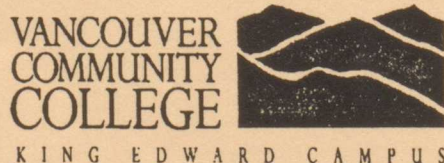


PROGRAM & HANDBOOK

Developing Basic Reading & Writing Skills

BEGINNER LEVEL

English Language Skills Department



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**DEVELOPING BASIC READING
AND
WRITING SKILLS**

An ESL/Basic Education Handbook for Teachers

BEGINNER LEVEL

English Language Skills Department
King Edward Campus, Vancouver Community College
1155 East Broadway
Vancouver, B.C. V5T 4N3

Revised: February 1981

**Developing Basic Reading and Writing Skills
An ESL/Basic Education Program and Handbook**

Produced by The English Language Skills Department
Vancouver Community College
1155 E. Broadway
Vancouver, British Columbia
Canada, V5T 4N3

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FOREWARD

One of the most crucial skills necessary in the beginning stages of learning to read is basic word attack. Many of our students are highly structured learners who, time after time, utilize their powers of memory, when it is hoped by the teacher that they are applying learned rules. Therefore, the organized teaching of Phonics is essential in an Adult Reading Program which attempts to give skills for independent reading long after the course has terminated.

This is not to suggest that Word Recognition or Sight Word Vocabulary are unimportant -- rather, it is felt that the most effective reading skills will be those which balance word recognition with phonetic analysis.

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FOREWORD

The purpose of this book is to provide a systematic approach to the teaching of English as a second language. It is designed for use by teachers and students alike. The book is divided into two main parts: the first part deals with the basic principles of language learning, and the second part deals with the specific techniques of teaching English as a second language. The book is written in a clear and concise style, and it is intended to be a practical guide for teachers and students alike.

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This is not to suggest that word recognition is the only way to learn a language. It is important to understand that word recognition is only one of the many ways to learn a language. It is important to understand that word recognition is only one of the many ways to learn a language.

Effective reading skills will be those which balance word recognition with phonetic analysis. It is important to understand that word recognition is only one of the many ways to learn a language.

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Suggested Order for Teaching Phonics

Beginner 1

Teach vowels and consonants in the following order:

a, e, i, o, u, y
b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, z

exclude soft g

The consonants can be introduced in the following order:

p, b, t, d, k, g, c, j, s, z, sh, ch, ng, wh, th, f, v, m, n, l, r, y, w, x, h, z

BEGINNER 1 and 2

Consonant Digraphs

sh, xz
ch, cj
zh, zj
wh

References

Bk. 2 Check and Double Check pp. 3 - 5

New Phonics Workbook pp. 5 - 41

Basic Ed. Beginning English Skills - entire book

Bk. 3 New Horizons p. 39

Bk. 2 Check and Double Check

pp. 24, 59

New Phonics Workbook

pp. 163-66

Basic Ed. Beginning English Skills pp. 174-23

Bk. 2 New Horizons pp. 14, 18

Bk. 3 New Horizons p. 10

Basic Ed. Beginning English Skills p. 124

Suggested Order for Teaching Phonics

Beginner 1

1. Short vowels and Consonants in the following order:

a, i, o, u, e
m, s, t, p, d
f, b, h, n, l
g, v, k, j, r
qu, w, x, y, z

exclude soft c/g

The consonants can be contrasted in the following order:

p, b t, d k, g s, z ʃ, ʒ

i, j ts, dz f, v m, n

2. Consonant Digraphs:

sh sz

ch cj

th

wh

References

- Bk. 2 Check and Double Check
pp. 3 - 5

New Phonics Workbook

pp. 5 - 41

Basic Ed. Beginning English

Skills - entire book

- Bk. 3 New Horizons p. 39

- Bk. 2 Check and Double Check

pp. 24, 59

New Phonics Workbook

pp. 163-66

Basic Ed. Beginning English

Skills pp. 124-25

- Bk. 2 New Horizons pp. 14, 18

- Bk. 3 New Horizons p. 10

Basic Ed. Beginning English

Skills p. 124

Beginner 2

- *1. r blends:
br, cr, dr, fr, tr, gr, pr

2. Long vowels:
a, i, o, u (silent e)

3. Vowel Digraphs:
ee, ea, oa, ai, oe, ay, ie

- *4. l blends:
bl, cl, fl, pl, st

- *5. Consonant blends:
sp, st, nt, nk, ng, mp, nd,
sw, sn

6. Soft c (Rule: 'c' has 's'
sound before 'e'. 'i' and
'y')

7. igh and eigh

References

- Bk. 2 Check and Double Check
pp. 18,57,58
New Phonics Workbook
pp. 70 & 71
- Bk. 2 New Horizons p. 14
- Bk. 2 Check and Double Check
pp. 11,13,15,30,50
- Bk. 3 Check and Double Check
p. 1
New Phonics Workbook
pp. 43-61
- Bk. 2 Check and Double Check
pp. 30,46,54,61,65,67,94
- Bk. 3 Check and Double Check
p. 15
New Phonics Workbook
pp. 56,57,132,133-37
- Bk. 2 Check and Double Check
p. 58
New Phonics Workbook
pp. 72 & 75
Basic Ed. Beginning English
Skills p. 114,116
- Bk. 2 Check and Double Check
pp. 51,53,59,82
New Phonics Workbook
pp. 76-79,81
- Bk. 2 Check and Double Check
p. 75
- Bk. 3 Check and Double Check
pp. 18 & 19
New Phonics Workbook
pp. 65-69
- Bk. 3 New Horizons p. 49
- Bk. 2 Check and Double Check
pp. 81-83

* Blends are called clusters in
some phonics books.

