

If it is to be, it is up to US to HELP

Lesson Plans

for an

Adult Community Education Course
for volunteers that could be entitled:

How to help anyone (your child, spouse, or friend)
overcome spelling problems when your own spelling
may leave something to be desired.

by Don McCabe

AVKO Educational Research Foundation
3084 W. Willard Road, Suite 715
Clio, MI 48420-7801
Telephone: (810) 686-9283 FAX (810) 686-1101

Dedication

This book is dedicated to:
All the members of the AVKO Educational Research Foundation,
but especially to the memory of one of its first members,

Mary Clair Scott

without whose work and devotion to the cause of literacy,
the AVKO Foundation might never have gotten off the ground,

Betty June Szilagyi

who was my first and by far my most important teacher,

Devorah Wolf

without whose encouragement and commitment
to the ideals of AVKO
this edition would not be possible,

Ann, Robert, and Linda McCabe

all of whom have sacrificed much of their time and energy
helping AVKO grow
as well as all those friends and relatives
who have been a source of encouragement.

May this book help you to help others improve their abilities to read and write.

Copyright © 1998, AVKO Educational Research Foundation, Inc.
Printed in the United States of America.

Permission is hereby given for individual teachers, tutors, and educators to reproduce any list for classroom use. Reproduction of these lists for entire schools or school districts is strictly forbidden.
AVKO Educational Research Foundation, 3084 W. Willard Road, Suite 715, Clio, Michigan 48420-7801

Publisher's Cataloging in Publication Data

McCabe, Donald J.

1. Spelling—Miscellanea 2. Reading—Miscellanea 3. Curriculum—Miscellanea 4. Literacy.

Library of Congress Subject Headings: Spelling, Reading, Curriculum

Library of Congress Classification Number: LB1050.2F79

Library of Congress Card Number: To be determined

Dewey Decimal Classification Number 428.4

ISBN: 1-56400-703-0

Table of Contents

How to set up a course for adults who want to learn how to tutor:

	● their own child,	
	● their husband (or wife),	
	● a friend, relative, or stranger	4
	Sample form letter for principals to send home.....	12
	Course objectives.....	13
	Free or relatively inexpensive materials	15
	A selected bibliography	17
1st Session	● Hand students: Outline of the course (handout on pp. 67-68).....	20
	● Walk students through pages 1-17 in their tutor's book, <i>If it is to be it is up to me to help</i> and pages 6-10 in their student's book, <i>If it is to be it is up to me to do it</i> . These are the tutoring materials that they (or their helper from the student's immediate or extended family) will be using for 5-15 minutes every day. Make sure that they know that they are expected to write in their book and to sign the contract on page 6 of the student's book along with the person they are tutoring.	
	● Discuss the need to avoid confrontations with or about teachers and school officials	22
	● Demonstration test. See handout pp. 63-64.	24
	● English spelling: The "Simple," the "Fancy," the "Insane"	26
2nd Session	● The Forgetting Mechanism: The Key to Remembering	30
	● Checking students for results of daily tutoring.....	30
	● The importance of learning from mistakes	33
	● Using Dolch Words (or any other word list) diagnostically/prescriptively	33
	● Combining tachistoscopic techniques with smiles	33
3rd Session	● Using the kitchen and TV to teach reading	47
	● Teaching consonant sounds	47
	● Teaching consonant blends.....	49
	● Handling "look-alikes" such as <i>who</i> and <i>how</i>	51
4th Session	● Working on sight words (See pp. 87-95 in student's book)	52
	● Art of "sloppy" reading (natural speech rhythms and inflections)	52
5th Session	● Tape recorders and camcorders and VCR's.....	55
	● Neurological impress	55
	● Language experience activities (LEA)	55
6th Session	● Check students' recordings of tutor session (if assigned).....	57
	● Advanced phonic patterns (See pp. 77-86 in student's book)	57
	● Planning final class session.....	57
7th Session	● Underlining (or highlighting): a cue to the computer brain.....	59
	● Using the student's book to record progress.....	61
	● Review and evaluation.....	71-72

The Need

As you wouldn't be reading this booklet if you weren't already convinced there are a great many parents who have children (or spouses) with reading/spelling problems, we won't bore you with another set of depressing statistics. Instead, we will go straight to the heart of the matter.

