

Teaching the Laubach Way to Reading Series

The Teacher's Edition books for each level contain detailed notes on how to approach teaching each individual lesson. The following is a summary of these notes.



Introduction to Book 1 – Sounds & Names of Letters

The lessons in this book have been designed primarily to help a nonreader learn the names of the letters and the sounds they stand for, and to read and write lowercase letters, capitals, and numerals. This book is also useful for a learner with minimal reading skills or for the more advanced learner who needs to review phonic skills. For more detail on the skills taught, see the **Scope & Sequence Chart** on Page 14.

Overview of Lessons

Book 1 contains 13 lessons. Each of the first five lessons has a picture association chart to present the key words and sounds, a story using the key words, a writing lesson, and a homework page. The charts in lessons 6-13 present key words, letters, or numbers, but do not contain pictures.

The correlated reader ***In the Valley*** is introduced in Lesson 13. The supplementary books ***More Stories 1*** and ***Focus on Phonics 1*** are recommended to meet learners' individual needs.

The main purpose of the first few lessons is to help the learner experience a feeling of success with reading. The lesson is designed to make it as easy as possible for the learner, and to help them give the correct answers. It is not advisable, at this stage, to try and test the learner by asking them to read words and letters in a different order from that presented in the lesson. If they can follow the lesson reasonably well and to make the correct responses most of the time, then they are making good progress. Praise them for what they did well.

Suggested Schedule

- The lessons are designed so that most learners can cover a lesson in an hour session.
- The time should be divided between reading and writing.
- Two sessions per week are recommended for Book 1. More are desirable but they should be spaced so there is time for home study.
- Lessons have been arranged so that the learner gains a feeling of confidence and self-help from the beginning.
- The skills are in a systematic sequence so the lessons should be taught in the order they come in the book.

- It is important to teach the various parts (reading, writing, and skills practice) in the same session.

A learner may not master all the names and sounds of the letters in the first month. With the help of the picture associations and the repetition of sentence patterns, however, they should be able to read the stories with ease and develop a feeling for reading. Since Book 2 provides additional practice in the recognition and use of short vowel sounds, the learner is not expected to master these skills in Book 1.

Using Workbook 1: although the workbook was developed for ESL learners, it can also be helpful for native English speakers too. It provides an opportunity to review the Book 1 words in a variety of contexts. The workbook gives practice with prepositions, pronouns, verb forms, negative statements, questions, and answers to Yes/No questions.

General Plan for the Lessons

Early lessons begin with the association of a familiar spoken word with a picture of the object represented by that word. Next, the beginning letter of the key word is superimposed over the picture. Then comes the printed word. Form the key word, the lesson moves on to the individual letter or letters that represent the initial sound. Thus, the learner proceeds from the known to the unknown in gradual steps.

The lesson arrangement not only provides a visual aid for memory but helps to develop the left-to-right eye movement essential to the reading pattern. From the chart, the student proceeds to the story which is built around the key words. The repetition of words and sentence patterns encourages fluent reading from the beginning. Ways to check reading comprehension are given in the detailed lesson plans. Writing lessons reinforce the skills and vocabulary taught in each lesson.

Homework - the homework assignments provide for independent practice of the skills taught in the lessons. Encourage your learner to do some work outside of the class for their own benefit, but don't reprimand them for not doing it. Some learners may simply not have enough time to do a homework assignment, or a convenient place to do it.

Beginning in Lesson 6, a section called Skills Practice is introduced in the Teacher's Guide. The purpose of this section is to give the learner further practice in distinguishing individual sounds and in recognizing sounds that are alike.

In the first five lessons, the learner concentrates on recognizing the beginning sound of a word. In Lesson 6 they will begin to distinguish the consonant sounds at the end of a word as well as the beginning.

Helpful Tip

If your learner needs to move at a slower pace, you may wish to present a supplementary lesson at various intervals, or a longer lesson period may be required - there are suggestions for these in the Appendixes of the **Teacher's Guide**.



Introduction to Book 2 – Short Vowel Sounds

Lessons in Book 2 reinforce the sounds and letters introduced in Book 1. A few new sounds are introduced. Except for the sight words learned in Book 1 and two new words used in exercises, only words with short vowel sounds are used. The learner is expected to apply phonics skills in decoding new words. More word recognition, comprehension, writing, and spelling skills are introduced. The **Scope & Sequence Chart** on Page 8 can be used to track your learner's progress.

Overview of Lessons

Book 2 contains 15 lessons. Each of the first 12 lessons contains a chart, story, writing lesson, and homework page. Each lesson teaches one vowel sound.

The chart presents the vowel sound being taught and several words with that sound. The chart is divided into four columns. Column 1 has a picture. Column 2 has the word for the picture. Column 3 identifies the different sounds in the word to help the learner to pronounce it. Column 4 repeats the word with its correct spelling.

The story uses the chart words. Any other new words introduced in the story are listed at the top of the page. The new words are respelled where necessary to aid the learner in pronunciation. The writing lessons and homework assignments are correlated with the reading lessons, helping the learner to spell the words they have learned to read.

