

***Using Laubach Way to Reading,
Laubach Way to English, and
Focus on Phonics***

Trainer's Manual

Introduction

Laubach Way to Reading, *Laubach Way to English*, and *Focus on Phonics* are instructional materials published by New Readers Press and specifically designed for adults with few or no literacy skills. This workshop will help teachers understand how to use these materials effectively with students. In this workshop, teachers:

- learn to use the various components of each series
- practice using each series
- learn to create a positive learning environment for adult students
- learn additional teaching strategies for low level adult literacy and ESL students

Workshop Materials (available for free on the *Laubach Way to Reading* product page at www.newreaderspress.com)

- **Learning to Use *Laubach Way to Reading*, *Laubach Way to English*, and *Focus on Phonics*:** A PowerPoint 2007 slideshow to deliver the content of the workshop
- **Learning to Use *Laubach Way to Reading*, *Laubach Way to English*, and *Focus on Phonics* Handouts:** Photocopy masters of participant handouts for the workshop
- **Learning to Use *Laubach Way to Reading*, *Laubach Way to English*, and *Focus on Phonics* Trainer's Manual:** Contains speaker notes for each slide, along with additional information for presenting the workshop and photocopy masters that you can use to create visual aids for the workshop.
- **Video Clips:** There are video clips that accompany this workshop. You can download these to your computer or burn them to a CD or DVD to use in your presentation.

Alternately, you can role play the activities shown in the video clips.

- Video Clip 1: *Laubach Way to Reading* Book 1 Lesson 1 Chart
- Video Clip 2: *Laubach Way to Reading* Book 1 Lesson 1 Story
- Video Clip 3: *Laubach Way to Reading* Book 2 Lesson 2 Chart
- Video Clip 4: *Laubach Way to Reading* Book 2 Lesson 2 Story
- Video Clip 5: *Laubach Way to English* Foreign Language Demonstration: Russian Dialogue
- Video Clip 6: *Laubach Way to English* Unit A Dialogue
- Video Clip 7: *Laubach Way to English* Foreign Language Demonstration: Russian Vocabulary
- Video Clip 8: *Laubach Way to English* Unit A Vocabulary
- Video Clip 9: *Laubach Way to English* Foreign Language Demonstration: Russian Structure Focus
- Video Clip 10: *Laubach Way to English* Unit A Structure
- Video Clip 11: *Laubach Way to English* 1 Lesson 1 Conversation Skills
- Video Clip 12: *Laubach Way to English* 1 Lesson 1 Chart
- Video Clip 13: *Laubach Way to English* 1 Lesson 1 Story

- **Learning to Use *Laubach Way to Reading, Laubach Way to English, and Focus on Phonics* PDF Slideshow.** PDF version of the PowerPoint slideshow for those without access to PowerPoint 2007 or later. To use as a slideshow, view in Acrobat or Acrobat Reader and select “Fit Page” for view size. Use page navigation to advance slides.
- **Learning to Use *Laubach Way to Reading, Laubach Way to English, and Focus on Phonics* Overhead Masters.** Photocopy masters to create overhead transparencies (in case you don’t use PowerPoint)

Using PowerPoint

This manual contains slide-by-slide speaker notes for the PowerPoint presentation. The slideshow takes advantage of the animation features of PowerPoint. If you are unfamiliar with PowerPoint, there are two ways to view the slides. When you first open the file, you will be in Normal View. This is the view used to construct the slides. When looking at the slides in this view, you may see things stacked on top of each other. This is OK. When you view the presentation in Slide Show view, the items will appear and disappear as you advance through the animations.

As you read the speaker notes, you will see <next> in the notes. This indicates the slide has an animation and you should advance to the next animation using a left mouse click or using the forward arrow on your keyboard. You should review the speaker notes and familiarize yourself with the animations before your presentation.

Using Overhead Masters

You may choose to use overhead transparencies instead of the PowerPoint slideshow. The speaker notes are the same for both presentations, though the transparencies may look slightly different from the slides.

Workshop Models

This workshop contains everything needed to train inexperienced tutors or teachers to use *Laubach Way to Reading, Laubach Way to English, and Focus on Phonics* effectively. Based on the individual needs of your tutors or teachers, you may not need to present the entire workshop. Below are some suggested adaptations.

Training in *Laubach Way to Reading* Only

If incorporating content into your current pre-service training

- Overview of *Laubach Way to Reading* (Slides 3-9)
- Instructional Approach (Slides 17-20)
- *Laubach Way to Reading*: Book 1 (Slides 21-26)
- *Laubach Way to Reading*: Books 2-4 (Slides 31-36)

If you are conducting a separate *Laubach Way to Reading* training, you will also want to include these presentations.

- How Adults Learn (Slides 15-16)
- Teaching Phonics (Slides 27-30)

Training in *Laubach Way to English Only*

If incorporating content into your current pre-service training

- Overview of *Laubach Way to Reading* (Slides 3-9)
- Overview of *Laubach Way to English* (Slides 10-12)
- Instructional Approach (Slides 17-20)
- *Laubach Way to Reading: Book 1* (Slides 21-26)
- *Laubach Way to English* (Slides 37-43)

If you are conducting a separate *Laubach Way to English* training, you will also want to include this presentation.

- How Adults Learn (Slides 15-16)

Training in *Focus on Phonics Only*

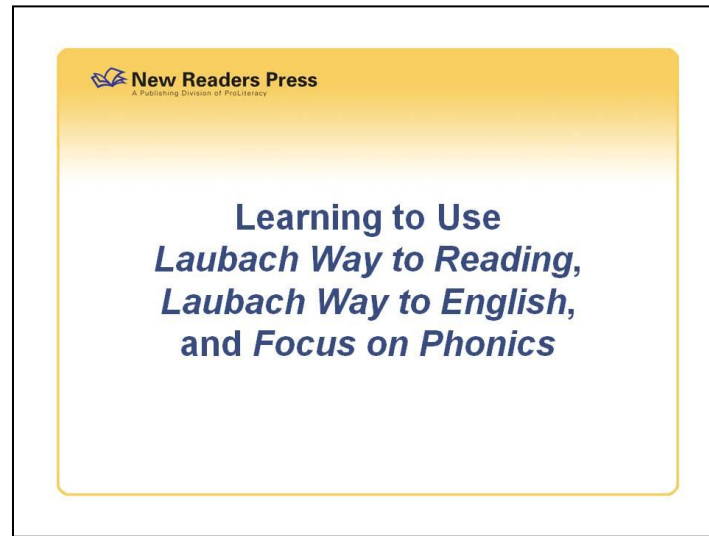
If incorporating content into your current pre-service training

- Overview of *Focus on Phonics* (Slides 13-14)
- Teaching Phonics (Slides 27-30)
- *Focus on Phonics* (Slides 44-47)

Workshop Timing

Below are approximate workshop timings for each section of the workshop. Times may vary depending on how much of the presentation you use and how much discussion and interaction you encourage.

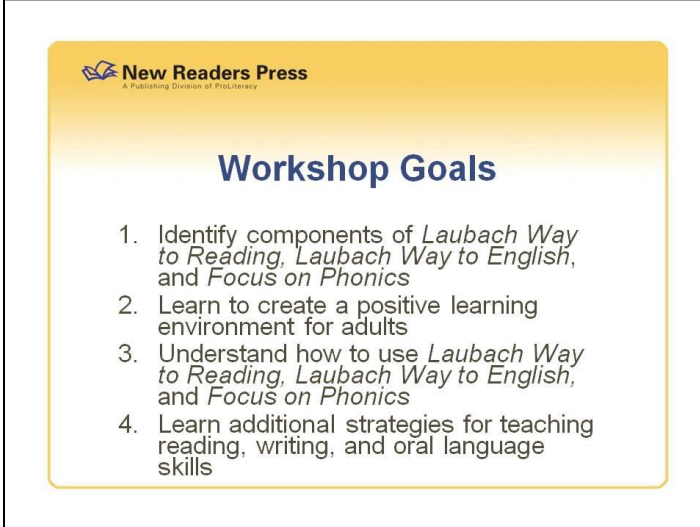
Timing	Presentation
10 minutes	Introduction and Workshop Goals
45 minutes	Overview of <i>Laubach Way to Reading</i> , <i>Laubach Way to English</i> , and <i>Focus on Phonics</i>
30 minutes	How Adults Learn and Instructional Approach
40 minutes	<i>Laubach Way to Reading: Book 1</i>
20 minutes	Teaching Phonics
30 minutes	<i>Laubach Way to Reading</i> Books 2-4
60 minutes	<i>Laubach Way to English</i>
30 minutes	<i>Focus on Phonics</i>



Introduce yourself. Review housekeeping items: bathrooms, breaks, etc.

Explain that the *Laubach Way to Reading*, *Laubach Way to English*, and *Focus on Phonics* series are specifically designed for adults with few or no literacy skills.

- *Laubach Way to Reading* builds learner confidence through its structured approach, as students improve their reading and writing.
- *Laubach Way to English* expands on the *Laubach Way to Reading* approach. It meets the needs of ESL students who have no, or low, literacy in their native languages and need to develop oral language skills as well as learn to read and write basic English.
- *Focus on Phonics* provides phonics practice that helps develop phonemic awareness, decoding skills, and spelling.



The slide features a yellow gradient background with a white border. At the top left is the New Readers Press logo and name. The title 'Workshop Goals' is centered in a bold blue font. Below the title is a numbered list of four goals.

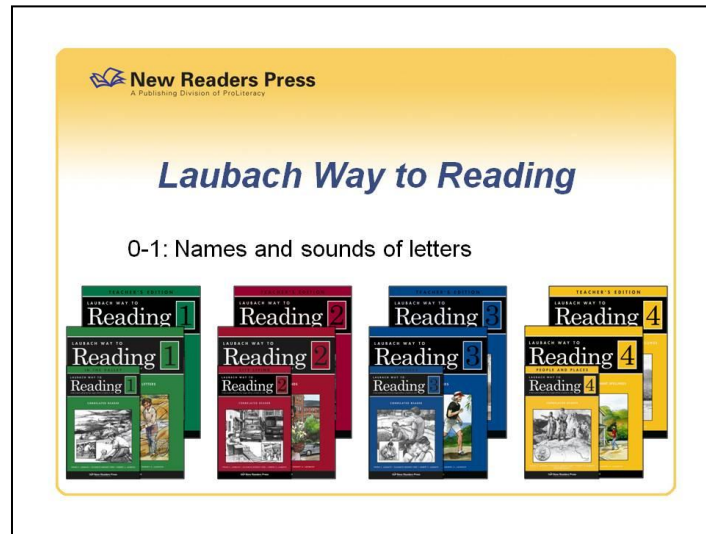
New Readers Press
A Publishing Division of ProLiteracy

Workshop Goals

1. Identify components of *Laubach Way to Reading*, *Laubach Way to English*, and *Focus on Phonics*
2. Learn to create a positive learning environment for adults
3. Understand how to use *Laubach Way to Reading*, *Laubach Way to English*, and *Focus on Phonics*
4. Learn additional strategies for teaching reading, writing, and oral language skills

Review the workshop goals. You may want to alter them depending on the specific materials you will cover and the topics you address in other parts of your tutor training.

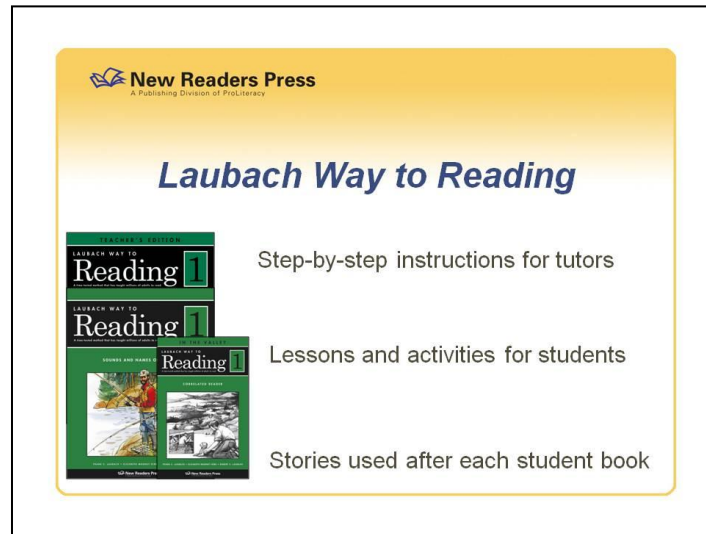
1. <next>Explain that when this workshop is over, participants will understand the different components of each series, how they fit together, and which student and tutor audiences they were written for. They'll also know what's new in this edition.
2. <next>Workshop participants will understand what they need to do to create a positive learning environment for adult students. This includes learning how the instructional methodology used in *Laubach Way to Reading* helps create that positive environment.
3. <next>Participants will learn to use
 - *Laubach Way to Reading* to teach reading and writing to adult literacy students,
 - *Laubach Way to English* to teach reading, writing, listening, and speaking to adult ESL students,
 - *Focus on Phonics* to teach phonics, other decoding skills, and spelling.
4. <next>Participants will learn additional teaching strategies to use with the *Laubach* materials or with *Focus on Phonics*.



Participants should have copies of the *Laubach Way to Reading 1* student book, *Laubach Way to Reading Teacher's Edition 1*, and *In the Valley*. You should have examples from the other levels on display.

