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**AUTHOR** Bolanos, Marie; Master, Lawrence  
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**ABSTRACT**

Designed for use with the Computer Assisted Literacy in Libraries (CALL) program (a tutoring program for adult literacy), this curriculum guide suggests resources to use with lessons in the "Laubach Way to Reading" series, a format advocated by the CALL program. After an introduction and a section of definitions and suggestions for using the curriculum guide, the guide is divided into four sections, one for each book in the Laubach series. Each lesson consists of suggested activities for the following aspects of the lesson: language experience; lesson contents; textbook supplements; word patterns; real world reading and writing; and computer-assisted instruction. Appendixes consist of: (1) a list of 300 sight words; (2) recommended computer software, both correlated and not correlated with the Laubach series; (3) an annotated non-fiction bibliography, with subjects including medical information, following instructions, and legal problems; (4) biography and history (narrative and comic book format); (5) classic fiction (narrative and comic book format); (6) an annotated CALL fiction bibliography for levels 2-6; (7) an annotated bibliography of tutor-written stories for levels 1-3; (8) books for adults to read to children; and (9) a list of tutor resources. (MM)

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**CURRICULUM GUIDE  
FOR USE WITH  
LAUBACH WAY TO READING**

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**CALL PROGRAM  
(COMPUTER ASSISTED LITERACY IN LIBRARIES)  
LAS VEGAS - CLARK COUNTY LIBRARY DISTRICT  
LAS VEGAS, NEVADA  
JUNE, 1988**

1401 E. Flamingo Road Las Vegas, Nevada 89119 (702) 798-5101

## INTRODUCTION

The Computer Assisted Literacy in Libraries (CALL) program was initiated in June, 1986, by the Las Vegas-Clark County Library District. It is a one-on-one tutoring program that is designed to bring adults to a level of literacy that allows them to function more competently in today's society, and to continue their education in the more traditional classroom environment if this is their intent.

CALL staff trains volunteers from all walks of life to become tutors for the program. Once certified, the tutors are assigned students who wish to improve their reading skills. After the first six months of operation, CALL supervisors and trainers realized that tutors need more than encouragement to use the supplemental materials. If such materials were to be used in a timely and effective manner, a guide would be needed to designate specific items that would be appropriate to supplement each lesson. Thus, the need for the following curriculum guide initiated this project.

Funding from the State of Nevada, the Federal Government and the Las Vegas-Clark County Library District was provided for a research team to develop a curriculum guide that would be based on the lessons taught in the Laubach Way to Reading series, using the lesson format advocated by the CALL program.

CALL prescribes a five-part approach to tutoring in its training program and with its lesson plans: 1) language experience; 2) textbook; 3) word patterns; 4) real-world reading and writing, and 5) computer-assisted instruction. These five parts are interrelated components that allow the student to fulfill his/her immediate, everyday needs and to learn the basic reading concepts at the same time. For example, a student who is on a lesson in the textbook that deals with grocery shopping may relate his/her current needs or past problems in the language experience segment, look at grocery advertisements, coupons and labels in the real-world segment, and utilize software in order to reinforce textbook lesson words as well as grocery word groups. In other words, the five-part approach is neither sequential nor isolated by its elements.

With the above in mind, the curriculum guide provides specific suggestions of resources that can be used for each and every lesson. This guide is not all-inclusive and is not meant to limit the tutor only to what is included and suggested. The tutor may have other ideas and materials he/she may wish to use. The student may have special needs that are not within the scope of this project. This guide is strictly to help the tutor using it to make the curriculum a more meaningful, motivational and effective one for the student.

### RESEARCHERS:

MARIE BOLANOS, M.A., A.M.L.S.  
LAWRENCE MASTER, Ph.D.

### WITH THE ASSISTANCE OF:

LEE GREEN, M.A.  
ANN LANGEVIN, L.S. Specialist  
MARGARET MOULTON, M.A.

## DEFINITIONS AND SUGGESTIONS FOR USING THE CURRICULUM GUIDE

The entire guide is based on the multiple parts of the lesson plan of the CALL Program.

Each lesson page in this guide is intended to accompany the specific lesson contents as outlined in the LWR Teacher's Manual. No page is intended to be used by itself.

Each lesson shows material available, but not mandatory, for use by CALL tutors to reinforce the lesson contents and concepts. Many printed items are Laubach materials; others are available from commercial sources. Some computer software is commercially available; other software has been written by CALL personnel.

**METHOD** - The left column denotes the Lesson Plan components.

**SUGGESTED ACTIVITIES** - The right column of the page lists the contents and concepts of the lesson, as well as supplemental materials.

**LANGUAGE EXPERIENCE** - This approach personalizes the lesson by having the student relate, in his/her own words, an experience, opinion, goal, etc. The student is asked to tell this to the tutor who prints the sentences exactly as the student gives them. The tutor reads the paragraph to the student, both read it together, then the student reads it alone. The student identifies a few words that are in his/her vocabulary, but not recognizable in print. These are printed on flash cards for student to study by the next lesson. Further explanation can be found in Using Language Experience with Adults, by Katherine Kennedy.

*MAGIC SLATE* is a word processing software program that is an alternative to the tutor's printing of the dictated paragraph. The computer prints the paragraph, and difficult words can be circled or underlined for study by the next lesson.

**LESSON CONTENTS** - Laubach Way to Reading, Books 1, 2, 3, 4.

On a lesson-for-lesson basis, this section includes the words illustrating the new consonant or vowel sound, or the consonant blends to be taught in the lesson. Also shown are language or reading concepts to be explained, such as reading package directions for preparing instant food.

The LWR Teacher's Manual must be the major tool used by the tutor. The lesson pages in this guide list the chart words and the story words in order to show why particular Word Families or Homonyms are suggested in **WORD PATTERNS**. Items marked with a double asterisk (\*\*) indicate a reading or language concept introduced in this lesson. Often, this concept is a basis for a **REAL WORLD READING AND WRITING** activity.

**TEXTBOOK SUPPLEMENTS** - Included are print materials developed for Laubach Way to Reading that reinforce and review what has been introduced in the lesson. Some materials provide exercises, others are stories that review the new letters, words, sounds or blends. Laubach developed these materials. The tutor must be familiar with them, assess the needs of the student and determine which of the items can be of help in the current lesson.

#### **WORD PATTERNS -**

1. Focus on Phonics is a series of books accompanying LWR which provides additional phonetic exercises for each lesson. Books 1, 3 and 4 follow the textbook lessons exactly. There are two books to accompany Book 2 of the teaching series. Book 2a focuses on short vowel sounds. Book 2b provides exercises on consonant blends.

2. Minimal Pairs are words that are alike except for one letter, such as sip/sup or pin/pen. Students frequently have a problem with short vowel sounds, and practice with minimal pairs can be helpful.

3. Word Families call attention to the last part of words that are alike, e.g., witch, ditch, and stitch all belong to the -itch family. Only first letters or consonant blends change. This concept enables the student to learn several words at a time, as well as to learn the idea of rhyming words.

4. Root Words, Suffixes, and Prefixes eventually can help the student break down long words into short, recognizable parts. Exercises on adding suffixes to root words, as well as removing suffixes, are introduced late in Book 2, and throughout Books 2 and 3. Prefixes are introduced in Book 4. Scrabble tiles or alphabet cards are useful in teaching these components.

5. Homonyms are words that sound alike but are spelled differently and have different meanings, e.g., (hear, here) (two, to, too). Homonyms are introduced late in the textbook series. However, if the student questions the spelling of a word that is a homonym, the tutor should explain in terms of the words the student has learned. For example, in Book 1 the student will read the word "to" in the stories, so when he/she learns the word "two" he/she may ask about the same pronunciation but with a different spelling.

6. Sight Words consist of the 300 most commonly used words. More explanation can be found in Appendix A.

**REAL WORLD READING AND WRITING** - In this section of the lesson plan, the tutor tries to stimulate interest and motivation. He/she helps the student to transfer textbook skills and stories to real life situations. The ideas or exercises suggested in this section are to be used at the discretion of the tutor and depend on the interest of the student. In Books 3 and 4 especially, several ideas or exercises may be suggested based on the stories in the lesson. If any of them are not of interest or of practical value to the student, the tutor should find an alternative exercise.

**COMPUTER-ASSISTED INSTRUCTION** - This section names the software programs that are applicable to the lesson. Each of these programs is described and evaluated in Appendix B of this guide.

Frequently there is a repetition of terms in both **WORD PATTERNS** and in **COMPUTER-ASSISTED INSTRUCTION**. This is to serve as a reminder that an exercise in the lesson on Word Families, for example, can be done on paper, with alphabet cards, or on the computer if the software program is available.

### OTHER TERMS

**ALPHABET CARDS** - Tutor makes sets of small cards printed with vowels and consonants which can be used to form: new words from the lesson, minimal pairs in order to drill on separate vowel sounds, new words using a word family, and nonsense syllables to assist student to eventually attack multisyllabic words unknown to the him/her.

**DUET READING** - This method is used to increase the student's fluency of reading and vocabulary so that he/she begins to read with more confidence and discovers that reading is fun. The tutor helps the student select something to read that is 2-3 reading levels above his ability. Tutor and student begin to read the material aloud together. The tutor reads at a normal speed, trying to use expression, and follow punctuation. Student reads along, trying to keep up with the tutor. The tutor must move his finger beneath the lines being read. This helps the student keep up, acquire practice in reading from left to right, and bring his eye back to the beginning of each new line without losing his place. Try spending about 10 minutes with this exercise.

It is intended that the student feels challenged. If the student stops completely, the tutor should also stop, giving both a chance to rest, offer encouragement, and begin again. If the student keeps up with little effort, the tutor should use more difficult material so that it will be a challenge. If the student has a great deal of difficulty in keeping up, recognizes few words, and becomes frustrated, the tutor should use easier material.

**SCRABBLE TILES** - Using the alphabet dice or tiles from Scrabble, Yahtzee or Perquackey, the student rolls the dice and tries to make as many words from the letters as possible. The student should not use the same tile or die more than once in a single word.

**USING METRA BASIC TECHNIQUES WITH LAUBACH WAY TO READING** - This pamphlet has been prepared by CALL staff to assist the student in learning phonics. Frequently after LWR Skillbook 1 is completed, the tutor becomes aware that the student needs additional help with words. This Metra Technique pamphlet can be of assistance in reviewing or improving the pronunciation of individual sounds, as well as on blending the sounds of a consonant and vowel.

**WORD FINDER PUZZLE** - Tutor devises a puzzle using words from the lessons the student has completed. The student finds the words by looking horizontally, vertically, or diagonally. This can serve as a word recognition and spelling exercise.

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B: Computer Software

C: Non-Fiction Bibliography

D: Biography and History

E: Classic Fiction

F: CALL Fiction Bibliography

G: Tutor-Written Stories

H: Books for Adults to Read to Children

I: Tutor Resources

**Skillbook 1 Lesson 1**

METHOD	SUGGESTED ACTIVITIES			
Language Experience	<p><i>MAGIC SLATE</i> Student's goals for learning to read</p>			
Lesson Contents	<p>Chart: b bird c cup d dish f fish g girl h hand</p>	<p>Story: this is a the has in her</p>	<p>1 2 3 4 5</p>	<p>* Period (.) = End of Sentence</p>
Textbook Supplements	<p><u>Workbook 1</u> - Lesson 1 - Practice 1-3, pp. 8-10. <u>More Stories 1</u> - Lesson 1 - pp. 4, 5, 6. <u>Cars, Cars, Cars</u> - p. 3. <u>Hills' Garden Shop</u> - p. 3. <u>More Money</u> - p. 2. <u>House Help</u> - pp. 2-3.</p>			
Word Patterns	<p><u>Focus on Phonics-1</u> - Practice 1 - pp. 2-7. Sight Words - Find and underline words of lesson in a newspaper or magazine article.</p>			
Real World Reading & Writing	<p>Fill out an application form for a library card Sight Words - Find and underline words/letters of this lesson in a newspaper or magazine article.</p>			
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - BK 1 LETTERS 1 BK 1 WORDS 1</p>			



## Skillbook 1 Lesson 2

METHOD	SUGGESTED ACTIVITIES																												
Language Experience	<i>MAGIC SLATE</i> Continue working on paragraph on student's goals																												
Lesson Contents	<table border="0"> <tr> <td>Chart:</td> <td>Story:</td> <td>6</td> <td>* Sentence Recognition.</td> </tr> <tr> <td>j jumping</td> <td>are</td> <td>7</td> <td></td> </tr> <tr> <td>k kicking</td> <td>man's</td> <td>8</td> <td></td> </tr> <tr> <td>l leg</td> <td>girl's</td> <td>9</td> <td></td> </tr> <tr> <td>m man</td> <td></td> <td>10</td> <td></td> </tr> <tr> <td>n neck</td> <td></td> <td>11</td> <td></td> </tr> <tr> <td>p pan</td> <td></td> <td></td> <td></td> </tr> </table>	Chart:	Story:	6	* Sentence Recognition.	j jumping	are	7		k kicking	man's	8		l leg	girl's	9		m man		10		n neck		11		p pan			
Chart:	Story:	6	* Sentence Recognition.																										
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k kicking	man's	8																											
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m man		10																											
n neck		11																											
p pan																													
Textbook Supplements	<p><u>Workbook 1</u> - Lesson 2 - Practice 1-3, pp. 11-13.</p> <p><u>More Stories 1</u> - Lesson 2, pp. 7, 8, 9.</p> <p><u>Cars, Cars, Cars</u> - p. 4.</p> <p><u>Hills' Garden Shop</u> - pp. 4-5.</p> <p><u>More Money</u> - p. 3.</p> <p><u>House Help</u> - pp. 4-5</p>																												
Word Patterns	<p><u>Focus on Phonics-1</u> - Practice 2 - pp. 8-13.</p> <p>Word Families : -an, -eck, -ump</p>																												
Real World Reading & Writing	Using Scrabble tiles or alphabet cards, have student distinguish between m and n, b and d.																												
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - BK 1 LETTERS 2 BK 1 WORDS 2</p> <p><i>WORD FAMILIES</i> : -an, -eck, -ump</p> <p><i>GRAMMAR GREMLINS</i> - Level 1 - Sentences</p>																												

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**Skillbook 1 Lesson 3**

METHOD	SUGGESTED ACTIVITIES																												
Language Experience	<i>MAGIC SLATE</i> Paragraph regarding student's family.																												
Lesson Contents	<table border="0"> <tr> <td>Chart:</td> <td>Story:</td> <td>12</td> <td>* Comma (,)</td> </tr> <tr> <td>r river</td> <td>at</td> <td>13</td> <td>* Quotation marks (" ")</td> </tr> <tr> <td>s snake</td> <td>looks</td> <td>14</td> <td>* Exclamation mark (!)</td> </tr> <tr> <td>t tent</td> <td></td> <td>15</td> <td></td> </tr> <tr> <td>v valley</td> <td></td> <td>16</td> <td></td> </tr> <tr> <td>w woman</td> <td></td> <td>17</td> <td></td> </tr> <tr> <td>y yells</td> <td></td> <td></td> <td></td> </tr> </table>	Chart:	Story:	12	* Comma (,)	r river	at	13	* Quotation marks (" ")	s snake	looks	14	* Exclamation mark (!)	t tent		15		v valley		16		w woman		17		y yells			
Chart:	Story:	12	* Comma (,)																										
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v valley		16																											
w woman		17																											
y yells																													
Textbook Supplements	<p><u>Workbook 1</u> - Lesson 3 - Practice 1-4, pp. 14-17.</p> <p><u>More Stories 1</u> - Lesson 3 - pp. 14-17.</p> <p><u>Cars, Cars, Cars</u> - p. 5.</p> <p><u>Hills' Garden Shop</u> - pp. 6-7.</p> <p><u>More Money</u> - pp. 4-5.</p> <p><u>House Help</u> - pp. 6-7.</p>																												
Word Patterns	<p><u>Focus on Phonics-1</u> - Practice 3 - pp. 14-19.</p> <p>Word Families: -ent</p>																												
Real World Reading & Writing	Tutor picks out a Level 2 CALL fiction book (Appendix F). Tutor reads first chapter aloud, calling attention to the dialog. Explains use of quotation marks, commas and periods in terms of oral interpretation.																												
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - BK 1 LETTERS 3 BK 1 WORDS 3</p> <p><i>WORD FAMILIES:</i> -ent</p> <p><i>GRAMMAR GREMLINS</i> - Level 1 - Punctuation</p>																												

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**Skillbook 1 Lesson 4**

METHOD	SUGGESTED ACTIVITIES																																				
Language Experience	<i>MAGIC SLATE</i> Continue paragraph on student's family.																																				
Lesson Contents	<table> <tr> <td>Chart:</td> <td>Story:</td> <td>18</td> <td>* Vowels</td> </tr> <tr> <td>a apple</td> <td>an</td> <td>19</td> <td></td> </tr> <tr> <td>e egg</td> <td>picks</td> <td>20</td> <td></td> </tr> <tr> <td>i in</td> <td>he</td> <td>21</td> <td></td> </tr> <tr> <td>o olive</td> <td>his</td> <td>22</td> <td></td> </tr> <tr> <td>u up</td> <td>gives</td> <td>23</td> <td></td> </tr> <tr> <td></td> <td>to</td> <td></td> <td></td> </tr> <tr> <td></td> <td>she</td> <td></td> <td></td> </tr> <tr> <td></td> <td>puts</td> <td></td> <td></td> </tr> </table>	Chart:	Story:	18	* Vowels	a apple	an	19		e egg	picks	20		i in	he	21		o olive	his	22		u up	gives	23			to				she				puts		
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e egg	picks	20																																			
i in	he	21																																			
o olive	his	22																																			
u up	gives	23																																			
	to																																				
	she																																				
	puts																																				
Textbook Supplements	<p><u>Workbook 1</u> - Lesson 4 - Practice 1-5, pp. 18-21.</p> <p><u>More Stories 1</u> - Lesson 4 - pp. 13, 14, 15.</p> <p><u>Cars, Cars, Cars</u> - p. 6.</p> <p><u>Hills' Garden Shop</u> - pp. 8-9.</p> <p><u>More Money</u> - p. 6.</p> <p><u>House Help</u> - pp. 8-9.</p>																																				
Word Patterns	<p><u>Focus on Phonics-1</u> - Practice 4 - pp. 20-24.</p> <p>Word Families: -in</p> <p>Minimal Pairs - an/in, in/on, at/it, pan/pen, man/men</p>																																				
Real World Reading & Writing	<p>Use Scrabble tiles or letter cards to practice Minimal Pairs.</p> <p>Tutor continues CALL fiction - Chapter 2, calling attention to quotation marks, commas, periods.</p>																																				
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - BK 1 LETTERS 4 BK 1 WORDS 4</p> <p><i>WORD FAMILIES:</i> -in</p> <p><i>ODDS AND ENDS</i> - "A" VS. "AN"</p>																																				

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**Skillbook 1 Lesson 5**

METHOD	SUGGESTED ACTIVITIES																																			
Language Experience	<i>MAGIC SLATE</i> Paragraph regarding student's job, responsibilities, etc.																																			
Lesson Contents	<table border="0"> <tr> <td>Chart:</td> <td>Story:</td> <td></td> <td></td> <td></td> </tr> <tr> <td>x box</td> <td>get</td> <td>man</td> <td></td> <td>24</td> </tr> <tr> <td>z zipper</td> <td>sells</td> <td>up</td> <td></td> <td>25</td> </tr> <tr> <td>qu quarter</td> <td>for</td> <td>cup</td> <td></td> <td>26</td> </tr> <tr> <td>sh shop</td> <td>him</td> <td></td> <td></td> <td>27</td> </tr> <tr> <td>ch children</td> <td>they</td> <td></td> <td></td> <td>28</td> </tr> <tr> <td>th thank</td> <td>in</td> <td></td> <td></td> <td>29</td> </tr> </table>	Chart:	Story:				x box	get	man		24	z zipper	sells	up		25	qu quarter	for	cup		26	sh shop	him			27	ch children	they			28	th thank	in			29
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qu quarter	for	cup		26																																
sh shop	him			27																																
ch children	they			28																																
th thank	in			29																																
Textbook Supplements	<p><u>Workbook 1</u> - Lesson 5 - Practice 1-4, pp. 22-25.</p> <p><u>More Stories 1</u> - Lesson 5 - pp. 16, 17, 18.</p> <p><u>Cars, Cars, Cars</u> - pp. 7, 8-9.</p> <p><u>Hills' Garden Shop</u> - p. 10.</p> <p><u>More Money</u> - p. 7.</p> <p><u>House Help</u> - pp. 10-11, 12-13.</p>																																			
Word Patterns	<p><u>Focus on Phonics-1</u> - Practice 5 - pp. 25-29.</p> <p>Word Families: -ank</p>																																			
Real World Reading & Writing	<p>Using Scrabble tiles, tutor asks student to distinguish ch- vs. sh- sounds. Tutor reads a list of words beginning with ch- or sh-. Student points to correct sound.</p> <p>Sight Words - In a newspaper or magazine article, student finds the Story words.</p> <p>Tutor continues oral reading of CALL fiction - Chapter 3.</p>																																			
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - BK 1 LESSON 5</p> <p><i>WORD FAMILIES:</i> -ank</p>																																			

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**Skillbook 1 Lesson 6**

METHOD	SUGGESTED ACTIVITIES																												
Language Experience	<i>MAGIC SLATE</i>																												
Lesson Contents	<table border="0"> <tr> <td>Chart:</td> <td>Story:</td> <td>30</td> <td>* Paragraph recognition</td> </tr> <tr> <td>A Ann</td> <td>boy</td> <td>31</td> <td>* Names begin with a capital letter.</td> </tr> <tr> <td>B Bob</td> <td>says</td> <td>32</td> <td></td> </tr> <tr> <td>C Cal</td> <td>you</td> <td>33</td> <td></td> </tr> <tr> <td>D Dan</td> <td></td> <td>34</td> <td></td> </tr> <tr> <td>E Ed</td> <td></td> <td>35</td> <td></td> </tr> <tr> <td>F Fran</td> <td></td> <td></td> <td></td> </tr> </table>	Chart:	Story:	30	* Paragraph recognition	A Ann	boy	31	* Names begin with a capital letter.	B Bob	says	32		C Cal	you	33		D Dan		34		E Ed		35		F Fran			
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B Bob	says	32																											
C Cal	you	33																											
D Dan		34																											
E Ed		35																											
F Fran																													
Textbook: Supplements	<p><u>Workbook 1</u> - Lesson 6 - Practice 1-4, pp. 26-29.</p> <p><u>More Stories 1</u> - Lesson 6 pp. 19, 20-21, 22.</p> <p><u>Cars, Cars, Cars</u> - p. 10.</p> <p><u>Hills' Garden Shop</u> - p. 11.</p> <p><u>More Money</u> - p. 8.</p> <p><u>House Help</u> - pp. 14-15.</p>																												
Word Patterns	<p><u>Focus on Phonics-1</u> - Practice 6-A, B, C - pp. 30-31.</p> <p>Sight Words (Appendix A) - #1-10</p> <p>Word Families: -ob</p> <p>Begin <u>Using Metra Basic Techniques with Laubach Way to Reading</u> - Lesson 1 - p. 1</p>																												
Real World Reading & Writing	<p>Using a newspaper article, tutor begins helping the student learn the principles of capitalization. Have student identify the capital letters and tutor writes the rule - e.g., 1. First word of sentence. 2. Names. 3. Title - Senator Smith, etc.</p> <p>Continue CALL fiction - Chapter 4</p>																												
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - BK 1 LESSON 6</p> <p><i>WORD FAMILIES</i>: -ob</p> <p><i>GRAMMAR GREMLINS</i> - Level 1 - Capitalization</p>																												

**Skillbook 1 Lesson 7**

METHOD	SUGGESTED ACTIVITIES																						
Language Experience	<i>MAGIC SLATE</i>																						
Lesson Contents	<table border="0"> <tr> <td>Chart:</td> <td>Story:</td> <td>36</td> <td rowspan="7">Introduce adding -s to make a noun plural</td> </tr> <tr> <td>G Glenn</td> <td>lives</td> <td>37</td> </tr> <tr> <td>H Hill</td> <td>looking</td> <td>38</td> </tr> <tr> <td>I Indian</td> <td>girls</td> <td>39</td> </tr> <tr> <td>J Jill</td> <td>fishing</td> <td>40</td> </tr> <tr> <td>K Kim</td> <td></td> <td>41</td> </tr> <tr> <td>L Liz</td> <td></td> <td></td> </tr> </table>	Chart:	Story:	36	Introduce adding -s to make a noun plural	G Glenn	lives	37	H Hill	looking	38	I Indian	girls	39	J Jill	fishing	40	K Kim		41	L Liz		
Chart:	Story:	36	Introduce adding -s to make a noun plural																				
G Glenn	lives	37																					
H Hill	looking	38																					
I Indian	girls	39																					
J Jill	fishing	40																					
K Kim		41																					
L Liz																							
Textbook Supplements	<p><u>Workbook 1</u> - Lesson 7 - Practice 1-4, pp. 26-29.</p> <p><u>More Stories 1</u> - Lesson 7 - pp. 23, 24, 25.</p> <p><u>Cars, Cars, Cars</u> - pp. 11-12.</p> <p><u>Hills' Garden Shop</u> - pp. 12-13.</p> <p><u>More Money</u> - p. 10.</p> <p><u>House Help</u> - p. 16.</p>																						
Word Patterns	<p><u>Focus on Phonics-1</u> - Practice 7-A, B, C - pp. 30-31.</p> <p>Continue <u>Using Metra Basic Techniques with LWR</u> - Lesson 2 - p. 3</p> <p>Word Families: -ill, -im</p> <p>Suffix - (-ing) - Use only with verb not ending in -e or not doubling the final consonant.</p>																						
Real World Reading & Writing	<p>Student continues search for capital letters as tutor writes the rules.</p> <p>Continue CALL fiction - Chapter 5</p>																						
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - BK 1 LESSON 7</p> <p><i>MASTER SPELL</i> - Sight Words Data Disk - Side 1, List 1</p> <p><i>WORD FAMILIES:</i> -ill, -im</p> <p><i>SPELLING RULES</i> - V. 2 - #2, Making plurals and third person singular verbs #1, Regular words</p> <p><i>ODDS AND ENDS</i> - ALPHABETIZING #1 - Letters in lower case</p>																						

CALL Curriculum Guide for *Laubach Way to Reading*

**Skillbook 1 Lesson 8**

METHOD	SUGGESTED ACTIVITIES																												
Language Experience	MAGIC SLATE																												
Lesson Contents	<table border="0"> <tr> <td>Chart:</td> <td>Story:</td> <td>42</td> <td>* Apostrophe (')</td> </tr> <tr> <td>M Mr., Mrs.</td> <td>Oliver's</td> <td>43</td> <td>* Meaning of -'s</td> </tr> <tr> <td>N Ned</td> <td>pup</td> <td>44</td> <td></td> </tr> <tr> <td>O Oliver</td> <td>runs</td> <td>45</td> <td></td> </tr> <tr> <td>P Pam</td> <td>pets</td> <td>46</td> <td></td> </tr> <tr> <td>Q Queen</td> <td>pup's</td> <td>47</td> <td></td> </tr> <tr> <td>R Robert</td> <td></td> <td></td> <td></td> </tr> </table>	Chart:	Story:	42	* Apostrophe (')	M Mr., Mrs.	Oliver's	43	* Meaning of -'s	N Ned	pup	44		O Oliver	runs	45		P Pam	pets	46		Q Queen	pup's	47		R Robert			
Chart:	Story:	42	* Apostrophe (')																										
M Mr., Mrs.	Oliver's	43	* Meaning of -'s																										
N Ned	pup	44																											
O Oliver	runs	45																											
P Pam	pets	46																											
Q Queen	pup's	47																											
R Robert																													
Textbook Supplements	<p><u>Workbook 1</u> - Lesson 8 - Practice 1-4, pp. 33-36.</p> <p><u>More Stories 1</u> - Lesson 8 - pp. 26, 27, 28.</p> <p><del>Cars, Cars, Cars</del> - p. 13.</p> <p><u>Hills' Garden Shop</u> - pp. 14-15.</p> <p><u>More Money</u> - p. 11.</p> <p><u>House Help</u> - pp. 17-18.</p>																												
Word Patterns	<p><u>Focus on Phonics-1</u> - Practice 8-A, B - p. 33.</p> <p>Word Families: -et</p> <p>Continue <u>Using Metra Basic Techniques with LWR</u> - Lesson 3 - p. 4.</p> <p>Sight Words (Appendix A) - #11-20</p>																												
Real World Reading & Writing	<p>In a newspaper, student finds -'s after a name (e.g., Oliver's) and circles it.</p> <p>Tutor does an exercise on Mr., Mrs., Ms., Miss to distinguish how each is used.</p> <p>Continue CALL fiction - Chapter 6</p> <p>Continue process for learning rules of capitalization.</p>																												
Computer-Assisted Instruction	<p><u>SPELL IT!</u> - BK 1 LESSON 8</p> <p><u>WORD FAMILIES:</u> -et</p> <p><u>PRE-READING / COUNTING</u> - Caterpillar</p> <p><u>ODDS AND ENDS</u> - ALPHABETIZING #2 - Letters in upper case</p>																												

## Skillbook 1 Lesson 9

METHOD	SUGGESTED ACTIVITIES			
Language Experience	<i>MAGIC SLATE</i>			
Lesson Contents	Chart:	Story:	48	Review: ending -s as in boys.
	S Sam	street	49	
	T Ted	on	50	
	U Uncle	going	51	
	V Van		52	
	W Will		53	
	Y York			
Textbook Supplements	<u>Workbook 1</u> - Lesson 9 - Practice 1-5, pp. 37-40. <u>More Stories 1</u> - Lesson 9 - pp. 29, 30, 31. <u>Cars, Cars, Cars</u> - pp. 14-15. <u>Hills' Garden Shop</u> - pp. 16-17. <u>More Money</u> - pp. 12-13. <u>House Help</u> - p. 19.			
Word Patterns	<u>Focus on Phonics-1</u> - Practice 9 - pp. 34-37. Word Families: -eet Continue <u>Using Metra Basic Techniques with LWR</u> - Lesson 4 - p. 5.			
Real World Reading & Writing	Continue capitalization exercise Continue CALL fiction - Chapter 7 Develop a Word Finder puzzle, using words taught in Lessons 1-9.			
Computer-Assisted Instruction	<u>SPELL IT!</u> - BK 1 LESSON 9 <u>MASTER SPELL</u> - Sight Words Data Disk - Side 1, List 2 <u>WORD FAMILIES:</u> -eet <u>SPELLING RULES</u> - #2, Making plurals and third person singular verbs #1, Regular words			



**Skillbook 1 Lesson 10**

METHOD	SUGGESTED ACTIVITIES																																
Language Experience	MAGIC SLATE																																
Lesson Contents	<table border="0"> <tr> <td>Chart:</td> <td>Story:</td> <td>54</td> <td>Review: Alphabet - small and capital letters.</td> </tr> <tr> <td>X</td> <td>gets</td> <td>55</td> <td>Sounds /a/, /e/,</td> </tr> <tr> <td>Z</td> <td>Hills</td> <td>56</td> <td>/i/, /o/, /u/.</td> </tr> <tr> <td></td> <td></td> <td>57</td> <td>Ending -s as in gets.</td> </tr> <tr> <td></td> <td></td> <td>58</td> <td></td> </tr> <tr> <td></td> <td></td> <td>59</td> <td></td> </tr> <tr> <td></td> <td></td> <td>60</td> <td></td> </tr> <tr> <td></td> <td></td> <td>61</td> <td></td> </tr> </table>	Chart:	Story:	54	Review: Alphabet - small and capital letters.	X	gets	55	Sounds /a/, /e/,	Z	Hills	56	/i/, /o/, /u/.			57	Ending -s as in gets.			58				59				60				61	
Chart:	Story:	54	Review: Alphabet - small and capital letters.																														
X	gets	55	Sounds /a/, /e/,																														
Z	Hills	56	/i/, /o/, /u/.																														
		57	Ending -s as in gets.																														
		58																															
		59																															
		60																															
		61																															
Textbook Supplements	<p><u>Workbook 1</u> - Lesson 10 - Practice 1-4, pp. 41-43.</p> <p><u>More Stories 1</u> - Lesson 10 - pp. 32, 33, 34.</p> <p><u>Cars, Cars, Cars</u> - pp. 16-17.</p> <p><u>Hills' Garden Shop</u> - pp. 18-19.</p> <p><u>More Money</u> - p. 14.</p> <p><u>House Help</u> - pp. 20-21.</p> <p><u>Crossword Puzzles</u> - pp. 3-4.</p>																																
Word Patterns	<p><u>Focus on Phonics-1</u> - Practice 10 - pp. 38-43.</p> <p>Continue <u>Using Metra Basic Techniques with LWR</u> - Lesson 5 - p. 5.</p> <p>Sight Words (Appendix A) - #21-30</p>																																
Real World Reading & Writing	<p>Finish CALL fiction book - Chapter 8</p> <p>Tutor reads a few short sample book reviews, helping the student to determine what a book review should and should not include.</p>																																
Computer-Assisted Instruction	<p><u>SPELL IT!</u> - BK 1 LESSON 10A REVIEW BK 1 LESSON 10B REVIEW BK 1 LESSON 10C REVIEW BK 1 LESSON 10D REVIEW</p> <p><u>ODDS AND ENDS</u> - ALPHABETIZING - #1 Letters in lower case #2 Letters in upper case</p> <p><u>PRE-READING / COUNTING</u> - Caterpillar - Alphabet drill, capital letters</p>																																