The correlated reader **City Living** is introduced in **Lesson 14**. Checkups for Level 2 are found at the back of the Teacher's Guide.

More Stories 2 and **Focus on Phonics 2** may be used as supplements meet individual needs. Suggestions for their use are in the Lesson Plans.

Suggested Schedule

In most cases a learner can cover a lesson in an hour session. They will probably need an additional half an hour for the homework. A learner who has two sessions a week should be able to complete the skill book, correlated reader, and checkups in 10-12 weeks. It is important, however, that they cover each lesson and not skip through the skill book. The lessons are arranged to give them a foundation of independent reading skills.

General Plan for the Lessons

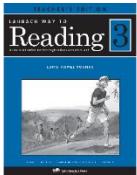
1. Introduce the vowel in the chart for the lesson. Let the learner read the key word and identify the vowel sound with its letter symbol.

2. Guide the learner through the chart so that they move from the picture to the word, to the identification of letter-sound relationships, to the word again. After the first chart is explained, they may be able to read many of the charts independently. You can give help where needed.
3. Have the learner go over the new words in the story before reading it.
4. Have the learner read silently. Check for comprehension with oral questions.
5. Have the learner read the story out loud.
6. Relate the story to their experience through questions in the **Reading between the Lines** section of the lesson notes.
7. Provide exercises using the suggestions in the **Skills Practice** section of each lesson plan.
8. Check the homework assignment from the previous lesson before the learner begins the **Writing** section of the lesson.
9. In the **Writing Lessons**, help the learner study the spelling of new words, calling attention to special points.
10. In the **Listen-and-Write** exercises, encourage careful listening and dictate words which have regular sound-letter relationships.
11. Go over the new **Homework Assignment** to make sure the learner understands what to do.

Respellings

Beginning in Level 2: to help learners sound out new words, some words are respelled. The policies for respelling are as follows:

1. The learner should be able to pronounce the word for themselves. This means that the respelling must contain only spelling patterns previously taught or being taught at this point.
2. The respelling should look as much like the actual spelling as possible. The word is respelled only once. After that, the learner will need to recognize it spelled correctly. Therefore, the respelling should give them the help they need but not change the word so much that they won't recognize the word the next time they see it.



Introduction to Book 3 - Long Vowel Sounds

Lessons in Book 3 present the long sounds for *a*, *e*, *i*, and *o* with their regular spellings, the long sound for *u* with one spelling (as in *music*), and the sound for *or* as in *York*.

The main new concept for the learner is that a long vowel sound may be spelled in several ways. Each of these ways is presented in a chart with a formula to help the learner read the words for themselves.

Systematic presentation of regular spelling patterns and simple rules help the learner determine whether a vowel sound in a word is long or short.

More word recognition, comprehension, writing, and spelling skills are introduced. These are listed in detail in the **Scope & Sequence Chart** on Pages 8-11. The chart can also be used to track your learner's progress.

Overview of Lessons

Book 3 has 24 lessons. Each chart presents a vowel sound has a format similar to that in Book 2. The first chart introduces all the vowel sounds that are taught in this book.

As with previous skill books, the chart is followed by a story. The stories in this book are longer, with longer sentences and more variations in sentence patterns. Paragraphs are indented. Each story is followed by a written checkup. Comprehension is further developed as the learner progresses from noting simple facts to finding main ideas, summarizing content, recognizing implied meaning, predicting outcomes, and relating what they read to their own experiences.

Each lesson has a section called **Reading for Living** with a short functional reading selection and a related written exercise. Selections include menus, letters, ads, bills, and other practice materials. **The learner does the writing lesson in a separate notebook.**

After each group of lessons on a particular vowel sound comes a lesson called **More Reading**. This lesson serves both as a review and as an opportunity for independent reading.

The correlated reader Changes is introduced in Lesson 22. It contains two fictional and two factual stories and introduces **117 additional new words**.

Suggested Schedule

In most cases, a learner can cover a lesson in a session of one to one-and-a-half hours. They will probably need an additional half an hour for the homework. A learner who has two sessions a week should be able to complete the skill book, correlated reader, and checkups in 12-15 weeks.* It is important that the learner covers each lesson and not skip through the skill book. The lessons are systematically organized to give them a foundation of independent reading skills.* If the learner is also learning the **Cursive Writing** program, this will take an additional 2-3 weeks.

General Plan for the Lessons

The sequence for the presentation of most lessons in Book 3 is as follows:

1. Reading

Chart, Story

Story Checkup

Reading for Living

2. Skills Practice

Practice on phonics and

word recognition skills

3. Writing

Homework check from previous lesson

Writing lesson in separate notebook

Practice exercise in skill book

Homework assignment in skill book

- The review lessons follow the same sequence but have no written exercises in the skill book.
- Supplementary practice materials are suggested for you to make or collect for the **Reading for Living** section.
- A worksheet called **Review Practice** is suggested for each review lesson (photocopy masters are on page 137).
- Each Lesson Plan suggests ways of checking the learner's progress and reinforcing skills in which they might need more practice.

