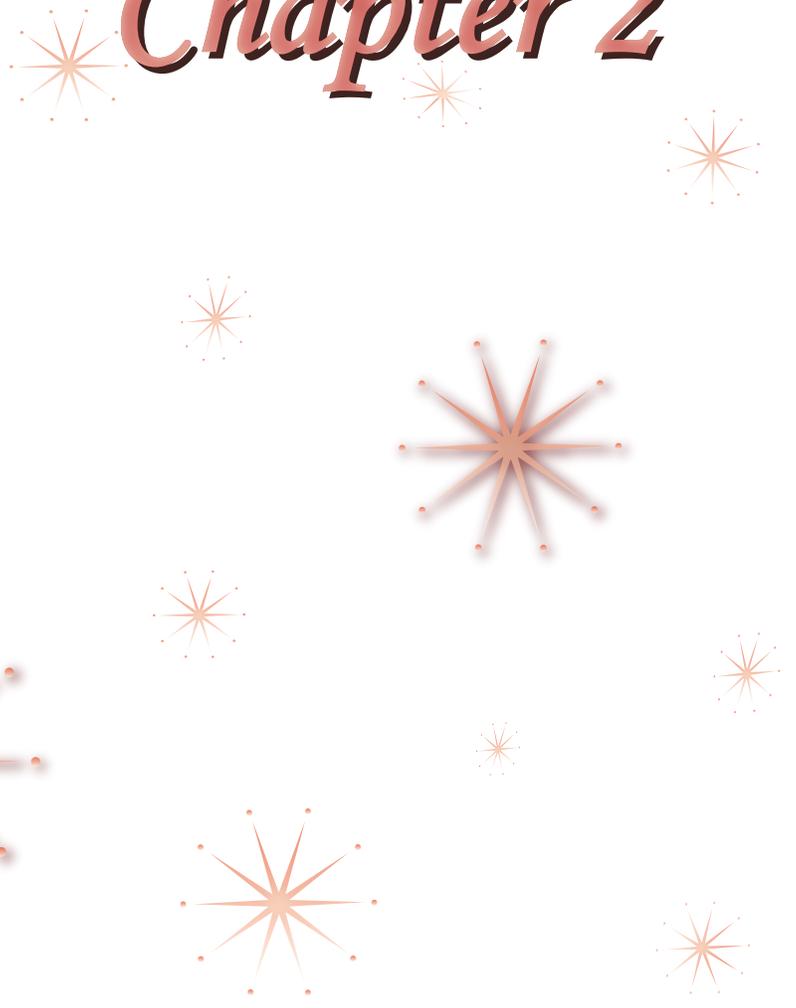
Comprehension

Comprehension has long been emphasized as an important aspect of the reading process. However, in recent years the definition of comprehension, how it occurs, and its role in life has changed. Society, critical thinking, technology, and accountability issues have escalated the need for high level comprehension skills. Brain research over the last ten years has shed new light on the comprehension process. Based on the latest research, comprehension can be defined as, "A strategic process by which readers construct or assign meaning to a text by using the clues in the text and their prior knowledge" (Cooper, 1997, p. 11).

Comprehension is not a discrete skill but an integration of skills necessary for constructing information new to the reader. Comprehension skills include knowing what one already knows about the subject, making mental connections between what is known and what needs to be known, utilizing personal experience to interpret print, recognizing the societal impact of the information on the reader, setting a purpose for reading, and reorganizing mental data. Meaning differs depending upon interactions among the prior experience the reader brings to the text, what the author intended to convey, and the actual meaning of the words and grammar comprising the text itself. This holistic approach includes receiving information through a myriad of mediums. It defines comprehension beyond just recognizing a word and understanding its meaning, but involves real world reading and interpretation of such items as books, signs, advertisements, letters, newspapers, dials, graphs, warnings, written messages, and e-mails. Literacy, in fact, includes comprehending the real world through the interconnectedness of reading, writing, listening, viewing, thinking, and speaking.

Readers interpret print by thinking, processing, recalling information, and restructuring data. However, comprehension also involves reflection, and reflection depends on dialogue. It is imperative that for reading instruction to be successful, adult beginning readers be instructed in an environment where they are encouraged to talk to each other about what they have read and what it means to them. Teaching reading alone in a lab setting or from a workbook will never develop comprehension skills. Discussion structures information into a representative whole for the adult beginning reader. For this reason, if for no other, reading comprehension should be taught to adults in a collaborative setting where discussion is encouraged.

Schema Theory

Schema theory contributes to understanding the comprehension process. Schema is the construction of patterns that dictate how information is organized in the brain. The brain stores concepts by relating bits of information to each other in unlimited ways to form new ideas. Readers organize information in the mind as if it were a concept bank. They store prior knowledge in patterns to which they relate new information. These patterns, called schema, dictate how readers relate to new information. Only through experiences can schemata be formed; therefore reading comprehension is more than reading words on a page. It is the relating of words and the ideas they generate to the readers' prior experiences stored in the brain. Instruction, then, must supply new experiences or retrieve past experiences for the purpose of building schemata. When specific schemata are lacking, the brain forms new images to accommodate new information. In essence, comprehension develops from experiences as resurrected by text.

To instruct adult beginning readers to comprehend, immerse them in text, experiences, and dialogue. Every day provide time for students to read materials of their choice. Read orally to the class. Discuss reading material in a safe, supportive atmosphere where everyone is encouraged to participate. Ask open-ended questions that require no "right" answers to encourage mental processing but require thinking and application of experiences.

Instructors who teach with real literature that is well written and content laden show respect for the adult learner. Instructors should conduct lessons that require reflection on content as it connects with the students' experiences. Activities might require students to summarize the text or recall main ideas and supporting details. Instructors who make reading come alive in the classroom enhance comprehension skills, resulting in a love of reading.

Comprehension through Realia

Comprehension occurs best when reading is a learning experience. To provide a natural learning experience, instructors should use everyday materials as class text. Realia, as they are known, is relevant to adult beginning readers. They are exposed to text daily whether they read it or just look at it. Familiarity of print and need to communicate give purpose to reading as it directly relates to the work place, family, specific needs, or interests. Instructors can plan lessons in which adults practice reading work manuals, safety information, and directions. They can include lessons that give adults practice in functional literacy in the areas of health, consumer education, and citizenship. Instructors can plan lessons that require adults to practice reading environmental

text and functional information. Adult beginning readers who practice comprehending text from daily life are likely to be more active participants in their jobs and communities. Realia also includes the use of literature as an instructional tool. A collection of great books written at different reading levels can provide a source of encouragement for reading good literature.

Pre-reading Comprehension

Comprehension requires that the mind be readied for the task of understanding and interpreting text. Instructors should prepare prereading activities to activate the thinking process prior to reading. The activities include discussing what adults already know about the topic and the questions they have that set the stage for comprehension. Students can look through the text before reading to gain information from pictures, headings, and italicized words. The instructor can work with the class, even a multi-level class, to make and record predictions, then after reading, check the predictions for accuracy and discuss what occurred in the text that caused the predictions to be accurate or inaccurate.

Effective reading instructors use a variety of instructional techniques. Never should they place students in a workbook alone to learn how to read. Learning requires interaction through both written and oral language. To help students learn to read, instructional strategies require communication. Good instructors use pre-reading activities, such as text analysis to mentally focus the adult prior to reading. They ask students to summarize the text, and then to support their summary by recalling main ideas and supporting details. They ask open-ended as opposed to closed questions to encourage mental processing of the text. They encourage reflection through asking inference questions to help students see beyond the text and make applications to life situations. They also specifically teach skimming and scanning skills and how to use graphic organizers for recalling information. Providing students a repertoire of strategies increases the potential for adults to become lifelong readers.

Directed Reading Thinking Activities

Using a variety of reading techniques strengthens comprehension skills. Instructors should teach directed reading activity that specifically help learners to analyze text structure. These carefully orchestrated lessons walk learners through a comprehension process beginning with vocabulary development and ending with application of the information.

Reading and Learning Environment

Environment plays an important role in teaching reading. An inviting reading space with upholstered chairs, couches, lamps, and materials says, "Come read." This comfortable environment provides a natural setting for learning to read. An exchange of thoughts and ideas requires a safe, accepting, and non-judgmental place for holding discussions.

Students are the focus of the reading lessons, not the strategy or the material. Instructors who deal explicitly with issues of motivation and self-efficacy, though briefly, actually demonstrate support for adult readers and encourage their retention in the program.

Instructional Practices

The information described above is provided here in a list for quick reference.

Immerse adults in the reading of text.

Hold discussions on shared readings.

Use real literature.

Encourage reflection.

Teach using realia.

Provide natural learning experiences.

Ask students to summarize the text.

Ask students to recall main ideas or supporting details.

Ask open ended questions to encourage mental processing of the text.

Use pre-reading activities to mentally activate process prior to reading.

Discuss the text.

Include inference questions.

Work with students to analyze text structure.

Use a variety of techniques.

Deal briefly but explicitly with issues of reading, motivation, and self-efficacy.

Use materials relevant to the students.

Encourage reading in natural settings.

Practice environmental (signs, safety information, directions) and functional literacy (health, consumer, voting).

Use directed reading activities.

Provide explicit reading instruction related to work place, family, specific needs, or interests.

Specifically teach skimming and scanning skills and their use.

Use graphic organizers to help readers recall information.

Homelessness

(3)(P)

➡ Goals

- Students will be able to conduct a service project based on an article about homelessness.

➡ Preparation

- Gather information about organizations in the community that accept donations of food or clothes.
- Gather class materials.

➡ Procedure

1. Students read the article and write questions on sticky notes to aid comprehension.

2. Discuss the students' experiences with the homeless.

3. Discuss what the class can do to help with this societal problem.

4. Decide on a service project as a class. Some examples are adopting a family at Thanksgiving, doing a canned food drive, or conducting a wintertime coat drive.

5. Plan and complete a service project.

6. Discuss what reading is needed.

7. Celebrate helping others.

Materials
- ☐ Handout: "The Homeless"
- ☐ Sticky notes
- ☐ Pencils or pens

My Notes

⮕ Assessment

- Students demonstrate their understanding of the article by actively engaging in the discussion.

- Students complete the service project.

⮕ Adaptations

- Design and complete other service projects.

- Volunteer for community service.

- Write about experiences with community service then share the stories with classmates.

- Read articles about community service.

- Plan other service projects for the community with different populations.

The Homeless

People without homes have always been present in America. In the past they were called hobos, bums, or drifters. But it was not until the early 1980s that these people received a new name, when activists named them the homeless.

The types of people who were homeless also changed in the 1980s. No longer were they primarily older men. They were younger, with an average age of 35. Their numbers consisted of women, children, adolescents, and entire families. They were of many races and cultures. No longer were they only in the inner city. They lived in rural areas and in large and small cities. No longer were they invisible to society. The homeless of the 1980s lived in packing crates and doorways. They slept on sidewalks and in public parks. They begged money from passersby and pushed their possessions in shopping carts.

Counting the numbers of homeless people is difficult. However, in 1984 the Department of Housing and Urban Development estimated the homeless population between 250,000 and 350,000. In 1990 the Census Bureau counted about 459,000 people in shelters, in cheap hotels, and on the streets. In 1995 the National Alliance to End Homelessness estimated that there were 750,000 homeless Americans.

The homeless of the 1980s also began to speak out for themselves. Some spoke to Congress and to government committees controlling funding for social programs. Street newspapers, such as Chicago's Streetwise and Boston's Spare Change, had stories, poems, and essays that expressed the homeless viewpoint. The visible and vocal presence of the homeless prompts help from volunteers and government agencies. But a solution to the plight of America's homeless is still needed.

Adapted from:

Pauk, W. (2001). The homeless. In Six-way paragraphs in the content areas (pp. 48-49). Lincolnwood: Jamestown Publishers.

LEA Dictation

→ Goals

- Students will be able to read texts generated from the retelling of life events.

→ Preparation

- Establish a rapport with students through general conversation.
- Create an environment of trust.

→ Procedure

1. Tell events from a short autobiography. Write them on a chart.

2. Encourage students to tell their autobiographies, including recollections of memorable events.

3. Write the stories on a chart using the learners' exact words. Read back and allow the learners to make changes.

4. Introduce mechanics such as punctuation and capitalization by allowing the learners to discover the need for these language markers.

5. Read aloud. Read with the students. Students read the stories alone.

6. Students copy the stories on paper as in a journal.

7. Students add pictures to illustrate.

8. After several stories have been dictated compile them into a book.

9. Teach the elements of a book, i.e., Table of Contents, Title Page, etc.

Materials

- ☐ Pencils or pens
- ☐ Markers
- ☐ Blank charts
- ☐ Writing paper
- ☐ Recorders

My Notes

⇨ Assessment

- Students read their own words.

- Students develop a sense of text.

- Students display their stories.

- Students read each others' works.

- Students identify sentences.

- Students demonstrate the proper use of punctuation and capitals.

⇨ Adaptations

- Read and discuss current events. Read aloud news articles for discussion.

- Read and talk about hobbies or topics of interests.

- Read advertisements to generate dialogue and dictation.

- Read letters and essays about an issue of concern.

Reading Everyday Items

Goals

- Students will be able to read advertisements.
- Students will be able to read to their children.

Preparation

- Collect advertisements.
- Clip out items and place on index cards. (Students may benefit from doing this preparation.)
- Print the word that identifies the picture or text.
- Check out children's picture books and easy readers.

Procedure

1. Students select cards and read the information.
2. Discuss the advertisement and the words used.
3. File the cards in a variety of ways, alphabetically, topically, etc.
4. Select children's books to practice reading in the class.
5. Record the reading for self critique.
6. Discuss the use of pictures to convey information in picture books.

Materials
- ☐ A variety of advertisements from magazines, newspapers, fliers and catalogs
- ☐ Children's books
- ☐ Scissors
- ☐ Glue
- ☐ Tape recorder

My Notes

Assessment

- Students answer journal questions logically about information found in advertisements.

- Students keep a log of books read with their children.

- Students use journal entries to assess reading skills.

Adaptations

- Teach vocabulary skills using advertisements and children's books.

- Students write the dialogue for pictures illustrating a wordless book.

Bogus Adventure Stories

➡ Goals

- Students will be able to sequence events when telling or writing stories.

- Students will be able to describe and use strategies for teaching comprehension skills (such as identifying the main idea, finding details, sequencing, tone, etc.).

- Students will be able to use reading, writing, speaking, and listening as forms of communcation skills.

➡ Preparation

- Prepare a list of story "beginnings" (such as "It was a hot and stormy night…..").

➡ Procedure

1. Give students a story beginning. The class will contribute four ideas of events that might occur and propose an ending for the story. Make sure they sequence each event in the story as they proceed.

2. Write on chart paper as the students create a story. Illustrate it.

3. Break the students into small groups of three or four. If you have a class that is no larger than six, the whole class can work together.

4. If you have a small class and the class works together as a whole, the class can make up several stories.

Materials
☐ Large sheets of paper to record and illustrate group stories
☐ Pencils or pens
☐ Markers
☐ Colored pencils

My Notes

➡️ Procedure

5. Give each group a story beginning and tell the students to each create the story by taking turns sharing ideas. The stories need to have a beginning, a setting, characters, a problem, events that lead to the solution of the problem, and an ending.

6. Students write on the large piece of paper given to each group and illustrate their individual contributions to the story.

7. The groups read their stories to the class.

8. Expect some of the stories to be funny, depending on the setting that started the story and the students involved.

➡️ Assessment

• Students rewrite stories placing events in sequence.

➡️ Adaptations

• Ask the students to describe how the sequence of their stories developed.

• Discuss how students felt while creating their stories.

②ⒹBook Sharing

⮕ Goals

- Students will be able to select interesting books that relate to their lives.

- Students will be able to improve language skills through reading relevant books.

⮕ Preparation

- Select interesting material for the students (for suggestions see Bibliography of Books).

- Practice reading the material prior to class.

- Establish a "purpose for listening" statement.

⮕ Procedure

1. Introduce the parts of the book, such as the Table of Contents, author, etc.

2. Summarize the story.

3. Set a purpose for listening.

4. Read aloud with expression for 10-15 minutes as the students read along from their copies or from an overhead.

5. Stop periodically to discuss the story, define words, or ask questions to build comprehension.

6. Upon completion of the story, discuss the purpose for listening.

7. Complete two-column notes. The story summary is written on the left side of the page, and the students' personal reactions are recorded on the right.

Materials

☐ Book of interest to the class

My Notes

⏩ Assessment

- Students read and complete a two column chart on a story of their choice.

⏩ Adaptations

- Use a variety of genre.

- Use different graphic organizers to record different information from the text.

- Use graphic organizers to help students understand the relationships between pieces of text information to each other.

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Haunted Inferences

2 D

➡ Goals

- Students will be able to make inferences that aid reading comprehension.

➡ Preparation

- Make enough copies of the picture, statements about the owner, and questions about the owner and house for each student.

- Write the definition of "infer" on the board followed by the steps of how to make an inference.

- Find a picture of the house.

- Make handout, "Statements about Owner."

- Make handout, "Questions about House and Owner."

- Make handout, " 'Two Sentence' Stories."

➡ Procedure

1. Explain what it means to infer.

2. Explain the steps necessary to make an inference.

3. Give the students a copy of the picture of the house.

4. Students look at the picture and make inferences about it, answering questions like, "Do you think the house is empty or does someone live in it?" "Do you think people in the neighborhood like or dislike the house?" "If people live in the house, what are they like?" What else might students infer from the picture. Give them five to seven minutes to make inferences. Take longer if needed.

5. Write the students' answers on the board. Let students explain how each statement is or is not an inference about the picture.

Materials
☐ Chalk
☐ Chalkboard
☐ Handouts:
  "Statements about Owner"
  "Questions about House and Owner"
  " 'Two Sentence' Stories"

My Notes

➡ Procedure

6. After the discussion of answers, give the students copies of the handouts, "Statements about Owner" and "Questions about House and Owner."

7. Students answer the three questions about the house and owner. Allow 10-15 minutes to answer the questions.

8. Discuss the students' answers and explanations to the first two questions.

9. Discuss how the students' thoughts changed about the house when they read the statements about the owner.

10. Students discuss question three and compare their answers.

11. Divide the students into groups of three.

12. Distribute handout, " 'Two Sentence' Stories" and the statements to be completed (examples in the handout section).

13. Each group checks the completed statements. One person in each group reads aloud one completed statement.

14. Students read one inference and tell how they inferred their answer to complete the statement. What clues are given in the handout, " 'Two Sentence' Stories?"

➡ Assessment

Make a test with:

• Students make three to four inferences using "Two Sentence" Stories. They explain how they drew their inferences and the clues they used.

• Give students a picture with three statements and space to write and justify inferences.

➡ Adaptations

Statements about Owner

The owner, Mr. M., is old and ill.

Mr. M.'s wife and other close relatives died sometime ago.

Mr. M. is extremely shy.

Mr. M. has very little money.

Questions about House and Owner

1. On the basis of the facts above, write a few phrases that explain the condition of the house.

2. On the basis of the facts above, what would you infer about the kinds of things that Mr. M. needs most?

3. In many cases, it is important to check further to make sure an inference is correct. How would you check to see whether the inference you made in question two is correct?

"Two Sentence" Stories

Janet slowly opened the door, got in, and sat down. Then she gradually pulled away from the curb. She waved goodbye and started on her long journey.

1. Janet is getting into a (car, plane, house).

2. She is going (to the store, on a trip, to school).

3. Her mood is (happy, nervous, sad).

The wind gently waved the new grass on the empty field. The sky was cloudless. The moon had just come up.

1. It is (morning, afternoon, night).

2. The weather is (clear, stormy, cold).

3. The land is (hilly, full of trees, flat).

Eric poured the batter into a cake pan. The oven temperature was 400 degrees. His wife turns 40 today.

1. Eric is making a (cake, pie, drink).

2. The oven is (wet, hot, cold).

3. His wife is having a (baby, birthday, garage sale).

Alex and Angela sat down on the seats. They were going for a ride in the country. Alex turned on the engine and the pipes made a loud noise. They were wearing long sleeve shirts and leather jackets.

1. Angela and Alex are sitting on (a bicycle, a horse, a motorcycle).

2. Angela and Alex are going to ride (in the city, in a rural area, in a tunnel).

3. The season is (summer, winter, fall).

② Ⓦ "How to" Poems

➡ Goals

- Students will be able to read and write a "how to" poem that includes the directions needed for a particular task.

➡ Preparation

- Write a "how to" poem as an example to share with students. For example, write a poem about how to make a peanut butter and jelly sandwich or how to drive a car.

➡ Procedure

1. Ask the students to describe ways in which they have been told and/or taught how to perform a task.

2. Ask them which teachings or writings were helpful and which ones were not.

3. Discuss poetry formats with the students.

4. Show the students your example of a "how to" poem.

5. Explain to the students that they are welcome to write their poem in any format they wish.

6. Give the students a list of suggested topics. (See handout, " 'How to' Poems Topics.")

7. Students write a rough draft of their poem. Give sufficient time for them to write the poem. Remind the students that they do not have to use proper grammar to write a "how to" poem as long as they explain how to do a task.

8. When the poem is ready to present, students transfer it from their paper to chart paper, using the format they chose. Ask them to illustrate their poems in some way even if they use stick figures or an abstract picture.

Materials

- ☐ Colored paper
- ☐ Colored pencils
- ☐ Crayons
- ☐ Markers
- ☐ White paper
- ☐ Glue
- ☐ Scissors

My Notes

Procedure

9. Students present their poems.

10. Display the work or place the poems in a bound booklet.

Assessment

- Students write the directions in a format for poems.

Adaptations

- Discuss directions given in each poem for clarity.

- Exchange poems. Follow the directions exactly as given. Evaluate the results.

- Do the same exercise using narrative writing.

- Write biopoems.

- Practice writing other types of poems. The handout, "Poem Formats," is provided for information.

"How to" Poems
Topics

Below are sample topics. Work with the class to make their own list. Enjoy the activity as students learn to read and write poems.

        Making a sandwich
        Making a banana split
        Making a bed
        Making iced tea
        Carving a cane
        Sewing a skirt
        Crocheting
        Driving a car
        Turning on a computer
        Writing a note
        Telling someone you are sorry
        Tying a bow
        Making friends
        Diapering a baby
        Folding towels
        Overcoming fear

Poem Formats

ACROSTIC

To write an acrostic, pick a subject and make it the title of your poem. Write this title in a vertical row DOWNWARD. Then write the lines of your poem, starting with the letters you have written. Each line can be a word, a phrase, or a sentence.

> Fun in retiring
> Aging with dignity.
> Loving family
> Longing for rest.

CINQUAIN

Cinquains have five lines:

> Line 1: Title (noun) - 1 word
> Line 2: Description - 2 words
> Line 3: Action - 3 words
> Line 4: Feeling (phrase) - 4 words
> Line 5: Title (synonym for the title) - 1 word

> Mother
> Wise, wonderful
> Love, work, think
> Feeling a little weary
> Parent

CONCRETE

Concrete poetry is visual poetry. A concrete poem creates an actual picture or shape on the page. The poem's message comes not only from the words, also from the arrangement of the words.

In the following example by William Burford, the poem is about a Christmas tree; therefore, the author wrote it in the shape of a Christmas tree.

Star,
If you are
A love Compassionate,
You will walk with us this year.
We face a glacial distance, who are here
Huddl'd
At your feet.

Now that you have read the poem, you should realize that the poem says something. The best way to create a concrete poem is to write a poem that has some meaning and then pick a shape to fit the poem.

FREEFORM

Freeform poetry is exactly what it says it is. The writer is free to write verse as he wishes.

ALPHABET

Each line begins with the letters of the alphabet in order.

An example is:

A student studies his
Books so he
Can learn to read?
Daily he practices
Enjoying his new skill
Finally he can read to his
Grandchildren.

Another type of alphabet poem requires you to use all 26 letters of the alphabet in your poem.

AUTOBIOGRAPHICAL

Write a poem about yourself.

Line 1: __ Your name

Line 2: _, _, _ 3 personal characteristics or physical traits

Line 3: Brother or sister of__ or son/daughter of

Line 4: Who loves__, __, and __ 3 people, things, ideas

Line 5: Who feels__ about__1 emotion about 1 thing

Line 6: Who needs__, __, and __ 3 things you need

Line 7: Who gives __, __, and __3 objects you share

Line 8: Who fears__, __, and __3 items

Line 9: Who'd like to see, __1 place, or person

Line 10: Who dreams of __ 1 item or idea

Line 11: A student of__ your school or teacher's name

Line 12: __ Nickname or repeat your first name

HAIKU

Haiku is Japanese poetry that reflects on nature and feelings. You use your observation skills to write what you see in a new or different way.

There are three lines:

Five syllables in the first line
Seven syllables in the second line
Five syllables in the third line

BALLAD

Retell an event in history, in the news, or in your life as a ballad. You will want the ballad to rhyme. You may copy the style of other poets.

An example is:

Joan of Arc

The day was cold,
Both armies bold,
As hands grasped the ladders,
Ramparts were scaled,
Arrows were sailed,
But the French climbed the Tourelles.
Although Joan was hit in the shoulder,
The French continued to grow bolder,
Even slowly healing in a field,
She raised a fiery French revolt,
Just hit by a crossbow bolt,
Armor glistening white.
The English got cold feet,
And began a hasty retreat,
As French crawled out of Orleans,
Passing the cold river on boards,
Attacking English with sharp swords,
They set the Tourelles on fire.
English Captain Sir Glasdale,
Certainly looked very pale,
When they found him drowned in the river,
Sir Talbot ordered the English forts be left,
To avoid anymore French fort theft,
And so Orleans was freed.

-Pierce

I WISH POEMS

Each line of the poem begins with the words "I wish" and then you fill in your ideas. The poem should be 8-10 lines long.

COLOR

A poem about your favorite color. Express your feelings about a single color with analogies or similes or list nouns which are (or remind you of) that color. Another easy form is to use the five senses-looks like, sounds like, smells like, tastes like, feels like.

>Color looks like
>Color sounds like
>Color smells like
>Color tastes like
>Color feels like

An example is:

>Orange
>Orange is the feeling in your stomach after a pumpkin pie at Thanksgiving.
>Orange is the sun on a July day.
>Orange is the sound of fun as children frolic in a field.
>Orange is the taste of a pizza blanketed with pepperoni.
>Orange is the color of a yam growing under the ground.
>Orange is the smell of a juicy fruit.
>Orange is...

THIRD EYE

The Third Eye poem tells about things that might go unnoticed and are improbable or impossible to see with regular eyesight. The Third Eye knows what is really happening.

An example is -
>The third eye notices when Michael spilt juice on the rug and said it was Lizzie.
>The third eye notices when you say you go to bed without brushing your teeth or cleaning your face.
>The third eye notices when you're supposed to be working, and you're listening to music.
>The third eye sees when you went over budget to buy a new guitar.
>The third eye can tell when you had ice cream for dinner when you're on a diet.

DIAMANTE

The Diamante is a form similar to the Cinquain. The text forms the shape of a diamond.

Line 1: Noun or subject - one word
Line 2: Two Adjectives that describe line 1
Line 3: Three 'ing words that describe line 1
Line 4: Four nouns - the first two are connected with line 1; the last two are
        connected with line 7
Line 5: Three 'ing words that describe line 7
Line 6: Two adjectives that describe line 7
Line 7: Noun Synonym for the subject

An example is-

<div align="center">

Book
Valuable, thick
Entertaining, answering, learning
Paper, ink, words, ideas
Writing, remembering, reliving
Personal, comfortable
Journal

</div>

RHYMING

<u>Couplets</u> are made up of two lines whose last words rhyme. They are often silly.

An example is -
        The cat ate a mouse
        And then brought it in the house.

<u>Triplets</u> are made up of three lines. The rhyming pattern can be AAA or ABA.

An example is -
        What a fine day
        To go out to play
        In the month of May.

<u>Quatrains</u> are made up of four lines. The rhyming pattern can be AABB or ABAB.

An example is

        The Purple Cow

I never saw a purple cow,
I never hope to see one:
But I can tell you, anyhow,
I'd rather see than be one.

LIMERICK

A limerick has five lines:

> The last words of lines one, two, and five rhyme.
> The last words of lines three and four rhyme.