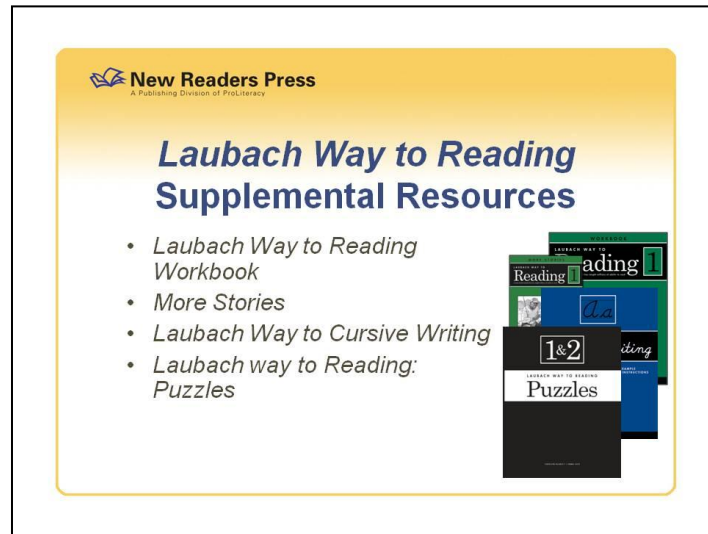
Explain that Laubach Way to Reading has four levels:

- <next>Level 1, reading level 0-1, focuses on the names and sounds of letters. Students with no literacy skills can begin using this book.
- <next>Level 2, reading level 1-2, covers short vowel sounds.
- <next>Level 3, reading level 2-3, focuses on long vowel sounds.
- <next>Level 4, reading level 3-5, teaches other vowel sounds and consonant spellings.



Explain that, for each level, the primary components of *Laubach Way to Reading* are:

- <next>Student book with lessons and activities for the student (give participants one minute to look through the student book)
- <next>Teacher's edition with step by step instructions for the tutor (give participants one minute to look through the teacher's edition)
- <next>Correlated reader (*In the Valley* for Level 1) with additional stories to be used after each student book (give participants one minute to look through *In the Valley*).




Explain that *Laubach Way to Reading* includes a variety of additional materials tutors can use to supplement the main components.

- <next>The *Laubach Way to Reading Workbooks* contain additional activities for each lesson to help students improve grammar, practice writing and spelling, and develop listening skills (for ESL students).
- <next>A *More Stories* book at each level contains additional reading selections correlated to each lesson. Tutors can use these to give students extra reading practice.
- <next>*Laubach Way to Cursive Writing* is used with level 3 and introduces students to cursive writing. Prior to this, students print.
- <next>Two *Laubach Way to Reading: Puzzles* books (Levels 1&2 and Levels 3&4) contain crosswords and other puzzles correlated to the lessons.

The image is a screenshot of a website page for New Readers Press. At the top left is the logo for New Readers Press, which includes a stylized bird icon and the text 'New Readers Press A Publishing Division of ProLiteracy'. The main heading in the center is 'Laubach Way to Reading Free Online Resources'. To the left of this heading is a bulleted list of resources: 'Diagnostic inventory', 'Checkups', 'Student certificates', and 'Illustrations books for Laubach Way to English'. To the right of the list is a smaller screenshot of the website's interface, showing a navigation menu with 'Reading and Writing' selected, and a section titled 'Laubach Way to Reading' with links for 'Level 1', 'Level 2', and 'Level 3'. The background of the main screenshot is a light yellow gradient.

Along with the published supplemental materials, resources are available for free online. These include:

- <next>A diagnostic inventory and student profiles to help place students in appropriate books
- <next>Checkups to administer at the end of each book
- <next>Student certificates to use at completion of each level
- <next>Illustrations books containing black line drawings used with *Laubach Way to English*

 **New Readers Press**
A Publishing Division of ProLiteracy


Laubach Way to Reading **New Features**

- Color illustrations in student books
- Illustrations accompany each story
- Multicultural
- Updated content



Laubach Way to Reading has been updated.

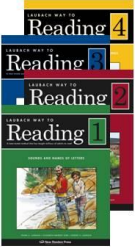
- <next>The illustrations in the student books (for the charts, stories, and exercises) are in color. Point out that the participants just saw an example of this in the chart for lesson 1 on page 6.
- <next>Illustrations have been added to accompany each story in the correlated readers and *More Stories* books. Students can use the illustrations to help their understanding of the stories. The illustrations reflect a multicultural array of characters.
- <next>Updated content. This is mostly in levels 3 & 4 where students are reading informational and reality-based selections. Updates include changes in prices, dates, and technology.



New Readers Press
A Publishing Division of ProLiteracy

Laubach Way to Reading

- Two audiences
 - Adults with few or no reading skills
 - Tutors who prefer detailed lesson plans
- Consistent format
- Small increments of information
- Immediate success




The image shows a stack of four books from the 'Laubach Way to Reading' series. The books are labeled 'Reading 1', 'Reading 2', 'Reading 3', and 'Reading 4' from bottom to top. The covers feature various illustrations and text.

<next>*Laubach Way to Reading* meets the needs of two primary audiences:

- Adult students with few or no reading skills who need a learning environment with a lot of support
- Tutors who want the support of detailed lesson plans, either because they are new to adult education or because they have limited time for lesson planning.

Laubach Way to Reading has many design features that make it effective with low-level readers.

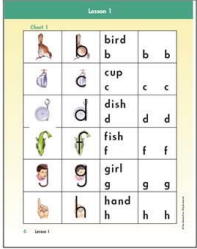
- <next>Lessons have a consistent format. Students know what to expect in each lesson and can focus on learning important new skills.
- <next>New information is presented in small increments and then reinforced in subsequent lessons so students never feel overwhelmed.
- <next>Students experience immediate success as they learn new skills and immediately apply them to reading.



New Readers Press
A Publishing Division of ProLiteracy

Laubach Way to Reading

- Alphabetics
 - Phonics
 - Word analysis
- Controlled vocabulary
- Comprehension
- Writing and spelling
- Direct instruction



Letter	Word	Phonetic	Word	Phonetic
b	bird	b	b	b
		b	b	b
c	cup	c	c	c
		c	c	c
d	dish	d	d	d
		d	d	d
f	fish	f	f	f
		f	f	f
g	girl	g	g	g
		g	g	g
h	hand	h	h	h
		h	h	h

Current reading research says that there are four components to reading instruction:

- alphabetics (phonemic awareness plus a variety of decoding skills)
- fluency (reading with speed and inflection)
- vocabulary (knowing word meanings),
- reading comprehension skills and strategies (such as rereading things you don't understand or recognizing main idea and detail).

While all components are important, adults with low-level reading skills need instruction that emphasizes alphabetics.

<next>Ask participants to look at page 6 in book 1. Explain that *Laubach Way to Reading* emphasizes phonemic awareness and phonics by connecting the sounds of English to key words. The series also teaches other word analysis strategies, such as using word patterns and word parts for decoding, using context clues, and developing a sight word vocabulary.

<next>A controlled vocabulary helps students succeed. The words introduced in each lesson reflect the alphabetic skills in that lesson and are then repeated in later lessons. They become part of a student's sight word vocabulary. Ask participants to look on pages 83-84 of book 1. They'll see that only 132 words are used in it.

New Readers Press
A Publishing Division of ProLiteracy

Laubach Way to Reading

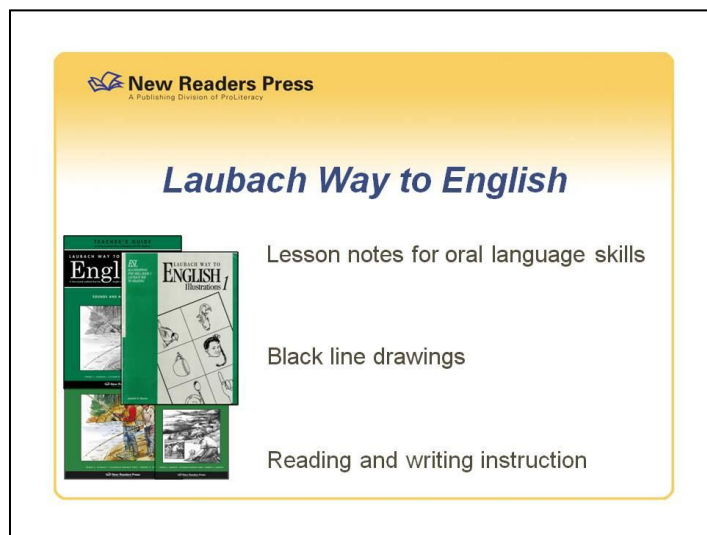
- Alphabetics
 - Phonics
 - Word analysis
- Controlled vocabulary
- Comprehension
- Writing and spelling
- Direct instruction

Word	Letter	Word	Letter
bird	b	bird	b
b	b	b	b
cup	c	cup	c
c	c	c	c
dish	d	dish	d
d	d	d	d
fish	f	fish	f
f	f	f	f
girl	g	girl	g
g	g	g	g
hand	h	hand	h
h	h	h	h

<next> Explain that while the emphasis is on alphabetics, students will develop their skills in all four components of reading, especially reading comprehension. From the first lesson, students read and discuss stories.

<next> Each lesson includes writing, since reading and writing support each other. Students develop spelling and writing skills that reinforce the new reading skills.

<next> Finally, *Laubach Way to Reading* uses direct instruction. The tutor presents or explains new information, models it, and then the student practices applying it. Direct instruction is important because many of the skills and strategies that good readers use are not likely to be discovered by new readers on their own.



Participants should have copies of *Laubach Way to English Teacher's Guide 1*, *Laubach Way to English 1 Illustrations* (available online), plus *Laubach Way to Reading 1* student book, and correlated reader *In the Valley*.


Explain that while *Laubach Way to Reading* was created for native English speakers, many tutors started using the series with English as a Second Language students (ESL), especially students with few or no English language skills and minimal literacy in their native languages.

Laubach Way to English uses the *Laubach Way to Reading* student books, workbooks, and correlated readers to provide instruction in reading and writing English.

<next>But instead of using the *Laubach Way to Reading Teacher's Edition*, you will use the *Laubach Way to English Teacher's Guide*. These guides contain lesson notes for teaching dialogues, vocabulary, language structures, and pronunciations for each lesson plus notes for teaching the lesson charts and stories. The process is slightly different for ESL students.

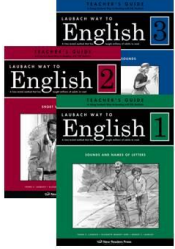
<next>The illustration books available for free online have the black line drawings you use to introduce new vocabulary and to guide conversations.

The other supplemental materials for *Laubach Way to Reading* also support *Laubach Way to English*. This includes *More Stories*, the cursive writing and puzzle books, and the diagnostic inventory, checkups, and certificates online.


 **New Readers Press**
A Publishing Division of ProLiteracy

Laubach Way to English

- Teacher's Guide for levels 1-3
- Students transition into traditional adult education materials



There are *Laubach Way to English* materials for the first three levels of *Laubach Way to Reading*. By the time ESL students complete the third level, their oral language skills will be strong enough for them to transition into traditional adult education materials. Their primary needs at that point will be vocabulary development and practice with discussion and writing. They can use *Laubach Way to Reading 4* or other materials.



Laubach Way to English

- Two audiences
 - Adults with minimal skills in English and native language
 - Tutors who prefer detailed lesson plans
- Consistent format
- New information in small increments
- Oral skills linked to reading and writing
- Emphasis on oral language
 - Dialogs
 - Vocabulary
 - Language structure
 - Pronunciation
- Direct instruction
- One-to-one and group instruction

Since *Laubach Way to English* is based on *Laubach Way to Reading*, it shares many of the same features.

<next>Again, *Laubach Way to English* meets the needs of two primary audiences: ESL students with minimal skills in English and in their native languages, and tutors who want the support of detailed lesson plans either because they are new to ESL instruction or because they have limited time for lesson planning.

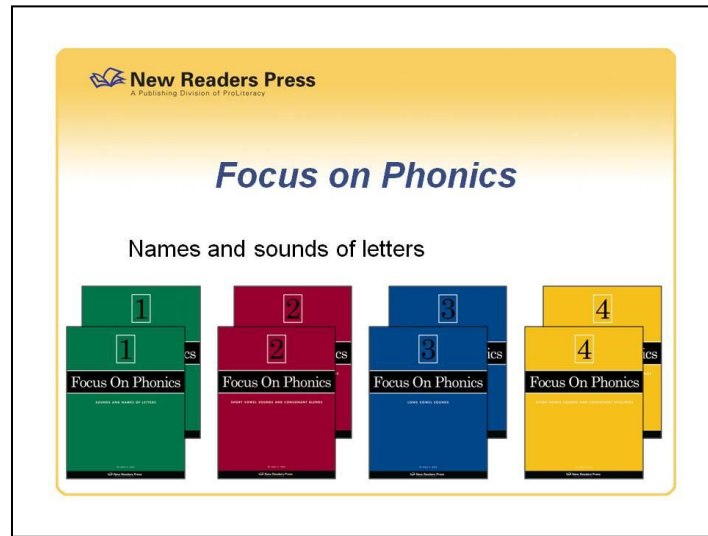
<next>Each lesson in the student book has a consistent format, and oral language skills are consistently introduced in the same order and the same way. Students know what to expect in each lesson and can focus on new learning. <next>New information is presented in small increments and then reinforced in <next>oral activities as well as in reading and writing.

<next>*Laubach Way to English* systematically teaches four oral language skills:

- Dialogs that students can use in the community
- Vocabulary
- Language structures (grammar and the ways that language is put together)
- Pronunciation

<next>*Laubach Way to English* uses the direct instruction model for oral language as well as for reading and writing. New skills are presented and modeled, then students are given a chance to try them on their own.

