

**Learning to Use**  
***Laubach Way to Reading,***  
***Laubach Way to English***  
**and *Focus on Phonics***

**Handouts**

## Principles of Adult Learning

**Adults learn best what is relevant to their lives.** Adults like to see a connection between what they are learning and what they need or want to do in the “real world.” They want to make progress toward specific and often immediate goals. Relevant learning that advances goals and improves life is even more meaningful when adults discover something about self or situation that they hadn’t recognized before. In other words, they learn something both relevant and new. Adults are more willing to incur demands on their time and to take risks when they consider the learning relevant.

**Adults need to apply what they have learned.** They learn best by doing. Adults may prefer different ways of taking in, processing, and organizing new information. But in the end, they are not confident that they have learned something until they have applied the new information or the newly learned skill to a real task.

**Adults need and expect to be treated with respect.** Adults learn best when they feel valued, when their opinions are appreciated, and when they feel listened to. They want and deserve to have some say in the classroom and in the direction of their learning. They also want to feel safe in the learning situation—another aspect of respect. They want to know that it is okay to make mistakes and that those mistakes will not generate ridicule, either from the instructor or from other students.

**Adults have a wealth of skills and experiences that can serve as learning resources.** Each adult learner brings a lifetime of experience, problem-solving, negotiation, and accomplishment to the learning situation. Learning is much easier when you make use of these skills and connect the learner’s experiences to what is being learned. A student’s skills and experiences can become valuable learning resources for other students and for you. Taking on the teacher role is a great confidence- and esteem-builder for adult students.

**Adults may have to overcome a number of barriers to learning.** Some of these may be emotional (low self-esteem, fear of failing, concern about what others think of them). Many barriers grow out of the pressures placed on students in their other adult roles (work and family responsibilities). Finally, many adult learners may be dealing with learning differences or disabilities that made traditional instructional approaches ineffective and frustrating. Your job is to accept, guide, and support. An effective instructor creates a safe environment for students, provides ample opportunity for success, allows errors to become positive teaching points, and helps students to identify and cherish their assets and accomplishments.

## Additional Principles





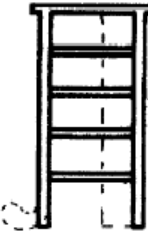
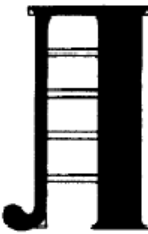
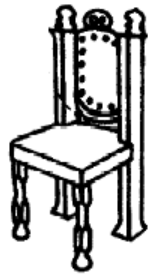
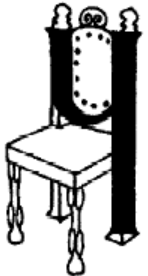
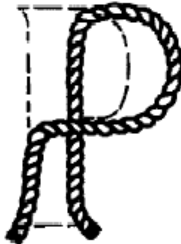

- **Principle 1:**

- **Principle 2:**

- **Principle 3:**

- **Principle 4:**

- **Principle 5:**

		<b>БОЙ</b> <b>Б</b>	<b>Б Б</b>
		<b>ШИП</b> <b>Ш</b>	<b>ШШ</b>
		<b>ЛАДР</b> <b>Л</b>	<b>ЛЛ</b>
		<b>ЧЭР</b> <b>Ч</b>	<b>ЧЧ</b>
		<b>РОП</b> <b>Р</b>	<b>Р Р</b>

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.

## Writing Lesson

b b b

h h h

f f f

d d d

g g g

c c c

## Lesson Structure for Laubach Way to Reading: Levels 1 and 2

**Reading:** Where new decoding and comprehension skills are introduced and developed

- Lesson Chart
- Reading the story

**Skills Practice:** Oral activities reinforce sound recognition and important phonics skills

**Review:** Activities that help indicate where a student needs additional help

- Check homework
- Checkup
- Listen and Write

**Writing:** Writing activities that reflect the reading skills in the lesson

**New Homework:** Writing reinforcement

## Lesson Structure for Laubach Way to Reading: Levels 3 and 4

**Reading:** Where new decoding and comprehension skills are introduced and developed

- Lesson Chart
- Reading the story
- Story Checkup
- Reading for Living

**Skills Practice:** Oral activities that reinforce syllables, word endings, and other word parts

**Review:** Activities that help indicate where a student needs additional help

- Check homework

**Writing:** Writing activities that reflect the reading skills in the lesson

- In notebook
- Exercises in student book

**New Homework:** Additional skills practice



## How to Make Speech Sounds

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Adult learners need to be able to use the sounds of letters as one tool to help them recognize printed words. Being able to identify the sounds in a word they hear will also help learners spell the word.