A limerick has to have a pattern of stressed (S) and unstressed (U) syllables:

> U S U U S U U S
> U S U U S U U S
> U S U U S
> U S U U S
> U S U U S U U S

An example is -
> "There was an old woman from Boone
> Who dreamed she was playing a tune.
> When she woke from sleep
> her mind was so deep
> She automatically started to croon."

Search the Internet for additional information and samples of poem formats.

2 D Inference

➡️ Goals

- Students will be able to infer main ideas from text.

➡️ Preparation

- Select reading passages at the students' instructional levels and interests.

- Make copies for the students.

➡️ Procedure

1. Students read the passage title then infer the main idea.

2. Students read the passage.

3. Students discuss the main idea in small groups.

4. Group members work together to write a main idea statement.

5. Share and compare statements in the large group.

6. Repeat with different types of text.

7. Use both short and long passages.

8. Students discuss and record the knowledge needed to make correct inferences.

Materials
- ☐ Texts on students' reading levels

My Notes

⮕ Assessment

- When given a text students infer the main ideas.

- Students transfer knowledge from one text to another.

- Students transfer the skill of making inferences from reading to listening and viewing material.

⮕ Adaptations

- Use movies to practice inferencing skills.

- Discuss the inferences manufacturers want made when consumers watch commercials about their products. View commercials or read advertisements to generate discussion.

② Ⓦ Journals

➡ Goals

- Students will be able to respond to written communication through the use of journals.

- Students will be able to explain the connection between reading and writing.

➡ Preparation

- Purchase or make journals for students. Students may make the journals as they learn to read and follow directions.

- Allow class time for journal reading and writing.

- Discuss with students the value to reading of journal writing.

- Write two questions for the students to read and answer in their journals at the end of class.

- Between classes write a response to the students' questions. (Dialogue journal)

➡ Procedure

1. Discuss the value of journal writing and its tie to reading.

2. Read the prepared questions with the students. Discuss how they might answer them. As students write their responses in words, phrases or complete sentences, monitor to supply help and give feedback.

3. Students write one or two questions they would like to ask you, the instructor.
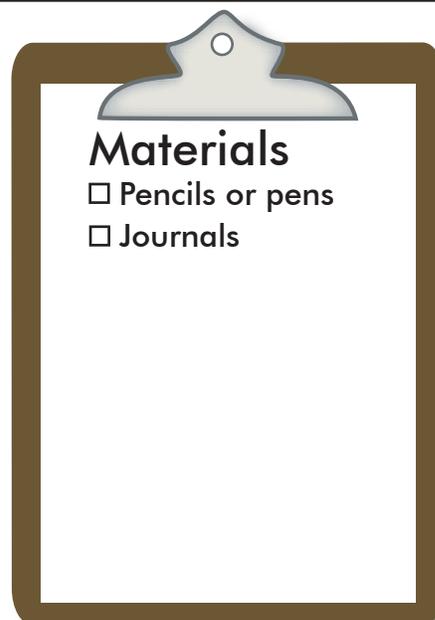
Materials
☐ Pencils or pens
☐ Journals
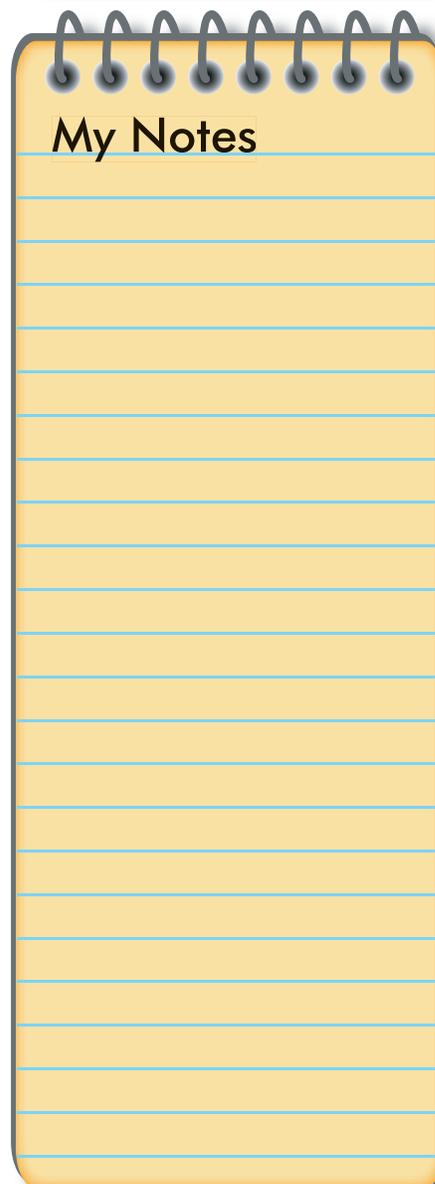
My Notes

⮕ Assessment

- Students answer journal questions logically.

- Students maintain personal journals. Journal entries are used to assess both reading and writing skills.

⮕ Adaptations

- Teach dictionary skills in conjunction with journaling skills.

- Keep a class journal in which anyone can write positive ideas, supportive statements, thank you notes, etc. Allow students to read freely.

- Draw pictures or cartoons using conversation balloons as a means of communicating.

- Students write the dialogue for pictures illustrating a wordless book.

2 D Meaning Making

➡ Goals

- Students will be able to use acquired resources to make meaning of text.

➡ Preparation

- Prepare cloze activities. Vary the level of words deleted from the text.

- Read books on tape for students to use.

- Collect poetry, short stories, and directions for repeated student use.

➡ Procedure

1. Discuss how readers rely on personal knowledge to learn. Present the continuum from listening, speaking, spelling development, to composing messages, and then to reading.

2. Discuss ways to improve listening and reading skills. Discuss and practice speaking clearly and making one's point succinctly. Students practice reading a variety of environmental print. Students read poetry, news articles, and short stories as a class.

3. Students read and follow directions as a class.

4. Students work cloze activities as fun readings using humorous or human interest stories. Increase the difficulty level as students' reading levels increase. Encourage students to contribute materials to the class collection. Be sure to use their materials.

5. Write, but allow students to use inventive spelling. Use the students' experiences to aid reading. Students may bring resources to class on which they build listening, speaking, writing, and reading skills.

Materials

- ☐ A variety of environmental print
- ☐ A variety of materials: poetry, directions, news articles, short stories, etc.
- ☐ Audio books
- ☐ Cloze activities
- ☐ Student-contributed materials

My Notes

➡ Assessment

- Students demonstrate the ability to gain meaning from a variety of texts.

- Students express increased comfort levels when listening, speaking, writing and reading.

➡ Adaptations

- Students read a variety of text and articulate how they applied their skills to maximize comprehension.

- Students form book clubs which meet during class time.

- After students read a book by a local author, invite the writer to visit the class and discuss the book with students.

Paired Storytelling

② D

⇒ Goals

- Students will be able to discuss text.
- Students will be able to use new vocabulary words when talking.
- Students will be able to use collaboration skills.

⇒ Preparation

- Decide how to best group students.
- Prepare an introduction to the topic.
- Divide the reading material into two parts.

⇒ Procedure

1. Introduce the topic, and then do a "Know; Want to know; Learned" (KWL) to direct students' reading.

2. Pair students. Give one student in each pair part one of the story and the other student part two. After they have read their part of the story they predict what happens before or after their section.

3. As students read they write the major concepts and new vocabulary words they encountered.

4. Students share their concepts with each other relating the concepts to the text they read. The partners fill in what has taken place in the text to help build the story content.

5. New vocabulary words are used in the sharing.

6. Students tell how their predictions were correct or incorrect based on information from their partner.

Materials
☐ Stories at students' reading levels

My Notes

⮕ Assessment

- Students demonstrate understanding through book sharing.

- Students collaborate to retell the story.

- Students analyze the information that negates their predictions.

⮕ Adaptations

- After the story parts are read, each team member predicts and writes a beginning or ending. They share their prediction. The partner corrects the prediction based on the information he read.

- Hand out the missing part of the story to each partner to read and compare with their versions.

- Discuss the activity in class by talking about how predictions impact our comprehension.

②Ⓡ Reading Magazines

➡ Goals

- Students will be able to read outside the classroom.

➡ Preparation

- Collect magazines of interest to the class members.

➡ Procedure

1. After students read an article of their choice, they evaluate it in terms of timeliness, thoroughness, and purpose. Discuss their evaluations.

2. Students summarize in a graphic organizer the main points. They then write a paper using their notes. Share the papers with colleagues.

3. Share the article, the graphic organizer, and summary with the class or with a small group.

4. Students select an article to read outside of class.

Materials

☐ Magazines of interest to the students

My Notes

⮕ Assessment

- Students read a magazine article then retell it to the class or a colleague.

- Students keep a log of material they read outside of class.

⮕ Adaptations

- Prepare book reports in various formats to present to class members.

- Select a book for the class to read together. Students read outside the class. Pre-reading and post-reading activities are conducted within the class.

- Build students' interest in reading outside class by planning practice in activating prior knowledge and predicting skills.

- Select articles, predict content, and read. Next determine what information supported or negated their prediction. Discuss how new information impacts predictions that are based on our experiences.

② Ⓓ Reading the Classics

⟶ Goals

- Students will be able to read novels.

⟶ Preparation

- Purchase multiple copies of rewritten classics.

- Prepare a vocabulary study for new words from the novel.

- Select excerpts for students to read orally. Text in the form of dialogue is a good choice. Action scenes are also appropriate.

⟶ Procedure

1. Read the novel over a period of several days. Each day summarize the plot with the class.

2. Introduce new vocabulary words.

3. Discuss the section read each day.

4. Read aloud as the students follow from their copies.

5. Students select excerpts, read them aloud, and discuss the text as a class.

6. Students write questions each day based on their readings from the novel. The questions will guide the students' summaries each day.

Materials

☐ Adapted novels (Penguin Press publishes a collection of classics that have been rewritten for adult beginning readers.)

My Notes

⮕ Assessment

- Students select a classic to read on their own.

- Students participate in the class activities centered around the reading of the novel.

- Students recognize the new vocabulary words in other contexts.

⮕ Adaptations

- Repeat the procedure for several novels throughout the semester.

- Use the procedure with other genre.

2 D Schema Theory

➡ Goals

- Students will be able to use prior knowledge (schema) about the world to expand their knowledge base.

- Students will be able to use the think aloud procedure.

➡ Preparation

- Gather texts that reflect students' interests.

➡ Procedure

1. Divide the class into small, heterogeneous groups.

2. Each group selects a recorder.

3. Write on the board a phrase that describes the text to be read.

4. Each group writes as many words or phrases as possible about the text.

5. Repeat the previous two steps.

6. Write a statement on the board that reflects the text to be read.

7. Students discuss the statement by groups then agree or disagree with it.

8. Repeat the previous two steps.

9. Students read the text.

10. Students decide if the text supports the statements.

11. Discuss the process and its application to reading comprehension.

Materials

☐ Texts that reflect students' interests

My Notes

Assessment

- Students use schema and prior knowledge when reading unassigned material.

- Students develop a list of what they know about a topic prior to reading the text.

- Students improve their reading comprehension levels.

Adaptations

- Write a set of words from the text on the board in random order. Students use the words to write factual statements about the topic based on their experiences. Record the sentences on a chart. Read the text. Compare the information in the text with the sentences written by the students. Discuss what information made a difference in comprehending the words and the text.

- Place a topic in the center of a chart. Ask students to brainstorm words and phrases they associate with the topic. Write the words and phrases randomly around the topic. Read a text to support or negate the information. Discuss what the students learned by reading the text. Discuss the procedure used.

② Ⓣ Search Engine Hunt

⇥ Goals

- Students will be able to use the Internet comfortably to search for, read, and apply information.

⇥ Preparation

- Turn on computers to activate Internet connections.
- Make enough copies for each group of the handout, "Search Engine Scavenger Hunt."
- Make available the other needed materials.

⇥ Procedure

1. Divide the students into groups of four or five.

2. Distribute the handout, "Search Engine Scavenger Hunt."

3. Students use the computer to search for the items on the handout, "Search Engine Scavenger Hunt" using the following search engines:

   www.altavista.com

   www.infoseek.com

   www.yahoo.com

   www.excite.com

   www.google.com

4. Students record their answers to the questions on the worksheet or notebook paper. Students tell how they found the answers.

Materials

- ☐ Computer with Internet access
- ☐ Notebook paper
- ☐ Pencils or pens
- ☐ Handout: "Search Engine Scavenger Hunt"

My Notes

Assessment

- Check students' answers.

- Students demonstrate a comfort level for using the Internet and search engines.

Adaptations

- Repeat the activity using different content.

- Solicit topics for research from the students.

- Design scavenger hunts around students' interests. Vary the types of information to be found.

Search Engine Scavenger Hunt

Find:

1. A map of Thailand.

2. The weather today in Honolulu, Hawaii and Paris, France.

3. An adult literacy organization in Canada.

4. A poem by Langston Hughes, Hughes' birthplace, and Hughes' birthdate.

5. Current currency used in India.

6. Highest mountain peak in the world and its actual elevation.

7. The college or university from which President George W. Bush graduated and the year he graduated.

8. The final score of Super Bowl 28 and what teams played.

9. Average temperature on the continent of Antarctica.

10. Year the White House was built in Washington, D.C.

SQ3R

2
P

→ Goals

- Students will be able to apply the process of survey, question, read, recite, and review (SQ3R).

→ Preparation

- Gather text at the students' reading levels.
- Review the instructor information on SQ3R.

→ Procedure

Survey

1. Students become familiar with the organization of print by surveying the title and introduction.

2. Students question themselves about what they already know and what they would like to know about the topic.

3. Students read the first and last paragraphs of the supplied text.

4. Students read the bold print and make an outline of the headings.

Question

5. After the instructor models good questioning, the students brainstorm questions related to what they have read. As each heading is read, students formulate questions to guide their continued reading. Write the questions for later reference.

6. Students predict possible answers to their questions.

Read

7. Students read the text to confirm predictions.

Materials

☐ Textbook information at students' reading levels

My Notes

Procedure

8. Students use information from their reading to answer the questions.

Recite

9. Summarize the answers to the questions.

Review

10. Reread the headings and review the information.

11. Summarize the text to combine information with ideas.

Assessment

• Students think aloud the SQ3R process.

• Students take traditional question/answer tests on the reading material.

Adaptations

• Apply SQ3R to different types of text.

SQ3R
A READING/STUDY SYSTEM

SURVEY-gather the information necessary to focus and formulate goals.

1. Read the title. Help the mind prepare to process the information.

2. Read the introduction and/or summary. Orient thinking about how this chapter fits the author's purposes. Focus on the author's statement of the most important points.

3. Notice each boldface heading and subheading. Organize the mind before reading to build a structure for the thoughts and details to come.

4. Notice graphics such as charts, maps, and diagrams. They are included for a purpose. Don't miss them.

5. Notice reading aids such as italics, bold face print, chapter objective, and end-of-chapter questions. They help readers sort, comprehend, and remember.

QUESTION-help your mind engage and concentrate.

One section at a time, turn the boldface heading into as many questions as possible. The better the questions, the better the comprehension. Ask questions as needed to aid comprehension. When the mind is actively searching for answers to questions, it becomes engaged in learning.

READ-fill in the information around the mental structures.

Read each section (one at a time) with questions in mind. Look for the answers, and develop new questions as needed.

RECITE-retrain the mind to concentrate and learn as it reads.

After each section, stop, recall questions, and answer them from memory. Look back as often as necessary, but don't go to the next section until the information is learned.

REVIEW-refine the mental connections and build memory.

Review the text and questions. Answer the questions and look back in the text to refresh the memory, and then continue the process.

Search the Internet for additional information on SQ3R.

② Ⓦ Sticky Note Comprehension

➡ Goals

- Students will be able to improve comprehension through taking notes.

➡ Preparation

- Find articles at the students' reading levels.
- Distribute note pads to the students.

➡ Procedure

1. Students read the article and write on the sticky notes what the article is about.

2. Students reread the article and write about how they felt as they read.

3. Students read the article for a third time and tell why they agree or disagree with the author.

4. Students form three groups to discuss the information on one set of notes, including (1) what the article was about, (2) how they feel as they read, or (3) whether they agree with the author.

5. Discuss as a class how taking notes and reflecting on the information contributes to comprehension.

Materials
- ☐ Sticky notes for each student
- ☐ Article
- ☐ Pencils or pens

My Notes
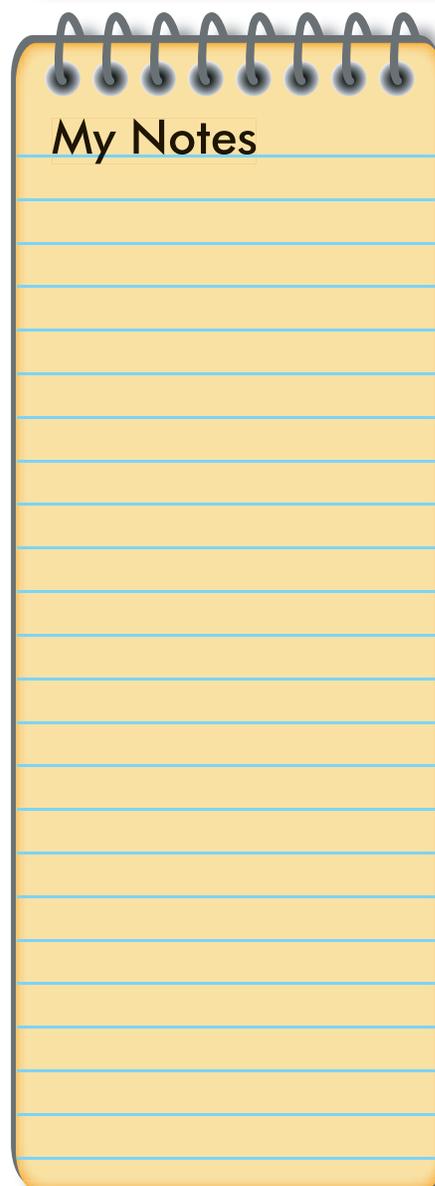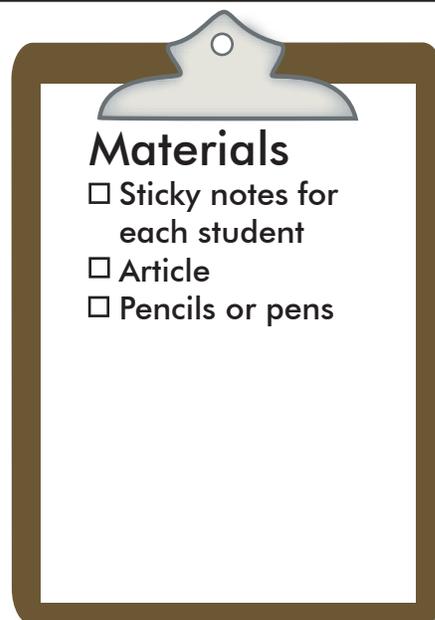
➡️ Assessment

- Students tell what an article is about, how the article made them feel, and what they liked and disliked about it.

➡️ Adaptations

- Read short human interest articles for purposes of reflection.

- Read religious or political items noting facts, emotions, and agreement or disagreement with the author.

- Read political cartoons to analyze the facts, emotions, and prejudices displayed by the cartoonist.

② ⓛ Story Wheels

➡ Goals

- Students will be able to sequence story events.

- Students will be able to summarize stories.

➡ Preparation

- Trace a large circle (two or three feet in diameter) with chalk and the chalkboard compass onto colored paper. Cut the circle out and fold it to make eight segments (like pie pieces). Also, cut out a small circle (six inches in diameter) from some of the scrap. Then, trace another circle (1.5-2.5 feet in diameter) with chalk using the chalkboard compass onto the large paper. Cut it out and fold it into eight segments. Cut apart the eight segments of this circle. Make sets of circles and segments for each group in your class (about four to six people in each group). Preparing these materials would make a good math activity for the students.

- Select a story to use with the class.

- Make an example of a story wheel by writing events from the selected story on the wheel, one event per section.

➡ Procedure

1. Tell the students a story using your wheel.

2. Divide the class into groups of approximately four students each.

3. Assign a story or book to each group. (Make sure it is appropriate for adults.)

Materials

- ☐ Chalk
- ☐ Chalkboard compass
- ☐ Rolls of colored paper
- ☐ Rolls of white paper
- ☐ Scissors
- ☐ Glue

My Notes

⮞ Procedure

4. When the groups finish the assigned reading, the members list the important events from the story. Emphasize that the events should be chosen from the beginning, middle, and end of the selection.

5. Students narrow the lists of events to the eight most important events, making sure they use some events from the beginning, middle, and end. They can combine some of the events they wrote down originally to summarize the plot of the story.

6. Students describe the eight events in complete sentences, using correct grammar and proofreading as they write. Both the teacher and peers can give good feedback as they proofread the sentences.

7. Once they have written the eight events correctly, the students will write them down on the widest portion of the eight white segments.

8. Students number the sentences in sequence.

9. Students draw on each segment an illustration representing the event.

10. Students glue the white segments onto colored paper, centering the white segment onto each colored segment.

11. Students write the title and author on the small six-inch circle.

12. Students glue the title circle onto the center of the colored circle covering the points of the white segments.

13. Each group shares its "Story Wheel" with the class.

⮞ Assessment

• Students read a story then write in order three important events that occurred in the story.

• Students read three or four short stories and then answer multiple-choice questions on the sequence of story events.

⮞ Adaptations

• Use different genre.

• Apply the story wheel concept to a study of historical events.

• Apply the story wheel concept to lessons on following directions.

• Apply the story wheel concept to science lessons.

② Ⓓ **Summarizing**

➡ Goals

- Students will be able to use summarization skills.

➡ Preparation

- Tape television shows appropriate for the class.

➡ Procedure

1. Students will watch and summarize a television program.

2. Teach verbs, nouns, adjectives and adverbs to summarize information. Verbs include explain, analyze, discuss, and examine. Nouns include experiences, effects, and processes. Adjectives describe. Adverbs tell how, when and where.

3. Students rewrite summaries using the parts of speech.

4. Discuss the differences between the summaries.

5. Repeat the activity using text materials.

Materials
☐ Video taped television shows

My Notes

⮕ Assessment

- Students summarize a text using different parts of speech.
- Students summarizing visual material as well as text.

⮕ Adaptations

- Apply summarization skills to textbooks, movies, and articles.
- Listen to and summarize a speech.

2 L Sustained Silent Reading

Materials
☐ Books
☐ Novels
☐ Magazines
☐ Newspapers

➡ Goals

- Students will be able to understand what they read silently.

- Students will be able to read silently for long periods of time.

➡ Preparation

- Gather a variety of materials that appeal to adult beginning readers.

➡ Procedure

1. Students read self-selected material.

2. Students write for five minutes about what they have read.

3. Turn in journals weekly for instructor to read.

4. Gradually increase the time allotted for sustained silent reading

5. Instructor should read silently and for pleasure as a model at the same time the students read.

My Notes

⇒ Assessment

- Students increase their concentration time for sustained silent reading.

- Students maintain personal reading journals.

- Students discuss what they have read.

⇒ Adaptations

- Share journals and write comments.

- Discuss as a class what students read during sustained silent reading time.

- Group students by topic or type of material to discuss what they read.

2 P Tabloids as Text

➡ Goals

- Students will be able to comprehend text.
- Students will be able to use word attack skills.

➡ Preparation

- Gather tabloids.

➡ Procedure

To develop comprehension

1. Students read an article and then discuss whether information is fact or opinion.
2. Students list the main idea and the supporting details from the article.
3. Students practice skimming and scanning skills.
4. Students discuss figurative language used in the article.

To develop word attack skills

5. Students identify parts of speech.
6. Students use context clues to determine new words.
7. Students identify and divide compound words.
8. Students find words with prefixes and suffixes.

Materials
- ☐ Collection of tabloids

My Notes

➡ Assessment

- Students choose to read for pleasure.
- Students bring reading material of their choice to class.

➡ Adaptations

- Collect tabloids and select articles appriopriate for class.
- Use tabloids for free reading.

②Ⓓ Teaching Model

➡ Goals

- Students will be able to apply comprehension strategies.

- Students will be able to monitor their use of comprehension strategies.

➡ Preparation

- Gather reading passasges.

➡ Procedure

1. Read an unfamiliar passage to the class. Ask relevant questions, and describe the monitoring strategies to be used.

2. Students formulate questions, note confusions, make educated guesses, find supporting evidence, and suggest strategies for correction.

3. Students monitor their reading while the instructor gives feedback and suggests strategies when reading difficulties arise.

Materials

- ☐ Passages unfamiliar to the students

My Notes

Assessment

- Students self-monitor comprehension.
- Students ask relevant questions to improve comprehension.
- Students increase their reading levels.

Adaptations

- Vary level of reading material according to student readiness level.
- Vary the comprehension strategies modeled in class.

③ⓟ Advertisement Propaganda

➡ Goals

- Students will be able to analyze information that can affect decision-making and influence everyday life.

➡ Preparation

- Make a chart with examples of the types of propaganda:

    Name calling

    Bandwagon

    Testimonial

    Card stacking

    Plain folks

    Transfer

    Glittering generalities

➡ Procedure

1. Teach propaganda techniques by distributing samples to groups of students. The students prepare skits using the techniques. The class discusses the propaganda techniques and gives examples they recognize from life.

2. Distribute a collection of ads to the students to sort by propaganda type. Discuss their opinions about each technique.

3. Students write advertisements for products, real or imaginary, using the propaganda techniques.

Materials

- ☐ Collection of advertisements from a variety of sources
- ☐ Junk mail: Students love to bring their junk mail to add to the pile.

My Notes

⬤➡ Assessment

- Students identify propaganda techniques in advertisements.

⬤➡ Adaptations

- Use television advertisements to practice identifying propaganda techniques.

- Listen to family members to identify the propaganda techniques they use to influence each other.

③Ⓟ Critical Reading

⮕ Goals

- Students will be able to read critically.

- Students will be able to effectively apply text to everyday situations.

- Students will be able to develop questioning skills for text comprehension.

⮕ Preparation

- Collect tabloid articles.

- Keep an updated file of articles appropriate for adult students.

⮕ Procedure

1. Students read the headline and predict the questions that might be answered in the article.

2. Students read the article and write questions they wish the author had answered.

3. After reading students write questions they wish the author would have answered in the article.

4. Students write their own tabloid articles.

5. Students critique articles written by their classmates.

Materials

- ☐ Tabloid articles
- ☐ Handout:
  "Story Grammar"
- ☐ Paper
- ☐ Pencils or pens

My Notes

➡️ Assessment

- Students ask appropriate questions when reading independently.
- Students' writings demonstrate insight into the questioning nature of reading.

➡️ Adaptations

- Use articles from newspapers and magazines.
- Follow the first two procedure steps using the students' writings.
- Use information from a variety of sources, text, and visual media.
- Complete handout, "Story Grammar," on a story of the students' choice.
- Use tabloids to teach the steps in the handout, "Comprehension Monitoring."

Comprehension Monitoring

1. Ignore unfamiliar vocabulary words and read on when unknown information is encountered.

2. Vary reading rate when pertinent information is presented.

3. Read fast enough that outside thoughts do not invade the mind.

4. Make predictions prior to reading to guide understanding.

5. Reread if necessary.

6. Ask someone for help if needed.

Search the Internet for additional information on comprehension monitoring.

Story Grammar

Title _____
Author_____

Setting

_____
_____

Main Characters

_____
_____
_____

Conflict or Problem

_____
_____
_____
_____

Events
1._____
2._____
3._____
4._____

Conclusion

_____
_____
_____
_____
_____
_____

Abcteach. (n.d.). Story grammar. Retrieved May 2, 2005, from http://www.abcteach.com/Reading/
storygrammar.htm.

Editorials

➡ Goals

- Students will be able to identify emotionally laden words in text.

➡ Preparation

- Collect editorials from newspapers and magazines.
- Keep updated files of editorials of particular interest to adult students.