Getting the idea accepted:

Just because you are convinced there is a need for such a class, doesn't mean that the superintendent, the curriculum directors, the special education consultants, the principals, the teachers, and the director of community education will be as excited about the idea as you are. You must realize that it is natural for these people to be less than enthusiastic. It is easy for them to become defensive especially since they can easily infer that you are implying that they haven't been doing their jobs properly. Otherwise, there wouldn't be a reading/spelling problem in the community, or so goes that subconscious line of defensive reasoning.

Arguments AGAINST having a class:

We know that this just isn't true. Parents are a child's very first set of teachers. Parents teach the child his basic language, his basic values, and a multitude of complex actions from eating with a fork to tying shoelaces. But even if we know this is just a myth, we can't easily dispel it. Arguing won't help. A sense of humor may. Or agreeing with a qualification—then appealing to a person's sense of fair play may help. For example, you could say:

1. Parents can't teach their own children.

You're absolutely right. Most parents may not be able to teach their own children. But, don't those few parents who have the common sense to know they need special instruction to be able to work with their children—don't these parents have at least the same right to have a class available to them as those few people who want to learn how to crochet, repair small engines, play bridge, arrange flowers, sell real estate, or learn to operate computers?

2. Parents don't have the patience to teach their own children or any close relative such as a husband or wife.

We suggest you use the same tact: Of course, most people don't have the patience to teach their own children or any close relative, but some do. This minority shouldn't be denied their rights. Besides, we feel it is possible to teach patience in such a class.

3. TEACHERS will feel implicit criticism of their work.

Now we are really into the “nitty-gritty” of the situation. No matter what an individual’s personal feeling may be concerning how well or how poorly a school’s teaching staff is performing, *it doesn’t do one bit of good to criticize* them. For an adult class to teach parents how to tutor to succeed, we must have the cooperation of the teachers. *Criticism won’t help. Asking for their help and guidance may.* We suggest that it is vital to involve teachers actively in the program during the planning stages. We also feel that it is important that from the outset there are specific ground rules that *criticism of the schools is taboo.* Again, the reason has nothing to do with the truth or falsity of allegations. What we want is a spirit of cooperation to solve a problem. For this, we feel it is best to simply state that **this class is for helping adults learn how to provide a service that schools just cannot economically perform: one-to-one teacher-student ratio for those very few who apparently require it in order to learn to read and spell proficiently.**

4. PRINCIPALS will feel implicit criticism of the work of their teachers and their personal ability to run their school.

We repeat: It is important that from the outset there is to be no criticism of the schools. Even though you may not openly say anything critical, a principal may infer that the whole idea of having a class for parents is an implicit criticism of his school and his teachers. Therefore, we feel it is best that whoever attempts to initiate this program tells all school personnel that this class is merely an attempt to help willing adults learn how to provide a service that schools cannot be expected to perform: providing one-to-one teacher/student ratio for those very few who apparently require it in order to learn to read and spell proficiently.

5. The child will become confused by being taught one thing in school and another at home.

We suggest that you turn this argument around and use it as a reason for having the class. That is, without a class and without direction parents who try to help their youngsters are liable to do just that—confuse their child.

Additional arguments you can expect to hear against having a class:

On the other hand, a class in which cooperation with the child’s teacher is taught will result in correct reinforcement of the material taught rather than confusion.

6. _____

7. _____

8. _____

Steps in initiating the class

1. If you are a teacher, discuss with fellow teachers the problem of not being able to give an adequate five minute answer on Parent Night to the rare parent who asks: “What can I do at home to help my child?” Wouldn’t it be great if you could say:

There’s no way I can tell you in five minutes how to diagnose reading or spelling problems and how best to work with your child, but...there’s a real great course on how to tutor family members. It’s on Wednesday nights at 7:30. Perhaps the best thing about it is by just taking the class, it tells your child that you love him enough to spend your time and your money learning how to help him.

2. If you are a parent, discuss it first with your child’s teacher. Tell the teacher that you know she is doing the best she can, but that you think your child is one of those that needs more personal attention than a normal school can possibly supply. Discuss it in terms that are positive rather than negative. Try to avoid putting either the teacher or the school system on the defensive. Rather, say that you are looking for ways through the system to become a better parent and to help your child become a better student.

