

Session Four: More Language Experience

Session Four: More Language Experience

Welcome	Welcome and review the agenda
Review	Review last week Review group agreement
Warm-up Activity	Cloze exercise
Group Discussion	Talking to the teacher Working with the school
Reading Strategies	Language experience <ul style="list-style-type: none">• Sight words• Word families• Cloze exercises
Craft Activity	Pictionary/dictionary
Closing	Session review Evaluation



Session Four: More Language Experience

Session Overview

This week we continue to work with the language experience approach. We discuss how to use the language experience approach to teach sight words, word families, and cloze exercises. The group discussion for this session is about working with the school. Parents or tutors need to have a good working relationship with their child or learner's teacher and school.


Goals

- To prepare for parent/teacher interviews.
- To learn more ideas and strategies to use with language experience.
- To learn how to make a pictictionary/dictionary for your learner.

Time

You will have to choose from the activities in this session. The interests of the participants and the amount of time you have for your program will determine the number of activities you can do. You can make this session into two sessions if you would like to do all the activities.

You need

- Participant and door prize forms
- Agenda
- Handouts
- Flipchart paper
- Book kit
- Free books
- Prizes
- Workshop supplies  – markers, paper, pencils, name tags, post it notes, craft supplies



Session Four: More Language Experience

The day before the session

Call each participant to remind him or her about the session. Ask them if they need transportation to the meeting. Talk with the participants about the program or other issues.

Before the session

The facilitator should arrive at least 45 minutes before the session to set up the room, organize equipment and supplies, and make coffee and snacks.

Workshop preparation

- Review the facilitation section.
- Review the background information.
- Review the session and decide what activities you want to do.
- Research information for discussion topics not included in the manual.
- Change the agenda if needed.
- Photocopy handouts.
- Prepare craft materials.
- Ask community businesses to donate prizes for the program. Some suggestions for prizes are:
 - Adult and children books
 - Gift certificates for the local grocery store, gift shop etc.,
 - Gift baskets
 - Bath stuff
 - Candles



Session Four: More Language Experience

There are detailed facilitator notes for each activity

- Welcome and Introductions
- Review
- Warm-up Activity
- Group Discussion
- Reading Strategy
- Craft Activity
- Closing

The following pages give background information, facilitator notes and handouts for each activity in the session.

We use this symbol for background information.



We use this symbol for facilitator notes. Facilitator notes give detailed information on how to do the activities.



We use this symbol for handouts. Handouts are pages you need to copy for participants to use during the session. Some activities have no handouts. Some have several.





Background Information

We continue to use the language experience approach this session to learn more about sight words, word families and cloze exercises.

Sight words

Sight words are words that we use a lot. Fluent readers recognize these words at 'sight.' Here are two reasons why learners must use sight words to read fluently:

1. Many sight words do not sound like they are spelled, so the learner can't sound them out.
2. A fluent reader can't take too much time with unknown words. It slows down the reading process and may change the meaning of the author's message.

About 100 words make up 50 percent of the material we read; the 25 most common words make up about one-third. Learners can greatly increase their reading efficiency when they can read half or more of the words quickly without stopping to think.

The most common words include: *the, a, is, of, to, in, and, I, you, and that*. The handout in this session has a detailed list of sight words.¹

¹ Adapted from Literacy Connections – www.literacyconnections.com Fry, E., Kress, J., and Fountoukidis, D. (2000). *The Reading Teacher's Book of Lists*. Paramus, New Jersey: Prentice Hall.



Session Four: More Language Experience

Word Families

Word families are groups of words that have a common feature or pattern such as the same combinations of letters in them and a similar sound. We sometimes refer to word families as 'chunks.' Often words that rhyme have common spelling patterns. Use these patterns to learn new words quickly. For example if you know the word 'bad' you can make many new words by changing the first letter – dad, fad, glad, had, lad, mad, pad, sad.

The 37 most common word families in English are: ack, ain, ake, ale, all, ame, an, ank, ap, ash, at, ate, aw ay, eat, ell, est, ice, ick, ide, ight, ill, in, ine, ing, ink, ip, it, ock, oke, op, ore, ot, uck ,ug, ump, unk. ² Once learners are familiar with these 37 word families, they can use them to decode 500 words. (Wylie & Durrell, 1970)

Word families provide some predictable patterns within words that help learners "crack the code" of the English language. People pick up these patterns as they learn to read.³

² Adapted from Richard E. Wylie and Donald D. Durrell, 1970. "Teaching Vowels Through Phonograms." *Elementary English* 47, 787-791. Available on Col. . Enchanted Learning.