**Skillbook 1 Lesson 11**

METHOD	SUGGESTED ACTIVITIES																																
Language Experience	<i>MAGIC SLATE</i> Start writing a book review of CALL fiction just finished.																																
Language Experience	<table border="0"> <tr> <td>Chart:</td> <td>Story:</td> <td>62</td> <td>** Street addresses</td> </tr> <tr> <td>0</td> <td>numbers</td> <td>63</td> <td>** Telephone numbers</td> </tr> <tr> <td>100</td> <td>live</td> <td>64</td> <td></td> </tr> <tr> <td></td> <td>their</td> <td>65</td> <td>Review: g- h- r- t- v-.</td> </tr> <tr> <td>1,000</td> <td>telephone</td> <td>66</td> <td>-k -r -t -v.</td> </tr> <tr> <td></td> <td>number</td> <td>67</td> <td>/i/, /o/, /u/.</td> </tr> <tr> <td></td> <td>not</td> <td></td> <td>'s as in Ted's.</td> </tr> <tr> <td></td> <td>Ted's</td> <td></td> <td></td> </tr> </table>	Chart:	Story:	62	** Street addresses	0	numbers	63	** Telephone numbers	100	live	64			their	65	Review: g- h- r- t- v-.	1,000	telephone	66	-k -r -t -v.		number	67	/i/, /o/, /u/.		not		's as in Ted's.		Ted's		
Chart:	Story:	62	** Street addresses																														
0	numbers	63	** Telephone numbers																														
100	live	64																															
	their	65	Review: g- h- r- t- v-.																														
1,000	telephone	66	-k -r -t -v.																														
	number	67	/i/, /o/, /u/.																														
	not		's as in Ted's.																														
	Ted's																																
Textbook Supplements	<p><u>Workbook 1</u> - Lesson 11 - Practice 1-10, pp. 44-51.</p> <p><u>More Stories 1</u> - Lesson 11 - pp. 35, 36-7, 38.</p> <p><u>Cars, Cars, Cars</u> - pp. 18-19.</p> <p><u>Hills' Garden Shop</u> - pp. 20-21.</p> <p><u>More Money</u> - p. 15.</p> <p><u>House Trip</u> - pp. 22-23.</p> <p><u>Crossword Puzzles</u> - p. 5.</p>																																
Word Patterns	<p><u>Focus on Phonics-1</u> - Practice 11-A, B, C - pp. 44-48.</p> <p>Word Families: -ot</p> <p>Continue <u>Using Metra Basic Techniques with LWR</u> - Lesson 6 - p. 6.</p>																																
Real World Reading & Writing	<p>Tutor asks student to write his/her street address and telephone number</p> <p><u>Filling Out Forms</u> (Appendix C) - Use pp. 16-18 in filling out simple forms: Library card application, Request for statement of earnings, Magazine subscription card, Change of address card, and Sporting license application.</p>																																
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - BK 1 LESSON 11</p> <p><i>MASTER SPELL</i> - Sight Words Data Disk - Side 1, List 3</p> <p><i>WORD FAMILIES:</i> -ot</p>																																

## Skillbook 1 Lesson 12

METHOD	SUGGESTED ACTIVITIES																												
Language Experience	<i>MAGIC SLATE</i> Continue book review begun in last lesson																												
Lesson Contents	<table border="0"> <tr> <td>Chart:</td> <td>Story:</td> <td>68</td> <td>* Question mark (?)</td> </tr> <tr> <td>Numerals</td> <td>do</td> <td>69</td> <td></td> </tr> <tr> <td>and</td> <td>have</td> <td>70</td> <td>Review: (" ") (,) (.)</td> </tr> <tr> <td>number</td> <td>yes</td> <td>71</td> <td>ch- sh- th-</td> </tr> <tr> <td>words</td> <td>no</td> <td>72</td> <td>j- k- z-</td> </tr> <tr> <td></td> <td>my</td> <td>73</td> <td>-s -'s</td> </tr> <tr> <td></td> <td>snakes</td> <td></td> <td></td> </tr> </table>	Chart:	Story:	68	* Question mark (?)	Numerals	do	69		and	have	70	Review: (" ") (,) (.)	number	yes	71	ch- sh- th-	words	no	72	j- k- z-		my	73	-s -'s		snakes		
Chart:	Story:	68	* Question mark (?)																										
Numerals	do	69																											
and	have	70	Review: (" ") (,) (.)																										
number	yes	71	ch- sh- th-																										
words	no	72	j- k- z-																										
	my	73	-s -'s																										
	snakes																												
Textbook Supplements	<p><u>Workbook 1</u> - Lesson 12 - Practice 1-10, pp. 52-60.</p> <p><u>More Stories 1</u> - Lesson 12 - pp. 39, 40-41, 42.</p> <p><u>Cars, Cars, Cars</u> - pp. 20-21.</p> <p><u>Hills' Garden Shop</u> - pp. 22-23.</p> <p><u>More Money</u> - p. 16.</p> <p><u>House Help</u> - pp. 24-25.</p> <p><u>Crossword Puzzles</u> - p. 6.</p>																												
Word Patterns	<p><u>Focus on Phonics-1</u> - Practice 12-A, B, C, D - pp. 49-53.</p> <p>Homonyms - (to, two, too) (for, four) (one, won)</p> <p>Finish <u>Using Metra Basic Techniques with LWR</u> - Lesson 7 - p. 7.</p> <p>Sight Words (Appendix A) - #31-40</p>																												
Real Words Reading & Writing	<p>Tutor finds multisyllabic words in a newspaper. Check that syllables have regular pronunciation. Print these words out for student to pronounce according to <u>METRA for Laubach</u> technique.</p> <p>Tutor dictates a number, student writes the number in <u>words</u>.</p>																												
Computer-Assisted Instruction	<p><u>SPELL IT!</u> - BK 1 LESSON 12</p> <p><u>GRAMMAR GREMLINS</u> - Level 1 - Capitalization Level 1 - Plurals</p> <p><u>HOMONYMS</u> - (to, two, too) (for, four) (one, won)</p>																												

**Skillbook 1 Lesson 13**

METHOD	SUGGESTED ACTIVITIES		
Language Experience	<i>MAGIC SLATE</i>		
Lesson Contents  <u>In the Valley</u>	Stories 1-3	Story Words: visits bird's visiting nest pick looks apples run ten under thanks jump wings yell	** Table of Contents  * Possessives ('s)  Review: Adding -s or 's to root word Dropping -s of 's from root word
Textbook Supplements	<u>Workbook 1</u> - Lesson 13 - Practice 1-6, pp. 61-64. <u>More Stories 1</u> - Lesson 13 - pp. 43, 44-45, 46. <u>Cars, Cars, Cars</u> - pp. 22-23. <u>Hills' Garden Shop</u> - pp. 24-25. <u>More Money</u> - Inside back cover. <u>House Help</u> - pp. 26-27. <u>Crossword Puzzles</u> - p. 7.		
Word Patterns	<u>Focus on Phonics-1</u> - Practice 13 - pp. 54-55.  Word Families: -en, -est		
Real World Reading & Writing	Tutor helps the student begin writing a story - (for example, as Story #9 of <u>In the Valley</u> ) - use the words of Book 1 - pp. 79-80.		
Computer-Assisted Instruction	<i>SPELL IT!</i> - BK 1 VALLEY  <i>MASTER SPELL</i> - Sight Words Data Disk - Side 1, List 4  <i>WORD FAMILIES:</i> -en, -est  <i>GRAMMAR GREMLINS</i> - Level 1 - Punctuation		

## Skillbook 1 Appendix

METHOD	SUGGESTED ACTIVITIES		
Language Experience	<i>MAGIC SLATE</i>		
Lesson Contents  <u>In the Valley</u>	<table border="0"> <tr> <td data-bbox="333 398 541 746">Stories 4-8</td> <td data-bbox="541 398 1454 746"> <b>Story Words:</b>                      visit      Robert's                      cups        am                      olives      Cal's                      pans        Hill's                      zippers     sell                      quarters   of                      tells        packing                      hurt         packs                      give                 </td> </tr> </table>	Stories 4-8	<b>Story Words:</b> visit      Robert's cups        am olives      Cal's pans        Hill's zippers     sell quarters   of tells        packing hurt         packs give
Stories 4-8	<b>Story Words:</b> visit      Robert's cups        am olives      Cal's pans        Hill's zippers     sell quarters   of tells        packing hurt         packs give		
Textbook Supplements	<u>Hills' Garden Shop</u> - pp. 26-27. <u>House Help</u> - p. 28. <u>Crossword Puzzles</u> - p. 9		
Word Patterns	<u>Focus on Phonics-1</u> - Tests for beginning, ending consonant sounds, pp. 56-59. Appendix: Optional dictation exercises - pp. 60-71.  Word Families: -am		
Real World Reading & Writing	Read one or more Tutor-Written Stories - Appendix G  Finish writing a story using words in Book I.		
Computer-Assisted Instruction	<i>WORD FAMILIES: -am</i>  <i>ODDS AND ENDS - MOVIE WHEEL OF FORTUNE</i>		

## Skillbook 2 Lesson 1

METHOD	SUGGESTED ACTIVITIES			
Language Experience	<i>MAGIC SLATE</i>			
Lesson Contents	<table border="0"> <tr> <td style="vertical-align: top; padding-right: 20px;"> <b>Chart:</b>                      i    in                      Miss                      sister                      big                      little                      ring                      finger                 </td> <td style="vertical-align: top; padding-right: 20px;"> <b>Story:</b>                      gift                      it                      getting                      giving                        Study                 </td> <td style="vertical-align: top;">                     * Read paragraph silently to find answer to specific question                      * Interpret facts draw inferences                      Review: endings -s, -'s.                            /er/, /ng/, /ss/, /tt/.                 </td> </tr> </table>	<b>Chart:</b> i    in Miss sister big little ring finger	<b>Story:</b> gift it getting giving  Study	* Read paragraph silently to find answer to specific question * Interpret facts draw inferences Review: endings -s, -'s. /er/, /ng/, /ss/, /tt/.
<b>Chart:</b> i    in Miss sister big little ring finger	<b>Story:</b> gift it getting giving  Study	* Read paragraph silently to find answer to specific question * Interpret facts draw inferences Review: endings -s, -'s. /er/, /ng/, /ss/, /tt/.		
Textbook Supplements	<p><i>Workbook 2</i> - Lesson 1 - Practice 1-7, pp. 4-8.</p> <p><i>More Stories 2</i> - Lesson 1 - pp. 6-7, 8-9, 10.</p> <p><i>More Cars, Cars</i> - p. 2.</p> <p><i>Money Spent</i> - pp. 2-3.</p> <p><i>The Hills at Work</i> - pp. 2-3.</p> <p><i>Can Ann Do It?</i> - pp. 2-3.</p> <p><i>Crossword Puzzles</i> - p. 9.</p>			
Word Patterns	<p><u>Focus on Phonics-2a</u> (i) - Practice 1-A, B, C - pp. 6-11.</p> <p><u>Focus on Phonics-2b</u> (-er) Practice 44, p. 68.</p> <p>  (-ng) Practice 32, p. 52.</p> <p>Word Families: -ing, -ig, -ift</p> <p>Sight Words - #41-50</p>			
Real World Reading & Writing	<p>Tutor finds and reads instructions for how to wrap a gift. Bring a small box, paper and ribbon, and follow the directions for wrapping it.</p> <p>Write out a gift list (for self, for family, for friends, etc.)</p> <p>Write out a gift card.</p> <p>Make a greeting card.</p>			
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - BK 2 LESSON 1</p> <p><i>WORD ATTACK!</i> - BK 2 LESSON 1</p> <p><i>WORD FAMILIES:</i> -ing, -ig, -ift</p> <p><i>PRINT SHOP</i> - Make a greeting card.</p>			

## Skillbook 2 Lesson 2

METHOD	SUGGESTED ACTIVITIES						
Language Experience	MAGIC SLATE						
Lesson Contents	<table border="0"> <tr> <td>Chart:</td> <td>Story:</td> <td>* Read paragraph silently to find answer to specific question</td> </tr> <tr> <td>i in kitchen whistle sitting singing bringing dinner</td> <td>Hills' with fill words letters</td> <td>Read variants of known words formed by adding or dropping -ing. Identify ending -s' (Hills') Review: -ing, -s, -sh, -th. /wh/, /br/, /ng/, /er/.</td> </tr> </table>	Chart:	Story:	* Read paragraph silently to find answer to specific question	i in kitchen whistle sitting singing bringing dinner	Hills' with fill words letters	Read variants of known words formed by adding or dropping -ing. Identify ending -s' (Hills') Review: -ing, -s, -sh, -th. /wh/, /br/, /ng/, /er/.
Chart:	Story:	* Read paragraph silently to find answer to specific question					
i in kitchen whistle sitting singing bringing dinner	Hills' with fill words letters	Read variants of known words formed by adding or dropping -ing. Identify ending -s' (Hills') Review: -ing, -s, -sh, -th. /wh/, /br/, /ng/, /er/.					
Textbook Supplements	<p><u>Workbook 2</u> - Lesson 2 - Practice 1-5, pp. 9-13.</p> <p><u>More Stories 2</u> - Lesson 2 - pp. 11, 12-13, 14.</p> <p><u>More Cars, Cars</u> - p. 3.</p> <p><u>Money Spent</u> - pp. 4-5. <u>Can Ann Do It?</u> - pp. 4-5.</p> <p><u>The Hills at Work</u> - pp. 4-5. <u>Crossword Puzzles</u> - p. 10.</p>						
Word Patterns	<p><u>Focus on Phonics-2a</u> (i) - Practice 2-A, B, C, D - pp 12-15.</p> <p><u>Focus on Phonics-2b</u> (wh-) - Practice 1-B, pp. 6-7. (br-) - Practice 9, p.22. (-sh, -th) - Practice 2-B, p. 10.</p> <p>Minimal Pairs - sitting/setting - when to use which word</p> <p>Word Families: -itch</p>						
Real World Reading & Writing	<p>What are some of the student's favorite kinds of fish to cook? Does the student have a favorite fish recipe?</p> <p><u>Quick to Fix Foods</u> - (Appendix H) p. 15 - "Fish from the Freezer."</p> <p>What are the names of the rooms in a house?. Draw a floor plan of a house or apartment. Why do friends tend to gather in the kitchen?</p> <p><u>Run for Your Life &amp; Other Stories</u> - (Appendix H) p. 58 - "ABC's for the Kitchen"</p>						
Computer-Assisted Instruction	<p><u>SPELL IT!</u> - BK 2 LESSON 2</p> <p><u>WORD ATTACK!</u> - BK 2 LESSON 2</p> <p><u>WORD FAMILIES:</u> -itch</p> <p><u>MASTER SPELL</u> - Sight Words Data Disk - Side 1, List 5</p> <p><u>GRAMMAR GREMLINS</u> - Level 3 - Possessives</p>						

### Skillbook 2 Lesson 3

METHOD	SUGGESTED ACTIVITIES			
Language Experience	MAGIC SLATE			
Lesson Contents	<table border="0"> <tr> <td style="vertical-align: top;"> <p>Chart:</p> <p>y lily city windy Kitty Jimmy building picture</p> </td> <td style="vertical-align: top;"> <p>Story:</p> <p>Ms. King Fisher pretty</p> </td> <td style="vertical-align: top;"> <p>* Words ending in silent -e, drop e before adding -ing. * Recognize the consonant blend pr- Rev: /ng/ - King</p> </td> </tr> </table>	<p>Chart:</p> <p>y lily city windy Kitty Jimmy building picture</p>	<p>Story:</p> <p>Ms. King Fisher pretty</p>	<p>* Words ending in silent -e, drop e before adding -ing. * Recognize the consonant blend pr- Rev: /ng/ - King</p>
<p>Chart:</p> <p>y lily city windy Kitty Jimmy building picture</p>	<p>Story:</p> <p>Ms. King Fisher pretty</p>	<p>* Words ending in silent -e, drop e before adding -ing. * Recognize the consonant blend pr- Rev: /ng/ - King</p>		
Textbook Supplements	<p><u>Workbook 2</u> - Lesson 3 - Practice 1-5, pp. 14-18.</p> <p><u>More Stories 2</u> - Lesson 3 - pp. 15, 16-17, 18.</p> <p><u>More Cars, Cars</u> - pp. 4-5</p> <p><u>Money Spent</u> - pp. 6-7.</p> <p><u>The Hills at Work</u> - pp. 6-7.</p> <p><u>Can Ann Do It?</u> - pp. 6-7.</p> <p><u>Crossword Puzzles</u> - p. 11.</p>			
Word Patterns	<p><u>Focus on Phonics-2a</u> (i) - Practice 3-A, B, C, D - pp. 16-23.</p> <p>Suffixes: -ing</p> <p>Sight Words - #51-60</p>			
Real World Reading & Writing	<p>Write to Chamber of Commerce for information about Las Vegas or any other city. In the Reference Department of most libraries, the tutor could find <u>World Wide Chamber of Commerce Directory</u> to find addresses of chambers of commerce.</p> <p>Make a list of pros and cons of living in a city vs. a small town.</p>			
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - BK 2 LESSON 3</p> <p><i>WORD ATTACK!</i> - BK 2 LESSON 3</p> <p><i>SPELLING RULES</i> - V.2 - #5, Adding suffixes beginning with vowels - #3, Words ending in silent e.</p>			



**Skillbook 2 Lesson 4**

METHOD	SUGGESTED ACTIVITIES																																
Language Experience	MAGIC SLATE																																
Lesson Contents	<table border="0" style="width: 100%;"> <tr> <td style="width: 20%;">Chart:</td> <td style="width: 20%;">Story:</td> <td style="width: 20%;"></td> <td style="width: 40%;">** Duck Hunting</td> </tr> <tr> <td>  u</td> <td>  up</td> <td>  hit</td> <td></td> </tr> <tr> <td></td> <td>  sun</td> <td>  bring</td> <td>* Scan story to find which paragraph tells certain main idea.</td> </tr> <tr> <td></td> <td>  son</td> <td></td> <td>* Summarize story in own words.</td> </tr> <tr> <td></td> <td>  duck</td> <td></td> <td>* Recognize direct quotations; identify speaker.</td> </tr> <tr> <td></td> <td>  hunting</td> <td></td> <td>* Letters -ck = /k/ after short vowel.</td> </tr> <tr> <td></td> <td>  cut</td> <td></td> <td>* Cons. after short vowel usually doubled before adding -ing.</td> </tr> <tr> <td></td> <td>  cutting</td> <td></td> <td>* Comma = brief pause.</td> </tr> </table>	Chart:	Story:		** Duck Hunting	u	up	hit			sun	bring	* Scan story to find which paragraph tells certain main idea.		son		* Summarize story in own words.		duck		* Recognize direct quotations; identify speaker.		hunting		* Letters -ck = /k/ after short vowel.		cut		* Cons. after short vowel usually doubled before adding -ing.		cutting		* Comma = brief pause.
Chart:	Story:		** Duck Hunting																														
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	cut		* Cons. after short vowel usually doubled before adding -ing.																														
	cutting		* Comma = brief pause.																														
Textbook Supplements	<p><u>Workbook 2</u> - Lesson 4 - Practice 1-5, pp. 19-22.</p> <p><u>More Stories 2</u> - Lesson 4 - pp. 20-21, 22, 23.</p> <p><u>More Cars, Cars</u> - pp. 6-7.</p> <p><u>Money Spent</u> - pp. 8-9.                      <u>Can Ann Do It?</u> - p. 8.</p> <p><u>The Hills at Work</u> - pp. 8-9.                <u>Crossword Puzzles</u> - p. 12.</p>																																
Word Patterns	<p><u>Focus on Phonics-2a</u> (u) - Practice 4-A, B, C, D - pp. 24-27.</p> <p><u>Focus on Phonics-2b</u> (-uck) - Practice 5-A - p. 28.</p> <p>Word Families: -un, -ut, -it</p> <p>Minimal Pairs : short i vs. short u: bin/bun, sin/sun, fin/fun</p> <p>Homonyms - (sun, son)</p>																																
Real World Reading & Writing	<p>Hunting - Does student hunt? Does student believe in hunting?</p> <p>What is the student's opinion on gun control?. In <u>American Rifleman</u> or a similar magazine, tutor reads an article to student. What is student's reaction?</p> <p><u>Mother Read to Me Some More</u> - p. 20 - "Why Buy a Gun?"</p> <p>Using Scrabble tiles, construct minimal pairs using short i and short u. bin/bun, sin/sun, fin/fun</p>																																
Computer-Assisted Instruction	<p><u>SPELL IT!</u> - BK 2 LESSON 4</p> <p><u>WORD ATTACK!</u> - BK 2 LESSON 4</p> <p><u>SPELLING RULES</u> - V.2 - #3, Using k, ke, and ck -</p> <p style="padding-left: 40px;">#4, Short vowel sounds with a consonant and k</p> <p style="padding-left: 40px;">- #5, Adding suffixes beginning with vowels -</p> <p style="padding-left: 80px;">#1, One-syllable words</p> <p><u>WORD FAMILIES:</u> -un, -ut, -it.</p> <p><u>MASTER SPELL</u> - Sight Words Data Disk - Side 1, List 6</p> <p><u>HOMONYMS</u> - (sun, son)</p>																																

## Skillbook 2 Lesson 5

METHOD	SUGGESTED ACTIVITIES																								
Language Experience	<i>MAGIC SLATE</i>																								
Lesson Contents	<table border="0"> <tr> <td>Chart:</td> <td>Story:</td> <td>* Recall sequence of events in story.</td> </tr> <tr> <td>u up</td> <td>Bud</td> <td>* Write sentences from dictation.</td> </tr> <tr> <td>truck</td> <td>Buck</td> <td>* Recognize unvoiced -th (with)</td> </tr> <tr> <td>stuck</td> <td>from</td> <td>Recognize voiced -th (that)</td> </tr> <tr> <td>funny</td> <td>some</td> <td>* Recognize consonant blends:</td> </tr> <tr> <td>comes</td> <td>does</td> <td>tr-, st-, fr-, -nk.</td> </tr> <tr> <td>mother</td> <td>think</td> <td>Distinguish endings -s, -'s, -s'.</td> </tr> <tr> <td>brother</td> <td>bricks</td> <td></td> </tr> </table>	Chart:	Story:	* Recall sequence of events in story.	u up	Bud	* Write sentences from dictation.	truck	Buck	* Recognize unvoiced -th (with)	stuck	from	Recognize voiced -th (that)	funny	some	* Recognize consonant blends:	comes	does	tr-, st-, fr-, -nk.	mother	think	Distinguish endings -s, -'s, -s'.	brother	bricks	
Chart:	Story:	* Recall sequence of events in story.																							
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truck	Buck	* Recognize unvoiced -th (with)																							
stuck	from	Recognize voiced -th (that)																							
funny	some	* Recognize consonant blends:																							
comes	does	tr-, st-, fr-, -nk.																							
mother	think	Distinguish endings -s, -'s, -s'.																							
brother	bricks																								
Textbook Supplements	<p><u>Workbook 2</u> - Lesson 5 - Practice 1-6, pp. 23-27.</p> <p><u>More Stories 2</u> - Lesson 5 - pp. 24-25, 26-27, 28.</p> <p><u>More Cars, Cars</u> - pp. 8-9.</p> <p><u>Money Spent</u> pp. 10-11.                      <u>Can Ann Do It?</u> - p. 9.</p> <p><u>The Hills at Work</u> - pp. 10-11.              <u>Crossword Puzzles</u> - p. 13.</p>																								
Word Patterns	<p><u>Focus on Phonics-2a</u> (u) - Practice 5-A, B, C, D, E - pp. 28-35.</p> <p><u>Focus on Phonics-2b</u> (st-) - Practice 17 - p. 31.</p> <p>(fr-, pr-) - Practice 12 - p. 25.</p> <p>Homonyms - (some, sum)</p> <p>Minimal Pairs - truck/trick, stuck/stick, luck/lick</p> <p>Word Families: -uck, -ink</p> <p>Sight Words - #61-70</p>																								
Real World Reading & Writing	<p>Use the April issue of <u>Consumer Reports</u> to check costs, repairs, etc. of cars and trucks on a comparative basis.</p> <p><u>Label Talk</u> - (Appendix C) - "Comparative Pricing"</p> <p>What to do when a car breaks down. Discuss what to look for in the Yellow Pages of a Telephone Directory.</p> <p><u>Taking the Wheel</u> (Appendix C) Part 2. Handling Driving Emergencies.</p> <p>Draw a family tree to show family relations.</p>																								
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - BK 2 LESSON 5</p> <p><i>WORD ATTACK!</i> - BK 2 LESSON 5</p> <p><i>WORD FAMILIES:</i> -uck, -ink</p> <p><i>HOMONYMS</i> - (some, sum)</p> <p><i>GRAMMAR GREMLINS</i> - Level 3 - Possessives</p>																								

## Skillbook 2 Lesson 6

METHOD	SUGGESTED ACTIVITIES																								
Language Experience	<i>MAGIC SLATE</i>																								
Lesson Contents	<table border="0"> <tr> <td>Chart:</td> <td>Story:</td> <td>* Interpret main idea of story by summarizing.</td> </tr> <tr> <td>e egg</td> <td>Fred</td> <td>* Recognize direct quotations.</td> </tr> <tr> <td>bell</td> <td>fresh</td> <td>* Read orally with expression.</td> </tr> <tr> <td>hens</td> <td>Ellen</td> <td>Recognize consonant blends -</td> </tr> <tr> <td>cents</td> <td>will</td> <td>tw- (twelve), fr- (fresh).</td> </tr> <tr> <td>help</td> <td>very</td> <td>Review: use of -s (eggs), (sells).</td> </tr> <tr> <td>twelve</td> <td>many</td> <td>Question mark.</td> </tr> <tr> <td>seventy</td> <td></td> <td></td> </tr> </table>	Chart:	Story:	* Interpret main idea of story by summarizing.	e egg	Fred	* Recognize direct quotations.	bell	fresh	* Read orally with expression.	hens	Ellen	Recognize consonant blends -	cents	will	tw- (twelve), fr- (fresh).	help	very	Review: use of -s (eggs), (sells).	twelve	many	Question mark.	seventy		
Chart:	Story:	* Interpret main idea of story by summarizing.																							
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bell	fresh	* Read orally with expression.																							
hens	Ellen	Recognize consonant blends -																							
cents	will	tw- (twelve), fr- (fresh).																							
help	very	Review: use of -s (eggs), (sells).																							
twelve	many	Question mark.																							
seventy																									
Textbook Supplements	<p><u>Workbook 2</u> - Lesson 6 - Practice 1-6, pp. 28-31.</p> <p><u>More Stories 2</u> - Lesson 6 - pp. 29, 30-31, 32-33.</p> <p><u>More Cars. Cars</u> - pp. 10-11.</p> <p><u>Money Spent</u> - pp. 12-13.                      <u>Can Ann Do It?</u> - pp. 10-11.</p> <p><u>The Hills at Work</u> - pp. 12-13.                      <u>Crossword Puzzles</u> - p. 14.</p>																								
Word Patterns	<p><u>Focus on Phonics-2a</u> (e) - Practice 6-A, B, C - pp. 36-38.</p> <p><u>Focus on Phonics-2b</u> (tw-) - Practice 22 - p. 36.</p> <p>(fr-) - Practice 12 - p. 25.</p> <p>Word Families: -ell</p> <p>Minimal Pairs - bell/bill, well/will, sell/sill</p>																								
Real World Reading & Writing	<p>Using grocery ads, compare prices of eggs at different stores. Compare the prices of small, medium, and large eggs.</p> <p>How many ways are there to prepare and use eggs?</p> <p>Tutor brings in package labels. Do contents include eggs?</p> <p><u>Reading and Following Directions</u> (Appendix C) - p. 61 - "Six steps for Making Scrambled Eggs"</p> <p><u>Mother Read to Me Some More</u> (Appendix H) - p. 21 - "My Black Hen"</p> <p>Using Scrabble tiles, construct minimal pairs using short e and short i.</p>																								
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - BK 2 LESSON 6</p> <p><i>WORD ATTACK!</i> - BK 2 LESSON 6</p> <p><i>GRAMMAR GREMLINS</i> - Level 2 - Capitalization</p> <p><i>MASTER SPELL</i> - Sight Words Data Disk - Side 1, List 7</p> <p><i>MASTER SPELL</i> - Word Groups Data Disk - Side 1, List 10 - BREAKFAST</p> <p><i>WORD FAMILIES:</i> -ell</p> <p><i>SPELLING RULES</i> - V.2 - #2, Making plurals and third person singular verbs #1, Regular words</p>																								

## Skillbook 2 Lesson 7

METHOD	SUGGESTED ACTIVITIES																								
Language Experience	<i>MAGIC SLATE</i>																								
Lesson Contents	<table border="0"> <tr> <td>Chart:</td> <td>Story:</td> <td>** Placement of address and return address on envelope.</td> </tr> <tr> <td>e egg</td> <td>them</td> <td></td> </tr> <tr> <td>men</td> <td>well</td> <td>* Recognize words that rhyme.</td> </tr> <tr> <td>bed</td> <td>sick</td> <td>Recognize endings -nt, -nd.</td> </tr> <tr> <td>red</td> <td>sits</td> <td>Review: verb endings -s, -ing.</td> </tr> <tr> <td>send</td> <td>quickly</td> <td>cons. blends - br, fr, pr, tr.</td> </tr> <tr> <td>friends</td> <td>women</td> <td>voiced sound of th (them).</td> </tr> <tr> <td>letter</td> <td></td> <td></td> </tr> </table>	Chart:	Story:	** Placement of address and return address on envelope.	e egg	them		men	well	* Recognize words that rhyme.	bed	sick	Recognize endings -nt, -nd.	red	sits	Review: verb endings -s, -ing.	send	quickly	cons. blends - br, fr, pr, tr.	friends	women	voiced sound of th (them).	letter		
Chart:	Story:	** Placement of address and return address on envelope.																							
e egg	them																								
men	well	* Recognize words that rhyme.																							
bed	sick	Recognize endings -nt, -nd.																							
red	sits	Review: verb endings -s, -ing.																							
send	quickly	cons. blends - br, fr, pr, tr.																							
friends	women	voiced sound of th (them).																							
letter																									
Textbook Supplements	<p><u>Workbook 2</u> - Lesson 7 - Practice 1-7, pp. 32-36.</p> <p><u>More Stories 2</u> - Lesson 7 - pp. 34-35, 36-37, 38-39.</p> <p><u>More Cars, Cars</u> - pp. 12-13.</p> <p><u>Money Spent</u> - pp. 14-15.                      <u>Can Ann Do It?</u> - pp. 12-13.</p> <p><u>The Hills at Work</u> - pp. 14-15.                      <u>Crossword Puzzles</u> - p. 15.</p>																								
Word Patterns	<p><u>Focus on Phonics-2a</u> (e) - Practice 7-A, B, C, D, E, F - pp. 39-45.</p> <p><u>Focus on Phonics-2b</u> (-nt) - Practice 28-A, B - pp. 44-47.</p> <p>(-nd) - Practice 29-A, B - pp. 48-49.</p> <p>Minimal Pairs - bed/bid, red/rid, led/lid woman/women, man/men</p> <p>Word Families: -ed, -end, -ick</p> <p>Sight Words - #71-80</p>																								
Real World Reading & Writing	<p>Tutor and student discuss where to put address and return address on envelope. Student practices this, if it is new to him/her.</p> <p><u>Writing to Others</u> (Appendix C) p. 23 - Letter to a sick person.</p> <p>Tutor brings in medicine bottles and/or labels and discusses directions.</p> <p><u>Read the Instructions</u> (Appendix C) p. 48 - Cold Capsules</p> <p><u>Reading and Following Directions</u> (Appendix C) p. 52 - Reading labels</p> <p><u>Label Talk</u> (Appendix C) p. 26-7 - Aspirin label; p. 58 - Word list</p>																								
Computer-Assisted Instruction	<p><u>SPELL IT!</u> - BK 2 LESSON 7</p> <p><u>WORD ATTACK!</u> - BK 2 LESSON 7</p> <p><u>WORD FAMILIES:</u> -ed, -end, -ick</p> <p><u>SPELLING RULES</u> - V.2 - #5, Adding suffixes beginning with vowels #1, One-syllable words #3, Words ending in silent e</p>																								

## Skillbook 2 Lesson 8

METHOD	SUGGESTED ACTIVITIES																								
Language Experience	<i>MAGIC SLATE</i>																								
Lesson Contents	<table border="0"> <tr> <td>Charts:</td> <td>Story:</td> <td>* Understand main idea of story and paragraph</td> </tr> <tr> <td>a apple</td> <td>that</td> <td>* Recognize rhyming words</td> </tr> <tr> <td>cat bag</td> <td>can</td> <td>* Recognize consonant blends</td> </tr> <tr> <td>rat basket</td> <td>cannot</td> <td>bl (black) sm (Smith)</td> </tr> <tr> <td>bat happy</td> <td>kill</td> <td>* Recognize root words with -ing</td> </tr> <tr> <td>back marry</td> <td>Smith</td> <td>Rev: Consonant blend st (stand)</td> </tr> <tr> <td>black carrying</td> <td>quick</td> <td>c = /k/ before a (cat)</td> </tr> <tr> <td>standing family</td> <td>Jack</td> <td></td> </tr> </table>	Charts:	Story:	* Understand main idea of story and paragraph	a apple	that	* Recognize rhyming words	cat bag	can	* Recognize consonant blends	rat basket	cannot	bl (black) sm (Smith)	bat happy	kill	* Recognize root words with -ing	back marry	Smith	Rev: Consonant blend st (stand)	black carrying	quick	c = /k/ before a (cat)	standing family	Jack	
Charts:	Story:	* Understand main idea of story and paragraph																							
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cat bag	can	* Recognize consonant blends																							
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back marry	Smith	Rev: Consonant blend st (stand)																							
black carrying	quick	c = /k/ before a (cat)																							
standing family	Jack																								
Textbook Supplements	<p><u>Workbook 2</u> - Lesson 8 - Practice 1-7, pp. 37-41.</p> <p><u>More Stories 2</u> - Lesson 8 - pp. 40-41, 42-43, 44-45.</p> <p><u>More Cars, Cars</u> - pp. 14-15.</p> <p><u>Money Spent</u> - pp. 16-17.                      <u>Can Ann Do It?</u> - pp. 14-15.</p> <p><u>The Hills at Work</u> -pp. 16-19.                      <u>Crossword Puzzles</u> - pp. 16-17.</p>																								
Word Patterns	<p><u>Focus on Phonics-2a</u> (a) - Practice 8-A, B, C, D, E - pp. 46-50.</p> <p><u>Focus on Phonics-2b</u> (bl-) - Practice 3 - pp. 12-15.</p> <p>(sm-) - Practice 20 - p. 34.</p> <p>Word Families: -at, -ack, -ag, -ad, -and, -ang</p> <p>Minimal Pairs - bag/big/beg/bug, bat/bit/bet/but, quack/quick, clack/click/cluck.</p>																								
Real World Reading & Writing	<p>Tutor reads aloud the poem, "The Pied Piper of Hamelin," with the student. It has many short a words. Note the concept of rhyming.</p> <p>Using Scrabble tiles, make Minimal Pairs using a, i, e, u.</p> <p><u>Writing to Others</u> - p. 30 - Answering Wedding Invitations</p>																								
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - BK 2 LESSON 8</p> <p><i>WORD ATTACK!</i> - BK 2 LESSON 8</p> <p><i>WORD FAMILIES:</i> -at, -ack, -ag, -ad, -and, -ang.</p> <p><i>MASTER SPELL</i> - Sight Words Data Disk - Side 1, List 8</p> <p><i>SPELLING RULES</i> - V.2 - #3, Using k, ke, and ck #4, Short vowel sounds with ck.</p>																								