3. Talk to the school administrator that you personally think will be most responsive to your request. Ask him for his advice on how to go about establishing a committee to look into the possibility of establishing an Adult Community Education Class for those who want to learn how to tutor persons with reading/spelling problems—even those closest to them such as children and spouses. After securing a commitment, give him a copy of this pamphlet (We have enclosed one with this lesson plan book) and ask him to please seriously consider adhering closely to the following committee meeting priorities.

Committee meeting priorities

1. Find a teacher or teaching team willing to plan and to teach the course. This is absolutely essential and so obvious that you wouldn’t think it would have to be mentioned. Except, we know of a system that offered a course for parents before looking for a teacher willing to teach it. It is embarrassing for a community education director to cancel a class that was offered because he couldn’t find a teacher.

2. Secure solid commitments from the community education director and all the principals to advertise the project. Your local Project Literacy U.S. (PLUS) at your local ABC TV station may be able to help you with the advertising.

Reasons why an advertising blitz is absolutely essential

1. People who would want to take a class to learn how to tutor (if they only knew about it) are not looking for it.
2. Standard listing of a course in the standard adult education night class brochure will reach very, very few parents with reading problems and perhaps even fewer adults whose spouse has a reading problem. Most readers of these brochures read just the listing they happen to know will be there and that they are interested in such as Bridge I, Photography, Cake Decorating, etc. People interested in taking a dancing class will skip the others. People who are not interested in any “activity” classes will throw away the brochure. Even those who might be interested in taking a class in tutoring will throw away the brochure because they don’t expect to find such a class in the community education brochure.

What to include in your advertising

1. Children with reading or spelling problems are NOT dumb. They just need extra help. No child ever deliberately forgets. FORGETTING is NORMAL. All of us forget things—but never deliberately. Wouldn’t it be nice if we could deliberately forget some things?
2. The schools and the teachers are doing a GOOD JOB but some children require special reinforcement at home in order to master or maintain skills learned in school.
3. The PATIENCE necessary CAN BE ACQUIRED. Every parent can learn to be as patient with their own child as with any other human being. The key is: EVERY PARENT CAN LEARN to be patient IF they WANT TO LEARN badly enough. If parents expect their children to have the patience necessary to learn to read and write they must be willing to learn to be patient themselves.
4. The class will emphasize techniques in tutoring anyone in learning how to improve their spelling. REASON: In our society it isn’t considered a sin to be “bad” speller. We all consider bad spelling to be a handicap, but not one that is related to intelligence. In other words, it is much easier for parents to admit their children have spelling problems than reading problems. It is much easier for adults who have reading problems to accept help related to their inevitable spelling problems because there isn’t the stigma attached to being a bad speller as there is to being a non-reader.

How to insure FAILURE for any parenting or literacy program.

1. Draft a semi-willing teacher.
2. Have the director of community education merely include a listing of the class in its brochure just like any other enrichment activity—and it will be lost.
3. Don't inform the local radio or television stations.
4. Don't bother to inform the teachers about the class, or if you do, do it via a paragraph buried in the middle of weekly announcements or a quick announcement at the end of a long teachers' meeting.
5. Don't bother to ask for help and advice from the principals. That's a good way to bring about failure.
6. Don't bother to involve the parent organizations such as the PTA or the LDA (Learning Disabilities Association).
7. Don't involve local literacy groups such as Laubach, LVA, the Orton Dyslexia Society, The Reading Reform Foundation, PLUS, etc. That's another way to bring about failure.
8. Don't advertise.
9. Don't set up committees to telephone parents.
10. Don't set up committees to call on parents personally.
11. Cancel the class if there aren't enough parents enrolled to cover expenses. That's the best way to insure failure. If you're interested in developing the program, you must be willing to offer the program and teach whoever comes for at least two years and let other activities subsidize this program. It will become self-supporting, but it takes time. It will take personal success stories to filter out into the community to get others to participate.

Suggestions for maintaining attendance.

1. Have a partially returnable fee structure. If, for example, the course fee is set for \$35.00, have part of the fee refunded every session. For example, the parent could pay \$35.00 the first session. When he comes to the second session, he receives a \$5.00 rebate plus handouts. If he misses a session, he doesn't get his \$5.00 rebate.
2. Have specific handouts with activities planned for each meeting. Let the parents know at each meeting what will happen at the next meeting.