➡ Procedure

1. Discuss words that relay emotions.
2. List the emotion laden words on a chart for reference. Place on the wall for easy reference.
3. Read and lead a discussion on statements containing emotionally laden words.
4. Students read editorials and highlight emotionally laden words.
5. Students rewrite the sentences, deleting the emotional words or placing an antonym in their place.
6. Discuss the impact on understanding of emotional vs. objective language.
7. Students design advertisements for products they use.

Materials
- ☐ Editorials
- ☐ Chart
- ☐ Tape or glue

My Notes

➡ Assessment

- Given an editorial, students highlight emotionally laden words used for the purpose of persuasion.

➡ Adaptations

- Rewrite an editorial using objective language.

- Rewrite an editorial by substituting emotionally laden words with antonyms. Discuss the change in meaning that occurred. Did any other changes need to be made to accommodate the change in perspective?

- Read and discuss conflicting editorials. Write an editorial stating a position.

- Students write editorials on a current issue. After writing, read editorials and compare points of view.

- Read an editorial to determine the writer's credentials, bias, and attitude toward the readers.

- Read an editorial. Identify the main idea. State the level of agreement or disagreement. State the points that support the main idea.

③Ⓛ **Get Deductive**

⇨ Goals

- Students will be able to identify main ideas in poetry.

- Students will be able to identify supporting details.

⇨ Preparation

- Find four poems (more if needed) that have main ideas and supporting details.

- Write a poem about a main idea, such as treatment of animals or someone who influenced your life.

- Describe the main idea with supporting details. Then draw a cartoon, write a skit, or illustrate your poem.

⇨ Procedure

1. Read a published poem that has a main idea and supporting details.

2. Students brainstorm to identify the main idea of the poem. They must validate their conjectures by selecting the supporting details.

3. Write students' ideas on the board, perhaps in the format of a mind map.

4. Students discuss how they determined the main idea of the poem and how they decided which details from the poem were important.

5. Form groups of two or three people to form an even number of groups.

6. Give every two groups the same poem. (If you have eight groups then you should have four poems. Pairs of groups will have the same poem.)

Materials
- ☐ Chalk/chalkboard
- ☐ Personal poem
- ☐ Newsprint, glue, construction paper, crayons, colored pencils, pens, and cardboard for the students' presentations

My Notes

➡️ Procedure

7. Each group reads the poem and decides on the main idea and supporting details.

8. Groups with the same poem combine to compare answers.

9. As the larger groups agree on the main ideas and supporting details, they verify their work with the instructor or another group.

10. When every group has verified its work, share the poems, and discuss the activity as a class.

11. Show the class a cartoon or perform a skit of the poem you wrote. Ask the students to identify the main idea and supporting details.

12. The groups plan and present their poem using a cartoon or comic strip, a skit, reading, or a story wheel.

➡️ Assessment

• Students write original poems in their journals using a main idea of their choice with supporting details.

• Students read several poems and answer questions about them such as:

What is the main idea of the poem?

What are three or four supporting details in the poem describing the main idea?

➡️ Adaptations

• Use short stories.

• Use essays.

• Use famous documents.

• Use printed speeches.

3 T Gourmet Grubbing

➔ Goals

- Students will be able to plan a five course meal using the Internet for assistance.

➔ Preparation

- Boot computers and connect to the Internet.
- Gather materials.

➔ Procedure

1. Teach students who may not have experience with the Internet how to click on the Internet icon.

2. Once the Internet screen comes up type in a recipe Web site such:

   www.meals.com

   www.ichef.com

   www.recipesource.com

3. Students decide which cuisine they would like to serve.

4. Students search the Web sites for recipes by name, ingredient, or cuisine.

5. Include in the menu an appetizer, soup, salad, entrée, and dessert.

6. Students select the beverage or beverages they would serve with their five course meal.

7. Students select the recipes then create the menu.

8. Use a publishing program to lay out menus or create one using poster board or construction paper.

Materials

- ☐ Computer with Internet access
- ☐ Printer
- ☐ Poster board
- ☐ Construction paper
- ☐ Glue
- ☐ Scissors
- ☐ Markers

My Notes

➡ Assessment

- Students display their menu.
- Students work together to prepare a class meal using the recipes from their menu.

➡ Adaptations

- Students work together to consult the Web in planning other life activities, such as exercise routines.
- Students use the Web to learn how to keep financial records.
- Students use the Web to plan a budget.
- Students use the Web to learn how to decorate a room.
- Students use the Web to design a garden.

⓷Ⓦ LEA Approach to Oral Histories

➡ Goals

- Students will be able to generate reading material from oral histories.

➡ Preparation

- Establish student rapport through general conversations.
- Create an environment of trust.
- Display posters of historical events.
- Encourage students to share family pictures in a class display.

➡ Procedure

1. Students share stories they have heard from grandparents, parents, and other family members or friends. Write the stories on chart paper.

2. Edit the stories by adding adverbs and adjectives.

3. Write the stories sentence by sentence on sentence strips using the learners' exact words.

4. Students decide which sentences should be kept, which should be changed, and which should be discarded. Guide the students' responses through questioning. Organize the sentences into paragraphs.

5. Students structure the main idea and supporting details into a paragraph. Sequence the paragraphs.

6. Add pictures or drawings. Bind the stories into a book for others to read.

Materials

- ☐ Pencils or pens
- ☐ Markers
- ☐ Blank charts
- ☐ Writing paper
- ☐ Recorders
- ☐ Sentence strips

My Notes

Assessment

- Students complete a book of stories from oral history.
- Students write paragraphs containing main idea and supporting details.

Adaptations

- Teach paragraph construction.
- Talk about crafts and their connections to the history of the locale. Do crafts in class. Emphasize the reading of directions.
- Present a storytelling festival. Display the class books.
- Emphasize oral speaking skills.

Making a Reading List

3
T

Goals

- Students will be able to navigate through two Web sites to find books to read.

Preparation

- Turn on computers and connect to the Internet.
- Gather materials.
- Fill printer with paper and ink.

Procedure

1. Students search two Web sites:

    www.barnesandnoble.com

    www.amazon.com.

2. Students search for books by title, author, and subject to become familiar with the different ways to search for books.

3. Students make a list of books that may be interesting to them.

4. Students print their lists of interesting books and their book reviews for future reference.

5. As a class, students visit the library to try to find books from their lists.

Materials

☐ Computer with Internet access
☐ Printer
☐ Printer paper

My Notes

⮕ Assessment

- Students find books for themselves using different Web sites.

⮕ Adaptations

- Use the Internet to find information about topics of interest to the students.

- Save Web sites for future reference in a favorite folder.

③Ⓢ Picture Telling

➡ Goals

- Students will be able to proofread and edit.
- Students will be able to use grammar skills.
- Students will be able to sequence story events.

➡ Preparation

- Have magazines and newspapers available for students to look through.

➡ Procedure

1. Students select a newspaper or magazine.

2. Students cut out a funny or unusual photograph from the magazine or newspaper.

3. Students begin their stories by writing about what happened before the picture was taken.

4. Students write about what is happening in the photograph.

5. Students write about what happened after the photo was taken.

6. Students proofread each other's work. Instructor helps proofread.

7. Students write a final draft of their stories for the class book of writing or to place in the personal portfolios.

Materials
- ☐ Newspapers
- ☐ Magazines
- ☐ Scissors
- ☐ Pen
- ☐ Paper

My Notes

Assessment

- Students share their stories with the class.

- Students maintain a portfolio of their writings.

Adaptations

- Students select one of their writings each week for proofing and rewriting.

- Read good essays to analyze for use of grammar rules, sequence of ideas, and interesting content.

- Bring photographs they have taken to use for prediction activities.

- Write picture stories in triads. First, students write the story beginning, then trade papers. Next, they write what is happening in the pictures. Last, they trade papers and write what happened after the picture was taken.

③Ⓟ Propaganda

→ Goals

- Students will be able to detect propaganda.

→ Preparation

- Collect magazines and newspapers. Keep the collection updated.

→ Procedure

1. Students examine magazines, newspapers, and Internet for advertisements.

2. Students read the advertisements to determine the basic need they target.

3. Students categorize the advertisements by basic need.

4. Students design advertisements for products they use. Identify the basic need that is being addressed.

5. Using the handout, "Propaganda Techniques," students design advertisements for imaginary products. Identify the basic need that is being addressed.

Materials
☐ Magazines
☐ Newspapers
☐ Advertisements from the Internet
☐ Handout: "Propaganda Techniques"

My Notes

⮞ Assessment

- Given advertisements, e-mails, and articles, students detect the type of propaganda being used to persuade their decisions.

⮞ Adaptations

- Tape advertisements from television to analyze for propaganda techniques.

- Develop a study of the different types of propaganda. Adapt students activities to their reading levels.

- Write and tape television advertisements.

- Study an advertisement and then rewrite it to appeal to different audiences.

- Identify propaganda techniques in editorials.

Propaganda Techniques

1. Bandwagon

   This technique tries to persuade everyone to join in and do the same thing.

2. Testimonial

   An important person or famous figure endorses a product.

3. Transfer

   Good feelings, looks, or ideas transferred to the person for whom the product is intended.

4. Repetition

   The product name, keyword, or phrase is repeated several times.

5. Emotional Words

   Words such as luxury, beautiful, paradise, and economical evoke positive feelings for the viewer.

6. Name-calling

   Negative words are used to create an unfavorable opinion of the competition in the viewer's mind.

7. Faulty Cause and Effect

   Use of a product is credited for creating a positive result.

8. Compare and Contrast

   The viewer is led to believe one product is better than another, although no real proof is offered.

Adapted from:

 http://www.aacps.org/aacps/boe/INSTR/CURR/comed/es/webquest/Persuade/PER2.HTML

Reading Comics

3 D

⟹ Goals

- Students will be able to improve comprehension through using cues provided in comics.

⟹ Preparation

- Collect comic strips from newspapers, magazines, etc.
- Ask students to contribute to the comic file.

⟹ Procedure

1. Students read and sort comics into categories and then discuss and justify the placements.

2. Students work in small groups to determine the main ideas of comic strips.

3. Using two different comic strips, students compare and contrast the character types, conflicts, resolutions, and traits.

4. Students read all but the last frame of a comic strip before predicting the punch line. Read the final frame to compare their thoughts with the actual outcome.

Materials
☐ Newspaper comic strips

My Notes

➡ Assessment

- Given comic strips students will be able to explain the characters and events in their own words.

➡ Adaptations

- Cut comic strips apart for students to reassemble the frames in order.

Telling a Painting

3
P

Goals

- Students will be able to closely study a work of art.

- Students will be able to list concrete details of their work.

- Students will be able to select the most important details to include in a descriptive paragraph.

- Students will be able to distinguish between factual and judgmental language.

- Students will be able to write a descriptive text using only facts.

- Students will be able to write a story using both facts and judgmental language.

Preparation

- Visit an art museum and become familiar with the paintings.

- Arrange a visit to an art museum. Find an area where the class can meet to discuss the art.

Procedure

1. Students tour the museum.

2. Students select their favorite paintings.

3. Students make lists of the details in their paintings.

4. Students study the paintings for fifteen minutes.

5. Students write descriptions of the paintings.

6. Students volunteer to read their descriptions aloud.

Materials
☐ Paper
☐ Clipboards

My Notes

➡ Procedure

7. Assign students to pairs, making sure that the members of each pair describe different paintings. They read each other's descriptions.

8. Use the descriptions as a guide to sketch what they think the described painting looks like.

9. Students have ten minutes to find the paintings from their partner's description. Partners may accompany the search for the paintings, but they must not give hints. Allow students to take the descriptions and drawings with them as they search.

➡ Assessment

• Students evaluate their descriptions and write about their paintings.

• Students share stories with the group in front of the painting chosen as their subject.

• Display students' stories.

➡ Adaptations

• If it is not possible to go the museum let students tour a virtual museum on the Internet. Students may find an online museum at

http://www.museumca.org/usa/

http://www.yahoo.com/Arts/Museums_and_Galleries

http://www.si.edu

Transferring Skills to Complex Text

③
Ⓟ

➡ Goals

- Students will be able to transfer reading skills to a variety of contexts.

- Students will be able to use skills to problem solve.

➡ Preparation

- Collect workplace materials.

- Review the brainstorming technique.

➡ Procedure

1. Distribute several annual reports. Students compare and contrast the formats as they survey the content and structure.

2. Students brainstorm a list of questions that might be answered in the report.

3. As a class read the introduction and summary.

4. Read the footnotes to obtain additional information. Discuss the use of footnotes.

5. Examine the charts and graphs to learn how to read visual representations of information.

Materials
- ☐ Workplace materials
- ☐ Annual reports (may be available at the public library)
- ☐ Financial reports
- ☐ Safety manuals

My Notes

⇨ Assessment

- Students interpret an annual report.

⇨ Adaptations

- Compare annual reports from different years.
- Compare annual reports from different yet similar companies.
- Compare annual reports from different industries.
- Study balance sheets, including assets and liabilities.
- Study the stock market section in the newspaper.
- Study sales reports. Predict reasons for change. Read the report to confirm predictions.
- Compare profit/loss information.

③ⓟ **Using Fiction Books**

➡ Goals

- Students will be able to select potential reading material using clues and prediction about the book's content and style.

➡ Preparation

- Prepare and copy the handout, "Strategy Sheet for Choosing a Fiction Book."

➡ Procedure

1. Model the use of the handout, "Strategy Sheet for Choosing a Fiction Book."

2. Students select a book then use the handout, "Strategy Sheet for Choosing a Fiction Book," to record the clues. Use the clues to predict the book's content, style and interest.

3. Examine the title. List the title in the lefthand column of the strategy sheet. Write the predictions about what the story might be about, considering the title.

4. Look at the book's pictures. In the left hand column, describe the illustrations. Make another prediction about the book based on the illustrations.

5. Read about the author. Based on the author's life and writing style, continue making predictions about this book.

6. Quote important phrases from the book. Predict the probable story line and mood.

7. Read the first page of the book. Predict the book's storyline.

8. Read a page about two-thirds of the way into the book and make another prediction.

9. Write any remaining ideas about the book and come to a conclusion about reading the book.

Materials

☐ Handout: "Strategy Sheet for Choosing a Fiction Book"

My Notes

Assessment

- Students automatically use the procedure when selecting books to read for pleasure.

- Students select books they enjoy reading.

- Students check their predictions against the actual story.

Adaptations

- Use the handout, "Strategy Sheet for Choosing a Fiction Book," for selecting pleasure reading.

Strategy Sheet
for Choosing a Fiction Book

Strategy Notes	My Predictions
1. Title	1.
2. Illustrations	2.
3. Author	3.
4. Book jacket summary	4.
5. First page	5.
6. A page two-thirds into the book	6.
7. My Conclusion	

Search the Internet for additional information concerning selecting reading material.

③ⓀWritten Directions

➡ Goals

- Students will be able to follow written directions.

➡ Preparation

- Gather materials.

➡ Procedure

Use an instructional procedure to teach comprehension for following directions.

1. Make students aware of the skills they are learning and their application to everyday life. Discuss times when it is necessary to be able read and follow directions.

2. Model the "think aloud" procedure, and then to walk students through each step.

   a. Study the illustration from assembly instructions.

   b. Read the directions through once step-by-step.

   c. Match the step with the illustration.

   d. Visualize putting the object together.

3. Reread and follow the complete directions.

4. Review the procedure by highlighting verbs, underlining sequence cues, and circling unknown words.

Materials
☐ Complete kit (parts, directions, and illustration) to assemble

My Notes

⮕ Assessment

- Students follow written directions to complete the construction of an object.
- Students follow written directions to complete a job.
- Students write complete directions.

⮕ Adaptations

(Appropriate for multi-level classes)

1. Write directions step by step on cards. Arrange the cards in the proper sequence.

2. Glue directions and illustrations from several objects on separate cards. Mix up the deck of cards. Students match directions with pictures.

3. Write directions for making something. Exchange and follow directions. Discuss the accuracy of the directions.

4. Use direction sheets to develop a cloze activity.

5. Prepare a direction sheet but leave out one part. Students will discover and discuss the problems caused by the omission.

6. Students bring directions from home and work to read and clarify.

7. Provide students with directions ranging from simple to difficult to complete in class.
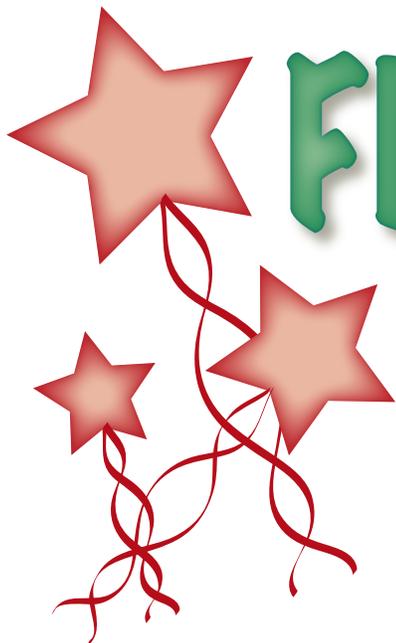
Fluency

Chapter 3

Fluency

Fluency describes the ease and speed of reading. Reading fluency has two components: accuracy and speed. It involves the rate at which words are decoded, ideas are encoded, and schemata are accessed. Fluency gives flow not only to word calling but word meaning and concept building. Rhythm, intonation, and expression reflected in voice tone interpret text for the listener. Fluency includes the reading of punctuation, grouping words and thoughts by using clues, such as prepositional phrases and grammar markers, and creating pauses in the proper places.

Adult beginning readers often read slowly, laboring over every word. They impede comprehension by orally, or mentally, pronouncing text word by word. Slow readers tend to give every word the same emphasis, thereby giving no attention to meaning. Students need concentrated instruction to develop the skill of reading fluently. They need to hear and practice smooth oral reading with proper voice inflections. They need to understand how expressive readers fluctuate their voices from high to low, fast to slow, and loud to soft as a way of providing interesting content. Effective teaching of fluency requires instructors who support and encourage struggling readers.

Accuracy

Accuracy refers to the percentage of words read correctly. The three reading levels are independent, >98%, instructional, >90% to 97%, and frustration, <90%. For example, students calling 98%-100% of the words correctly perform at the independent level, and thus require no support or further instruction. Reading is enjoyable. Students calling 90%-97% of the words correctly perform at the instructional reading level. Readers at the instructional level require support, instruction, or additional practice in vocabulary development, word analysis, or background information. Students calling 89% or fewer of the words correctly perform at the frustration level. The text is too difficult. Students performing below 90% recognition become frustrated and motivation ceases. Often comprehension is affected.

Reading Rate

Reading rate or speed is the second factor determining fluency. Silent and oral reading speeds generally differ. Type of material and purpose for reading affect reading speed. To increase silent reading speed, stress quantity rather than quality. Beginning readers tend to read slowly because they concentrate on mentally pronouncing every word. With directed practice they can increase silent reading speed. More advanced readers read quickly with ease and comprehension. Better readers realize that meaning and understanding are the purposes of reading as opposed to word calling.

Instructors emphasize speed rather than accuracy by timing readings with a stopwatch. Students gather data on fluency by charting timed readings. Copy a passage for the student and the instructor. To speed up the word count, the instructor can mark off every 10 words in light pencil. As students read, the instructor subtracts mispronounced word to maintain an accuracy count. The instructor collects miscue notes to analyze for missing correspondences. This data can be analyzed for information necessary to remedy student needs.

Selecting the appropriate material goes a long way when teaching fluency. Text should be on the readers' independent reading levels. (See the chapter on comprehension for a discussion of reading levels.) Instructors can best teach fluency by using text containing words easily decoded by adult beginning readers. When readers require long time intervals to decode difficult or unfamiliar words, the flow of thought is interrupted.

Instructors should model fluency by reading aloud every day. This practice sets the example for adult beginning readers by helping them develop an ear for fluency. Instructors can pair students to read to each other. In each pair, students take turns being the reader and the listener. The reader reads a selection three times. The listener compliments the reader after the second and third reading on reading rate, voice inflections, and other skills that affect understanding. No criticism or advice allowed. Students can use an alarm clock to practice timed and repeated readings.

Lessons can be prepared around easy-to-read books for practical purposes, such as reading to young children or to the elderly. Instructors must carefully avoid materials that might embarrass beginning readers or make them feel uneasy. Providing a purpose for reading material that is less difficult reduces the possibility of offending the adult beginning reader. Instructors can explain to students the value of reading and rereading text, even simple text. Instructors should allow time in class to practice, and then allow students to take books home for practice in private.

Instructors who provide libraries within the classroom send a message that reading is important. They encourage students to read voluntarily in their free time and use audio-tapes to listen to books on tape as they follow the text. Encourage students to select engaging stories to sustain interest, and provide access to materials so they can be read repeatedly.

A portion of each class, ten minutes perhaps, should be specified for fluency instruction. Instructors can teach fluency as if reading were music by varying voice tones, pitches, and rates. Poetry is a marvelous tool for fluency practice. Verses can be practiced in parts with choruses read as repeated text. Each repetition contributes to reading fluently. Choral readings provide repeated practice with a dual purpose. Dictated and transcribed student stories ensure interest level and serve as motivation for developing fluency.

Silent reading contributes to fluency. During silent reading time everybody, including the instructor, reads material of particular interest to them. No one is allowed to interrupt anyone during this special time. Following the sustained silent reading time, class continues as usual. Only upon students' request should they discuss materials read during silent reading time. The purpose is for enjoyment.

Strategies

It does no good to read if there is little fluency with no understanding of the text. There are several classroom procedures for aiding fluency. Introduce students to books prior to the fluency experience. Describe the story setting, introduce the characters, and tell an exciting incident leading to the problem or goal. Read a suspenseful part of the book to set the stage and arouse interest. Follow readings by involving students in a seminar about the book.

Instructional Notes

The information described above is provided here in a list for quick reference.

Teach fluency systematically.

Teach fluency in conjunction with other skills.

Support and encourage struggling readers.

Encourage students to reread each sentence that requires unusually difficult decoding effort.

Reread master texts.

Use text containing words adult beginning readers can decode.

Practice repeated readings under time pressure.

Conduct paired reading.

Assign a purpose for oral reading.

Prepare books to read to young children.

Allow time for guided oral reading.

Use whole, engaging texts to sustain interest.

Encourage adult students to read voluntarily in their free time.

Use audio-tapes as models of good oral reading. Students read text as they listen to the tapes.

Teach reading as if it were music. Practice in parts, repeating text until it is read fluently. Use material at the instructional level.

Read texts repeatedly.

Use dictated and transcribed student stories to teach fluency.

Graph reading speed with timed readings.

1 Sentence, 2 Sentence

Goals

- Students will be able to read sentences by stopping and starting in the correct places.

- Students will be able to read sentences fluently with proper phrasing and intonation.

Preparation

- Remove all ending punctuations in copies of an article or story.

- Make enough copies for everyone.

Procedure

1. Pass out the selected reading.

2. Read aloud the selected text omitting punctuations.

3. Discuss the problem.

4. Students mark the text where they think one sentence stops and a new one begins.

5. Students read the story observing the punctuation they added.

6. Students count the sentences in the reading as a check for correctness.

7. Instructor reads one sentence. Students read the sentence. The echo reading continues as students develop a sense of phrasing and intonation that defines a sentence.

8. Follow this procedure by reading the passage together. Read a little faster than the students normally read. Do not stop or wait for the students.

Materials
- [ ] Short story or article
- [ ] Pencils or pens
- [ ] Paper

My Notes

➡️ Assessment

- Students recognize the correct placement of sentence punctuations.

- Students explain where and why punctuation was used in the text.

- Students read text and observe punctuation in other oral reading assignments.

➡️ Adaptations

- Follow the same procedure for reading other punctuation marks.

- Use taped readings at home. After each sentence the tape pauses to give the students time to reread the sentence alone.

- Read aloud every day. Hearing good fluency, phrasing, and intonation is instructional.

- Read text as a chorus.

- Read poetry aloud.

① Building Fluency
ⓖ

➡ Goals

- Students will be able to improve fluency by increasing reading speed and comprehension.

➡ Preparation

- Prepare several passages at different reading levels.
- Count the words in the selected passages.

➡ Procedure

1. Students read the selected passage aloud. If they have difficulty with any words change to an easier passage.

2. Students reread the passage as the instructor keeps time in seconds.

3. Students maintain a graph of reading time by passage level.

   (words per minute = # words in passage/ reading time X 60)

4. After timing the reading, discuss the passage to check for comprehension.

Materials

☐ Short story or articles below the students' reading levels

My Notes

Assessment

- Students maintain a graph of reading time by passage level.
- Students demonstrate comprehension by retelling the content.

Adaptations

- Conduct the activity on a regular basis. Increase reading level when appropriate.

Guided Reading

Goals

- Students will be able to improve fluency by demonstrating an understanding of the connection between print and speech.

Preparation

- Make accessible several types of passages at different reading levels.

Procedure

1. Instructor reads a passage aloud, modeling proper fluency.

2. Students in pairs read the same passage orally.

3. Instructor gives direct and specific feedback and guidance to help the students improve.

4. Students continue working together until the acceptable level of fluency is attained.

Materials

☐ Short stories, articles, poems, or plays at the students' reading levels

My Notes

Assessment

- Students read with meaning.

Adaptations

- Conduct the activity on a regular basis. Increase reading level of the material when appropriate.
- Read in pairs.
- Read in chorus.
- Read by taking turns.
- Read collaboratively.

Interventions

→ Goals

- Students will be able to use intervention strategies that aid in learning to read.

→ Preparation

- Select material of interest to the adults.

→ Procedure

1. Read a text aloud.

2. Students select a section of the text to read aloud. As students read, the instructor notes discrepancies between print and pronunciation by writing the mispronunciations for later referral. If the students self-correct a word, mark it with a "c."

3. Place unfamiliar words from the reading on cards. Cut the letters apart. Work on word parts, letter sounds, similarities between known and unknown words, and pronunciation strategies.

4. Students explain self-corrections.

5. Students explain word meanings using context.

6. Students divide words into syllables, suffixes, prefixes, and root words to determine pronunciation and word meaning.

7. Students recall similar experiences to relate to comprehension and word recognition.

Materials
- ☐ Books
- ☐ Language experience material
- ☐ Short stories
- ☐ Poems

My Notes

➡️ Assessment

- Students fluently read a new passage.

- Students use strategies to decipher unfamiliar words.

- Maintain a record of student-acquired reading skills.

➡️ Adaptations

- Read aloud daily. Note breathing and expression as a part of the oral reading experience.

- Write a language experience story using the computer. Students reread the story and make changes as needed.

- Introduce new material, unfamiliar words, and important concepts. Read the text together sentence by sentence. Discuss the information added by each sentence.

1 D Picture This

➡ Goals

- Students will be able to improve fluency through familiarity with text.

➡ Preparation

- Be familiar with the picture book.

➡ Procedure

1. Show the picture book to the class.
2. Students discuss the depicted story.
3. Students dictate a story based on the pictures. (Adaptation of the Language Experience Approach)
4. Analyze the dictated script through a review of the pictures.
5. Students read the dictated story until fluent.
6. Record students' reading.
7. Students critique each other for fluency.