Respellings

The self-help device of respelling new words continues in Level 3 in accordance with these policies:

- In Lesson 1, words are respelled in the same way as in Book 2. That is, they are not divided into syllables, and double consonants are retained.
- Beginning in Lesson 1, a macron is used over a vowel letter to indicate the long vowel sound for that letter, as *ā, ē, ī, ō, ū, ū*.
- Beginning in Lesson 2, new words are divided into syllables.

In Book 3, a new word is respelled for one or more of these reasons:

1. **The word contains a regular spelling that has not yet been taught.** For example, *say* is introduced before *ay* is taught, so it is respelled *sā*.
2. **The word contains an irregular spelling.** The irregular part of the word is respelled with the most similar regular spelling pattern that has been taught. For example, *ice* is respelled *ise* when the spelling *i-e* (*i*-consonant-silent *e*) has been taught for the long *i* sound, but the *c* needs to be respelled.

If, however, respelling the word with a regular pattern would result in another real word, the vowel letter is simply marked with a macron, as in *eight* (*āt*), *great* (*grāt*), and *peace* (*pēs*).

Only the part of the word that is irregular is respelled, any part that has already been taught is left as it is. For example, when *agree* is shown as *u gree*, the beginning sound needs to be respelled, but *ee* has already been taught as a spelling for long *e*.

3. **The word contains a spelling that is regular for more than one sound.** In the case of a long vowel sound spelled with the single letter *a, e, i, o, or u*, a macron is placed over the vowel letter to indicate that it stands for the long sound, not the short sound. Examples of this are *both* (*bōth*), *union* (*ūn*, *yun*), and *even* (*ēven*). When *ow* stands for the long *o* sound, the *o* will always be marked with a macron, as in *own* (*ōwn*), to make sure that *ow* is not given the pronunciation it has in *down* (which will be taught in Book 4).
4. **The word contains schwa sound that needs respelling to prevent a wrong pronunciation.** The schwa sound, which can be represented by any of the vowel letters, occurs often in

unstressed syllables. It is not respelled when the short sound for the vowel is not very different from the schwa sound, as in *eaten* (eat en) and *limit* (lim it). When it is necessary to respell the schwa sound, the letter *u* is used because the short sound for *u* is nearly the same as the schwa sound. Examples are *again* (u gen) and *Carla* (Car lu).

5. **The word has more than one syllable and is divided into syllables to make it easier to read.** In some cases, no other change is needed, as in *yesterday* (yes ter day).

A double consonant is respelled with one consonant as in *application* (ap li cā shun) and *arrive* (u rive). If these words were respelled with their double consonants as *appli cā shun* and *u rrive*, the learner might try to pronounce two distinct sounds for the *p* and the *r*.

6. **The word is a compound word, made up of two smaller words.** In the respelling, a compound word made up of two known words is simply divided between the known words for easier recognition. The known words are not respelled in any way nor divided into syllables. An example is *timetable* (time table).



Introduction to Book 4 – Other Vowel Sounds & Consonant Blends

Book 4, with 23 lessons, completes the basic phonics foundation needed for independent reading. The first 16 lessons present regular spellings for the long *u* sound, which was introduced in Book 3, and for the additional five vowel sounds as found in *food*, *book*, *mouth*, *lawn*, *boy*. Lesson 21 introduces the use of the dictionary. The last two lessons provide study helps for the correlated reader.

More word recognition, comprehension, writing, and spelling skills are introduced. These are listed in detail in the Scope & Sequence Chart on pg. 8-12 of the Teacher's Guide.

Overview of Lessons

In Book 4, the charts on vowel sounds are similar in format to those in Books 2 and 3. The charts for the four lessons on consonant sounds and spellings have a different format: key words are used, but there are no pictures. Both known words and new words are used as examples of the consonant sound or spelling being taught. New words are marked with an asterisk (*). Lesson 21 is about how to use a dictionary and includes a sample dictionary page for reference instead of a chart.

Each chart is followed by a story. The stories in this skill book are longer, with longer sentences and more variations in sentence patterns. Some of the stories are printed in two columns.

Each story is followed by a written checkup. These checkups, along with discussion about the story, help the learner progress in more advanced comprehension skills, such as making inferences, relating cause and

effect, drawing conclusions, understanding the author's purpose, and interpreting the mood and setting of the story.

Each lesson has a section called **Reading for Living** with a short functional reading selection and usually a related written exercise. Selections include applications, maps, calendars, want ads, and other practice materials.

The learner does the writing lesson in a separate notebook. Some homework exercises are also done in the notebook.

After each group of lessons covering two vowel sounds comes a lesson called **More Reading**. This lesson serves as both a review and as an opportunity for independent reading. The correlated reader **People and Places** is introduced in Lesson 22. It has four factual stories and introduces **174 additional new words**.



Ten Tips for Teachers of Adults

1. Help your learner help themselves.
2. Begin and end on time.
3. Let the learner do the work. A good teacher will not talk much!
4. Let each learner progress at their own pace.
5. Give praise and encouragement often.
6. Don't teach the learner something they already know.
7. Speak clearly but never scold or shout.
8. Teach something new in each lesson.
9. Be friendly and sympathetic.
10. Don't talk down to your learner or show off your knowledge.