<http://www.EnchantedLearning.com.2000>

³ Adapted from www.LiteracyConnections.com/wordfamilies



Session Four: More Language Experience

Cloze procedure

Cloze procedure is a technique where words are deleted from a passage or story. Learners must put the correct word into the blank as they read the passage.

We use cloze exercises to:

- Show us how learners decode information.
- Assess learners' vocabularies and knowledge of a subject.
- Encourage learners to read for meaning.
- Encourage learners to think about text and content.
- Learn about nouns, verbs, pronouns and other parts of speech.

Use the following techniques to prepare materials for cloze exercises:

1. Select a passage that is at the instructional level of your learner. You can use the language experience that you created with your learner.
2. Leave the first and last sentences of the passage in tact.
3. Take out every 5th word. Or take out nouns, verbs, pronouns in the passage.
4. Make each blanks the same, so the learn has no visual cues about the size of the word.
5. Put the words that you took out randomly at the top of the page.
6. Ask your learner to read the whole passage before they fill in the blanks.
7. Encourage your learner to use the words at the top of the page to fill each blank.
8. Ask your learner to reread the complete passage to see if it makes sense.⁴

⁴ Adapted from <http://olc.spsd.sk.ca/DE/PD/instr/strats/cloze/> - Saskatoon Public Schools, 2004



Session Four: More Language Experience

Adaptations

Here are some ways to adapt cloze exercises:

1. Supply choices for the blanks.

- **Just as _____ have fur, birds have _____.**
(coats, animals) (feathers, wings)

2. Give the first letter of the word.

- **With the price of f_____ going up all the t_____, more people are trying t___ raise some of their f_____ in their own back y_____.**

3. Take out every 5th letter and give no words at the top of the page.

- **Instead of grass, you _____ rows of lettuce, tomatoes, _____ beans lining the fences _____ in the biggest city.**

4. Take out nouns, verbs, adverbs, adjectives. You can reinforce parts of speech this way.

- **The _____ set his snares yesterday. He will go back tomorrow to check his _____. He usually gets at least one _____ each time.**



Session Four: More Language Experience



Welcome

Time 5 minutes

Handouts 1, 2

Agenda

Post the agenda on the wall and give the agenda handout to participants. Go over the agenda with participants. Ask for any changes.

Meet and greet

As participants arrive, introduce yourself to new people and welcome participants from last week. Ask them to write their name on a name tag and ask new people to fill out the participant form, handout 2. Invite participants to enter their name for the door prize.

Note: Offer to help them fill out the participant form. This gives you a chance to informally assess the group's literacy skills.

Introduction of facilitators and participants

Sit in a circle where everyone can easily see each other. You may have new participants for this session. Ask people to use these questions to introduce themselves.

- What is their name?
- Are you a parent or a volunteer tutor?
- What is the age of the child you are working with?
- Why did they decide to come to the program?
- What do you look forward to in this session?



Session Four: More Language Experience



1 Session Four Agenda – More Language Experience

Welcome	Welcome and review the agenda
Review	Review last week Review group agreement
Warm-up Activity	Cloze exercise
Group Discussion	Talking to the teacher Working with the school
Reading Strategies	Language experience <ul style="list-style-type: none">▪ Sight words▪ Word families▪ Cloze exercises
Craft Activity	Pictionary/dictionary
Closing	Session review Evaluation





2

Participant Form

Name: _____

Address: _____

Phone #: _____

Learners' names and ages:



Session Four: More Language Experience



Review

Time 15 minutes

Handouts none

Review

- Review group agreements. Ask participants if they would like to add or delete any.
- Review last week's session. Ask participants if they used the language experience approach with their learner. Go around the circle and encourage everyone to share. Use these questions:
 - How did it go?
 - Does anyone have suggestions for the group?
 - Did you follow the guidelines?
 - Did you try something different?
 - What did you find most useful?





Warm Up Activity –Cloze Exercise

Time 10 minutes

Handouts 3

Example cloze exercise

Put the following on a flip chart and ask participants to fill in the blanks.

Today we will discuss how we can _____ our learner at _____.

Sometimes it is hard to go to the school to discuss _____ our child or learner may have. It is important that we work _____ with the school to support our child or learner.