Materials

☐ Picture book of interest to the students

My Notes
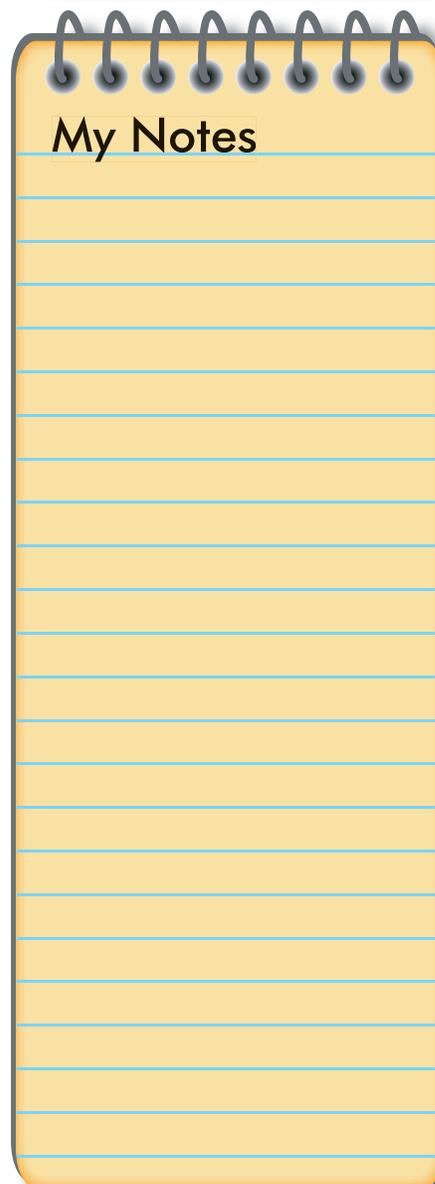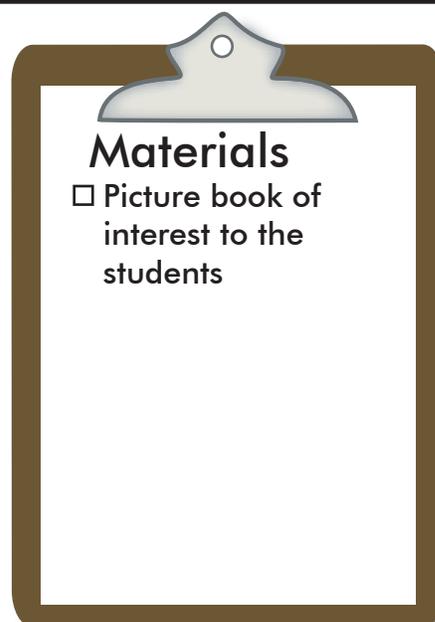
➡ Assessment

- Students read familiar material aloud with expression and meaning. Material may be printed text or Learning Experience Approach (LEA) stories.

➡ Adaptations

- Provide a variety of material for students to practice fluency.

- Set up a readers' theatre to emphasize fluency.

- Students prepare stories to read to their children.

- Students prepare scripture from religious material to read in worship settings.

- Students write and read stories based on events in their lives.

② Ⓖ **Echo Reading**

➡ Goals

- Students will be able to improve phrasing, reading rate, and expression when reading orally.

➡ Preparation

- Make available a variety of texts at each reading level.

➡ Procedure

1. Read a phrase, sentence, or passage aloud as students silently follow the text.
2. Students imitate the reading.
3. Continue with the model/imitating pattern.
4. Students work in pairs to model and imitate reading fluency. Instructor monitors the process to give immediate feedback.
5. Students prepare a passage to read to the class.

Materials
- ☐ Text at the students' reading levels

My Notes

Assessment

- Students read text aloud with expression.

- Students prepare a story to read to the class. A novel is good material for sharing the reading responsibility.

Adaptations

- Use taped readings.

- Students read and echo each other.

- Instructor reads a chapter from a novel to the students each class.

- Instructor and students read together. Do not stop for students' hesitations. Maintain the word flow as a model.

Matching Interests

Goals

- Students will be able to improve fluency when reading about familiar topics.

Preparation

- Keep reading material changing so texts are fresh.

Procedure

1. Students discuss the topics about which they enjoy reading.

2. Make a chart to display a list of words that relate to the topics.

3. Locate books that reflect the students' interests.

4. Allow the students to select the reading material they prefer.

5. Take turns reading the book together.

Materials
- ☐ Class library of reading materials that reflect students' interests
- ☐ Materials to make a chart
- ☐ Markers

My Notes

⮞ Assessment

- Students voluntarily read a book of their choice in class using good fluency.

⮞ Adaptations

- Vary the approaches to reading books are read in class. (Pairs, small groups, large groups, by interests, by level, by subject, etc.)
- Introduce new material to stretch the students' interests.

2 L Oral Reading

→ Goals

- Students will be able to improve fluency in oral reading.

→ Preparation

- Tape several passages at different reading levels.

→ Procedure

1. Instructor reads the text aloud modeling proper phrasing, speed, and expression. Discuss the impact of phrasing, speed, and expression on listening.

2. Students read the passage simultaneously with the prepared tape.

3. Students discuss the phrasing and expressions they heard on the tape.

4. Students reread the passage with the tape until the phrasing, speed, and expression are appropriate.

Materials
☐ Taped short stories or articles at the students' reading levels

My Notes

Assessment

- Students read aloud a given passage with expression and meaning.

Adaptations

- Conduct the activity on a regular basis using different types of materials. Increase reading level when appropriate.

② Smooth Comprehension

➡ Goals

- Students will be able to improve fluency through understanding story lines.

➡ Preparation

- Provide a collection of texts at the students' instructional levels.

➡ Procedure

1. Students select text to real aloud.

2. Instructor watches body language for discomfort and puzzling expressions and listens for inappropriate inflections or phrasing.

3. At irregular intervals ask students to explain what has been read.

4. Give assistance when needed.

5. Discuss how phrasing, emphasis, and pace impact the students' comprehension.

6. Continue the pattern until the passage is completed.

7. Upon completion discuss the text in totality.

Materials

☐ Texts at the students' instructional levels

My Notes

⮕ Assessment

- Students read and discuss a complete text without instructor assistance.

⮕ Adaptations

- Students read passages of various lengths to develop fluency.

- Students read a variety of material to develop fluency skills appropriate to the information.

Story Flow

➡️ Goals

- Students will be able to improve story flow by automatically applying word attack skills.

➡️ Preparation

- A collection of texts at the students' instructional levels.

➡️ Procedure

1. Students select a text to real aloud.

2. Provide class time for students to analyze problem words. DO NOT WAIT UNTIL FRUSTRATION SETS IN.

3. Assist students with skills to identify words.

4. Students reread the sentence.

5. Continue in this manner through the text.

6. React to the material, not the students.

Materials
- ☐ Instructional level text

My Notes
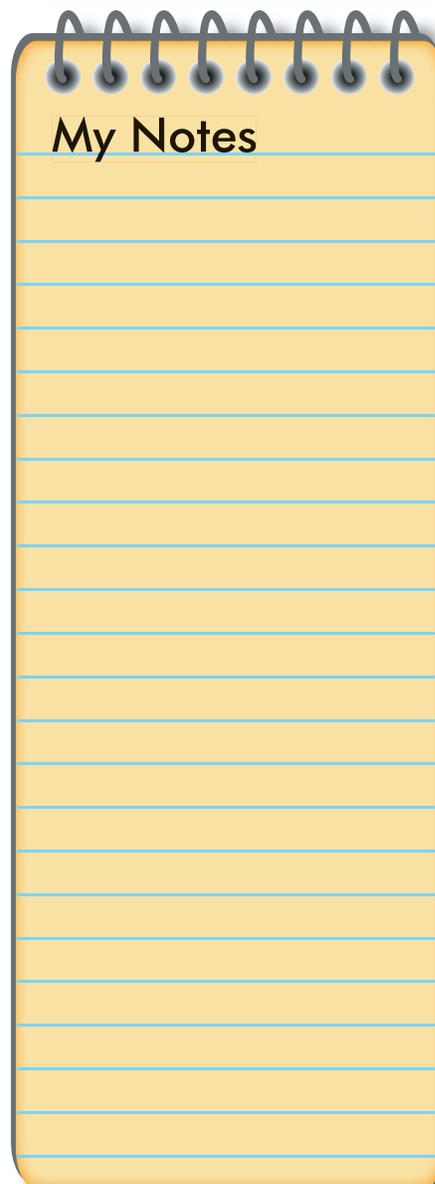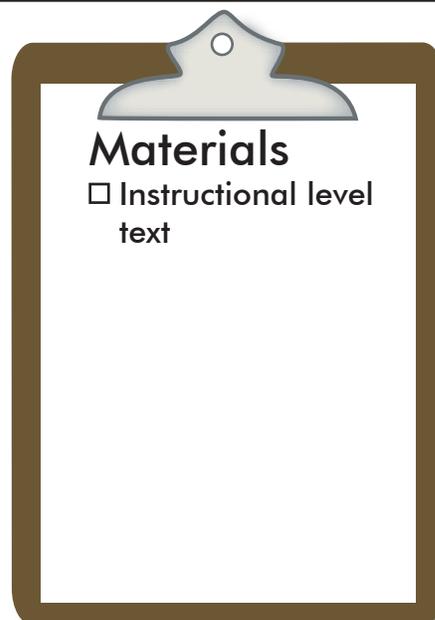
→ Assessment

- Students read instructional text using word attack skills as needed.

→ Adaptations

When helping the student figure out difficult words, teach the following:

Work with syllables

Use beginning and/or ending sounds

Use context clues

Recall words that are similar

Remove prefixes or suffixes

Sound out the word

2 T Taped Reading

➡ Goals

- Students will be able to improve fluency through practice.

➡ Preparation

- Make available a variety of texts at each reading level.

- Set up a tape recorder with playback functions.

➡ Procedure

1. Students read a phrase, sentence, or passage into the recorder.

2. Students listen to the oral reading and complete a self-critique.

3. Students continue recording, listening, and critiquing until they read the text fluently.

Materials

☐ Texts at students' reading levels
☐ Tape recorder

My Notes

⮕ Assessment

- Students use the recordings as part of their portfolios.

- Students read with 90% fluency.

⮕ Adaptations

- Use computers that type the voiced text so students can critique themselves from the printed version.

Techno Fluency

Goals

- Students will be able to improve fluency by using the computer.

Preparation

- Be familiar with the Web site:

    http://www.cdlponline.org

- Start the computers and go to the Internet.

Procedure

1. Students use the Web site to read texts and do activities that interest them.

2. Students work at their pace on stories and activities of interest.

3. Keep materials in a folder for later reference.

Materials

☐ Computer with Internet access

My Notes

Assessment

- Students spend non-structured time using the Web site for improving reading and fluency skills.

- Students print their work to keep in a portfolio.

Adaptations

- Develop a Web site to publish student stories and activities.

- Use material found on the computer to augment studies in the content areas.

Increasing Reading Speed

③ Ⓛ

➡️ Goals

- Students will be able to identify reasons for poor reading speeds.

- Students will be able to use strategies to improve reading rate.

- Students will be able to increase reading rate regardless of materials.

➡️ Preparation

- Gather articles from newspapers and magazines about recent events appearing in the news (War on Terrorism; airport security; gas prices).

- Gather short stories (fiction) and paragraphs from biographies (non-fiction).

- Collect enough articles and paragraphs from short stories or biographies for students to each have at least one.

- Collect markers so students can each have one.

- Prepare reading logs for students to record progress.

- Make paper and pencil or pen available for students to use to write down unknown vocabulary while they are reading.

➡️ Procedure

1. Students choose a passage to read from the collection of magazine or newspaper articles, short stories, and biographies.

2. Student choose from the passage one paragraph containing four to five sentences.

Materials
- ☐ Handout: "Tips for Increasing Reading Speed"
- ☐ Newspaper articles
- ☐ Short stories
- ☐ Magazine articles
- ☐ Paragraphs from biographies
- ☐ Student reading logs
- ☐ Kitchen timer, clock, stopwatch
- ☐ Markers, paper

My Notes

➡ Procedure

3. Students read the paragraphs Instructor keeps time using a stop watch.

4. As students finish reading they raise their hand. Write the time on the board so other students are not disturbed.

5. Students record their time and wait for the other students to finish.

➡ Assessment

- Over time reading rate decreases without loss of comprehension. Students keep graphs to document the change.

➡ Adaptations

- Repeat the activity with story and bibliographical paragraphs.

- Use a variety of material to practice fluency.

- Tie the record keeping of reading time to math and the study and use of graphs.

Tips for Increasing Reading Speed

As the eyes move across the page they make a series of jerky movements. Whenever they come to rest on a word that is called a fixation. Most people fixate once on each word across a line of print. To increase speed readers must take in more words with each fixation, rather than make the eyes move faster.

1. Avoid focusing on every word, but rather, look at groups of two or three words. For instance, this sentence could be grouped in this manner:

    For instance, / this sentence / could be grouped / in this manner.

2. Work on vocabulary improvement. Be familiar with new words

3. To keep from moving the lips, read by phrases.

4. Read more! Reading an average novel 15 minutes a day equals 18 books a year at an average reading speed!

5. Determine a purpose before reading. For main ideas, skim the material. Do not read very word.

6. Spend a few minutes a day reading at a faster rather than a comfortable rate, about two to three times faster than your normal speed. Use the hand or an index card to guide the eyes down the page. Time yourself reading a few pages at normal speed. Normal reading speed will increase after practicing skimming.

7. To improve concentration, practice reading for only five to ten minutes at a time and gradually increase this time.

There are several books on increasing reading speed available in most bookstores. To increase reading rate, work systematically through a book.

Adapted from:

Tips for increasing reading speed. (2003). Retrieved February 21, 2005, from University of Victoria, British Columbia, Canada, Counseling Services, Learning Skills Program Web site: http://www.coun.uvic.ca/learn/program/hndouts/rdgspeed.html
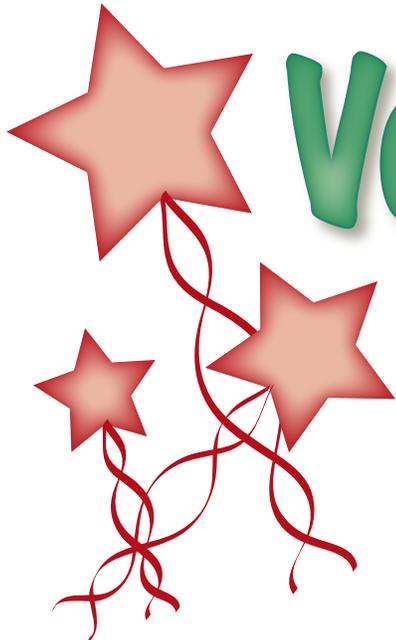
Vocabulary

Chapter 4
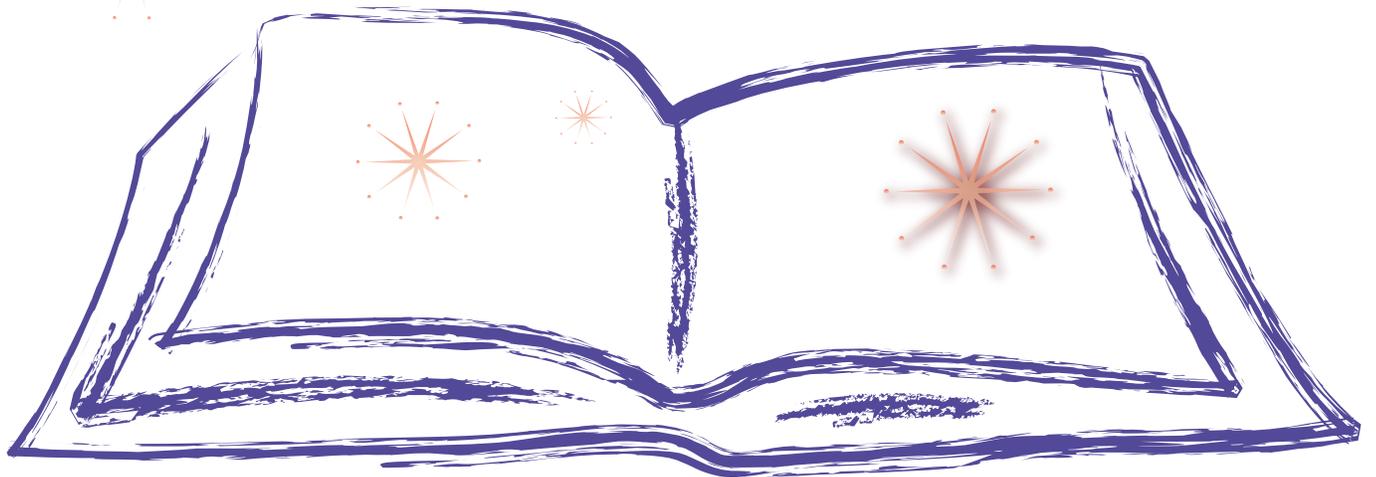
Vocabulary

Vocabulary, the understanding of words brings meaning to listening and written communication. Spoken vocabulary makes the transition from oral language to text, just as reading vocabulary is essential for comprehension. Generally, adult beginning readers have a larger speaking than reading vocabulary through which they express a lifetime of experiences and knowledge. Communicating thoughts and emotions is vital to functioning in society. Because it is fundamental to comprehension, the greater the vocabulary the more it provides learners information about the world and connects their world with others.

Vocabulary instruction takes a variety of forms. Explicit instruction, teaching specific words out of context, such as the flash card approach, may be the most common. Next, implicit instruction, teaching vocabulary within context, encourages students to read new material. Multi-media instruction can be used to introduce words during pre-reading activities. Discussion helps with vocabulary development upon encountering words in print. Instructors can present new vocabulary in print, through pictures, by discussion, by computer, or by using realia to help new adult readers internalize the words. Since vocabulary is built through practice, students who use words repetitively in a variety of contexts develop automatic recognition. Instructors who teach vocabulary through graphic organizers to help students make word associations with prior experience, and thus teach thinking skills at the same time. Activities encourage students to use what they know about vocabulary to construct new knowledge.

Practical activities that require communication may teach vocabulary best. Applying life contexts encourages students to make associations necessary to internalize vocabulary and making words a natural part both of verbal and written communication. Newspapers, work documents, directions, product labels, magazines, advertisements, and environmental print provide an extensive array of instructional materials for vocabulary building.

Vocabulary may be taught in categories, such as signal words, general application words, words that relate to specific interests and needs, and words that comprise word families or have common structural features. Signal words help the reader develop a sense of organization, importance, and sequence. General application includes such words as convenient, possible, common, and conservative. Words that relate to specific interests and needs depend on the adult students comprising the class. Students display the specific words on charts hung in the classroom and add to it as necessary. Studying vocabulary

by word families and common structural features allows students to use structural analysis and word origins to figure out the meanings of unfamiliar words.

Instructional Practices

Some specific activities appropriate for instructing adults in vocabulary development have been researched, however findings are mixed. A few instructional practices for teaching vocabulary are given below.

Conduct pre-reading activities in which vocabulary is introduced.

Design lessons using analogies.

Substitute specified words with antonyms or synonyms.

Do word webs to illustrate word meanings.

Prepare with the students job-related vocabulary lists to be displayed in the classroom.

Prepare charts of words by categories.

Community Bingo

Goals

- Students will be able to recognize important sight words, symbols and figures in our society.

- CASAS Compentency 2.2.3: Identify or use different types of transportation in the community, and interpret traffic information.

- CASAS Compentency 2.3.3: Interpret information about weather conditions.

- CASAS Compentency 2.5.1: Locate and utilize services of agencies that provide emergency help.

Preparation

- Copy Bingo cards and pictures for the cards. Laminate them for future use.

- Bingo topics may include transportation, weather, and community agencies.

Procedure

1. Distribute blank Bingo cards and a set of pictures.

2. Students cut out the pictures and glue or tape them to their cards in random order.

3. Instructor randomly writes words on the board for students to read.

4. Students mark the corresponding picture on their Bingo cards.

5. Completed rows, columns, and diagonals make a BINGO.

6. Continue until someone yells, "BINGO."

Materials

- ☐ Markers or beans
- ☐ Handouts:
  "Bingo Pictures"
  "Blank Bingo Card"
- ☐ Chalk/chalkboard or dry erase
- ☐ Markers/board
- ☐ Tape/glue, scissors
- ☐ Prize(s) for winner(s)

My Notes

⮕ Assessment

- Student winners identify the covered pictures.

⮕ Adaptations

- Prepare Bingo calling cards and pictures for hobbies, interests, and sports.
- Put cards with pictures and words on the Bingo card.
- Put cards with only words on the Bingo card.
- Put on the cards various words associated with specific jobs held by the students.

Bingo Pictures

B	I	N	G	O

Bingo Vocabulary

rainy	restaurant	dentist	nurse	mailbox
movie theater	airport	childcare	airplane	railroad crossing
library	holiday	sunny	bus	clock
postage stamp	bills	calendar	post office	taxi/cab
groceries	phonebook	hospital	church	thermometer
firefighter	ambulance	police officer	doctor	telephone
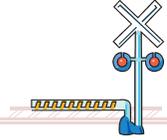
Flashcards

Goals

- Students will be able to recognize words from everyday reading materials.

Preparation

- Gather materials and find stories that have meaning for the students.

Procedure

1. Read the story aloud with the students.

2. Pinpoint important words in the story.

3. Write the words on the index cards for a word bank.

4. Have the students take the flashcards home to practice.

5. Tell the students to keep the word bank and continue adding words that are unknown or need to be studied.

Materials

- ☐ Index cards
- ☐ Markers
- ☐ Story or material relevant to student
- ☐ Scissors
- ☐ Paper
- ☐ Pencils or pens

My Notes

➡ Assessment

- Students know the words in their word bank.

- Students recognize the words from the flashcards in other contexts.

➡ Adaptations

- Adapt this activity to make it a group activity. Choose a story that relates to special groups within the class.

🔵 Go Fishing

➡ Goals

- Students will be able to recognize sight words.

- Students will be able to recognize words that identify months, days of the week, and weather conditions.

- CASAS Compentency 2.3.2: Identify the months of the year and the days of the week.

- CASAS Compentency 2.3.3: Interpret information about weather conditions.

➡ Preparation

- Make enough sets of Go Fishing cards on card stock to give to students.

➡ Procedure

1. Group students into groups of three or more.

2. After shuffling cards, pass out seven cards to each person.

3. Stack the leftover "Go Fishing" cards in the middle of the group.

4. Explain the rules of "Go Fishing."

5. If players have two cards that match they put them on the table.

6. Students take turns asking each other for cards that match one in their hands.

7. If no one has a match, the student has to "Go Fishing" (draw a card from the center pile).

8. The student with the most pairs wins the game.

Materials
☐ Go Fishing cards

My Notes

⏩ Assessment

- Students read calendar words.
- Students read words from the game in other contexts.

⏩ Adaptations

- Display calendars and weather forecasts in the classroom.
- Match seasonal weather with months.
- Match weather to the day of the week.
- Use the computer daily to check the weather forecast.
- Each day ask questions, such as "What date is today?" "What month is this?" "Christmas is in which month?"

January	**February**	**March**	**April**
May	**June**	**July**	**August**
September	**October**	**November**	**December**

Sunday	**Monday**	**Tuesday**	**Wednesday**
Thursday	**Friday**	**Saturday**	**Sunny**
Rainy	**Cloudy**	**Snowy**	**Windy**

Word Learning

→ Goals

- Students will be able to recognize words necessary for conducting everyday activities.

- Students will develop the skills necessary for independent vocabulary development.

→ Preparation

- Request students to bring a word they think the class should learn.

→ Procedure

1. Students write their word on a chart and tell what it means, where it was found, and why it should be learned.

2. Classmates add information about the words.

3. Use a thesauras to find similar words and a dictionary to look up definitions.

4. Students add words they feel need to be learned.

5. Use the words in sentences or paragraphs.

6. Define words using synonyms and antonyms.

Materials

☐ Chart
☐ Dictionary
☐ Thesaurus
☐ Marker

My Notes

⮕ Assessment

- Students read each word, use it in a sentence, and tell its meaning.

⮕ Adaptations

- Plan a vocabulary lesson every day.

- Give responsibility to the students for teaching words they learn from reading.

- Plan lessons around vocabulary words that are associated with specific professions eg. medical terminology, law, insurance, safety manuals, etc.

Word Structure

Goals

- Students will be able to use prefixes, suffixes, and root meanings to define words.

Preparation

- Prepare a list of words to be separated into prefix, root, and suffix.

Procedure

1. Give students a list of words to be separated into prefix, root, and suffix.

2. Using this information students will write the definition of each word.

3. Students may work together

4. Students write words that have the same prefix and write their definitions.

5. Students write words that have the same root and write their definitions.

6. Students write words that have the same suffix and write their definitions.

Materials
- ☐ Dictionary

My Notes

⟹ Assessment

- Given words with common prefixes and suffixes, students write original definitions.

- Students write a conclusion about using word structure to understand the meanings of unknown words.

- Students write how knowledge of word structure can improve their reading.

⟹ Adaptations

- Use the students' work to prepare reference charts for the class on common prefixes, suffixes, and root meanings.

Capital Letter Hunt

Goals

- Students will be able to identify the correct places to use capital letters.

Materials
- ☐ Pencils or pens
- ☐ Highlighters
- ☐ Brief story or article

Preparation

- Make enough copies of the story or articles for the class.

Procedure

1. Distribute to the class the copies of the story or article selected.
2. Pass out the pencils, pens, and highlighters.
3. Students read the story silently as the instructor reads aloud.
4. Students underline or highlight capital letters.
5. Discuss the various uses for capital letters.

My Notes

⮕ Assessment

- Students identify capital letters.
- Students tell the various uses of capital letters.

⮕ Adaptations

- Students recognize and highlight other conventions of grammar, such as use of commas.

① ⓚ Dictionary Diction

➡ Goals

- Students will be able to use a dictionary to find words and their meanings.

- CASAS Competency 7.4.5: Use reference materials, such as dictionaries and encyclopedias.

➡ Preparation

- Gather materials.

➡ Procedure

1. Students search the dictionary for a word they believe no one else will know.

2. Students read the word aloud and spell it for the class. They write the definition for the selected word on a slip of paper.

3. Classmates write a definition they think could be found in the dictionary for that word.

4. Collect and mix up the definitions.

5. Students read each definition and decide which ones are correct definitions as compared with the dictionary.

Materials

- ☐ Pencils or pens
- ☐ Paper slips
- ☐ Easy to read dictionary

My Notes

Assessment

- Students use the dictionary as needed.

Adaptations

- Use the dictionary to study word origins.

(2)(W) LEA Scrabble

→ Goals

- Students will be able to spell and use a variety of words.

→ Preparation

- Make copies of the chosen story for each class member.

→ Procedure

1. Distribute the copies of the story and other materials to the class.

2. Read the story aloud to the class as students read silently.

3. Choose a paragraph from which the students cut out two sentences.

4. Using the sentences cut the words apart and then cut the words into individual letters.

5. Students make as many new words as possible from the letters they have cut apart.

6. Students write these new words on a chart to hang in the class.

Materials

- ☐ Paper
- ☐ Pencils or pens
- ☐ Scissors
- ☐ Story of interest to the class

My Notes

⮕ Assessment

- Students learn to spell a given number of words per week from their reading text.

⮕ Adaptations

- Use a dictionary to find new words.

- Learn to spell words by categories.

- Locate spelling words in other contexts.

My Goodness, My Groceries

Goals

- Students will be able to read the names of common food items.

- Students will be able to write using proper sentence structure.

- CASAS Competency 1.3.8: Identify common food items.

Preparation

- Copy a set of cards for each student. However, let the students cut out and select their vocabulary cards.

Procedure

1. Students cut apart the cards.

2. Each card contains a piece of a sentence or a food commonly found at grocery stores.

3. Students make as many sentences as possible using their cards.

4. Students create a sentence with the words and then share the sentences for others to practice reading.

5. Students can write repetitive sentences as long as they use different vocabulary or vary the structure, e.g., I went to the store to buy some eggs. The woman went to the store to buy some eggs.

6. Students take their cards home to practice reading.

Materials

☐ Handout: "My Goodness, My Groceries"
☐ Scissors
☐ Card stock
☐ Paper

My Notes

➡️ Assessment

- Students write sentences using proper structure and correct spelling.

- Students trade papers to check structure and spelling.

➡️ Adaptations

- Emphasize sentence structure in all communications.

- Read food labels to familiarize students with grocery words.

- Read grocery story advertisements to build a word recognition vocabulary of the words they need to know when grocery shopping.

My Goodness, My Groceries
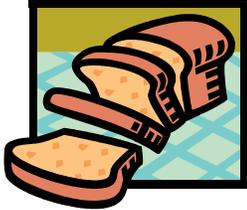
grocery store	bread	eggs
man	The	I
bought	has	the

broccoli	lettuce	jelly
ice cream	to	went
bananas	apples	potatoes
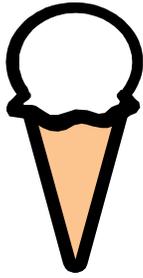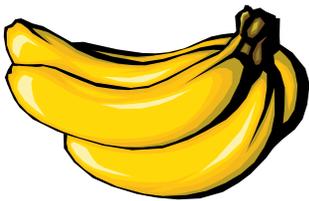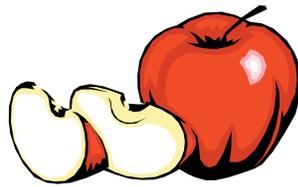
coffee beans	peppers	potato chips
.	carrot	some
cheese	and	steak

woman	milk	at
flour	carrot	tomatoes
a	of	have
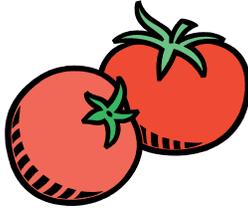
② D Photo Action

➡ Goals

- Students will be able to read and use action verbs properly.