Tutors and teachers can use the chart on pp. 157–161 for several purposes:

- To check which sounds the learner already knows and which ones to work on, you can do one of the following:
  - Cover everything on the page except the first column and ask the learner to make the sound for each letter or letter combination as you point to it.
  - Point to the word in the second column. Ask the learner to read it (or read it yourself), and then ask the learner to make the sound for the letter(s) in bold type. This will not tell you if the learner knows the sound in isolation, but it will tell you if he or she has the concept of sounds. Note that you can also substitute words of your own choosing for those in column 2.
- To help describe how a sound is made (if the learner is having difficulty producing it)
- As a reference to the variety of ways that a sound can be spelled

The following codes are used in column 4 to describe the sounds in the chart:

v = voiced (the vocal cords vibrate)

un = unvoiced (the vocal cords do not vibrate)

c = continuant (sound can be continued as long as the speaker has breath)

s = stop (sound can't be continued)

n = nasal (sound comes through the nose)

## Consonant Sounds

Sound	As In	Other Spellings	Code	Mouth Position
b	bird		v s	Stop air with lips together; open with small puff of breath. Voiced equivalent of /p/.
c	cup	kitchen kick Chris	un s	Tongue tip down, back of tongue touching lower teeth. Stop air with hump or arch of the tongue and emit breath from back of throat. Unvoiced equivalent of /g/.
d	dish		v s	Lips and teeth slightly parted. Stop air with tongue tip touching roof of mouth just behind upper teeth. Tongue is dropped as breath is expelled. Voiced equivalent of /t/.
f	fish	phone tough	un c	Lower lip touching upper teeth lightly. Unvoiced equivalent of /v/.
g	girl		v s	Tongue tip down, touching back of lower teeth. Stop air with hump or arch of the tongue and emit breath from back of throat. Voiced equivalent of /k/ or /c/ above.
h	hand		un c	Has no position of its own. Position the tongue for the vowel following it and give breath sound.
j	jumping	gentle ginger gym judge	v	A combination of /d/ and /zh/. Lips forward. Start with tongue tip up. Lower as breath is expelled. Voiced equivalent of /ch/.
k	kitchen	cup kick Chris	un s	Same as /c/ above.
l	leg		v c	Tongue tip touches just behind the upper teeth. Air comes out along the side(s) of the tongue.
m	man		v n c	Lips together. It is made with the same lip position as /b/ and /p/, but /b/ and /p/ are stops.

Sound	As In	Other Spellings	Code	Mouth Position
n	neck	knock gnaw	v n c	Lips and teeth slightly parted. Tongue tip touching roof of mouth just behind upper teeth. Lower surface of tongue shows. Tongue touches the gum ridge with position like /t/ and /d/, but /t/ and /d/ are stops.
p	pan		un s	Stop air with lips together; open with big puff of breath. Unvoiced equivalent of /b/.
qu	quarter		un	Teach as /kw/. Lips rounded like oo as in room.
r	river	wrap	v c	Tongue tip down. Lips forward and almost squared. Round lips before voicing.
s	snake	cent city bicycle	un c	Teeth close but not touching. Tongue tip down. Unvoiced equivalent of /z/.
t	tent		un s	Lips and teeth slightly parted. Stop air with tongue tip up touching roof of mouth just behind upper teeth. Lower surface of tongue shows. Tongue is dropped as breath is expelled. Unvoiced equivalent of /d/.
v	valley		v c	Lower lip touching upper teeth lightly. Voiced equivalent of /f/.
w	woman		v c	Lips forward and rounded, with "one-finger" opening, as with oo in room.
x	box	looks kicks	un	Teach as /ks/.
y	yells		v c	Lips drawn back, teeth close together, as with /ee/.
z	zipper	his teaches	v c	Teeth close but not touching. Tongue tip down. Voiced equivalent of /s/.