<next>Because ESL students often learn in groups to practice their oral language skills, the lesson notes in *Laubach Way to English* explain how to adapt activities for one-to-one or small group environments.



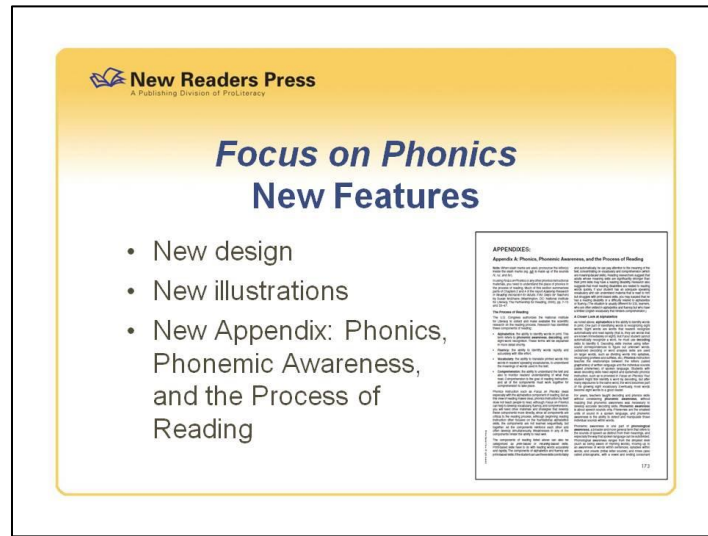
Focus on Phonics, a series also published by New Readers Press, provides additional practice to help adults develop their phonemic awareness and decoding skills and improve their spelling.

The series has four levels, each with a student book and a teacher's edition. The levels are correlated to *Laubach Way to Reading* and are a valuable supplement to the series. But, *Focus on Phonics* can also be used independently or to supplement any reading series.

- <next>Level 1 focuses on the names and sounds of letters at the beginnings and ends of words

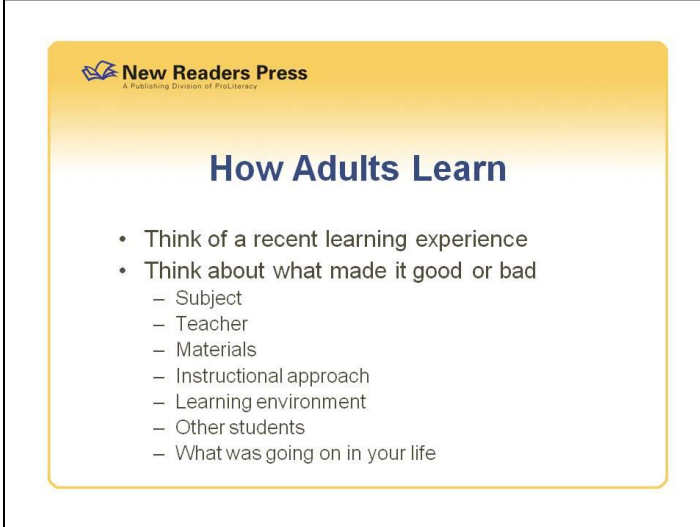
Levels 2-4 use a word pattern approach:


- <next>Level 2 focuses on short vowel sounds.
- <next>Level 3 focuses on long vowel sounds.
- <next>Level 4 focuses on other vowel sounds and consonant spellings.



Those of you who are familiar with the previous edition of *Focus on Phonics*, will find these new features in this edition:

- <next>A new design. *Focus on Phonics* is now an 8.5 x 11 inch book. Levels 2a and 2b have been combined into one volume.
- <next>New illustrations.
- <next>A new appendix, “Phonics, phonemic awareness, and the process of reading,” in the teacher’s editions. This appendix gives you an overview of the latest research regarding reading instruction, explains how phonics instruction fits into that research, and outlines the types of phonemic awareness, phonics, and decoding skills you will want to help students develop.



 **New Readers Press**
A Publishing Division of ProLiteracy

How Adults Learn

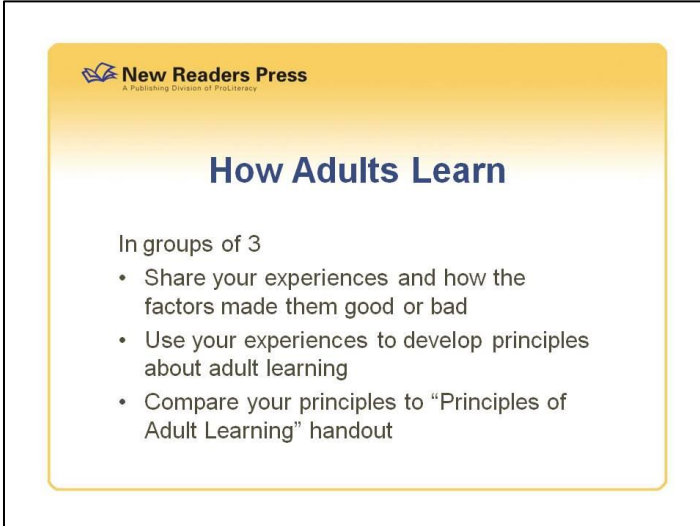
- Think of a recent learning experience
- Think about what made it good or bad
 - Subject
 - Teacher
 - Materials
 - Instructional approach
 - Learning environment
 - Other students
 - What was going on in your life


Now we'll examine how adults learn, how tutors can create a positive learning environment, and how these series support that positive learning environment. Ask participants not to look at their handouts for this section yet.

<next>Ask participants to think of something they've learned recently. It could be learning to cook, drive, use a new computer program, anything. It does not have to be in a formal learning environment. It could be something they learned from a friend, from watching TV, or by teaching themselves.

<next>Ask them to think about what made it a good or bad experience. Ask them to think about the subject, the teacher (if they had one), the materials they used, how the instructor taught and how they approached learning, where the learning took place, any other students involved, what else was going on in their lives, and how all of these things either made the experience a good or bad one. It might have contained aspects of both. Ask them to write this down. Give them about 5 minutes for this activity. Then ask 2 to 3 people to share with the class.

Note to Trainer: You will need to walk around the room as participants are doing this to see what kind of things they are writing. The end result you want is to have shared experiences connect to the items on the Principles of Adult Learning handout, either positively or negatively. This shouldn't be difficult.



 **New Readers Press**
A Publishing Division of ProLiteracy

How Adults Learn

In groups of 3

- Share your experiences and how the factors made them good or bad
- Use your experiences to develop principles about adult learning
- Compare your principles to “Principles of Adult Learning” handout

<next>Ask participants to form groups of three (try to keep group size small or it will take too long to share). Then ask them to share their learning experiences and how the different factors made them good or bad. Give them 5-10 minutes.

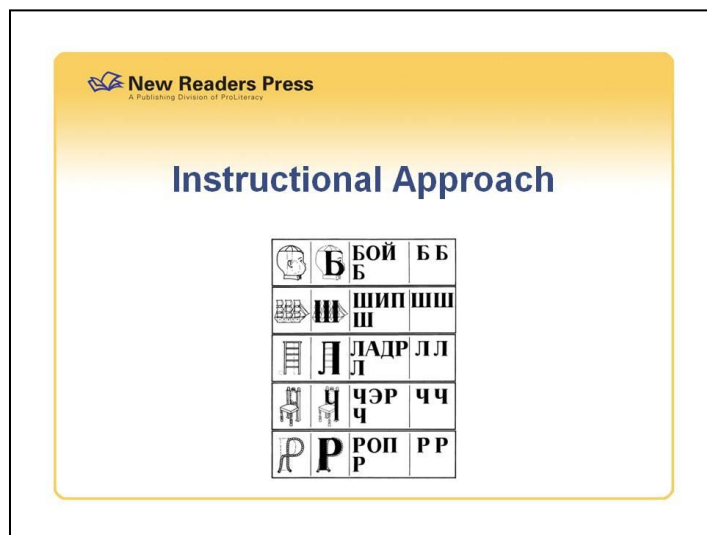
<next>Ask participants to use their experiences to develop some larger principles about adult learning. Provide an example.

Note to Trainer: this is where you will want to connect one of the examples participants shared to one of the Principles of Adult Learning from the handouts. Here is an example of how this might work.

“For example, Jane said one thing that helped her when she was taking golf lessons was that the instructor didn’t tell her a bunch of things that were wrong with her swing and ask her to correct them. Instead, he had her focus on improving one thing at a time. This might be developed into a larger principle: provide adults with manageable amounts of information to learn and practice before you move on to something else.”

Go around the room and ask each group to share one principle they developed. If you have a small group, you can do this two or three times.

<next>Finally, ask participants to look at the handout “Principles of Adult Learning.” Ask which principles they see there that match the principles they developed. Ask participants if they see anything on the list they didn’t discuss. Explain that there is space at the bottom of the handouts to record additional principles discussed.



Note to Trainer: you will need to use your hands to trace letters and highlight words in these charts. Make sure you can do this easily when a slide is projected. Alternately, you could create large charts on foam core or poster board using the photocopy masters in the Trainer's Manual. You can have the charts printed at a copy store. In the instructions below, you will see letters written as /b/. This indicates you are to say the sound of the letter.

This activity simulates the instructional approach in *Laubach Way to Reading*. You (the trainer) teach English words (written with Russian letters) to the participants. They take the student role. Do the following:

Trace the shape of a “b” on the boy’s face. As you do this, say “ This is a boy. Say boy.” (The participants say boy).

Trace the “b” drawn over the boy’s face. As you do this, say “This looks like a boy. Say boy.”

Place your hand under the word boy in the chart. As you do this, say “This is the word boy, Read boy.” (It’s very important to emphasize the word read.)


Cover up all the letters in boy except for “b.” Say, “Boy begins with the sound /b/. Say /b/.

Point to the letter underneath boy. Say “again” (repeat this process with the remaining letters on the row.)






At the end of the row, point to the letter. Say “The sound of this letter is /b/. The name of this letter is bay. Say bay.

Point to the letter on the left and say “again.”

Repeat this process for the remaining words and letters: Ship – /sh/, shaw; Ladder – /l/,el; Chair – /ch/, chey; Rope – /r/, er.

 **New Readers Press**
A Publishing Division of ProLiteracy

Instructional Approach

 Б БОЙ	Б Б	ДИС ИЗ А БОЙ.
 Ш ШИП	Ш Ш Ш	
 Л ЛАДР	Л Л	ДИС ИЗ А ЛАДР.
 Ч ЧЭР	Ч Ч	ДИС ИЗ А ЧЭР.
 Р РОП	Р Р	ДИС ИЗ А РОП.

This is a continuation of the previous activity. Follow the directions below.

Point to the word boy in the chart. Say “Read this word.”

Now point to the same word in the first sentence. Say “Read this word.”

Say “This sentence says ‘This is a boy.’ Read this sentence.” (Participants respond).

Repeat this process with the remaining words and sentences. At some point participants will be able to read on their own. Let them.

The remaining sentences are:

- This is a ship.
- This is a ladder.
- This is a chair.
- This is a rope.

New Readers Press
A Publishing Division of ProLiteracy

Instructional Approach

	Б	БОЙ	Б Б	ДИС БОЙ ХАЗ А ШИП.
	Б			ДИС БОЙ ХАЗ А ЛАДР.
	Ш	ШИП	Ш Ш	ДИС БОЙ ХАЗ А ЧЭР.
	Ш			ДИС БОЙ ХАЗ А РОП.
	Л	ЛАДР	Л Л	ДИС БОЙ ИЗ ОН А ШИП.
	Л			ДИС ЛАДР ИЗ ОН А ШИП.
	Ч	ЧЭР	Ч Ч	ДИС ЧЭР ИЗ ОН А ШИП.
	Ч			ДИС ЧЭР ИЗ ОН А ШИП.
	Р	РОП	Р Р	ДИС РОП ИЗ ОН А ШИП.
	Р			ДИС РОП ИЗ ОН А ШИП.

Point to the word boy in the chart. Say “Read this word.”

Now point to the same word in the first sentence. Say “Read this word.”

Point to the word “ship” in the chart. Say “Read this word.”

Point to the same word in the first sentence. Say “Read this word.”


Say “This sentence says ‘The boy has a ship.’ Read this sentence.” (Participants respond).

Repeat this process with the remaining words and sentences. At some point participants will be able to read on their own. Let them.

- This boy has a ladder.
- This boy has a chair.
- This boy has a rope.

Repeat the same process for the last four sentences. The sentences read

- This boy is on a ship
- This ladder is on a ship
- This chair is on a ship
- This rope is on a ship



New Readers Press
A Publishing Division of ProLiteracy

Laubach Way To Reading

- What would a beginning-level student like about this lesson?
- What was the role of the tutor?
- Think about the principles of adult learning you discussed earlier. Which of these were reflected in the lesson?

Ask participants to respond to these questions. Make the following points if participants don't:

<next>What would a beginning-level student like about this lesson?