➡ Preparation

- Collect action pictures of people, including other students.

➡ Procedure

1. Students display pictures on a bulletin board.

2. Discuss what is happening in each picture. Label the pictures.

3. As action verbs are used, write them on the board.

4. Following the discussion, pair the students to write sentences using action verbs.

5. Students present their sentences to the whole class.

6. The class reads the action sentences.

7. Remove the action words from sentences. As students read the sentences, they supply the action word.

Materials

☐ Camera
☐ Chalkboard
☐ Chalk
☐ Tape
☐ Pictures of people (students) performing different actions

My Notes

⇒ Assessment

- Students list action verbs to use correctly in sentences.

- Students write correct sentences using the action verbs associated with the pictures.

- Students match the photograph to the sentences that includes the correct action verb.

⇒ Adaptations

- Write about everyday experiences. Share writings as reading material.

- Conduct specific lessons on subject/verb agreement.

- Given sentences, change from singular to plural or plural to singular.

2 S Prereading

➡ Goals

- Students will be able to recognize new vocabulary when reading specialized text.

➡ Preparation

- Read the text and select the vocabulary words that need to be taught prior to assigning the text to be read.
- Write the vocabulary words on cards to be distributed to the students.

➡ Procedure

1. Give students each a vocabulary word.
2. Students skim the text to locate the words.
3. Students read the context and then predict the meaning of the words.
4. The instructor guides the students through word analysis to pronounce the word.
5. Students discuss the word before writing a class definition.
6. Continue with this process until the students are familiar with all new vocabulary words.

Materials

- ☐ Text
- ☐ Vocabulary list of words that might be new to the students
- ☐ Vocabulary cards

My Notes

→ Assessment

- Students read a passage containing new vocabulary by skimming the text for unknown words prior to reading, using context to define the word, and putting the meaning in their own words.

→ Adaptations

- Daily write their own definitions for the new vocabulary words using clues from the reading material.

- Find words in the dictionary. Students tell why they think the author used that particular word.

- Use the dictionary to find origins of words learned from reading text.

②Ⓢ Syllabication

➡ Goals

- Students will be able to recognize words necessary for conducting everyday activities.

- Students will be able to independently develop their vocabulary.

➡ Preparation

- Prepare sentences and paragraphs on charts for immediate reference. Sentences should contain at least one word the students do not know.

➡ Procedure

1. Teach external clues–syntactic and semantic elements.

2. Move from visual to sentence to paragraph clues.

Visual Clues

3. Read a sentence containing an unknown verb. Underline the unknown word.

4. Show a picture that provides a clue to the word's meaning.

5. Study the picture and describe the actions the people are taking. Write the words in a list as clues to the unknown word.

6. Students use the clues to define the unknown word. Discuss the clues.

7. Follow the procedure with several words, using fewer and fewer clues each time.

Sentence Context

8. Read a sentence that contains an unknown word. Identify and define the word.

Materials

- ☐ Pictures that provide clues to the verbs being studied
- ☐ Chart
- ☐ Markers

My Notes

⮕ Procedure

9. Students discuss the clues for meaning within the sentence.

10. Proceed with several sentences, each containing fewer and fewer clues to word meaning.

11. Students locate the clues to word meaning.

Paragraph Context

12. Underline context clues within a paragraph that help define an unknown word.

13. Students define the word.

14. Reverse the procedure by identifying the word and asking the students to underline the context clues that lead to a definition.

⮕ Assessment

- Students read a passage and use clues to define unknown words.

⮕ Adaptations

- Vary reading materials.

Tool Tutelage

(2) (K)

⮕ Goals

- Students will be able to read and follow maintenance procedures for household appliances and personal possessions.

- CASAS Competency 1.7.4: Interpret maintenance procedures for household appliances and personal possessions.

Materials
- ☐ Word cards
- ☐ Tool cards

⮕ Preparation

- Make copies for students of word cards and tool cards on card stock.

⮕ Procedure

1. Cut out pictures of tools, hardware, and word cards.

2. Students match the word to the tool.

3. Students write sentences using the tool vocabulary. Switch sentences for classmates to read.

4. Combine the sentences into paragraphs. Use the paragraphs as reading material to practice recognizing tool names.

5. Read directions that come with tools. List the words that need to be learned.

6. Read the directions sentence by sentence.

7. Read the directions paragraph by paragraph.

8. Retell the directions using the vocabulary words learned during the lesson.

My Notes

⟐ Assessment

- Students read directions for assembling an item and tell which tools are needed.

⟐ Adaptations

- Read directions that come with tools. Discuss the directions. Draw pictures of the sequence described.

- Read directions that come with appliances. Highlight the vocabulary words that are difficult.

- Read directions that come with safety equipment. List the vocabulary words that are unique to these products.

Tool Tutelage
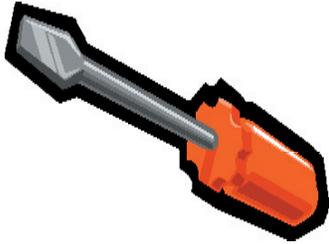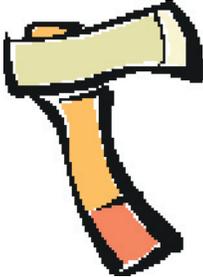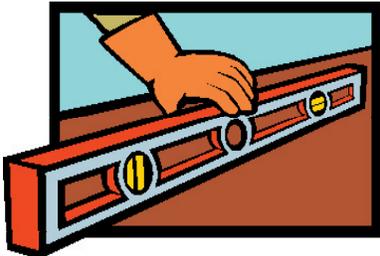
Tool Tutelage	Screwdriver	Hammer
Saw	Nut and Bolt	Toolbox
Axe	Wrench	Screw
Level	Nail	Pliers
Tape Measure	Drill	Paintbrush

Spelling Bee

Goals

- Students will be able to read and spell frequently used words.

Preparation

- Make enough copies of the handout, "Commonly Misspelled Words."

- Gather paper and pencils or pens for the entire class.

Procedure

1. Students form pairs.

2. Pass out the materials listed above to each pair.

3. Students study the word list for a few minutes, reading and spelling the words.

4. Pronounce the words from the list for students to spell.

5. Students spell the words aloud as they write them on a card. Write the words in a sentence. Pass the sentences to each other to read.

6. The reading/spelling list should be continued as students find problem words in text.

7. Analyze the spelling of each word.

8. Divide the words into syllables.

9. Find the words in a dictionary.

Materials

☐ Handout: "Commonly Misspelled Words"
☐ Paper
☐ Pencils or pens

My Notes

Assessment

- • Students spell words correctly on spelling tests as well as in writing assignments.

Adaptations

Commonly Misspelled Words

absence	category	embarrass	independence
accidentally	cemetery	eminent	inevitable
accommodate	changeable	encouragement	intellectual
accumulate	changing	encouraging	intelligence
achievement	choose	environment	interesting
acquaintance	chose	equipped	irresistible
acquire	coming	especially	knowledge
acquitted	commission	exaggerate	laboratory
advice	committee	excellence	laid
advise	comparative	exhilarate	led
amateur	compelled	existence	lightning
among	conceivable	existent	loneliness
analysis	conferred	experience	lose
analyze	conscience	explanation	losing
annual	conscientious	familiar	maintenance
apartment	conscious	fascinate	maneuver
apparatus	control	February	manufacture
apparent	controversial	fiery	marriage
appearance	controversy	foreign	mathematics
Arctic	criticize	formerly	maybe
arguing	deferred	forty	mere
argument	definitely	fourth	miniature
arithmetic	definition	frantically	mischievous
ascend	describe	generally	mysterious
athletic	description	government	necessary
attendance	desperate	grammar	ninety
balance	dictionary	grandeur	noticeable
battalion	dining	grievous	occasionally
beginning	disappearance	height	occurred
belief	disappoint	heroes	occurrence
believe	disastrous	hindrance	omitted
beneficial	discipline	hoping	opinion
benefited	dissatisfied	humorous	opportunity
boundaries	dormitory	hypocrisy	optimistic
Britain	effect	hypocrite	paid
business	eighth	immediately	parallel
calendar	eligible	incidentally	paralysis
candidate	eliminate	incredible	

paralyze
particular
pastime
performance
permissible
perseverance
personal
personnel
perspiration
physical
picnicking
possession
possibility
possible
practically
precede
precedence
preference
preferred
prejudice
preparation
prevalent

principal
principle
privilege
probably
procedure
proceed
profession
professor
prominent
pronunciation
pursue
quantity
quizzes
recede
receive
receiving
recommend
reference
referring
repetition
restaurant
rhyme

rhythm
ridiculous
sacrifice
sacrilegious
salary
schedule
seize
sense
separate
separation
sergeant
severely
shining
similar
sincerely
sophomore
specifically
specimen
statue
studying
succeed
succession

surprise
technique
temperamental
tendency
tragedy
transferring
tries
truly
tyranny
unanimous
undoubtedly
unnecessary
until
usually
village
villain
weather
weird
whether
woman
women
writing

Adapted from:

Skwire, D. and Wiener, H. S. (1992). Student's book of college English. New York: MacMillan, 6th ed.

Using a Dictionary

(3)
(W)

→ Goals

- Students will be able to use a dictionary.

→ Preparation

- Copy the handout, "Using a dictionary."

→ Procedure

1. Students first answer the question sheet alone, then discuss it as a class.

2. Plan lessons using the data gained about the students' knowledge of the dictionary. Lesson content might center around these topics:

   Information about words (hyphenation, part of speech, origin, definition, pronunciation, etc.)

   Order of the information

   Alphabetized organization

   Word pronunciation (diacritical markings, pronunciation key)

   Meanings (organized from most to least common, use of context)

   Extra information (history, abbreviations, names, signs/symbols, singualr/plural, etc.)

   Dictionary vocabulary

Materials

☐ Dictionary
☐ Vocabulary list of words that might be new to the students
☐ Handout: "Using a Dictionary"

My Notes

Assessment

- Students use a dictionary to find requested information.

Adaptations

- Center the vocabulary lessons around students' interests.
- Plan five minutes each class for students to enter new vocabulary words in their personal dictionaries.
- Use dictionaries as a normal part of class.

Using a Dictionary

1. What do I already know about using a dictionary?

2. What kinds of information can you learn from the dictionary?

3. What is the order of the information found in the dictionary?

4. How are words entered in the dictionary?

5. What aids are given in the dictionary to help with word pronunciation?

6. How do you select which word meaning is right for the text you are reading?

7. What might you find in a dictionary besides word definitions?

8. What do these dictionary words mean?
    entry word
    diacritical markings
    adj.
    n.
    obs.

9. When might you use a dictionary, even if you think you know a word's meaning?

Realia
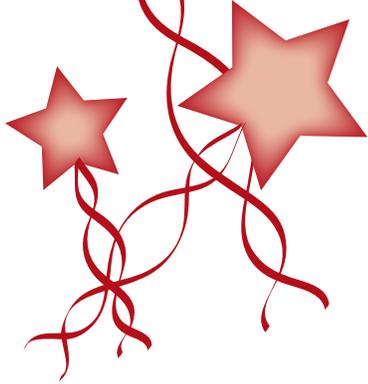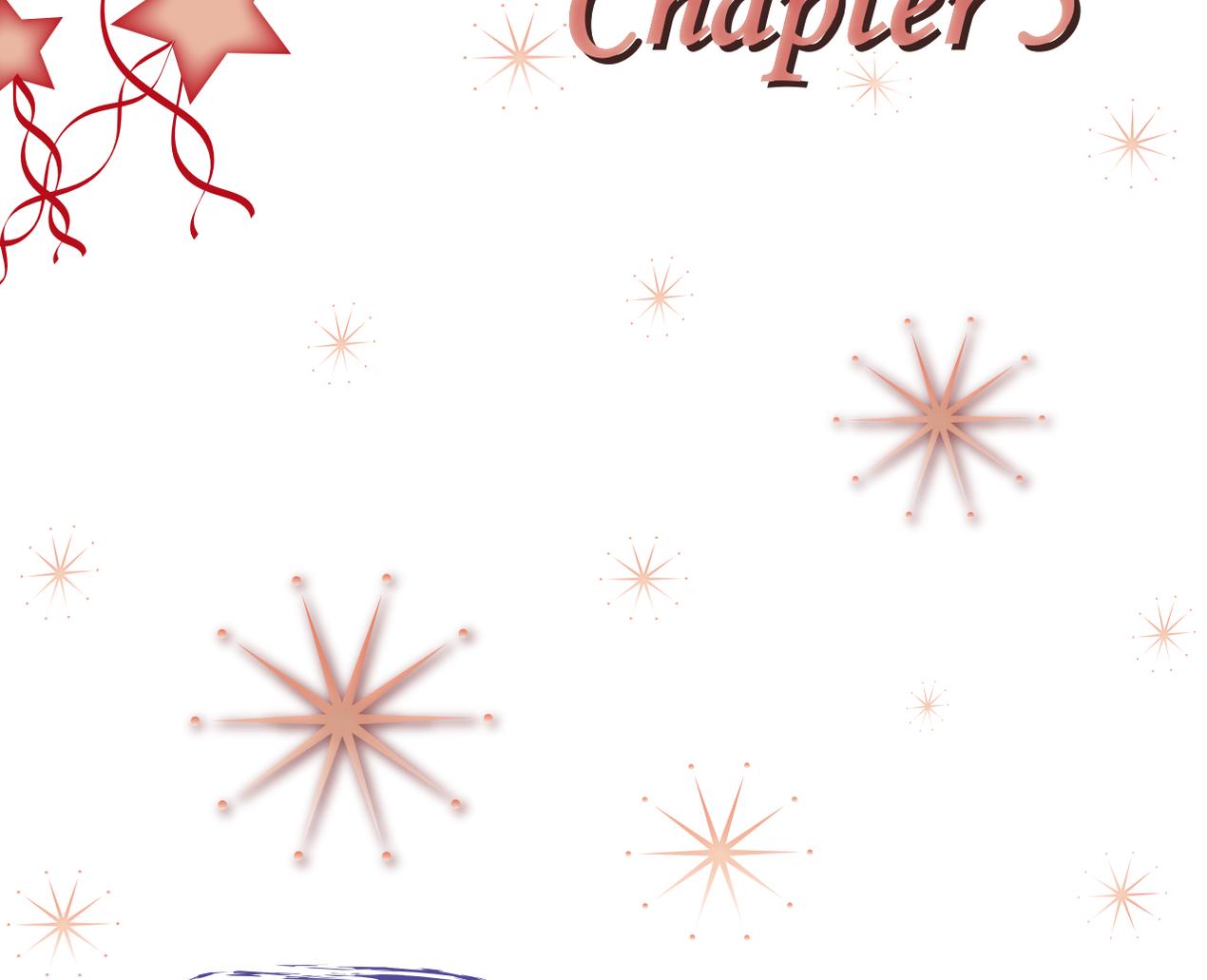
Realia

Realia, according to the Shorter Oxford Dictionary, refers to tangible and original objects or artifacts which may be used as teaching aids even though they were not made for that purpose. A second definition defines realia as real things, actual facts, distinct from theories about them. In other words, realia refers to hands-on use of everyday items as aids to develop a functional knowledge through interaction and language.

Realia adds to instruction most effectively when items are drawn or gathered from the students' world. Living environments present a rich working knowledge of purpose and use. To learn new readers often need concrete objects to study, handle, or manipulate. Instructors should encourage students to find and study objects from their environments to build a background for learning specific information. Sometimes it may be fun and even necessary to assemble realia kits to keep in the classroom for immediate access on topics of interest to adult learners.

Students easily integrate familiar rather than abstract words into their reading vocabularies. They may need time to build concepts prior to reading particular texts. Often realia builds those concepts while it adds humor and may even seem "cool." Providing fun the learning environment creates a relaxed atmosphere to which adults are more apt to respond. Realia gives meaning to learning in ways that stark print on a flat page cannot.

Realia goes beyond the printed page of contracts, advertisements, and safety information. It includes providing activities, such as field trips to museum exhibits, exploring through laboratory experiments, and reading primary source documents. Students can take turns setting up realia displays that tell about their lives and interests. Adult learners find it intriguing to learn about one another. Cooking in class teaches how to read recipes, use measurements, and plan menus. This realia experience readies adults for improving life in more ways than just reading. Classes can be structured to teach them the connection between food and health. Classes can watch movies together then discuss them and how they apply to their lives. Reading the book behind the movie provides realism to learning. A part of today's economy is the use of catalogs. The instructor can plan lessons that use junk mail and catalogs to teach reading skills necessary for being smart shoppers. Students deal with realia every day, so why not use this plentiful resource as learning material?

The use of realia brings reading to life. It gives an immediate purpose to the development and practice of reading skills. It involves the adult directly with the learning. And, for the most part, the realia is free.

Instructional Practices

The instructional practices described above are provided here in a list form for quick reference.

Use realia often.

Elicit students to set up realia displays that represent their lives and interests.

Plan field trips.

Cook in class.

Do lab work in class. Write and read in connection with the experience.

Read primary source documents such as contracts.

Build realia kits as a class.

Gather information about a movie. See the movie as a class. Read the book.

Read catalogs to purchase gifts for holidays, birthdays, and for special people.

Check Writing 101

➡ Goals

- Students will be able to write checks.

- Students will be able to keep registers and balance their checkbooks.

- Students will be able to ask for help with banking needs.

- CASAS Competency 1.8.1: Demonstrate the use of saving and checking accounts, including using an ATM.

- CASAS Competency 1.8.2: Interpret the procedures and forms associated with banking services, including writing checks.

➡ Preparation

- Collect counter checks and blank check registers from local banks.

➡ Procedure

1. Demonstrate how to correctly write a check and record the amount in the registry. Write checks and record them in the registers.

2. Explain and discuss the information requested on the check as the students complete the information.

3. Students read the scenarios provided and properly write checks.

Materials
☐ Pencils or pens
☐ Counter checks
☐ Blank check registers

My Notes
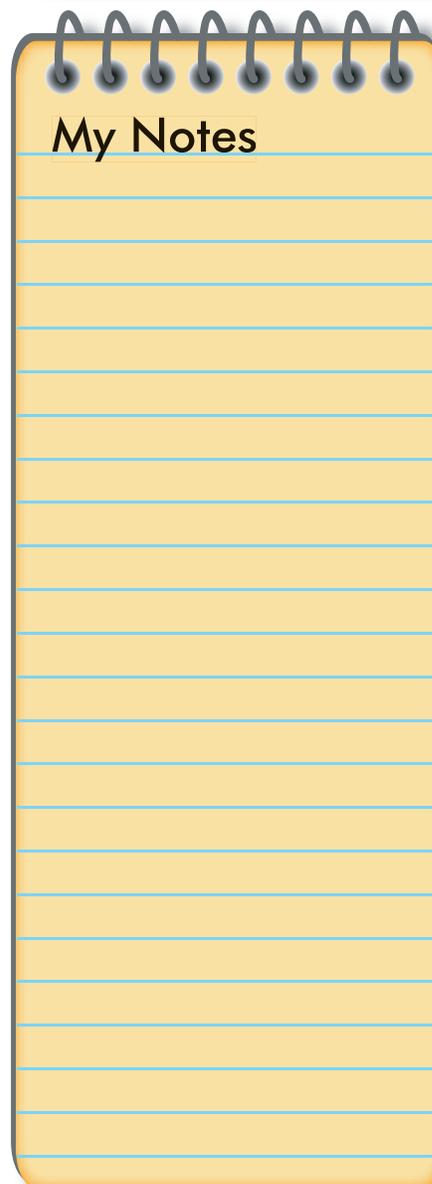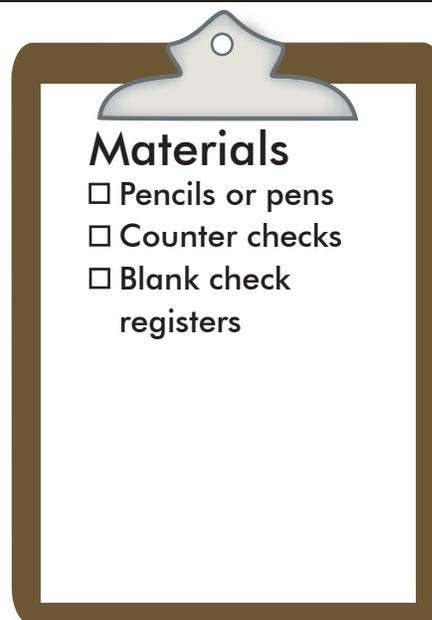
➡️ Assessment

- Students write checks and record them in a registry. Place these items as documentation in students' portfolios.

➡️ Adaptations

- Discuss and demonstrate other ways to pay bills, such as on-line, by phone, and by credit cards.
- Explain how to properly void and correct a check. Distribute sample check registers complete with voided and corrected checks.
- Read and balance bank statements.
- Read and discuss bank brochures.
- Find and read bank information on-line.
- Using a bank statement check off each register entry and discuss the steps necessary to balance the checkbook.
- Present a problem and then decide how to receive the help needed.
- Plan and maintain a budget.

Scenarios

You have just started a new statement period with your bank, the balance of your checking account is $2125.36. Write the checks and complete the following entries into your checkbook register.

You need to pay your power bill with a check. Your power company is Duke Power. The total is $112.32. Write the check making sure to fill in all appropriate information. Make sure to add your account number to the check in the appropriate location. Your account number is 123456789. Enter the check in the registry.

You are at Wally's Grocery buying groceries for the week. Your total comes to $170.67. You plan to pay with a check. Fill out the check appropriately and enter the amount in the registry.

You and your significant other just got back from a night on the town. You need to pay the babysitter, Jane Jackoby, but you spent all your cash on dinner and fun. You have to pay her with a check. She charged you $30 for the evening. Fill out the check with all the appropriate information and enter the check in the registry.

② Ⓟ Care for Your Clothing

⮞ Goals

- Students will be able to sort clothes for washing.

- Students will be able to read the care labels on a garment.

- CASAS Competency 1.7.2: Interpret clothing care labels.

⮞ Preparation

- Gather an assortment of clothes with labels.

⮞ Procedure

1. Distribute pieces of clothing to students.

2. Explain where to look for the clothing care label. Students find the clothing care labels.

3. Explain why clothes need to be sorted.

4. Students sort the clothes for washing.

5. Note water temperature, heat setting, and other information that might affect clothes care.

6. Use a chart to explain the meaning of care symbols found on the labels. Students can make the chart.
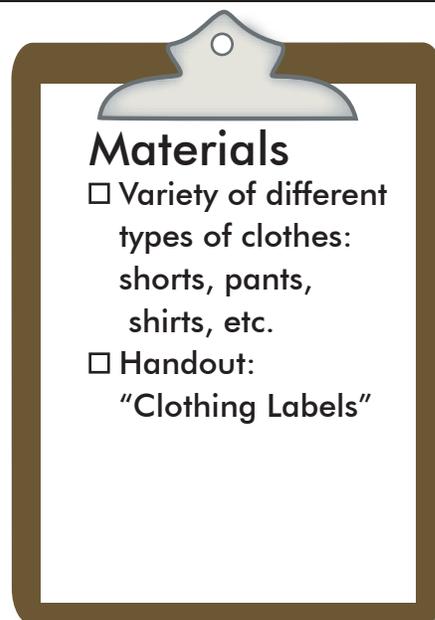
Materials
☐ Variety of different types of clothes: shorts, pants, shirts, etc.
☐ Handout: "Clothing Labels"
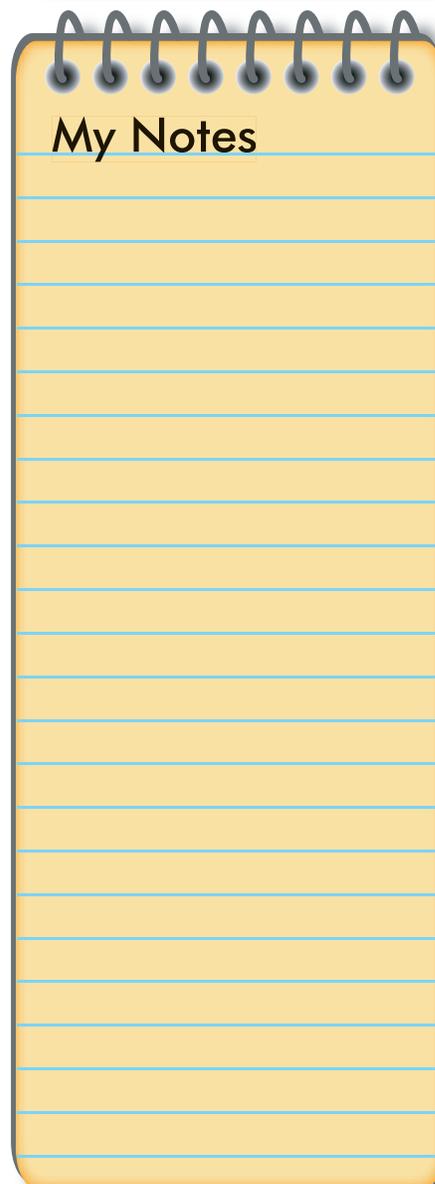
My Notes

➡ Assessment

- Students can explain the meanings of symbols found on clothing care labels.

- Students sort clothing for washing and drying and tell why the decisions were made.

➡ Adaptations

- Discuss the importance of following directions.

- Discuss other tasks that are affected by organization into categories such as maintaining a desk, closets, or kitchen cabinets.

- Draw a plan for organizing an area in their home such as a garage, storeroom, or medicine cabinet. Be sure to keep a list of the symbols that are used.

- Decide how to better organize the classroom. Draw a plan.

- If clothes with care labels are not available, use handout: "Clothing Labels."

Clothing Labels

Machine wash WARM with like colors. Non-chlorine bleach when needed. Tumble Dry MEDIUM.	Machine wash, WARM Tumble Dry, MEDIUM	Machine wash, HOT Line Dry	Hand wash COLD. Flat dry.
Machine wash COLD with like colors. Hang or line dry. Iron on LOW setting.	Machine wash, COLD Tumble Dry, LOW heat	Machine wash, WARM Flat dry Do not tumble dry!	Machine wash WARM. Tumble dry HIGH heat.
Dry clean only.	Hand wash or Dry clean.	Machine wash, COLD Tumble Dry, LOW heat	Machine wash COLD. Flat dry. Do not line dry.
Machine wash COLD. Tumble dry on LOW heat.	Hand wash in COLD water. Line dry.	Machine wash, HOT Tumble Dry, MEDIUM	Dry clean only: Do not machine wash or Tumble Dry HIGH heat.

Machine wash WARM with like colors. Non-chlorine bleach when needed. Tumble Dry MEDIUM.	Machine wash, WARM Tumble Dry, MEDIUM	Machine wash, HOT Line Dry	Hand wash COLD. Flat dry.
Machine wash COLD with like colors. Hang or line dry. Iron on LOW setting.	Machine wash, COLD Tumble Dry, LOW heat	Machine wash, WARM Flat dry Do not tumble dry!	Machine wash WARM. Tumble dry HIGH heat.
Dry clean only.	Hand wash or Dry clean.	Machine wash, COLD Tumble Dry, LOW heat	Machine wash COLD. Flat dry. Do not line dry.
Machine wash COLD. Tumble dry on LOW heat.	Hand wash in COLD water. Line dry.	Machine wash, HOT Tumble Dry, MEDIUM	Dry clean only: Do not machine wash or Tumble Dry HIGH heat.

Informational Information

➡️ Goals

- Students will be able to complete a personal information sheet.

- CASAS Competency 0.2.2: Complete a personal information form.

➡️ Preparation

- Make copies of handout, "Employee Personal Data Cards," and gather other forms.