How to get started

1. Discourage students from using the names of the letters of the alphabet at this stage. It only serves to confuse.
2. Begin by introducing the grapheme 'a'. Show the students a picture of an apple and ask what it is. Repeat the word 'apple' and ask them what sound they hear at the beginning. You may need to say two words beginning with [æ] before you get the answer you want. Then write 'a' on the blackboard and point to it while saying [æ]. Then ask the students if they can tell you some words that start with this sound.
eg. address, avenue

3. Now take 'a' in the medial position and go through the same procedure.
eg. cat, sat

4. Oral drill: Using b.b., write this arrangement of letters.

a
m s t p d *

*(this depends on the number of consonants taught)

- a. Point to 'a' and say [æ]. Students repeat. Now point to a-t and wait for an accurate response. Allow several individuals to respond, then continue with other consonants. Reverse the order also to 'm-a', 's-a', etc.
 - b. Next, tap out consonant-vowel-consonant combinations - sat, pat, etc.
5. At any point in this procedure have one student write a sequence of letters on b.b. and others read what was written.

6. Listening Exercises:

Write something like the following on the b.b.

___ at	ma ___
___ am	ta ___
___ ap	sa ___
___ at	pa ___
___ an	da ___

Dictate appropriate words. Students write at b.b., taking turns, or in books. Having prepared work sheets to hand out saves time.

7. The remaining vowels and consonants can be introduced in the same way.
8. Move on to a similar exercise which tests auditory discrimination of the vowel sounds.

s _ t
t _ m
p _ t
d _ m

9. Paired Activity: (This exercise would not be done until students have had considerable practice with exercise 6.)

Give students worksheets containing exercises like those above. One student in the pair has the 'answer' sheet, and dictates the words to the other, whose paper has blanks of beginning or final consonant, or medial vowel (p. 5). Student fills in blanks and together they correct it. Next day, reverse the roles. (This is a very good exercise to use when teaching any phonic element.)

SAMPLE SHEET A

Instructions: Teacher calls word. Students fill in missing vowel or consonant, or both. The exercises increase in difficulty until students are eventually writing whole words-the beginning of spelling.

1	2	3
1. ___at	1. fa___	1. ___i___
2. ___am	2. ta___	2. ___a___
3. ___ap	3. ma___	3. ___i___
4. ___at	4. sa___	4. ___a___
5. ___ap	5. pa___	5. ___a___
6. ___am	6. sa___	6. ___i___
7. ___at	7. pa___	7. ___a___
8. ___am	8. ma___	8. ___i___
9. ___at	9. ta___	9. ___a___
10. ___ap	10. fa___	10. ___i___
4	5	6
1. f__t	1. p__	1. _____
2. p__t	2. s__	2. _____
3. p__m	3. s__	3. _____
4. s__t	4. m__	4. _____
5. s__t	5. t__	5. _____
6. f__t	6. n__	6. _____
7. t__m	7. p__	7. _____
8. m__p	8. t__	8. _____
9. m__t	9. s__	9. _____
10. m__t	10. m__	10. _____

SAMPLE SHEET B

Instructions: This sheet contains the words to be called out by one student in a pair. The other student writes what he hears on the Sample Sheet (p.7)

1

m s a t p

- | | |
|---------------|---------------|
| 1. <u>at</u> | 5. <u>am</u> |
| 2. <u>pat</u> | 6. <u>pam</u> |
| 3. <u>sat</u> | 7. <u>sam</u> |
| 4. <u>mat</u> | 8. <u>tam</u> |

2

m s t p f n

- | | |
|---------------|----------------|
| 1. <u>it</u> | 7. <u>at</u> |
| 2. <u>pit</u> | 8. <u>fat</u> |
| 3. <u>sit</u> | 9. <u>fan</u> |
| 4. <u>mit</u> | 10. <u>tim</u> |
| 5. <u>fit</u> | 11. <u>pat</u> |
| 6. <u>tip</u> | 12. <u>sip</u> |

3

m s t p f n b

- | | |
|---------------|----------------|
| 1. <u>pet</u> | 7. <u>pit</u> |
| 2. <u>set</u> | 8. <u>pat</u> |
| 3. <u>met</u> | 9. <u>pet</u> |
| 4. <u>net</u> | 10. <u>sit</u> |
| 5. <u>pen</u> | 11. <u>bet</u> |
| 6. <u>ten</u> | 12. <u>tab</u> |

4

m b s h f l t

- | | |
|---------------|----------------|
| 1. <u>met</u> | 7. <u>him</u> |
| 2. <u>fat</u> | 8. <u>let</u> |
| 3. <u>bus</u> | 9. <u>ham</u> |
| 4. <u>fit</u> | 10. <u>sum</u> |
| 5. <u>tam</u> | 11. <u>hat</u> |
| 6. <u>set</u> | 12. <u>hut</u> |

SAMPLE SHEET C

Instructions: to be used in conjunction with Sample Sheet (p.6). In pairs, one student calls out words on Sheet B - other student writes what he hears on Sheet C. Use one square at a time.

