

Reading For All Learners
Little Books



Instructor Guidelines

Reading For All Learners
Little Books



Instructor Guidelines

Alan & Andy Hofmeister 2010

This manual provides a brief overview of the suggested lesson format for the Little Books Program. Teachers and others may be interested in the much more in depth Teachers Manual. A variety of support resources are available for download on our website - <http://iseesam.com>.

Please feel free to give us a call or send us an email if you have any questions or suggestions for future editions.



Email: read@iseesam.com
Telephone: 435-755-7885
Fax: 435-755-6069
Web: <http://iseesam.com>

We welcome all comments suggestions and feedback.

Sincerely,

Alan and Andy Hofmeister

Copyright © 1997, 2004, 2010 by Alan M. Hofmeister.

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system without prior written permission from the copyright owner.

LEARNING ENVIRONMENT

Creating an environment for success

The first and most important aspect of a Learning Environment is that you and the learner *ENJOY* your time together!!

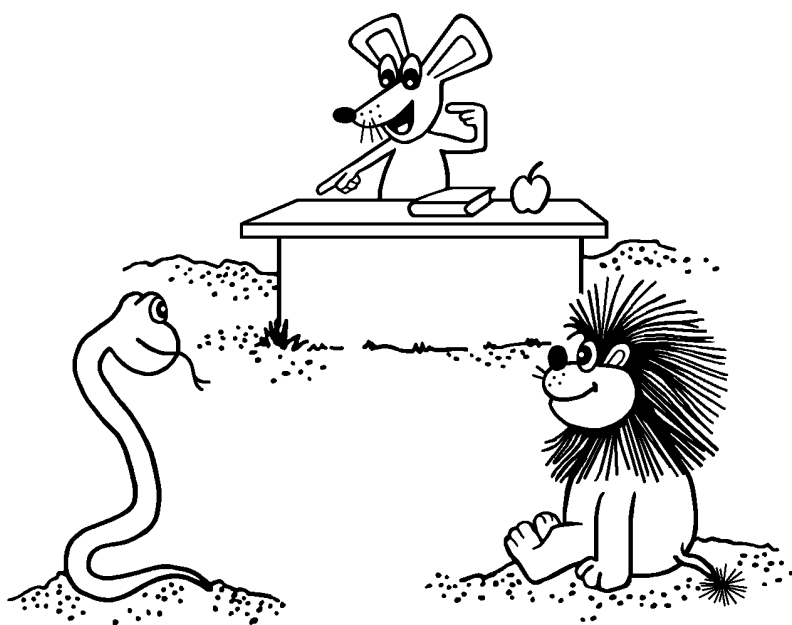
How long: 15 to 30 minutes daily.

When: The same time each day if possible.

Where: Choose a work space that is free from distractions.

Seating: You and the learner should sit side-by-side.

Preparation: Keep books organized near work space.



SKILLS

To assist the learner in learning to read there are two skills which you should master.

1. **Sounds.** You need to know how to say the 44 sounds used when saying words. A *Pronunciation Guide*, which lists these sounds, is shown on the following page. A copy of the guide has also been included at the beginning of each little book.
2. **Sounding Out Strategy.** You will need to know the correct procedure for linking sounds together to make words. When asking the learner to sound out a word, use the term, “Say the word the slow way”. And when asking the learner to say the whole word, use the term, “Say the word the fast way”. This procedure is described in more detail on pages 6-8. You should become familiar with the steps to follow and terms to use before you begin working with the learner.

You or the learner should use a finger under the letters in the words while saying the words the slow way.

READING THE BOOKS

The books are designed to create a successful reading experience for the learner

The books need to be read in numerical order because the sounds and words in each book build on previous books. To insure success, use the same process with each book each time it is read. The *Sound Practice* and *Word Practice* sections are very important for the learner to complete before actually reading the story because they promote successful reading of the story. It is important that the learner masters each section in the book before moving on to the next section.