➡️ Procedure

1. Distribute the handout, "Employee Personal Data Card." Explain and discuss the importance of data forms and cards.

2. Teach special vocabulary.

3. Distribute the blank forms with pens and pencils. Discuss the importance of knowing which to use.

4. Complete each blank as a class.

5. Point out special directions such as "PRINT."

6. Emphasize legibility.

7. Emphasize the need to read the entire form before beginning to write.

8. Students will complete the information requested.

Materials

- ☐ Handout: "Employee Personal Data Card"
- ☐ Collection of data cards (gather from businesses and magazines)

My Notes
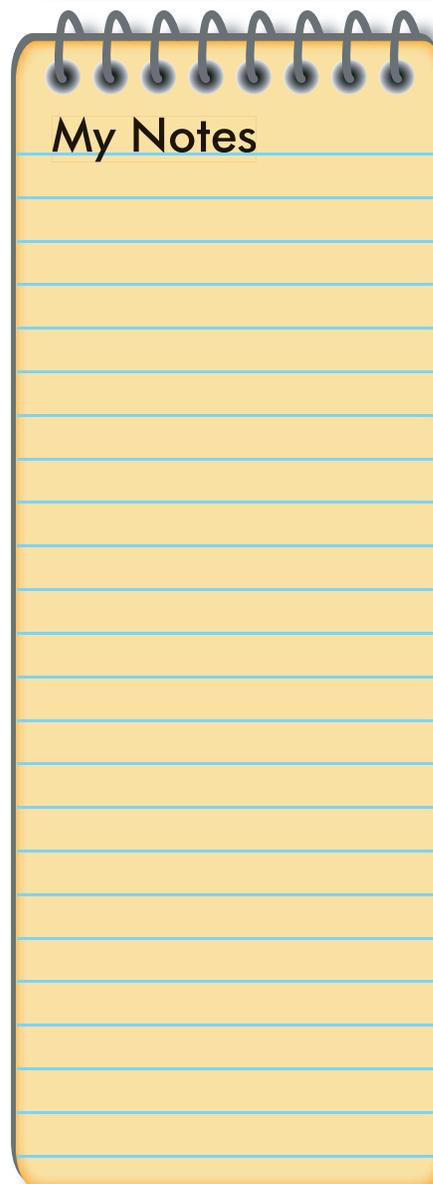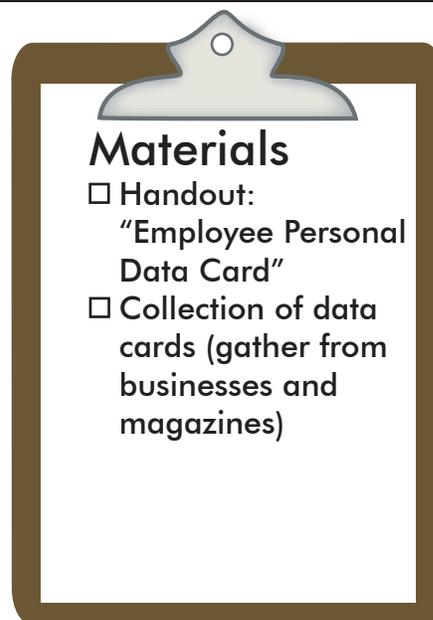
⏩ Assessment

- Students complete data cards correctly.

⏩ Adaptations

- Gather a variety of information forms as practice material.
- Plan lessons using forms that require numbers or money figures.
- Save order forms from magazines and catalogs.

Employee Personal Data Card

Employee's Name _____

                             Last   First   Middle

Social Security Number_____

HOME ADDRESS

     Street_____

     City_____   State_____

     Zip_____   Telephone_____

PERSONAL DATA

     Birth date_____

     Sex: M (   )   F (   )

     Marital Status: _____ SINGLE   _____ENGAGED   _____MARRIED

                            _____ SEPARATED   _____DIVORCED   _____WIDOWED

     Spouse's Name _____

     Spouse's Employer _____

     Dependent Children's Names and Birthdates _____

                                                   _____

                                                   _____

Are you a US citizen?_____

If not, do you have the legal right to remain permanently in the US?_____

List any friends working for us._____

Have you been convicted of a crime in the past 10 years? _____

If yes, explain._____

Mouth Watering Menu Choices

2
P

Goals

- Students will be able to order from a menu.

- Students will be able to calculate costs including tax and gratuity.

- CASAS Competency 2.6.4: Interpret and order from restaurant and fast food menus and compute related costs.

Preparation

- Collect take-out menus from local restaurants.

Procedure

1. Hand out the menus.

2. Demonstrate how to read menus.

3. Students select certain menu items such as beverage, appetizer, main course, and dessert. After selecting from the menu students write down the item with the price.

4. Demonstrate to students how to calculate tax and gratuity.

5. Students add the proper tax and gratuity to their orders.

Materials
- ☐ Take-out menus
- ☐ Calculator
- ☐ Scrap paper
- ☐ Pencils or pens

My Notes
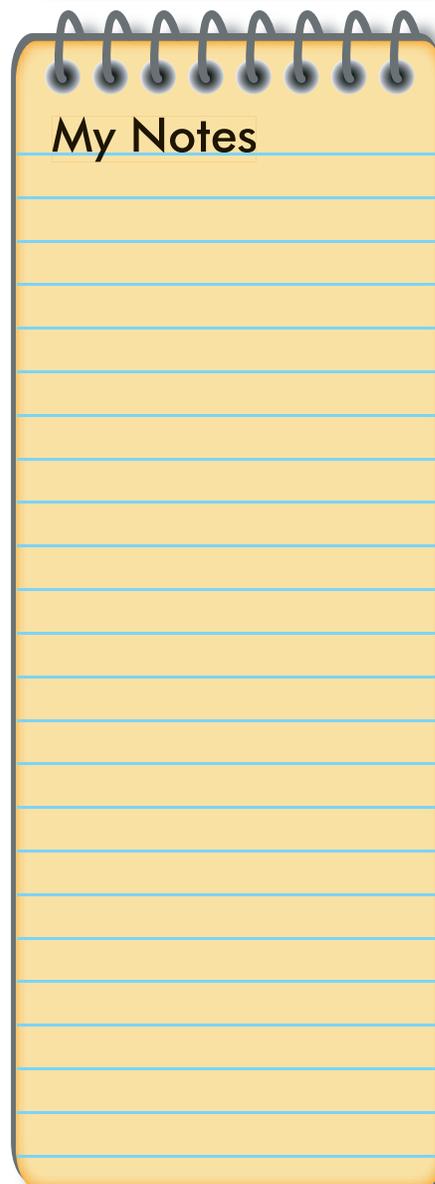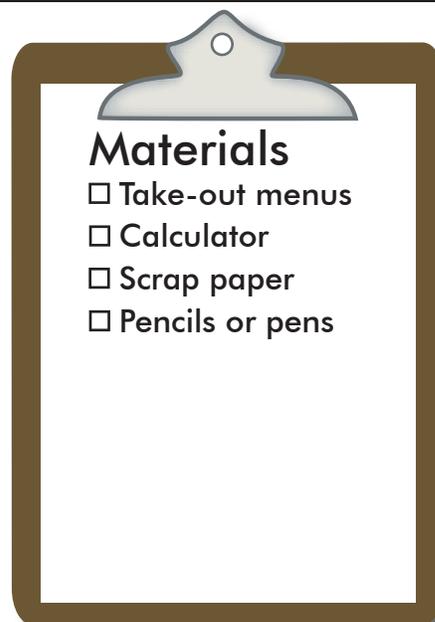
⮕ Assessment

- Students check each other's choices and calculations.

⮕ Adaptations

- Compare menus from the same type of restaurants.
- Compare menus from different types of restaurants.
- Compare costs of eating out to costs of eating at home.
- Discuss why people eat out.
- Discuss how to plan meals ahead so schedules are easier to follow and eating costs are lower.

2 G No-bake Goodies

➡ Goals

- Students will be able to read a recipe.

- Students will be able to use proper measurements when cooking.

- CASAS Competency 1.1.1: Interpret recipes.

➡ Preparation

- Purchase ingredients for the recipe.

- Copy the handout, "Cooking measurements and Conversions."

➡ Procedure

1. Distribute measurement abbreviations.

2. Form small groups; give each group a set of measuring utensils.

3. Students identify the utensils and tell how and why they are used in cooking.

4. Distribute recipe example so the students can read along.

5. Hand out the recipe for No-Bake Peanutty Granola Bites.

6. Students prepare the No-Bake Peanutty Granola Bites.

7. Students discuss what would happen if various parts of the recipe were followed incorrectly.

8. Relate this lesson to what happens in other cases when information is read and followed incorrectly.
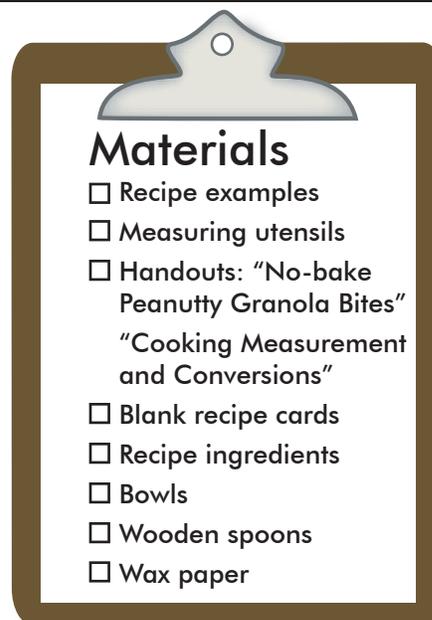
Materials

- ☐ Recipe examples
- ☐ Measuring utensils
- ☐ Handouts: "No-bake Peanutty Granola Bites"
  "Cooking Measurement and Conversions"
- ☐ Blank recipe cards
- ☐ Recipe ingredients
- ☐ Bowls
- ☐ Wooden spoons
- ☐ Wax paper
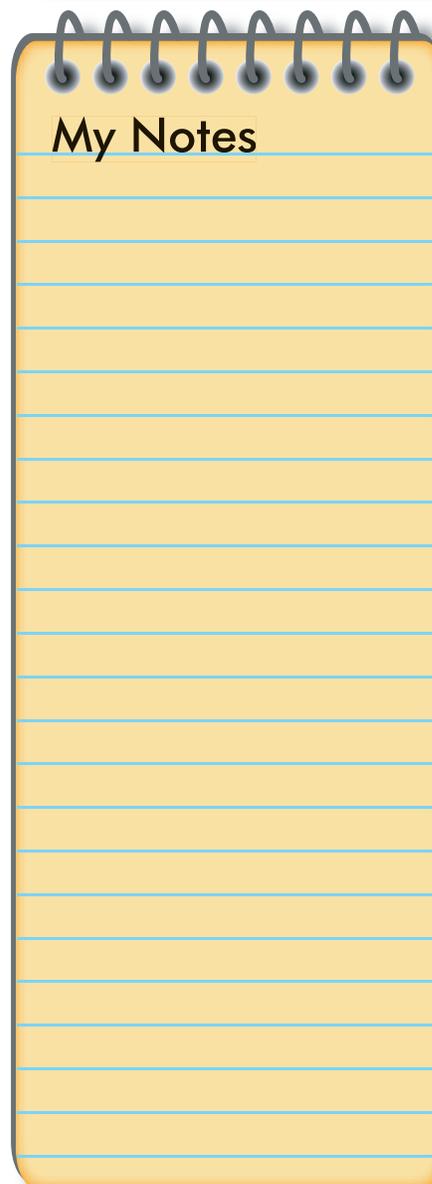
My Notes

➡ Assessment

- Students answer questions about ingredients and measurements needed to complete the recipe.

- Students identify abbreviations for measurements.

- Students prepare, eat, and enjoy the granola bites.

- Vocabulary:

  measurement

  tablespoon   (Tbsp)

  teaspoon   (tsp)

  measuring cup

  cup   (c)

  inch   (in)

  recipe

  stir

➡ Adaptations

- Cook in class on a regular basis.
- Compile a class recipe book.

No-bake
Peanutty Granola Bites

1 cup powdered sugar

1 cup creamy peanut butter

1/3 cup milk

1 teaspoon vanilla extract

1 1/2 cups oats or granola cereal

1 1/4 cups Nestle Toll House Peanut Butter and Milk Chocolate Morsels.

1. *Lay out wax paper on a flat surface.*

2. *COMBINE powdered sugar, peanut butter, milk, and vanilla extract in large bowl; mix well with wooden spoon. STIR in oats, cereal, and morsels; MIX until cereal is completely coated*

3. *ROLL and press cereal mixture into one inch balls; place on prepared wax paper. Let stand until firm.*

4. *EAT and ENJOY.*

Cooking Measurements and Conversions

A few grains/pinch/dash, etc. (dry)	=	Less than 1/8 tsp
A dash (liquid)	=	A few drops
3 teaspoons (tsp)	=	1 tablespoon (Tbsp)
1/2 tablespoon (Tbsp)	=	1-1/2 teaspoons (tsp)
1 tablespoon (Tbsp)	=	3 teaspoons (tsp)
4 tablespoons (Tbsp)	=	1/4 cup (c)
5-1/3 tablespoons (Tbsp)	=	1/3 cup (c)
8 tablespoons (Tbsp)	=	1/2 cup (c)
8 tablespoons (Tbsp)	=	4 fluid ounces (oz)
10-2/3 tablespoons (Tbsp)	=	2/3 cup (c)
12 tablespoons (Tbsp)	=	3/4 cup (c)
16 tablespoons (Tbsp)	=	1 cup (c)
16 tablespoons (Tbsp)	=	8 fluid ounces (oz)
1/8 cup (c)	=	2 tablespoons (Tbsp)
1/4 cup (c)	=	4 tablespoons (Tbsp)
1/4 cup (c)	=	2 fluid ounces (oz)
1/3 cup (c)	=	5 tablespoons (Tbsp) +1 teaspoon (tsp)
1/2 cup (c)	=	8 tablespoons (Tbsp)
1 cup (c)	=	16 tablespoons (Tbsp)
1 cup (c)	=	8 fluid ounces (oz)
1 cup (c)	=	1/2 pint (pt)
2 cups (c)	=	1 pint (pt)
2 pints (pt)	=	1 quart (qt)
4 quarts (liquid)	=	1 gallon (gal)
8 quarts (dry)	=	1 peck (pk)
4 pecks (dry)	=	1 bushel
1 kilogram (kg)	=	approximately 2 pounds (lb)
1 liter	=	approximately 4 cups (c) or 1 quart (qt)

Phone Book Frenzy

Goals

- Students will be able to read non-text material.

- Students will be able to scan non-text sources for required information (similar to scanning stories for information).

- CASAS Competency 2.1.1: Use the telephone directory and related publications to locate information.

Preparation

- Make and cut out enough copies of the handout, "Frenzy Question Cards."

- Use this activity as a competition.

Procedure

1. Demonstrate how to find information in the phone book.

2. Distribute cards requesting informtion.

3. Students read the cards when told to do so.

3. When students find the answer in the directory, they should raise their hand, but keep the answer quiet until everyone finishes.

4. Students compete to find the information first.

5. Discuss the process as each question is answered. Students tell what skills they used to find the information for each type of question and why that information would be useful.

Materials

☐ Question cards
☐ Phone books
☐ Handout: "Frenzy Question Cards"

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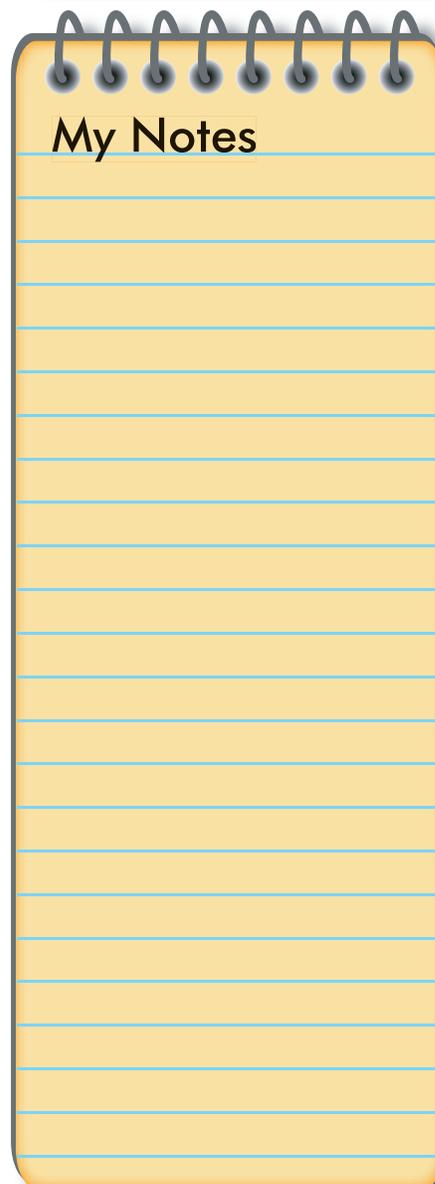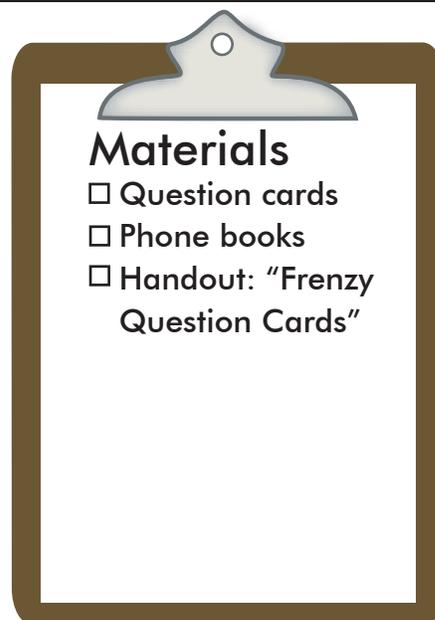
⏩ Assessment

- Students identify the skills used to find information.
- Students use a phone book to find the answers to specific questions.

⏩ Adaptations

- Explain the rules of the competition to the students. (Handouts at the end of the lesson.)
- Find directory information as a team.
- Write game cards based on using a directory.
- Use different types of directories to learn how to find information.

Rules for the
"Phone Book Frenzy" Game

- Hand out the question cards face down.

- Hand out closed phone books with the question cards.

- Students turn over only the first question card and search the phone book for answers.

- When students find the answer, everyone on the team raises their hands.

- The team that raises its hands first receives a point, but they cannot tell their answer until all the other teams have found an answer.

- Once all the teams have found an answer to the first question, the team who received the point shares the answer first.

- Allow the other teams to share their answers as well before moving on to the next question.

- Repeat the above steps for each question.

- Periodically ask the students throughout the game which category they looked under and why.

- Close with discussion about the game and the importance of the information learned.

Frenzy Question Cards

Your child needs special medicine, and it is 2:00 AM. Where could you find it?	You would like to buy a motorcycle. What shop will you go to first? Why? What makes of motorcycles do they sell?
Your family wants to go out for dinner. Choose a restaurant. Write down its name, location, and serving hours.	You would like to have some food delivered to your home for dinner. What restaurant would you call and what will you order for dinner?
You have sprained your ankle. List two places you would call to rent crutches? list their locations and phone numbers.	You went to the beach with your family. The keys were accidentally locked in the trunk of your car. You have only one set of keys. How do you get help and what kind of help do you need?
Where can you take your dog to be groomed and clipped. What is the street address and telephone number of the business? Should you make an appointment ahead of time?	Where can your child take karate lessons? Which location is closest to your home? What is the name, phone number, and address of the place?
Is there some place to call to find out the weather report? What is the telephone number? Is a street address given? Does the place have a specific name?	What is an area code? What is your area code? Where can you find an area code if you need one? Why is an area code used? What are the different area codes used in the United States?

Find the Employment Security Commission's address and phone number. Why would you go to the Employment Security Commission?	You need to travel to New York. You need to know when the next bus leaves. What is the name of the bus company? What is the address of the bus station? What is the phone number? How will you get to the station?
You need to get your driver license renewed. Where would you go to renew it? What is the street address and telephone number?	You need to buy materials to plant a garden at your house. Where would you go? What are the store's hours? What is the telephone number?
You are driving one weekend through Boone, NC to Washington DC. You and your family want to stay overnight to explore the town. You don't have a place to stay. Where would you look in the phone book for a place to stay?	Your cat is sick, and you need to find help. What would you look for in the phone book? Where would you look in the phone book?
You're trying to find the number for Quick Clean Cleaners. What section of the phone book would you look under?	You are trying to find an address for your friend Roger Dodger so you can send him party invitation. Where would you look in the phone book for his address?
You're trying to call your aunt in California, but you're not sure what time it is there. Can you find a time zone map in the phone book? Where?	You're trying to call your friend that lives across the state. You know his number, but you're not sure of his area code. Can you find out his area code in the phone book? Where would you look for it?
Your family wants to go out for Sunday brunch. Choose a restaurant. Write down its name, location, and serving hours.	You would like to have pizza delivered to your house for a midnight snack. Where would you call to order?

Remarkable Resumes

➡ Goals

- Students will be able to create a resume.

➡ Preparation

- Make copies of handout, "Sample Resume."

- A week before conducting this activity tell students collect and bring to class the necessary background information.

➡ Procedure

1. Distribute copies of handout, "Sample Resume."

2. Explain each section of the resume as students create their own. Emphasize the importance of making resumes look professional.

3. Students create a resume from the background information brought to class.

Materials

- ☐ Computer with printer
- ☐ Handout: "Sample Resume"
- ☐ Student background information

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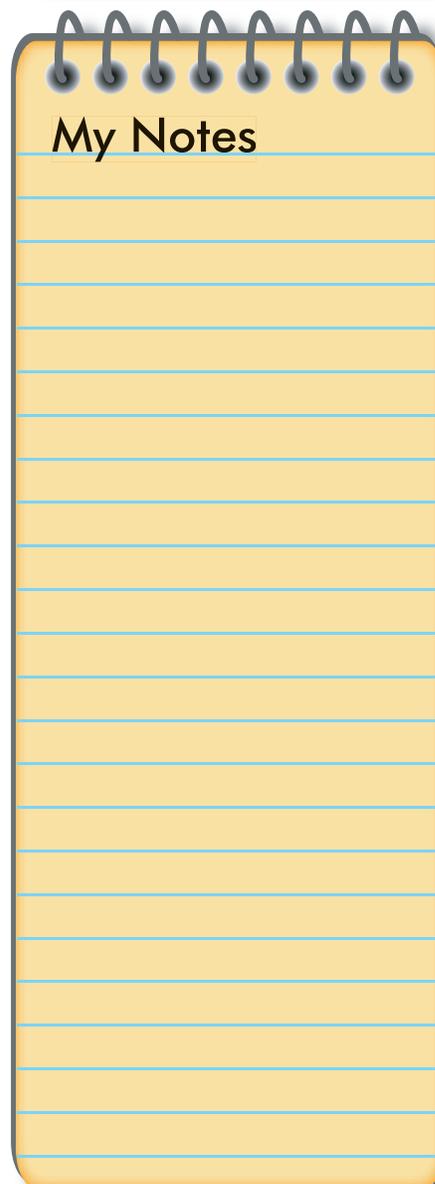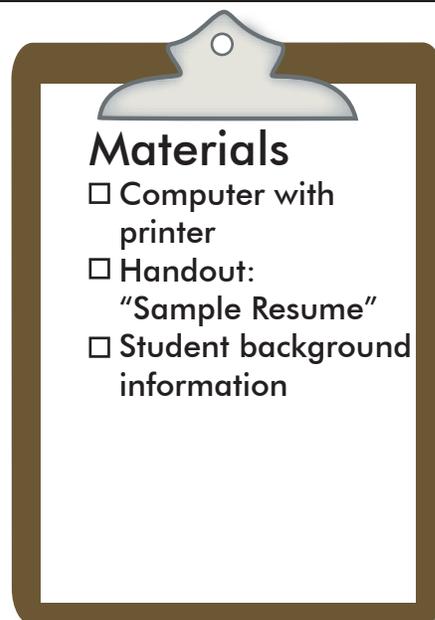
→ Assessment

- Students' resumes are checked for proper format and information.
- Students check each other's work for proper format and content.

→ Adaptations

- Word process the resumes.
- Read resumes to compare information and format.
- Conduct job interviews.
- Write a list of questions that might be asked in a job interview. Practice answering the questions.
- Invite an employer to speak to the class about the importance of a resume and good interviewing skills.

Sample Resume

Anita Job
bad@now.com

Current Address: Permanent Address:
1234 Park Bench Place   1234 Park Bench Place
Hireme, NC 78965   Hireme, NC 78965

OBJECTIVE
To obtain an entry level administrative assistant position, where my skills and talents can best be utilized.

EDUCATION
Associate Degree of Administrative Assistance   December 2001
Hireme Community College, Hireme, NC
GPA: 3.85

WORK EXPERIENCE
Administrative Assistant, Pappy's Pest Control   January 2004-February 2005
Aloa, NC
Oversaw the clerical duties of the office such as making appointments, answering phones, and mailing out bills.

Sales Associate, Clarissa's Boutique   July 2003-December 2003
Hireme, NC
Took care of all monetary transactions, restocked merchandise, assisted customers with clothing and jewelry selection.

ACTIVITIES
Youth Activities Coordinator, Zion Baptist Church   October 2001-January 2003
Volunteer, Valley Rescue Mission   June 2000-present
Girl Scout Troop Leader, Troop 325   February 2003-present

AWARDS & HONORS
Sales Associate of the Month, Clarissa's Boutique   November 2003
Hireme Community College Dean's List   December 2001

SKILLS
Proficient in all Microsoft Office software, including Excel, Word, Publisher, and
        Works.
Speak basic Spanish

References (Available upon request.)

What to Watch?

Goals

- Students will be able to find information about shows on TV or a particular movie that is playing at a nearby theater.

- CASAS Competency 2.6.1: Locate information in TV, movie, and other recreational listings.

Preparation

- Collect movie and TV listings.

Procedure

1. Explain how to use various entertainment listings and where to locate certain types of shows.

2. Distribute listings.

3. Students find particular programs or movies in the listings.

4. Students find a movie that would be suitable for children to watch.

5. Students find a movie that is inappropriate for children to watch because of the rating.

6. Students find an appropriate movie for children that does not interfere wth bedtime.

7. Students calculate the cost for two adults and two children to go to the movies.

8. Students calculate the cost for two adults over 55 to go to the movies.

9. Students find their choices of television shows at _____ (give a time).

10. Students find programs are on channel ___ on _____ (Wednesday, etc.) evening.

11. Ask students how many news programs are on during an evening? Each week?

Materials

☐ Movie listings
☐ TV listings

My Notes
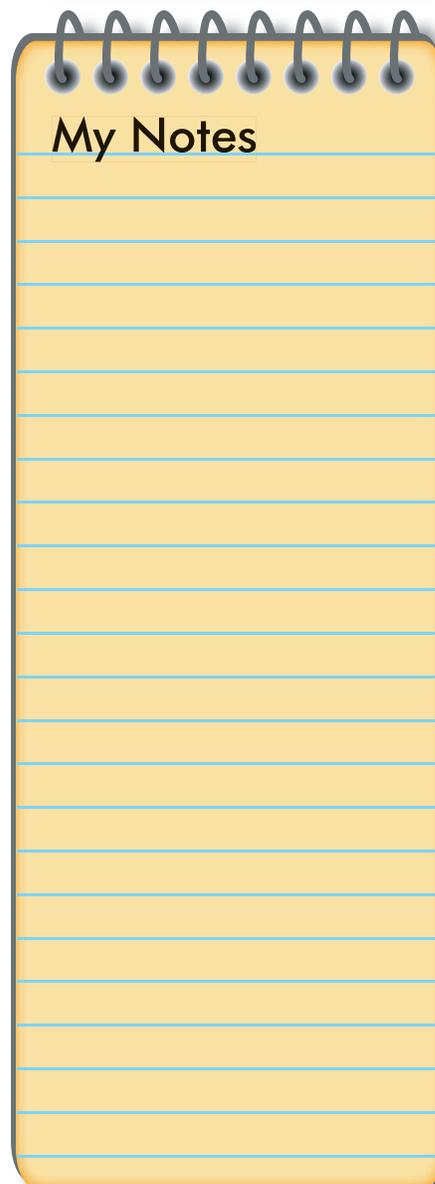
⮕ Assessment

- Students answer questions about entertainment listings.
- Students demonstrate where and how to look for movies and programs.