1

m s a t p

- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

2

m s t p f n

- | | |
|----------|-----------|
| 1. _____ | 7. _____ |
| 2. _____ | 8. _____ |
| 3. _____ | 9. _____ |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

3

m s t p f n b

- | | |
|----------|-----------|
| 1. _____ | 7. _____ |
| 2. _____ | 8. _____ |
| 3. _____ | 9. _____ |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

4

m b s h f l t

- | | |
|----------|-----------|
| 1. _____ | 7. _____ |
| 2. _____ | 8. _____ |
| 3. _____ | 9. _____ |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

At this point your students have begun reading and spelling using the phonetic approach. The students may not have any great sense of reading, but nonetheless they have taken the first steps in the process.

New vowels and consonants should be introduced quickly and contrasted with each other. Try to keep these activities well within a half hour time limit, so as to keep a good balance between the phonics component of the lesson and the spelling/writing component. You will probably not be able to do everything suggested every day.

The students will need a lot of practice with listening and writing exercises like those described on the previous pages. Learning the short vowel sounds and the consonant sounds, and blending them to make words is very basic.

Students should be able to read and write any 3-letter consonant-vowel-consonant word with considerable speed and accuracy by the end of Beginner 1.

Listening Exercises:

Here are some additional listening activities.

1. Have all students at b.b. if space permits, or have them take turns. Teacher calls out any sound, i.e. vowel, consonant + vowel, or vowel + consonant (consonants should not be sounded in isolation). Students write the grapheme(s) which represents the sound. The advantage of using the blackboard is that the teacher can check all students' efforts quickly. This is an excellent review exercise. Aim for speed.
2. An extension of exercises suggested on previous pages is to begin with sentences. First have sentences where one word has a letter missing, then increase the level of difficulty with 2 missing letters.

- e.g. (i) He has a red hat.
 (ii) She has a bad cold
 (iii) My dad is sick.

Students have prepared sheet in hand, and teacher reads sentence. Students fill in. Eventually whole words can be omitted.

3. Find the right word: (see Sample Sheet p. 12)

Three (3) words are printed in each square. Teacher calls out word. Students circle.

This can be put on a transparency for variation. Individual students come up and circle their choice. Ask the class if it is correct.

4. Bingo: (Sample Sheet p.13)

Students can quickly make their own bingo sheets by folding a piece of paper. Teacher calls out words; students write the first sound they hear. Call as many words as there are squares. The centre is free. Teacher should move around while students are filling in the squares to check for correctness. This is an important part of the exercise. Now play BINGO in the usual fashion.

5. Minimal pairs exercises: (Sample Sheet p.14)

e.g. ch - sh l - r etc.

The students' work sheets have lists of words with blank spaces for the target letters. The teacher calls the words and the students fill in the blanks.

Auditory discrimination is an essential part of the language acquisition process in that learners must hear the difference between sounds and be able to produce the sounds before they can read and finally spell.

LISTENING EXERCISES

Samples: Combining Listening with Literacy Skills.

1. Dolche Sight Word List

- Words from the Dolche Sight Word List are put on a sheet and numbered. Student A calls a number and student B reads the word.
- Student A asks, "How do you spell ...?" and student B spells the word called for, either out loud or as a dictation on the blackboard.
- Word order exercises done in triads: Student A has a card with a sentence made up from the Dolche word list. He dictates the sentence with the words scrambled to B and C who are at the blackboard. Then B and C try independently to rearrange the words to form a sentence. The teacher does not monitor as the first student has the complete sentence on the card.

2. Language Master

- Sentences using Dolche Sight Word vocabulary are taped on Language Master cards. Students write the number of words they hear in the sentence or write out the sentence. This can be a small group activity in a multi-level class.
- Contrast short to long vowel sounds (kit-kite, mat-mate) on language master cards. The same words are written on flash cards. Students match the aural to the written.
- Phrases (such as, on the weekend, at the bank, to a movie, in my pocket) are taped on L.M. cards and written on index cards. Students listen to the phrases and match them to the written version.

3. Phonics Wheels - in pairs

- Student A gives a word and Student B writes it. After each student has written a number of words, the students exchange tasks with student B calling out the words for student A to write.
- Vowel changes (cot/cat/cut) and consonant blend exercises (either rhyming families, scat/flat/brat, or words built from the same consonant blend, brown, brass, brick) can be done in a way similar to the above.

4. Blank Dictation Forms

- Do daily dictation of words or short phrases, using content words, Dolche words or phonetic words. This is applicable for initial consonants, ending sounds or medial vowels as well. Routine spelling tests can then be given by students themselves.
- Students copy weekly spelling words on dictation forms, then with partners at blackboard or at their seats, they work with these words in various ways, rhyming or adding endings.

5. Scrabble Letters

- Students work in small groups, each of which has a "caller" who says a word, and partner pairs who create the word and leave it for correction.
- One student writes the beginning of a sentence, and partners complete it. eg. I don't have a car.

6. Tape Recorder

- Record short, simple passages with directions to students. eg. Write words beginning with "t" or words ending in "ed", or word which rhyme with "it".
- Record sentences, from which student pairs answer specified questions, such as the number of syllables or the number of words with a particular consonant blend.

In all these exercises, a review with a different partner for fluency reinforces the activity.

SAMPLE SHEET D

Instructions: Call out any word in each square and students will circle. Tests short vowel and/or consonant sound and visual discrimination.