Pronunciation Guide

<u>Sound</u>	<u>Key Words</u>	<u>Sound</u>	<u>Key Words</u>
a	<u>a</u> m, f <u>a</u> t	m	<u>m</u> e, h <u>i</u> m
•	<u>a</u> te, c <u>a</u> ke	n	<u>n</u> ot, s <u>u</u> n
ai	<u>a</u> id, p <u>a</u> in	o	<u>o</u> x, n <u>o</u> t
al	<u>a</u> lso, s <u>a</u> lt	•	<u>o</u> pen, g <u>o</u>
ar	<u>a</u> rt, c <u>a</u> r	oo	<u>o</u> ops, m <u>oo</u> n
b	<u>b</u> ig, r <u>i</u> b	ou	<u>o</u> ut, l <u>ou</u> d
c	<u>c</u> at, p <u>i</u> cn <u>i</u> c	p	<u>p</u> at, s <u>i</u> p
ch	<u>ch</u> ip, l <u>u</u> nc <u>h</u>	qu	<u>qu</u> ick, <u>qu</u> een
d	<u>d</u> og, l <u>i</u> d	r	<u>r</u> un, d <u>e</u> er
e	<u>e</u> nd, p <u>e</u> n	s	<u>s</u> o, k <u>i</u> ss
•	<u>e</u> go, m <u>e</u>	sh	<u>sh</u> ip, w <u>i</u> sh
ea	<u>e</u> at, s <u>ea</u> t	t	<u>t</u> op, h <u>i</u> t
er	<u>e</u> r, f <u>a</u> st <u>e</u> r	th	<u>th</u> en, b <u>a</u> th <u>e</u>
f	<u>f</u> ull, <u>f</u>	u	<u>u</u> p, <u>u</u> g
g	<u>g</u> o, r <u>a</u> g	•	<u>u</u> se, <u>u</u> me
h	<u>h</u> at, b <u>e</u> h <u>i</u> nd	v	<u>v</u> ery, g <u>i</u> v <u>e</u>
i	<u>i</u> t, p <u>i</u> n	w	<u>w</u> in, n <u>ow</u>
•	<u>i</u> ce, <u>t</u> ime	wh	<u>wh</u> en, <u>wh</u> y
ing	<u>r</u> ing, b <u>r</u> ing	x	<u>box</u> , s <u>i</u> x
j	<u>j</u> ump, <u>j</u> ee <u>p</u>	y	<u>y</u> es, <u>y</u> ou
k	<u>k</u> iss, m <u>i</u> l <u>k</u>	<u>y</u>	<u>my</u> , c <u>ry</u>
l	<u>l</u> eg, w <u>i</u> ll	z	<u>zoo</u> , b <u>uzz</u>

NEW SOUND(s):

Teach the learner the new sound(s) using the following steps:

STEPS	EXAMPLES
Say sound.	"Listen to me say the sound. 'aaaa'."
Ask learner to say sound.	"You say the sound."
Learner says sound.	"aaaa."

Correcting Mistakes:

Sometime the learner will make a mistake on a sound. When the learner makes a mistake, stop him/her immediately and correct the mistake.

Follow these steps in correcting mistakes:

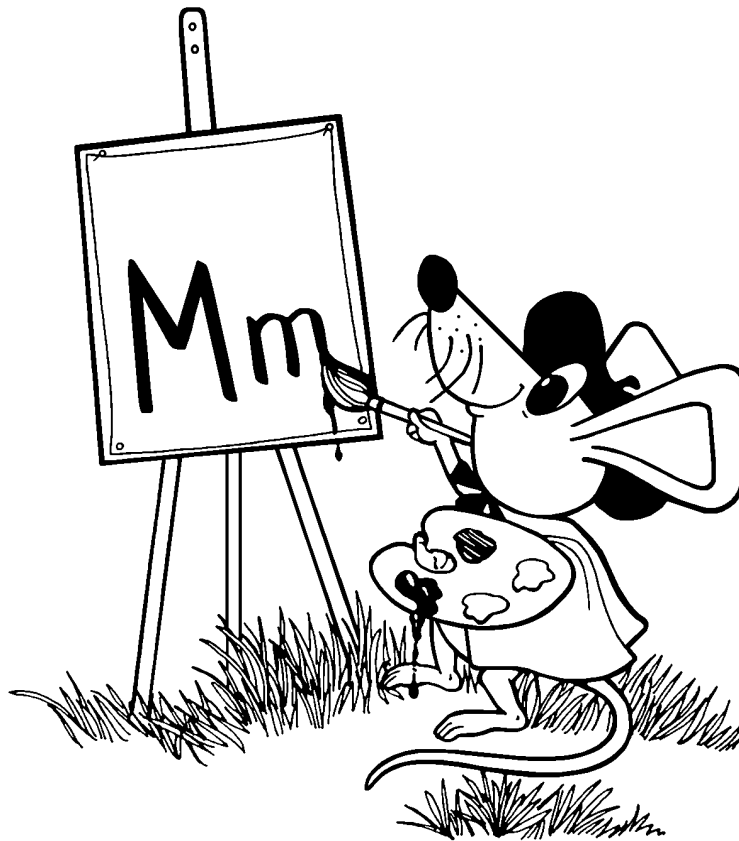
STEPS	EXAMPLES
Say sound.	"The sound is 'aaaaaa'."
Say sound together.	"Let's say the sound together. 'aaaaaa'."
Ask learner to say sound.	"You say the sound."
Learner says sound alone.	"aaaaaa."

Notes:

Special notes have been added periodically to the New Sound(s) section. These special notes provide additional information, draw attention to possible problems, or include instructions and dialogue for you to use when introducing a new sound.

SOUND PRACTICE:

Ask the learner, while pointing to each sound, “What is this sound?” The learner should say all the sounds without any mistakes. Do not move to the next section until all the sounds are said correctly. It is not necessary to point to the sounds in sequence. You may point to the sounds in any order and review sounds to make sure they are said correctly.



NEW REGULAR WORD(s):

Teach the learner the new word(s) using the following steps:

STEPS	EXAMPLES
Sound out word.	"Listen to me say the word the slow way. 'SSSaaamm'."
Say word fast.	"Listen to me say the word the fast way. 'Sam'."
Ask learner to sound out word.	"Say the word the slow way."
Learner sounds out word.	"SSSaaamm."
Ask learner to say word fast.	"Now say the word the fast way."
Learner says word.	"Sam."

Correcting Mistakes:

Sometimes the learner will make a mistake on the regular word. When the learner makes a mistake, stop the learner immediately and correct the mistake.

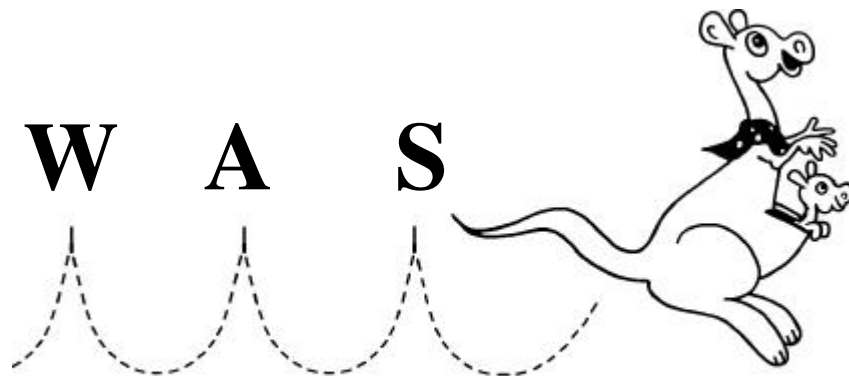
Follow these steps in correcting mistakes:

STEPS	EXAMPLES
Sound out together.	"Let's say the word the slow way. ' Diid '."
Ask learner to say word.	"Say the word the fast way."
Learner says word.	" Did ."