Materials available for teaching a course in tutoring

Lesson Plans: Every teacher or teaching team should make their own. No commercially prepared set of lesson plans can possibly cope with all the varying needs of all the different types of communities. However, AVKO does have a limited number of lesson plans and materials that it developed for a pilot project. We modestly believe that these can be helpful, especially the first few times the course is offered. The greatest value to this set is that it takes advantage of the fact that at the first class meeting, the tutor has the maximum amount of enthusiasm and the least amount of expertise. So it has a book for the student and one for the tutor that gives both the tutor and the student an opportunity to immediately experience some success in a 15 minute a day program before the second class meeting. The tutor learns at a leisurely pace in the adult education course the multitude of things that a good tutor should know in addition to the easy 15 minute a day program that he began with. This set of three books, Lesson Plans (The book you are reading now) plus the tutor's book and the student's book can be obtained for \$19.95 from:

**Project for Family Involvement in Literacy
AVKO Educational Research Foundation
3084 W. Willard Road
Clio, MI 48420-7801**

Use your local resources such as your school district's reading consultants, adult education consultants, learning disability consultants, and special education consultants. These people should be more than willing to share with you their ideas and materials.

Types of classes

In large school systems that would have a sizable turnout of parents (if they utilize an advertising blitz), it might be wise to have classes for specific types of parents and students. Some parents may have severe reading problems themselves. They should have their own classes in which they can learn as they teach their children. The most important part of the class would be the time spent ensuring that the parents are NOT made to feel guilty or dumb. Again: the title of the class might be something a little less threatening such as:

How to help your child overcome spelling problems when your own spelling is just plain terrible.

Since these parents can't read they must be contacted personally. Short sermons from local churches as well as public service announcements on radio and TV are suggested avenues of approach. Your local PLUS representative may help you with this.

1. For parents who cannot read.

2. For parents of early elementary school children who have problems learning how to spell

Suggested title: Helping your child acquire spelling skills.

3. For parents of later elementary or middle school children who have problems learning how to spell.

Suggested title: Helping your older child be a better speller.

The reason for separating this group from the first is that while bunny rabbit materials may be appropriate for the very young child, bunny rabbits are “OUT” with this group. The materials and techniques used in remediation should vary by age groups.

For parents of high school students or for spouses of adults who have spelling problems.

Suggested title: Helping adults—especially family members—improve their spelling skills.

Approaches that have been successfully used.

1. Avoidance of scapegoating. Whether or not the teacher or the class believes the school is responsible for the children’s or their own problems, it does not help solve any problem for anyone by seeking to cast blame on teachers or schools.

2. Seeking active cooperation between classroom teacher and parent. Classroom teachers feel better about themselves when they are considered part of the solution—not part of the problem. Parents feel better about themselves for the same reason. The students feel better about themselves when they discover that they can learn—it’s just that they learn a little differently than others.

3. Removal of guilt feelings. Parents, to be successful tutors, must not have guilt feelings toward their children. In turn, the parents must learn how to help their children overcome their guilt feelings for having a learning problem.

4. Accentuate the positive—eliminate the negative. Whatever materials, techniques, games, strategies, etc. are employed, they should all help the learners develop a positive attitude toward themselves which includes:

5. Tolerance for mistakes. Not only should the parent have patience and not be critical over mistakes, so too must the child. AVKO advocates a policy of teaching both parent and child a simple concept:

Mistakes are opportunities to learn.

6. Tolerance for forgetting. Both parent and child must learn to accept forgetting as normal. AVKO advocates teaching the concept that anything can be remembered if only we forget it enough times. FORGETTING is actually a mechanism used by the computer brain to insure that only the necessary information for daily living is instantly retrievable.

7. Constant encouragement. Unfortunately, it seems to be part of the American culture to be free with criticism and miserly with praise. AVKO believes that teachers should give the parents actual practice in giving praise to their children. AVKO also believes that parents should learn which habitual language patterns have negative effects upon learning.

AVOID SAYING

*Didn't I just _____ ? tell you? give you? ask you? etc.
Why do you always _____?
Why didn't you _____?
Why can't you just once _____?
Why don't you just sound it out?*

TRY SAYING

*Nice job!
That's it!
Good!*

Don't worry about forgetting it. You'll remember it the next time.

You did a good job sounding that word out. I'm proud of you.