1. bad bed dad	2. fed fag fab	3. cab gab dog	4. bad dad dab
5. vet wet bet	6. pan pen ben	7. lip rip rib	8. ham jam gum
9. man men nan	10. set sit sat	11. yes yet yam	12. bug beg bag
13. yam yen yet	14. pit pet pat	15. get got gas	16. dan den dad
17. bun den bug	18. nip nap net	19. cup cap cab	20. nod mod pod

SAMPLE SHEET E

Instructions: Bingo - Teacher calls out a 2-letter vowel-consonant sound. Student writes it anywhere on squared sheet. Center is free. Call enough sounds to fill grid. Then play Bingo.

		FREE		

SAMPLE SHEET H

Instructions: Two exercises for testing discrimination between sh/ch sounds. Teacher calls out word/words. Student writes.

1

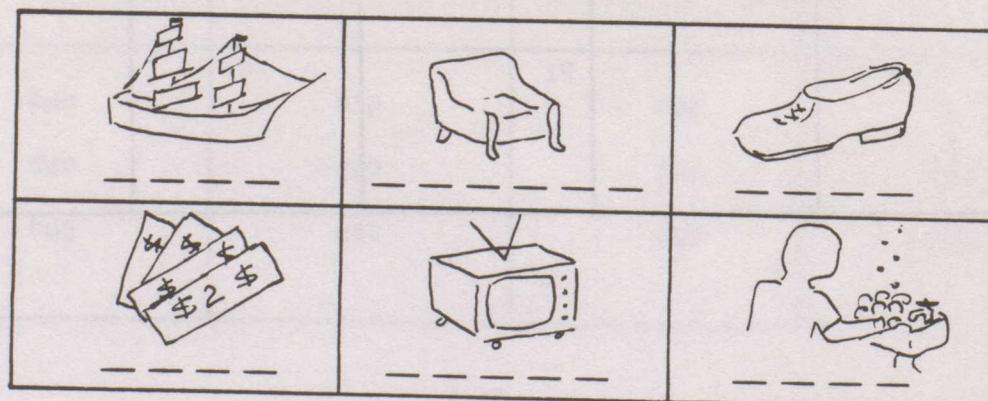
- | | |
|-----------|-----------|
| 1. ___op | 5. ___ip |
| 2. wat___ | 6. ___in |
| 3. ___op | 7. ___ip |
| 4. ___op | 8. mat___ |

2

- | | | |
|-----------|---|--------|
| 1. wa___ | - | wat___ |
| 2. ___ip | - | ___ip |
| 3. ___op | - | ___op |
| 4. mat___ | - | ma___ |
| 5. ca___ | - | cat___ |
| 6. ___oe | - | ___ew |

- I wat___ T.V. every day.
- I wa___ may hands and face every morning.
- How many fi___ did you cat___?
- I go ___opping every Saturday.

FIND THE RIGHT WORD AND PUT IT UNDER THE PICTURE.



wash ship
shoe chair
cash watch

SAMPLE SHEET H
(cont'd)

Instructions: th/wh discrimination exercises. Use as sh/ch sheet.

1

- | | |
|-----------|-----------|
| 1. ___at | 5. ___en |
| 2. ___ere | 6. ___at |
| 3. ___en | 7. ___ose |
| 4. ___ere | 8. ___ose |

2

- ___at
- ___ere
- ___en
- ___ere
- ___en
- ___at
- ___ose

- ___ere is the pen?
- It is over ___ere.
- ___en does school start?
- ___ose book is this?
- ___at is my book.
- ___en I will go home.

Paired, Group or Individual Activities:

1. Sound Wheels -

Used to practice blending. One student turns the wheel, the other gives the oral response.

2. Sentence order on language master -

- Sequential sentences on language master cards are played to students
- Students listen
- Students are given a handout with the sentences scrambled
- Students number the sentences in alphabetical order and write them out.

3. Stories on language master -

- Tape 1 line of story on each l.m. card
- Give students the cards with story, have them listen
- Give handout - Written exercises
 - cloze
 - T. F. questions
 - comprehension questions

4. er, ur, ir blends - on language master

- Tape er, ur, ir words onto l.m. cards
- Students listen to words
- Students write words in correct column

The Blackboard Story

The use of the blackboard story in this program is two-fold. First, it is used as a vehicle through which spelling is taught by the sight method. Each day a simple story is drawn up, using five words from the Sight Word list. Some of these words are phonetic, but most are not and can best be learned by repetition and memorization. The words are underlined in the story and students are instructed that they will be tested on these words next day.

The blackboard story is also used to reinforce the teaching of phonics. Students can see the practicality of it all as they use the phonetic elements they have learned to help them decode words. They will discover, too, that these sounds, once heard and discriminated, will help with spelling.

Suggested process for teaching a story:

1. Introduce the story orally first, using pictures or blackboard drawings.
2. Teach new words using flash cards. Some words need to be taught as sight words; others are phonetic and students should be urged to "sound out" these words.
3. Write story on blackboard or newsprint. Teacher writes as students tell story using flash cards as cues.
4. Read story through for students, then have students read along with you. Work for fluent reading by sweeping hand under groups of words, phrases or sentences, if the sentences are short. Work at intonation and pronunciation.
5. Have individual students read phrases or word groups, and, finally, have students take turns reading the story, sentence by sentence.
6. Ask a few comprehension questions.
7. Do phonetic and structural analysis of words in story, in the following manner.
 - ask students to find words with the same beginning or ending sound as a word spoken by the teacher. Include r/l blends, final consonant clusters 'st', 'nd', 'nt', etc., and consonant digraphs.
 - ask for words that rhyme with a given word. Build up word families (eat, meat, seat).
 - point out any peculiarity of words which will help students to remember the word and spelling i.e. two 'l's' or two 'p's' in the middle, 'ing', 'ed' on the end, etc.