NEW IRREGULAR WORD(s):

Words that are irregular will be underlined. For example the word "was" should be taught as follows:

STEPS	EXAMPLES
Sound out word together.	"Let's say this word the slow way. 'WWWaaasss'."
Explain that the word is said differently.	"But when we say it fast, we say it differently."
Say word.	"This word is 'Was'."
Ask learner to say word.	"Say the word the fast way."
Learner says word.	" Was. "
Ask learner to sound out word.	"Now, you say the word the slow way."
Learner sounds out word.	" WWWaaasss. "
Ask learner to say word.	"Good, but when we say it fast we say it differently. Say the word the fast way."
Learner says word.	" Was. "



Correcting Mistakes:

Sometimes the learner will make a mistake on an irregular word. When the learner makes a mistake, stop him/her immediately and correct the mistake.

STEPS	EXAMPLES
Say word.	"That word is 'Was'."
Ask learner to say word.	"Say the word the fast way.
Learner says word.	" Was. "
Sound out word together.	"Let's say this word the slow way. 'WWWaaasss'."
Ask learner to say word.	"Good, but when we say it fast we say it differently. Say the word the fast way."
Learner says word.	" Was. "

Notes and Rules:

Rules and special notes have been added periodically to the New Word(s) section. These rules and special notes provide additional information, draw attention to possible problems, or include instructions and dialogue for you to use when introducing a new skill, such as the silent "e" rule found in Set 4.

WORD PRACTICE:

Ask the learner, while pointing to each word, "What is this word?". The learner should say all the words without any mistakes. Do not move to the next section until all the words are said correctly. You may point to the words in any order and review words said incorrectly to make sure they are said correctly.

READING THE STORY:

Point to each word as the learner reads the story. Correct mistakes as soon as they occur. Follow the correction procedures as discussed in the *New Regular Word(s)* and *New Irregular Word(s)* sections.

Read the story twice. This will help build the learner's accuracy and confidence in reading during the early books. Do not move to the next section until the learner has done the following:

- **Read the story twice.**
- **Made two mistakes or less on the second reading.**

If more than two mistakes occur during the second reading, read the story a third time with the learner. Read the same book the next day. Start with the sound and word sections before reading the story again.



Discussions About the Story:

Questions about the story are periodically located at the bottom of pages within the story. As the learner reads through the story, ask the learner the questions. The answers are often found in the pictures and may be used as an opportunity to discuss the ideas in the story.

Keeping The Learner Interested:

Children (and adults) need some form of recognition to help maintain interest in any project in which they are involved. Three forms of recognition are used in this program to help motivate the learner.

1. **The stories.** The *Reading for All Learners* stories are interesting and highly motivating. Consistently, we have found that children like the stories.
2. **Your approval.** A smile face with the word “Praise” under it is periodically located at the bottom of the pages in the story. These are to help remind you to praise the learner for good reading. It is important to let the learner know that you are proud of their accomplishment. Be specific when praising the learner. Specific praise helps the learner know exactly what he/she is doing well. For example:

“You said that sound perfectly.”