Sound	As In	Other Spellings	Code	Mouth Position
ch	children	kitchen	un	A combination of /t/ and /sh/. Lips forward. Start with tongue tip up; lower as breath is expelled. Unvoiced equivalent of /j/. A consonant digraph.
ng	ring		v n c	Tongue tip down behind lower teeth. Hump or arch tongue. Nasal equivalent of /k/ or /g/. A consonant digraph.
sh	shop	Chicago	un c	Lips forward and squared. Teeth close but not touching. Tongue down. Tongue has wider groove than in /s/ sound. Unvoiced equivalent of /zh/ as in <i>measure</i> . A consonant digraph.
s	measure	television	v c	/zh/. Voiced equivalent of /sh/.
th	the		v c	Tongue touches both upper and lower teeth. Voiced equivalent of /th/ below. A consonant digraph.
th	thanks		un c	Tongue touches both upper and lower teeth. Unvoiced equivalent of /th/ above. A consonant digraph.
wh	whistle		un c	Teach as /hw/. A consonant digraph.

## Short Vowel Sounds

Sound	As In	Other Spellings	Code	Mouth Position
a	apple		v c	Wide jaw opening. Tongue down.
e	Ed	head	v c	Lips and teeth slightly closer together than for /a/.
i	in	city	v c	Lips and teeth slightly closer together than for /e/.
o	olive		v c	Wide jaw opening. Prolong the sound.
u	up		v c	Medium jaw opening. Relaxed lips. Prolong slightly.

## Long Vowel Sounds

Sound	As In	Other Spellings	Code	Mouth Position
a	ate	paint day paper	v c	Teeth about a half inch apart. Hold twice as long as /ē/. Tongue down.
e	three	eat we key Pete	v c	Lips drawn back, teeth close together. Hold twice as long as /ī/.
i	five	night spy tie I	v c	Jaw wide apart at start, then move to a narrower opening.
o	nose	boat snow go	v c	Lips forward and rounded, with a "two-finger wide" opening.
u	use	pupil few argue	v c	Teach as /ee/ plus oo as in <i>room</i> .

## Other Vowel Sounds

Sound	As In	Other Spellings	Code	Mouth Position
a	all	awn Paul caught bought	v c	Lips forward, wide jaw opening. A "three-finger" opening.
ar	arms		v c	Teach according to person's local pronunciation.
oi	oil	boy	v c	Combination of /aw/ and /i/. Start with lips forward for /aw/, then draw back for /i/.
oo	food	June blue chew	v c	Lips forward and rounded, with a "one-finger" opening. Prolong the sound.
oo	book	would	v c	Lips forward, almost squared.
or	horn	floor more	v c	Lips forward with a "three-finger wide" opening.
ou	out	town	v c	Combination of /o/ plus oo as in room. Start with wide jaw opening, move lips forward with a small opening.
ur	burn	her girl	v c	Tongue tip down. Lips forward, almost squared, more relaxed than for /r/.

# Common Phonics Elements and Principles in English

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## Consonants

### Consonant Letters That Represent One Sound

b	bed	k	kite	qu	queen	y	you
d	dime	l	lake	r	rope	z	zoo
f	feet	m	man	t	ten		
h	hat	n	name	v	vase		
j	job	p	pen	w	woman		

### Consonant Letters with More Than One Sound

s	sun, rose	Note:	<i>s</i> can sound like /s/ or /z/
x	six, example, xylophone		<i>x</i> can sound like /ks/, /gz/, or /z/
c	can, cop, cup cent, city, icy	Rule:	<i>c</i> followed by <i>a</i> , <i>o</i> , or <i>u</i> sounds like /k/ <i>c</i> followed by <i>e</i> , <i>i</i> , or <i>y</i> sounds like /s/
g	gas, got, gum ginger, germ, gym get, give, foggy	Rule:	<i>g</i> followed by <i>a</i> , <i>o</i> , or <i>u</i> sounds like /g/ <i>g</i> followed by <i>e</i> , <i>i</i> , or <i>y</i> can sound like /j/ <i>g</i> followed by <i>e</i> , <i>i</i> , or <i>y</i> can also sound like /g/
gu	guard, guess, guilt, guy	Rule:	<i>gu</i> followed by a vowel sounds like /g/ The <i>u</i> is usually silent.