REMEMBER:

**Be generous with praise.
Be stingy with criticism.**

A Sample Form Letter for School Principals

**Happy Valley Community Schools
Happy Valley South Elementary
123 Main St. Happy Valley, Utopia 99999-7777**

Telephone: (123) 555-1991

September 7, 19__

Dear Parents:

We would like to let you know that our Adult Community Education Program has just started a new class for adults called:

Learning How to Tutor Anyone in Spelling (or Reading)

This letter is NOT meant to suggest that your child needs any more additional help than what he/she is already receiving in the classroom. We are sending this information to ALL parents so that everyone in our community will know that our school is trying its best to help all students and all parents and all adults who need help in improving their spelling or reading abilities.

We recognize that some children require special additional help from home and that some parents often require some training and encouragement to give this special type of help to their child or their wife, their husband, or a friend or relative who needs the help.

For further information call 555-1990 and ask for Mr. Ed Jones, Director of Adult Community Education or Ms. Pat Neumann, Chapter I Coordinator.

If you would like to arrange a conference with your child's teacher to get her opinion concerning the possibility of you taking a class to help your child at home, please call me at 555-1993.

Sincerely,

James Smith
Principal

Course Objectives:

We expect that by the end of the course the adults who are taking it will be able to help others learn to read—even their own children or spouse. Likewise, we expect that by the end of the course the teachers who are taking it will be able to refer parents to this course when they come to them and ask, “What can *I* do to help *my* Johnny or *my* Jill at home?”

The adults taking this course will understand why learning to read English is more difficult than learning to read any other language. They will learn to distinguish the difference between the five major types of English spelling patterns:

“SIMPLE” original English story-telling words such as: *hunt, fish, cat, dog, cow, jump, moon, home, run, play*, etc.

“FANCY” curriculum words added to basic English that are derived from other languages such as Latin, Greek, and French such as: *initialed, ferocious, crucial, techniques, suspicion*, etc.

“INSANE” words whose spelling has no basis in phonics such as *does, was, solder, soldier, plough*, etc.

“TRICKY” words such as *bear/bare* and *affect/effect*, etc.

“SCRUNCHED UP” words such as *y’all, hafta, lissen, usta* and *sposta*, etc. that should be spelled out: *you all, have to, listen, used to, and supposed to.*, etc.

Activities Expected of Students:

Tutors of a family member will be expected to work daily with their student doing such things as 5 to 10 minutes of AVKO spelling plus using tutoring techniques taught in class to read newspapers, magazines, books, etc., and to help in writing letters, journals, and other Language Experience Activities, as well as to attend all class sessions and read the handouts.

Students who volunteer to tutor two or three hours a week will be expected to learn the basic tutoring techniques used by whatever group they may be associated with such as Laubach, LVA, Orton, Michigan Literacy, etc. They will attempt to find a member of their student’s immediate or extended family to use the special AVKO spelling materials 10 minutes daily.

Results expected:

Students will better understand the problems faced by those with spelling/reading problems.

They will learn and practice the following maxims:

1. **Mistakes are opportunities to learn.**
2. **Be generous with praise—stingy with criticism.**
3. **Everyone has a fantastic computer brain.**

Other objectives:

Please list your own.

Free or Relatively Inexpensive Materials Available for Tutoring

Paper, pencils, crayons, highlighters, felt-tip pens of many colors
 Magnetic letters for use on refrigerator or any metal surface
 Joke books, riddle books, cartoon books, comics, magazines, and
 newspapers
 Dry-erase board or similar surface

Basic AVKO Tutor Materials for Class

716 – If it is to be, it is up to me to do it
 650 – The Teaching of Reading and Spelling: A Continuum from
 Kidergarten through College*

Prices are subject to change, so are not listed.

*This is available on our websites as a download:
www.avko.org & www.spelling.org

We will allow Classroom and Homeschooling teachers to copy
 sections of 650 for individual classroom use – not to whole
 schools or districts – after being purchased.