We will also review language _____ from last week and learn _____ activities that we can do. These help _____ learner with learning _____ words and with reading.

Adjective fun with clozes

Adjectives are descriptive words. They usually describe a noun or pronoun. For example:

1. The happy dog went outside.
2. She told a sad story.
3. The strict teacher took my candy away.

Do these examples with participants before they start handout 3. Ask participants to get into teams of 2 – 3. Give each team handout 3. Ask them to fill in the blanks with adjectives.

When each group completes the handout ask them to read the story to the group.





3

Cloze

Dear Manager:

I am writing to complain about the vegetables in the store. The

lettuce was _____ and the tomatoes were _____.

The potatoes were _____ and the carrots were _____.

I like to eat _____ and it seems impossible to do when the vegetables are _____.

I would also like to have more _____ of vegetables in the

store. I appreciate you looking into this matter.

Sincerely,

A Concerned Community Member



Session Four: More Language Experience



Group Discussion – Working with the school

Time 30 minutes

Handouts 4

Sometimes it is hard for parents to talk to teachers or approach the school. Often parents avoid talking with the teachers if they had a negative experience in school.

Brainstorming activity

- Ask parents to share their experiences with the school about their children. Record their responses on flipchart paper.
- What feelings/emotions do these experiences give you? Examples may include: pride, anger, embarrassment, etc.

Most parents have had some negative and positive experiences with the school. Talk about both the negative and positive experiences they've had. Brainstorm ways to deal with negative experiences.

Other activities

- **Parent-teacher interviews:** Parent –teacher interviews can be stressful for parents and children. Ask participants how they feel about parent-teacher interviews and to describe some of their experiences. Give participants handout 4 on ways to prepare for parent-teacher interviews. Ask participants to work together and practice a parent-teacher interview. Take turns being the teacher and the parent.



Session Four: More Language Experience

- **Guest speakers:** Invite someone from the school to talk about the role of the school and parents' involvement in the school. Talk about the rights and responsibilities of the school and the parents.
- **Brainstorm:** Ask participants how they can get involved in the school. Make a list for people to consider:
 - Volunteer reader
 - Family literacy nights
 - Lunch program
 - Hall monitor
 - Volunteer tutor





4 Parent-Teacher Interview

Things to ask your child before your parent-teacher interview:

1. What do you like best about school this year?
2. What's the worst thing?
3. Is there anything important I should talk with your teacher about?
4. Have you studied or read about anything that was really exciting to you? Ask this regularly.
5. Who are your best friends?
6. Is there anything going on here at home that your teacher should know?
7. Are there school activities you'd like to spend more time on?

Some questions to ask the teacher:

1. How is my child doing?
2. Are you happy with my child's work?
3. What are some of the areas that my child does really well in?
4. Where does my child need to improve?
5. Does my child behave in class?
6. I am worried about my child's _____
7. How can I help my child?



Session Four: More Language Experience

8. Should my child do more work at home?

What are the things you should tell the teacher?

- Any allergies your child has.
- Concerns or worries you have.
- If you are going to be away for a period of time.





Reading Strategy – More Language Experience

Time 60 minutes

Handouts 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15

Explanation

We continue to use the language experience approach this session to learn about sight words, common spelling patterns, and cloze exercises. Use a language experience story for several weeks. There are lots of great extended learning activities to do.

Explain sight words, word families, and cloze exercises to participants.

- Play sight bingo to introduce sight words. Give participants handout 5. Ask participants to brainstorm 16 sight words. Write down their responses on flipchart paper. Ask participants to write down these words randomly on the sight word bingo card. Play bingo.
- Do some examples of word families on the board. Ask participants to do the worksheet on word families on handout 7. Make it into a contest. Ask participants to work in pairs. The first pair to finish wins.
- Ask participants to work in pairs to complete some of the example cloze exercises on handouts 11, 12, 13. Ask participants to share their answers with others in the group. Compare people's answers and talk about how different words can be used sometimes.



Session Four: More Language Experience

Activities for participants

Ask participants to use the example language experience stories to do the activities on handout 14.

1. Pick out all the sight words in the language experience stories.
2. Make cue cards and add them to their word bank from last week.
3. Find words in the language experience stories to make common spelling patterns. Try and find as many words as possible for each one.
4. Make your own cloze exercise with one of the language experience stories and try it out.