- ask students to find small words in long words.
- introduce students to syllabication by clapping out syllables.

8. Teach a new phonics element at this point--by isolating a word from story that contains that element. Ask students to give more words containing it. Make sure students understand the meaning of words by asking them to make sentences containing the word.

A good alternative to using a teacher prepared story is to use the Language Experience Approach. During a free discussion period at the beginning of a lesson, one student may have told something that would make a good blackboard story. After she/he has told the story ask students comprehension questions. Proceed as in 3 on the previous page.

An advantage in using newsprint is that sheets can be put up around the classroom and used for review.

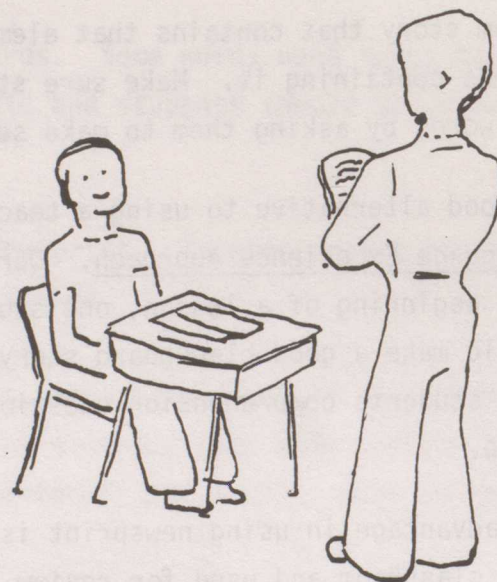
SAMPLE SHEET I - for a lesson.

Today is _____. This is Tam.

He is in school. This is his book.

This is his pen. This is his teacher.

His name is Mr. Flack.



QUESTIONS -

1. What day is today? _____
2. Where is Tam today? _____
3. Who is his teacher? _____

PRACTICE WRITING THE SPELLING WORDS -

this _____
 This _____
 school _____
 his _____
 teacher _____

COVER THE WORK ABOVE. THEN WRITE THE WORDS.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

SAMPLE SHEET J - follow-up to previous lesson.

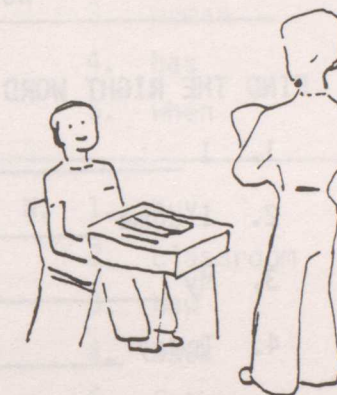
Fill in the blanks:

Today is _____. _____ is Tam.

He is in _____. This _____ his book.

This is _____ pen. This is his _____.

His name is Mr. Flack.



-----Fold-----

Date _____

Spelling:

1. _____
2. _____
3. _____
4. _____
5. _____

SPELLING SAMPLE SHEET

Instructions: Teacher introduces Spelling words in the context of a blackboard story or by listing on b.b. and asking students to give sentences containing the words. Oral always precedes written and knowing the meaning of the words is imperative.

FIND THE RIGHT WORD AND PUT IN SPACE:

- 1. I _____ to school every day.
- 2. I come _____ bus.
- 3. My _____ is Mr. Flack.
- 4. Today _____ is Monday.
- 5. I am an English _____.
- 6. My _____ is on Oak St.
- 7. I come _____ school every day.

teacher
school
come
is
student
to

SPELLING B1/2

A. 1. the 2. of 3. and 4. to 5. a	G. 1. at 2. by 3. not 4. this 5. had	M. 1. would 2. him 3. woman 4. has 5. when
B. 1. school 2. does 3. have 4. come 5. I	H. 1. year 2. teacher 3. were 4. am 5. my	N. 1. buy 2. classroom 3. how 4. book 5. father
C. 1. every 2. student 3. day 4. in 5. that	I. 1. family 2. mother 3. she 4. came 5. yesterday	O. 1. married 2. children 3. who 4. will 5. more
D. 1. is 2. was 3. he 4. for 5. it	J. 1. but 2. from 3. or 4. an 5. they	P. 1. no 2. if 3. many 4. boy 5. Vancouver
E. 1. you 2. English 3. go 4. they 5. are	K. 1. went 2. her 3. help 4. see 5. we	Q. 1. live 2. where 3. do 4. bought 5. downtown
F. 1. with 2. as 3. his 4. on 5. be	L. 1. which 2. one 3. any 4. all 5. there	R. 1. much 2. out 3. so 4. said 5. what

Written exercises:

When you have become familiar with the routine in this class, you will want to add some variation to the format of the time-table. This is particularly true after the basics (short vowels and consonants) have been learned. In B2 you will want to spend more time on written work, and this will increase in B3 and B4. The following suggestions for B1 and B2 will help you add variety to your lesson. Remember that the written work is always a culmination of what has been learned orally and is a reinforcement for the oral.

1. Copying:

This can be a valuable exercise at the lower beginning levels, if the students are encouraged to read to themselves what they are writing. The exercise can be enriched by requiring students to change person, tense, or number, while copying.