**Skillbook 2 Lesson 9**

METHOD	SUGGESTED ACTIVITIES			
Language Experience	<i>MAGIC SLATE</i>			
Lesson Contents	<table border="0"> <tr> <td style="vertical-align: top;"> <p>Chart:</p> <p>a apple path grass glass half laugh factory</p> </td> <td style="vertical-align: top;"> <p>Story:</p> <p>after lunch</p> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>* Summarize by listing main events in the order in which they happened.</li> <li>* Scan story to find certain paragraph.</li> <li>* Contrast vowel sounds /a/, /e/, /i/, /u/.</li> </ul> <p>Recognize consonant blends - gr- (grass), gl- (glass), -nch (lunch)</p> </td> </tr> </table>	<p>Chart:</p> <p>a apple path grass glass half laugh factory</p>	<p>Story:</p> <p>after lunch</p>	<ul style="list-style-type: none"> <li>* Summarize by listing main events in the order in which they happened.</li> <li>* Scan story to find certain paragraph.</li> <li>* Contrast vowel sounds /a/, /e/, /i/, /u/.</li> </ul> <p>Recognize consonant blends - gr- (grass), gl- (glass), -nch (lunch)</p>
<p>Chart:</p> <p>a apple path grass glass half laugh factory</p>	<p>Story:</p> <p>after lunch</p>	<ul style="list-style-type: none"> <li>* Summarize by listing main events in the order in which they happened.</li> <li>* Scan story to find certain paragraph.</li> <li>* Contrast vowel sounds /a/, /e/, /i/, /u/.</li> </ul> <p>Recognize consonant blends - gr- (grass), gl- (glass), -nch (lunch)</p>		
Textbook Supplements	<p><u>Workbook 2</u> - Lesson 9 - Practice 1-6, pp. 42-47.</p> <p><u>More Stories 2</u> - Lesson 9 - pp. 46-47, 48-49, 50-53.</p> <p><u>More Cars, Cars</u> - pp. 16-18.</p> <p><u>Money Spent</u> - pp. 18-19.                      <u>Can Ann Do It?</u> - pp. 16-17.</p> <p><u>The Hills at Work</u> - pp. 20-21.              <u>Crossword Puzzles</u> - p. 18.</p>			
Word Patterns	<p><u>Focus on Phonics-2a</u> (a) - Practice 9-A, B, C, D, E, F, G, H - pp. 51-59.</p> <p><u>Focus on Phonics-2b</u> (gr-) - Practice 13 - p. 26.</p> <p>(gl-) - Practice 6 - p. 18.</p> <p>(-nch) - Practice 30 - p. 50.</p> <p>Word Families: -ass, -unch</p> <p>Sight Words - #81-90</p>			
Real World Reading & Writing	<p>What kind of humor does the student like? What makes him/her laugh? Use <u>Reader's Digest</u> - "Short Anecdotes," "Life in These United States," "Campus Comedy," "All in a Day's Work," "Laughter," to illustrate different kinds of humor.</p> <p>Lunch breaks - Discuss if student and friends brown-bag it, go to a restaurant, etc. If they go to a restaurant, is the menu a problem? Discuss.</p> <p><u>Snapshots</u> - Vol. I (Appendix H) - #17, p. 52 - A Man's Job</p>			
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - BK 2 LESSON 9</p> <p><i>WORD ATTACK!</i> - BK 2 LESSON 9</p> <p><i>WORD FAMILIES:</i> -ass, -unch</p> <p><i>SPELLING RULES</i> - V.2 - #5, Adding suffixes beginning with vowels #3, Word ending with silent e.</p> <p><i>ODDS AND ENDS</i> - "A" VS. "AN"</p>			

**Skillbook 2 Lesson 10**

METHOD	SUGGESTED ACTIVITIES																																													
Language Experience	<i>MAGIC SLATE</i>																																													
Lesson Contents	<p>Charts:</p> <table border="0"> <tr> <td>o</td> <td>olive</td> <td></td> <td>Story:</td> <td>** Doctor's Office.</td> </tr> <tr> <td></td> <td>doctor</td> <td>rock</td> <td>got</td> <td></td> </tr> <tr> <td></td> <td>Dr.</td> <td>lock</td> <td>Chan</td> <td>* Recognize the motivation of a character in a story.</td> </tr> <tr> <td></td> <td>office</td> <td>clock</td> <td>Don</td> <td>* Recognize consonant blends: cl, dr.</td> </tr> <tr> <td></td> <td>hot</td> <td>top</td> <td>Tom</td> <td>Review: Endings -s, -'s, -ing.</td> </tr> <tr> <td></td> <td>shot</td> <td>stops</td> <td>job</td> <td>Rhyming words.</td> </tr> <tr> <td></td> <td>doll</td> <td>stopped</td> <td>fix</td> <td>Abbreviations (Dr. - Doctor)</td> </tr> <tr> <td></td> <td>Molly</td> <td>dollar</td> <td>John</td> <td>Use of ck for /k/.</td> </tr> <tr> <td></td> <td></td> <td></td> <td>dropped</td> <td></td> </tr> </table>	o	olive		Story:	** Doctor's Office.		doctor	rock	got			Dr.	lock	Chan	* Recognize the motivation of a character in a story.		office	clock	Don	* Recognize consonant blends: cl, dr.		hot	top	Tom	Review: Endings -s, -'s, -ing.		shot	stops	job	Rhyming words.		doll	stopped	fix	Abbreviations (Dr. - Doctor)		Molly	dollar	John	Use of ck for /k/.				dropped	
o	olive		Story:	** Doctor's Office.																																										
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	doll	stopped	fix	Abbreviations (Dr. - Doctor)																																										
	Molly	dollar	John	Use of ck for /k/.																																										
			dropped																																											
Textbook Supplements	<p><u>Workbook 2</u> - Lesson 10 - Practice 1-7, pp. 48-52.</p> <p><u>More Stories 2</u> - Lesson 10 - pp. 54-55, 56-57, 58-59.</p> <p><u>More Cars, Cars</u> - pp. 19-20.</p> <p><u>Money Spent</u> - pp. 20-21.      <u>Can Ann Do It?</u> - pp. 18-19.</p> <p><u>The Hills at Work</u> - pp. 21-15.      <u>Crossword Puzzles</u> - pp. 19-20.</p>																																													
Word Patterns	<p><u>Focus on Phonics-2a</u> (o) - Practice 10-A, B, C - pp. 60-62.</p> <p><u>Focus on Phonics-2b</u> (cl-) - Practice 4, p. 16.</p> <p>(dr-) - Practice 11, p. 24.</p> <p>Word Families: -ock, -op.</p> <p>Minimal Pairs - short o and short a - hot/hat, pot/pat, top/tap, lock/lack, rock/rack, Don/Dan</p>																																													
Real World Reading & Writing	<p>Tutor and student discuss a visit to a doctor's office. Tutor gets an information form and help student fill it out. If possible, tutor gets a health insurance form and helps student fill it out.</p> <p><u>Insure Yourself</u> - Appendix C - p. 20 - "If You Get Sick or Injured."</p> <p><u>Need a Doctor?</u> - "At the Doctor's Office"</p> <p><u>Medical Language</u></p> <p>Household Repairs - Discuss who does "odd jobs" around the house? What tools are necessary?</p> <p>Using Scrabble tiles, make words using short a, e, i, o, u.</p>																																													
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - BK 2 LESSON 10A BK 2 LESSON 10B</p> <p><i>WORD ATTACK</i> - BK 2 LESSON 10</p> <p><i>WORD FAMILIES:</i> -ock, op</p> <p><i>MASTER SPELL</i> - Sight Words Data Disk - Side 1, List 9.</p> <p><i>SPELLING RULES</i> - V.2 - #2, Making plurals and third person singular verbs #1, Regular words</p>																																													





## Skillbook 2 Lesson 12

METHOD	SUGGESTED ACTIVITIES			
Language Experience	<i>MAGIC SLATE</i>			
Lesson Contents	<table border="0"> <tr> <td style="vertical-align: top;"> <p>Charts:</p> <p>ar    arms  farm    car  farmer    far  Carmen    dark  barn    market  garden    parking  jar    start            starting</p> </td> <td style="vertical-align: top;"> <p>Story:</p> <p>Carl  hard  Arthur  large  jelly  work  working  let's</p> </td> <td style="vertical-align: top;"> <p>** Shopping for Food</p> <p>* Scan to find certain parts of a story.</p> <p>* Recog. contraction (let's) and how it is formed.</p> <p>Review: /k/ after a cons. (dark)  /k/ -ck after short vowel (back)  /k/ c before a (car)</p> </td> </tr> </table>	<p>Charts:</p> <p>ar    arms  farm    car  farmer    far  Carmen    dark  barn    market  garden    parking  jar    start            starting</p>	<p>Story:</p> <p>Carl  hard  Arthur  large  jelly  work  working  let's</p>	<p>** Shopping for Food</p> <p>* Scan to find certain parts of a story.</p> <p>* Recog. contraction (let's) and how it is formed.</p> <p>Review: /k/ after a cons. (dark)  /k/ -ck after short vowel (back)  /k/ c before a (car)</p>
<p>Charts:</p> <p>ar    arms  farm    car  farmer    far  Carmen    dark  barn    market  garden    parking  jar    start            starting</p>	<p>Story:</p> <p>Carl  hard  Arthur  large  jelly  work  working  let's</p>	<p>** Shopping for Food</p> <p>* Scan to find certain parts of a story.</p> <p>* Recog. contraction (let's) and how it is formed.</p> <p>Review: /k/ after a cons. (dark)  /k/ -ck after short vowel (back)  /k/ c before a (car)</p>		
Textbook Supplements	<p><u>Workbook 2</u> - Lesson 12 - Practice 1-8, pp. 60-64.</p> <p><u>More Stories 2</u> - Lesson 12 - pp. 66-67, 68-69, 70-72.</p> <p><u>More Cars, Cars</u> - pp. 22-23.</p> <p><u>Money Spent</u> - pp. 24-25.                      <u>Can Ann Do It?</u> - pp. 22-23.</p> <p><u>The Hills at Work</u> - pp. 30-33.                      <u>Crossword Puzzles</u> - pp. 23-24.</p>			
Word Patterns	<p><u>Focus on Phonics-2a</u> (-es) - Practice 12, pp. 70-71.</p> <p><u>Focus on Phonics-2b</u> (-ar) - Practice 47-A, B, C) - pp. 72-74.</p> <p>Minimal Pairs - barn/bran</p> <p>Word Families: -ar, -ark</p>			
Real World Reading & Writing	<p>If student is interested in gardening, tutor gets bookmarks with gardening tips printed on them from the Cooperative Extension (953 E. Sahara, Las Vegas)</p> <p>Tutor brings in Nevada Driver's Manual and asks student to identify and explain parking signs. Discuss meter fees and charge for violations.</p> <p><u>Signs Around Town</u></p> <p><u>Taking the Wheel</u></p>			
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - BK 2 LESSON 12A  BK 2 LESSON 12B</p> <p><i>WORD ATTACK!</i> - BK 2 LESSON 12</p> <p><i>ODDS AND ENDS</i> - CONTRACTIONS</p> <p><i>WORD FAMILIES:</i> -ar, -ark.</p> <p><i>GRAMMAR GREMLINS</i> - Level 3 - Possessives</p> <p><i>MASTER SPELL</i> - Sight Words Data Disk - Side 1, List 10</p> <p><i>MASTER SPELL</i> - Word Groups Data Disk - Side 1, List 9 - VEGETABLES</p> <p><i>SPELLING RULES</i> - V.2 - #3, Using k, ke, ck -</p> <p style="padding-left: 40px;">#3, Short vowel sounds with a consonant and k</p> <p style="padding-left: 40px;">#4, Short vowel sounds with ck</p> <p style="padding-left: 40px;">#5, Adding suffixes beginning with vowels</p> <p style="padding-left: 40px;">#5, Adding -er.</p>			

**Skillbook 2 Lesson 13**

METHOD	SUGGESTED ACTIVITIES	
Language Experience	<i>MAGIC SLATE</i>	
Lesson Contents	<p>REVIEW LESSON;                      Short vowel sounds -                      a, e, i, o, u, y                      Sound /er/ -                      -er, -ir, -ur                      Sound /ar/                      Cons. sounds:                      -ng, wh, voiced th</p>	<p>Write sentences from dictation, with correct spelling and punctuation.                      Summarize.                      Review: Consonant blends - beginning:                      br-, dr-,gr-, pr-, tr-, bl-,                      cl-, gl-, sk-, sm-, st-, tw-.                      Consonant blends - ending:                      -nd, nt, nk, -nch.                      Punctuation: ?, !, " ".</p>
Textbook Supplements	<p><u>Workbook 2</u> - Lesson 13 - Practice 1-7, pp. 65-69.  <u>More Stories 2</u> - Lesson 13 - pp. 73, 74-75, 76-77.  <u>More Cars, Cars</u> - pp. 24-25.  <u>Money Spent</u> - pp. 26-27. <u>Can Ann Do It?</u> - pp. 24-25.  <u>The Hills at Work</u> - pp. 34-35.</p>	
Word Patterns	<p><u>Focus on Phonics-2a</u> (i) - Practice 3-D, pp. 20-21.                      (u) - Practice 5-E, pp. 34-35.                      (e) - Practice 7-F, pp. 44-45.                      (a) - Practice 9-H, pp. 58-59.                      (o) - Practice 11-E, pp. 68-69.  <u>Focus on Phonics-2b</u>- (Vowel + r) - Practice 49, pp. 78-79.                      Word Families - Short vowels not covered in any lesson to date:                      -ab, -amp, -ap, -ash, -atch, -ib, -ip, -od, -og, -ong,                      -ub, -uff, -ug, -ull, -um, -ung, -unk, -ush.                      Sight Words - #101-110.</p>	
Real World Reading & Writing	<p>Using Scrabble tiles, make words using short a, e, i, o, u.</p>	
Computer-Assisted Instruction	<p><i>MASTER SPELL</i> - Word Groups Data Disk - Side 1, List 11 - FLOWERS  <i>SPELLING RULES</i> - V. - #3, Using k, ke, ck                      #5, Review 1                      #6, Review 2                      WORD FAMILIES: -ab, -amp, -ap, -ash, -atch, -ib, -ip, -od, -og, -ong,                      -ub, -uff, -ug, -ull, -um, -ung, -unk, -ush.</p>	

## Skillbook 2 Lesson 14

METHOD	SUGGESTED ACTIVITIES																																
Language Experience	<i>MAGIC SLATE</i>																																
Lesson Contents	<table border="0"> <tr> <td>Story 1:</td> <td>kisses</td> <td>hats</td> <td>** Table of Contents</td> </tr> <tr> <td>living</td> <td>kissing</td> <td>six</td> <td></td> </tr> <tr> <td>coming</td> <td>laughing</td> <td>asks</td> <td>* Check comprehension.</td> </tr> <tr> <td>other</td> <td>Story 2:</td> <td>fit</td> <td>* Increase silent reading speed.</td> </tr> <tr> <td>watches</td> <td>dress</td> <td>but</td> <td>* Scanning for specific details.</td> </tr> <tr> <td>watching</td> <td>dresses</td> <td>slim</td> <td>Rev: cons. blend sl- (slim) -sk (ask).</td> </tr> <tr> <td>dad</td> <td>marked</td> <td>pink</td> <td>ending -es added instead of -s</td> </tr> <tr> <td>kiss</td> <td>twenty</td> <td>matches</td> <td>when word ends in s, sh, ch, x.</td> </tr> </table>	Story 1:	kisses	hats	** Table of Contents	living	kissing	six		coming	laughing	asks	* Check comprehension.	other	Story 2:	fit	* Increase silent reading speed.	watches	dress	but	* Scanning for specific details.	watching	dresses	slim	Rev: cons. blend sl- (slim) -sk (ask).	dad	marked	pink	ending -es added instead of -s	kiss	twenty	matches	when word ends in s, sh, ch, x.
Story 1:	kisses	hats	** Table of Contents																														
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other	Story 2:	fit	* Increase silent reading speed.																														
watches	dress	but	* Scanning for specific details.																														
watching	dresses	slim	Rev: cons. blend sl- (slim) -sk (ask).																														
dad	marked	pink	ending -es added instead of -s																														
kiss	twenty	matches	when word ends in s, sh, ch, x.																														
City Living																																	
Stories 1-2																																	
Textbook Supplements	<p><u>Workbook 2</u> - Lesson 14 - Practice 1-8, pp. 70-74.</p> <p><u>More Stories 2</u> - Lesson 14 - pp. 78-81, 82-83, 84-85.</p> <p><u>More Cars, Cars</u> - pp. 26-27.</p> <p><u>Money Spent</u> - pp. 28-29.</p> <p><u>The Hills at Work</u> - pp. 36-37.</p> <p><u>Can Ann Do It?</u> - pp. 26-27.</p> <p><u>Crossword Puzzles</u> - p. 25.</p>																																
Word Patterns	<p><u>Focus on Phonics-2a</u> (-es) - Practice 12, pp. 70-71.</p> <p><u>Focus on Phonics-2b</u> (sl-) - Practice 7, p. 19.</p> <p>Word Families: Any not used in Lesson 13 Review.</p> <p>Homonyms - (who's, whose)</p>																																
Real World Reading & Writing	<p>Tutor brings several books having a Table of Contents. Discuss with student what subjects would be of interest to him/her.</p> <p>Use the same books and show where the Table of Contents is located, and where the Index is located. Then discuss the difference between the information provided by the Table of Contents and that given by the Index. Look up some topics of interest to the student.</p>																																
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - BK 2 LIVING.A</p> <p><i>SPELLING RULES</i> - V.2 - #2, Making plurals and third person singular verbs #2, Words ending in s, sh, ch, x.</p> <p><i>MASTER SPELL</i> - Sight Words Data Disk - Side 1, List 11</p> <p><i>WORD FAMILIES</i> - Any not used in Lesson 13</p> <p><i>GRAMMAR GREMLINS</i> - Level 1 - Plurals</p> <p><i>HOMONYMS</i> - (who's, whose)</p>																																

## Skillbook 2 Lesson 15

METHOD	Suggested Activities																																												
Language Experience	<i>MAGIC SLATE</i>																																												
Lesson Contents <u>City Living</u> Stories 3-5	<table border="0"> <tr> <td>Story 3:</td> <td>let</td> <td>dead</td> <td>cop</td> <td>things</td> <td rowspan="5">* When c. ns. follows short vowel, double before -ing or -ed. * When word ends in silent -e: drop e before -ing add -d, not -ed.</td> </tr> <tr> <td></td> <td>center</td> <td>drop</td> <td>battery</td> <td>stopping</td> </tr> <tr> <td></td> <td>lot</td> <td>any</td> <td>fast</td> <td>thinking</td> </tr> <tr> <td></td> <td>just</td> <td>having</td> <td>turn</td> <td>Story 5: another</td> </tr> <tr> <td></td> <td>boxes</td> <td>fun</td> <td>pass</td> <td>married shopping</td> </tr> <tr> <td></td> <td>started</td> <td>carry</td> <td>passes</td> <td>planning</td> <td></td> </tr> <tr> <td></td> <td>lift</td> <td>Story 4:</td> <td>must</td> <td>past</td> <td></td> </tr> <tr> <td></td> <td>into</td> <td>traffic</td> <td>when</td> <td>list</td> <td></td> </tr> </table>	Story 3:	let	dead	cop	things	* When c. ns. follows short vowel, double before -ing or -ed. * When word ends in silent -e: drop e before -ing add -d, not -ed.		center	drop	battery	stopping		lot	any	fast	thinking		just	having	turn	Story 5: another		boxes	fun	pass	married shopping		started	carry	passes	planning			lift	Story 4:	must	past			into	traffic	when	list	
Story 3:	let	dead	cop	things	* When c. ns. follows short vowel, double before -ing or -ed. * When word ends in silent -e: drop e before -ing add -d, not -ed.																																								
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	lift	Story 4:	must	past																																									
	into	traffic	when	list																																									
Textbook Supplements	<p><u>Workbook 2</u> - Lesson 15 - Practice 1-3, pp. 75-77. Lesson 16 - Practice 1-3, pp. 78-80.</p> <p><u>More Stories</u> - Lesson 15 - pp. 86-87, 88-90, 91-93. <u>More Cars. Cars</u> - pp. 28-29. <u>Money Spent</u> - pp. 30-31. <u>Can Ann Do It?</u> - pp. 28-29. <u>The Hills at Work</u> - pp. 38-39. <u>Crossword Puzzles</u> - pp. 26-27.</p>																																												
Word Patterns	<p><u>Focus on Phonics-2b</u> (-st) - Practice 37-A-B, pp. 60-61. (-ft) - Practice 41, p. 65.</p> <p>Homonyms - (past, passed)</p> <p>Minimal Pairs - butter/batter/bitter/better, lot/let/lit</p> <p>Suffixes - (-ing)</p> <p>Word Families: -ast, -ust</p>																																												
Real World Reading & Writing	Student starts writing a story, using words of Book 2 (Listed on pp. 79-80)																																												
Computer-Assisted Instruction	<p><u>SPELL IT!</u> - BK 2 LIVING.B</p> <p><u>SPELLING RULES</u> - V.2 - #5, Adding suffixes beginning with vowels - #1, One-syllable words #3, Words ending in silent e.</p> <p><u>WORD FAMILIES:</u> -ast, -ust <u>HOMONYMS</u> - (past, passed)</p>																																												

## Skillbook 2 Appendix

METHOD	SUGGESTED ACTIVITIES		
Language Experience	<i>MAGIC SLATE</i>		
Lesson Contents	Story 6: puppy left went park did faster laughed	Story 7: happened bad stitches badly ready seven stitched	* Measure student's progress in relation to learning objectives.  * Diagnose student's strengths and weaknesses in phonics, reading comprehension, and writing.  * Develop student's confidence in taking a test.
City Living Stories 6-7			
Textbook Supplements	<p><u>More Cars. Cars</u> - pp. 30-31.  <u>The Hills at Work</u> - pp. 40-41, 42-43.  <u>Crossword Puzzles</u> - p. 28.</p> <p><u>Pollution</u> - pp. 2-11.</p>		
Word Patterns	Word Families: -id		
Real World Reading & Writing	<p>Finish story started in Lesson 15, using words of Book 2.</p> <p>Read Tutor-Written Stories - Level 2 - (Appendix G)</p>		
Computer-Assisted Instruction	<i>WORD FAMILIES: -id</i>		

**Skillbook 3 Lesson 1**

METHOD	SUGGESTED ACTIVITIES																														
Language Experience	<i>MAGIC SLATE</i>																														
Lesson Contents	<table border="0"> <tr> <td>Chart: (macron)</td> <td>Story:</td> <td>** Menus</td> </tr> <tr> <td>a paper</td> <td>Jason sentence</td> <td>** Price</td> </tr> <tr> <td>e we</td> <td>David ham</td> <td></td> </tr> <tr> <td>i I</td> <td>Carla hamburger</td> <td>* Paragraph indentation.</td> </tr> <tr> <td>o go</td> <td>Lopez milk</td> <td>* Contraction - I'll</td> </tr> <tr> <td>u music</td> <td>class drink</td> <td>* Symbols - \$, c.</td> </tr> <tr> <td>y (i) my</td> <td>snack I'll</td> <td>* Reading for Living.</td> </tr> <tr> <td>or York</td> <td>study sandwich</td> <td>Recognize: sn- snack</td> </tr> <tr> <td></td> <td>listen salad</td> <td>str- street</td> </tr> <tr> <td></td> <td>write coffee</td> <td>-lk milk</td> </tr> </table>	Chart: (macron)	Story:	** Menus	a paper	Jason sentence	** Price	e we	David ham		i I	Carla hamburger	* Paragraph indentation.	o go	Lopez milk	* Contraction - I'll	u music	class drink	* Symbols - \$, c.	y (i) my	snack I'll	* Reading for Living.	or York	study sandwich	Recognize: sn- snack		listen salad	str- street		write coffee	-lk milk
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Textbook Supplements	<p><u>Workbook 3</u> - Lesson 1 - Practice 1-5, pp. 6-9.</p> <p><u>More Stories 3</u> - Lesson 1 - pp. 6-7, 8.</p>																														
Word Patterns	<p><u>Focus on Phonics-3</u> - Practice 1 - pp. 4-5.</p> <p>Suffixes - (-s), (-es) - Spelling Rules Booklet - "Plurals"</p> <p>Word Families: -ite</p> <p>Sight Words - #111-120</p> <p>Homonyms - (write, right, rite)</p>																														
Real World Reading & Writing	<p>Tutor brings in 2-3 menus from restaurants. Compare prices of full dinners and a la carte items of each menu. Student decides on a dinner he/she would order and, figuring the total bill, decides what tip would be appropriate.</p>																														
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - BK 3 LESSON 1A BK 3 LESSON 1B</p> <p><i>WORD ATTACK!</i> - BK 3 LESSON 1</p> <p><i>SPELLING RULES</i> - V.2 - #2, Making plurals and third person singular verbs #1, Regular words #2, Words ending in s, sh, ch, x #5, Words ending in o</p> <p><i>HOW TO READ FOR EVERYDAY LIVING</i> - Disk 1, Sec. 2 - "Reading Menus"</p> <p><i>GRAMMAR GREMLINS</i> - Level 1 - Plurals Level 2 - Contractions</p> <p><i>MASTER SPELL</i> - Word Groups Data Disk - Side 2, List 16 - MENU</p> <p><i>HOMONYMS</i> - (write, right, rite)</p>																														

**Skillbook 3 Lesson 2**

METHOD	SUGGESTED ACTIVITIES			
Language Experience	<i>MAGIC SLATE</i>			
Lesson Contents	<table border="0"> <tr> <td data-bbox="305 404 553 694"> <b>Chart: a</b>                      paper                      David                      April                      baby                      lady                      table                      radio                 </td> <td data-bbox="553 404 859 694"> <b>Story:</b>                      love                      month                      me                      Rosa                      apartment                      baby-sitter                 </td> <td data-bbox="859 404 1419 694">                     instant                      potatoes                      pat                      water                        ** Package directions for preparing instant food.                      * Meaning of syllables; how to tell the no. of syllables.                      * Distinguish between long and short a.                      Review: str- string                 </td> </tr> </table>	<b>Chart: a</b> paper David April baby lady table radio	<b>Story:</b> love month me Rosa apartment baby-sitter	instant potatoes pat water  ** Package directions for preparing instant food. * Meaning of syllables; how to tell the no. of syllables. * Distinguish between long and short a. Review: str- string
<b>Chart: a</b> paper David April baby lady table radio	<b>Story:</b> love month me Rosa apartment baby-sitter	instant potatoes pat water  ** Package directions for preparing instant food. * Meaning of syllables; how to tell the no. of syllables. * Distinguish between long and short a. Review: str- string		
Textbook Supplements	<p><u>Workbook 3</u> - Lesson 2 - Practice 1-5, pp. 10-13.</p> <p><u>More Stories 3</u> - Lesson 2 - pp. 15-16, 17.</p>			
Word Patterns	<p><u>Focus on Phonics-3</u> - Practice 2 - pp. 6-7.</p> <p>Minimal Pairs - love/live</p>			
Real World Reading & Writing	<p>Tutor brings in a package of instant food. Tutor and student read the directions for preparing it. For the next lesson, have the student print out a favorite recipe. Have student explain the measurements, and tutor can teach the most common abbreviations used in it.</p> <p><u>Quick to Fix Food</u> - Includes quick recipes and measurements</p> <p><u>Reading and Following Directions</u> - Making Things to Eat</p> <p><u>Read the Instructions First</u> - pp. 40-41 - Cake Mix</p>			
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - BK 3 LESSON 2</p> <p><i>WORD ATTACK!</i> - BK 3 LESSON 2</p> <p><i>ODDS AND ENDS</i> - SYLLABLES</p> <p><i>MASTER SPELL</i> - Sight Words Data Disk - Side 1, List 12                      Word Groups Data Disk - Side 2, List 10 - PIZZA</p> <p><i>HOW TO READ FOR EVERYDAY LIVING</i> - Disk 1, Sec. 1 -Following Directions</p>			

CALL Curriculum Guide for Laubach Way to Reading

**Skillbook 3 Lesson 3**

METHOD	SUGGESTED ACTIVITIES			
Language Experience	<i>MAGIC SLATE</i>			
Lesson Contents	<table border="0"> <tr> <td data-bbox="338 438 586 725"> <b>Chart:</b> ay = a                      day                      pay                      May                      Kay                      Ray                      play                      away                 </td> <td data-bbox="586 438 889 725"> <b>Story:</b>                      rent Mason                      spent hundred                      had today                      next yesterday                      last payday                      card bank                      check your                 </td> <td data-bbox="889 438 1453 725">                     ** Reading / Writing checks.                       * Read dialog; identify speakers.                      * Interpret facts.                      * Draw inference from clues.                      Review: sp- spent, pl- play,                      -nk, bank, -nt, rent,                      -st last.                 </td> </tr> </table>	<b>Chart:</b> ay = a day pay May Kay Ray play away	<b>Story:</b> rent Mason spent hundred had today next yesterday last payday card bank check your	** Reading / Writing checks.  * Read dialog; identify speakers. * Interpret facts. * Draw inference from clues. Review: sp- spent, pl- play, -nk, bank, -nt, rent, -st last.
<b>Chart:</b> ay = a day pay May Kay Ray play away	<b>Story:</b> rent Mason spent hundred had today next yesterday last payday card bank check your	** Reading / Writing checks.  * Read dialog; identify speakers. * Interpret facts. * Draw inference from clues. Review: sp- spent, pl- play, -nk, bank, -nt, rent, -st last.		
Textbook Supplements	<p><u>Workbook 3</u> - Lesson 3 - Practice 1-4, pp. 14-16.</p> <p><u>More Stories 3</u> - Lesson 3 - pp. 15-16, 17-18.</p>			
Word Patterns	<p><u>Focus on Phonics-3</u> - Practice 3-A, B - pp. 8-12.</p> <p>Word Families: -ay</p> <p>Sight Words - #121-130</p>			
Real World Reading & Writing	<p>Tutor brings in checkbook, cancelled checks, and bank statement. Tutor and student work together, using the directions on the back of the statement, to verify deposits and outstanding checks, in order to see if current checkbook balance and bank statement agree.</p> <p><u>Checking Account</u></p> <p><u>Pay by Check: A Guide to Checking Accounts</u></p> <p><u>Forms - Banking: Checking Deposit, Checks</u></p>			
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - BK 3 LESSON 3</p> <p><i>WORD ATTACK!</i> - BK 3 LESSON 3</p> <p><i>HOW TO READ FOR EVERYDAY LIVING</i> - Disk 3, Sec. 1 - Money</p> <p><i>MASTER SPELL</i> - Word Groups Data Disk - Side 1, List 17 - MONEY</p> <p><i>ODDS AND ENDS</i> - SYLLABLES</p> <p><i>WORD FAMILIES:</i> -ay</p>			



**Skillbook 3 Lesson 4**

METHOD	SUGGESTED ACTIVITIES			
Language Experience	<i>MAGIC SLATE</i>			
Lesson Contents	<table border="0"> <tr> <td data-bbox="381 431 545 683">                     Chart: ai = a                      paint                      nail                      Gail                      paid                      hair                      chair                      stairs                 </td> <td data-bbox="637 431 833 655">                     Story:                      shall    quart                      gray    gallon                      ever                      never                      OK                      landlady                 </td> <td data-bbox="930 431 1284 597">                     ** Prices                      ** Quantities                        * Read / Write prices.                      * Recall / Locate details.                 </td> </tr> </table>	Chart: ai = a paint nail Gail paid hair chair stairs	Story: shall    quart gray    gallon ever never OK landlady	** Prices ** Quantities  * Read / Write prices. * Recall / Locate details.
Chart: ai = a paint nail Gail paid hair chair stairs	Story: shall    quart gray    gallon ever never OK landlady	** Prices ** Quantities  * Read / Write prices. * Recall / Locate details.		
Textbook Supplements	<p><u>Workbook 3</u> - Lesson 4 - Practice 1-3, pp. 17-19.</p> <p><u>More Stories 3</u> - Lesson 4 - pp. 19-21, 22-25.</p>			
Word Patterns	<p><u>Focus on Phonics-3</u> - Practice 4-A, B, C, D - pp. 13-16.</p> <p>Word Families: -air, -aid, -ail, -aint</p> <p>Homonyms - (stair, stare) (pair, pear, pare) (waist, waste)</p>			
Real World Reading & Writing	<p>Tutor brings in newspaper ads from supermarkets. With student, compare prices of meats, fruits and vegetables. Are there advantages of buying large quantities of these items?</p> <p><u>Read the Instructions First</u> - pp. 26-27 - Cost of Spray Paint</p>			
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - BK 3 LESSON 4</p> <p><i>WORD ATTACK!</i> - BK 3 LESSON 4</p> <p><i>ODD AND ENDS</i> - SYLLABLES</p> <p><i>MASTER SPELL</i> - Sight Word Data Disk - Side 1, List 13</p> <p><i>MASTER SPELL</i> - Word Groups Data Disk - Side 1, List 1 - COLORS                      Word Groups Data Disk - Side 2, List 5 - MEASUREMENTS</p> <p><i>HOMONYMS</i> - (stair, stare) (pair, pear, pare) (waist, waste)</p> <p><i>WORD FAMILIES:</i> -air, -aid, ail, -aint</p>			