5

Sight Bingo





Sight Words

about	each	I'm	Ms.	saw	under
above	end	if	much	say	up
after	enough	in	must	school	us
again	even	is	my	see	use
age	every	it		she	
all	eye	it's	name	should	very
already		its	never	show	
also	face		new	sit	want
although	family	job	next	small	was
am	far	just	night	so	water
an	feet		no	some	we
and	find	keep	not	something	week
are	first	kind	nothing	sometimes	well
around	five	knew	now	soon	went
any	for	know	number	start	were
as	found			such	what
ask	four	land	of	sure	when
away	free	large	off		where
	friend	last	often	table	which
back	from	later	old	take	who
be		let	on	tell	why
because	gave	life	once	than	will
been	get	light	one	that	with
before	girl	like	open	the	woman
began	give	little	or	their	work
best	go	long	other	them	world
big	gone	look	our	then	would
book	good	love	out	there	
boy	got		over	these	year
but		make		they	yet
by	had	made	people	thing	you



Session Four: More Language Experience

	hand	man	place	think	young
call	has	many	please	this	your
came	have	may	play	thought	
can	he	me	put	three	
car	head	men		through	
children	help	might	question	time	
city	her	minute	quite	to	
could	here	Miss		today	
	his	money	really	together	
day	home	more	red	told	
did	house	morning	right	too	
didn't	how	most	room	town	
do does		mother		true	
don't		Mr.	said	two	
door		Mrs.	same		
down					





7

Word Families

Word families are words with common spelling patterns such as “ab.” - cab, crab, dab, grab, nab, flab, jab, lab.

Write down word families for each word. Compare with others. See who got the most.

bad

main

bake

swam



Session Four: More Language Experience

came

camp

hand

cat

batch

paw



Session Four: More Language Experience



8

Word Families Chart

ack	ad	ail	ain	ake	ale	all	am	ame	an	ank	ap	ash	at	
attack	ad	ail	brain	bake	bale	ball	dam	came	an	bank	cap	ash	at	
back	bad	fail	gain	brake	dale	call	ham	game	ban	blank	clap	bash	bat	
black	dad	hail	main	cake	gale	fall	jam	fame	bran	crank	flap	cash	brat	
crack	had	jail	pain	flake	male	hall	ram	flame	can	Hank	gap	dash	cat	
Jack	lad	mail	plain	lake	pale	mall	Sam	name	clan	plank	lap	gash	chat	
knack	mad	nail	rain	make	sale	stall	slam	same	Dan	prank	map	hash	fat	
lack	pad	pail	Spain	rake	stale	tall	wham	shame	fan	rank	nap	lash	flat	
pack	sad	rail	train	stake	tale	wall		tame	flan	sank	rap	mash	hat	
quack		sail		take					Fran	tank	sap	rash	mat	
rack		snail		wake					ran		tap	sash	pat	
sack		tail							span				rat	
snack		wail							Stan				sat	
stack									tan				Sprat	
tack													tat	
track													that	
whack													vat	
ate	aw	ay	eat	eel	eep	eet	ell	en		ent	est	ice	ick	ide
ate	claw	away	beat	eel	beep	feet	bell	Ben		bent	best	ice	kick	bride
crate	flaw	bray	eat	feel	deep	fleet	cell	den		cent	jest	dice	lick	hide
date	gnaw	bay	feat	heel	jeep	greet	dell	fen		dent	nest	nice	nick	pride
fate	jaw	clay	heat	peel	keep	meet	dwell	gentlemen		lent	pest	mice	pick	ride
grate	law	day	meat	wheel	peep	sleet	fell	hen		rent	quest	rice	quick	side
mate	paw	gray	neat		sheep	sweet	sell	men		sent	rest	slice	Rick	slide
plate	raw	hay	seat		sleep		smell	pen		tent	test		sick	tide
state	saw	lay	wheat		steep		spell	ten		vent	vest		slick	wide
	slaw	may			weep		swell	wren		went	west		stick	
	straw	pay					tell						thick	
		play					well						tick	
		ray											trick	
		say											wick	
		spray												
		stay												
		sway												
		tray												
		way												