2. Choose the right word:

Each square has a picture and 3 words.
Good for auditory, visual discrimination practice. (See Sample Sheets pp. 26,

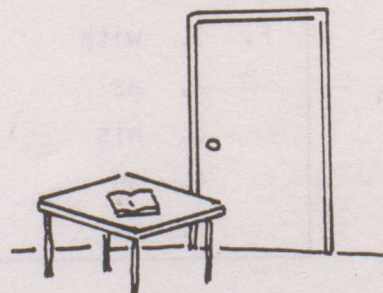
3. Sentence Completions:

i. selecting word from a short list

e.g. The boy _____ running down the street.

are
am
is

ii. with pictures e.g. The book is _____ the table
The table is _____ the door.



4. Making questions from a picture or story:

- answers given
- answers not given.

5. Simple substitution:

Students write 5 - 10 sentences from the following table.

e.g.

(i)

I haven't any	butter milk potatoes eggs rice	in my bag.
---------------	--	------------

(ii)

There isn't a	big red small wooden tall	horse policeman jug hat bicycle	in the classroom.
---------------	---------------------------------------	---	-------------------

6. Unscrambling Sentences: (Excellent for teaching word order)

e.g. go I school every to day.

This can be combined with teaching capitalization and punctuation.

- e.g. (i) go I school every to day
(ii) go you school do every to day



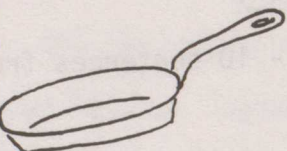
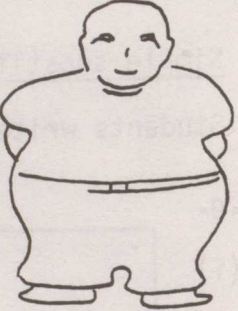








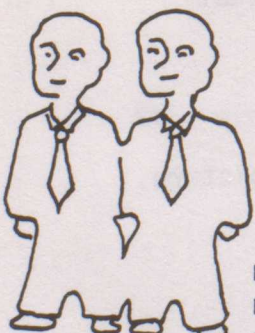
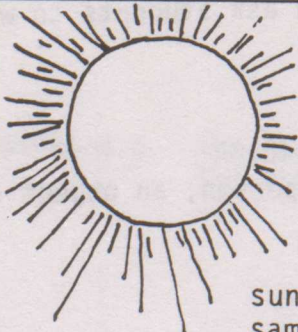
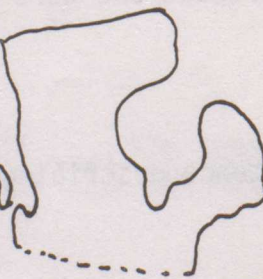

7. Dictation:

- cloze (discussed earlier.)
- Give a sentence, repeat one word and ask students to write that word.
- sentence.

8. Students write a sentence describing a person, an object or a picture.






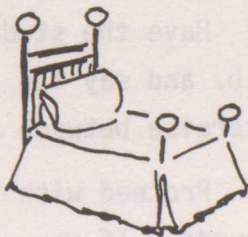

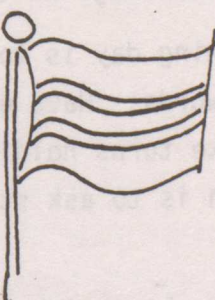


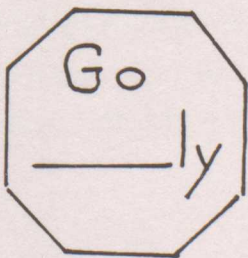
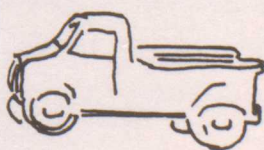
SAMPLE SHEET K

Instructions: This is an exercise students do on their own. The pictures are the clues.

			
cap cub cup	hat hit hot	pan pen pin	fat fit map
			
fin fish dish	grass glass green	tee tree try	drip drop dress
			
at and apple	map mitt mat	big beg bag	pan pen pin
			
man men nap	sun sam set	man map mop	tan ten tin

SAMPLE SHEET L

Instructions: An exercise on r/l blends, which students do on their own. The pictures are the clues.

		
glass grass glad	flower fly flag	slip slice sleep
		
fresh fish from	tree try three	bread bed brush
		
fish frog fry	fly flag flower	plane plate plum
		
plate plum please	grow slow blow	train truck trip

Digraphs

The next items on the B 1 list to be covered are the consonant digraphs 'sh', 'ch', 'th', 'wh' and 'ck'.

A variation in introducing a new element is the following for the 'sh' - 'ch' digraphs.

Write the digraph 'sh' on the b.b. and tell the students the sound. Ask for words with this sound. If none are forthcoming, say "ship" and write it on the b.b. You may need a drawing, too. Continue until you have a list of 5 or 6 words. The list might be:

ship
shop
shoe
wash
shut

Have the students read the list of words. Then write 'ch' on the b.b. and say the sound. Spend a few minutes on a sound discrimination exercise between 'sh' and 'ch' words and have students repeat.

Proceed with listening exercises, this time contrasting the two sounds. If you use words that students do not understand, explain them briefly, but at this point remember that you are testing 1) the students' listening ability and 2) their knowledge of the sound/symbol relationship.

A good review for the following day is to make up a set of flash cards containing 'sh' and 'ch' words. Have enough cards for each student to get one. Student take turns holding up cards and telling the class the word. A variation is to ask students to make a sentence with the word.