Skillbook 3 Lesson 5

METHOD	SUGGESTED ACTIVITIES																												
Language Experience	<i>MAGIC SLATE</i>																												
Lesson Contents	<p>Chart: a-e = a      Story:</p> <table> <tr> <td>cake</td> <td>yet</td> <td>party</td> <td>** Read/Write short thank you letter.</td> </tr> <tr> <td>bake</td> <td>still</td> <td>wedding</td> <td>* Determine number of syllables in a word.</td> </tr> <tr> <td>take</td> <td>came</td> <td>yourself</td> <td>* Two vowels in one-syllable word usually = a long vowel sound.</td> </tr> <tr> <td>Jane</td> <td>gave</td> <td>frame</td> <td>Review: beginning blends -</td> </tr> <tr> <td>ate</td> <td>where</td> <td>date</td> <td>cl, gl, pl, br, dr, fr, pr.</td> </tr> <tr> <td>plate</td> <td>there</td> <td>much</td> <td></td> </tr> <tr> <td>care</td> <td>church</td> <td>dear</td> <td></td> </tr> </table>	cake	yet	party	** Read/Write short thank you letter.	bake	still	wedding	* Determine number of syllables in a word.	take	came	yourself	* Two vowels in one-syllable word usually = a long vowel sound.	Jane	gave	frame	Review: beginning blends -	ate	where	date	cl, gl, pl, br, dr, fr, pr.	plate	there	much		care	church	dear	
cake	yet	party	** Read/Write short thank you letter.																										
bake	still	wedding	* Determine number of syllables in a word.																										
take	came	yourself	* Two vowels in one-syllable word usually = a long vowel sound.																										
Jane	gave	frame	Review: beginning blends -																										
ate	where	date	cl, gl, pl, br, dr, fr, pr.																										
plate	there	much																											
care	church	dear																											
Textbook Supplements	<p><u>Workbook 3</u> - Lesson 5 - Practice 1-4, pp. 20-23.</p> <p><u>More Stories 3</u> - Lesson 5 - pp. 23-25, 26-27.</p>																												
Word Patterns	<p><u>Focus on Phonics-3</u> - Practice 5-A, B, C, D, E, F, G, H - pp. 17-25.</p> <p>Word Families: -ake, -ame, -ate, -are, -ane, -ade, -ave</p> <p>Homonyms - (ate, eight) (right, write, rite) (dear, deer) (plane, plain) (there, their, they're) (stake, steak) (brake, break) (vain, vein, vane) (weather, whether)</p> <p>Minimal Pairs - vowel sound change with silent e - Sam/same, hat/hate, mat/mate, car/care, far/fare,</p> <p>Sight Words - #131-140</p>																												
Real World Reading & Writing	<p>Tutor helps student write a short thank you letter.</p> <p>In a card shop, look at the variety of Thank You cards.</p> <p><u>Writing to Others</u> - pp. 18-20 - Thank you notes</p> <p>Discuss the situations that require a thank you card or letter.</p>																												
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - BK 3 LESSON 5</p> <p><i>WORD ATTACK!</i> - BK 3 LESSON 5</p> <p><i>GRAMMAR GREMLINS</i> Level 2 - Commas Level 3 - Capitalization</p> <p><i>MASTER SPELL</i> - Word Groups Data Disk - Side 1, List 16 - BREADS</p> <p><i>ODDS AND ENDS</i> - SYLLABLES</p> <p><i>SPELLING RULES</i> - #5, Adding suffixes beginning with vowels - #3 - Words ending in silent e #3, Using k, ke, and ck #1 - Long vowel sounds with a single vowel and ke</p> <p><i>HOMONYMS</i> - (ate, eight) (right, write, rite) (dear, deer) (break, brake) (there, they're, their) (plane, plain) (stake, steak) (vane, vein, vain) (weather, whether)</p> <p><i>WORD FAMILIES:</i> -ake, -ame, -ate, -are, -ane, -ade, -ave</p>																												

CALL Curriculum Guide for Laubach Way to Reading

**Skillbook 3 Lesson 6**

METHOD	SUGGESTED ACTIVITIES																								
Language Experience	<i>MAGIC SLATE</i>																								
Lesson Contents	<table border="0"> <tr> <td data-bbox="366 431 462 463">Chart:</td> <td data-bbox="462 431 616 463">Story:</td> <td data-bbox="616 431 1506 463">* Summarize.</td> </tr> <tr> <td data-bbox="366 463 462 495">a paper</td> <td data-bbox="462 463 616 495">more</td> <td data-bbox="616 463 1506 495">* Read orally with expression.</td> </tr> <tr> <td data-bbox="366 495 462 527">a-e cake</td> <td></td> <td data-bbox="616 495 1506 527">* Interpret facts; Draw inferences.</td> </tr> <tr> <td data-bbox="366 527 462 559">ai paint</td> <td></td> <td data-bbox="616 527 1506 559">* Distinguish between short and long a.</td> </tr> <tr> <td data-bbox="366 559 462 591">ay day</td> <td></td> <td data-bbox="616 559 1506 591">Review: cl-, pl-, dr-, fr-, gr-, pr-,</td> </tr> <tr> <td></td> <td></td> <td data-bbox="616 591 1506 623">sp-, st-, str-.</td> </tr> <tr> <td></td> <td></td> <td data-bbox="616 623 1506 655">-lk, -nk, -nt, -st.</td> </tr> <tr> <td></td> <td></td> <td data-bbox="616 655 1506 687">Add -s, -es, -d, -ed, -ing.</td> </tr> </table>	Chart:	Story:	* Summarize.	a paper	more	* Read orally with expression.	a-e cake		* Interpret facts; Draw inferences.	ai paint		* Distinguish between short and long a.	ay day		Review: cl-, pl-, dr-, fr-, gr-, pr-,			sp-, st-, str-.			-lk, -nk, -nt, -st.			Add -s, -es, -d, -ed, -ing.
Chart:	Story:	* Summarize.																							
a paper	more	* Read orally with expression.																							
a-e cake		* Interpret facts; Draw inferences.																							
ai paint		* Distinguish between short and long a.																							
ay day		Review: cl-, pl-, dr-, fr-, gr-, pr-,																							
		sp-, st-, str-.																							
		-lk, -nk, -nt, -st.																							
		Add -s, -es, -d, -ed, -ing.																							
Textbook Supplements	<u>Workbook 3</u> - Lesson 6 - Practice 1-4, pp. 24-27.																								
Word Patterns	<p><u>Focus on Phonics-3</u> - Practice 6, pp. 26-27.</p> <p>Word Families: Long a families not yet used: -ace, -age, -ain, -ale, -ape, -aste, -aze</p>																								
Real World Reading & Writing	<p>Have student plan a vacation. Write the details of what is needed to prepare for this.</p> <p>Tutor and student investigate nearby places to go for a weekend vacation.</p> <p>Student makes a list of improvements he/she might like to make in the kitchen in the future.</p> <p>Using Scrabble tiles, make words using long a.</p>																								
Computer-Assisted Instruction	<p>NOTE: This is a good place to review any <u>long a</u> exercises not previously used, such as <i>WORD FAMILIES</i>, <i>SYLLABLES</i>, <i>MASTER SPELL</i>, <i>SPELLING RULES</i> from Lessons 2-5.</p> <p><i>MASTER SPELL</i> - Word Groups Data Disk - Side 2, List 9 - KITCHEN</p> <p><i>MASTER SPELL</i> - Sight Words Data Disk - Side 1, List 14</p> <p><i>WORD FAMILIES</i>: -ace, -age, -ain, -ale, -ape, -aste, -aze</p>																								

**Skillbook 3 Lesson 7**

METHOD	SUGGESTED ACTIVITIES			
Language Experience	<i>MAGIC SLATE</i>			
Lesson Contents	<table border="0"> <tr> <td data-bbox="338 423 616 644"> <b>Chart: e, ee = e</b>                      we, see                      he                      tree                      wheel                      teeth                      sleep                 </td> <td data-bbox="621 423 899 676"> <b>Story:</b>                      Lee     again                      Green   angry                      need    wasn't                      beer    didn't                      be                      late                      face                 </td> <td data-bbox="919 423 1443 710">                     ** Numbers 1-100.                      ** Number words; Meaning of -teen, -ty in number words.                      * Dist. between short and long e.                      * Contractions - I'll, let's, it's, wasn't, didn't.                      Review: digraphs th, wh.                      thr, dr, gr, tr, tw, sl.                 </td> </tr> </table>	<b>Chart: e, ee = e</b> we, see he tree wheel teeth sleep	<b>Story:</b> Lee     again Green   angry need    wasn't beer    didn't be late face	** Numbers 1-100. ** Number words; Meaning of -teen, -ty in number words. * Dist. between short and long e. * Contractions - I'll, let's, it's, wasn't, didn't. Review: digraphs th, wh. thr, dr, gr, tr, tw, sl.
<b>Chart: e, ee = e</b> we, see he tree wheel teeth sleep	<b>Story:</b> Lee     again Green   angry need    wasn't beer    didn't be late face	** Numbers 1-100. ** Number words; Meaning of -teen, -ty in number words. * Dist. between short and long e. * Contractions - I'll, let's, it's, wasn't, didn't. Review: digraphs th, wh. thr, dr, gr, tr, tw, sl.		
Textbook Supplements	<p><u>Workbook 3</u> - Lesson 7 - Practice 1-4, pp. 28-31.</p> <p><u>More Stories 3</u> - Lesson 7 - pp. 28-29, 30-31, 32-33.</p>			
Word Patterns	<p><u>Focus on Phonics-3</u> - Practice 7-A, B, C, D, E - pp. 28-32.</p> <p>Word Families: -ee, -eed, -eel, -een, -eep, -eer                      Homonyms - (its, it's) (see, sea) (peek, peak) (seen, scene)                      Sight Words - #141-150</p>			
Real World Reading & Writing	<p>Student discusses what to do if one has a minor driving accident. Have student write a short description of a minor accident he/she had.</p> <p><u>Becoming a Driver</u> - Accidents; Knowing what to do  <u>Taking the Wheel</u> - Part 2, On the Road: Handling driving emergencies or accidents</p>			
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - BK 3 LESSON 7A                      BK 3 LESSON 7B                      BK 3 LESSON 7C</p> <p><i>WORD ATTACK!</i> - BK 3 LESSON 7</p> <p><i>ODDS AND ENDS</i> - CONTRACTIONS                      SYLLABLES</p> <p><i>GRAMMAR GREMLINS</i> - Level 1 - Contractions</p> <p><i>MASTER SPELL</i> - Word Groups Data Disk - Side 2, List 12 - BGOZE</p> <p><i>WORD FAMILIES:</i> -ee, -eed, -eel, -een, -eep, -eer</p> <p><i>HOMONYMS</i> - (its, it's) (see, sea) (peak, peek) (seen, scene)</p>			

**Skillbook 3 Lesson 8**

METHOD	SUGGESTED ACTIVITIES
Language Experience	<i>MAGIC SLATE</i>
Lesson Contents	<p>Chart: ea = e      Story:      ** Grocery ad</p> <p>eat      each</p> <p>meat      cheap</p> <p>meal      eaten</p> <p>beans      cheese</p> <p>tea      people</p> <p>teacher      best</p> <p>please      something</p> <p>ad</p> <p>* Summarize by answering questions who, what, when, where, why.</p> <p>* After a long vowel sound, final cons. not doubled before -er.</p> <p>* Verb + en (eat - eaten, take - taken).</p>
Textbook Supplements	<p><u>Workbook 3</u> - Lesson 8 - Practice 1-6, pp. 32-35.</p> <p><u>More Stories 3</u> - Lesson 8 - pp. 34, 35, 36.</p>
Word Patterns	<p><u>Focus on Phonics-3</u> - Practice 8-A, B, C, D, E - pp. 33-37.</p> <p>Word Families: -each, -eal, -ean, -eat</p> <p>Suffixes: -en, -er</p> <p>Homonyms - (meat, meet, mete)</p>
Real World Reading & Writing	<p>If student has not used coupons, tutor brings coupons to add the total amount of money that could be saved.</p> <p><u>Be Ad Wise: A Guide to Reading Ads</u></p> <p><u>Reading a Newspaper</u></p> <p><u>Your Daily Paper</u></p>
Computer-Assisted	<p><i>SPELL IT!</i> - BK 3 LESSON 8</p> <p><i>WORD ATTACK!</i> - BK 3 LESSON 8</p> <p><i>MASTER SPELL</i> - Word Groups Data Disk - Side 2, List 13 - GROCERY Sight Words Data Disk - Side 1, List 15</p> <p><i>SPELLING RULES</i> - V.2 - #5, Adding suffixes beginning with vowels #5, Adding -er</p> <p><i>WORD FAMILIES:</i> -each, -eal, -ean, -eat</p> <p><i>HOMONYMS</i> - (meat, meet, mete)</p>

**Skillbook 3 Lesson 9**

METHOD	SUGGESTED ACTIVITIES																																
Language Experience	<i>MAGIC SLATE</i>																																
Lesson Contents	<table border="0"> <tr> <td>Chart:</td> <td>Story:</td> <td>place</td> <td>** Bill for repairs</td> </tr> <tr> <td>e-e = e Pete</td> <td>clean</td> <td>repair</td> <td></td> </tr> <tr> <td>cy = e key</td> <td>teach</td> <td>Saturday</td> <td>* Distinguish between long and short e sounds and sound for i.</td> </tr> <tr> <td>Steve</td> <td>keep</td> <td>second</td> <td>* Identify number of syllables in a word and the vowel sound in each syllable.</td> </tr> <tr> <td>these</td> <td>week</td> <td>third</td> <td></td> </tr> <tr> <td>evening</td> <td>here</td> <td>tax</td> <td></td> </tr> <tr> <td>valley</td> <td>make</td> <td>part</td> <td></td> </tr> <tr> <td>money</td> <td>save</td> <td>labor</td> <td></td> </tr> </table>	Chart:	Story:	place	** Bill for repairs	e-e = e Pete	clean	repair		cy = e key	teach	Saturday	* Distinguish between long and short e sounds and sound for i.	Steve	keep	second	* Identify number of syllables in a word and the vowel sound in each syllable.	these	week	third		evening	here	tax		valley	make	part		money	save	labor	
Chart:	Story:	place	** Bill for repairs																														
e-e = e Pete	clean	repair																															
cy = e key	teach	Saturday	* Distinguish between long and short e sounds and sound for i.																														
Steve	keep	second	* Identify number of syllables in a word and the vowel sound in each syllable.																														
these	week	third																															
evening	here	tax																															
valley	make	part																															
money	save	labor																															
Textbook Supplements	<p><u>Workbook 3</u> - Lesson 9 - Practice 1-5, pp. 36-39.</p> <p><u>More Stories 3</u> - Lesson 9 - pp. 38-39, 40-41, 42.</p>																																
Word Patterns	<p><u>Focus on Phonics-3</u> - Practice 9-A, B - pp. 38-39.</p> <p>Word Families: -eek</p> <p>Homonyms - (here, hear) (week, weak)</p> <p>Sight Words - #151-160</p>																																
Real World Reading & Writing	<p>Tutor brings in a car or appliance repair bill, showing cost of parts and labor. Discuss use of credit cards, danger of depending on them, how to apply for them, annual charges, and, if possible, bring in a bill.</p> <p><u>Be Credit-Wise</u></p> <p>Tutor helps student use the Yellow Pages of the Telephone Book to find an appropriate company to do needed house repairs.</p> <p><u>Using the Phone Book</u> - What's in the Yellow Pages?</p>																																
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - BK 3 LESSON 9</p> <p><i>WORD ATTACK!</i> - BK 3 LESSON 9</p> <p><i>ODDS AND ENDS</i> - SYLLABLES</p> <p><i>WORD FAMILIES:</i> -eek</p> <p><i>HOMONYMS</i> - (here, hear) (week, weak)</p>																																

**Skillbook 3 Lesson 10**

METHOD	SUGGESTED ACTIVITIES																														
Language Experience	<i>MAGIC SLATE</i>																														
Lesson Contents	<table border="0"> <tr> <td>Chart: a, e</td> <td>Story:</td> <td>** Grocery Ads</td> </tr> <tr> <td>a paper</td> <td>teenager</td> <td></td> </tr> <tr> <td>a-e cake</td> <td>team</td> <td>* Interpret facts.</td> </tr> <tr> <td>ai paint</td> <td>year</td> <td>* Draw inferences.</td> </tr> <tr> <td>ay day</td> <td>hockey</td> <td>* Interpret feelings of characters.</td> </tr> <tr> <td>e we</td> <td>player</td> <td>Review: cl, pl, sl, dr, gr, tr,</td> </tr> <tr> <td>e-e Pete</td> <td>Canada</td> <td>thr, sp, st, str, tw.</td> </tr> <tr> <td>ea eat</td> <td></td> <td>er, ing, ed.</td> </tr> <tr> <td>ee see</td> <td></td> <td>Contractions.</td> </tr> <tr> <td>ey key</td> <td></td> <td></td> </tr> </table>	Chart: a, e	Story:	** Grocery Ads	a paper	teenager		a-e cake	team	* Interpret facts.	ai paint	year	* Draw inferences.	ay day	hockey	* Interpret feelings of characters.	e we	player	Review: cl, pl, sl, dr, gr, tr,	e-e Pete	Canada	thr, sp, st, str, tw.	ea eat		er, ing, ed.	ee see		Contractions.	ey key		
Chart: a, e	Story:	** Grocery Ads																													
a paper	teenager																														
a-e cake	team	* Interpret facts.																													
ai paint	year	* Draw inferences.																													
ay day	hockey	* Interpret feelings of characters.																													
e we	player	Review: cl, pl, sl, dr, gr, tr,																													
e-e Pete	Canada	thr, sp, st, str, tw.																													
ea eat		er, ing, ed.																													
ee see		Contractions.																													
ey key																															
Textbook Supplements	<u>Workbook 3</u> - Lesson 10 - Practice 1-4, pp. 40-43.																														
Word Patterns	<p><u>Focus on Phonics-3</u> - Practice 10 - pp. 40-41.</p> <p>Word Families: -eam, -ear</p>																														
Real World Reading & Writing	<p>Student plans menus for three days, and then makes a grocery list for the items needed.</p> <p>Tutor photocopies a page of abbreviations from a cookbook and discusses this with the student. Also discuss cooking terms, e.g., sautee, deep-fry, etc.</p> <p>Using Scrabble tiles, make words using long a and long e.</p>																														
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - BK 3 LESSON 10</p> <p><i>WORD ATTACK!</i> - BK 3 LESSON 10</p> <p><i>MASTER SPELL</i> - Word Groups Data Disk - Side 1, List 7 - SPORTS Sight Words Data Disk - Side 1, List 16</p> <p><i>WORD FAMILIES:</i> -eam, -ear</p> <p>NOTE: This is a good place to review any <u>long a</u> or <u>long e</u> exercises not previously used in Lessons 2-9 (<i>MASTER SPELL</i>, <i>SYLLABLES</i>, <i>WORD FAMILIES</i>, <i>SPELLING RULES</i>, etc.)</p>																														

**Skillbook 3 Lesson 11**

METHOD	SUGGESTED ACTIVITIES			
Language Experience	<i>MAGIC SLATE</i>			
Lesson Contents	<table border="0"> <tr> <td data-bbox="344 427 597 651">                     Chart: i-e = i                            time                            ride                            drive                            driver                            license                            bicycle                 </td> <td data-bbox="612 427 914 683">                     Story:                            eye        permit                            if         birth                            same       sex                            state       Dallas                            test        Texas                            tester      zip code                            written     application                 </td> <td data-bbox="936 427 1463 719">                     ** Getting a Driver's License                      ** Application Form                       * Read factual article to obtain information.                      * Recognize difference between fact and fiction.                      Review: er, ing, st.                            dr, tr, pl, gl, st, str.                 </td> </tr> </table>	Chart: i-e = i time ride drive driver license bicycle	Story: eye        permit if         birth same       sex state       Dallas test        Texas tester      zip code written     application	** Getting a Driver's License ** Application Form  * Read factual article to obtain information. * Recognize difference between fact and fiction. Review: er, ing, st. dr, tr, pl, gl, st, str.
Chart: i-e = i time ride drive driver license bicycle	Story: eye        permit if         birth same       sex state       Dallas test        Texas tester      zip code written     application	** Getting a Driver's License ** Application Form  * Read factual article to obtain information. * Recognize difference between fact and fiction. Review: er, ing, st. dr, tr, pl, gl, st, str.		
Textbook Supplements	<p><u>Workbook 3</u> - Lesson 11 - Practice 1-4, pp. 44-47.</p> <p><u>More Stories 3</u> - Lesson 11 - pp. 43-44, 45-56.</p>			
Word Patterns	<p><u>Focus on Phonics-3</u> - Practice 11-A, B, C - pp. 42-44.</p> <p>Word Families: -ide, -ime, -ive</p> <p>Minimal Pairs - short i vs. long i - hid/hide, rid/ride</p> <p>Homonyms - (birth, berth)</p> <p>Sight Words - #161-170</p>			
Real World Reading & Writing	<p>If student does not have a driver's license and wants to get one, tutor can help the student fill out an application and help him/her study.</p> <p><u>Becoming a Driver</u> - Getting a License</p> <p><u>Studying for a Driver's License</u></p> <p><u>Taking the Wheel</u> - Part 1 - Getting and Keeping a License</p> <p>Student can use "Studying for a Nevada Driver's License" - Book and 2 Tapes</p> <p><u>Filling Out Forms</u> - Driving</p> <p><u>Forms</u> - Applications: Driver's License</p> <p><u>Read the Instructions First</u> - pp. 42-43 - Getting a driver's license</p>			
Computer-Assisted Instruction	<p><u>SPELL IT!</u> - BK 3 LESSON 11</p> <p><u>WORD ATTACK!</u> - BK 3 LESSON 11</p> <p><u>MASTER SPELL</u> - Word Groups Data Disk - Side 2, List 6 - ON THE ROAD</p> <p><u>ODDS AND ENDS</u> - SYLLABLES</p> <p><u>SPELLING RULES</u> - V.2 - #5, Adding suffixes beginning with vowels</p> <p style="padding-left: 40px;">#1, One-syllable words</p> <p style="padding-left: 40px;">#3, Words ending in silent e</p> <p style="padding-left: 40px;">#5, Adding -er</p> <p><u>HOMONYMS</u> - (berth, birth)</p> <p><u>WORD FAMILIES</u>: -ide, -ime, -ive</p>			



**Skillbook 3 Lesson 12**

METHOD	SUGGESTED ACTIVITIES			
Language Experience	<i>MAGIC SLATE</i>			
Lesson Contents	<table border="0"> <tr> <td data-bbox="378 463 628 527">Chart: i-e = i time</td> <td data-bbox="636 463 948 729"> <b>Story:</b>                      White husband                      while breakfast                      tired sometimes                      retired price                      every sign                      race bus                      been age                 </td> <td data-bbox="956 463 1506 772">                     ** Application Form.                      ** Know purpose of Application Form and how to fill it out.                       * Write words, sentences from dictation.                      Recognize contrasting sounds - ire - ir (long i, short i)                      Review: Consonant blends.                 </td> </tr> </table>	Chart: i-e = i time	<b>Story:</b> White husband while breakfast tired sometimes retired price every sign race bus been age	** Application Form. ** Know purpose of Application Form and how to fill it out.  * Write words, sentences from dictation. Recognize contrasting sounds - ire - ir (long i, short i) Review: Consonant blends.
Chart: i-e = i time	<b>Story:</b> White husband while breakfast tired sometimes retired price every sign race bus been age	** Application Form. ** Know purpose of Application Form and how to fill it out.  * Write words, sentences from dictation. Recognize contrasting sounds - ire - ir (long i, short i) Review: Consonant blends.		
Textbook Supplements	<p><u>Workbook 3</u> - Lesson 12 - Practice 1-5, pp. 48-52.</p> <p><u>More Stories 3</u> - Lesson 12 - pp. 47-48, 49.</p>			
Word Patterns	<p><u>Focus on Phonics-3</u> - Practice 12-A, B, C - pp. 45-47.</p> <p>Word Families: -ice, -ike, -ile, -ire, -ite</p> <p>Suffixes - (-d), (-ed). Drop silent e before adding -ing.</p> <p>Minimal Pairs - short i vs. long i - lick/like, pick/pike</p>			
Real World Reading & Reading & Writing 0	<p>If the student is near retirement age, or is retired, tutor can help him/her learn of rights of senior citizens, community activities, etc.</p> <p>Tutor can also get information from the American Association of Retired Persons to discuss benefits of membership, etc.</p> <p>What problems do you see retired people having?</p> <p><u>Snapshots: A Collections of Readings for Adults - Vol. 2</u> - pp. 18-21 - #6 - "Senior Citizens"</p>			
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - BK 3 LESSON 12</p> <p><i>WORD ATTACK!</i> - BK 3 LESSON 12</p> <p><i>MASTER SPELL</i> - Sight Words Data Disk - Side 1, List 17                      Word Groups Data Disk - Side 2, List 14 - DAIRY</p> <p><i>SPELLING RULES</i>#5, Adding suffixes beginning with vowels</p> <ul style="list-style-type: none"> <li>#1 - One-syllable words</li> <li>#3 - Words ending in silent e</li> <li>#3, Using k, ke, and ck</li> <li>#5 - Review 1</li> <li>#6 - Review 2</li> </ul> <p><i>WORD FAMILIES:</i> -ice, -ike, -ile, -ire, -ite</p>			

**Skillbook 3 Lesson 13**

METHOD	SUGGESTED ACTIVITIES
Language Experience	<i>MAGIC SLATE</i>
Lesson Contents	<p>Chart: y=i ie=i      Story:</p> <p>my tie      by a.m.</p> <p>cry cried      why p.m.</p> <p>dry dried      feel Monday</p> <p>try tried      air Friday</p> <p>fly      line service</p> <p>die      o'clock</p> <p><b>** Obituary Notice</b>  <b>** Punctuation: (,) - writing dates</b>                  (:) - writing time of day</p> <p><b>* To add -es or -ed to words ending in consonant + y, change y to i before adding -es or -ed.</b>                  Consonant blends - cr, fl.</p>
Textbook Supplements	<p><u>Workbook 3</u> - Lesson 13 - Practice 1-4, pp. 53-55.</p> <p><u>More Stories 3</u> - Lesson 13 - pp. 50-52, 53-54.</p>
Word Patterns	<p><u>Focus on Phonics-3</u> - Practice 13-A, B, C - pp. 48-53.</p> <p>Word Families: -ine, -y</p> <p>Suffixes - Root word ending in consonant + y, change y to i before adding -ed or -es</p> <p>Minimal Pairs - why/way, line/lying, feel/fill</p> <p>Sight Words - #171-180</p>
Real World Reading & Writing	<p>Tutor has student write the date, checking on correct use of comma. Date should be written in numbers only (6/30/88) and words (June 30, 1988).</p> <p>Tutor has student write the time, checking on correct use of colon.</p>
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - BK 3 LESSON 13</p> <p><i>WORD ATTACK!</i> - BK 3 LESSON 13</p> <p><i>SPELLING RULES</i> - V.2 - #2, Making plurals a third person singular verbs                  #3, Words ending in y                  #5, Adding suffixes beginning with vowels -                  #3, Words ending in y</p> <p><i>GRAMMAR GREMLINS</i> - Level 2 - Capitalization                  Level 2 - Plurals</p> <p><i>MASTER SPELL</i> - Word Groups Data Disk - Side 2 - List 15 - RESTAURANT</p> <p><i>WORD FAMILIES:</i> -ine, -y</p>

**Skillbook 3 Lesson 14**

METHOD	SUGGESTED ACTIVITIES			
Language Experience	<i>MAGIC SLATE</i>			
Lesson Contents	<table border="0"> <tr> <td data-bbox="363 431 597 495">Chart: igh = i night</td> <td data-bbox="605 431 905 687">Story: find gate behind arrive child depart China cities I'm timetable sky sad</td> <td data-bbox="913 431 1492 687">                     ** Timetable (Airlines)                       * Compound word made up of 2 small words: time-table                       * i + nd or ld = /i/ (find, child)                       Review: Contractions - I'm, I'll, let's, it's, wasn't                 </td> </tr> </table>	Chart: igh = i night	Story: find gate behind arrive child depart China cities I'm timetable sky sad	** Timetable (Airlines)  * Compound word made up of 2 small words: time-table  * i + nd or ld = /i/ (find, child)  Review: Contractions - I'm, I'll, let's, it's, wasn't
Chart: igh = i night	Story: find gate behind arrive child depart China cities I'm timetable sky sad	** Timetable (Airlines)  * Compound word made up of 2 small words: time-table  * i + nd or ld = /i/ (find, child)  Review: Contractions - I'm, I'll, let's, it's, wasn't		
Textbook Supplements	<p><u>Workbook 3</u> - Lesson 14 - Practice 1-5, pp. 56-60.</p> <p><u>More Stories 3</u> - Lesson 14 - pp. 55-56, 57-58.</p>			
Word Patterns	<p><u>Focus on Phonics-3</u> - Practice 14-A, B - pp. 54-55.</p> <p>Word Families: -ight, -ind</p> <p>Suffixes - Change y to i before adding -es.</p> <p>Homonyms - (sight, site, cite) (find, fined)</p>			
Real World Reading & Writing	<p>Tutor brings in local bus schedule and helps the student interpret it for his/her needs. Also, tutor could bring in an airline schedule and interpret the abbreviations and symbols for the student.</p> <p><u>Your Daily Paper</u></p> <p><u>Reading Schedules</u></p> <p>Compound Words - Tutor looks in newspaper for compound words and puts them on cards, showing the combination of simple words. Have student find 3-5 compound words for next lesson.</p>			
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - BK 3 LESSON 14</p> <p><i>WORD ATTACK!</i> - BK 3 LESSON 14</p> <p><i>GRAMMAR GREMLINS</i> Level 4 - Capitalization Level 4 - Punctuation</p> <p><i>MASTER SPELL</i> - Word Groups Data Disk - Side 2, List 18 - TOOLS Sight Words Data Disk - Side 1 - List 18</p> <p><i>ODDS AND ENDS</i> - CONTRACTIONS</p> <p><i>HOW TO READ FOR EVERYDAY LIVING</i> - Disk 3, Sec. 2 - Schedules</p> <p><i>SPELLING RULES</i> - #2, Making plurals and third person singular verbs #3, Words ending in -y</p> <p><i>HOMONYMS</i> - (sight, site, cite) (find, fined)</p> <p><i>WORD FAMILIES</i>: -ight, -ind</p>			

**Skillbook 3 Lesson 15**

METHOD	SUGGESTED ACTIVITIES			
Language Experience	<i>MAGIC SLATE</i>			
Lesson Contents	<p>Chart: Review:</p> <p>a paper a-e cake ai paint ay day e we e-e Pete ea eat ee see ey key i I i-e time ie tie igh night y my</p>	<p>Story:</p> <p>learn fine life wives myself ago stories buy I.D English as finish that's</p>	<p>** Writing a personal letter.</p> <p>* Recognize sequence of events in story. * Interpret feelings of characters.</p> <p>Review: Beginning consonant blends: sk, sm, st, cl, fl, pl, br, cr, dr, fr, pr, tr.</p> <p>Number of syllables in word. Changing y to i before -es, -ed. Recognize dying and tying as forms of die and tie. Adding -er to adjectives, recognizing when to double final consonant / when to add just -r Compound words and contractions.</p>	
Textbook Supplements	<u>Workbook 3</u> - Lesson 15 - Practice 1-3, pp. 61-63.			
Word Patterns	<p><u>Focus on Phonics-3</u> - Practice 15 - p. 56.</p> <p>Sight Words - #181-190</p>			
Real World Reading & Writing	<p>Tutor suggests that student write a short personal letter, perhaps writing about what learning to read has meant in his/her life.</p> <p><u>Writing to Others</u> - pp. 10-15 - Writing personal letters</p> <p>Tutor and student, using Duet Reading can read <u>A Christmas Love Story</u> and discuss the unselfish, loving relationship between this couple.</p> <p>Using Scrabble tiles, make words using long a, e, i.</p>			
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - BK 3 LESSON 15</p> <p><i>WORD ATTACK!</i> - BK 3 LESSON 15</p> <p><i>SPELLING RULES V.2</i> - #5, Adding suffixes beginning with vowels #5, Adding -e:</p> <p><i>GRAMMAR GREMLINS</i> - Level 3 - Agreement</p> <p><i>MASTER SPELL</i> - Word Groups Data Disk - Side 2, List 1 - STATES 1</p> <p><i>ODDS AND ENDS</i> - SYLLABLES</p> <p>NOTE: For review of long a, long e, long i - Use any exercises from previous lessons, such as <i>WORD FAMILIES</i>, <i>MASTER SPELL</i>, <i>SPELLING RULES</i>, etc.</p>			

**Skillbook 3 Lesson 16**

METHOD	SUGGESTED ACTIVITIES			
Language Experience	<i>MAGIC SLATE</i>			
Lesson Contents	<table border="0"> <tr> <td data-bbox="346 442 608 761">                     Chart: o - go                      open                      broken                      stolen                      sofa                      old                      told                 </td> <td data-bbox="608 442 916 761">                     Story:                      Tony we'll                      Romano police                      oh officer                      so someone                      door anyone                      both sale                      gold                 </td> <td data-bbox="916 442 1506 761">                     ** Want Ads                       * Write short summary of story.                      * New contraction - we'll.                      Review: Contractions - that's, I'll, I'm, let's, didn't, wasn't.                      Write words, sentences, and a simple want ad from dictation.                 </td> </tr> </table>	Chart: o - go open broken stolen sofa old told	Story: Tony we'll Romano police oh officer so someone door anyone both sale gold	** Want Ads  * Write short summary of story. * New contraction - we'll. Review: Contractions - that's, I'll, I'm, let's, didn't, wasn't. Write words, sentences, and a simple want ad from dictation.
Chart: o - go open broken stolen sofa old told	Story: Tony we'll Romano police oh officer so someone door anyone both sale gold	** Want Ads  * Write short summary of story. * New contraction - we'll. Review: Contractions - that's, I'll, I'm, let's, didn't, wasn't. Write words, sentences, and a simple want ad from dictation.		
Textbook Supplements	<p><u>Workbook 3</u> - Lesson 16 - Practice 1-5, pp. 64-67.</p> <p><u>More Stories 3</u> - Lesson 16 - pp. 59-60, 61-62, 63-64.</p>			
Word Patterns	<p><u>Focus on Phonics-3</u> - Practice 16-A, B - pp. 57-58.</p> <p>Word Families: -old                      Homonyms - (sale, sail)</p>			
Real World Reading & Writing	<p>Tutor brings in want ads from a daily paper. Discuss what items and/or situations are included? (E.g., cars, home furnishings, pets for sale, job opportunities, etc.)</p> <p><u>Be Ad Wise: A Guide to Reading Ads</u>  <u>Using the Want Ads</u>  <u>Your Daily Paper</u></p>			
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - BK 3 LESSON 16</p> <p><i>WORD ATTACK!</i> - BK 3 LESSON 16</p> <p><i>MASTER SPELL</i> - Sight Words Data Disk - Side 2 - List 1                      Word Groups Data Disk - Side 2, List 2 - STATES I-M</p> <p><i>ODDS AND ENDS</i> - CONTRACTIONS                      SYLLABLES</p> <p><i>HOW TO READ FOR EVERYDAY LIVING</i> - Disk 2, Sec. 1 - Ads</p> <p><i>WORD FAMILIES:</i> -old  <i>HOMONYMS</i> - (sale, sail)</p>			