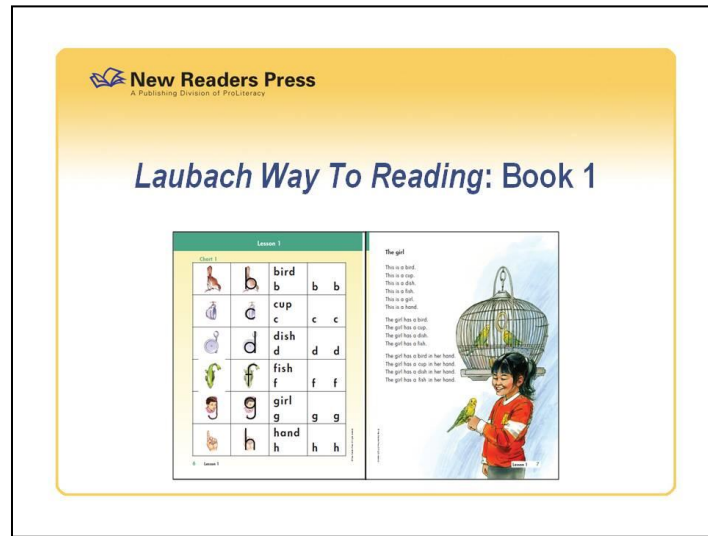
- Visual clues to help student decode words
- Familiar words so student could focus on decoding skills
- Small amount of information so student wasn't overwhelmed
- Consistent pattern of teaching so student knows what to expect and can feel comfortable
- Immediate success in reading independently

<next>What was the role of the tutor?

- Model the sounds of the letters, words, and sentences
- Set the pace of the lesson
- Give student direction on what to do (read this word, read this sentence)
- Determine when student needed help and when student could read independently
- Praise and support student

<next>What principles of adult learning were reflected in the lesson?

- Adults need to apply what they have learned. You learned to decode new words and then immediately applied your decoding skills as you read the short story.
- Created a safe environment in which you could take risks and were likely to succeed.



Note to Trainer: you will use this chart and story to teach participants how to use Laubach Way to Reading book 1. As before, make sure the images are large enough when projected for you to do this easily, or make large posters instead. You may also ask them to watch Video Clip 1: Laubach Way to Reading Book 1 Lesson 1 Chart and Video Clip 2: Laubach Way to Reading Book 1 Lesson 1 Story instead.


Ask participants to turn to page 6 in *Laubach Way to Reading 1* and page 16 in the teacher’s edition. Give them 5 minutes to read through the instructions for teaching the chart and story.

Explain that you would like them to observe you as you teach a student. If you are training with another trainer, have that trainer take the role of the student. Otherwise, ask for a volunteer. (It’s nice to have rewards for participants who volunteer.)

Begin teaching the chart using the instructions in the teacher’s edition. You should be very familiar with the technique, so you can demonstrate it accurately. Teach 3-4 lines so participants will see the review of sounds and names of letters. Be sure to praise the “student” as you go along. It is important for participants to see this. If another trainer is taking on the student role, ask him or her to make an occasional mistake so participants can see you correct them constructively.

Example of a mistake and correction: When reviewing the sounds of letters, the student says d for the sound of the letter instead of /d/. When this happens, say, “Remember, letters have sounds and names. d is the name of the letter. Let’s review the sound.” Ask the student to read the word dish again in the chart, then follow the script by covering up most of the word and saying, “Dish begins with the sound /d/. Say /d/.” Point to the other three d’s, then continue to review.

Next, teach the first paragraph of the story using the directions in the teacher’s edition. Again, you will need to follow the directions accurately. Beginning with the third sentence, allow the “student” to read the sentences independently.



New Readers Press
A Publishing Division of ProLiteracy

Laubach Way To Reading: Book 1

- How does the picture in the chart help the student remember the letter's shape and sound?
- Why did the tutor trace the picture and the letter?
- Which was emphasized more—the name or the sound of the letter? Why?
- Why did the tutor say, "Read *bird*."?
- How did the tutor help the student read the word *bird* in the story?
- What helped the student read sentences?

Ask participants these questions:

<next>How did the picture in the chart help you remember the shape and sound of the letter? (The picture looks like the letter. The word for the picture is a keyword for remembering the sound of the letter.)

<next>Why did the tutor trace the picture and letter? (To visually reinforce the shape of the letter so the student will be able to write it. The student may also trace the picture and letter.)

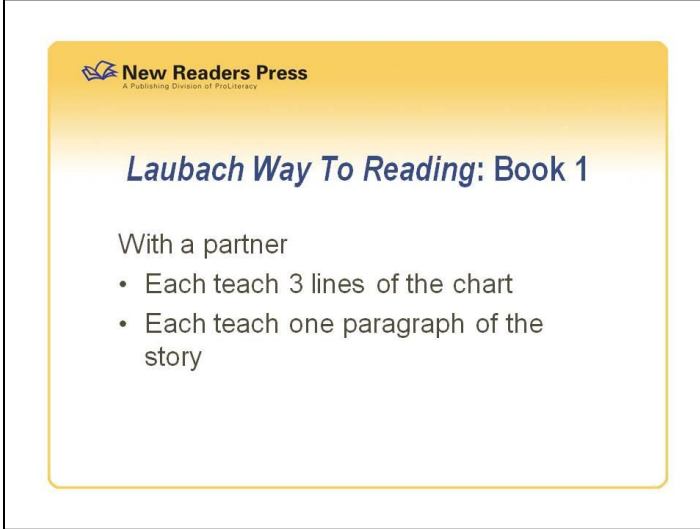
<next>When learning the letters, which was emphasized more--the name of the letter or the sound? (The student learned the sound first and practiced it more often. Recognizing the sound a letter makes is more important than knowing the name of the letter when decoding words.)


<next>Why did the tutor say "Read *bird*."? (This reinforces the idea that the student is reading the word, not just saying it, and creates early success.)

<next>How did the tutor help the student read the word *bird*? (Asked student to read the word in the chart first, then in the sentence. Student was able to move from the "known to the unknown." This is an important structure in the series. As the student reads, he can always refer back to the chart for support.)

<next>What helped the student read the sentences?(The tutor modeled reading the sentence first. This helps the student decode the sentences and also lets him hear the sentences read fluently. The sentences have a repeated structure which also helps the student read.)

Explain that these features are built into the scripts for Laubach Way to Reading. Students get the kind of positive learning environment they need to succeed, and you can focus on observing and providing necessary support.



 **New Readers Press**
A Publishing Division of ProLiteracy

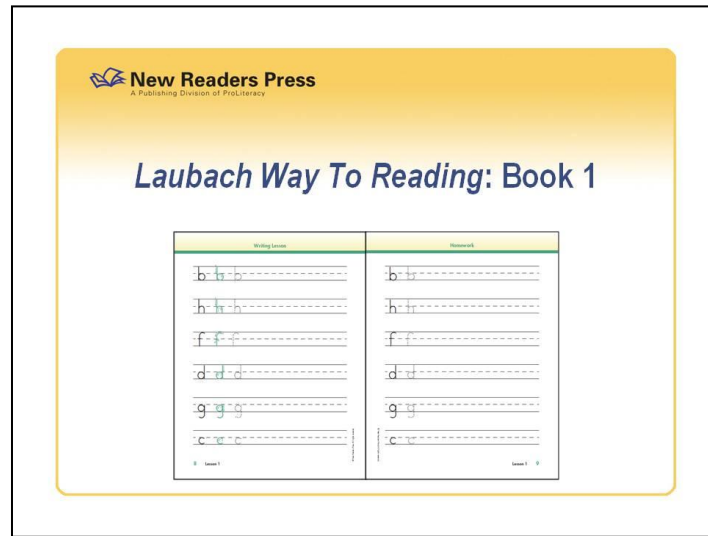
Laubach Way To Reading: Book 1

With a partner

- Each teach 3 lines of the chart
- Each teach one paragraph of the story

Now participants can practice using book 1 and its teacher's edition. Ask each person to find a partner. Explain that one of the pair will be the tutor and the other will be the student. Ask the tutor to teach the first three lines of the chart using the script. Then ask the pair to switch roles, and have the other person teach the last three lines of the chart.

Ask participants to switch roles again. The tutor will now teach the first paragraph of the story. After another role switch, the other person will teach the next paragraph of the story.



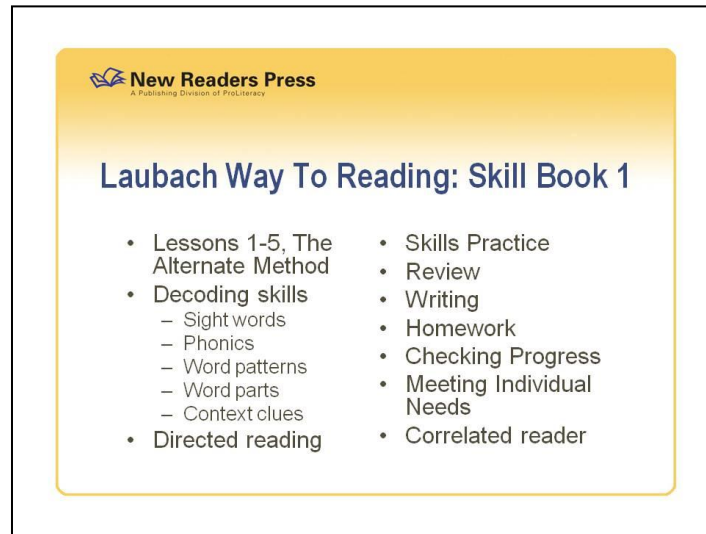
Ask participants to look at pages 8 and 9 in book 1. Explain that each lesson has a writing component to reinforce the reading skills. Point out that each lesson also has homework, in this case writing. Give participants 5 minutes to read page 13 and pages 23-25 in the teacher's edition.

Ask participants to stand. Explain that we will begin writing by making basic strokes in the air with our hands. Ask participants to use their non-writing hands for this activity. Demonstrate each of the writing strokes on page 23 of the teacher's edition, then ask participants to do the stroke with you.

Next, follow the directions on pages 23-24 of the teacher's edition and teach them to write the letters b and h. Remind participants to use their non-writing hands. Ask them to write the letters in the air first, then on a piece of plain paper, then on their copies of page 8.

Point out that you began by making strokes in the air. Using large muscle movements reinforces how to make the letters. That was refined to the smaller motor movement of writing, first on plain paper where the size of the letter is unrestricted, then on the lined page in the student book.

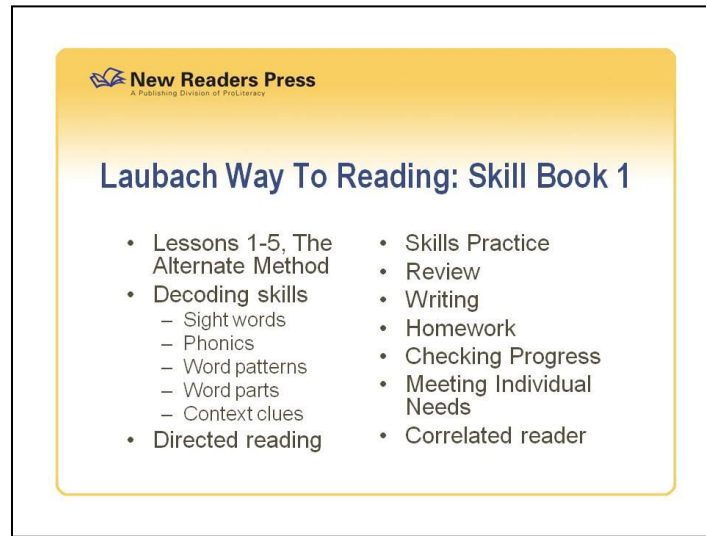
Point out that you used phrases from the chart to remind them of the letter's shape and the sound/symbol connection.



Explain that lessons 1-5 introduce students to the names and sounds of letters. In the remaining lessons, students learn capital letters and number words, and practice and expand their decoding skills. We'll look at some features of these later lessons, but first we need to talk about an alternate method for teaching lessons 1-5.

<next>Ask participants to turn to Appendix B (page 94) in the teacher's edition. Some students may already know the sounds and names of letters. In this case, you can use the first five lessons to review letter sounds and names and then move ahead to lesson 6. The directions tell you how to do that.

<next>Now we'll talk about decoding skills. Turn to Lesson 6 in book 1 (page 34) and in the teacher's edition (page 45). Ask participants to look at the chart and read the directions for teaching it. At this point students know all the small letters and one sound for each letter. Lesson 6 shows students how to use this knowledge to start decoding words. Students see the new capital letter associated with the small letter they already know, and they associate the same sound with it. They then use their knowledge of letter sounds to blend individual letter sounds together to decode the names on the list. Explain that up until this point, students have relied on picture clues and then recognizing words by sight for decoding. This is actually how good readers recognize most of the words they read, but students do not yet have a large sight word vocabulary, so they need to develop other decoding skills. Here they are learning to use phonics (the sound/symbol relationship) to blend individual sounds together to decode words. *Laubach Way to Reading* will also teach students how to use word patterns (cat, hat, sat), word parts (syllables, prefixes, suffixes, and root words), and context clues (surrounding words, the larger context of the story) to figure out words.



Ask participants to turn to the story for Lesson 7 in book 1 (page 41) and the instructions in the teacher's edition (p. 52). Ask them to read the directions for teaching the story. Explain that good readers actively engage with what they are reading to help them understand it. Before they read, good readers think about what they already know, set a purpose for reading, and make predictions about what they expect to find in the text. As they read, good readers reread things they don't understand, look for specific details, and take notes. After they read, good readers summarize what they read and apply what they learned to new situations.