Is is helpful when you are dealing with a phoneme that is made up of two or more letters, to hold up two or three fingers to indicate

that you want two or three letters. Always stress the beginning sound of a word. Research has shown that in decoding words it is the initial letters that are used as a clue in reading to determine what word is intended.

1. The 'r' blends:

First say 3 or 4 words with the same initial blend; e.g. 'brown', 'brush', 'bring', and ask the students to tell you the first sound they hear. Hold up 2 fingers to indicate you want 2 letters. Continue until you have introduced all the 'r' blends.

You may end up with a list like this:

br	dr	fr	cr	gr	pr	tr
brown	drive	fresh	cry	grass	pretty	try
brush	dress	fruit	cream	green	price	tree
bring	drop	frog	crab	grey	prune	train

Spend some time contrasting the blends that are often confused, as in a minimal pair drill i.e. br/dr cr/gr fr/pr

A listening exercise to reinforce this is a variation of BINGO. (See Sample Sheet p.33). When the teacher says a word (beginning with one of the consonants or consonant blends on the worksheet) students call the number of its initial sound.

As you look at the list of words drawn up in teaching the 'r' blends, you will see some containing long vowels with the silent 'e' and some with a vowel digraph. This provides an opportunity for phonetic analysis of these two points.

It can be pointed out here that there is no mandatory order for teaching the phonics elements. Much research has been done on this issue with inconclusive results. (c.f. "Teaching about Phonics", Mazurkiewicz, 1976, Chap. 5). The order which is suggested at the beginning of this booklet is certainly not binding, either. It is set down this way merely as a guide. For example, plurals and syllabication, which are in the B3 outline, may, and probably will be touched on in B 2. Capitalization and punctuation will be taught from the beginning of B 1, but appear in the B 3 outline. Both of these items will be gone into in greater depth where they appear in the outline. Think of this as

a spiral curriculum. Items will be introduced but reviewed and reinforced throughout the entire Beginner's program.

2. Long Vowels (silent 'e')

List 5 - 6 short vowel words on the blackboard.

e.g. at
Tim
not
cub

(omit 'e' for now)

Then use a "See How They Change" exercise by adding the silent 'e', and by repeating the words let the students hear what has happened.

at	ate
Tim	time
not	note
cub	cube

Students will need lots of practice, both oral and written, with long vowels.

3. Vowel Digraphs

Use the "Silent Helper" approach, i.e. when there are two vowels together the second one is silent and changes the sound of the first one. Some students quickly catch on to what is happening, but for others, long vowels are very difficult and unpredictable and not much help in spelling.

Make flashcards with 5 - 6 examples of each digraph and display on a bulletin board or in pocket chart for students to refer to from time to time.

Teach 3 sounds of the 'ea' spelling.

e.g.	ea (e)	ea (e)	ea (a)
	bread	meat	steak
	head	seat	great
	dead	meal	break
	breakfast	jeans	

4. 'l' blends:

Taught the same as 'r' blends.

SAMPLE SHEET M

Instructions: Teacher calls out a word beginning with one of the consonants or blends. Students call number of initial sound.

b 1.	br 2.	f 3.	fr 4.
t 5.	tr 6.	d 7.	dr 8.
g 9.	gr 10.	p 11.	pr 12.

5. Consonant blends (clusters)

Blending of the clusters can be very difficult for second language students. First, the students have difficulty putting the two sounds together to make the blend e.g. sk, sl, mp, nt. Secondly, for the purposes of spelling, they do not hear the two, or three sounds (as in triple blends). They need much practice in this.

Give the students a lot of listening-writing exercises. Having students at the blackboard is a good way to give practice. They can learn more, faster, this way. They can immediately check the acuity of their listening by looking at their neighbours' work. The teacher can also check quickly.

First, call out words beginning with clusters: e.g. 'sm', 'sh', 'mp', 'nt', etc. and ask students to write the first sound they hear.

6. Soft 'c'

Teach the rule and give written exercises.

7. igh - eigh

Can best be taught in word families.

e.g.	high	eight
	sigh	weigh
	thigh	weight
	light	neighbour

This completes B 2.

Beginner 3 and 4

Continued

Beginner 3

1. Triple blends:
str, spr, scr, spl, shr,
thr, sch, squ
2. Long and short oo
3. 'y' as a vowel (long and short)
4. Digraphs:

ou, ow

oi, oy

au, aw
5. Soft 'g'
6. Introduction to Syllabication

References

- Bk. 3 Check and Double Check
pp. 24,27,31
- Bk. 3 Check and Double Check
p. 50
New Phonics Workbook
pp. 139 + 140
- Bk. 2 Check and Double Check
p. 56
- Bk. 3 Check and Double Check
p. 8
- Bk. 4 Check and Double Check
p. 50
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pp. 82-85
- Bk. 2 Check and Double Check
pp. 71,77
- Bk. 3 Check and Double Check
pp. 28,49
- Bk. 4 Check and Double Check
p. 52
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pp. 148-151
- Bk. 3 New Horizons p. 29
- Bk. 3 New Phonics Workbook
pp. 152-55
- Bk. 3 Check and Double Check
p. 49
- Bk. 4 Check and Double Check
p. 52
- Bk. 2 Check and Double Check
p. 75
- Bk. 3 Check and Double Check
pp. 18,19
New Phonics Workbook
pp. 65-59
Basic Ed. Beginning English
Skills p. 134
- Bk. 3 Check and Double Check
pp. 32,35,40,41, 64-66, 68-69

Continued . . .