**Skillbook 3 Lesson 17**

METHOD	SUGGESTED ACTIVITIES			
Language Experience	<i>MAGIC SLATE</i>			
Lesson Contents	<table border="0"> <tr> <td data-bbox="341 427 586 746">                     Chart: o-e = o                              home                      robe                      nose                      woke                      smoke                      phone                      alone                 </td> <td data-bbox="594 427 889 746">                     Story:                      Rose glad                      Stone department                      hope cigarette                      Joe don't                      cold anything                      smell everyone                      fire                 </td> <td data-bbox="896 427 1462 746">                     ** Instructions in case of fire.                      * Predict outcome of story.                      * Recognize cause and effect in a story.                      * Recall sequence of events.                      * Read factual material to obtain information.                      * New compound words: anything, everyone.                 </td> </tr> </table>	Chart: o-e = o home robe nose woke smoke phone alone	Story: Rose glad Stone department hope cigarette Joe don't cold anything smell everyone fire	** Instructions in case of fire. * Predict outcome of story. * Recognize cause and effect in a story. * Recall sequence of events. * Read factual material to obtain information. * New compound words: anything, everyone.
Chart: o-e = o home robe nose woke smoke phone alone	Story: Rose glad Stone department hope cigarette Joe don't cold anything smell everyone fire	** Instructions in case of fire. * Predict outcome of story. * Recognize cause and effect in a story. * Recall sequence of events. * Read factual material to obtain information. * New compound words: anything, everyone.		
Textbook Supplements	<p><u>Workbook 3</u> - Lesson 17 - Practice 1-5, pp. 68-72.</p> <p><u>More Stories 3</u> - Lesson 17 - pp. 65-66, 67-69, 70-71.</p>			
Word Patterns	<p><u>Focus on Phonics-3</u> - Practice 17-A, B, C, D - pp. 59-62.</p> <p>Word Families: -oke, -one, -ope, -ose</p> <p>Sight Words - #191-200</p>			
Real World Reading & Writing	<p>Tutor and student discuss what to do in case of a fire in the home, e.g., a grease fire in the kitchen, fire elsewhere in the home. Write an escape plan for the family, considering as many escape routes as possible.</p> <p><u>Read the Instructions</u></p> <p><u>Reading and Following Directions</u></p> <p><u>Insure Yourself</u></p> <p><u>Snapshots -Vol. 1</u> - pp. 1-4 - "Smoking"</p> <p><u>Hello, World and Other Stories</u> - pp. 18-22 - In the middle of the night                      pp. 23-38 - In case of fire</p>			
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - BK 3 LESSON 17</p> <p><i>MASTER SPELL</i> - Word Groups Data Disk - Side 2, List 3 - STATES N-P</p> <p><i>ODDS AND ENDS</i> -SYLLABLES                      CONTRACTIONS</p> <p><i>WORD FAMILIES:</i> -oke, -one, -ope, -ose</p> <p><i>SPELLING RULES</i> V.2 -#3, Using k, ke and ck                      #5, Review 1                      #6, Review 2                      #5, Adding suffixes beginning with vowels                      #6, Review 1                      #7, Review 2</p>			

**Skillbook 3 Lesson 18**

METHOD	SUGGESTED ACTIVITIES			
Language Experience	<i>MAGIC SLATE</i>			
Lesson Contents	<table border="0"> <tr> <td>Chart: oa = o boat</td> <td>Story: shore Joan clothes rain wear Oak over lake October made heavy camp map end way weekend</td> <td>** Simple Road Map  * Recall sequence of events. * Scan to find specific details. * Recognize rhyming words. * Write a short summary.  Review: -mp, -nt, -st, -ft.</td> </tr> </table>	Chart: oa = o boat	Story: shore Joan clothes rain wear Oak over lake October made heavy camp map end way weekend	** Simple Road Map  * Recall sequence of events. * Scan to find specific details. * Recognize rhyming words. * Write a short summary.  Review: -mp, -nt, -st, -ft.
Chart: oa = o boat	Story: shore Joan clothes rain wear Oak over lake October made heavy camp map end way weekend	** Simple Road Map  * Recall sequence of events. * Scan to find specific details. * Recognize rhyming words. * Write a short summary.  Review: -mp, -nt, -st, -ft.		
Textbook Supplements	<p><u>Workbook 3</u> - Lesson 18 - Practice 1-4, pp. 73-77.</p> <p><u>More Stories 3</u> - Lesson 18 - pp. 72-73, 74-75, 76-77.</p>			
Word Patterns	<p><u>Focus on Phonics-3</u> - Practice 18-A, B - pp. 63-64.</p> <p>Word Families: -oat, -oast, -amp                  Suffixes - y                  Homonyms - (where, wear, ware) (made, maid) (rain, rein, reign)                  (clothes, close) (rode, road, rowed)</p>			
Real World Reading & Reading & Writing	<p>Tutor brings a state map and helps student read the map, discussing mileage chart, legend, location of state parks, points of interest, etc.                  If student is interested in other states, use a road atlas.  <u>It's on the Map</u></p>			
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - BK 3 LESSON 18</p> <p><i>MASTER SPELL</i> - Sight Words Data Disk - Side 2 - List 2</p> <p><i>HOMONYMS</i> - (where, wear, ware) (made, maid) (rain, rein, reign)                  (rode, road, rowed) (close, clothes)</p> <p><i>SPELLING RULES</i> - V.2 - #2, Making plurals and third person singular verbs                  #4, Words ending in f and fe</p> <p><i>HOW TO READ FOR EVERYDAY LIVING</i> - Disk 3, Sec. 2 - Highway map</p> <p><i>WORD FAMILIES</i>: -oat, -oast, -amp</p>			

**Skillbook 3 Lesson 19**

METHOD	SUGGESTED ACTIVITIES			
Language Experience	<i>MAGIC SLATE</i>			
Lesson Contents	<table border="0"> <tr> <td data-bbox="340 414 597 691">                     Chart: ow = o                      snow                      blow                      show                      know                      throw                      window                      follow                 </td> <td data-bbox="604 414 899 691">                     Story:                      slowly ice                      yellow you're                      below onto                      zero ahead                      wind speed                      sand limit                      side                 </td> <td data-bbox="907 414 1466 691">                     ** Traffic / Road Signs                       * Predict outcome of story.                      * Recognize cause and effect.                      * Recall sequence of events.                      * Write short summary.                      * Contraction - you're.                 </td> </tr> </table>	Chart: ow = o snow blow show know throw window follow	Story: slowly ice yellow you're below onto zero ahead wind speed sand limit side	** Traffic / Road Signs  * Predict outcome of story. * Recognize cause and effect. * Recall sequence of events. * Write short summary. * Contraction - you're.
Chart: ow = o snow blow show know throw window follow	Story: slowly ice yellow you're below onto zero ahead wind speed sand limit side	** Traffic / Road Signs  * Predict outcome of story. * Recognize cause and effect. * Recall sequence of events. * Write short summary. * Contraction - you're.		
Textbook Supplements	<p><u>Workbook 3</u> - Lesson 19 - Practice 1-7, pp. 78-82.  <u>More Stories 3</u> - Lesson 19 - pp. 78-79, 80-81, 82.</p>			
Word Patterns	<p><u>Focus on Phonics-3</u> - Practice 19-A, B - pp. 65-66.</p> <p>Homonyms - (no, know) (your, you're) (side, sided)                  Suffixes - (-ly)                  Word Families: -ow                  Sight Words - #201-210</p>			
Real World Reading & Writing	<p>Tutor brings the Nevada driver's manual for student to discuss and identify traffic and road signs.  <u>Taking the Wheel</u> - Know the signs and signals  <u>Signs Around Town</u> - Traffic signs</p> <p><u>Snapshots</u> - Vol. 1 - pp. 83-88 - Rules of the road</p>			
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - BK 3 LESSON 19</p> <p><i>GRAMMAR GREMLINS</i> - Level 1 - Contractions</p> <p><i>MASTER SPELL</i> - Word Groups Data Disk - Side 1, List 12 - DIRECTIONS                      Word Groups Data Disk - Side 2, List 7 - CARS</p> <p><i>SPELLING RULES V. 2</i> - #4, Adding suffixes beginning with consonants #2, The -ly ending</p> <p><i>WORD FAMILIES:</i> -ow</p> <p><i>HOMONYMS</i> - (no, know) (your, you're) (side, sided)</p> <p><i>ODDS AND ENDS</i> - CONTRACTIONS</p>			



### Skillbook 3 Lesson 20

METHOD	SUGGESTED ACTIVITIES					
Language Experience	MAGIC SLATE					
Lesson Contents	<table border="0"> <tr> <td>Chart: or ore = or</td> <td>York store</td> <td>Story: wore sport shirt sleeve fourth floor Porter than</td> <td>want most close what's cheapest salesperson &amp; directory</td> <td> <p>** Store Directory. ** Alphabetize words by first letter.</p> <p>* Distinguish 3 sounds - /or/ from /er/ and /ar/.</p> <p>* Compound word - salesperson. Review: endings -ing, ed, -y, -ly.</p> </td> </tr> </table>	Chart: or ore = or	York store	Story: wore sport shirt sleeve fourth floor Porter than	want most close what's cheapest salesperson & directory	<p>** Store Directory. ** Alphabetize words by first letter.</p> <p>* Distinguish 3 sounds - /or/ from /er/ and /ar/.</p> <p>* Compound word - salesperson. Review: endings -ing, ed, -y, -ly.</p>
Chart: or ore = or	York store	Story: wore sport shirt sleeve fourth floor Porter than	want most close what's cheapest salesperson & directory	<p>** Store Directory. ** Alphabetize words by first letter.</p> <p>* Distinguish 3 sounds - /or/ from /er/ and /ar/.</p> <p>* Compound word - salesperson. Review: endings -ing, ed, -y, -ly.</p>		
Textbook Supplements	<p><u>Workbook 3</u> - Lesson 20 - Practice 1-6, pp. 83-90.</p> <p><u>More Stories 3</u> - Lesson 20 - pp. 83-84, 85-87.</p>					
Word Patterns	<p><u>Focus on Phonics-3</u> - Practice 20-A, B, C, D - pp. 67-70.</p> <p>Word Families: -ore Homonyms - (sore, soar) Suffixes - (-er), (-est)</p>					
Real World Reading & Writing	<p>Using the store directory in the lesson, tutor and student discuss where a variety of items may be found.</p> <p><u>Signs Around Town</u> - pp. 8-9 - Department Store</p> <p><u>Getting Round Cities and Towns</u> - Getting around a building Using a directory</p> <p><u>Let's Look It Up</u> - pp. 52-53 - Catalog page</p> <p>Tutor gives student a list of words and helps him/her to alphabetize them by first letter.</p>					
Computer-Assisted Instruction	<p><u>SPELL IT!</u> - BK 3 LESSON 20</p> <p><u>GRAMMAR GREMLINS</u> - Level 4 - Commas</p> <p><u>MASTER SPELL</u> - Sight Words Data Disk - Side 2 - List 3 Word Groups Data Disk - Side 1, List 18 - CLOTHES</p> <p><u>ODDS AND ENDS</u> - ALPHABETIZING - #3 - Words by first letter</p> <p><u>WORD FAMILIES:</u> -ore</p> <p><u>HOMONYMS</u> - (sore, soar)</p>					

**Skillbook 3 Lesson 21**

METHOD	SUGGESTED ACTIVITIES																																	
Language Experience	<i>MAGIC SLATE</i>																																	
Lesson Contents	<table border="0"> <tr> <td>Chart: Review:</td> <td>Story:</td> <td>* Recognize sequence of events.</td> </tr> <tr> <td>a paper</td> <td>i-e time</td> <td>* Make inferences from clues.</td> </tr> <tr> <td>a-e cake</td> <td>ie tie</td> <td>* Recognize cause and effect.</td> </tr> <tr> <td>ai paint</td> <td>igh night</td> <td>* Interpret feelings of characters.</td> </tr> <tr> <td>ay day</td> <td>y my</td> <td>* Determine number of syllables.</td> </tr> <tr> <td>e we</td> <td>o go</td> <td>* Alphabetize words by 1st and 2nd letters.</td> </tr> <tr> <td>e-e Pete</td> <td>o-e home</td> <td>Contraction - won't.</td> </tr> <tr> <td>ea eat</td> <td>oa boat</td> <td></td> </tr> <tr> <td>ee see</td> <td>ow snow</td> <td></td> </tr> <tr> <td>ey key</td> <td>or York</td> <td></td> </tr> <tr> <td>i I</td> <td>ore store</td> <td></td> </tr> </table>	Chart: Review:	Story:	* Recognize sequence of events.	a paper	i-e time	* Make inferences from clues.	a-e cake	ie tie	* Recognize cause and effect.	ai paint	igh night	* Interpret feelings of characters.	ay day	y my	* Determine number of syllables.	e we	o go	* Alphabetize words by 1st and 2nd letters.	e-e Pete	o-e home	Contraction - won't.	ea eat	oa boat		ee see	ow snow		ey key	or York		i I	ore store	
Chart: Review:	Story:	* Recognize sequence of events.																																
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Textbook Supplements	<u>Workbook 3</u> - Lesson 21 - Practice 1-3, pp. 91-94.																																	
Word Patterns	<p><u>Focus on Phonics-3</u> - Practice 21 - pp. 71-72.</p> <p>Sight Words - #211-220</p>																																	
Real World Reading & Writing	<p>Tutor and student can discuss how to report a theft.</p> <p><u>Insure Yourself</u> - If your home is robbed or damaged</p> <p>If student is interested, discuss if student has quit smoking, wants to, wants to encourage someone else to quit smoking. Where is help available?</p> <p><u>Snapshots - Vol. 1</u> - pp. 1-3 - Smoking</p> <p>Using Scrabble tiles, make words using long a, e, i, o</p>																																	
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - BK 3 LESSON 21</p> <p><i>ODDS AND ENDS</i> - CONTRACTIONS ALPHABETIZING #3 - Words by first letter #4 - Words by second letter</p> <p><i>MASTER SPELL</i> - Word Groups Data Disk - Side 2, List 11 - JEWELRY</p> <p>NOTE: This review lesson provides the opportunity to use or review any exercises on long a, e, i, o from Lessons 2-20, not previously used or needing reinforcement.</p>																																	

**Skillbook 3 Lesson 22-A**

METHOD	SUGGESTED ACTIVITIES			
Language Experience	<i>MAGIC SLATE</i>			
Lesson Contents	<p>Chart: u music</p> <p>United States Cuba menu university refugees future</p>	<p>Story: Hugo wait Cuban band union U. S. Garcia country citizen countries Florida America studied Mexico forward near became north speak biggest</p>	<p>** Map of North America</p> <p>* Scan to find specific information.</p> <p>* Distinguish between fact and fiction.</p> <p>* Alphabetize words to 3rd letter. When root word ends in -e, add -r, -st. When root word ends in a cons. following a short vowel, double the cons. before adding -er, -est.</p>	
Textbook Supplements	<p><u>Workbook 3</u> - Lesson 22 - Practice 1-5, pp. 95-98.</p> <p><u>More Stories 3</u> - Lesson 22 - pp. 88-89, 90-91, 92.</p>			
Word Patterns	<u>Focus on Phonics-3</u> - Practice 22 - p. 73.			
Real World Reading & Writing	<p>Tutor brings a road atlas to help student identify the eastern and western hemispheres, the continents, oceans and major seas, location of countries and/or cities the student may be interested in locating.</p> <p><u>It's on the Map</u> - Practice with basic map skills United States map Highway map</p>			
Computer-Assisted	<p><i>SPELL IT!</i> - BK 3 LESSON 22A</p> <p><i>GRAMMAR GREMLINS</i> - Level 4 - Capitalization</p> <p><i>MASTER SPELL</i> - Sight Words Data Disk - Side 2 - List 4</p> <p><i>ODDS AND ENDS</i> - ALPHABETIZING #5 - Words by third letter</p>			

**Skillbook 3 Lesson 22-B**

METHOD	SUGGESTED ACTIVITIES
Language Experience	<i>MAGIC SLATE</i>
Lesson Contents	<u>Cursive Writing</u> Lesson 1
Textbook Supplements	
Word Patterns	Sight Words - #221-230
Real World Reading & Writing	Tutor and student discuss the problems of those coming from a foreign country to live in the United States. <u>Caution: Fine Print Ahead</u> - Naturalization
Computer-Assisted Instruction	<i>SPELL IT!</i> - BK 3 LESSON 22B <i>MASTER SPELL</i> - Word Groups Data Disk - Side 2, List 4 - STATES R-W

**Skillbook 3 Lesson 23-A**

METHOD	SUGGESTED ACTIVITIES		
Language Experience	<i>MAGIC SLATE</i>		
Lesson Contents  <u>Changes</u>	Story 1 pp. 5-9.	Story: afford kind anyway stay born upset can't wonder matter everything parent paycheck we're spend agree baby-sit herself Mary Jay share	<ul style="list-style-type: none"> <li>* Table of Contents</li> <li>* Increase speed of silent reading.</li> <li>* Interpret feelings of characters.</li> <li>* Recognize cause and effect.</li> <li>* Predict outcomes.</li> <li>* Relate story to personal experiences and values.</li> <li>* Scan to locate specific details.</li> <li>Recognize new compound words: anyway, herself, everything, paycheck.</li> </ul>
Textbook Supplements	<u>Workbook 3</u> - Lesson 23 - Practice 1-4, pp. 99-103.		
Word Patterns	<u>Focus on Phonics-3</u> - Practice 23 - p. 74.  Word Families: -orn		
Real World Reading & Writing			
Computer-Assisted Instruction	<i>SPELL IT!</i> - BK 3 CHANGES 1  <i>MASTER SPELL</i> - Sight Words Data Disk - Side 2 - List 5  <i>ODDS AND ENDS</i> - ALPHABETIZING #6 - Words by any letter CONTRACTIONS  <i>WORD FAMILIES:</i> -orn		

**Skillbook 3 Lesson 23-B**

METHOD	SUGGESTED ACTIVITIES			
Language Experience	<i>MAGIC SLATE</i>			
Lesson Contents	Story 2 pp. 10-16.	Story: Carlos free crop own enough hard-working Gomez sadly handsome Pablo lovely read Maria cotton migrant peach worker train	* (Same as 23-A) Review: noun ending -er (worker) adjective endings -er, -est (harder, hardest) ending -ly (sadly) Contractions	
<u>Changes</u>	<u>Cursive Writing</u> Lesson 3			
Textbook Supplements				
Word Patterns	Homonyms - (red, read)  Suffixes: -ly  Sight Words - #231-240			
Real World Reading & Writing	Tutor and student can discuss the problems of migrant workers.			
Computer-Assisted Instruction	<i>SPELL IT!</i> - BK 3 CHANGES 2  <i>SPELLING RULES</i> - #4, Adding suffixes beginning with consonants #2, The -ly ending  <i>HOMONYMS</i> - (red, read)			

CALL Curriculum Guide for Laubach Way to Reading

**Skillbook 3 Lesson 24-A**

METHOD	SUGGESTED ACTIVITIES				
Language Experience	<i>MAGIC SLATE</i>				
Lesson Contents	Story 3 pp. 17-22.	Story: Alabama blind deaf ear hear Helen Keller sickness understand wild world	Anne began nearly Sullivan able Braille dot felt raise touch trust	wrote college handicap idea lip overcome throat beauty courage great possible remember	* Understand figurative language. Recognize compound words: overcome, understand. Recognize suffix -ness, sickness.
<u>Changes</u>	<u>Cursive Writing</u> Lesson 4				
Textbook Supplements	<u>Workbook 3</u> - Lesson 24 - Practice 1-4, pp. 104-106.				
Word Patterns	<u>Focus on Phonics-3</u> - Practice 24, p. 75.  Homonyms - (great, grate)				
Real World Reading & Writing	After reading about the hardships and handicaps overcome by Helen Keller, discuss how are people with physical handicaps helped today? <u>Keller, Helen: The Story of My Life</u> - (Biography - Appendix D)				
Computer-Assisted Instruction	<i>SPELL IT!</i> - BK 3 CHANGES 3A BK 3 CHANGES 3B  <i>MASTER SPELL</i> - Sight Words Data Disk - Side 2 - List 6  <i>HOMONYMS</i> - (great, grate)  <i>SPELLING RULES</i> - #4, Adding suffixes beginning with consonants #1, General rules				

**Skillbook 3 Lesson 24-B**

METHOD	SUGGESTED ACTIVITIES				
Language Experience	<i>MAGIC SLATE</i>				
Lesson	Story 4	Story:	sat	capital	prize
<u>Changes</u>	pp. 23-30.	arrest	empty	equal	protester
		boycott	met	injustice	Selma
		civil	act	march	vote
		fight	bomb	protest	grave
		Jr.	court	sit-in	protect
	<u>Cursive Writing</u>	leader	even	Washington	
	Lesson 5	led	jail	dream	Review: when to
		Luther	justice	freedom	change y to i
		Martin	spoke	God	before adding
		minister	violent	marcher	-er, -est.
		Montgomery	won	lead	2 prefixes = not:
		peace	Birmingham	Nobel	<u>in</u> justice,
					<u>non</u> -violent
Textbook Supplements					
Word Patterns	Homonyms - (led, lead) (peace, piece)				
	Prefixes - (in-), (non-) meaning NOT				
Real World Reading & Writing	After reading about Martin Luther King, Jr., discuss his ideals and dreams.				
Computer-Assisted Instruction	<i>SPELL IT!</i> - BK 3 CHANGES 4A BK 3 CHANGES 4B				
	<i>SPELLING RULES</i> - #6, Adding prefixes				
	<i>HOMONYMS</i> - (led, lead) (peace, piece)				



### Skillbook 3 Appendix

METHOD	SUGGESTED ACTIVITIES
Language Experience	<i>MAGIC SLATE</i>
Lesson Contents	<u>Cursive Writing</u> Complete Lessons 6-10  Review reading skills that need reinforcement.
Textbook Supplements	
Word Patterns	<u>Focus on Phonics-3</u> - Practice 25 - p. 76. Practice 26 - p. 77.
Real World Reading & Writing	
Computer-Assisted Instruction	Review any computer programs to review and reinforce material taught in Book 3.

**Skillbook 4 Lesson 1**

METHOD	SUGGESTED ACTIVITIES																			
Language Experience	<i>MAGIC SLATE</i>																			
Lesson Contents	<table border="0"> <tr> <td>Chart:</td> <td>Story:</td> </tr> <tr> <td>u music</td> <td>afraid space</td> </tr> <tr> <td>u-e cure</td> <td>become spaceship</td> </tr> <tr> <td>human</td> <td>machine everywhere</td> </tr> <tr> <td>computer</td> <td>airplane form</td> </tr> <tr> <td>huge</td> <td>business print</td> </tr> <tr> <td>use</td> <td>record social</td> </tr> <tr> <td>amuse</td> <td>fact security</td> </tr> <tr> <td></td> <td>game</td> </tr> </table>	Chart:	Story:	u music	afraid space	u-e cure	become spaceship	human	machine everywhere	computer	airplane form	huge	business print	use	record social	amuse	fact security		game	<p>** Computers                      ** Application Forms (Boxes)</p> <p>* Meaning of stress in word - which syllable is stressed.                      * Recognize use of stress mark as aid to pronunciation.                      Compound words: airplane, spaceship, everywhere.                      Review: adding -es to endings -s, -x, -ch.</p>
Chart:	Story:																			
u music	afraid space																			
u-e cure	become spaceship																			
human	machine everywhere																			
computer	airplane form																			
huge	business print																			
use	record social																			
amuse	fact security																			
	game																			
Textbook Supplements	<u>Workbook 4</u> - Lesson 1 - Practice 1-9 - pp. 8-12.																			
Word Patterns	<p><u>Focus on Phonics-4</u> - Practice 1-A, B - pp. 4-9.</p> <p>Word Families - In Book 4, use consonant blends with Word Families:                      -use, abuse, amuse, accuse, refuse, defuse, etc.                      -ure, tenure, secure, demure, etc.</p> <p>Sight Words - #241-250</p>																			
Real World Reading & Writing	<p>Tutor and student discuss the use of the computer in the CALL program. Discuss how it has helped the student.</p> <p>Discuss the article on computers in this lesson by using the questions on p. 20 in the <u>Tutor's Manual</u>.</p> <p><u>Filling Out Forms</u> - p. 16 - Library card application                      p. 52 - Driver's license application</p>																			
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - BK 4 LESSON 1A                      BK 4 LESSON 1B</p> <p><i>WORD ATTACK!</i> - BK 4 LESSON 1</p> <p><i>SPELLING RULES</i> - #2, Making plurals and third person singular verbs                      #2, Words ending in s, sh, ch, x</p>																			

**Skillbook 4 Lesson 2**

METHOD	SUGGESTED ACTIVITIES			
Language Experience	<i>MAGIC SLATE</i>			
Lesson Contents	<table border="0"> <tr> <td data-bbox="323 420 575 513">Chart: u ue argue ew few</td> <td data-bbox="583 420 887 830">Story: Hugh piece Huron relative refuse grandfather reunion grandmother hug haven't rib aren't wave choke seen fist since press aunt breathe cousin minute niece object</td> <td data-bbox="894 420 1347 861"> <p><b>** Family Reunion</b>  <b>** Instructions for helping a person who is choking.</b></p> <p>* Read, understand instructions.                      * Stressed syllable may show different meanings: an ob-ject; I ob-ject'.</p> <p>* Recognize figurative language.                      Compound words: grandfather, grandmother.                      Contractions: haven't, aren't.                      Prefix re- means back, or again - reunion.</p> </td> </tr> </table>	Chart: u ue argue ew few	Story: Hugh piece Huron relative refuse grandfather reunion grandmother hug haven't rib aren't wave choke seen fist since press aunt breathe cousin minute niece object	<p><b>** Family Reunion</b>  <b>** Instructions for helping a person who is choking.</b></p> <p>* Read, understand instructions.                      * Stressed syllable may show different meanings: an ob-ject; I ob-ject'.</p> <p>* Recognize figurative language.                      Compound words: grandfather, grandmother.                      Contractions: haven't, aren't.                      Prefix re- means back, or again - reunion.</p>
Chart: u ue argue ew few	Story: Hugh piece Huron relative refuse grandfather reunion grandmother hug haven't rib aren't wave choke seen fist since press aunt breathe cousin minute niece object	<p><b>** Family Reunion</b>  <b>** Instructions for helping a person who is choking.</b></p> <p>* Read, understand instructions.                      * Stressed syllable may show different meanings: an ob-ject; I ob-ject'.</p> <p>* Recognize figurative language.                      Compound words: grandfather, grandmother.                      Contractions: haven't, aren't.                      Prefix re- means back, or again - reunion.</p>		
Textbook Supplements	<u>Workbook 4</u> - Lesson 2 - Practice 1-8 - pp. 13-18.			
Word Patterns	<p><u>Focus on Phonics-4</u> - Practice 2 - pp. 10-11.</p> <p>Word Families: -ue, -ew</p>			
Real World Reading & Writing	<p>If student is interested, tutor can help him/her trace the family history. Tutor (or student) can contact the LDS Genealogy Library (509 S. 9th St., Las Vegas, NV) for instructions and forms with which to trace a family tree.</p> <p>On a U.S. map, find and name the five Great Lakes.</p> <p>Tutor reviews and discusses with student the instructions for helping a person who is drowning.</p> <p><u>Help! First Steps to First Aid</u> - pp. 51-53</p>			
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - BK 4 LESSON 2A                      BK 4 LESSON 2B</p> <p><i>WORD ATTACK!</i> - BK 4 LESSON 2</p> <p><i>WORD FAMILIES:</i> -ue, -ew</p> <p><i>MASTER SPELL</i> - Sight Words Data Disk - Side 2 - List 7                      Word Groups Data Disk - Side 2, List 17 - LINEN CLOSET</p>			

### Skillbook 4 Lesson 3

METHOD	SUGGESTED ACTIVITIES																																												
Language Experience	MAGIC SLATE																																												
Lesson Contents	<table border="0"> <tr> <td>Chart:</td> <td>Story:</td> <td>those</td> <td>** Want Ads</td> </tr> <tr> <td>oo food</td> <td>move</td> <td>isn't</td> <td>** Read, understand information given in rental ads.</td> </tr> <tr> <td>room</td> <td>Hoover</td> <td>together</td> <td></td> </tr> <tr> <td>pool</td> <td>O'Toole</td> <td>forever</td> <td>* Write a short summary of a story.</td> </tr> <tr> <td>school</td> <td>afternoon</td> <td>landlord</td> <td></td> </tr> <tr> <td>noon</td> <td>bedroom</td> <td>Sunday</td> <td></td> </tr> <tr> <td>soon</td> <td>roommate</td> <td>heat</td> <td></td> </tr> <tr> <td>too</td> <td>safe</td> <td>furnished</td> <td>Review: sk-, st-, sp-, sl- Ways -ed is pronounced. Adding -ly to words.</td> </tr> <tr> <td></td> <td>swim</td> <td>unfurnished</td> <td>Compound words: afternoon, bedroom, roommate, forever, landlord, Sunday.</td> </tr> <tr> <td></td> <td>mind</td> <td>utilities</td> <td></td> </tr> <tr> <td></td> <td>quiet</td> <td>deposit</td> <td></td> </tr> </table>	Chart:	Story:	those	** Want Ads	oo food	move	isn't	** Read, understand information given in rental ads.	room	Hoover	together		pool	O'Toole	forever	* Write a short summary of a story.	school	afternoon	landlord		noon	bedroom	Sunday		soon	roommate	heat		too	safe	furnished	Review: sk-, st-, sp-, sl- Ways -ed is pronounced. Adding -ly to words.		swim	unfurnished	Compound words: afternoon, bedroom, roommate, forever, landlord, Sunday.		mind	utilities			quiet	deposit	
Chart:	Story:	those	** Want Ads																																										
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	quiet	deposit																																											
Textbook Supplements	Workbook 4 - Lesson 3 - Practice 1-8 - pp. 19-23.																																												
Word Patterns	<p>Focus on Phonics-4 - Practice 3-A, B, C, D - pp. 12-17.</p> <p>Homonyms - (mind, mined) (loose, lose)</p> <p>Word Families: -ool, -oom, -oon, -oo</p> <p>Root Words - Remove suffix</p> <p>Prefixes - un-</p> <p>Sight Words - #251-260</p>																																												
Real World Reading & Writing	<p>Tutor finds the cost of a want ad by calling a local newspaper. Student writes a short ad to advertise an item for sale, or a house to rent.</p> <p><u>Reading the Newspaper</u></p> <p><u>Using the Want Ads</u></p> <p><u>Your Daily Paper</u></p> <p><u>Be Ad-Wise</u></p>																																												
Computer-Assisted Instruction	<p>SPELL IT! - BK 4 LESSON 3A BK 4 LESSON 3B</p> <p>WORD ATTACK! - BK 4 LESSON 3</p> <p>MASTER SPELL - Word Groups Data Disk - Side 2, List 8 - FURNITURE</p> <p>WORD FAMILIES: -ool, -oom, -oon, -oo</p> <p>SPELLING RULES - #6, Adding prefixes</p> <p>HOMONYMS - (mind, mined) (loose, lose)</p>																																												

**Skillbook 4 Lesson 4**

METHOD	SUGGESTED ACTIVITIES				
Language Experience	<i>MAGIC SLATE</i>				
Lesson Contents	<table border="0"> <tr> <td>Chart: u-e = oo           ue = oo u-e June ue blue  flute salute rule rude true</td> <td>Story: heart flag drum star stripe July parade remove honor bugle maple leaf goes</td> <td>heart holiday daytime club main meet per picnic zoo concert fireworks language Thursday</td> <td> <p>** Listing of Community Events</p> <p>* Write a short description of coming event, giving date, time, place, cost.</p> <p>Compound words: daytime, fireworks.</p> <p>Review: Consonant blends cl-, fl-, dr, tr-, st-, str-.</p> <p>Changing singular to plural by adding -s or -es, or by changing final y to i and adding -es.</p> </td> </tr> </table>	Chart: u-e = oo ue = oo u-e June ue blue  flute salute rule rude true	Story: heart flag drum star stripe July parade remove honor bugle maple leaf goes	heart holiday daytime club main meet per picnic zoo concert fireworks language Thursday	<p>** Listing of Community Events</p> <p>* Write a short description of coming event, giving date, time, place, cost.</p> <p>Compound words: daytime, fireworks.</p> <p>Review: Consonant blends cl-, fl-, dr, tr-, st-, str-.</p> <p>Changing singular to plural by adding -s or -es, or by changing final y to i and adding -es.</p>
Chart: u-e = oo ue = oo u-e June ue blue  flute salute rule rude true	Story: heart flag drum star stripe July parade remove honor bugle maple leaf goes	heart holiday daytime club main meet per picnic zoo concert fireworks language Thursday	<p>** Listing of Community Events</p> <p>* Write a short description of coming event, giving date, time, place, cost.</p> <p>Compound words: daytime, fireworks.</p> <p>Review: Consonant blends cl-, fl-, dr, tr-, st-, str-.</p> <p>Changing singular to plural by adding -s or -es, or by changing final y to i and adding -es.</p>		
Textbook Supplements	<u>Workbook 4 - Lesson 4 - Practice 1-7 - pp. 24-27.</u>				
Word Patterns	<p><u>Focus on Phonics-4 - Practice 4-A, B - pp. 18-19.</u></p> <p>Homonyms - (main, mane), (blue, blew)</p>				
Real World Reading & Writing	<p>Tutor brings in weekly listing of community events in local newspaper and discusses the activities of interest to the student.</p> <p>Tutor finds a pamphlet on the Flag, or an article in the <u>World Book Encyclopedia</u> on the Flag. Call student's attention to rules of courtesy toward the flag. Also in the encyclopedia, find pictures of how the flag developed from colonial days to the present.</p> <p>In the encyclopedia, find pictures of state flags, especially noting the flag of Nevada - and any state the student has lived in.</p>				
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - BK 4 LESSON 4A                   BK 4 LESSON 4B</p> <p><i>WORD ATTACK!</i> - BK 4 LESSON 4</p> <p><i>GRAMMAR GREMLINS</i> - Level 2 - Capitalization                           Level 2 - Plurals</p> <p><i>MASTER SPELL</i> - Sight Words Data Disk - Side 2 - List 8</p> <p><i>HOMONYMS</i> - (main, mane) (blue, blew)</p> <p><i>PRINT SHOP</i> - Make poster of upcoming event</p>				