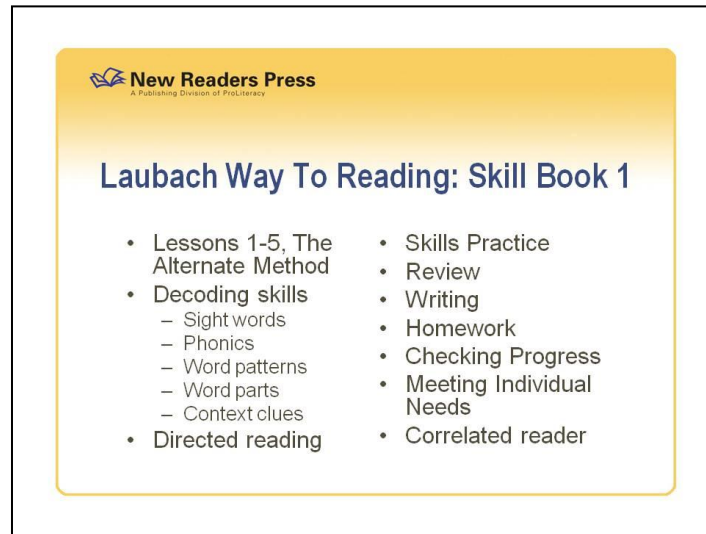
<next>*Laubach Way to Reading* uses directed reading to help students learn to interact with what they read. In directed reading, the tutor asks the student to read a passage and look for information or answer a question. Notice that in the beginning, you'll be asking students to read to find factual details (the names of the people). Later, you'll move beyond literal understanding by asking the student to infer who the people are. Later still, in paragraph 4 of the story, the student will confirm these inferences.

Now we'll do some activities from the Skills Practice section. Ask:

- What sound do these words begin with: girl, Glenn?
- What is the name of the letter that stands for /g/?
- Do these words begin with the same sound: girls, going? girls, look?
- Which of these words begins like girl: jump, give? gas, fish? get, river?

<next>Ask participants to look in the teacher's edition at pages 54-56. Explain that skills practice always follows reading. These are oral exercises that reinforce sound recognition and important phonics skills. The activities you just did help students develop three crucial skills:

- Phoneme isolation, the ability to recognize individual sounds in a word.
- Phoneme identity, the ability to recognize a common sound in different words
- Phoneme categorization, the ability to group sounds that are similar or different



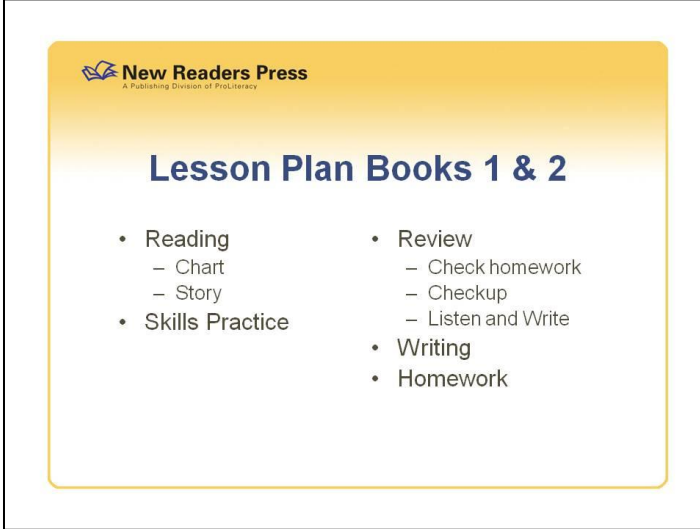
<next>Next comes a review of skills learned in recent lessons. This begins with checking homework from the previous lesson (teacher’s edition page 56). Next is a Checkup (book 1, page 42) and then Listen and Write (book 1, page 43). Reviewing homework, the Checkup, and the Listen and Write activities ensure that skills are reinforced from one session to the next and gives you an opportunity to see where students may need additional practice.

<next>Ask participants to go to page 44 in book 1 and page 57 in the teacher’s edition. Explain that each lesson ends with a writing lesson and homework. Here the student is practicing writing the capital letters and names from the lesson. The homework reinforces the writing activity and will be checked during the next lesson.

<next>Note the section titled Checking Progress on page 57 in the teacher’s edition. It describes progress indicators that show whether the student is making good progress or needs additional practice.

<next>Point out the section titled Meeting Individual Needs on page 57 in the teacher’s edition. It appears at the end of the notes for each lesson and includes ideas for extra reinforcement activities. Notice the references to *Focus on Phonics* where students can get additional practice with sound recognition and phonics skills, and to *More Stories* where they can get additional reading practice.

<next>Finally, ask participants to turn to page 84 in the teacher’s edition and open *In the Valley*. Explain that a correlated reader is introduced at the end of each level of *Laubach Way to Reading*. These readers contain stories that reinforce the decoding skills and vocabulary for the levels. Notes for Lesson 13 in the book 1 teacher’s edition explain how to introduce *In the Valley* and how to use directed reading to facilitate reading comprehension.



The slide features a yellow gradient header with the New Readers Press logo and name. Below the header, the title "Lesson Plan Books 1 & 2" is centered. The main content consists of two columns of bulleted items. The left column lists "Reading" (with sub-points "Chart" and "Story") and "Skills Practice". The right column lists "Review" (with sub-points "Check homework", "Checkup", and "Listen and Write"), "Writing", and "Homework".

New Readers Press
A Publishing Division of ProLiteracy

Lesson Plan Books 1 & 2

- Reading
 - Chart
 - Story
- Skills Practice
- Review
 - Check homework
 - Checkup
 - Listen and Write
- Writing
- Homework

You just covered a lot of information. Now review the basic structure for all lessons in books 1 and 2 to help participants remember the lesson sequence:

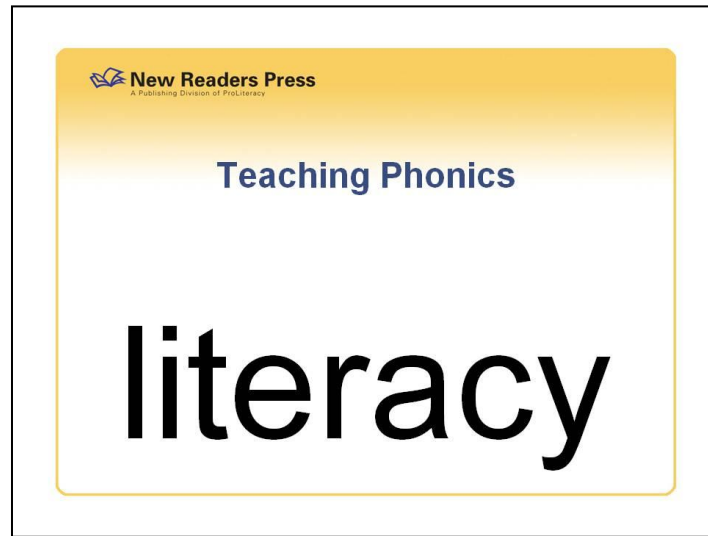
<next>Each lesson begins by developing new reading skills, first through the chart and then through the story.

<next>Next comes Skills Practice. These are oral activities that reinforce sound recognition and important phonics skills.

<next>After skills practice comes a three-part review of skills learned in previous lessons-- Check Homework, the Checkup, and Listen and Write. From these activities you can see where a student is excelling and where he or she may need additional help.

<next>Next is writing, followed by assigning new homework.

Remind participants that the teacher's edition also has sections labeled Checking Progress and Meeting Individual Needs. In these, they can learn how to assess whether a student is making progress and can find ideas for supplementary activities.



Since Laubach Way to Reading puts so much emphasis on phonemic awareness and phonics, it's important for participants to know how to make letter sounds.

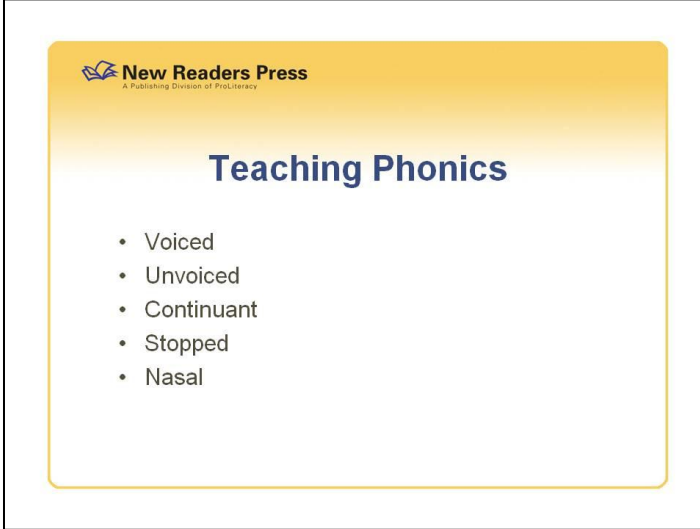
Put the participants in pairs. <next>Ask participants to make the sound for the letter d. Ask participants to think about how they made the sound. Ask one of the participants to explain how to make the sound to their partner. <next>Now ask participants to make the sound for the letter b. Again ask participants to think about how they made the sound. Ask the second person to explain how to make the sound to their partner.

<next>Ask participants to make the sound for d again. Listen for a vowel sound after /d/, as in /duh/. <next>Ask participants to make the sound for l. Listen for a vowel sound at the beginning, as in /el/. Ask participants to make the sound for r. Again, listen for a vowel sound at the beginning, as in /er/.

We have a natural tendency to add vowel sounds to consonants, but this can lead to misidentifying words when sounding them out. Consider the word literacy. If a student began sounding out the word with /el/ instead of /l/, he might read the word as illiteracy instead of literacy, changing the entire meaning of what he was reading.

A good technique for isolating a vowel sound such as /d/ is to think of saying a word that has a short i sound, like dig. It is easier to then clip the word and isolate the /d/ sound. Ask participants to try it.

In much the same way, it is much easier to make the correct sound for a consonant like l or r by starting to say a word that begins with that sound, and then not finishing it. <next>For example, think of saying literacy. Start to say it but don't move on. Demonstrate the /l/ sound. Ask participants to try it with l and with r.



New Readers Press
A Publishing Division of ProLiteracy

Teaching Phonics

- Voiced
- Unvoiced
- Continuant
- Stopped
- Nasal

To read effectively, students need to be able to hear and reproduce sounds accurately. When a student is unable to reproduce a sound, you need to describe the sound to help the student. Here are some terms you can use to describe sounds.


<next>**Voiced:** this means that the vocal cords vibrate, as in the sound /v/. Ask participants to put their hands on their vocal cords and say the sound /v/. They should be able to feel the vibration in their vocal cords.

<next>**Unvoiced:** This means that the vocal cords do not vibrate, as in the sound /f/. Ask participants to put their hands on their vocal cords and say the sound /f/. They will not be able to feel their vocal cords.

<next>**Continuant:** This means the sound can be continued as long as you have breath. All vowels are continuants, and some consonants, such as the /v/ and /f/ sounds we just made.

<next>**Stopped:** This means the sound can not be continued. Some consonant sounds are stopped, such as /d/.

<next>**Nasal:** This means the sound comes through the nose. There are three nasal sounds: /m/, /n/, and /ng/ as in ring. Ask participants to make these sounds and then pinch their noses. The sounds will stop.



New Readers Press
A Publishing Division of ProLiteracy

Teaching Phonics

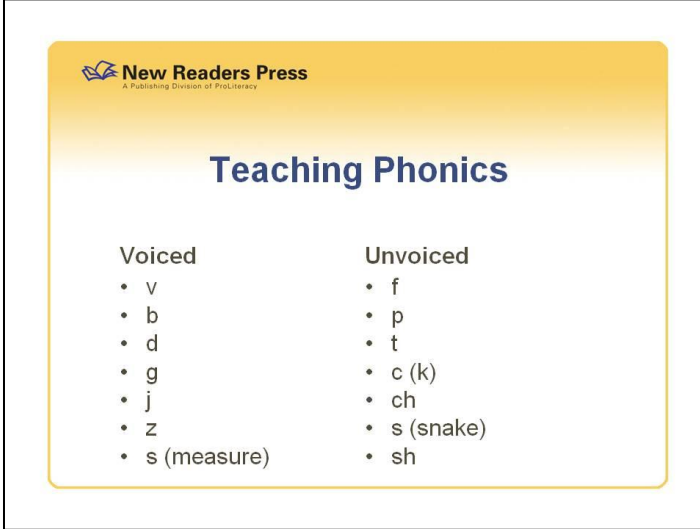
In your group

- Group these 14 sounds into voiced/unvoiced pairs
 - Example (f, v)

b, c(k), ch, d, f, g, j, p,
s (snake), s (measure), sh, t, v, z

Here is an activity to get participants to think about how sounds are made. Explain that there are 14 sounds in the English language that can be grouped into 7 voiced/unvoiced pairs. This means the sounds are made exactly the same way, except that for one you use your vocal cords and for the other you don't. We've already demonstrated one example of this with /f/ and /v/. Ask participants to begin making the /f/ sound. While they are making the /f/ sound, have them add vocal cords to the sound. They will see it immediately changes to the /v/ sound. Demonstrate this.

Have participants work in pairs or groups to match the sounds at the bottom of the slide in voiced/unvoiced pairs. Explain that the information in the () tells you what sound to use: the "hard c" sound, and two different sounds for s, as in snake and measure. Give participants 5 minutes.



New Readers Press
A Publishing Division of ProLiteracy


Teaching Phonics

Voiced	Unvoiced
• v	• f
• b	• p
• d	• t
• g	• c (k)
• j	• ch
• z	• s (snake)
• s (measure)	• sh

Ask participants to identify the seven voiced sounds<next>, then reveal the voiced sounds. Now, remind the participants that they already know that the unvoiced sound for /v/ is /f/. Ask them what the unvoiced sound for /b/ is. <next> Continue down the list of voiced sounds asking for the unvoiced equivalent.

Finally, ask participants to look in their handouts at “How to Make Speech Sounds.” Point out that this handout provides them with descriptions and keywords they can use to describe sounds to students.