⮕ Adaptations

- Change criteria for locating entertainment options.

Alcohol, Tobacco, and Drug Related Problem Solving

3
P

➡️ Goals

- Students will be able to identify the signs of alcohol, drug, and tobacco abuse.

- Students will be able to contact agencies that provide help for abuse.

- Students will be able to call for help in case of an emergency.

- CASAS Competency 3.4.5: Recognize problems related to drugs, tobacco, and alcohol and identify where treatment may be obtained.

➡️ Preparation

- Invite a _____ (drug) abuse counselor to speak to the class.

➡️ Procedure

1. Distribute and discuss the pictures. Brainstorm a list of symptoms for recognizing _____ abuse. Discuss the dangers of _____ (drug) abuse.

2. Make a plan for getting help when needed. List _____ (drug) agencies and contacts.

3. Practice making emergency calls for help.

4. Design a card to be printed on the computer of the steps to be taken for suspected _____ (drug) abuse.

5. _____ (Drug) abuse counselor speaks to the class.

Materials

- ☐ Examples of drug, alcohol, tobacco abuse (pictures and videos)
- ☐ Pictures of damaged lungs, livers, nostrils, skin, mouth, etc.
- ☐ Contacts for further help or information
- ☐ Computer and printer

My Notes

Assessment

- Students place in order the steps for acquiring help for abuse.

Adaptations

- Research drug and alcohol abuse.
- Contact rehabilitation centers for informtion on drug and alcohol abuse. Compare the information received.
- Research the effects of drug and alcohol abuse on the body and mind.

③ⓟ Balancing Your Checkbook

➡ Goals

- Students will be able to balance their checkbooks.
- Students will be able to ask for help with balancing their checkbooks.
- CASAS Competency 1.8.1: Demonstrate the use of savings and checking accounts, including using an ATM.

➡ Preparation

- Request counter checks and empty registers from local banks.

➡ Procedure

1. Distribute blank checks and registers as well as calculators and pencils/pens.

2. Demonstrate and practice writing checks and entering data into the check register as students follow the procedure.

3. Discuss the importance of maintaining a register and list the reasons for balancing checkbooks.

4. Present a problem with a bank statement and discuss how to resolve the problem.

Materials

☐ Pencils or pens
☐ Counter checks
☐ Check registers
☐ Calculators
☐ Bank statement
☐ Handout: "Scenarios"

My Notes

➡️ Assessment

- Students balance their checkbooks, and then explain how they knew it was correct.

➡️ Adaptations

- Use actual bank statement to learn how to consolidate your registry.
- Use a computer program for keeping and balancing money records.

Scenarios

You have just started a new statement period with your bank; the balance of your checking account is $2125.36, complete the following entries into your checkbook register.

You need to pay your power bill with a check Your power company is Duke Power. The total is $112.32. Fill out the check making sure to fill in all appropriate information. Make sure to add your account number to the check in the appropriate location. Your account number is 123456789. Make sure you update your checkbook register after this check is written.

You are at Wally's Grocery buying groceries for the week. Your total comes to $170.67. You plan on paying with a check. Fill out the check appropriately. Make sure you update your checkbook register after this check is written.

You and your significant other just got back from a night on the town. You need to pay the babysitter, Jane Jackoby, but you spent all your cash on dinner and fun. You have to pay her with a check. She charged you $30 for the evening. Fill out the check with all the appropriate information. Make sure you update your check book register after this check is written.

It is the end of the month and you have just received your paycheck from work. Your paycheck was written for $600.00. You need to enter this into the credit column of your check register.

Be sure that you have recorded all the above amounts and completed the correct mathematical procedures.

Business Letters

➡ Goals

- Students will be able to write a simple business letter.
- Students will be able to write thank you notes.

➡ Preparation

- Collect samples of thank you notes and business letters in proper format.

➡ Procedure

1. Discuss times when business letters and thank you notes are necessary. Discuss why they are important to write.
2. Students decide to whom they would like to send a business letter or thank you note.
3. Students compose their letters.
4. Letters are discussed with colleagues to be sure they say what is needed and intended.
5. Students write the final copy in proper format.

Materials

- ☐ Stationary
- ☐ Pens
- ☐ Computers
- ☐ Examples of thank you notes
- ☐ Examples of business letters

My Notes
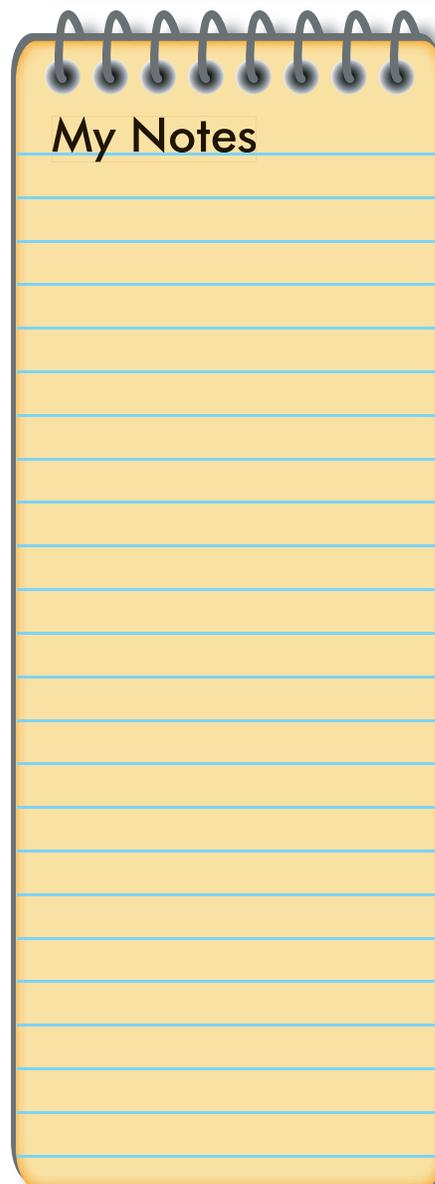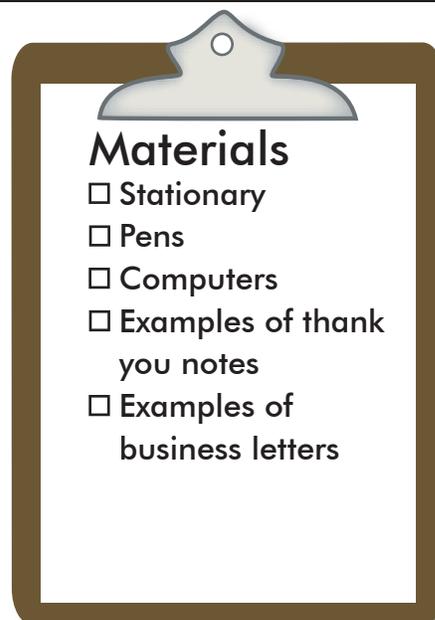
➡️ Assessment

- Students' final letters are in proper format, state their intent and/or request, and are legible.

➡️ Adaptations

- Students' write thank you notes at Christmas time, after birthdays, and following special holidays.

- Students' write one thank you note per class to someone who has impacted their lives.

- Research the Internet for samples of business letter formats.

    http://www.wisc.edu/writing/Handbook/BusLetter_Block.html

Checking into Studying

(3)(S)

→ Goals

- Students will be able to use appropriate study skills to complete a learning task.

- CASAS Competency 7.4.1: Identify or utilize effective study strategies.

→ Preparation

- Make copies of the handout, "Study Skills List" for students.

→ Procedure

1. Students brainstorm a list of study skills needed to be successful in school. Write the items as an idea web on a chart.

2. Give the students copies of the handout: "Study Skills List," so they can compare their answers to the handout.

3. Students discuss how well they can develop their study skills.

4. Pair the students to develop ideas on how they can improve their study skills.

Materials

- ☐ Chalk or markers
- ☐ Chalkboard or easel pad
- ☐ Handout: "Study Skills List"

My Notes
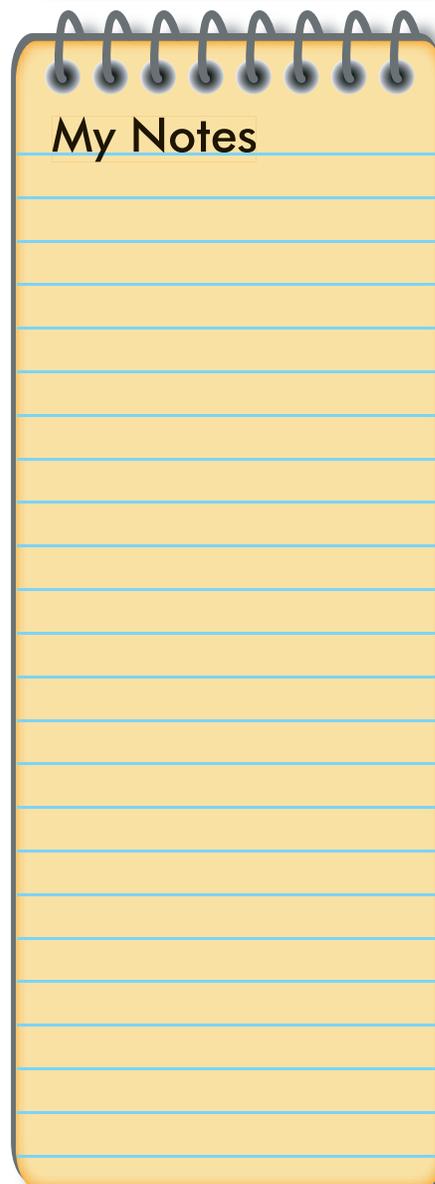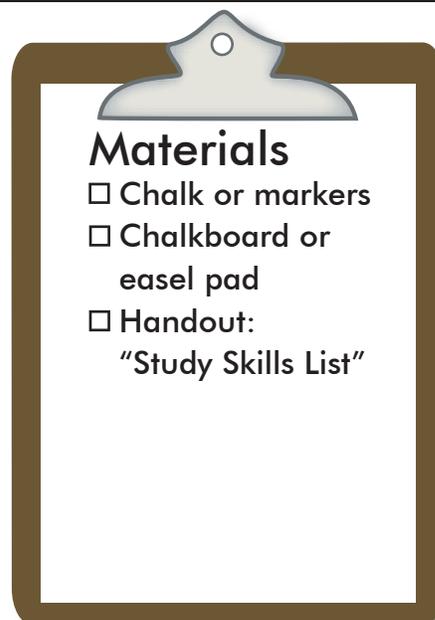
➡ Assessment

- Students identify basic study skills to improve. Ask them to write daily in their journal what they are doing to improve and the progress they are making.

➡ Adaptations

- Stress one study skill per week.
- Relate study skills to work expectations.
- Plan ways to develop study skills.

Study Skills List

1. *Determine why you are listening or reading.*

2. *Determine what the author is saying or writing.*

3. *Predict the author's possible order of information.*

4. *Recognize the author's main ideas.*

5. *Acknowledge supporting details or examples given by the author.*

6. *Follow the sequence of ideas.*

7. *Keep track of the main ideas. Write them down or record them mentally.*

8. *Prepare a summary of the author's presentation.*

9. *Know the difference between relevant and irrelevant material.*

10. *Draw conclusions from the presentation.*

11. *Acknowledge the author's bias.*

12. *Understand the difference between facts and opinion.*

13. *Acknowledge the author's inferences.*

14. *Develop personal questions about the presentation.*

15. *Relate the author's ideas and information to your life.*

16. *Predict possible test questions.*

17. *Follow directions.*

18. *Use a study guide, outline, or study method (such as SQ3R).*

19. *Use sound, structure, and context clues to understand the meanings of unfamiliar words.*

20. *Use a dictionary or glossary.*

21. *Use a book's Table of Contents and Index.*

22. *Use maps, charts, and pictures when provided.*

23. *Use library research skills including card catalogs, computerized indexes, and call numbers.*

24. *Develop mental "hooks" or "files" to associate old and new information.*

25. *Predict the author's message and purpose.*

26. *Acknowledge necessary information.*

27. *Write or type legibly.*

28. *Proofread written work.*

29. *Speak clearly.*

30. *Use proper grammar.*

Community Photography

③ Ⓚ

→ Goals

- Students will be able to discuss community systems, such as the public transportation system, airport, and medical facilities.

- Students will be able to write about life experiences.

- Students will be able to integrate communication skills and build their vocabulary.

→ Preparation

- Plan field trips in advance.

- Contact public services to make arrangements for the trip.

- Make a large felt board for the classroom. Attach velcro on the back of the pictures to help them stick to a felt board. Digital cameras can be used so pictures can be seen and sequenced on the computer.

→ Procedure

1. Plan and take a field trip.

2. Afterwards discuss the trip using the students' pictures.

3. Students discuss and list words associated with the pictures.

4. Categorize the words into the correct grammatical categories.

5. Write captions and label the pictures using the words from the lists.

6. Share the captions with the class.

7. Students share their journals and pictures from the field trip.

Materials

- ☐ Camera(s) (needed for field trips)
- ☐ Felt board
- ☐ Velcro (with a sticky side to stick to the backs of pictures)
- ☐ Picture developing capabilities

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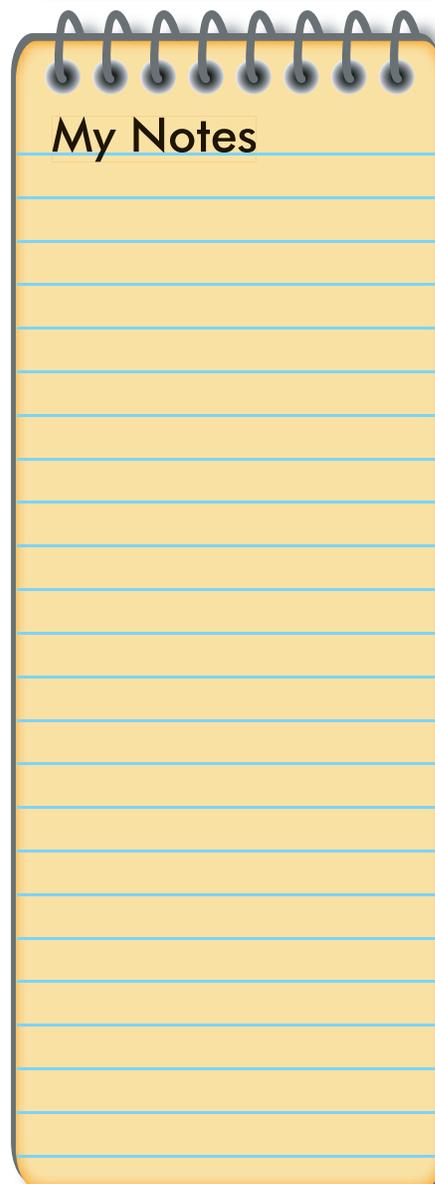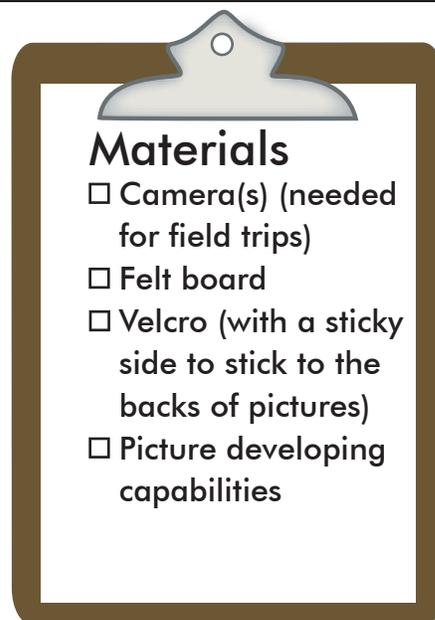
⮕ Assessment

- Students use the word lists created for the pictures to write three sentences using correct grammar.

- Students participate throughout the process.

- Students interact throughout the process.

- Students write about the trip experience in their journals using correct grammar.

⮕ Adaptations

- Use the cameras to illustrate stories they read.

- Use the cameras to illustrate stories they write.

Family Vacation

→ Goals

- Students will be able to plan a family vacation.

- Students will be able to locate and use information necessary for planning the trip.

- CASAS Competency 2.6.1: Interpret information about recreational and entertainment facilities and activities.

- CASAS Competency 2.6.3: Interpret information in order to plan for outings and vacations.

→ Preparation

- Copy the handout, "Sample itineraries."

→ Procedure

1. Instructor distributes the materials needed for this activity: calculators, pencils, handout, "Sample Itineraries," and scrap paper.

2. Explain to the students the necessary steps to be taken to start the planning process for a vacation.

3. Explain to the students where to locate information about car, airfare, hotels, and amusement activities.

4. Stress to the students the importance of leaving themselves a cushion of time and money for any unexpected circumstances.

5. Plan a trip for four persons to Orlando, Florida. Give them a certain amount of money to spend. They will actually plan a family vacation with a sample itinerary and staying within the given limits.

Materials
- ☐ Calculators
- ☐ Pencils or pens
- ☐ Handout: "Sample Itineraries"
- ☐ Scrap paper

My Notes

➡️ Assessment

- Students stay within a given budget when planning a trip.

➡️ Adaptations

- Plan trips of the students' choices.

- Use the Internet to plan a vacation.

- Plan a class field trip. Students make all contacts for reservations, transportation, etc.

- Write business letters to request brochures, schedules, and other information necessary to planning a class field trip.

Sample Itineraries

Sample airfare rates for travel in July:

(Roundtrip fares for a family of four from Charlotte-Douglas International Airport to Orlando International Airport.)

- Bob's Airline: $222/per person (non-stop flight)
- National Airlines: $237/per person (non-stop flight)
- Capital Airlines: $238/per person (one connection in Memphis,TN)
- Bald Eagle Air: $248/per person (one connection in Atlanta,GA)

Sample mid-size car weekly rental rates from Charlotte to Orlando:

(Rates include unlimited mileage.)

- Classic Car Rental: $182.51
- Speedy Car Rental: $196.09
- Cheapo Rent-A-Car: $197.30
- Luxury Car Rental: $201.57

Sample mid-size car weekly rental rates for driving in Orlando:

(Rates include unlimited mileage.)

- Classic Car Rental: $151.41
- Speedy Car Rental: $158.44
- Cheapo Rent-A-Car: $167.07
- Luxury Car Rental: $203.89

Sample hotel rates:

(Prices based on a family of four staying in one room with two beds.)

- Beautiful Hotels and Resorts: $167/Per Night
- Laid Back Resorts: $88/Per Night
- Family Fun Inn and Suites: $146/Per Night
- World Class Resort: $103/Per Night

Fairy Tales Toony Land:

- 3 days without park hopper pass: $650.00
- 4 days without park hopper pass: $703.00
- 5 days without park hopper pass: $734.00
- 3 days with park hopper pass: $841.33
- 4 days with park hopper pass: $897.80
- 5 days with park hopper pass: $902.07

Food:

- Beautiful Hotel and Resorts: Full complimentary breakfast
- Laid Back Resorts: Continental breakfast
- Family Fun Inn and Suites: Full complimentary breakfast
- World Class Resort: Continental breakfast
- Lunch in the park runs on average of $10/person

Gas:

- $30/tank
- Distance 650 miles

Inventing Invitations

(title as printed) **Inviting Invitations**

3
S

➡ Goals

- Students will be able to write and address formal and informal invitations, thank you notes and envelopes.

- Students will be able to demonstrate proper etiquette for writing invitations and thank you notes.

- CASAS Competency 0.2.3: Interpret or write a personal note, invitation, or letter.

- CASAS Competency 2.4.1: Address letters and envelopes.

➡ Preparation

- Have copies of sample and blank invitations and thank you notes. Make sure there are enough envelopes.

➡ Procedure

1. Discuss and list the etiquette of writing invitations and thank you letters including why and when. Discuss the information that should be included and the format that should be used.

2. Distribute samples of invitations and thank you notes. Use handout, "Scenarios" to practice writing different types of invitations and thank you letters.

3. Brainstorm a list of thank you occasions.

4. Discuss the proper envelope for different types of invitations and thank you notes. Demonstrate the proper format for addressing envelopes. Students address envelopes for the invitations.

Materials

☐ Sample invitations and thank you notes
☐ Paper
☐ Pencils, pens, or markers
☐ Blank invitations
☐ Blank thank you cards
☐ Blank envelopes
☐ Handout: "Scenarios"

My Notes

➡️ Assessment

- Students plan an event complete with invitations and thank you notes.

- Students read the following scenarios and create the appropriate invitations for each.

➡️ Adaptations

- Plan a class celebration. Invite school officials, family members, friends, and community leaders.

- Discuss and demonstrate the etiquette of writing thank you letters.

- Read samples of thank you letters. (Thank you letters from a job interview, for a gift received, etc.)

- As a class write a thank you letter. Pass out blank thank you cards for students to write to someone in their lives.

Scenarios

Invitations

Formal Scenario:

Your daughter accepted a proposal of marriage. You want to celebrate this exciting event by hosting an engagement party. Create an invitation. Remember to include the date, time, place, and all other necessary components of a formal invitation.

Business:

Your boss placed you in charge of inviting everyone to the annual company barbeque. Create an invitation that your boss will be pleased to send. Include all necessary information for a business invitation.

Personal:

Your spouse turns fifty, and you want to have a surprise party. Create an invitation for your guests. Include all necessary information for a personal invitation.

Thank you notes

Formal Scenario:

You received a scholarship to continue your studies at the community college. Write a thank you letter to the donor.

Business:

You own a restaurant. Write a thank you note to the three insurance companies who submitted a bid for an employee health insurance contract. Accept one of the bids and reject the other two.

Personal:

You were honored at a wedding shower. Write thank you notes for the gifts received.

3 D Product Labels, Directions, and Safety Warnings

➡ Goals

- Students will be able to locate and read product labels.

- Students will be able to register a product complaint.

- CASAS Competency 3.4.1: Interpret product label directions and safety warnings.

➡ Preparation

Gather products for class.

➡ Procedure

1. Distribute products with labels.

2. Discuss where product labels are located on different types of items.

3. Read product labels.

4. Discuss the labels. What can be done if there is a question about the product?

5. From a collection students select a product to read and discuss with colleagues.

6. Write companies concerning their products.

7. Read and discuss safety warnings on products.

Materials
☐ Variety of products with information labels

My Notes
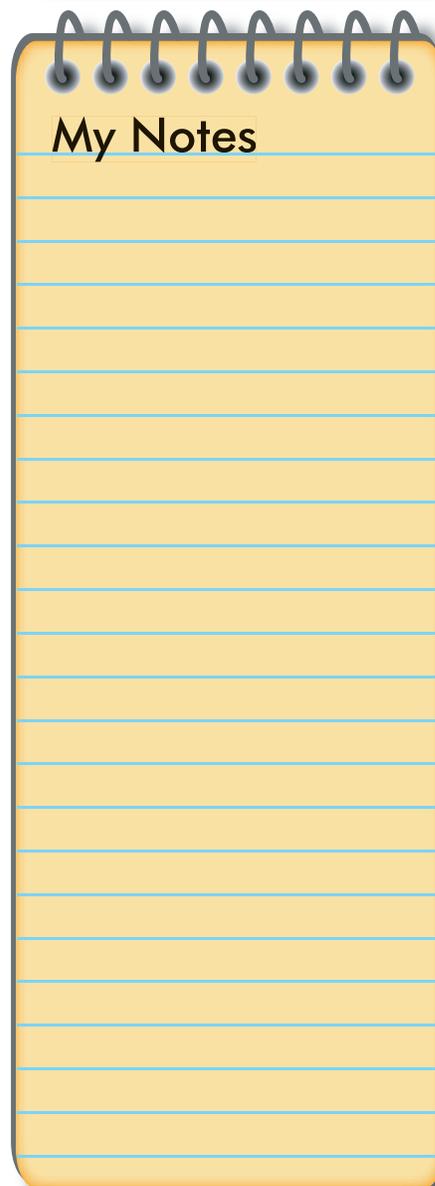
⏩ Assessment

- Students explain product labels and tell their importance.

⏩ Adaptations

- Read fine print on documents.
- Read health information.
- Read car and health insurance policies.
- Compare product labels.
- Read food labels to figure calorie and fat content for recipes.

Purchasing Goods from Catalogs

3 **G**

➡ Goals

- Students will be able to locate order forms in catalogs, magazines, newspapers, etc.

- Students will be able to complete order forms correctly.

- Students will be able to submit completed order forms to purchase goods and services.

- CASAS Competency 1.3.4: Use catalogs, order forms, and related information to purchase goods and services.

➡ Preparation

- Gather catalogs with order forms.

➡ Procedure

1. Hand out catalogs and order forms to students.

2. Explain where forms are usually found.

3. Explain how to complete an order form.

4. Students complete forms blank by blank.

5. Explain what to do with order forms when they are completed.

6. Students select products from a catalog, enter them on an order form, and prepare the form for mailing.

Materials

☐ Variety of order forms from various sources
☐ Pencils or pens
☐ Catalogs with order forms

My Notes

⮕ Assessment

- Students complete order forms correctly.

- Students discuss the concept of ordering products as opposed to direct purchasing.

⮕ Adaptations

- Prepare orders for special holidays.

- Complete orders considering a budget.

- Read order information concerning the preparation of orders as a part of a job.

- Before ordering, do comparative shopping.

- Watch television shopping and infomercials. Analyze the information. Learn how to place orders and keep track of purchases and payments.

③
Ⓟ
Reading and Understanding a Road Map

➡ Goals

- Students will be able to read road maps.

- Students will be able to find alternative routes from one place to another using a road map.

- CASAS Competency 2.2.5 Use maps relating to travel needs.

- CASAS Competency1.1.3 Interpret maps. and graphs

➡ Preparation

- Gather sample road maps and magnifying glasses.

➡ Procedure

1. Distribute the sample road maps and pencils.

2. Explain the map key.

3. Give directions for the students to follow on the map using a marker.

4. Give locations of two places for students to connect on the map. Repeat several times for practice. Figure mileage.

5. Students draw a freehand map showing the route from school to home. Use a scale of miles to draw a more accurate map.

6. Distribute the assessment sheet consisting of a few questions to check the students' understanding of this concept.

Materials
- ☐ Sample road maps
- ☐ Pencils
- ☐ Magnifying glasses (if needed)

My Notes
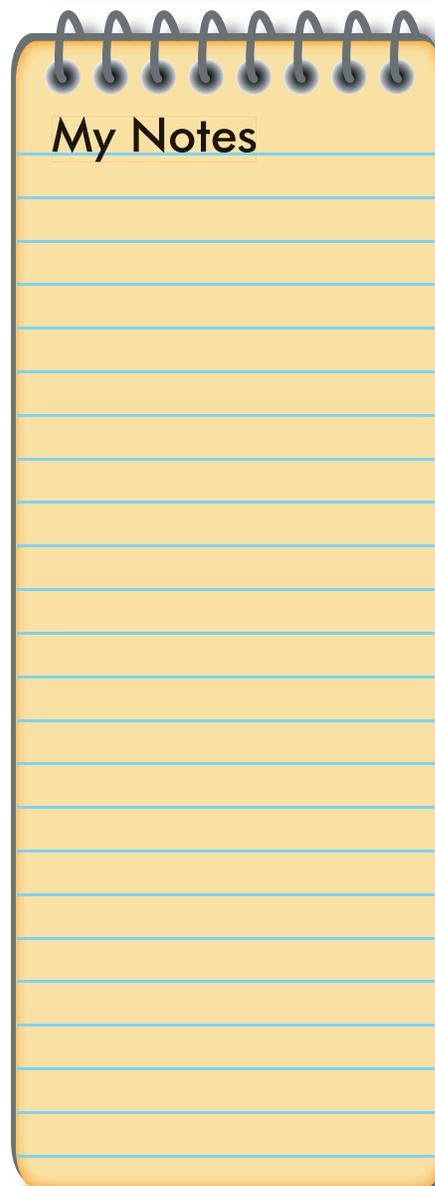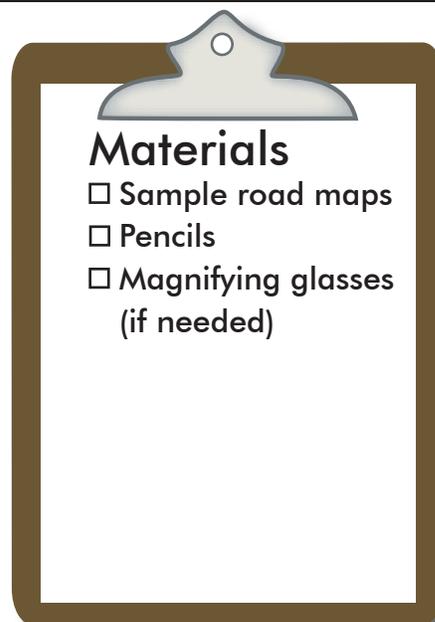
➡ Assessment

- Students use maps to follow oral directions.
- Students follow map directions.
- Students interpret map icons using the key.
- Students find the best route between two points.