Session Four: More Language Experience

ife fife knife life wife	ight bright delight fight flight fright light might night right sight slight tight tonight	ile file mile Nile pile rile smile stile tile vile while	ill bill hill ill Jill pill sill still till will	in bin din grin in kin pin shin spin thin tin win	ine dine fine line mine nine pine swine tine vine	ing bring cling fling king ping ring sing sling spring sting string swing thing wing zing	ink blink brink ink link mink pink rink sink think wink	ip grip hip lip nip ship sip slip tip trip whip	it bit fit grit hit it kit lit pit quit sit spit twit wit	oat boat coat float gloat goat oat throat	ock block clock cock dock flock frock lock mock o'clock rock sock stock	og bog cog clog dog fog frog hog jog log slog	
oil boil broil coil foil oil soil spoil toil	oke awoke bloke broke joke poke spoke stroke woke	oo boo goo moo shoo too zoo	ood good hood stood wood	oof goof proof roof spoo	ook book brook cook crook hook look nook shook took	oom bloom boom broom doom gloom loom room zoom	ood brood food mood	ool cool pool spool stool tool	oon goon moon noon soon spoon	oop droop hoop loop scoop snoop troop	oot boot hoot scoot shoot	oot foot soot	op bop cop crop drop flop mop pop stop top
ore bore core chore lore more ore pore sore store tore wore	orn corn morn scorn thorn	ot apricot blot cot dot not plot pot shot spot tot	ought ought bought fought sought brought thought	ould could should would	ouse douse house louse mouse spouse	out about out pout shout spout stout	ow (rhymes with cow) bow cow how now sow vow wow plow chow	ow (rhymes with low) bow blow crow flow glow grow low mow row show slow	own brown crown down drown frown gown nightgown town				





9

Example Cloze Exercise # 1

Mark has a party today. He _____ many guests. He _____ a lot of good food and _____ two delicious cakes.

His guests are at his home right now. Mark _____ many presents. He _____ all his presents and is very happy.

Everyone is singing "Happy Birthday" to him right now.





10 Example Cloze Exercise # 2

Use the word bank and complete the paragraph.

Harold ran up the stairs and looked for his book. He couldn't find the book anywhere. Harold _____ everywhere. Under his bed, in the closet, _____ his dresser, and even in the trash _____. He was _____ to give up when his father _____ into his room to help. _____ father found the book in Harold's desk drawer. Harold ran to _____ bus as fast as he could. When he got on the bus, he noticed _____ was the wrong text book.⁵

about

came

it

the

searched

His

can

in

just

⁵ From: http://www.teach-nology.com/worksheets/language_arts/vocab/bank/1





Cloze Exercise #3

Use the word bank and complete the paragraph.

Ocean	lifeboats	1912
sank	cold	voyage
hours	iceberg	submarine
unsinkable	USA	long
survived	halves	oceanographers

The Titanic was a luxury ocean liner that sank on its first _____ . This huge ship was almost 900 feet (269 meters) _____ and had been advertised as " _____ ."

On the night of April 14, _____, the Titanic hit an _____ as it was sailing in the North Atlantic _____. The ship had been traveling from Britain to the _____. Within a few _____ the ship _____, killing about 1,500 people. Most of them drowned in the _____ water because there weren't nearly enough _____ for everyone. Only 705 people _____ the accident.



Session Four: More Language Experience

In 1985, _____ found the remains of the Titanic on the ocean floor using sonar and a remote-control _____ . The giant ship had broken in half as it sank, and the two _____ now rest hundreds of feet apart with debris scattered between the front and the back. ⁶

⁶ From: Col, Jeananda. Enchanted Learning. <http://www.EnchantedLearning.com> 1996
(<http://www.enchantedlearning.com/devices/ships/titanic/cloze.shtml>)





12

Cloze Exercise #4

Fill in the blanks with words that make sense.

Gwendolyn and Sharrie were about to take the _____ test of their lives. It was a long _____ test and they had to be able to divide a 4 digit number by 1 digit number. _____ of them had been working hard on this skill. Gwendolyn was _____ in math and Sharrie was _____ at reading and writing skills.

Their _____, Mrs. Lawton had worked very _____ to teach them this math skill. Gwendolyn was _____ she knew how to do the problems _____.

Sharrie was a little _____ and hoped she could remember each step. Mrs. Lawton _____ out the test _____ and everyone was very _____. Gwendolyn smiled at Sharrie and whispered " _____," Sharrie _____ back at her and went to _____ on her test. The children had thirty _____ to complete the fifteen _____. Everyone was quiet and were _____ on doing their best _____.