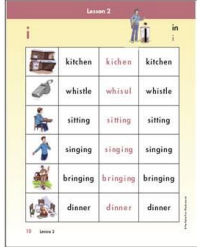
Ask participants to look at the handout titled “Common Phonics Elements and Principles in English.” Explain that although all of these sounds and principles will be covered in *Laubach Way to Reading*, these two resources together are great supplementary references for teaching.







 **New Readers Press**
A Publishing Division of ProLiteracy

Laubach Way To Reading: Book 2

Chart

- One vowel sound
- Introduces words not letters
- Pictures are clues
- Phonetic spelling
- Student decodes chart, tutor facilitates




Lesson 2			
	kitchen	kichen	kitchen
	whistle	whitul	whistle
	sitting	sithing	sitting
	singing	singing	singing
	bringing	bringin	bringing
	dinner	dinner	dinner

Note to Trainer: We will now focus on pointing out differences between the levels. There are no more demonstrations. If you want to give more tutoring examples, Show Video Clip 3: Laubach Way to Reading Book 2 Lesson 2 Chart and Video Clip 4: Laubach Way to Reading Book 2 Lesson 2 Story. Show these clips after participants read the lesson notes. Then ask students to describe differences between the levels.

Now that participants have a basic understanding of the student books and teacher's editions, the charts and stories, and the components of lessons, we'll look at levels 2-4 and identify differences. In *Laubach Way to Reading 1*, students were introduced to consonant and short vowel sounds. *Laubach Way to Reading 2* provides in-depth practice with short vowel sounds. Ask participants to turn to Lesson 2, page 10 in book 2 and page 17 in the teacher's edition. Review the chart on page 10 and ask them what is different. Here are some comments you should expect to hear:

- <next>Each lesson focuses on one short vowel sound
- <next>The chart introduces entire words, not individual letter sounds
- <next>The pictures are decoding clues, but not exact representations of the word
- <next>The third column in the chart shows a phonetic spelling of the word


Ask participants to read the lesson notes for teaching the chart. What is different about the way the chart is taught? <next>Here, the student decodes and reads the words in the chart on his or her own, using skills developed in book 1. The tutor just provides support and important information the student would not know. This is a slightly different role than in book 1, where the tutor modeled the sound and word before the student made an attempt.

 **New Readers Press**
A Publishing Division of ProLiteracy

Laubach Way To Reading: Book 2

Story

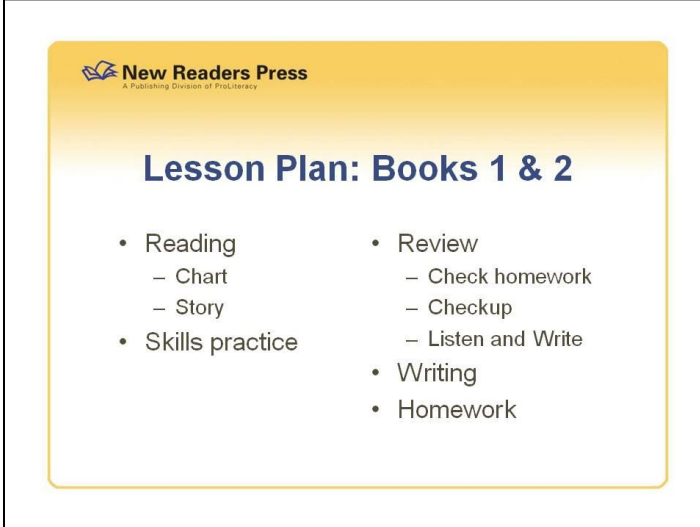
- Longer
- Smaller type
- New words introduced under story title
- More emphasis on comprehension



Now ask participants to look at the story on page 11 of book 2. Ask them what is different from the stories in book 1. Here are some comments you should expect to hear:

- <next>The story is longer with <next>smaller type
- <next>Additional new words appear under the story title. Explain that these words used in the story are new to the student but do not reflect the phonics skill taught in the lesson.

Now ask participants to read the lesson notes for teaching the story on page 19 of the teacher’s edition. Ask them what is different about the approach in book 2. <next>In book 2, there is more instructional emphasis on developing comprehension skills. Point to the “Reading between the lines” section of the lesson notes.

A slide titled "Lesson Plan: Books 1 & 2" from New Readers Press. The slide has a yellow header with the logo and text "New Readers Press A Publishing Division of ProLiteracy". The main content is a list of activities for two books, presented in two columns.

New Readers Press
A Publishing Division of ProLiteracy

Lesson Plan: Books 1 & 2

- Reading
 - Chart
 - Story
- Skills practice
- Review
 - Check homework
 - Checkup
 - Listen and Write
- Writing
- Homework

Give participants 5 minutes to look through the remainder of the lesson in the book 2 and the lesson notes in the teacher’s edition. Point out that they will see the same lesson components they saw in book 1:

- <next>A chart and a story
- <next>Skills Practice with oral activities
- <next>Review of previous homework and Checkup
- <next>Writing (note that in book 2 Listen and Write is incorporated into the writing lesson)
- <next>Homework

Ask participants to turn to page 21 in the teacher’s edition. Point out that many students fear writing because they fear spelling words incorrectly. At the bottom of page 21 is a 12 step process for learning to spell a word.

The slide features the New Readers Press logo at the top left. The main title is "Lesson Plan: Book 3". Below the title is a bulleted list of activities: Reading (Chart, Story, Story Checkup, Reading for Living) and Skills practice. To the right of the list is a preview of a reading page titled "Green Mills 94". The page includes a small illustration of a grocery store, a short text passage, and several comprehension questions under the heading "Story Checkup".

In *Laubach Way to Reading 3*, students learn long vowel sounds. Teaching patterns are similar to those used in *Laubach Way to Reading 2*, so we'll focus on the new features.

Ask participants to turn to Lesson 8, page 44 in book 3 and page 52 in the teacher's edition. <next>The lesson begins with a chart similar to the chart in book 2. This lesson is on the *ea* spelling of the long /e/ sound.

Point out that the story is much longer than in book 2 and follows normal printing conventions--indented paragraphs and no extra spaces between paragraphs. Ask participants to read the lesson notes for the story, on pages 52 and 53 of the teacher's edition. They should notice an increased emphasis on reading comprehension. Have them look at the instructions for directed silent reading. These instructions help students understand the "main idea" concept. Comprehension questions for discussion follow.

<next>Point out the two new sections. The first is called "Story Checkup" on page 46. This additional comprehension check is also a writing activity.

The other is "Reading for Living" on page 47. This section helps students apply their new reading skills to materials outside the classroom. Here students are reading a grocery store advertisement. In other lessons students read a repair shop bill and classified ads and learn to write a check.

<next>Point out the "Skills Practice" section on pages 53 and 55 in the teacher's edition. Make the point that students have now moved beyond listening for individual sounds and are working on recognizing syllables and word endings.

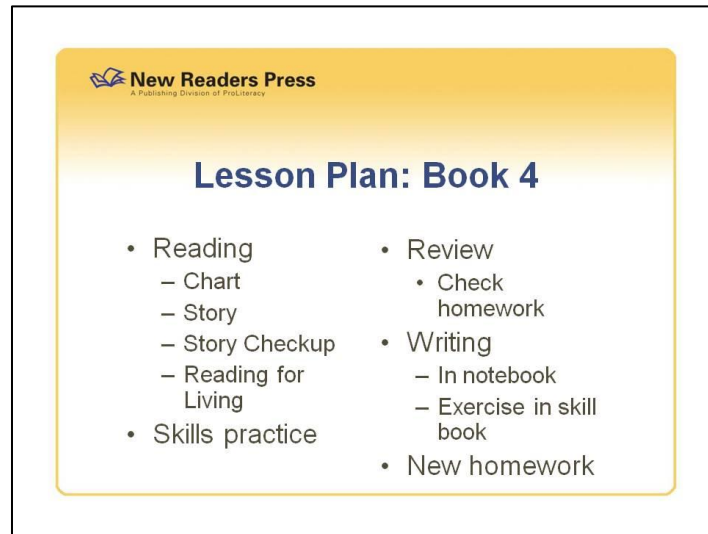
The slide features the New Readers Press logo at the top left. The main title is "Lesson Plan: Book 3". Below the title is a bulleted list of activities: Review (Check homework), Writing (In notebook, Exercise in student book), and New homework. To the right of the list is a preview of a student worksheet with various reading and writing exercises.

<next>At this point, the review is just checking homework from the previous lesson.

<next>Ask participants to read the lesson notes for Writing on page 55 of the teacher’s edition. Point out that students will be practicing writing in two places: in the exercises in the book and in a separate writing notebook.

<next>The lesson ends with assignment of new homework. Point out the “Checking Progress” and “Meeting Individual Needs” sections in the teacher’s edition.

Direct participants to the lesson notes for Lesson 22-B on page 122. Explain that the series introduces cursive writing at this point in the *Laubach Way to Cursive Writing* workbook. Students should finish the cursive writing workbook and the correlated reader, *Changes*, before beginning book 4.

A slide titled "Lesson Plan: Book 4" from New Readers Press. The slide has a yellow gradient background and a white central box with a yellow border. The text is as follows:

New Readers Press
A Publishing Division of ProLiteracy

Lesson Plan: Book 4


- Reading
 - Chart
 - Story
 - Story Checkup
 - Reading for Living
- Skills practice
- Review
 - Check homework
- Writing
 - In notebook
 - Exercise in skill book
- New homework

In *Laubach Way to Reading 4*, students learn other vowel sounds and consonant spellings. The lessons are generally ordered by frequency of use. Again, the book uses similar teaching patterns and follows the same lesson plan as *Laubach Way to Reading 3*, so we'll just hit the highlights.

Ask participants to turn to Lesson 3 on page 18 in book 4 and page 25 in the teacher's edition. Give them a few minutes to scan the lesson and the lesson notes. <next>Point out that the chart looks similar to the charts in books 2 and 3. This lesson is on the /oo/ sound in food. Participants should notice that the story is much longer than in book 3, and there is extra space for answering the comprehension questions in "Story Checkup." <next>, <next>Other than that, the lesson structure is the same as in book 3.

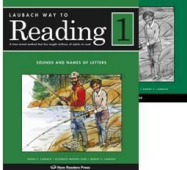

Ask participants to turn to Lesson 21 on page 136. Explain that here students learn to use a dictionary. The correlated reader, *People and Places*, is introduced in Lesson 22.

When students complete book 4, they will be reading at a fifth grade level and will be ready to transition into another series, such as *Challenger* or *Endeavor* published by New Readers Press. Tutors may want to consider beginning a new series at a slightly lower level (for example starting at level 4 instead of 5) to give students time to become comfortable with a new lesson format. If a student is transitioning well, you can move up a level after a few lessons.



Laubach Way To English 1

- Four oral language skills
 - Dialogs
 - Vocabulary
 - Structures (grammar, the way language is put together)
 - Pronunciation
- Six introductory conversation lessons




Note to Trainer: This part of the workshop focuses on teaching oral language skills. Participants learning to use Laubach Way to English should already know how to teach reading and writing using Laubach Way to Reading. For this part, participants will need Laubach Way to English Teacher's Guide 1, Laubach Way to English Illustrations 1 (free online), and the Laubach Way to Reading 1 student book.

Laubach Way to English extends Laubach Way to Reading by adding instruction in oral language skills for ESL learners. Because the participants have already learned how to teach reading and writing using Laubach Way to Reading, and because the methodology for teaching reading and writing to ESL students is not significantly different, this part of the workshop will emphasize oral language.

<next> *Laubach Way to English* systematically teaches four oral language skills:

- Dialogues
- Vocabulary
- Structures (grammar structures, the ways that language is put together)
- Pronunciation

<next> Since students need some oral skills before you can begin teaching reading and writing, *Laubach Way to English 1 Teacher's Guide* includes six introductory conversation lessons to prepare students for book 1.



New Readers Press
A Publishing Division of ProLiteracy

Teaching Dialog

- What was the teacher saying?
- How do you know the teacher was giving a greeting?
- What Russian words did you learn?
- What about the process made it easy or difficult for you to learn this dialog?


Note to Trainer: For the following Laubach Way to English presentations, you will need to download the following video clips:

- Video Clip 5: Russian Dialogue
- Video Clip 6: Unit A Dialogue
- Video Clip 7: Russian Vocabulary
- Video Clip 8: Unit A Vocabulary
- Video Clip 9: Russian Structure Focus
- Video Clip 10: Unit A Structure
- Video Clip 11: Lesson 1 Conversation Skills

You will need a computer projector to show the clips, or you can burn them to a CD/DVD and play them through a DVD player on a TV. Most modern DVD players will read computer video formats.

Show the participants the video “Russian Dialogue.” Explain that you want participants to participate in the lesson as they watch, just as the students do in the video. After participants watch the video, ask the following questions:

- <next>What was the Russian teacher saying? (He was giving a greeting)
- <next>How did you know he was giving a greeting? (use of props and hand gestures)
- <next>Were you able to learn some Russian during the demonstration? What did you learn?
- <next>Think about this experience. What about the process made it easy or difficult for you to learn this dialogue?