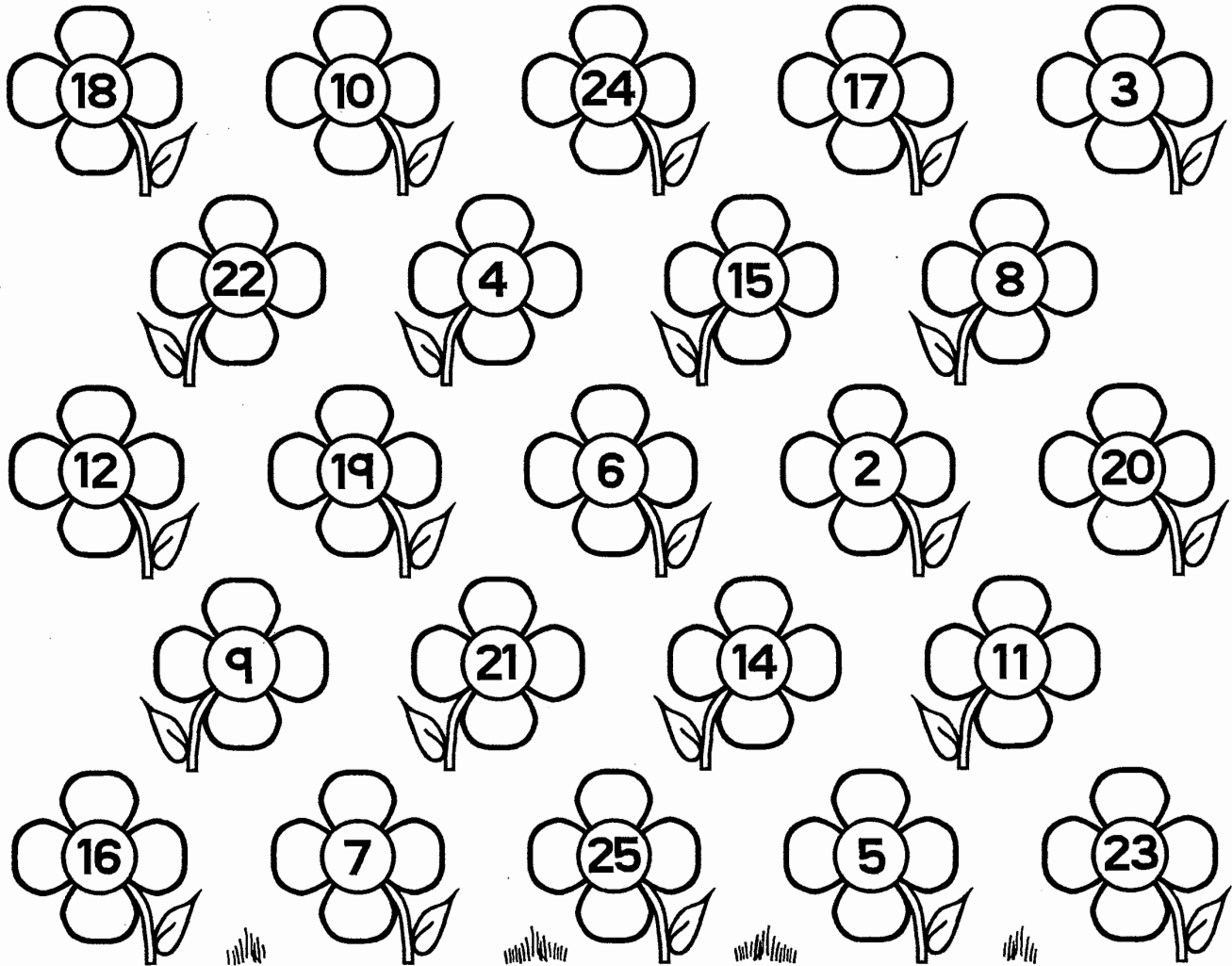
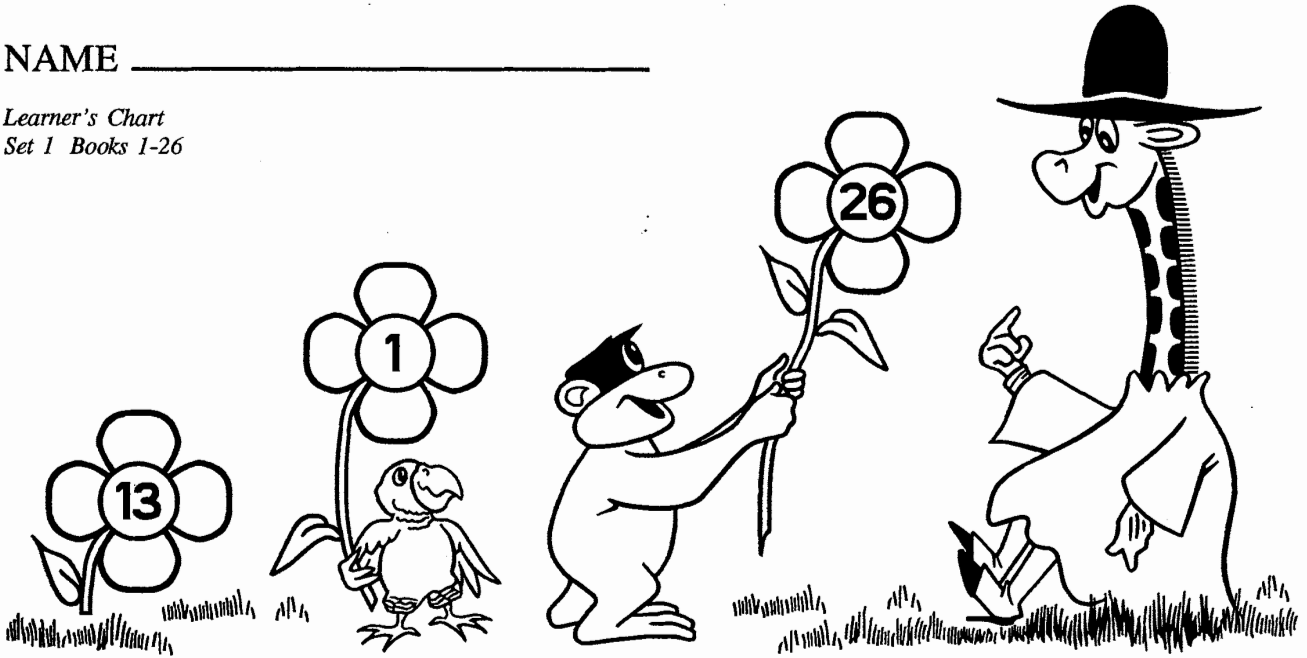
“Great job reading that word, it’s a hard one.”