## Consonant Blends

Consonant blends are two or three consonants (or a consonant and digraph) that commonly occur together. Each sound can be heard.

### Initial Blends

bl	blue	sk	skate
br	bride	sl	sleep
chr	Christmas	sm	smart
cl	clock	sn	snow
cr	cry	sp	spoon
dr	drop	spl	split
fl	flame	spr	spring
fr	friend	squ	square
gl	glass	st	step
gr	groom	str	street
pl	plate	sw	swim
pr	price	thr	throw
sc	scar	tr	track
sch	school	tw	twin
scr	scream		
shr	shrunk		

### Final Blends

ct	act	rb	curb
ft	left	rce	force
ld	gold	rd	card
lf	self	rf	scarf
lk	milk	rk	bark
lm	film	rl	girl
lp	help	rm	farm
lt	melt	rn	corn
mp	lamp	rp	burp
nce	chance	rse	course
nch	lunch	rt	smart
nd	hand	sk	ask
nge	range	sp	clasp
nse	sense	st	last
nt	front	xt	next
pt	kept		

## Consonant Digraphs

Consonant digraphs are two consonants that represent one sound.

ch	chair, machine, Christmas	sh	she
ng	ring	th	thing, the
nk	bank	wh	whale, who
ph	phone		



## Silent Consonant Combinations

These are common consonant combinations that contain one or more silent letters. Hyphens indicate initial or final combinations.

-ck	clock	-lk	talk	sc-	scent
gh	high, rough, ghost	-lm	calm	-tch	catch
-ght	sight, thought	-mb	climb	wr-	wrong
gn	sign, gnat	-mn	autumn		
kn-	know	rh-	rhyme		

## Vowels

### Vowel Letters and the Sounds They Represent

Each vowel letter represents several vowel sounds. The most common sounds are represented in the words listed below. All vowels can represent the schwa sound in unstressed syllables. The schwa is represented in many dictionaries by the symbol /ə/.

	<b>Short Sound</b>	<b>Long Sound</b>	<b>Other Sounds</b>	<b>Schwa Sound</b>
a	man	name	all, father, water	about
e	bed	me	cafe	open
i	six	time	ski	April
o	job	go	son, do, dog	second
u	but	rule, fuse	put	awful
y	gym	fly	any	

### Vowel Combinations and the Sounds They Represent

Listed below are common vowel digraphs or vowel-consonant combinations. Many of these combinations produce long vowel sounds. If a combination represents more than one sound, a key word is given for each common sound.

## Long Vowel Sounds

ai	rain	ie	field, pie
ay	day	igh	high
ea	meat, great	ind	find
ee	feet	oa	soap
ei	either, vein	oe	toe
eigh	eight	oo	food
eu	feud	ue	due
ew	blew, few	ui	fruit
ey	key, they		

## Other Vowel Sounds

ai	against	oo	book, blood
au	auto	ou	you, country, out, soul, could
aw	saw	ough	though, thought, through, enough, bough, cough
augh	taught, laugh	ow	own, town
ea	head	ui	build
oi	boil		
oy	boy		

## R-Controlled and L-Controlled Vowels

When vowels are followed by *r* or *l*, the pronunciation of the vowel is usually affected.

air	fair	err	berry	urr	purr
ar	car, dollar, warm	ir	girl	al	pal, bald
arr	carry	irr	mirror	all	ball
are	care	oar	roar	ild	mild
ear	ear, earth, bear	oor	door	ol	old, roll, solve, doll
eer	deer	or	horse, word, color	ull	full, dull
er	very, her	our	hour, four, journal		
ere	here, were, there	ur	fur, fury		

## Other Vowel-Consonant Combinations and the Sounds They Represent

-dge	badge	-ci-	magician, social
-ed	hated, rubbed, fixed	-si-	session, television, Asian
-gue	league	-ti-	caution, question, initial
-que	antique	su	sugar, measure
-stle	whistle	-tu-	picture

## Common Syllable Patterns in English

Some patterns of letters in syllables signal short vowel sounds. Others usually produce long vowel sounds. Recognizing the common short- and long-vowel syllable patterns can aid in decoding and spelling unknown words. It is usually the letter or letters that follow a vowel that determine pronunciation.