Session Four: More Language Experience

Soon Mrs. _____ took up the test papers and told everyone to take a fifteen minute _____. She would _____ the papers while they were gone. Mrs. Lawson came outside and called the students _____ the classroom. She had a big _____ on her face and started to call each student's _____ to pick up their papers. Sharrie's name was _____ third. She went to _____ her paper and looked down at the _____ on the top of the _____. It was an _____ and a comment was _____ by Mrs. Lawson with a big smiling face on it. Sharrie could not believe she had _____ an A. Gwendolyn's name _____ called fifth. She walked slowly up to _____ her paper from Mrs. Lawson.

There at the _____ of the page was a big red _____. Gwendolyn almost _____ all the way back to her _____.

She knew she was _____ at division, she just couldn't believe she didn't miss a single problem. School was _____ for the _____ of the day.⁷

⁷ From: Linda Owens, http://www.teach-nology.com/worksheets/language_arts/cloze/1, 2001





13 Example Language Experience Stories

Sally's Story



Last year our family went out on the land. We went to our camp that is 20 km away from town. We stayed there for 4 weeks. I really like it at the camp. We have lots of fun playing games and telling stories. We also learn traditional skills like sewing, tanning hides, and picking berries. My dad hunts and fishes with my brothers. Sometimes I go too.

Billy's Story



Once when I was out on the land with my grandpa we came across a bear. It was a grizzly bear. Usually bears stay away but this bear was mad. It chased us back to the cabin. We just got inside the cabin as it was coming up the stairs. My grandpa grabbed his rifle and shot out the window. When the bear heard the noise he ran away. That was one of the scariest days I have ever had.





14

Your Turn

Work with a partner and use one of the example language experience stories to:

1. Pick out all the sight words in the language experience story.
2. Make cue cards and add them to your word bank from last week.
3. Find words in the language experience stories that you can use to make word families. Try and find as many words as possible for each one. Make cue cards for these new words and add them to your word bank. Use alphabet cards to make new words. For example make a cue card with just 'ad' and then use your alphabet cards to try and make new words such as mad.
4. Make your own cloze exercise with one of the language experience stories and try it out. Ask someone to fill in different words than the ones the story uses.

Example of word family using alphabet cards

d
_

m
_

ad

b
_

f
_





15 How to make a close exercise?

1. Select a passage that is at the instructional level of your learner. You can use the language experience that you created with your learner.
2. Leave the first and last sentences of the passage, and the punctuation.
3. Take out every 5th word. Or take out nouns, verbs, pronouns in the passage.
4. Make each blanks the same, so the learner has no visual cues about the size of the word.
5. Put the words that you took out randomly at the top of the page.
6. Ask your learner to read the whole passage before they fill in the blanks.
7. Encourage your learner to use the words at the top of the page to fill each blank.
8. Ask your learner to reread the complete passage to see if it makes sense.⁸

⁸ Adapted from <http://olc.spsd.sk.ca/DE/PD/instr/strats/cloze/> - Saskatoon Public Schools, 2004





Craft Activity – Pictionary/Dictionary

Time 30 minutes

Handouts 16, 17, 18

We have created word cards, cue cards and word banks. Another way to keep track words is to make a pictionary or word dictionary. Make these with your learner.

How to make a pictionary?

A pictionary is a picture dictionary. Use an exercise book or your binder book. Count the number of pages and divide them into 26 equal parts for the letters of the alphabet. Write one letter on each section. Go through the word bank or cue cards that you developed with your learner.

Use these words in your pictionary. Draw a picture, cut out a picture from a magazine, or use clip art on the computer to show what the word is. You may not be able to find a picture for each word

How to make a dictionary?

Use the same ideas as the pictionary but don't use pictures. Make sure that you write neatly. Make tabs for each section so you can find the word quickly.

Alphabet Scrapbook

This is a variation of a pictionary. It is a good activity for younger children. Children look for pictures in magazines that start with each letter of the alphabet and glue them onto the correct page in their alphabet scrapbook.



Session Four: More Language Experience

You need

- Handouts 16 and 17
- Exercise book, homemade book, scrapbook
- Glue
- Scissors
- Magazines, store flyers, old books etc.
- Clipart





16 How to make a pictictionary?

You can easily make a pictictionary or a picture dictionary.