**Skillbook 4 Lesson 5**

METHOD	SUGGESTED ACTIVITIES			
Language Experience	<i>MAGIC SLATE</i>			
Lesson Contents	<p>Chart:</p> <p>ew = oo chew  grew crew threw Lewis jewels sewer</p>	<p>Story:</p> <p>rich until poor leftover cool trash Luke pickup Judy public dirt report step emergency grow information leaves</p>	<p>** Phone listing of City Offices</p> <p>** Determine appropriate city dept. for a particular problem, locate phone number in listing.</p> <p>* Distinguish between long /u/ - music and /oo/ - food. Recognize word opposites. Review: Alphabetizing words to 3rd letter. Number of syllables in word and which one is stressed.</p>	
Textbook Supplements	<u>Workbook 4 - Lesson 5 - Practice 1-5 - pp. 28-32.</u>			
Word Patterns	<p><u>Focus on Phonics-4 - Practice 5 - p. 20.</u></p> <p>Homonyms - (go, dew, due)</p> <p>Sight Words - #261-270</p>			
Real World Reading & Writing	<p>Tutor helps the student find the listing of City Offices in telephone directory, and determine appropriate city department for a particular problem, e.g., sewer, jury services, etc.</p> <p><u>Using the Phone Book</u></p> <p><u>Getting Help: A Guide to Community Services</u></p>			
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - BK 4 LESSON 5A BK 4 LESSON 5B</p> <p><i>WORD ATTACK!</i> - BK 4 LESSON 5</p> <p><i>GRAMMAR GREMLINS</i> - Level 3 - Punctuation</p> <p><i>MASTER SPELL</i> - Word Groups Data Disk - Side 1, List 8 - FRUITS</p> <p><i>ODDS AND ENDS</i> - ALPHABETIZING - #5 - Words by third letter</p> <p><i>HOMONYMS</i> - (do, dew, due)</p>			

**Skillbook 4 Lesson 6**

METHOD	SUGGESTED ACTIVITIES																											
Language Experience	MAGIC SLATE																											
Lesson Contents	<table border="0"> <tr> <td>Chart: u or og</td> <td>Story:</td> <td>** Monthly Calendar</td> </tr> <tr> <td>news</td> <td>math</td> <td>** Names of days of the week</td> </tr> <tr> <td>Duke</td> <td>coach</td> <td></td> </tr> <tr> <td>student</td> <td>knew</td> <td>* New compound words:</td> </tr> <tr> <td>tutor</td> <td>stupid</td> <td>newspaper, birthday.</td> </tr> <tr> <td>Tuesday</td> <td>newspaper</td> <td>Add prefix un- to root wo.ds.</td> </tr> <tr> <td>avenue</td> <td>Wednesday</td> <td></td> </tr> <tr> <td></td> <td>Newman</td> <td></td> </tr> <tr> <td></td> <td>birthday</td> <td></td> </tr> </table>	Chart: u or og	Story:	** Monthly Calendar	news	math	** Names of days of the week	Duke	coach		student	knew	* New compound words:	tutor	stupid	newspaper, birthday.	Tuesday	newspaper	Add prefix un- to root wo.ds.	avenue	Wednesday			Newman			birthday	
Chart: u or og	Story:	** Monthly Calendar																										
news	math	** Names of days of the week																										
Duke	coach																											
student	knew	* New compound words:																										
tutor	stupid	newspaper, birthday.																										
Tuesday	newspaper	Add prefix un- to root wo.ds.																										
avenue	Wednesday																											
	Newman																											
	birthday																											
Textbook Supplements	Workbook 4 - Lesson 6 - Practice 1-6 - pp. 33-36.																											
Word Patterns	<p>Focus on Phonics-4 - Practice 6-A, B, C - pp. 21-23.</p> <p>Homonyms - (knew, new)</p> <p>Prefixes -un</p> <p>Word Families: -oot, -oop</p>																											
Real World Reading & Writing	<p>Tutor tries to find a monthly calendar that has some historical events or famous persons' birthdays during month of student's birthday.</p> <p>Tutor can find in Reference Department of library, Chase's Annual Events.</p> <p>Review names of days of the week, and spelling of each.</p>																											
Computer-Assisted Instruction	<p>SPELL IT! - BK 4 LESSON 6</p> <p>WORD ATTACK! - BK 4 LESSON 6</p> <p>MASTER SPELL - Sight Words Data Disk - Side 2, List 9 Word Groups Data Disk - Side 1, List 6 - WEEKDAYS</p> <p>SPELLING RULES - #6, Using prefixes</p> <p>HOMONYMS - (knew, new)</p> <p>WORD FAMILIES: -oot, -oop</p>																											



### Skillbook 4 Lesson 7

METHOD	SUGGESTED ACTIVITIES		
Language Experience	<i>MAGIC SLATE</i>		
Lesson Contents	<p>Chart:</p> <p>u music (u-e) cure (ue) argue (ew) few oo food (u-e) June (ue) blue (ew) chew u or oo student (u-e) Duke (ue) Tuesday (ew) news</p>	<p>Story:</p> <p>page cancer daily winter climb given group lion wish headline rate president board company rope animal</p>	<p>** Newspaper stories ** Who, what, where, when, why.  * New compound word: headline. Recognize word opposites. Review: -er, -est.</p>
Textbook Supplements	<u>Workbook 4 - Lesson 7 - Practice 1-7 - pp. 37-41.</u>		
Word Patterns	<p><u>Focus on Phonics-4 - Practice 7-A, B, C, D, E, F - pp. 24-35.</u></p> <p>Homonyms - (bored, board)</p> <p>Sight Words - 271-280</p>		
Real World Reading &	<p>Tutor brings in daily newspaper; student finds an article of interest. Discuss how article answers the questions: who? - what? - when? - where? Try writing a short news story that answers the questions.</p> <p><u>Reading a Newspaper</u> <u>Your Daily Paper</u></p>		
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - BK 4 LESSON 7</p> <p><i>HOMONYMS</i> - (bored, board)</p>		



CALL Curriculum Guide for *Laubach Way to Reading*

**Skillbook 4 Lesson 8**

METHOD	SUGGESTED ACTIVITIES		
Language Experience	<i>MAGIC SLATE</i>		
Lesson Contents	<p>Chart:</p> <p>oo = uu book</p> <p>cook hook brook foot good woods</p>	<p>Story:</p> <p>Jake could plant would catch sugar note cabin stove only carve notebook Bush understood push beautiful pull chapter full contents took title</p>	<p>** Table of Contents</p> <p>* Distinguish between the sound /uu/ - book, and /oo/ - food. Recognize suffix -ful and how to add it to root words. New compound words: notebook, understood. Review ending -ing. Final consonant is not doubled after oo in root word, whether it is pronounced /oo/ or /uu/.</p>
Textbook Supplements	<u>Workbook 4 - Lesson 8 - Practice 1-8 - pp. 42-46.</u>		
Word Patterns	<p><u>Focus on Phonics-4 - Practice 8-A, B - pp. 36-37.</u></p> <p>Word Families: -ook Suffixes -ful</p>		
Real World Reading & Writing	<p>If student is interested in camping, tutor finds <u>Woodall's Campground Directory</u> in the Reference Department of the library and discusses the available information with the student.</p>		
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - BK 4 LESSON 8A BK 4 LESSON 8B</p> <p><i>WORD ATTACK!</i> - BK 4 LESSON 8</p> <p><i>MASTER SPELL</i> - Sight Words Data Disk - Side 2 - List 10</p> <p><i>WORD FAMILIES:</i> -ook</p> <p><i>SPELLING RULES</i> - #4, Adding suffixes beginning with consonants #1, General rules #3, Words ending in y</p>		

**Skillbook 4 Lesson 9**

METHOD	SUGGESTED ACTIVITIES			
Language Experience	<i>MAGIC SLATE</i>			
Lesson Contents	Chart: ou mouth south house shout ground mountain thousand	Story: out our found proud without about around council discuss problem neighbor neighborhood	loan low housing east west fifth sixth St. Street Ave. Avenue courthouse neighborhood	** City Map * Distinguish the sounds: /ou/, /oo/, /uu/, /o/. Recognize suffix -hood and its meaning: neighborhood, childhood. Organize main ideas under topic headings.
Textbook Supplements	<u>Workbook 4</u> - Lesson 9 - Practice 1-9 - pp. 47-52.			
Word Patterns	<u>Foci: s on Phonics-4</u> - Practice 9-A, B, C - pp. 38-40. Word Families: -ound, -out Suffix - -hood Homonyms - (lone, loan) Sight Words - #281-290			
Real World Reading & Writing	Tutor has the student draw a map of his/her neighborhood, or a map of how he/she gets to work or to the library. <u>It's on the Map</u>			
Computer-Assisted Instruction	<u>SPELL IT!</u> - BK 4 LESSON 9A BK 4 LESSON 9B  <u>WORD ATTACK!</u> - BK 4 LESSON 9  <u>GRAMMAR GREMLINS</u> - Level 3 - Abbreviations  <u>HOW TO READ FOR EVERYDAY LIVING</u> - Disk 3, Sec. 2 - "City Map"  <u>WORD FAMILIES:</u> -ound, -out  <u>HOMONYMS</u> - (lone, loan)			

## Skillbook 4 Lesson 10

METHOD	SUGGESTED ACTIVITIES		
Language Experience	<i>MAGIC SLATE</i>		
Lesson Contents	<p>Chart:</p> <p>ow = ou town  cow crowd down clown frown flower</p>	<p>Story:</p> <p>how now Brown Howard Johnstown Sue drove fair feet held pie win</p>	<p>contest county easy ribbon summer tractor horse sure against excite unhappy million</p> <p><b>** Large Numbers</b></p> <p>* Recognize that ow may stand for /ou/ - house or /o/ - flow.</p> <p>* Distinguish between words that sound alike but are written differently (homonyms): won - one.</p> <p>* Interpret the mood of the story.</p> <p>* Read &amp; write numbers of 3 to 7 digits (hundreds, thousands, millions). Write the number words</p> <p>Review: Endings -ing, -ed, -er. Prefix un- as in unhappy.</p>
Textbook Supplements	<u>Workbook 4</u> - Lesson 10 - Practice 1-8 - pp. 53-58.		
Word Patterns	<p><u>Focus on Phonics-4</u> - Practice 10-A, B - pp. 41-42.</p> <p>Word Families: -ow, -own, -owl Homonyms - (fair, fare) Prefixes - -un</p>		
Real World Reading & Writing	<p>In an Almanac, tutor and student look up the population of: United States, Nevada, Clark County, Las Vegas and any other state or city the student is interested in.</p> <p>Encourage student to increase speed of reading; tutor and student read aloud together (Duet Reading)</p>		
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - BK 4 LESSON 10A BK 4 LESSON 10B</p> <p><i>WORD ATTACK!</i> - BK 4 LESSON 10</p> <p><i>MASTER SPELL</i> - Sight Words Data Disk - Side 2 - List 11</p> <p><i>WORD FAMILIES:</i> -ow, own, owl <i>HOMONYMS</i> - (fair, fare)</p>		

**Skillbook 4 Lesson 11**

METHOD	SUGGESTED ACTIVITIES	
Language Experience	<i>MAGIC SLATE</i>	
Lesson Contents	<p>Chart:</p> <p>u music (u-e) cure (ue) argue (ew) few oo food (u-e) June (ue) blue (ew) chew u or oo student (u-e) Duke (ue) Tuesday (ew) news uu book ou mouth ow town</p>	<p>Story:</p> <p>horseback land allow Gladys should Brunoski electric power plow</p> <p>* Apply phonics skills in reading new words with familiar sound - letter relationships. * Recognize word opposites. * New Compound word - horseback. Review: Other compound words. Endings -ful, -hood, -ly. Prefix un-.</p>
Textbook Supplements	<u>Workbook 4</u> - Lesson 11 - Practice 1-8, pp. 59-63.	
Word Patterns	<p><u>Focus on Phonics-4</u> - Practice 11-A, B - pp. 43-45.</p> <p>Sight Words #291-300</p>	
Real World Reading & Writing	<p>Tutor explains the work of the City Council and/or County Commission with their local wards, precincts, districts. What would student do if he/she were mayor of Las Vegas or Governor of Nevada?</p>	
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - BK 4 LESSON 11A BK 4 Lesson 11B</p> <p><i>SPELLING RULES</i> - #2, Making plurals and third person singular verbs #6, Some odd plurals #4, Adding suffixes beginning with consonants #1, General rule #2, The -ly ending #5, Review 1 #6, Review 2</p>	

**Skillbook 4 Lesson 12**

METHOD	SUGGESTED ACTIVITIES																																																																
Language Experience	<i>MAGIC SLATE</i>																																																																
Lesson Contents	<table border="0"> <tr> <td>Chart:</td> <td>Story:</td> <td>wet</td> <td>** Accident Report Form</td> </tr> <tr> <td>aw - lawn</td> <td>dog</td> <td>along</td> <td></td> </tr> <tr> <td>saw</td> <td>watchdog</td> <td>exit</td> <td>* Distinguish the sound /aw/ from /ou/, /uu/, /oo/.</td> </tr> <tr> <td>law</td> <td>across</td> <td>front</td> <td>Recognize: Compound words: watchdog, highway.</td> </tr> <tr> <td>claw</td> <td>Shaw</td> <td>accident</td> <td>Contraction - couldn't.</td> </tr> <tr> <td>crawl</td> <td>long</td> <td>tomato</td> <td>Abbreviation - no. - number.</td> </tr> <tr> <td>awful</td> <td>strong</td> <td>couldn't</td> <td></td> </tr> <tr> <td>Dawson</td> <td>bark</td> <td>highway</td> <td></td> </tr> <tr> <td></td> <td>dig</td> <td>auto</td> <td></td> </tr> <tr> <td>au = aw - Paul</td> <td>hole</td> <td>Ford</td> <td></td> </tr> <tr> <td>haul</td> <td>fence</td> <td>insurance</td> <td></td> </tr> <tr> <td>sauce</td> <td>Jerry</td> <td>rear</td> <td></td> </tr> <tr> <td>laundry</td> <td>sorry</td> <td>complete</td> <td></td> </tr> <tr> <td>cause</td> <td>fault</td> <td>damage</td> <td></td> </tr> <tr> <td>because</td> <td>fog</td> <td>no.</td> <td></td> </tr> <tr> <td>automobile</td> <td>off</td> <td>Ohio</td> <td></td> </tr> </table>	Chart:	Story:	wet	** Accident Report Form	aw - lawn	dog	along		saw	watchdog	exit	* Distinguish the sound /aw/ from /ou/, /uu/, /oo/.	law	across	front	Recognize: Compound words: watchdog, highway.	claw	Shaw	accident	Contraction - couldn't.	crawl	long	tomato	Abbreviation - no. - number.	awful	strong	couldn't		Dawson	bark	highway			dig	auto		au = aw - Paul	hole	Ford		haul	fence	insurance		sauce	Jerry	rear		laundry	sorry	complete		cause	fault	damage		because	fog	no.		automobile	off	Ohio	
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haul	fence	insurance																																																															
sauce	Jerry	rear																																																															
laundry	sorry	complete																																																															
cause	fault	damage																																																															
because	fog	no.																																																															
automobile	off	Ohio																																																															
Textbook Supplements	<u>Workbook 4</u> - Lesson 12 - Practice 1-8, pp. 59-63.																																																																
Word Patterns	<p><u>Focus on Phonics-4</u> - Practice 12-A, B, C - pp. 46-48.</p> <p>Word Families: -aw Homonyms - (hole, whole)</p>																																																																
Real World Reading & Writing	<p>If student is interested in dogs, tutor can find the American Kennel Association's <u>Complete Dog Book</u> in the Reference Department of the library. Student can find his/her favorite breeds described in this book.</p> <p>If one has an accident, what is the most important information to have? Tutor and student can discuss this, using the form in the textbook.</p> <p><u>Becoming a Driver</u> - Accidents; Knowing what to do <u>Taking the Wheel</u> - Handling driving emergencies or accidents</p>																																																																
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - BK 4 LESSON 12A BK 4 LESSON 12B BK 4 LESSON 12C</p> <p><i>WORD ATTACK!</i> - BK 4 LESSON 12</p> <p><i>MASTER SPELL</i> - Sight Words Data Disk - Side 2, List 12 <i>WORD FAMILIES:</i> -aw <i>HOMONYMS</i> - (hole, whole)</p>																																																																

**Skillbook 4 Lesson 13**

METHOD	SUGGESTED ACTIVITIES			
Language Experience	<i>MAGIC SLATE</i>			
Lesson Contents	<b>Chart:</b> all = awl ball bawl wall hall fall call small baseball	<b>Story:</b> Jackie Robinson Brooklyn Dodgers national league crack track fame fan kept Branch Rickey also change major	series talk basketball football California manager prejudice spring February August September November December Thanksgiving Christmas season	** Yearly Calendar ** Homonyms * New Compound words: baseball, football, basketball. * Recognize: All names of months. Words joined by hyphen: all-around, all-white, two-year
Textbook Supplements	<u>Workbook 4 - Lesson 13 - Practice 1-6, pp. 69-72.</u>			
Word Patterns	<u>Focus on Phonics-4 - Practice 13-A, B - pp. 49-50.</u> Word Families: -all Homonyms - (hall, haul) (ball, bawl)			
Real World Reading & Writing	Using the Perpetual Calendar in the Las Vegas phone book or an almanac, find the exact day of the week on which you and your student were born. Use it for any similar information the student may ask for.			
Computer-Assisted Instruction	<i>SPELL IT!</i> - BK 4 LESSON 13A BK 4 LESSON 13B  <i>WORD ATTACK!</i> - BK 4 LESSON 13  <i>MASTER SPELL</i> - Word Groups Data Disk - Side 1, List 2 - MONTHS Word Groups Data Disk - Side 1, List 3 - HOLIDAYS  <i>HOMONYMS</i> - (hall, haul) (ball, bawl)  <i>WORD FAMILIES:</i> -all			

**Skillbook 4 Lesson 14**

METHOD	SUGGESTED ACTIVITIES		
Language Experience	<i>MAGIC SLATE</i>		
Lesson Contents	<p>Chart:</p> <p>ought = aut ought = aut caught bought</p> <p>taught daughter fought thought brought</p>	<p>Story:</p> <p>American classroom grandchildren Tran Ty Lan Viet Nam desk walk</p>	<p>war Wong between often pencil ticket trouble</p> <p>** Short Personal Letter in Cursive Writing</p> <p>** Understand values of another culture and relate story to personal values.</p> <p>* Recognize new Compound Words: classroom, grandchildren</p> <p>* Recognize hyphenated words: sister-in-law</p>
Textbook Supplements	<u>Workbook 4 - Lesson 14 - Practice 1-5, pp. 73-76.</u>		
Word Patterns	<u>Focus on Phonics-4 - Practice 14-A, B, C - pp. 51-53.</u>		
Real World Reading & Writing	<p>Situation: The student is going to meet a friend not seen for more than ten years. <u>Write a short personal letter</u> to bring that friend up to date about important events in student's life.</p>		
Computer Assisted Instruction	<p><i>SPELL IT!</i> - BK 4 LESSON 14</p> <p><i>WORD ATTACK!</i> - BK 4 LESSON 14</p> <p><i>GRAMMAR GREMLINS</i> - Level 3 - Capitalization</p> <p><i>MASTER SPELL</i> - Word Groups Data Disk - Side 1, List 13 - THANKSGIVING</p>		

**Skillbook 4 Lesson 15**

METHOD	SUGGESTED ACTIVITIES			
Language Experience	<i>MAGIC SLATE</i>			
Lesson Contents	<p>Chart:</p> <p>oy - boy toy annoy enjoy employ employee</p> <p>oi = oy - oil coin join point noise voice avoid</p>	<p>Story:</p> <p>Roy laid less might slept Joyce shook truth wrong I've they'll almost always</p>	<p>worry support downtown hopeless Johnson employment unemployment unemployed disappoint apply grade experience signature</p>	<p>** Job Application</p> <p>* Recognize words with the same meaning (synonyms).</p> <p>* Recognize diminutives of names, such as Bobby.</p> <p>* Recognize new contractions: I've, they'll.</p> <p>* Recognize new compound word - downtown.</p> <p>Review: Compound words. Contractions. Suffixes: -less, -ment.</p>
Textbook Supplements	<u>Workbook 4 - Lesson 15 - Practice 1-7, pp. 77-81.</u>			
Word Patterns	<p><u>Focus on Phonics-4 - Practice 15-A, B - pp. 54-55.</u></p> <p>Word Families: -oil</p> <p>Suffixes - -less, -ment</p>			
Real World Reading & Writing	<p>Tutor and student discuss: When unemployed, what steps can you take to find a job?</p> <p><u>My Job Application File</u></p> <p><u>Get Hired: 13 Ways to Get a Job</u></p> <p><u>Job Interview Guide</u></p>			
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - BK 4 LESSON 15A BK 4 LESSON 15B</p> <p><i>WORD ATTACK!</i> - BK 4 LESSON 15</p> <p><i>MASTER SPELL</i> - Word Groups Data Disk - Side 1, List 14 - CHRISTMAS</p> <p><i>WORD FAMILIES:</i> -oil</p>			



### Skillbook 4 Lesson 16

METHOD	SUGGESTED ACTIVITIES			
Language Experience	<i>MAGIC SLATE</i>			
Lesson Contents	Chart: u music (u-e) cure (ue) argue (ew) few oo food (u-e) June (ue) blue (ew) chew u or oo student (u-e) Duke (ue) Tuesday (ew) news uu book ou mouth (ow) town aw lawn (au) Paul (all) ball (aught) caught (ought) bought	Story: health movie section through advertise classified different editor editorial according belong bottom sharp thankful mess sidewalk mental oy boy (oi) oil	depress aide hour lost wash grand male female self Mon. (Monday) Fri. (Friday) Aug. (August) Sept. (September)	** Newspaper: News story, Editorial, Letters to the editor, Classified ads, TV listing. ** Understanding facts in a news story. ** Understand opinions expressed in an editorial and in letter to the editor. * Recognize abbreviations: Mon., Fri., Aug., Sept. * Recognize new compound word - sidewalk. Review: endings -ful, -less, -ly, -ment, -ness, -y. Prefixes un-, in-, non-, meaning not
Textbook Supplements	<u>Workbook 4</u> - Lesson 16 - Practice 1-6, pp. 82-86.			
Word Patterns	<u>Focus on Phonics-4</u> - Practice 16-A, B, C, D, E, F - pp. 56-62. Suffixes (Review) - -ful, -less, -ly, -ment, -ness, -y Prefixes (Review) - un-, in-, non-, = NOT Homonyms - (blue, blew) (male, mail) (hour, our)			
Real World Reading & Writing	Tutor brings in a complete newspaper, and discusses with the student, the parts of a paper: News story, Editorials, Classified ads, TV Listings. What sections of the newspaper are most interesting and/or useful to student? <u>Your Daily Paper</u>			
Computer-Assisted Instruction	<u>SPELL IT!</u> - BK 4 LESSON 16A BK 4 LESSON 16B <u>MASTER SPELL</u> - Word Groups Data Disk - Side 1, List 4 - LAS VEGAS <u>GRAMMAR GREMLINS</u> - Level 2 - Abbreviations <u>HOMONYMS</u> - (blue, blew) (male, mail) (hour, our) <u>SPELLING RULES</u> - #4, Adding suffixes beginning with consonants #5 and 6, Review 1 and 2 #6, Adding prefixes			

**Skillbook 4 Lesson 17 (P. 1)**

METHOD	S	D ACTIVITIES
Language Experience	MAGIC SLATE	
Lesson Contents	<p>Chart:</p> <p style="text-align: center;"><b>FOUR SOUNDS FOR s</b></p> <p><u>s = /s/ as in snake</u></p> <p>s = /s/ at beginning of most words. see smile said swim step</p> <p>s = /s/ at the end of these words: gas bus yes us this</p> <p>s = /s/ when a word ends with a consonant and -se. false license nurse</p> <p>s = /s/ in some words that end with a vowel and -se. base house</p> <p>s = /s/ when s comes before the sound for the consonants p, t, k. aspirin yesterday basket rescue</p> <p>s = /s/ when the -s ending follows the sound for the consonants p, t, k, f. lips looks helps picks hopes likes hats picnics hunts cuffs gates laughs</p> <p>ss = /s/ in most words miss lesson discuss possible</p>	<p>Stories:</p> <p>doesn't moon rode seem shine excuse Kansas remark pleasant unpleasant passenger</p> <p>I'd here's wouldn't homeroom lunchroom welcome central cookie gym notice program</p> <p>flour mix nut stir beat beaten spoon teaspoon sift soft salt soda measure recipe shortening vanilla</p>

**Skillbook 4 Lesson 17 (P. 2)**

METHOD	SUGGESTED ACTIVITIES																																									
Lesson Contents (cont.)	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Chart:</p> <p><u>s = /sh/ as in sure</u></p> <p>s = /sh/ in these words:</p> <p>sure issue sugar pressure insurance</p> </td> <td style="width: 50%; vertical-align: top;"> <p><u>s = /zh/ as in measure</u></p> <p>s = /zh/ in these words:</p> <p>measure usual pleasure usually</p> </td> </tr> </table> <p style="text-align: right;">Stories: 1/2 (one half) 2/3 (two thirds) 3/4 (three fourths)</p> <p style="text-align: center;"><u>THREE SOUNDS FOR ch</u></p> <p><u>ch = /ch/ as in child</u></p> <p>ch = /ch/ in most words:</p> <table border="0" style="width: 100%;"> <tr> <td>child</td> <td>choose</td> <td>teach</td> <td>catch</td> <td>rich</td> <td rowspan="5" style="vertical-align: top;">                     ** Reading a Recipe                       * Fractions - 1/2, 2/3, 3/4                      * Contractions doesn't, I'd, here's, wouldn't.                      * Compound words: lunchroom, homeroom, teaspoon.                 </td> </tr> <tr> <td>choke</td> <td>chose</td> <td>spee.<sup>h</sup></td> <td>match</td> <td>which</td> </tr> <tr> <td>chair</td> <td>Charles</td> <td>lunch</td> <td>watch</td> <td>much</td> </tr> <tr> <td>check</td> <td>chocolate</td> <td>branch</td> <td>stitch</td> <td>such</td> </tr> <tr> <td>chart</td> <td>each</td> <td>march</td> <td>kitchen</td> <td>touch</td> </tr> </table> <p><u>ch = /k/ as in Christmas</u></p> <p>ch = /k/ in some words:</p> <table border="0" style="width: 100%;"> <tr> <td>Christmas</td> <td>school</td> <td>chorus</td> <td>Michael</td> </tr> <tr> <td>Chris</td> <td>schedule</td> <td>chemistry</td> <td>mechanic</td> </tr> </table> <p><u>ch = /sh/ as in machine</u></p> <p>ch = /sh/ in a few words:</p> <table border="0" style="width: 100%;"> <tr> <td>machine</td> <td>Chicago</td> <td>Charlotte</td> <td>chef</td> <td>Chevy</td> </tr> </table>	<p>Chart:</p> <p><u>s = /sh/ as in sure</u></p> <p>s = /sh/ in these words:</p> <p>sure issue sugar pressure insurance</p>	<p><u>s = /zh/ as in measure</u></p> <p>s = /zh/ in these words:</p> <p>measure usual pleasure usually</p>	child	choose	teach	catch	rich	** Reading a Recipe  * Fractions - 1/2, 2/3, 3/4 * Contractions doesn't, I'd, here's, wouldn't. * Compound words: lunchroom, homeroom, teaspoon.	choke	chose	spee. <sup>h</sup>	match	which	chair	Charles	lunch	watch	much	check	chocolate	branch	stitch	such	chart	each	march	kitchen	touch	Christmas	school	chorus	Michael	Chris	schedule	chemistry	mechanic	machine	Chicago	Charlotte	chef	Chevy
<p>Chart:</p> <p><u>s = /sh/ as in sure</u></p> <p>s = /sh/ in these words:</p> <p>sure issue sugar pressure insurance</p>	<p><u>s = /zh/ as in measure</u></p> <p>s = /zh/ in these words:</p> <p>measure usual pleasure usually</p>																																									
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Textbook Supplements	<p><u>Workbook 4 - Lesson 17 - Practice 1-7, pp. 87-91.</u></p>																																									
Word Patterns	<p><u>Focus on Phonics-4 - Practice 17-A, B, C, D, E, F, G, H - pp. 63-72.</u></p> <p>Homonyms - (flour, flower) (seem, seam) (beat, beet)</p>																																									
Real World Reading & Writing	<p>Write or discuss the subject: "I met a person whom I will never forget."</p>																																									
Computer-Assisted Instruction	<p><u>SPELL IT! - BK 4 LESSON 17A</u>  <u>BK 4 LESSON 17B</u>  <u>BK 4 LESSON 17C</u>  <u>BK 4 LESSON 17D</u></p> <p><u>GRAMMAR GREMLINS - Level 3 - Abbreviations</u></p> <p><u>MASTER SPELL - Word Groups Data Disk - Side 1, List 15 - CANDY</u></p> <p><u>HOMONYMS - (flour, flower) (seem, seam) (beat, beet)</u></p>																																									

**Skillbook 4 Lesson 18 (P. 1)**

METHOD	SUGGESTED ACTIVITIES					
Language Experience	MAGIC SLATE					
Lesson Contents	<p>Chart:</p> <p style="text-align: center;"><u>TWO SOUNDS FOR c</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><u>c = /k/ as in cup</u></p> <p>c = /k/ before a consonant.                      class    act                      cry      back                      scream</p> <p>c = /k/ before a, o, or u.                      ca-    cat                      co-    cop                      cu-    cut</p> <p>cc = /k/ before a, o, or u.                      cca-    occasion                      cco-    according</p> <p>c = /k/ at the end of a word.                      music    medic                      public</p> </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><u>c = /s/ as in city</u></p> <p>c = /s/ before e, i, or y.                      ce-    cent                      ci-    city                      -cy    icy</p> <p>cc = /ks/ before e or i.                      cce-    accept                      cci-    accident</p> <p>ce = /s/ at the end of a word.                      face      difference                      service</p> </td> </tr> </table> <p style="text-align: center;"><u>TWO SOUNDS FOR g</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><u>g = /g/ as in go</u></p> <p>g = /g/ before a cons.                      glass    grade                      glad     Grace                      grow</p> <p>g = /g/ before a, o, or u.                      ga-    game                      go-    got                      gu-    gun</p> <p>gg = /g/ even before e, i, or y.                      bigger    foggy                      hugging</p> <p>g = /g/ at end of word.                      leg      rug                      big      fog                      dig      dog                      hug</p> </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><u>g = /j/ as in age</u></p> <p>g = /j/ before e, i, or y.                      ge-    gentle                      gi-    Ginger                      -gy    energy</p> <p>Note: In a few words, g = /g/ before e or i:                      Examples: get, gift, girl, give.</p> <p>ge or dge = /j/ at end of word.                      age      change                      page     strange                      courage    edge                      bandage    bridge</p> </td> </tr> </table>		<p><u>c = /k/ as in cup</u></p> <p>c = /k/ before a consonant.                      class    act                      cry      back                      scream</p> <p>c = /k/ before a, o, or u.                      ca-    cat                      co-    cop                      cu-    cut</p> <p>cc = /k/ before a, o, or u.                      cca-    occasion                      cco-    according</p> <p>c = /k/ at the end of a word.                      music    medic                      public</p>	<p><u>c = /s/ as in city</u></p> <p>c = /s/ before e, i, or y.                      ce-    cent                      ci-    city                      -cy    icy</p> <p>cc = /ks/ before e or i.                      cce-    accept                      cci-    accident</p> <p>ce = /s/ at the end of a word.                      face      difference                      service</p>	<p><u>g = /g/ as in go</u></p> <p>g = /g/ before a cons.                      glass    grade                      glad     Grace                      grow</p> <p>g = /g/ before a, o, or u.                      ga-    game                      go-    got                      gu-    gun</p> <p>gg = /g/ even before e, i, or y.                      bigger    foggy                      hugging</p> <p>g = /g/ at end of word.                      leg      rug                      big      fog                      dig      dog                      hug</p>	<p><u>g = /j/ as in age</u></p> <p>g = /j/ before e, i, or y.                      ge-    gentle                      gi-    Ginger                      -gy    energy</p> <p>Note: In a few words, g = /g/ before e or i:                      Examples: get, gift, girl, give.</p> <p>ge or dge = /j/ at end of word.                      age      change                      page     strange                      courage    edge                      bandage    bridge</p>
<p><u>c = /k/ as in cup</u></p> <p>c = /k/ before a consonant.                      class    act                      cry      back                      scream</p> <p>c = /k/ before a, o, or u.                      ca-    cat                      co-    cop                      cu-    cut</p> <p>cc = /k/ before a, o, or u.                      cca-    occasion                      cco-    according</p> <p>c = /k/ at the end of a word.                      music    medic                      public</p>	<p><u>c = /s/ as in city</u></p> <p>c = /s/ before e, i, or y.                      ce-    cent                      ci-    city                      -cy    icy</p> <p>cc = /ks/ before e or i.                      cce-    accept                      cci-    accident</p> <p>ce = /s/ at the end of a word.                      face      difference                      service</p>					
<p><u>g = /g/ as in go</u></p> <p>g = /g/ before a cons.                      glass    grade                      glad     Grace                      grow</p> <p>g = /g/ before a, o, or u.                      ga-    game                      go-    got                      gu-    gun</p> <p>gg = /g/ even before e, i, or y.                      bigger    foggy                      hugging</p> <p>g = /g/ at end of word.                      leg      rug                      big      fog                      dig      dog                      hug</p>	<p><u>g = /j/ as in age</u></p> <p>g = /j/ before e, i, or y.                      ge-    gentle                      gi-    Ginger                      -gy    energy</p> <p>Note: In a few words, g = /g/ before e or i:                      Examples: get, gift, girl, give.</p> <p>ge or dge = /j/ at end of word.                      age      change                      page     strange                      courage    edge                      bandage    bridge</p>					

**Skillbook 4 Lesson 18 (P. 2)**

METHOD	SUGGESTED ACTIVITIES																																				
Lesson Contents	<table border="0"> <tr> <td>Story:</td> <td>graduate</td> <td>election</td> <td>** Voter Registration</td> </tr> <tr> <td>aid</td> <td>lay</td> <td>residence</td> <td>Contents</td> </tr> <tr> <td>army</td> <td>soldier</td> <td>citizenship</td> <td></td> </tr> <tr> <td>Chang</td> <td>sk</td> <td>political</td> <td>Recognize suffixes:</td> </tr> <tr> <td>danger</td> <td>tale</td> <td>Democrat</td> <td>-al (political) and</td> </tr> <tr> <td>enemy</td> <td>themselves</td> <td>Republican</td> <td>-ship (citizenship)</td> </tr> <tr> <td>Gene</td> <td>wound</td> <td>registration</td> <td>Consonant blends:</td> </tr> <tr> <td>Gordon</td> <td>occupation</td> <td></td> <td>scr-, spr-, str.</td> </tr> <tr> <td></td> <td></td> <td></td> <td>-pt, -nt, -ft, -st.</td> </tr> </table>	Story:	graduate	election	** Voter Registration	aid	lay	residence	Contents	army	soldier	citizenship		Chang	sk	political	Recognize suffixes:	danger	tale	Democrat	-al (political) and	enemy	themselves	Republican	-ship (citizenship)	Gene	wound	registration	Consonant blends:	Gordon	occupation		scr-, spr-, str.				-pt, -nt, -ft, -st.
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Textbook Supplements	<p><u>Workbook 4</u> - Lesson 18 - Practice 1-7, oo, 92-96.</p>																																				
Word Patterns	<p><u>Focus on Phonics-4</u> - Practice 18-A, B, C, D, E, F, G, H, I - pp. 73-81.</p> <p>Suffixes - al</p> <p>Homonyms - (tale, tail) (pail, pale) (mail, male)</p>																																				
Real World Reading & Writing	<p>Tutor can investigate where to register for voting. (In Las Vegas, one can register at the public library. Call the Community Relations Office for details.)</p> <p><u>Filling Out Forms</u> - Voting</p>																																				
Computer-Assisted Instruction	<p><u>SPELL IT!</u> - BK 4 LESSON 18A BK 4 LESSON 18B</p> <p><u>ODDS AND ENDS</u> - CONTRACTIONS</p> <p><u>HOMONYMS</u> - (tale, tail) (pail, pale) (mail, male)</p> <p><u>SPELLING RULES</u> - #5, Suffixes beginning with vowels #6 and 7 - Review 1 and 2</p>																																				