“That was terrific reading.”

3. **Showing Success.** The *Learner’s Chart* provides a visual picture of the learner’s accomplishment. An example of the Learner’s Chart for Set 1 is shown on the following page. Each time the learner completes a book, the learner should fill in the chart. This rewards the learner for completing each book and gives the learner a sense of accomplishment. Other rewards which would be particularly motivational for the learner (ie. stickers, free time, etc.) may also be given for progress through the books.

NAME _____

Learner's Chart
Set 1 Books 1-26



COMING ATTRACTIONS

Practice increases success

The *Coming Attractions* section will list new sounds and words which will be introduced in the next book(s). Teach the sounds and words using the same steps you would for the *New Sounds* and *New Words* sections.

Notes:

Special notes have been added periodically to the Coming Attractions section. These special notes provide additional information, draw attention to possible problems, or include instructions and dialogue for you to use when introducing a new sound.

LOOKING BACK

Progress is monitored through periodic checks

Every 5 or 6 books there will be a section called *Looking Back*, which is designed to test whether the learner is mastering the sounds and words introduced in the previous group of books.

1. Ask the learner to read each sentence.
2. Note any mistakes.
3. The criteria for allowable mistakes is listed at the bottom of the page.
4. If the learner does not meet criteria, go back and read through the previous 4-5 book(s) to strengthen his/her skills. Then repeat the *Looking Back* section.

WHEN DO I MOVE TO A NEW BOOK?

When the learner meets the criteria for each section of a book, she/he should complete the Learner's Chart and move on to the next book.

Be sure to reinforce the learner for successful completion of each book and take pride personally in a job well done!



Reading for All Learners