For ages 5 - 8

Directions:

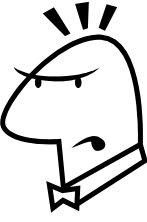
- Use an exercise book or your binder book.
- Count the number of pages and divide them into 26 equal parts for the letters of the alphabet.
- Write one letter on each section.
- Go through the word bank or cue cards that you developed with your learner. Use these words in your pictictionary.
- Draw a picture, cut out a picture from a magazine, or use clip art on the computer to show the word is.



A



apple



angry





17 How to make a dictionary?

You can easily make a dictionary.

For children ages 6 – 9

Directions:

- Use an exercise book or your binder book.
- Count the number of pages and divide them into 26 equal parts for the letters of the alphabet.
- Write one letter on each section.
- Go through the word bank or cue cards that you developed with your learner. Use these words in your dictionary.
- Add to the dictionary as your learner comes across new words.



A

apple
angry
airplane
alley
able
at
attic
atlas





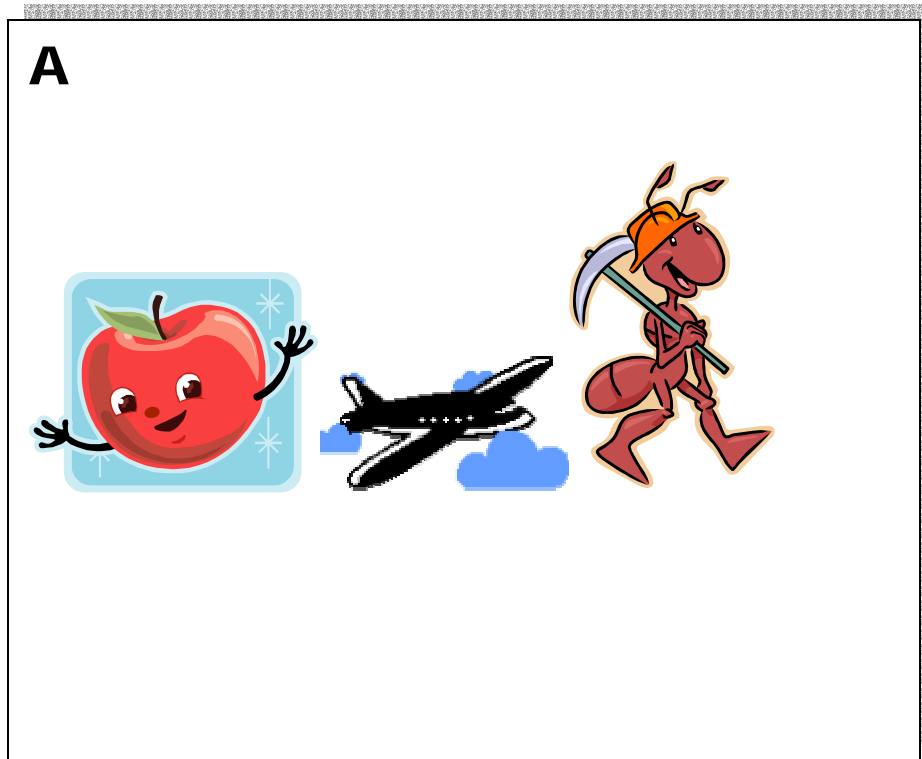
18

Alphabet Scrapbook

For children ages 4-7

Directions:

- Use a notebook and label each page with a letter of the alphabet.
- Children look in magazines, store flyers etc, for pictures that begin with each letter. .
- Children cut out the pictures and paste them on the correct letter page.
- For older children you can label each picture.



Session Four: More Language Experience



Closing

Time 10 minutes

Handouts 19

Session Review

Review the session with participants. Put this cloze on a flipchart or make one up yourself.

Thank you for coming here _____. I hope that you _____ some new things to help you with your _____. Next week we will be learning a new _____ to help your learner with reading. It is called the picture model. It uses pictures to teach _____. See you next _____.

Review plans for next week

- Using pictures to teach reading
- Playing with words
- Photo stories

Evaluation

Ask participants to fill out the evaluation. Tell them it helps you plan the next session

Door prize and free books

Draw for the door prize after everyone completes the evaluation form. Give out free books.





19 Family Tutoring - Session Evaluation

Session # ____ Topic: _____

1. What did you think of the topic we talked about in this session?



Excellent



Pretty good



Needs a little work



Not so hot



Should be canned

2. What did you like most about the session?

3. What did you like least about the session?

4. What could we do to improve this session for next time?

5. Other comments



Session Four: More Language Experience