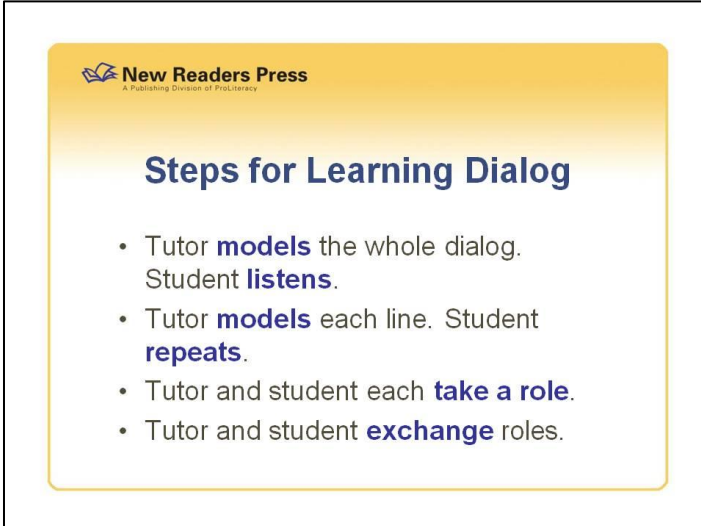
New Readers Press
A Publishing Division of ProLiteracy


Teaching Dialog

- What was the teacher saying?
- How do you know the teacher was giving a greeting?
- What Russian words did you learn?
- What about the process made it easy or difficult for you to learn this dialog?

Here is the Russian dialogue taught in the video:

Phonetic Russian	English
ZDRAH-stvit-teh. kahk puh-zhee-VAH-yuh-teh?	Hello. How are you?
hor-ruh-SHOH, spah-SEE-buh. kahk veh?	Fine, thank you. How are you?
nee-chee-VOH, spah-SEE-buh.	Fine, thanks



 **New Readers Press**
A Publishing Division of ProLiteracy

Steps for Learning Dialog

- Tutor **models** the whole dialog. Student **listens**.
- Tutor **models** each line. Student **repeats**.
- Tutor and student each **take a role**.
- Tutor and student **exchange** roles.

Ask participants to turn to pages 7 and 8 in *Laubach Way to English Teacher's Guide 1* and read the directions for teaching the dialogue. Show participants Video Clip 6: Unit A Dialogue.


There are four steps to learning a dialogue. Ask if anyone can name them.

- <next>Tutor **models** the whole dialogue. Student **listens**.
- <next>Tutor **models** each line. Student **repeats**.
- <next>Tutor and student each **take a role**.
- <next>Tutor and student **exchange** roles.

It is very important to follow up the dialog with role play to help learners bridge the gap between the classroom and everyday life.

Point out that Sonia was a very good learner and picked things up quickly. If she had not, you would need to go much more slowly with a lot of repetition. Also, Betty only taught half the dialog to put Sonia at ease.

Ask if participants noticed Betty's hand gestures. Explain that they will use these gestures to communicate with students when they begin. They can stop when a student understands the meaning of the words listen and repeat.



Steps for Learning Vocabulary

- Tutor **models** the word in a sentence, using an object. Student **listens**.
- Tutor **models** the sentence. Student **repeats**.
- Tutor **asks** a question. Student **answers**.
- **Review** all previous words after each new word.

Show participants *Video Clip 7: Russian Vocabulary*. Explain that you want them to participate in the lesson as they watch, just as the students do in the video.

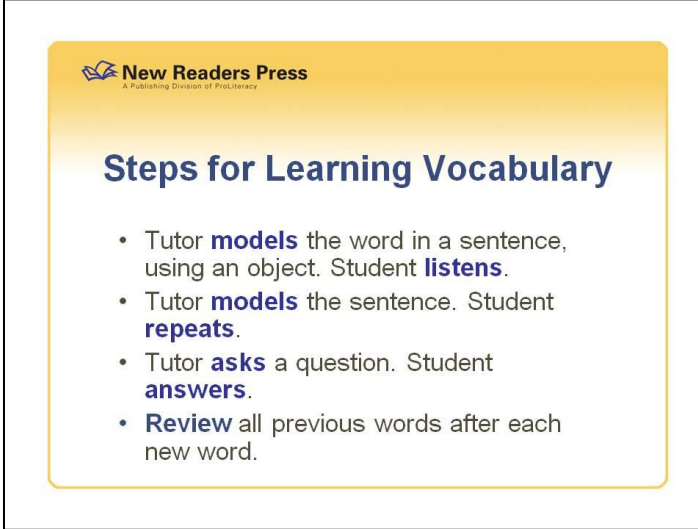
Afterwards, ask which was easier to learn, the dialogue or the vocabulary. Why?


Here is the Russian vocabulary taught in the video:

Phonetic Russian	English
EHT-tuh moozh-CHEE-nuh	This is a man.
shtoh EHT-tuh?	What's this?
EHT-tuh zmee-YAH.	This is a snake.
EHT-tuh roo-KAH.	This is a hand (arm).
EHT-tuh LAHM-puh.	This is a lamp.
EHT-tuh stool.	This is a chair.

Ask participants to turn to page 9 in *Laubach Way to English Teacher's Guide 1* and read the instructions for teaching vocabulary. Show Video Clip 8: Unit A Vocabulary (pause where the clip says to pause). Point out that there are four steps to learning vocabulary. Ask if anyone can name them:

- <next>Tutor **models** the word in a sentence, using an object. Student **listens**.
- <next>Tutor **models** the sentence. Student **repeats**.
- <next>Tutor **asks** a question. Student **answers** (comprehension check).
- <next>**Review** all previous words after each new word.



 **New Readers Press**
A Publishing Division of ProLiteracy


Steps for Learning Vocabulary

- Tutor **models** the word in a sentence, using an object. Student **listens**.
- Tutor **models** the sentence. Student **repeats**.
- Tutor **asks** a question. Student **answers**.
- **Review** all previous words after each new word.

In the video, Betty used three examples of each word. Ask why she did that. Explain that you use three examples to make it clear exactly what the vocabulary word refers to. If you were teaching pencil and only held up a yellow pencil, the student might not know whether you were teaching pencil or yellow.

Point out that Betty also used the mouthing technique. Mouthing encourages students to answer the question rather than repeat it.

Have participants read the directions for the substitution drill on page 11 of the teacher's guide. Explain that participants will now see how to conduct substitution drills. Play the remainder of Video Clip 8. Point out that substitution drills are useful for additional practice and to check how well the student understands the vocabulary and language structures being taught.

 **New Readers Press**
A Publishing Division of ProLiteracy

Steps for Learning Structures


- Tutor **models** the underlined words and sentences. Student **listens**.
- Tutor **models** each sentence. Student **repeats**.
- Tutor says the **first** sentence and models the **second** sentence. Student says **second** sentence.
- Tutor says the **first** sentence. Student says the **second** sentence.

Show Video Clip 9: Russian Structure Focus. Ask participants to take part in the lesson as they watch, just as the students do in the video. Point out that there is a rubber snake on the easel.

Afterwards, ask what language structure they just learned. It was “This” and “That.” It’s OK if someone didn’t get the translation exactly right, for example if they thought the structure was “Here” and “There.” The important thing is that they understood the distinction being made between the snakes.

Here is the Russian vocabulary for the language structure taught in the video:

Phonetic Russian	English
EHT-tuh/EHT-toh	This/that
shtoh EHT-tuh?	What’s this?
EHT-tuh zmee-YAH.	This is a snake.
shtoh EHT-toh?	What’s that?
toh zmee-YAH.	That’s a snake.
ee	and
EHT-tuh zmee-YAH ee moozh-CHEE-nuh.	This is a snake and a man.
EHT-tuh moozh-CHEE-nuh ee LAHM-puh.	This is a man and a lamp.



Steps for Learning Structures

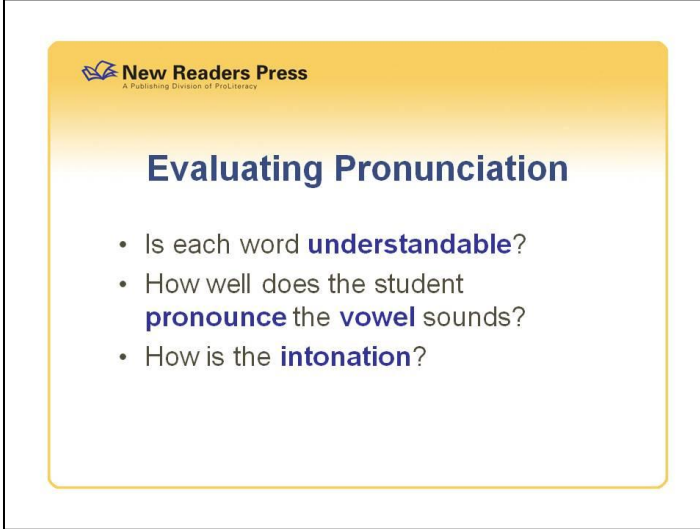
- Tutor **models** the underlined words and sentences. Student **listens**.
- Tutor **models** each sentence. Student **repeats**.
- Tutor says the **first** sentence and models the **second** sentence. Student says **second** sentence.
- Tutor says the **first** sentence. Student says the **second** sentence.


Ask participants to turn to page 12 in the Teacher’s Guide and read the directions for teaching the structure focus “Contraction of be with I, You, It”. Show Video Clip 10: Unit A Structure. Point out that there are four steps to learning structures. Ask if anyone can name them.

- <next>Tutor **models** the underlined words and sentences. Student **listens**.
- <next>Tutor **models** each sentence. Student **repeats**.
- <next>Tutor says the **first** sentence and models the **second** sentence. Student says **second** sentence.
- <next>Tutor says the **first** sentence. Student says the **second** sentence.

Ask participants “When Larry was teaching Chela the structure, did he use his name or Chela’s? Why?”

He used Chela’s name. When teaching language structures, always teach the student to say what is true for him- or herself, because the student will always be speaking from his or her point of view.



 **New Readers Press**
A Publishing Division of ProLiteracy

Evaluating Pronunciation

- Is each word **understandable**?
- How well does the student **pronounce** the **vowel** sounds?
- How is the **intonation**?

After students have been introduced to and practiced the dialogue, new vocabulary, and structures, it is time to work on pronunciation. Work on pronunciation separately so learners can focus on each of the other aspects of oral language (dialogue, vocabulary, structure) when learning them.

Ask participants to read the lesson notes for teaching pronunciation on page 14 of the teacher's guide. Explain that the pronunciation activity serves as a review of the important words for the lesson (everything that was in the boxes in the teacher's guide). As the student repeats the words and phrases, listen for three things:

- <next>Is each word **understandable**?
- <next>How well does the student **pronounce** the **vowel** sounds?
- <next>How is the **intonation**?

New Readers Press
A Publishing Division of ProLiteracy

**Laubach Way to English:
Book 1, Lesson 1**

Conversation Skills	Print Skills
<ul style="list-style-type: none">• Dialog• Vocabulary• Structures• Pronunciation	<ul style="list-style-type: none">• Reading<ul style="list-style-type: none">– Chart– Story• Writing lesson• Homework

Now that participants have learned to teach dialogues, vocabulary, structures, and pronunciation and have learned how to teach the chart and story in *Laubach Way to Reading*, it is time to put it all together. Explain that each lesson in *Laubach Way to English* has two components.

<next>First, students learn conversation skills. These are the <next>dialogue, <next>vocabulary, <next>structure, and <next>pronunciation activities you have just been working on.

Then they learn reading and writing skills from *Laubach Way to Reading* lessons.
<next><next><next>.

Ask participants to read the directions for teaching oral language skills for Lesson 1 on pages 53-59 in *Laubach Way to English Teacher's Guide 1*. Ask them to examine the illustrations for Lesson 1 on pages 18-21 in *Laubach Way to English Illustrations 1*. (The illustrations book is available for free online).

Show Video Clip 11: *Laubach Way to English 1 Lesson 1: Conversation Skills*. In this clip, Mimi teaches Fong the dialogue, vocabulary, and structure for Lesson 1. You can pause between sections and ask for comments, or ask for comments at the end. Point out that Mimi did not correct Fong's pronunciation during the activities. This allowed Fong to concentrate on the meaning of the language. Mimi will correct Fong's pronunciation during the pronunciation practice. Many of the vocabulary words and language structures will be in Lesson 1 of book 1.

Ask participants to read the directions for teaching the Lesson 1 chart on pages 60-70 in the teacher's guide. Point out that the script is slightly different from the script in *Laubach Way to Reading Teacher's Edition 1*. Make sure they know to use the script in *Laubach Way to English* when working with ESL students.

New Readers Press
A Publishing Division of ProLiteracy

**Laubach Way to English:
Book 1, Lesson 1**

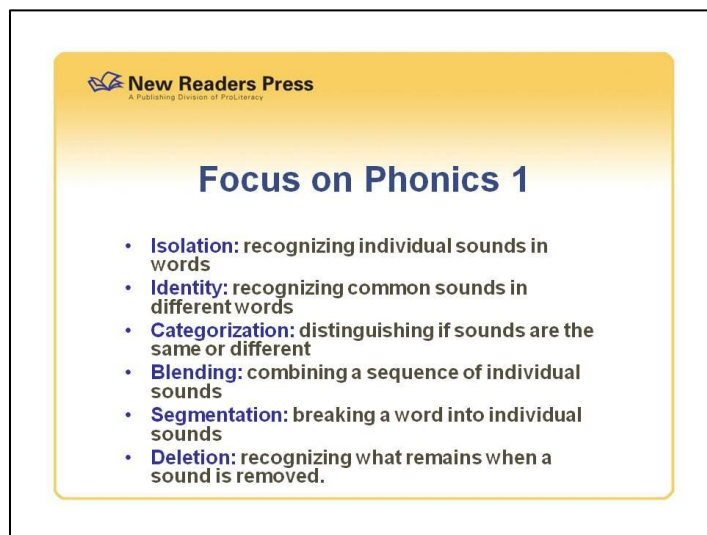
Conversation Skills	Print Skills
<ul style="list-style-type: none">• dialogue• vocabulary• structures• pronunciation	<ul style="list-style-type: none">• Reading<ul style="list-style-type: none">– Chart– Story• Writing lesson• Homework

Show Video Clip 12: *Laubach Way to English 1* Lesson 1: Chart. Ask participants for comments. Point out that again Mimi did not correct Fong’s pronunciation as she was reading the chart for the first time. Mimi and Fong can work on accurate pronunciation later. Although Mimi followed the script exactly, you can modify the process if the student picks up the procedure after a few repetitions or if the student has some English reading skills.