Key: V = any vowel  
C = any consonant  
(C) = may or may not be a consonant

## Syllables That Usually Produce Short Vowel Sounds

Closed syllables (syllables that end with one or more consonants)

VC: at, Ed, is, on, up

CVC: (also called 1-1-1 syllables) had, let, did, lot, but

CVCC: hand, less, with, lock, bump

Exceptions: find, child, high, sign, old, poll, bolt, most

## Syllables That Usually Produce Long Vowel Sounds

VCe: (silent *e* syllables) name, eve, time, hope, rule

VV(C): (double vowel syllables) paid, need, meat, die, boat, due, food

(C)V: (open syllables) ta/ble, fe/male, bi/cycle, go, o/pen

Exceptions: Many unaccented open syllables: a/muse, to/day

## A Syllable That Usually Produces the Schwa

Cle: (a consonant followed by *le*) table /tā/bəl/, gentle /gĕn/təl/

## Rules for Adding Endings

### The Doubling Rules

1. If a word has one syllable, one vowel, and one final consonant, double the final consonant before adding an ending that starts with a vowel. Do not double a final *w* or *x*. (This is also called the 1-1-1 Rule.)

Examples: hop + ed = hopped  
run + ing = running  
*but*  
fix + ed = fixed  
row + ing = rowing

2. If a word has more than one syllable, double the final consonant if the last syllable has one vowel, one final consonant, is accented, and the ending starts with a vowel.

Examples: forgót + en = forgotten  
begín + ing = beginning  
*but*  
óffer + ing = offering

## The Silent *e* Rule

If a word ends in silent *e*, drop the final *e* before adding an ending that starts with a vowel.

Example: joke + ing = joking  
secure + ity = security

## The *y* to *i* Conversion

If a word ends in a consonant plus *y* (Cy), change the *y* to *i* before adding an ending, unless the ending starts with *i*. Note that this rule does not apply when a vowel precedes the *y*.

Examples: lucky + er = luckier  
happy + ness = happiness  
*but*  
cry + ing = crying

## Rules for Pronouncing the Endings

### Endings *-ed* and *-d*

1. Pronounce as /d/ if preceded by a vowel sound or the voiced consonant sounds /b/, /g/, /j/, /l/, /m/, /n/, /ng/, /th/, /v/, /z/, /zh/, or /r/.

Examples:   tried           rained  
              robbed        hanged  
              tagged        bathed  
              raged        moved  
              mailed        razed  
              tamed        starred

But: Some words that end in the sounds /l/, /m/, and /n/ can add either *-ed* or *-t*. Note that adding *-t* might change the sound of the root word.

Examples: spelled/spelt, dreamed/dreamt, burned/burnt

2. Pronounce as /ed/ if preceded by the sound /d/ or /t/.

Examples: kidded      posted

3. Pronounce as /t/ if preceded by the unvoiced consonant sounds /ch/, /f/, /k/, /p/, /s/, /sh/, or /th/.

Examples: reached      tapped  
              stuffed      kissed  
              coughed      cashed  
              picked      toothed

## Ending -s

1. Pronounce as /z/ if preceded by a vowel sound or a voiced consonant sound.

Examples: fleas      ribs  
              cans      saves

2. Pronounce as /s/ if preceded by an unvoiced consonant sound.

Examples: packs  
              laughs  
              eats

## Ending -es

1. Pronounce as /z/ if preceded by a vowel sound or a voiced consonant sound.

Examples: cries, calves

2. Pronounce as /iz/ if preceded by an unvoiced consonant sound.

Examples: benches      fishes  
              kisses      fixes



## ***Laubach Way to English***

### **Steps for Teaching Conversational Skills**

#### **Steps for Learning Dialog**

1. Tutor **models** the whole dialogue. Student **listens**.
2. Tutor **models** each line. Student **repeats**.
3. Tutor and student each **take a role**.
4. Tutor and student **exchange** roles.

#### **Steps for Learning Vocabulary**

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

#### **Steps for Learning Structures**

1. Tutor **models** the underlined words and sentences. Student **listens**.
2. Tutor **models** each sentence. Student **repeats**.
3. Tutor says the **first** sentence and models the **second** sentence. Student says **second** sentence.
4. Tutor says the **first** sentence. Student says the **second** sentence.

#### **Evaluating Pronunciation**

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