Beginner 3

7. Suffixes
ed, ing, er, est, ful, less

8. Vowels followed by consonant
'r': er, ir, or, ur, ar

9. Plurals:

s, es

10. Capitalization and Punctuation:

References

Bk. 2 Check and Double Check
pp. 76,78
Bk. 3 Check and Double Check
pp. 37-39,59
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pp. 97-111
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Bk. 2 Check and Double Check
p. 66
Bk. 3 Check and Double Check
pp. 54,72
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pp. 86-96
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Bk. 3 Check and Double Check
pp. 67,70,71
Bk. 4 Check and Double Check
pp. 19-21, 70
Basic Ed. Beginning English
Skills pp. 94,95
Bk. 1 New Horizons p. 22
Bk. 2 New Horizons p. 21
Basic Ed. Beginning English
Skills pp. 121,127

SPELLING B 3

A. 1. January 2. between 3. want 4. maybe 5. Sunday	G. 1. apartment 2. letter 3. old 4. April 5. country	M. 1. Saturday 2. gave 3. them 4. behind 5. print	S. 1. up 2. lunch 3. table 4. red 5. work
B. 1. thank you 2. please 3. because 4. talk 5. walk	H. 1. nationality 2. speak 3. under 4. read 5. question	N. 1. listen 2. spell 3. store 4. shopping 5. June	T. 1. weekend 2. take 3. August 4. beside 5. yellow
C. 1. Thursday 2. desk 3. February 4. near 5. city	I. 1. write 2. language 3. may 4. drive 5. hundred	O. 1. Tuesday 2. don't 3. saw 4. their 5. street	U. 1. Monday 2. like 3. study 4. occupation 5. office
D. 1. Friday 2. address 3. did 4. put 5. bus	J. 1. wake 2. week 3. last 4. sick 5. pen	P. 1. telephone 2. floor 3. watch 4. know 5. July	V. 1. September 2. blue 3. avenue 4. hear 5. son
E. 1. television 2. home 3. job 4. breakfast 5. March	K. 1. paper 2. before 3. doctor 4. some 5. pencil	Q. 1. why 2. date 3. big 4. get 5. washroom	W. 1. green 2. clothes 3. o'clock 4. bank 5. blackboard
F. 1. time 2. plane 3. down 4. house 5. work	L. 1. give 2. us 3. brother 4. girl 5. after	R. 1. wall 2. good 3. because 4. Wednesday 5. little	X. 1. eight 2. over 3. each 4. signature 5. black

References

1. Review of any item introduced in B 1, B 2, B 3
2. Continue Syllabication Bk. 4 Check and Double Check
pp. 11-16, 38-44, 58-60,
60-65, 74-76
3. Prefixes: Bk. 3 Check and Double Check
p. 36
e.g. un, re, dis Bk. 4 Check and Double Check
pp. 10,33,69
New Phonics Workbook
pp. 176-181
4. Suffixes: Continue Bk. 4 Check and Double Check
pp. 11,33,69
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pp. 112-16
5. Consonant Clusters Bk. 2 Check and Double Check
pp. 72,85
Final - gn, lm, mb, wr Bk. 4 Check and Double Check
p. 61
New Phonics Workbook
p. 171
6. Synonyms, Antonyms, Homonyms Bk. 3 Check and Double Check
pp. 58,75,81,76,77
Bk. 4 Check and Double Check
pp. 22,23,24,25,49,6
New Phonics Workbook
pp. 182-186
7. Alphabetical Order Bk. 3 Check and Double Check
p. 55
Bk. 4 Check and Double Check
pp. 62,72
Basic Ed. Beginning English
Skills pp. 90

SPELLING B 4

A. 1. across 2. address 3. again 4. all right 5. almost	G. 1. cough 2. dear 3. decide 4. different 5. dining	M. 1. guess 2. half 3. wrote 4. hear 5. here	S. 1. once 2. passed 3. piece 4. written 5. please
B. 1. about 2. already 3. always 4. among 5. arithmetic	H. 1. disappear 2. disappoint 3. divide 4. doctor 5. does	N. 1. hospital 2. caution 3. interesting 4. knew 5. exit	T. 1. quit 2. dictionary 3. probably 4. quiet 5. quite
C. 1. borrow 2. because 3. been 4. before 5. begin	I. 1. dropped 2. eighth 3. enough 4. excuse 5. February	O. 1. lead 2. library 3. loose 4. maybe 5. meant	U. 1. raise 2. ready 3. receive 4. Saturday 5. says
D. 1. beginning 2. believe 3. bought 4. brought 5. build	J. 1. finally 2. foreign 3. forty 4. fourth 5. Friday	P. 1. minute 2. Mr. 3. Mrs. 4. necessary 5. ninety	V. 1. school 2. separate 3. several 4. since 5. write
E. 1. business 2. cannot 3. Christmas 4. close 5. clothes	K. 1. friend 2. generally 3. getting 4. goes 5. good-bye	Q. 1. ninth 2. none 3. o'clock 4. off 5. often	W. 1. soldier 2. straight 3. sugar 4. Sunday 5. entrance
F. 1. colour 2. thought 3. trouble 4. usually 5. where	L. 1. sure 2. through 3. would 4. weather 5. whether	R. 1. surprise 2. toward 3. Tuesday 4. Wednesday 5. which	X. 1. yield 2. tries 3. twelfth 4. were 5. whole

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King Edward Campus, V.C.C.

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