Ask participants to read the directions for teaching the Lesson 1 story on pages 71-73 of *Laubach Way to English Teacher’s Guide 1*. Show Video Clip 13: *Laubach Way to English 1* Lesson 1: Story. Ask participants for comments. Point out that Mimi was careful to refer back to the word in the chart while she was teaching the story. She did not assume that Fong would recognize the word in a different context. Instead, she went from something Fong already knew to something new (from the known to the unknown). Also, as Mimi modeled each sentence she used a natural speaking voice. She did not read word by word. This will help Fong to read and speak fluently.

Ask participants to read the directions for teaching writing on pages 73-74 of *Laubach Way to English Teacher’s Guide 1*. Point out that there are no Skills Practice activities because oral language skills are developed in the Conversation Skills section of the lesson.

Remind participants that tutors can use the *Laubach Way to Reading Workbook 1* for extra practice.



Explain that we will now take a look at *Focus on Phonics*. Ask participants to turn to page 46 in the teacher’s guide. Explain that normally we don’t begin examining a series by looking in the back of the book, but in this case the teacher’s guide has a great summary on pages 46-48 on reading instruction and teaching phonics.


Ask participants to look on page 46 in the first column under the heading “The Process of Reading.” Explain that reading research says there are four components to reading (and therefore reading instruction): Alphabets, Fluency, Vocabulary, and Comprehension. Alphabets includes phonemic awareness, phonics, and decoding skills. These are the skills emphasized in *Focus on Phonics*. They are not the only skills a student needs to be able to read, but they are a vital component.

Ask participants to look at the bottom of column one on page 47. Point out that the research identifies six phonemic awareness skills that students need to be able to hear and decode words correctly. They are:

<next>Isolation: recognizing individual sounds in words. for example, “Tell me the first sound in tall.” [t/] “Tell me the last sound in rub.” [b/]

<next>Identity: recognizing common sounds in different words. Example: “Tell me the sound that is the same in sell, soap, and sift.” [s/] “Tell me the sound that is the same in float, bright, and gate.” [t/]

<next>Categorization: distinguishing when sounds are the same or not. Example “Which word does not belong: big, bit, sick, bin?” [sick] “Which word does not belong: safe, bake, saint, sale?” [bake]



New Readers Press
A Publishing Division of ProLiteracy

Focus on Phonics 1

- **Isolation:** recognizing individual sounds in words
- **Identity:** recognizing common sounds in different words
- **Categorization:** distinguishing if sounds are the same or different
- **Blending:** combining a sequence of individual sounds
- **Segmentation:** breaking a word into individual sounds
- **Deletion:** recognizing what remains when a sound is removed.

<next>Blending: combining a sequence of individual sounds. Example “What word is /s/ /p/ /e/ /l/?” [spell] “What word is /t/ /a/ /s/ /k/?” [task].

<next>Segmentation: Breaking a word into individual sounds. Example “How many phonemes are there in wish?” [three: /w/ /i/ /sh/] “How many phonemes are there in felt?” [four: /f/ /e/ /l/ /t/].

<next>Deletion: recognizing what remains when a sound is removed. “What is trip without the /t/?” [rip]. “What is sent without the /n/?” [set].

Explain that there is other great information in the back of each teacher’s guide. You wanted to show participants this section so that as we review *Focus on Phonics*, they can recognize the phonics skills being developed.

New Readers Press
A Publishing Division of ProLiteracy

Focus on Phonics 1


- Recognizing beginning sounds
- Recognizing beginning letters
- Recognizing ending sounds
- Recognizing ending letters
- Discriminating between different consonants

Inset Worksheet Preview:
Phonics 1: b and d
 1. Listen to the tutor read the words. Write the letter that begins each word.
 bird b bat b bag b bus b
 2. Listen to the tutor read the words. Write the letter that ends each word.
 bird d bat d bag d bus d
 3. Listen to the tutor read the words. Write the letter that begins each word.
 big b dig d pig p
 4. Listen to the tutor read the words. Write the letter that ends each word.
 bird d bat d bag d bus d
 5. Listen to the tutor read the words. Write the letter that begins each word.
 big b dig d pig p
 6. Listen to the tutor read the words. Write the letter that ends each word.
 bird d bat d bag d bus d
 7. Listen to the tutor read the words. Write the letter that begins each word.
 big b dig d pig p
 8. Listen to the tutor read the words. Write the letter that ends each word.
 bird d bat d bag d bus d

Explain that *Focus on Phonics 1* provides practice in five skills: recognizing beginning sounds and letters, recognizing ending sounds and letters, and discriminating visually and aurally between similar consonants. Let’s take a look at how students learn these skills. Ask participants to turn to page 5 in the student book and page 6 in the teacher’s guide.

Explain that in the student book they see the practice exercises for *b* and *c* as beginning sounds and letters. The activity begins with the tutor modeling the /b/ sound and then asking the student to read *bird*. The tutor then models other words that begin with /b/: bat, bag, and bus. A script for modeling these sounds is on page 6 in the teacher’s guide. Next is an exercise in phoneme identify and categorization as the tutor reads a list of words and the student indicates if the word begins with /b/ or some other sound. The practice ends with the student looking at a row of letters and indicating which letter matches the one in the box.

After students have practiced the sounds and names of letters, there are review worksheets like this one from page 20 in the student book. The worksheet activities involve the tutor reading a list of words and the student indicating the beginning sound and letter. The instructions for this worksheet begin on page 20 of the teacher’s guide. The practice activities and worksheets for ending sounds and letters look the same.

 **New Readers Press**
A Publishing Division of ProLiteracy

Focus on Phonics 1

- Recognizing beginning sounds
- Recognizing beginning letters
- Recognizing ending sounds
- Recognizing ending letters
- Discriminating between different consonants

Number 12 h and d

1. Circle the beginning letter in each word.

h bird h big d rob h
d dish d dig red d

2. Circle the beginning letter in each word.

h h h h h h h h h h h h
d d d d d d d d d d d d

3. Circle the beginning letter in each word.

big big dig dig big
door door door door door
back back back back back

4. Circle the ending letter in each word.

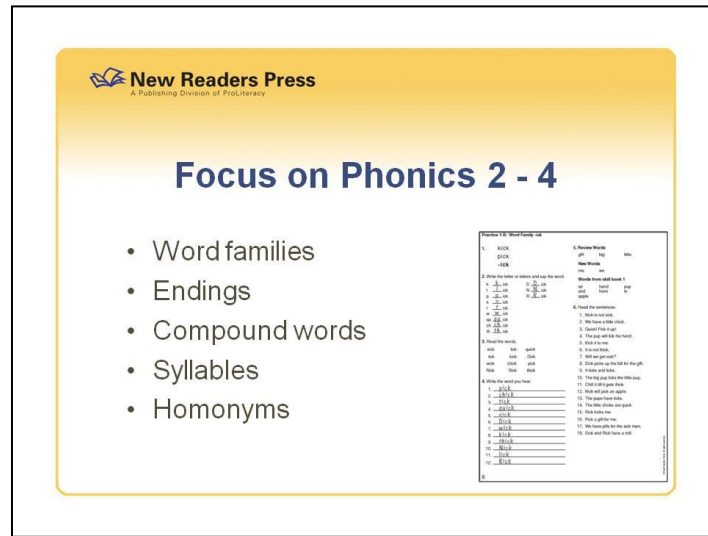
h h h h h h h h h h
d d d d d d d d d d
rob rob rob rob rob
dig dig dig dig dig
door door door door door
back back back back back

5. Circle the ending letter in each word.

h h h h h h h h h h
d d d d d d d d d d
rob rob rob rob rob
dig dig dig dig dig
door door door door door
back back back back back

<next>The discrimination lessons consist of eight parts.

- Part 1 begins with introducing the similar consonants and having the student identify the differences in the letter.
- Part 2 is practice with visual discrimination between the two letters
- Part 3 is visual discrimination between words beginning with the letters
- Part 4 is auditory discrimination between beginning sounds in words.
- Part 5 introduces the consonants at the end of words.
- Part 6 is visual discrimination between words ending with the letters.
- Part 7 is auditory discrimination between the ending sounds.
- Part 8 is visual discrimination among similar words, including beginning letters, ending letters, and reversals.



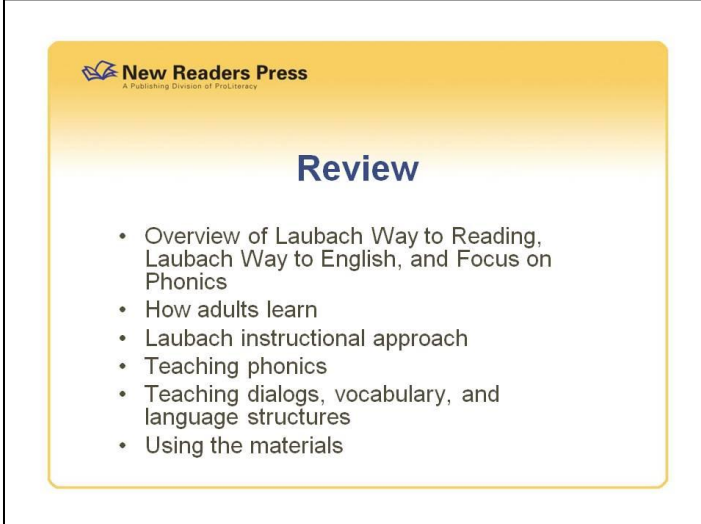
Explain that now that participants have seen an example of how the student book and teacher’s guide work together, we’ll examine some of the different activities that are in books 2 through 4. Explain that this is just a sampling and that there is a wide variety of activities throughout each level.

<next>Here students are working on word families. Notice that in this exercise students are practicing decoding and spelling skills. Students also have an opportunity to read the words in the context of a sentence.

<next>In this activity, students are learning word endings. Notice students learn the basic rule, then variations, such as adding *-ed* to the CVC pattern by doubling the last letter, and adding *-d* to words that end in *e*.

<next>Students learn about compound words. Notice that they are creating and dissecting the words. <next>Students also learn how to break words into syllables. <next>In this lesson on long vowels, students are introduced to homonyms.

Each level emphasizes a different phonics component--short vowel sounds, long vowel sounds, blends, *r-* and *l-*controlled sounds, and irregular spellings--but the activities in each level are similar.



The slide features a yellow gradient header with the New Readers Press logo and name. Below the header, the word "Review" is centered in a large, bold, blue font. A bulleted list follows, detailing the workshop's content.

New Readers Press
A Publishing Division of ProLiteracy

Review

- Overview of Laubach Way to Reading, Laubach Way to English, and Focus on Phonics
- How adults learn
- Laubach instructional approach
- Teaching phonics
- Teaching dialogs, vocabulary, and language structures
- Using the materials

Now that we have completed the workshop, explain that you would like to recap what the participants have learned.

<next>Remind participants that we began with an overview of *Laubach Way to Reading*, *Laubach Way to English*, and *Focus on Phonics*.

<next>Next we thought about our own learning experiences and how we draw from those experiences to create a positive learning environment for students.

<next>We then participated in a simulation of the *Laubach Way to Reading* approach so participants could understand why it is effective for low-level students.

<next>We learned some strategies for describing and teaching the sounds of letters.





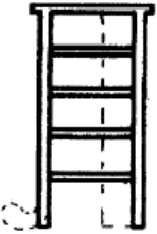
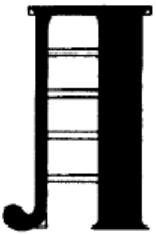
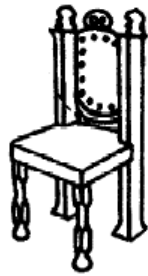
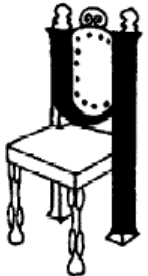
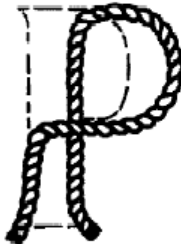

<next>We learned to teach dialogues, vocabulary, and language structures to ESL students.

<next>And most importantly, we learned how to use the materials. We saw lessons in the student books and read the lesson notes in the teacher's guides. We saw examples of tutors and students using the materials and had opportunities to practice using the materials ourselves.

Ask participants for final questions.

Photocopy Masters

Following are photocopy masters you can use to create visual aids for the workshop.

		БОЙ Б	Б Б
		ШИП Ш	ШШШ
		ЛАДР Л	ЛЛ
		ЧЭР Ч	ЧЧ
		РОП Р	Р Р

ДИС ИЗ А БОЙ.

ДИС ИЗ А ШИП.

ДИС ИЗ А ЛАДР.

ДИС ИЗ А ЧЭР.

ДИС ИЗ А РОП.

ДИС БОЙ ХАЗ А ШИП.

ДИС БОЙ ХАЗ А ЛАДР.

ДИС БОЙ ХАЗ А ЧЭР.

ДИС БОЙ ХАЗ А РОП.

ДИС БОЙ ИЗ ОН А ШИП.

ДИС ЛАДР ИЗ ОН А ШИП.

ДИС ЧЭР ИЗ ОН А ШИП.

ДИС РОП ИЗ ОН А ШИП.