**Skillbook 4 Lesson 19**

METHOD	SUGGESTED ACTIVITIES			
Language Experience	<i>MAGIC SLATE</i>			
Lesson Contents	<p>Chart:</p> <p><b><u>OTHER CONSONANT SPELLINGS</u></b></p> <p>wr = r as in write                      write wrong wrap                      wrote wrinkle                      written</p> <p>kn = n as in know                      know knee knob                      knew kneel knock</p> <p>mb = m as in climb                      climb dumb crumb                      bomb thumb limb</p> <p>ph = f as in phone                      phone nephew physical                      telephone elephant physician</p> <p>gh = f as in laugh                      laugh cough rough                      tough                      enough</p> <p>Note: In some words, gh is silent                      Ex.: through, although, weigh</p>	<p>Stories:</p> <p>pound                      skin                      smooth                      thick                      trunk                      tusk                      bull                      grown                      ivory                      Asia                      Asian                      Africa                      African                      graceful                      unusual                      adult                      appointment                      blood                      body                      chest                      clinic                      deep                      exam                      important                      lab</p>	<p>medicine                      pain                      pressure                      ache                      headache                      dose                      overdose                      aspirin                      insect                      redness                      tablet                      unless                      bite                      case                      reach                      soap                      spray                      minor                      once                      taken                      warn                      1/4                      direct                      direction                      prescription                      non-prescription</p>	<p>** Medicine Labels</p> <p>* Compound words:                      headache                      overdose</p> <p>* Recognize meaning of some words                      that                      sound                      alike                      but have different spellings                      (homonyms).</p>
Textbook Supplements	<i>Workbook 4 - Lesson 19 - Practice 1-8, pp. 97-101.</i>			
Word Patterns	<i>Focus on Phonics-4 - Practice 19 A, B, C, D, E, F, G, H, I - pp. 82-90.</i> <i>Homonyms - (pain, pane)</i>			
Real World Reading & Writing	<p><u>Need a Doctor?</u>  <u>Medical Language: A Survival Vocabulary</u>                      Tutor brings in medicine bottles to help student read directions and discuss with student how to follow them.  <u>Reading and Following Directions - pp. 57-59</u></p>			
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - BK 4 LESSON 19A                      BK 4 LESSON 19B                      BK 4 LESSON 19C                      BK 4 LESSON 19D</p> <p><i>HOW TO READ FOR EVERYDAY LIVING</i> - Disk 1, Sec. 1 - "Labels"  <i>MASTER SPELL</i> - Word Groups Data Disk - Side 1, List 5 - ANIMALS  <i>HOMONYMS</i> - (pain, pane)</p>			



**Skillbook 4 Lesson 21**

METHOD	SUGGESTED ACTIVITIES																					
Language Experience	<i>MAGIC SLATE</i>																					
Lesson Contents	<p>Sample Page of Dictionary</p> <table border="0"> <tr><td>noun</td><td>guide</td></tr> <tr><td>verb</td><td>shown</td></tr> <tr><td>adverb</td><td>weight</td></tr> <tr><td>wee</td><td>respell</td></tr> <tr><td>weed</td><td>alphabet</td></tr> <tr><td>action</td><td>alphabetical</td></tr> <tr><td>correct</td><td>definition</td></tr> <tr><td>entry</td><td>dictionary</td></tr> <tr><td>sample</td><td>adjective</td></tr> <tr><td>describe</td><td></td></tr> </table>	noun	guide	verb	shown	adverb	weight	wee	respell	weed	alphabet	action	alphabetical	correct	definition	entry	dictionary	sample	adjective	describe		<p>** How to use a dictionary.                  ** Understand general arrangement of a dictionary.                  ** Understand meaning of terms: entry word, guide word, definition, part of speech, pronunciation key.                  * Review alphabetical order.                  * Review syllable divisions and stress marks.</p>
noun	guide																					
verb	shown																					
adverb	weight																					
wee	respell																					
weed	alphabet																					
action	alphabetical																					
correct	definition																					
entry	dictionary																					
sample	adjective																					
describe																						
Textbook Supplements	<u>Workbook 4</u> - Lesson 21 - Practice 1-8. pp. 107-111.																					
Word Patterns	<p><u>Focus on Phonics-4</u> - Practice 21-A, B - pp. 98-99.</p> <p>Homonyms - (wait, weight)</p> <p>Prefixes - re-</p>																					
Real World Reading & Writing	<p>Tutor brings a dictionary to show that information found in this lesson of the textbook is standard for all dictionaries.                  Tutor shows student the general arrangement of a dictionary.                  Tutor explains the terms entry word, guide word, definition, part of speech, and pronunciation key.</p>																					
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - BK 4 LESSON 21</p> <p><i>HOMONYMS</i> - (wait, weight)</p>																					



**Skillbook 4 Lesson 22-A**

METHOD	SUGGESTED ACTIVITIES				
Language Experience	<i>MAGIC SLATE</i>				
Lesson Contents <u>People and Places</u>	Story 1 - pp. 7-18 Maps - p. 5, 10 Carver George hungry Missouri scientist slave southwest tiny death else famous	professor science special Tuskegee acre nothing Simpson soil Booker degree greenhouse institute	overnight apart product rest use Congress businessmen invent pecan travel birthplace monument museum	** Recognize a biography as one form of factual material. ** Recognize, understand map symbols. ** Locate specific places on a map. * Agent nouns: endings -er - rider -ist - scientist -ian - physician -or - editor	
Textbook Supplements	<u>Workbook 4</u> - Lesson 22 - Practice 1-6, pp. 112-115.				
Word Patterns	<u>Focus on Phonics-4</u> - Practice 22 - 24, pp. 100-125. (at any pace) Homonyms - (steal, steel) Suffixes - (Agents) -er, -ist, -ian, -or				
Real World Reading & Writing	Tutor and student discuss the meaning of biography as a form of factual reading material. They could look at the literacy collection of biographies and student could choose one to read. Student could be encouraged to write significant dates in his/her life.				
Computer-Assisted Instruction	<i>SPELL IT!</i> - BK 4 PEOPLE 1A BK 4 PEOPLE 1B BK 4 PEOPLE 1C HOMONYMS - (steal, steel)				

**Skillbook 4 Lesson 22-B**

METHOD	SUGGESTED ACTIVITIES				
Language Experience					
Lesson Contents	Story 2 - pp. 19-29. Map - pp. 24-25.	cheer exact	bay halfway	** Determine directions on a map. ** Locate specific places on a map.	
<u>People and Places</u>	Atlantic research artificial St. (Saint) dip Vancouver Fox hop marathon painful ocean province Pacific skip Terry toward British twist Columbia Canadian Newfoundland	honk horn hospital inspire outlook real society treat treatment Quebec Ontario	lung thunder weak whole (hole) hero postage stamp spirit		* Review suffixes: -ful, -less, -ly, -ment, -ness, -ous, -tion. * Distinguish between homonyms, such as whole - hole.
Textbook Supplements	<u>Workbook 4</u> - Lesson 22-B - Practice 1-6, pp. 112-115.				
Word Patterns	Homonyms - (real, reel) (heal, heel)  Suffixes - -ous, -tion				
Real World Reading & Writing	Using an atlas map of Canada, trace the route of Terry Fox. Find out more about Terry Fox in the library Magazine Index ( found on microfiche in area where magazines are displayed) (Tutor will have to research this before the lesson if he/she is not familiar with this Index.)				
Computer-Assisted Instruction	<i>SPELL IT!</i> - BK 4 PEOPLE 2A <del>BK 4 PEOPLE 2B</del>  <i>HOMONYMS</i> - (real, reel) (heal, heel)				

**Skillbook 4 Lesson 23-A**

METHOD	SUGGESTED ACTIVITIES				
Language Experience	<i>MAGIC SLATE</i>				
Lesson Contents	Story 3 - pp. 30-43. Maps - p. 32, 36-37.	Louisiana Mississippi	rowboat equipment	** Understand an historical map.	
<u>People and Places</u>	buffalo	Shoshoni	set	steep	** Locate specific places on a map.
	captain	chief	territory	storm	** Relate a route marked on a map to events in the story.
	French	fell	Thomas	waterfall	
	trade	fork	unfriendly	blanket	
	village	canoe	berry	journey	
	Charbonneau		built	claim	** Understand time and place relationships.
	Clark	cross	cradle	Clatsop	
	Dakota	explore	expedition	Oregon	** Learn how to keep a simple diary or journal.
	Mandan	Jefferson	fort	statue	
	Sacajawea	Louis	row		
Textbook Supplements	<u>Workbook 4</u> - Lesson 23-A - Practice 1-7, pp. 116-120.				
Word Patterns					
Real World Reading & Writing	<p>Tutor and student discuss how a historical map (text - pp. 36-37) shows an area as it existed at a particular time in history.</p> <p>Relate a route marked on a map to events in a story (pp. 36-37).</p> <p>In the World Book Encyclopedia, look up Sacajawea, Merriweather Lewis, William Clark, and/or Lewis and Clark Expedition. Tutor and student read the articles together.</p> <p>Tutor can find an <u>Atlas of World History</u> in the library for further study.</p>				
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - BK 4 PEOPLE 3A BK 4 PEOPLE 3B</p>				

**Skillbook 4 Lesson 23-B**

METHOD	SUGGESTED ACTIVITIES				
Language Experience	<i>MAGIC SLATE</i>				
Lesson Contents	Story 4 - pp. 44-61.			magazine	** Locate specific places on a world map.
<u>People and Places</u>	Maps - p. 47, 54-55.	excitement	simple		** Understand the relationship of a world map and a globe.
	billion	dagger	literate	useful	
	Frank	flash	meant	inner	
	island	literacy	prison	prayer	** Understand what is meant by a continent.
	Lanao	missionary	pray	strength	
	Laubach	stood	ship	forgot	
	Maranao	buzz	apostle	earn	
	Muslim	several	Bible	globe	
	Philippines		Europe	helpless	* Rev. suffixes: -ment, -ful, -less, -ship, -ous.
	powerful	sudden	illiterate	tear	
	belt	wipe	international		
Textbook Supplements	Workbook 4 - Lesson 23 - Practice 1-7, pp. 116-120.				
Word Patterns					
Real World Reading & Writing	<p>Tutor and student can locate specific countries on a world map in an atlas.</p> <p>Understand the relationship between a world map and a globe by looking at each in the library.</p> <p>Tutor helps student understand what is meant by a continent by looking at a map or globe.</p>				
Computer-Assisted Instruction	<p><i>SPELL IT!</i> - BK 4 PEOPLE 4A BK 4 PEOPLE 4B</p>				

# APPENDIX A: SIGHT WORDS

The first 100 words on this list with their common variants (-s, -ing) make up 50% of all written material. The 300 words altogether make up 65% of all written material. The following words are listed in their order of frequency of usage.

1-10	the of and to in is you that it he	11-20	was for on are as with his they at be	21-30	this have from or one had by words but not	31-40	what all were we when your can said there use	41-50	each which she do how their if will up other	51-60	about out many then them these so some her would
61-70	make like him into time had look two more write	71-80	go see number no way could people my than first	81-90	water been called who oil its new find long down	91-100	day did get come made may part over sound take	101-110	only little work know place years live me back give	111-120	most very after things our just name good sentence man
121-130	think say great where help through much before line right	131-140	too means old any same tell boy following came want	141-150	show also around form three small set put end does	151-160	another well large must big even such because turned here	161-170	why asked went men read need land different home us	171-180	move try kind hand picture again change off play spell
181-190	air away animals house point page letters mother answer found	191-200	study still 'arn should American world high every near add	201-210	food between own below country plants last school father keep	211-220	trees never started city earth eyes light thought head under	221-230	story saw left don't few while along might close something	231-240	seemed next hard open example beginning life always those both
241-250	paper together got group often run important until children side	251-260	feet car miles night walked white sea began grow took	261-270	river four carry state once book hear stop without second	271-280	later Miss idea enough eat face watch far Indians really	281-290	almost let above girl sometimes mountains cut young talk soon	291-300	list song being leave family it's sign information hope smoking

# APPENDIX B: COMPUTER SOFTWARE

## COMPUTER SOFTWARE

I.	RECOMMENDED PROGRAMS THAT CAN BE USED AT ANY LEVEL - NOT CORRELATED WITH LAUBACH	
	MAGIC SLATE . . . . .	2
	PRINT SHOP . . . . .	2
	TYPE TO LEARN . . . . .	3
	WRITING A NARRATIVE . . . . .	3
II.	RECOMMENDED PROGRAMS - CORRELATED WITH LAUBACH	
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RECOMMENDED PROGRAMS THAT CAN BE USED AT ANY LEVEL -  
NOT CORRELATED WITH LAUBACH

MAGIC SLATE

Produced by Sunburst Communications  
Pleasantville, NY c1987

**SUMMARY:** This program is a beginning word processing package, with a three-level format that grows as a student's skills increase. No relearning is necessary. Designed by educators, it includes 20-, 40-, and 80- column to provide the flexibility teachers need for different levels of ability.

**STRENGTHS:** The program is flexible and does the essential elements of word processing. Editing is easy. Wrapping words at the end of each line is automatic. It is very helpful for the Language Experience part of the lesson.

**CONCLUSION:** Highly recommended because of its simplicity.

THE PRINT SHOP

Produced by Broderbund Software  
San Rafael, CA c1985

**SUMMARY:** This program is remarkably easy to use and is a fun program. It is designed to focus attention on creating and printing, rather than on trying to learn or remember special codes, keys or symbols. Signs, letterheads, banners, greeting cards and a variety of graphics are included.

**STRENGTHS:** This provides a change of pace for tutor and student, and it honors special occasions.

**CONCLUSION:** This is recommended as a fun activity.

TYPE TO LEARN: A NEW APPROACH TO KEYBOARDING

Produced by Sunburst Communication  
Pleasantville, NY c1986

- SUMMARY:** This program teaches the keystrokes for the alphabet, numeral and punctuation key by combining keyboard instruction with language arts education. Essentially, it teaches the student the basics of the keyboard.
- STRENGTHS:** It is excellent as a visual program for teaching the keyboard. This skill enables the student to use the keyboard effectively, so that he/she can proceed through software lessons at a satisfactory rate. It needs a tutor at first, but soon thereafter the student can easily work on his/her own.
- CONCLUSION:** Highly recommended.

WRITING A NARRATIVE

Produced by Minnesota Educational  
Computing Corp.  
St. Paul, MN c1983

- SUMMARY:** This program's open-ended questioning triggers ideas and emphasizes the importance of the student's imagination. Students learn story-starting techniques, and use their own experiences in discovering key elements of narrative perspective.
- STRENGTHS:** It incorporates the language experience approach and makes use of all the senses. Sequence of events from the Laubach method is reinforced. "Point of View" is well covered.
- WEAKNESSES:** Tutorial help is needed throughout the program.
- CONCLUSION:** This is recommended for students in Laubach Book 4. Idea-storming and pre-writing skills are emphasized. It involves the student's creativity and word associations. Follow-up writing lessons will be needed.



## RECOMMENDED PROGRAMS - CORRELATED WITH LAUBACH

### CLOZE-PLUS

Produced by Milliken Publishing Co.  
St. Louis, MO and  
Instructional Communications  
Technology, Inc.  
Huntington Station, NY c1983

- SUMMARY:** This program uses structured cloze and vocabulary in-context activities to help students develop the ability to see word relationships and to derive meaning from context clues. Exercises reinforce the following skills: interpretation and association, identifying same/opposite meaning, identifying definition, making comparisons/contrasts, identifying time/order, using signal-words and phrases, identifying pronoun antecedents and noting similarities/differences.
- STRENGTHS:** There is excellent emphasis on many reading skills that are summarized well. The stories are interesting and have fine educational value. Helpful clues are given when needed, to answer questions. Cloze procedures are followed exactly.
- WEAKNESSES:** The program moves rather slowly. It must be used on a terminal that is set for SLOW SPEED.
- CONCLUSIONS:** This is recommended for students in Laubach Books 2, 3, and 4. The tutor must be present for use.

### GRAMMAR GREMLINS

Produced by Davidson & Associates  
Torrance, CA c1986

- SUMMARY:** This is a comprehensive program with four content areas: 1. basic rules of grammar; 2. practice in applying these rules; 3. a positive environment to encourage students, and 4. an opportunity for students to be successful. The program has rules of grammar with examples, and over 600 practice sentences to reinforce learning. Topics covered include: abbreviations, agreement, capitalization, contractions, parts of speech, plurals, possessives, and punctuation. Four levels of difficulty are presented.
- STRENGTHS:** Graphics are clear. Grammatical weaknesses still existing at the completion of the review test are specified, and review is encouraged. Spelling is incorporated in the grammar program. Reviews of each lesson are appropriate. Grammatical coverage is complete through Laubach Book 4.
- WEAKNESSES.** If chosen, the sound effects are too long.
- CONCLUSION:** This is recommended when emphasis on grammar is needed.

### HOMONYMS AND CONFUSING PAIRS

Produced by Cookworks Productions  
Las Vegas, NV c1987

- SUMMARY:** Seventy sets of homonyms and confusing pairs are illustrated.
- STRENGTHS:** Definitions are thoroughly covered, and are simple to understand. Examples used are excellent.
- CONCLUSION:** This is recommended for use throughout the Laubach program.

### HOW TO READ FOR EVERYDAY LIVING

Produced by Educational Activities  
Freeport, NY c1986

- SUMMARY:** This program focuses on survival and real-life reading skills. Students learn to read labels, menus, ads, job ads, forms, applications, and other items critical to a person's daily life. Basic vocabulary is taught. A help option provides access to clue words.
- STRENGTHS:** The lessons of this program can be directly correlated with specific Laubach lessons.
- WEAKNESSES:** Map scales were found to be inaccurate on the highway map.
- CONCLUSION:** This is highly recommended for students in Laubach Book 3 (with tutor's help) and Book 4.

### MASTER SPELL

Produced by Minnesota Educational  
Computing Corp.  
St. Paul, MN c1985

- SUMMARY:** This versatile program allows one to enter one's own word lists and design spelling lessons to meet individual needs. The tutor can control the method of presenting the word and the types of feedback and review.
- STRENGTHS:** There are two lists available: Sight Words Data Disk (300 most commonly used words) and Word Groups Data Disk (36 lists by topics: holidays, sports, fruits, etc.). It is direct and easy to use. Spelling and grammatical preciseness are stressed.
- WEAKNESSES:** Miscellaneous words need tutor interpretation.
- CONCLUSION:** This is easy for students to use alone. It is a good review for sight words from Laubach Book 1 through Book 4. The Word Groups Data Disk can be used as the occasion warrants.

ODDS AND ENDS

Produced by Cookworks Productions  
Las Vegas, NV c1988

Includes: "A" VS. "AN"  
ALPHABETIZING  
CONTRACTIONS  
MOVIE WHEEL OF FORTUNE  
SYLLABLES

"A" VS. "AN"

**SUMMARY:** Rules and examples are given for using "a" and "an." Exceptions to the rule are given.

**STRENGTHS:** Sufficient examples to provide adequate practice.

**CONCLUSIONS:** Recommended for its purpose.

ALPHABETIZING

**SUMMARY:** The program reinforces alphabetizing as follows:  
1. Letters in lower case; 2. Letters in upper case; 3. Words by first letter; 4. Words by second letter; 5. Words by third letter; 6. Words by any letter.

**STRENGTHS:** Revision of lists of words and errors can be made, even in the middle of a lesson. Sufficient examples are used for each lesson.

**CONCLUSION:** This is highly recommended for alphabetizing skills.

CONTRACTIONS

**SUMMARY:** Rules for forming contractions are given. Placement of the apostrophe is included. Examples are shown and exercises follow.

**STRENGTHS:** Emphasis is placed on always capitalizing the pronoun "I." Each exercise may be printed. Sufficient exercises are provided.

**CONCLUSION:** Highly recommended.

### MOVIE WHEEL OF FORTUNE

- SUMMARY:** This is designed to follow Laubach Books 1 and 2, and/or Metra Unit 2. Titles of movies are guessed by inputting various letters of the alphabet. Hints are available for each movie.
- STRENGTHS:** The direction "PUT CAPS LOCK DOWN" is clear. Exercises are fun for moviegoers of all ages, and can be challenging.
- CONCLUSION:** This is highly recommended as fun and reinforcement.

### SYLLABLES

- SUMMARY:** Definitions and sufficient examples are given in counting the number of syllables in words.
- STRENGTHS:** An explanation of syllables is given in a very detailed and comprehensive fashion. Pictorial stress on the location of syllable breakdown is given. Mistakes are immediately noted. Examples used are adequate for gradations of one to five syllables.
- CONCLUSION:** This is highly recommended.

### PRE-READING / COUNTING

Produced by Minnesota Educational  
Computing Corp.  
St. Paul, MN c1981

- SUMMARY:** This program provides drill on alphabet letters and the sounds they represent, memory games to improve concentration, and drill on counting and addition skills.
- STRENGTHS:** It can be used from middle of Laubach Book 1. Provides fun with graphics and various games. Memory skills are stressed. Reinforces alphabet sequence. Directions are simple and straightforward. Provides good reinforcement of number skills.
- WEAKNESSES:** In No. 3 (Initial letter identification), some words (e.g., zebra, xylophone) are unusual and difficult for a new reader. Graphics may be too childish.
- CONCLUSION:** Recommended with reservations. This is an excellent device to emphasize memory skills, although there is little direct correlation with Laubach lessons. It is recommended for supplemental student enjoyment.

## SPELL IT!

Produced by Davidson & Associates  
Torrance, CA c1985

- SUMMARY:** This program reviews the basic spelling rules and provides an interesting, challenging format for learning to spell the most commonly misspelled words. The program data disk uses 50 word lists of the 1,000 most commonly misspelled words, grouped into 5 levels of difficulty. Also, there are more than 20 spelling rules presented. Learning activities include: See It, Practice It, Unscramble It, and Spell It. There are four data disks which can be used with this program: 1. Spell It (described above); 2. Laubach Data (correlated with each lesson of Books 1-4); 3. Metra Data, correlated with Metra program, and 4. Challenger Data, correlated with the Challenger program.
- STRENGTHS:** No. 4 on the Menu, Spell It, is fun and competitive. A choice of speed is allowed on No. 2, Practice It. The relationships between root words and their respective prefixes and suffixes are presented clearly. Sound effects are optional. Spelling rules reinforce the Laubach program.
- WEAKNESSES:** Because of a defect in the program, it is not possible to capitalize proper nouns.
- CONCLUSION:** The Laubach Data Disk is strongly recommended for use with each lesson, for reinforcement and further study. The Spell It Data Disk is recommended for students having a strong sight vocabulary. The Metra Data Disk is recommended for use with Metra program students; the Challenger Data Disk is recommended for use with Challenger program students.

## SPELLING RULES

Produced by Cookworks Productions  
Las Vegas, NV c1987

- SUMMARY:** This program includes spelling rules on: 1. ie and ei; 2. Making plurals and third person singular verbs; 3. Using k, ke, and ck; 4. Adding suffixes beginning with consonants; 5. Adding suffixes beginning with vowels, and 6. Adding prefixes.
- STRENGTHS:** This program clearly illustrates the purpose for which it was intended. It is consistent in approaching lessons from a spelling standpoint, instead of from a grammatical one. The rules given are very clear and helpful, and specific examples illustrate them.
- WEAKNESSES:** The program needs better loading directions. Occasionally, a correctly spelled word is rejected.
- CONCLUSION:** This program relates well with the Laubach books, especially Books 3 and 4.

### WORD ATTACK!

Produced by Davidson & Associates  
Torrance, CA c1985

- SUMMARY:** This program teaches new words, definitions, and their usage in a challenging and interesting way. The Program Data Disk uses 675 words, including adjectives, nouns and verbs, which are grouped by difficulty into nine levels. Four learning activities -- Word Display, Multiple Choice Quiz, Sentence Completion, and the Word Attack Game -- offer a variety of activities that encourage the learning of new words and their meanings. Words on the Laubach Data Disk correlate exactly with the words used in the stories of the lessons in Books 2, 3, and 4.
- STRENGTHS:** The amount of time selected can be increased or decreased by the tutor/student. Sound effects are optional. On Laubach Data Disk vocabulary levels are used exactly as intended.
- WEAKNESSES:** Many nouns and verbs on the "Word Attack Disk" are outdated and are not common usage words. In Menu #4 - "Word Attack" - words are flashed too fast for students to identify and choose the correct definition.
- CONCLUSION:** A tutor is initially needed. Laubach Data Disk is highly recommended for content. Word Attack Data Disk is recommended only above the 4th reading level.

### WORD FAMILIES

Produced by Cookworks Productions  
Las Vegas, NV c1987

- SUMMARY:** CAPS LOCK MUST BE UP. This program divides the Word Families into ten categories:
- |                          |                          |
|--------------------------|--------------------------|
| 1. Short <u>a</u> words; | 6. Long <u>a</u> words;  |
| 2. Short <u>e</u> words; | 7. Long <u>e</u> words;  |
| 3. Short <u>i</u> words; | 8. Long <u>i</u> words;  |
| 4. Short <u>o</u> words; | 9. Long <u>o</u> words;  |
| 5. Short <u>u</u> words; | 10. Other Word Families. |
- STRENGTHS:** This provides a very complete exercise on each of the Word Families. Printing of the exercises is possible. This program correlates nicely with Laubach lessons. If the student cannot answer the question, immediate help is given.
- CONCLUSION:** Highly recommended.

## SUPPLEMENTAL PROGRAMS

### A. READING

#### CORE READING AND VOCABULARY DEVELOPMENT

Produced by Educational Activities  
Freeport, NY c1985

- SUMMARY:** This program is designed for adults who are beginning readers. Students begin with 35 basic words and progress to over 200 words through various activities. The words are not correlated with the Laubach Series.
- STRENGTHS:** The Total Language Approach and Phrase Reading by chosen speed are good.
- WEAKNESSES:** Clarification is not good, and conceptualization is difficult. The lesson is too long, although student could do it in sections. Activity 9 is a repetition of Activity 6. The concept of phonics is not included. The program requires tutor assistance. In Activity 5, the inferences drawn are questionable.
- CONCLUSION:** Recommended with reservations for Laubach Level 4 students.

### B. MATHEMATICS

#### MATH BLASTER

Produced by Davidson & Associates  
Torrance, CA c1986

- SUMMARY:** This is useful for a student who must master essential math facts. The major objectives are: 1. to help build mathematical skills in an interesting, entertaining and effective way, and 2. to help improve accuracy and speed. The program includes: addition, subtraction, multiplication, division, fractions and decimals.
- STRENGTHS:** Provides comprehensive coverage of basic arithmetic skills. Feedback is immediate.
- WEAKNESSES:** The manual is a necessity for directions, which are not given in the software. A tutor is necessary for this program.
- CONCLUSION:** This is recommended if the student and tutor feel the need for supplementary learning, but should not be included in the lesson time.

MATHEMATICS ACTIVITIES COURSEWARE

Produced by Houghton Mifflin Co.  
Boston, MA c1984

**SUMMARY:** This program is a collection of 15 activities on 3 diskettes which offer a variety of problem-solving, estimation and computational experiences. Each activity is accompanied by teacher notes and reproducible worksheets.

**CONCLUSION:** Recommended with reservation, according to purpose and need. All directions need to be more explicit.

DISK A

"Number Ladders" - Explanation of answers is not given.

"To Catch a Falling Star" - Speed factor is too rapid for students, resulting in frustration.

"Master Math" - Reinforcement is questionable, and its teaching possibilities are unclear.

\*\* "Piggy Bank" - Change-counting is a practical, daily survival skill.

\*\* "Times Teaser" - A good review of multiplication tables.

DISK B

"Alliteration" - Irrelevant to the basic purpose of reinforcement of multiplication skills.

"Fraction Clues" - It allows too little time to answer questions and requires superior knowledge of fractions.

"Area Estimation" - Both confusing and lacking purpose; of questionable value.

"Coordinates Concentration" - Has unclear directions, and questions are interjected too rapidly. Very impractical.

"Mount Multiplication" - Far too time-consuming for its value in teaching basic multiplication.

DISK C

"Remainder Clues" - Very impractical and too rapid.

"Decimal Rally" - Reinforces decimal values; a tutor is needed for interpretation.

\*\* "Figure Fast" - Can be used by the student alone.

"Asteroid Ace" and "Green Banners" - Too advanced for most students.

\*\* RECOMMENDED ACTIVITIES



MISTER MATH

Disk 254 - Side 3  
Public Domain Software

**SUMMARY:** This program covers addition, subtraction, multiplication and division, on three levels of difficulty. Student is given a choice of easy, difficult, and very difficult.

**CONCLUSION:** This is a good supplemental program. It is recommended for teaching and/or reviewing basic math skills.

C. MISCELLANEOUS

THE FACTORY: STRATEGIES IN PROBLEM-SOLVING

Produced by Sunburst Communications  
Pleasantville, NY c1983

**SUMMARY:** Using graphics and animation, this three-level program challenges students to create geometric "products" on a simulated machine assembly line that they design. There are three parts: Test a Machine, Build a Factory, and Make a Product.

**STRENGTHS:** Good for:

1. Developing visual discrimination and spatial perception.
2. Gaining experience in understanding the importance of sequence and order.
3. Gaining experience in using the cognitive strategy of working backwards.
4. Understanding that there may be more than one solution to the problem.

**CONCLUSION:** This is recommended if the student and tutor feel the need for this supplementary learning.

## PROGRAMS STILL UNDER REVIEW

### CROSSWORD MAGIC

Produced by Mindscape  
Northbrook, IL c1985

- SUMMARY:** The program consists of the following parts:
1. Create a puzzle.
  2. Print a puzzle.
  3. Copy a puzzle
  4. Erase a puzzle
  5. Finish a puzzle
  6. Edit a puzzle
  7. Play a puzzle.
- STRENGTHS:** This could be useful for reinforcement of vocabulary of a current lesson. It can be used at all levels.
- WEAKNESS:** It is very time-consuming for tutor to develop the puzzles. It is also very difficult to read the screen.
- CONCLUSION:** This provides a good possibility for review and reinforcement of words learned, if the tutor is willing to give time to develop the puzzle. Laubach publishes crossword puzzles for Books 1 and 2, but this program can be very helpful for a Challenger or Metra student.

### MISSING LINKS

Produced by Sunburst Communications  
Pleasantville, NY c1983

- SUMMARY:** This program challenges students to fill in missing letters or words. Nine different formats are available, including printing only the first letter of each word, only the last letter, only consonants, etc. The starting level is too high for our students.
- CONCLUSION:** Directions are very clear. However, selections are on higher reading levels than our students generally can handle.