➡ Adaptations

- Plan trip routes using maps.
- Compare different types of maps, i.e., physical, political, globes.
- Compare mileage using interstate highways with driving non-interstate highways.
- Interpret landforms by studying physical maps.
- Study map keys, and then practice interpreting a map.

Timely Time Zones

3
P

➡ Goals

- Students will be able to locate the four time zones in the U.S.

- Students will be able to tell time by zones.

- Students will be able to name the U.S. time zones.

- CASAS Competency 2.1.3: Interpret information about time zones.

➡ Preparation

- Copy from the Internet a time zone map.

- Make copies of handout, "Time Zone Exercise Sheet."

➡ Procedure

1. Distribute U.S. maps with time zones.

2. Students locate the time zone dividers then label each zone with its proper name. Discuss the appropriateness of each name to the respective zone.

3. Students demonstrate and explain to each other the reason for time zones.

4. Students read and discuss information on the time zones.

5. Complete the exercise on time zones.

Materials

☐ Pencils
☐ Map of the U.S. (with time zones indicated)
☐ Handout: "Time Zone Exercise Sheet"

My Notes

➡ Assessment

- Given a map, a time zone, and a time, students tell the time for different cities.

➡ Adaptations

- Apply the same process to teaching the geography of the seasons. Supply reading information at different levels.

- Apply the same process to teaching the effect of the rotation and revolutions, oceans and currents, and tilt of the earth on climate. Supply reading information at different levels.

- Demonstrate (using a globe and ball) the need for different time zones.

Time Zone Exercise Sheet

1. What time zone do you live in?

2. If it is 10:00 a.m. in Charlotte, NC, what time is it in Kansas City, MO?

3. If it is 12:30 p.m. where you live, what time is it in New York?

4. Name the four time zones.

5. If it is 5:30 p.m. in San Francisco, CA, what time is it in Albuquerque, NM?

6. If it is 11:00 p.m. in Milwaukee, WI, what time is it in Denver, CO?

7. If it is 12:00 a.m. in Jacksonville, FL, what time is it in Seattle, WA?

8. Maine is in what time zone?

9. Nebraska is in what two time zones?

10. Alaska and Hawaii are in what time zones?

Assessment

Chapter 6

Assessment

Instructors use assessment to determine what students know and need to know about reading. It measures the ability to apply skills to a variety of reading situations, both formal and informal. Formal situations include school-type tasks, reading books and documents, and application of work information. Informal situations include the reading of everyday materials, known as realia, such as signs, recipes, and directions.

Instructors can assess reading levels using formal instruments, such as the Test of Adult Basic Education (TABE) and the Basic English Skills Test (BEST) standardized tests (Sadoff 2001). Standardized tests provide a score which relates the adult's performance level to a like population or to specified criteria.

Instructors assess reading continuously by using informal measures, such as observation, Informal Reading Inventories (IRI), and cloze procedures. In fact, instructor observations provide the most practical, reliable data of student reading level and progress. Once data is gathered, it is used to make decisions about student needs, instructional design, and program effectiveness. Often experienced instructors gather, process, and adapt data instantly as reading lessons progress.

Observation

Instructor observation is actually the most accurate determiner of student needs, progress, and potential. Close observation, careful transcription, and non-biased interpretation of data serve as reliable indicators of reading needs. Instructors need and gather data in two areas; personal characteristics and instructional qualities. Personal characteristics are traits, abilities, and interactions that impact learning to read. Instructional qualities include skills, problem-solving, progress, and behaviors that impact learning to read. Personal characteristics and instructional qualities mesh when students answer questions confidently, contribute to discussion, and take risks to infer meaning and make predictions. Data on higher-level thinking abilities surface when students synthesize text and critique ideas and concepts. Progress is noted when students move from passive to active learners. Student behaviors should be noted as they change from receiver of information to contributor. Careful observation in these areas reveals needs and, with focused instruction over time, create a pattern of progress.

Informal Reading Inventory (IRI)

The Informal Reading Inventory (IRI) is an individual screening technique used to determine the level of student instructional needs. It uses leveled texts and word lists to analyze strengths and weaknesses in word recognition, word meaning, reading strategies, and comprehension. The process includes selecting passages and word lists beginning at the student's independent reading level and progressing to levels of greater difficulty. As students read the material, the instructor marks an identical copy noting reading problems. The instructor concludes the inventory at the point where the student is reading below 90% accuracy. This is the point at which instruction should begin.

Cloze Procedure

The cloze procedure assesses reading comprehension, fluency, sequencing, and spelling. Instructors prepare cloze materials by using passages at various levels of difficulty. To develop cloze materials, leave the first and last sentences of the passage as written, and then remove every fifth word. Students read the passage and supply the missing word. Instructors score the assessment to determine the student's instructional level with a cutoff of 90%. Recently the cloze procedure has been adapted to instruction as well as assessment.

Needs assessment

To effectively assess student needs, instructors must be cognizant of the skills necessary for reading a variety of materials. These skills include alphabetics, fluency, vocabulary, and comprehension. Instructors must also be able to identify the level of skill application demonstrated by the learner by listening to students perform reading tasks. Recording the skills the adult uses in reading as well as identifying those yet to be learned helps the instructor design lessons within the context of student generated data concentrating on what one knows as well as on skill deficits. Direct application of instruction to learner experiences and perceived needs tends to give meaning to classes and provides greater assimilation of information.

Consistent informal assessment of actual reading experiences provides the most effective means of diagnosing reading skills in both decoding and comprehension. Decoding print is a complex process involving sight word recognition, phonemic awareness, and word analysis. Students read aloud as well as silently, allowing the instructor to determine fluency rate. Instructors assess the readers' ability to understand meaning by discussing vocabulary and background knowledge of the reading topic. They plan class discussions of stories to gather information about students' reading levels, abilities to grasp main ideas,

ability to sequence events, and/or to identify details. Instructors use assessment information to plan lessons that incorporate metacognition with skill instruction, and consequently, give students a mental format for comprehending text. Metacognition is the ability to analyze personal understanding of what is known and what still needs to be known for comprehension of a given text.

Instructors need to keep detailed anecdotal notes of their observations of student reading behaviors. Anecdotal notes provide a quick and easy way to record students' progress and needs. They are written in factual detail as soon after the observation as possible. Anecdotal notes can be utilized to form groups whose members experience a common need. They supply the instructor with a dated record of needs, remediation, tasks practiced in class, and specific problems encountered. They can be valuable for accountability purposes.

Assessment is only as valuable as the use of its data. Reading assessment provides the information needed for planning strong appropriate instruction.

Assessment Notes

The information described above is provided here in a list for quick reference.

Provide time between assessments for students to make progress.

Use both formal and informal assessments.

Be familiar with standardized tests before administering them.

Observe student reading skills conscientiously.

Develop the skill of administering informal reading inventories in a natural setting.

Assess a variety of reading skills: alphabetics, fluency, vocabulary, and comprehension.

Assess the adults' ability to apply specific reading skills.

Provide a comfortable assessment environment.

Assess both word analysis and comprehension skills.

Keep anecdotal notes.

Use assessment data for designing instruction.

1
D
Letter Names and Sounds

➡ Goals

- Students will be able to determine what letters and sounds they know.

➡ Preparation

- Prepare a chart of consonants, blends, and vowels.

- Duplicate the chart on paper for taking notes.

➡ Procedure

1. Students read the letters presented on the chart.

2. Students make the sounds of the letters (consonants, blends, vowels) on the chart.

3. As students read the letters, the instructor keeps a record of the letters recognized and missed.

4. Give help when needed.

5. Use the recorded information to plan instruction on letters that students still need to learn.

Materials
☐ Chart of letters
☐ Chart for instructor notes
☐ Pencils or pens

My Notes

➡️Assessment

- Students identify letters by their sounds.

- Students tell the difference between consonants and vowels.

- After the informal letter assessment, conduct a reading exercise. Some students can read simple material without being able to identify letters and sounds in isolation.

➡️Adaptations

- Identify letters in environmental print.

- Identify words by long and short vowel sounds when found in different text formats.

- Select from random collections the letters they know by name and sound.

1 D Retelling

➡ Goals

- Students will be able to retell a story using proper sequence of events, main ideas, and supporting details.

➡ Preparation

- Select short unfamiliar passages to read aloud.
- Make copies of handout, "Story Grammar."
- Be familiar with the handout, "Elements of Story Grammar."

➡ Procedure

1. Read an unfamiliar passage to the students.
2. Students retell the story.
3. Provide prompts to help students add information to the retelling. Include prompts that lead to recall of main ideas and supporting details
4. Tape the session for students to review.

Materials

☐ Text unfamiliar to the adult
☐ Tape recorder
☐ Paper
☐ Pencils or pens
☐ Handouts: "Story Grammar," "Elements of Story Grammar"

My Notes

➡ Assessment

- Student retells text including main ideas and supporting details.

➡ Adaptations

- Teach story grammar as a model for storytelling.

- Write a setting for a story. Turn back the setting so the next person cannot read it. Pass the paper to the next person who describes the characters in a story. Turn back the character description so the next person cannot read it. Continue in like manner until all story elements have been added. At the end of the class, read the story and enjoy the outcome. Discuss how story grammar is the flow of information from setting to characters to problem to events leading to a solution.

Elements of Story Grammar

<u>Setting</u>:
Introduction of main characters as well as the time and place for the story action.
(Once upon a time there were three bears: the momma bear, the papa bear and the baby bear. They all lived in a tiny house in a great big forest.)

<u>Initiating Event</u>:
An action or happening that sets up a problem or dilemma for the story.
(One day a little girl named Goldilocks came by.)

<u>Internal Response</u>:
The protagonist's reactions to the initiating event.
(She was surprised to see the house and noticed it was empty.)

<u>Attempt</u>:
An action or plan of the protagonist to solve the problem.
(She went inside to find the three bears away. She ate the baby bear's soup, broke the baby bear's chair, and fell asleep in the baby bear's bed.)

<u>Consequence</u>:
The result of the protagonist's actions.
(The bears returned home to find the soup eaten, the chair and bed broken, and Goldilocks asleep in the baby's bed.)

<u>Reaction</u>:
A response by the protagonist to the consequence.
(Goldilocks ran away.)

Adapted from:

Duchan, J. F. (2001). *Story grammar, ala Stein and Glenn*. Retrieved April 19, 2005 from http://www/ acsu.buffalo.edu/~duchan/history_subpages/storygrammar.html

Story Grammar

Title _____
Author_____

Setting

_____
_____

Main Characters

_____
_____
_____

Conflict or Problem

_____
_____
_____
_____

Events
1._____
2._____
3._____
4._____

Conclusion

_____
_____
_____
_____
_____
_____

Abcteach. (n.d.). Story grammar. Retrieved May 2, 2005, from http://www.abcteach.com/Reading/
    storygrammar.htm.

① P Setting the Stage

➡ Goals

- Students will be able to feel at ease during assessment activities.

➡ Preparation

- Duplicate reading material for recording student information.

➡ Procedure

1. Explain to the students that the activity is not a test but a way to gain information that will show where to begin instruction. Ensure them of your help.

2. Students read a passage.

3. Reinforce responses.

4. Listen and observe carefully while making notes of instructional needs.

5. Stop gathering information when the students begin to show frustration.

6. After reading, ask students to tell what the passage was about.

7. Stop at this point if the reading was difficult; continue to the next level and repeat the steps if the reading was easy.

8. Discuss observations with the students.

9. Plan instruction with the students.

Materials
- ☐ Reading material at different levels

My Notes

➡ Assessment

- Begin instruction at the point where the students first experience difficulty.

- Begin reading at a point that is too easy rather than too difficult.

- Students reading at the beginning level should be assessed for letter recognition.

- Check students' spelling knowledge.

➡ Adaptations

- Use authentic assessment as much as possible. It focuses on what the students are doing in the class and allows the instructor to collect assesssment information as evidence of the students' progress from a variety of sources. Authentic assessment is an interactive process that encourages collaboration and application to life situations.

Spelling

→ Goals

- Students will be able to determine their spelling level.

→ Preparation

- Duplicate spelling list for recording students' information.

→ Procedure

1. Using the appropriate list, say the word, use it in a sentence, then repeat the word.

2. Students spell the word.

3. Repeat the word as often as necessary.

4. Help students spell each missed word, analyze why it was misspelled and determine ways to help remember the correct spelling. Continue working on the spelling words in a like manner.

5. Finish the current list, but do not move to a higher level.

Materials

☐ Spelling lists for each reading level

My Notes

⮕ Assessment

- Reinforce the activity as practice, not a test.

- The first word missed determines the beginning spelling level.

- Congratulate the student for the words spelled correctly.

⮕ Adaptations

- Make lists appropriate to each level of learner following the guidelines below:

    Beginning list–words of three to four letters

    Intermediate list–words of five to eight letters

    Advanced list–words of seven or more letters, contain blends, or have multiple syllables

Teacher Observation

Goals

- Students will be observed for reading assessment purposes.

Materials
- ☐ Note pad
- ☐ Tape recorder
- ☐ Anecdotal notes
- ☐ Pencils or pens

Preparation

- Review students' goals.
- Determine exactly what is to be observed.

My Notes

Procedure

1. Interact with the students to establish a safe, comfortable, interactive climate.
2. Explain the task.
3. Take notes as students perform the task. Notes should be exact words and behaviors. No assumptions or judgments.
4. Ask students to evaluate their performance. Record their words.
5. Review with the students.
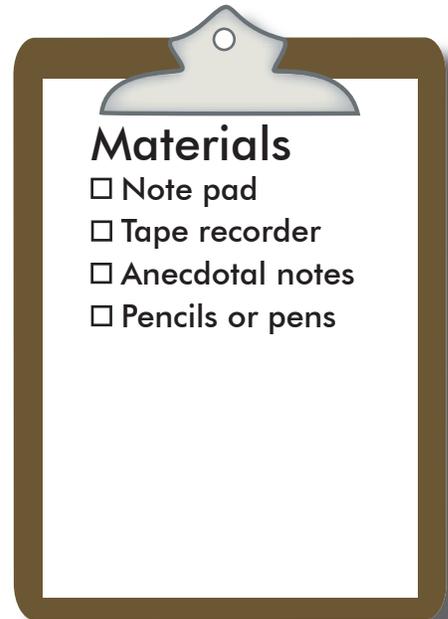
➡️ Assessment

- Instructor analyzes the notes to determine the next step in the process. Skills should be performed with 95% accuracy.

➡️ Adaptations

- Use the procedure to assess traits, abilities, and interactions.

- Use the procedure to assess skills, problem-solving, reading progress, and behaviors, such as transfer of information and skills.

- Video or audio tape students' performance on reading exercises, and then analyze the tapes for information that will be helpful in determining effective instruction at the appropriate needs level.

Cloze Procedure

2
P

→ Goals

- Students will be able to build skills through the use of cloze passages.

→ Preparation

- Select reading passages at the students' instructional levels and reflecting their interests.

- Maintain the first and last sentence in tact. Remove every fifth word in subsequent sentences. Copy the cloze passages.

→ Procedure

1. Distribute the cloze passages.

2. Complete a passage together by supplying the missing words. Discuss the clues to the correct word for each blank.

3. Allow students to work together to complete passages by supplying the missing words.

4. Students read the completed passages aloud.

5. Students complete cloze passages alone.

6. Discuss the students' word choices with the actual words that were removed.

Materials
☐ Cloze passages

My Notes

➡️ Assessment

- Students complete a cloze procedure with 90% accuracy.

➡️ Adaptations

- Provide word lists for students who need them. Provide a multiple choice list for each blank when needed.

- Instead of removing every fifth word, remove a specific type of word, such as nouns or prepositions.

- Instead of removing words, remove punctuations.

- Discuss the use of contextual relationships to communicate meaning.

- Discuss reading as both a visual and a thinking process.

2 D **Dictation**

➡ Goals

- Students will be able to build a word recognition bank.

➡ Preparation

- Gather materials.

➡ Procedure

1. Engage students in a dialogue.

2. Students summarize the discussion.

3. Write each summary statement exactly as spoken. Use correct grammar, punctuation, and spelling.

4. Students read the summary statements aloud.

5. Note the fluency, ease, and correctness of the reading.

6. Students read the summary silently and underline all words they know.

7. Place unknown words on study cards.

8. Ask students to pronounce these words out of context, and then use the words in sentences.

Materials
- ☐ Tape recorder
- ☐ Chart paper
- ☐ Pencils or pens
- ☐ Cards
- ☐ Markers
- ☐ Chalk

My Notes

Assessment

- Students identify words out of context using phonics.
- Students identify words using context clues.

Adaptations

- Use the computer to make practice word cards.

Goal Setting

➡ Goals

- Students will be able to set achievable goals.
- Students will be able to set learning goals.

➡ Preparation

- Make student handouts, "Setting Goals Effectively," "Where Can Goal Setting Go Wrong," and "Thinking a Goal Through."
- Write goals as examples to share with students.

➡ Procedure

1. Ask students to define a goal and talk about the different types of goals (i.e., present goals, future goals, immediate goals, life goals).

2. Discuss and create on the chalkboard or flip chart a graphic organizer of answers.

3. Group into three teams to list or use a graphic organizer of the answers to one of the questions below. Display work.

   "Why do we set goals?"

   "Where can goal setting go wrong?"

   "How can we set goals effectively?"

4. Allow class time to discuss the answers to the three questions.

5. Give the students two handouts as reference material. Point out ideas on the handouts, "Setting Goals Effectively," and "Where Can Goal Setting Go Wrong," the groups did not cover.

6. As a class, list the "Areas of Life" (See Adaptations) on chart paper to hang in the room.

7. Ask students to write goals they want to accomplish in two areas of their lives.

8. Students answer the questions about their two goals on the handout, "Thinking a Goal Through."

Materials
- ☐ Markers
- ☐ Chalk/chalkboard
- ☐ Markers
- ☐ Chart paper
- ☐ Poster putty or tape
- ☐ Handouts: "Setting Goals Effectively," "Where Can Goal Setting Go Wrong," "Thinking a Goal Through"

My Notes

⮕ Assessment

- Students share their goals with the class.

- Students reflect, analyze, and rewrite their goals weekly.

⮕ Adaptations

- This lesson can be used in a workshop with instructors and then taken back by the instructors to their classrooms.

- The "Areas of Life" are:

Artistic	Financial
Physical	Attitude
Pleasure	Career
Public Service	Education
Social	Family

Setting Goals Effectively

- *Express goals positively.*

- *Be precise when writing goals.*

- *Prioritize goals.*

- *Write goals down to avoid confusion later.*

- *Keep immediate goals small and achievable.*

- *Set goals that you can control, such as, "I will workout three times a day."*

- *Set goals just out of reach, but not so far they are unattainable.*

Where Can Goal Setting Go Wrong?

- *Goals can be set unrealistically high.*

- *Goals can be set too low, providing no challenge or benefit.*

- *Goals can be vague to the point that they are useless.*

- *Goal setting can be unsystematic, sporadic, and disorganized.*

- *Too many unprioritized goals may lead to a feeling of overload.*

Thinking a Goal Through

What skills do I need to achieve this goal?

What information and knowledge do I need?

What help, assistance, or collaboration do I need?

What resources do I need?

What can block my progress?

Am I making any assumptions?

Is there a better way of doing things?

2 D Prediction

➡ Goals

- Students will be able to predict text.

➡ Preparation

- Select short unfamiliar passages to read aloud.

➡ Procedure

1. Read the title of the passage.

2. Ask students what will happen in the text and tell the reasons for their predictions.

3. Read a portion of the text.

4. Ask students to assess their predictions.

5. Ask what might happen next.

6. Continue the routine around the questions, "What do you think?" and "Why do you think so?"

7. Keep notes of the students' levels of prediction.

Materials

- ☐ Text unfamiliar to the students
- ☐ Tape recorder
- ☐ Paper
- ☐ Pencils or pens

My Notes

Assessment

- Students use text and prior knowledge to make predictions.

Adaptations

- Use for assessing students' ability to determine main ideas.
- Use for assessing students' ability to determine details.
- Use for assessing students' ability to determine cause and effect.
- Use for assessing students' ability to draw conclusions.

② ℗ **Reading Inventory**

⟶ Goals

- Students will be able to participate in an Informal Reading Inventory (IRI) to determine instructional reading needs in the areas of alphabetics, fluency, vocabulary, and comprehension.

⟶ Preparation

- Determine the beginning point for administering the IRI to students.

- Be familiar with the materials at each level.

⟶ Procedure

1. Interact with students to establish a safe, comfortable, and interactive climate.

2. Explain the task and the record keeping.

3. Students read the passage and the corresponding word list.

4. Mark the passages and word lists as students read.

5. When students perform below 90% accuracy level, stop administering the assessment.

Materials

- ☐ Reading passages at different reading levels
- ☐ Word lists at different reading levels
- ☐ Published IRI materials
- ☐ Pencils or pens

My Notes

⮊ Assessment

- Instructor analyzes the records kept as students did the Informal Reading Inventory (IRI) to determine the instructional levels. Decisions about the students' instructional needs should be made using the IRI in conjunction with other data.

⮊ Adaptations

- Develop teacher-made IRIs.
- Scoring responses.

    ^   Insert the words added by students

    ---   Mark through words not read by students

    word   Write in the words substituted by the students

    p   Mark where the students pause

    c   Corrects self

③Ⓓ **Interview**

⮞ Goals

- Students will be able to identify their reading levels.

⮞ Preparation

- Prepare a list of interview questions. (e.g., handout, "Interview Questions").

⮞ Procedure

1. Establish a comfortable environment to discuss reading levels. Integrate the interview questions into the dialogue.

2. Take notes of students' responses.

3. Use students' responses to plan instruction or select materials for class.

Materials
- ☐ Handout: "Interview Questions"
- ☐ Tape recorder
- ☐ Paper
- ☐ Pencils or pens

My Notes

⮞ Assessment

- Analyze responses to the interview. Plan accordingly to meet students needs.

⮞ Adaptations

- Help students write questions they can use to analyze their understanding of reading passages.

Interview Questions

Background, Interests, and Goals

Where do you and your family live?

What types of jobs have you had?

What are your interests?

How do you spend your spare time?

How did you become interested in learning to read?

What are your short-term and long-term goals?

Ideas about Reading

Who do you wish you could read like?

How well does this person read?

What is reading?

What should good readers do?

Are you a reader? Why or why not?

How does someone become a better reader?

Awareness of Reading Strategies

*What do you do if you do not know a word?*

What happens if you are not able to figure out a word?

How do you remember something that you have read?

Are you able to remember what you read?

Do you understand everything that you read? If not, what do you do?

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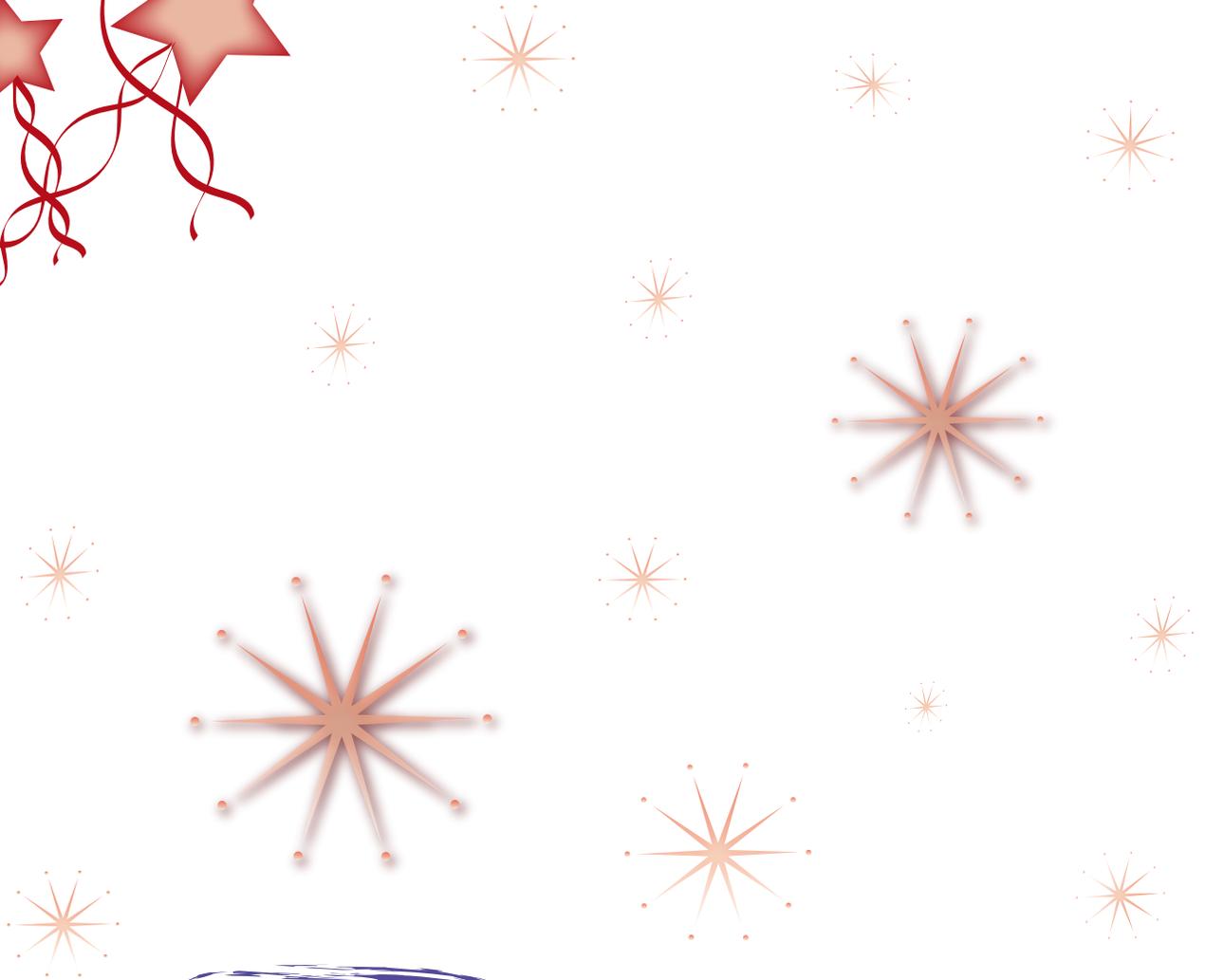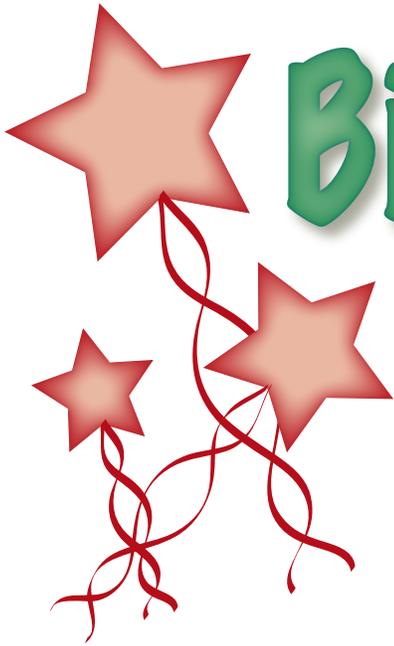
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