Basic Tutor-Trainer (Teacher) Set

716 & 650 Above
 715 – If it is to be, it is up to US to HELP (This book)
 100 – The Patterns of English Spelling
 240 – Word Families in Sentence Context
 260 – Readings for Fluency
 215 – The Reading Teacher’s List of Over 5,500 Basic Spelling Words
 401 – Individualized Keyboarding
 404 – Improving Reading/Spelling via Keyboarding
 332 – Let’s Write Right
 333 – Rimes & More Rhymes
 712 – Individualized Spelling
 720 – The I Before E Set

**Other Materials Available for Tutoring from the
Family Literacy Center, Indiana University
PO Box 5953A Bloomington IN 47407**

Phone: 1-800-925-7853 or FAX 1-812-331-2776

Family Book Sharing Groups—Start One in Your Neighborhood (AM12)	6.95
Help Your Child Read and Succeed, A Parents Guide (BRS).....	12.95
Expand Your Child's Vocabulary (BEYC)	7.95
101 Ideas to Help Your Child Learn to Read and Write (AG08).....	6.50
The Confident Learner: Help Your Child Succeed in School (BTCL)	9.95
A Parent's Guide to the ERIC Database (NO4)	10.00
You Can Encourage Your High School Student to Read (PO1)	1.75
Help Your Child Become a Reader (PO2).....	1.75
Beginning Literacy and Your Child (PO3).....	1.75
How Can I Prepare My Young Child for Reading (PO4).....	1.75
Creating Readers and Writers (PO5)	1.75
You Can Help Your Young Child with Writing (PO6)	1.75
Your Child's Vision is Important (PO7).....	1.75
Encouraging Your Junior High Student to Read (PO8)	1.75
¡LEAMOS! Prepare a sus hijos a leer y escribir: 101 ideas (Bi-lingual) AG45.....	8.95
101 Ideas to Help Your Child Learn to Read and Write (English only) AG08.....	6.50
¡LEAMOS!/LET's READ! Parent Meeting Leader's Guide (PM45).....	25.00
Parents and Children Together (30 books with audio cassettes) EPB30.....	225.00

Making the Parent Connection: Parent Meeting Leader Guides

• Motivating Your Child to Learn (LG04)	25.00
Parent Book with Audio Cassette (AC04).....	9.00
• Becoming a Disciplined Learner (LG06)	25.00
Parent Book with Audio Cassette (AC06).....	9.00
• Learning Math at Home (LG11).....	25.00
Parent Book with Audio Cassette (AC11).....	9.00
• Stretching Young Minds in the Summertime (LG12).....	25.00
Parent Book with Audio Cassette (AC12).....	9.00
• Parents as Models (LG13)	25.00
Parent Book with Audio Cassette (AC13).....	9.00
• Encouraging Good Homework Habits (LG16).....	25.00
Parent Book with Audio Cassette (AC16).....	9.00
• Success with Test-Taking (LG20)	25.00
Parent Book with Audio Cassette (AC20).....	9.00
• Making Writing Meaningful (LG27).....	25.00
Parent Book with Audio Cassette (AC27)	9.00
• Speaking and Listening (LG28).....	25.00
Parent Book with Audio Cassette (AC28).....	9.00

Parents Sharing Books Program

• Parents Sharing Books Leader's Manual (AM03) 319 pp.....	85.00
• Transparencies —Ready-to-use set of 13 (AM04).....	9.00
• Parents Sharing Books Video (AV01)	24.95
• Connect! How to Get Your Kids to Talk to You (AG49) 240 pp.	14.95
• Bookmarks —40; 4 different designs (AM09).....	10.00

Parent Involvement: Staff Development

• Make Parents Your Partners in Literacy (TP21) MULTI-MEDIA	299.00
-------------------------------------------------------------------	--------

**A selected bibliography of just a very few of the
many books available for parents that may be of
help in the conducting of a class in tutoring.**