## APPENDIX C: NONFICTION

### SUBJECTS:

AUTO MAINTENANCE AND USE - p. 1  
BANK ACCOUNTS / MONEY / CREDIT - p. 2  
DOCTORS / MEDICAL INFORMATION - p. 2  
FOLLOWING INSTRUCTIONS p. 3  
FORMS - p. 4  
INSURANCE - p. 4  
JOBS / EMPLOYMENT - p. 4

LEGAL / PERSONAL PROBLEMS - p. 5  
MAPS - p. 6  
MOTOCROSS - p. 6  
NEWSPAPERS - p. 6  
READING SIGNS - p. 7  
SOCIAL SCIENCE - p. 7  
WRITING SKILLS - p. 7

### AUTO MAINTENANCE AND USE

#### Becoming a Car Owner. Stein, Wendy. (Level 6.5)

Expenses of Owning/Driving	Places that Service Cars	Buying a Used Car
Fill It Up	Warranties	Paying for a Car
Tires	Metrics	Insurance
Safety	Price	Registration / Licensing

#### Becoming a Driver. Grebel, Rosemary. (Level 4.5)

Getting a License	Servicing the Car	Breaking the Law
Passing the Driver's Test	Damage to the Car	Accidents
Driving the Family Car	Insurance	Knowing What to Do

#### Caring for Your Car. Pogrund, Phyllis. (Level 4.5)

Warning Signs	Hoses and Air Cleaners	Gas, Battery, Belts
Coolant and Oil	Cleaning a Car	Tires
Lights and Fuses	Time to Check	Big Trouble

#### Maintaining Your Car. Oates, Jean. (Level 6.0)

Keeping It Looking Good	Troubleshooting Chart	Cooling System
Changing Seasons	Maintenance Schedule	Suspension System
Gauges, Wipers, Extras	Engine	Steering System
Fuel System	Exhaust System	Brake System
Drive Train	Ignition System	Tires
Lubrication System	Electrical System	

#### Studying for a Driver's License. Joyce, Donald P. (Level 6.5)

Review of Driver's Manual	Review Questions	Sample Tests
---------------------------	------------------	--------------

#### Taking the Wheel. Stein, Wendy. (Level 4.5)

Part 1. Getting Ready to Hit the Road	Part 2. On the Road
Getting and Keeping a License	Handling Automatic or Standard Transmission
Getting Your Car Fit for Driving	Steering, Turning, Backing, Parking the Car
Basic Rules You Need to Know	Freeway Driving and Driving in the City
Know the Signs and Signals	Winter Driving
Get Used to the Controls and Gauges	Handling Driving Emergencies or Accidents
Last Minute Details	Part 3. Driving Fitness Checkup
	Sick or Tired? Watch Out!
	Seeing or Hearing Problems?
	Drinking or Taking Drugs and Driving
	Defensive Driving

## BANK ACCOUNTS / MONEY / CREDIT

### Be Credit-Wise. Bruton, Elsa. (Level 5.0)

Using Lay-away Plans	Paying with Credit Card
Buying on Time	Reading Credit Statement
Signing a Sales Contract	Understanding Easy Credit
Opening a Charge Account	Building Good Credit Rating
Personal Data Form	Review Puzzle
Filling Out Credit Application	

### Checking Account. Finn, Daniel. (Level 5.5)

Opening a Checking Account	Bank Statement
Writing Checks	Balancing Checking Account
Keeping Track of Checks	When Things Don't Balance
Cashing and Depositing Checks	

### Make Your Money Grow: A Guide to Savings Plans. Beshers, Martha. (Level 4.5)

Opening a Savings Account	Making a Withdrawal
Making a Deposit	Reading Your Bank Statement
Comparing Interest Rates	Other Savings Plans
Comparing Banks	Choosing Your Savings Plan

### Master Your Money: A Guide to Budgeting. Wilson, Rachel. (Level 4.0)

Who's in Charge?	Fixed Yearly Expenses
Making Choices	Where Does Your Money Go?
What's Important to You?	It's Up to You
How Much Can You Spend?	The Last Step
Fixed Monthly Expenses	Your Own Budget

### Pay By Check: A Guide to Checking Accounts. Chan, J. F. (Level 4.5)

Why Use Checks?	Keeping Track of Your Money
Opening a Checking Account	Reading Your Bank Statement
Which Bank Is Best?	Balancing Your Check Register
Making a Deposit	Using Your Checking Account
Writing Checks	

## DOCTORS / MEDICAL INFORMATION

### Help! First Steps to First Aid. Canario, Jack. (Level 4.5)

What's Wrong?	Preventing Injuries	Bleeding
What Do You Do?	What If.....?	Stings and Bites, etc.
What's Happening?	Heat Stroke	

### Medical Language: A Survival Vocabulary. Richey, Jim. (Level 5.0)

Vocabulary About: Medical Terms  
Diseases

### Is a Doctor? Lappin, Myra. (Level 6.0)

Getting an Appointment	Lab Tests and Specialists	How to Choose a
At the Doctor's Office	Diagnosis and Treatment	Doctor
Meeting the Intake Nurse	Follow-up	Your Medical History
Choosing the Doctor	When to See a Doctor	

## FOLLOWING INSTRUCTIONS

**Getting Around Cities and Towns.** Roderman, W. H. (Level 4.0)  
Getting Around a Neighborhood      Looking for an Address  
North, East, South, West      Reading a Street Map  
Getting Around a Building      Getting Around by Bus  
Using a Directory      Getting Around a Big City

**Label Talk.** Greatsinger, Calvin. (Level 6.0)  
Clothing Labels      Outdoor Equipment Labels  
Household Labels      Calculator Labels

**Let's Look It Up.** Waelder, Patricia K. (Level 5.0)  
Dictionary Entries      Encyclopedia Index      Calendar  
Table of Contents      Encyclopedia Entries      Telephone Book  
Book Index      Almanac      Interstate Bus Schedule

**Machine-Age Riddles.** Greatsinger, Calvin. (Level 4.5)  
Riddle Pictures Which Explain Uses of Every-day Items

**Quick to Fix Food.** Kern Adult Literacy Council. (Level 3.0)  
Kitchen terminology      Quick, easy recipes

**Read the Instructions First.** Greatsinger, Calvin. (Level 5.5)  
How to Operate Equipment, Appliances      Cooking  
How to Use Household Cleaners, etc.      Medication  
Getting a Driver's License      First Aid  
Applying for Unemployment Insurance

**Reading and Following Directions.** Roderman, W. H. (Level 5.0)  
One-Step Directions      Danger! Watch Out!  
Directions in Two or More Steps      Reading Labels  
Making and Assembling Things      Giving Directions  
Making Things to Eat

**Reading Schedules.** Roderman, W. H. (Level 5.0)  
What Good Are Schedules?      Reading Dates  
Movie, TV, Radio Schedules      Reading Time  
Train, Plane, Boat Schedules      Making Time Schedules  
Ferry, Bus, Subway Schedules

**Using the Phone Book.** Gundlach, P. P. (Level 5.0)  
What's in the White Pages?      Finding Government Numbers  
Listings in Alphabetical Order      What's in the Yellow Pages?  
Six Clues to Finding a Number      What Else Is in the Phone Book?  
Places with Many Numbers

## FORMS

### Filling Out Forms. Stein, Wendy. (Level 5.0)

Before You Fill It Out	Health Insurance	Voting
What's In a Name	Extra Forms to Fill Out	Credit
Personal Data Sheet	Banking	Driving
Social Security	On the Job	

### Forms. Anderton, Nancy. (Level 5.0)

Job Forms:	Banking:	Applications:
Social Security	Checking Deposit	Driver's License
Group Insurance	Checks	Rental Housing
Applications	Savings Deposit	Credit Card
Insurance Claims	Savings Withdrawal	Car Loan
		Check-cashing Card

### My Job Application File. Kahn, C.

Real Applications to Fill Out

## INSURANCE

### Insure Yourself. Snyder, Sarah. (Level 5.5)

If Your Home Is Robbed or Damaged	If You Damage Your Car
Knowing Where to Buy Insurance	If You Crash Into Others
Keeping Your Costs Low	If You Get Sick or Injured
Planning Your Insurance Program	If You Lose Your Life

## JOBS / EMPLOYMENT

### Don't Get Fired: 13 Ways to Hold Your Job. Anema, D. (Level 4.5).

Scenes to act out showing job situations that could cost someone his job. Discussion questions after each scene.

### Filling Out Forms. Stein, Wendy. (Level 5.0)

Before You Fill It Out	Health Insurance	Voting
What's In a Name	Extra Forms to Fill Out	Credit
Personal Data Sheet	Banking	Driving
Social Security	On the Job	

### Forms. Anderson, Nancy. (Level 5.0)

Job Forms:	Banking:	Applications:
Social Security	Checking Deposit	Driver's License
Group Insurance	Checks	Rental Housing
Applications	Savings Deposit	Credit Card
Insurance Claims	Savings Withdrawal	Car Loan
		Check-cashing Card

**Get Hired: 13 Ways to Get a Job.** Anema, D. (Level 4.0)  
Scenes to act out and discuss what's right and wrong in interview situations.

**Job Interview Guide.** Livingstone, Arnold. (Level 4.0)

Interviewing scenes for:

Supermarket Clerk	Paving Construction Worker	Waiter
Electronics Assembler	Potter's Apprentice	Forestry Worker
Fish Wholesaler's Assistant	Parking Enforcement Officer	Dog Groomer
Hospital Attendant	Clerk-Typist	Hotel Bellhop
Paste-Up Assistant	Cannery Worker	Airplane Cleaner

**Job Planner: A Guide to Career Planning.** Jew, Wing. (Level 6.0)

Working Conditions	Mechanical and Repairing Jobs	Experience
Pay and Expenses	Caring and Helping Jobs	Values
Choosing a Job	Janus Job Guide to Clerical Jobs	Sales Jobs
You and Your Attitude	Interests	Service Jobs
Driving and Operating Jobs	Creative Jobs	Physical Work Jobs

**My Job Application File.** Kahn, C.  
Includes Real Applications to Fill Out

**Using the Want Ads.** Jew, Wing. (Level 6.0)

What are Want Ads?	Letting the Alphabet Help
Finding Want Ads	Looking for an Apartment
Looking for a Job	Looking for Wheels
Using Your Local Newspaper	Writing Want Ads

## LEGAL AND PERSONAL PROBLEMS

**Caution: Fine Print Ahead.** Waelder, P. K. (Level 8.0)

Practice with Legal Language	Social Security	Organ Donor Card
Motor Vehicle Law	Eviction Action	Retail Credit
Motor Vehicle Repair Law	Income Tax	Guarantee
Employment Agency Contract	Naturalization	Insurance
Truth-In-Lending	Jury Duty Notice	Lease
Fishing Licenses		

**Getting Help: A Guide to Community Service.** (Level 5.0)

Finding a Lawyer	Money Problems	Handling Drinking, Drugs
Finding a Job	Loud and Clear!	Handling Family Problems
Going Back to School	Handling Emotional Problems	Handling Intimate Problems

**Know Your Rights: A Guide to Consumer Protection.** Hernandez, Mary. (Level 5.5)

Complaining in Person	Avoiding Consumer Problems	Your Consumer Rights
Complaining by Mail	Consumer Bill of Rights	Knowing When to Sue
Understanding Warranties	Getting Help	What Would You Do?

**What Is a Crime?** Hansel, Mark V. (Level 5.0)

What Is a Crime?	Who's Doing Wrong?
If You Are Arrested	Are All Laws Enforced?

## MAPS

### It's On the Map. Waelder, P. K. (Level 5.0)

Practice with Basic Map Skills	Local Bus Route Map	Weather Map
United States Map	Railroad Route Map	Highway Map
House Floor Plan	Historical Map	Topographic Map

## MOTOCROSS

### Motocross. Coley, Barbara. (Level 5.0) (Geared to Laubach Vocabulary)

Motocross Terms	Safety Clothing
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## NEWSPAPERS

### Be Ad Wise: A Guide to Reading Ads. Canario, Jack. (Level 4.0)

What Can Ads Tell You?	Shopping for Clothes	Three Kinds of Ads: Store, Service, Brand Name
Ads to Tell Where and When	Shopping for a Car	Refunds and Mail Orders
Finding the Best Price	Shopping for Food	
How to Use Coupons	Free Offers in Ads	

### Reading a Newspaper. Larned, Phyllis. (Level 5.5)

Looking at a News Story	Figuring Out a Front Page	Features
Digging for Facts	Checking Ads	Opinions

### Using the Want Ads. Jew, Wing. (Level 6.0)

What Are Want Ads?	Using Your Local Newspaper	Looking for Wheels
Finding Want Ads	Looking for a Job	Writing Want Ads
Letting the Alphabet Help	Looking for an Apartment	

### Your Daily Paper. Stein, Wendy. (Level 5.0)

Index	Sports Story	Gardening Tips
Headlines	Scores and Standings	Food Tips
Headlines and Leads	Placing an Ad	Help Column
National News	Classified Ads	Weather Forecast
More News	Letters to the Editor	TV Schedule
Editorial	News and Reactions	Movie Times
Editorial Cartoons	More Opinions	Comics
City Briefs	Consumer Story	Grocery Ads



## READING SIGNS

### Signs Around Town. Greatsinger, Calvin. (Level 4.0)

#### Typical Signs:

Garage	Dry Cleaner	Drive-In
Department Store	Bus Station	Campground
Parking Lot	Bus Stop	Airport
County Courthouse	Golf Course	Tour Sign
Furniture Store	Movie Theater	Grocery Store
Roller Skating Rink	Traffic Signs	Market
Recreation Regulations	Shopping Mall	Donut Shop
Employment Office	Express Elevator	Trail Marker

## SOCIAL SCIENCE

### Anthropology. The Story of People. Kerewsky-Halpern, Barbara. (Level 6.0)

Explanation of anthropology with examples from different cultures.

## WRITING SKILLS

### Writing to Others. Cook, Cher. (Level 3.0)

Notes and Messages	Business Letters
Personal Letters	Job Application Letters
Special Occasion Letters	Public Announcements
Invitations	

## APPENDIX D: BIOGRAPHY AND HISTORY

### BIOGRAPHY / NARRATIVE FORMAT

Artists, Some: Their Lives, Loves and Luck. Marston, Elsa. Includes Caravaggio, Rembrandt, Van Gogh, West, Audubon, Whistler, Morisot, Grandma Moses.

Bon Jovi. Rock singer, Jon Bon Jovi, and leader of Bon Jovi band.

Cruise. Story of Tom Cruise, the actor.

Jordan. Story of Michael Jordan, basketball player.

Madonna. Rock singer.

Tyson. Michael Tyson, the heavyweight champion.

### BIOGRAPHY / COMIC BOOK FORMAT

Beatles, The. The English singing group.

Bell, Alexander Graham. The scientist who invented the telephone.

Bligh, William. The Mutiny on the Bounty. The captain whose men mutinied.

Boone, Daniel. The American hunter, scout and frontiersman.

Crockett, Davy. The American scout, hunter and frontiersman.

Curie, Madame. The scientist who discovered uranium.

Disney, Walt. Famous maker of cartoons.

Earhart, Amelia. Woman whose plane disappeared as she was flying around the world.

Edison, Thomas. Scientist who invented electricity.

Einstein, Albert. Scientist who discovered the theory of relativity.

Franklin, Benjamin. Colonial inventor and statesman.

Gibson, Althea. First black female tennis champion.

Houdini. Magician / escape artist.

Jefferson, Thomas. Writer of the Declaration of Independence, third President.

Keller, Helen. The Story of My Life. Courageous blind and deaf woman.

King, Martin Luther, Jr. Civil rights activist.

Lincoln, Abraham. Sixteenth president, responsible for ending slavery in the U.S.

Lindbergh, Charles. First solo transatlantic aviator.

**Lombardi, Vince.** Football coach of the Green Bay Packers.

**Pele.** Brazilian soccer player.

**Presley, Elvis.** Singer.

**Robinson, Jackie.** First black baseball player to play in the major leagues.

**Roosevelt, Franklin D.** President during World War II.

**Ruth, Babe.** Baseball player.

**Thorpe, Jim.** American Indian who won the Olympic Gold Medal in the Decathlon.  
Noted professional football and baseball player.

**Washington, George.** First U.S. President.

### HISTORY / COMIC BOOK FORMAT

**America Becomes a World Power.** U.S. involvement with other countries over the years, e.g., purchase of Alaska from Russia, Spanish-American War, etc.

**America Today.** Events between 1936 and 1980, e.g., Civil Rights actions, Bay of Pigs, relations with Russia, etc.

**Americans Move Westward.** The opening of the Oregon Trail, 1803-1847.

**Before the Civil War.** Events between 1848-1861, e.g., Mormon settlements, industrialization, slavery, etc.

**Civil War, The.** The years before, during, and after the Civil War - the 1850's through the 1870's.

**Fight for Freedom, The.** The Revolutionary War - 1750-1783.

**Industrial Era, The.** The growth of the railroads, unions, etc., from 1848-1898.

**Mutiny on Board H.M.S. Bounty, The.** Bligh, William.  
Bligh's diary of the mutiny and events surrounding it.

**New World, The.** The discovery and settling of America, 1492-1735.

**Problems of the New Nation.** The War of 1812 and other events from 1801-1837.

**Roaring Twenties and the Great Depression, The.** Civil rights, automation, Scopes "monkey trial," and the Depression.

**United States Emerges, The.** Events from 1781-1800.

**World War II.** Events leading up to World War II and important events of the War.

## APPENDIX E: CLASSIC FICTION

### CLASSIC FICTION / NARRATIVE FORMAT

- Bronte, Charlotte. Jane Eyre. Abridged version of 19th century novel of a governess who falls in love with her employer. 76 pp. (Level 3)
- Collins, Wilkie. The Moonstone. Abridged version of possibly the first detective story in English fiction. An enormous diamond disappears. 92 pp. (Level 3)
- Cooper, James Fenimore. The Deerslayer. Abridged version of the Leatherstocking Tale about the youth of an early American woodsman who lives with Indians. 72 pp. (Level 3)
- Cooper, James Fenimore. The Last of the Mohicans. Abridged version of the second Leatherstocking Tale about an early American woodsman during the French and Indian War. 90 pp. (Level 3)
- Dana, Richard Henry. Two Years Before the Mast. Abridged version of the narrative (based on real journals) of the cruelty of a ship's captain. 92 pp. (Level 3)
- Defoe, Daniel. Robinson Crusoe. Abridged version of a story of a man stranded on an island and of his native companion, Friday. 76 pp. (Level 3)
- Dickens, Charles. Great Expectations. Abridged version of a novel about a poor boy befriended by a mysterious wealthy benefactor in nineteenth century England. 73 pp. (Level 3)
- Dickens, Charles. A Tale of Two Cities. Abridged version of a story set in London and Paris during the French Revolution. 92 pp. (Level 3)
- Dumas, Alexandre. The Three Musketeers. Abridged version of the adventures of four swordsmen who were friends in 18th century France. 73 pp. (Level 3)
- Jackson, Bernard. Modern Fables. Twenty of Aesop's fables have been set in modern times with human characters. (Teacher's guide available.) (Level 3)
- Kipling, Rudyard. The Jungle Book. Abridged version of tales of an East Indian boy and the animals he lives with in the jungle. 92 pp. (Level 3)
- Shelley, Mary. Frankenstein. Abridged version of the novel about the humanoid creation of a scientist who finds loneliness and seeks revenge. 74 pp. (Level 3)
- Stevenson, Robert Louis. Dr. Jekyll and Mr. Hyde. Abridged version of the novel about a scientist who experiments on himself and creates a split personality. 90 pp. (Level 3)
- Stevenson, Robert Louis. Treasure Island. Abridged version of an adventure about a pirate and his crew who try to take a young boy's buried treasure. 92 pp. (Level 3)
- Twain, Mark. The Adventures of Tom Sawyer. Abridged version of the adventures of a shrewd rural American boy. 76 pp. (Level 3)

Verne, Jules. 20,000 Leagues Under the Sea. Abridged version of a novel about a submarine (before submarines were actually invented) and its power-hungry captain. 92 pp. (Level 3)

Wells, H.G. The Time Machine. Abridged version of the science-fiction story about a man who travels forward in time and finds evil and a dying earth. 74 pp. (Level 3)

### CLASSIC FICTION / COMIC BOOK FORMAT

Austen, Jane. Pride and Prejudice. Satire of nineteenth-century manners, love, and husband-hunting.

Bligh, William. The Mutiny on Board H.M.S. Bounty. Story of a ship's captain and the crew who mutinied against him.

Bronte, Charlotte. Jane Eyre. Novel of a nineteenth-century governess who falls in love with her employer.

Bronte, Emily. Wuthering Heights. Nineteenth-century novel of ill-fated love.

Cervantes, Miguel de. Don Quixote. A crazy romantic tries to save the world from itself.

Conrad, Joseph. Lord Jim. An Englishman's act of cowardice affects the rest of his life.

Cooper, James Fenimore. The Deerslayer. A Leatherstocking Tale about the youth of an early American woodsman who lives with Indians.

Cooper, James Fenimore. The Last of the Mohicans. Second of the Leatherstocking Tales about an early American woodsman who lives with Indians.

Crane, Stephen. The Red Badge of Courage. Young soldiers in the Civil War are put to the test.

Dana, Richard Henry. Two Years Before the Mast. The cruelty of a ship's captain is based on real journals of the author.

Defoe, Daniel. Robinson Crusoe. A man is stranded on an island and finds a native companion, Friday.

Dickens, Charles. A Christmas Carol. A miserly rich man is converted to cheerful generosity at Christmas time.

Dickens, Charles. Oliver Twist. A poor orphan in nineteenth century England falls in with a band of pickpockets.

Dickens, Charles. A Tale of Two Cities. Story of love and heroism during the French Revolution.

- Dostoevsky, Fyodor. Crime and Punishment. A poor student becomes a murderer and has to deal with his conscience.
- Doyle, Sir Arthur Conan. The Great Adventures of Sherlock Holmes. "The Speckled Band" and the "Boscombe Valley Mystery."
- Doyle, Sir Arthur Conan. The Hound of the Baskervilles. Sherlock Holmes mystery.
- Dumas, Alexandre. The Three Musketeers. Adventures of four swordsmen and friends in eighteenth century France.
- Hardy, Thomas. The Return of the Native. A man returns to his rural home, marries, is betrayed, and changes his way of life.
- Hawthorne, Nathaniel. The House of the Seven Gables. A family lives with a curse put on them by a dying man who was wrongfully executed by the family's ancestor.
- Hawthorne, Nathaniel. The Scarlet Letter. Story of adulterous love affair in early America and revenge by the betrayed husband.
- Homer. The Iliad. Events of the last few days of the Trojan War.
- Homer. The Odyssey. The adventures of Odysseus trying to return home after the Trojan War.
- Hope, Anthony. The Prisoner of Zenda. An Englishman impersonates the King of Ruritania while trying to gain release of the captive king.
- Hugo, Victor. The Hunchback of Notre Dame. Love and lust control the lives of a deformed man, a beautiful girl, a military officer, and an archdeacon.
- James, Henry. The Turn of the Screw. A governess is in charge of two youngsters who are under the evil influence of two ghosts.
- Kipling, Rudyard. Captains Courageous. A spoiled rich boy falls overboard and is saved by a fisherman and his family, who teach him the meaning of hard work, pride and friendship.
- London, Jack. The Call of the Wild. A dog is stolen, then left in the wild to survive on his own.
- London, Jack. The Sea Wolf. A tyrannical sea captain is wrecked on an island with a literary critic and a poet.
- London, Jack. White Fang. A wild dog is found hurt and kept as a pet.
- Melville, Herman. Billy Budd. An innocent young man is put to death at sea.
- Melville, Herman. Moby Dick. A sea captain is obsessed with catching the whale which cost him his leg.
- Orczy, Emmuska. The Scarlet Pimpernel. Adventures of a conceited young man who leads a double life during the French Revolution.

- Poe, Edgar Allan. **The Best of Poe.** "The Pit and the Pendulum," "The Fall of the House of Usher," "The Cask of Amontillado," "Murders in the Rue Morgue."
- Porter, William Sydney. **The Best of O. Henry.** "The Gift of the Magi," "The Ransom of Red Chief," "After Twenty," "The Last Leaf."
- Scott, Sir Walter. **Ivanhoe.** Love and adventure in medieval England.
- Sewell, Anna. **Black Beauty.** A horse is treated cruelly by its owner.
- Shakespeare, William. **As You Like It.** Four pairs of lovers are in banishment, disguise and general confusion.
- Shakespeare, William. **Hamlet.** Danish prince whose father has been murdered, returns home to face treachery and trouble.
- Shakespeare, William. **Julius Caesar.** The Roman Empire is in disarray after the murder of the emperor.
- Shakespeare, William. **King Lear.** A king bequeathes his kingdom to his daughters while he still lives, and then has to struggle to survive.
- Shakespeare, William. **Macbeth.** An overambitious Scottish Lord commits murder and mayhem.
- Shakespeare, William. **The Merchant of Venice.** A woman disguised as a man saves her husband's best friend from the court's enforcement of his debt to a loan shark.
- Shakespeare, William. **A Midsummer Night's Dream.** After a love potion has been used unsparingly, love and confusion rule.
- Shakespeare, William. **Othello.** A jealous husband takes the advice of an evil servant.
- Shakespeare, William. **Romeo and Juliet.** Love between members of feuding families leads to disaster.
- Shakespeare, William. **The Taming of the Shrew.** Story of an ill-tempered woman and the man who marries her.
- Shakespeare, William. **The Tempest.** A ship is wrecked on a magician's island.
- Shakespeare, William. **Twelfth Night.** Cases of mistaken identity cause people to fall in love erroneously.
- Shelley, Mary. **Frankenstein.** The humanoid creation of a scientist discovers loneliness and revenge.
- Spyri, Johanna. **Heidi.** A young girl comes to live with her grandfather in the Swiss Alps.
- Stevenson, Robert Louis. **Dr. Jekyll and Mr. Hyde.** A scientist experiments on himself and creates a split personality.

- Stevenson, Robert Louis. **Kidnapped**. A young man's life and estate are in peril because of his evil uncle.
- Stevenson, Robert Louis. **Treasure Island**. A pirate and his crew try to take a young boy's buried treasure.
- Stoker, Bram. **Dracula**. The life of a vampire in Transylvania.
- Swift, Jonathan. **Gulliver's Travels**. A man travels to mysterious lands where people are either miniature, gigantic, geometric, or horses.
- Twain, Mark. **A Connecticut Yankee in King Arthur's Court**. Late nineteenth-century man is transported back in time to the days of King Arthur, where Yankee ingenuity meets medieval superstition.
- Twain, Mark. **Huckleberry Finn**. A story of the wanderings of a boy and a runaway slave on a raft along the Mississippi River.
- Twain, Mark. **The Prince and the Pauper**. Identical boys trade places in life.
- Twain, Mark. **Tom Sawyer**. Adventures of a nineteenth century rural American boy's life.
- Verne, Jules. **Around the World in Eighty Days**. A wager brings adventure to a man who must get around the world in eighty days to win a bet.
- Verne, Jules. **Journey to the Center of the Earth**. Science fiction trip down into the earth.
- Verne, Jules. **Mysterious Island**. Shipwrecked men survive well on an island that miraculously helps them until they discover its secret.
- Verne, Jules. **Twenty Thousand Leagues Under the Sea**. A submarine (before submarines were actually invented) is captained by the power-hungry Nemo.
- Wallace, Lew. **Ben Hur**. A young aristocratic Jew in Biblical times is sent to prison, escapes, avenges himself, and converts to Christianity.
- Wells, H. G. **The Food of the Gods**. Scientists discover a chemical that makes things grow miraculously, but leads to unforeseen events and problems.
- Wells, H. G. **The Invisible Man**. Science fiction story about a man who is invisible.
- Wells, H. G. **The Time Machine**. A man travels forward in time and finds evil and a dying earth.
- Wells, H. G. **The War of the Worlds**. Martians invade earth.
- Wiss, Johann. **The Swiss Family Robinson**. A family is stranded on an island and uses ingenuity to survive.



## APPENDIX F: CALL FICTION

### LEVEL 2

**Candy Man.** Bradley, Steve.

A young woman receives a birthday trip to New York to visit her brother. The two become involved with mysterious strangers, stolen bags and a deadly statue.

**Dream of the Dead.** Seth, Marie.

Diana visits a friend in Scotland and becomes possessed by the ghosts of past tragedies.

**Ear, The.** Jackson, Anita.

Maria's friend, Bob, thinks he is the reincarnation of the artist, Vincent Van Gogh, and goes to extremes to prove it to her.

**Hello, World, and Other Stories.** Anderson, Jane.

Short stories on varied subjects.

**Homecoming.** Jackson, Anita.

A girl runs into problems when she inherits her ancestral home in England, but a ghostly ancestor comes to her rescue.

**Mollie's Year.** Reiff, Tana.

An older woman must build a new life after her husband dies.

**Place for Everyone.** Reiff, Tana.

A 40-year-old woman, living with her mother, returns to school to learn to read. Her mother falls ill and needs nursing. The factory where she works closes down, so the woman must set her priorities in order to succeed.

**Three-mile House.** McAuliffe, Jim.

A young man gets a job delivering mysterious packages from a rich old man, and finds himself being followed by men in disguise, his new neighbor, and the police.

### LEVEL 3

**'57 T-Bird.** Jackson, Anita.

Ed buys his dream car for a bargain price and soon discovers to his horror why he got such an apparently great deal.

**Bad Moon.** Shea, George.

A detective investigates a magician's mysterious death of thirteen years before.

**Ben's Gift.** Barnett, Cynthia.

A 37-year-old cerebral palsy victim lives on his own for the first time.

**Christmas Love Story.** Cowsill, Virginia.

A retelling of the O. Henry story, "The Gift of the Magi," in which a woman sells her hair and her husband sells his watch to get each other a Christmas gift.

**Deadly Game.** Jackson, Anita.

A man holds the power of life and death through his eerie chess set.

**Dreams.** Jackson, Anita.

A train station porter watches with horror as his nightmares come true.

**Easy Money the Hard Way.** Anderson, Jane.

Short stories on varied subjects.

**Escape from Tomorrow.** Lanning, Sereta.

An innocent laboratory experiment results in the contamination of a small town's water supply and a race to keep it from ending life on earth.

**I Died Here.** Shea, George.

A young American travels to Greece in response to his nightmares that seem to say he is dead and buried in a small town there.

**Jungle Jenny.** Cowen, Eve.

A Boston girl finds suspense, mystery, and romance in the jungles of Brazil.

**Money Game, The.** Ericson, David.

A young man works a counterfeit money scam on trusting senior citizens, but the tables are turned by his greed for diamonds.

**North to Oak Island.** Bromley, Dudley.

In 1732, a young man stows away on a ship bound for America, but the ship is a pirate ship. The captain is the notorious Black Kate, a woman who provides surprise and adventure to the stowaway.

**Other Side of Yellow, The.** Hull, Jessie Redding.

A young father has lost several jobs, and in his haste to keep his present one, negligently kills a boy with his van. He is sent to prison and with the help of the warden learns he has valuable skills.

**Silvabamba.** D'Amelio, Dan.

Two men explore Peru, encountering many dangers on the way.

**So Wild a Dream.** Florentz, Christopher.

A young woman takes part in the fight for liberty during the Revolutionary War.

**Stories for Fun Reading.**

Short stories geared to Laubach vocabulary.

**Take Care of Millie.** Hull, Jessie Redding.

Millie, an elderly woman whose husband has died, shows she can make her own decisions, even though her daughter Jan had promised her father that she would take care of Millie.

**Time to Choose.** Reiff, Tana.

A race car driver and his wife come to a time in their life to choose what is most important to them.

**Time Trap, The.** Kelley, Leo.

Two researchers travel back in time to discover the history of the now barren planet X-12, but a stowaway jewel thief causes problems for them.

**Verlaine Crossing, The.** Otfinoski, Steve.

A French train is the scene where foreign agents are after an American's secret research papers.

**ZB4.** Jackson, Anita.

Plastic surgery and mind implants provide the perfect disguise for a spy in the future, until someone discovers his identity.

LEVEL 4

**Actor, The.** Jackson, Anita.

A young man explains how he became an actor through the help of the ghost of his great uncle.

**Black Beach.** Hiller, Doris.

This is an Hawaiian adventure story, complete with a treasure hunt, villains and a teenage romance.

**Counterfeit.** Wheeler, William H.

An international team of agents track down a wily counterfeiter.

**Crash Dive.** Frederick, Lee.

A German U-boat faces an American destroyer in World War II.

**Demeter Star, The.** Oreshnik, A. F.

Three scuba divers hunt for buried treasure and find more than they bargained for.

**Diamonds in the Dirt.** Campbell, Archie.

A group of friends tries to operate a new motocross track which seems to be jinxed until they discover the real reason for so many accidents.

**Flight to Fear.** Belina, Tom.

A flight to Jamaica is hijacked and a brave woman passenger plots to foil the hijackers.

**Gypsy.** Nussbaum, Al.

A "gypsy" motorcyclist (one who doesn't belong to a gang) has bike trouble and ends up in a town that brings him new goals and friends.

**Little Big Top, The.** Hiller, Doris.

A teenager finds a job in a circus and overcomes a few hurdles, such as jealousies and "pecking-order" tactics, to become part of the "Big Top" life.

**Night of Fire and Blood.** Kelley, Leo P.

Marilyn finds a supernatural way to bring her late husband back to life, only to discover that he's not quite the man she loved.

**Night of the Kachina.** Salas, Nichole.

An Indian boy and his friend travel to New Mexico to meet the boy's grandfather, but the old Indian has gone to the pueblo ruins to die, taking only his kachina to protect him. More protection is needed, however, when the three are chased by thieves whose stash is hidden in the ruins.

**No Rent to Pay.** Jackson, Anita.

A young couple takes care of an old woman's cat in exchange for rent, but there's more to the exchange than they realize.

**Run for Your Life and Other Stories.** Anderson, Jane.

Short stories of everyday living.

**Secret Spy.** Martin, Albert.

A spy switches tape recorders with a fellow traveler, who is then sought by both officials and the spy who wants his recorder back.

**Star Gold.** Kelley, Leo. P.

A colony of aliens in the twenty-second century matches wits with their earth prisoners in an effort to survive.

**Tiger, Lion, Hawk.** Rice, Earle, Jr.

A story of the Flying Tigers, the American Volunteer Group of fighter pilots who fought in China during World War II under Colonel Chennault.

**Time for a Change.** Cebulka, Marcia.

Short stories all showing how people cope with the need for change in their lives.

**Wet Fire.** Wheeler, W. H.

A museum director travels to Borneo to hunt for gold statues of a lost, native tribe.

**Wind over Stonehenge.** Dorre, Pamela.

On a summer expedition to study Stonehenge in England, a professor and his two assistants uncover mysteries of Stonehenge through a series of mishaps and misfortunes that prove to be more than coincidental.

#### LEVEL 5

**Animals, The.** Rice, Earle, Jr.

A downed Air Force pilot in World War II is aided by the French Resistance in foiling a German plot to kill Churchill.

#### LEVEL 6

**Snapshots, Vol. 1.**

Twenty-five stories on varied subjects, with vocabulary exercises and discussion questions.

**Snapshots, Vol. 2.**

Twenty-five stories on varied subjects, with vocabulary exercises and discussion questions.

## APPENDIX G: TUTOR-WRITTEN STORIES

### LEVEL 1

**Another Anthology of Stories.** "Window-Shopping," "A Date for Pam," and "A Visit to McDonald's."

**Anthology of Stories, An.** "The Typing Lesson," "The Shoplifter," "The Birthday Party," "Get Up!" and "The Checkup."

**Bob and Ann Go Camping.** A couple tries for a weekend of camping.

**The Boxing Lesson.** A father tries to teach his son to box.

**Exercise.** A lady sets out to get thin.

**The Halloween Party.** A couple plans a party for their children.

**Las Vegas.** A couple visits Las Vegas for the first time.

**Mrs. Kim's Lesson.** Mrs. Kim learns to read and write.

**The River is Up.** The Colorado River floods in 1983.

**Shopping for Christmas Gifts.** A woman shops for friends and family.

**Ted and Kim are Friends.** Two Indian Valley students, Ted Hill and Kim Oliver become friends.

**Three Stories.** "Cal Looks for a Job," "Will Scrambles Eggs," and "What Kim and Ed Want."

### LEVEL 2

**Shopping for a Dress.** Two ladies shop for clothes.

**Visit to San Francisco, A.** Fran and Ed see highlights of San Francisco.

### LEVEL 3

**Echo and Narcissus: A Greek Myth.** Simplified version of the myth that explains how the words "echo" and "narcissus" got their meanings.

## APPENDIX H: BOOKS FOR ADULTS TO READ TO CHILDREN

Black, Irma Simonton. The Little Old Man Who Could Not Read. An elderly man's wife goes out of town and he is left to fend for himself at the grocery store.

Cowsill, Virginia. Mother Read to Me: Mother Goose Rhymes for New Readers. Poems to read to children. Laubach correlated: Level 2.

Cowsill, Virginia. Mother Read to Me Some More: More Mother Goose Rhymes for Readers. Poems to read to children. Laubach correlated: Level 2.

Stanek, Muriel. My Mom Can't Read. When a child starts school, she discovers her mother has been hiding the fact that she can't read and urges her to learn.

## APPENDIX I: TUTOR RESOURCES

Bestsellers I, II, and III. Guide to Bestseller series of 30 books of fiction. Provides plot summary, vocabulary and spelling exercises, and comprehension questions.

I Wish I Could Write. Barasovska, Joan. Suggestions for encouraging students to write.

Lovey. A biographical story of teaching learning disabled child to read and write.

Using Language Experience with Adults. Kennedy, Katherine. Suggestions for encouraging students to write.