- Bishop, Margaret. *The ABC's and all their tricks*. Milford, MI: Mott Media, 1986.
- Bush, Barbara. *C. Fred's story, a dog's life*. New York: Doubleday, 1984. This is for fun—but it is excellent for tutoring with later on. Non-political. Proceeds of this book go to Laubach Literacy Action and Literacy Volunteers of America.
- Clark, Louise. *Can't read can't write can't talk too good either*. New York: Walker & Co., 1973.
- Diehl, Kathryn. *Why Johnny can't read but you can teach him at home*. Scottsdale AZ: the Reading Reform Foundation, 1976.
- Flesch, Rudolf. *Why Johnny can't read*. New York: Harper & Row, 1986.
- Frey, Patricia, et. al. *Litstart Trainer Handbook*. Lansing, MI: Michigan Literacy, Inc. 1990.
- Granowsky, Alvin et. al. *For parents and children: a guide to better reading*. Asheville, NC: TARMAC, n.d.
- Henry, Marcia K. *Words*. Los Gatos, CA: Lex Press, 1994.
- Henry, Marcia and Nancy Redding. *The tutor series*. Los Gatos, CA: Lex Press, 1994.
- Larrick, Nancy. *A teacher's guide to children's books*, 4th ed. New York: Bantam Books, 1975.
- Lyman, Donald. *Making the words stand still*. Boston: Houghton Mifflin, 1986.
- McCabe, Don. *To teach a dyslexic*. Clio, MI: AVKO Foundation, 1995.
- McCabe, Don. *Get out of my face; get off of my case*. Clio, MI: AVKO Foundation, 1994.
- Miller, Julano. *Helping your LD child at home*. San Rafael, CA: Academic Therapy, 1973.
- Orem, R.C. *Montessori, her method and the movement*. New York: Putnam, 1974.
- Ransbury, Molly Kayes. *How can I encourage my primary grade child to read?* Newark, DE: International Reading Association, n.d.
- Robson, Ed et. al. *LITSTART: Literacy strategies for adult reading tutors*. Lansing, MI: Michigan Literacy, Inc. 1990.
- Rosner, Jerome. *Helping children overcome learning difficulties*. New York: Walker & Co., 1975.
- Smith, Carl. *Help your child read and succeed*. Bloomington, IN: Grayson Bernard, 1991.
- Sonday, Arlene. *Fundamentals of reading success* (video series). Cambridge, MA: Educators Publishing Service, 1994.
- Vail, Priscilla. *Emotion: The on/off switch for learning*. Rosemont, NJ: Modern Learning Press, 1994.
- Weiss, Helen & Martin. *Home is a learning place—a parents guide to learning disabilities*. New York: Little, Brown, 1975.

Teacher's Diary

As a teacher, no matter how carefully I constructed my lesson plans, things always seemed to happen that were not covered in my plans. Most of the time, the spontaneous happenings were even better than what was planned. These serendipitous happenings or teachable moments, these pertinent questions asked by parents can often lead to a proper revising of lesson plans and hopefully many revisions of this particular text.

First class session:

Student names	Address	Phone Number
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Facts about the adults and the problems their students have in reading:

Questions the adults asked that I could not find covered in this text:

Suggestions for improvements and corrections

Normally requests for improvements and corrections come at the end of a book. However, we want to make sure that any teacher even thinking about taking or teaching this course knows that everything in this set of lesson plans is tentative. We don't believe we have all the answers.

We do have a lot of questions.

In order for a class to get off the ground, and in order for most teachers to begin teaching, there usually has to be some lesson plans—even if they aren't followed.

However, we recommend that you try to follow these plans and to let each of your students know just what handout they will be getting during the next class session. We feel that you can probably get better attendance if each class there are special handouts to be given the participants to put in their special folder that they will use as volunteer tutors.

Now for your ideas and suggestions:

Course Outline**1st Session
Overview**

7 Sessions—once a week for 7 weeks (or whatever is the normal number of weekly sessions in your adult community education program).

- Hand students the outline of the course (see handout that may be duplicated on pp. 67-68).
- Walk students through pages 1-17 in *If it is to be it is up to me to help* (their tutoring book) and pages 6-10 in *If it is to be it is up to me to do it* (student's book).

These are the tutoring materials that they (or their helper from the student's immediate or extended family) will be using for 5-10 minutes every day. Make sure that they know that they are to write in their books and to sign the contract on page 6 in the student's book along with the person whom they are tutoring.

- Discuss the need to avoid confrontations with or about teachers and school officials.
- Give the demonstration test (See handout on pp. 63 & 64).
- Give explanation about phonics. Explain carefully that phonics involves multi-letter patterns, not just single letters representing single sounds.
- What you would like to add: _____

**Preparation for
the first class
session:**

Read through the lesson plan text (this book) at least twice. Pencil in comments regarding doubts, disagreements in theory, omissions, etc. Always read this text with a pencil and please mark it up!

Read through the introduction and the first five lessons of *If it is to be it is up to me to help* and if at all possible give the first five lessons to the person you personally are tutoring. It's always easier to answer questions and to explain how to use materials if you have already used them yourself.

**Materials Check
List**

1. AVKO Demonstration Test (one each) see pp. 63-64.
2. *If it is to be it is up to me to help*. (One per student)
3. *If it is to be it is up to me to do it*. (One per student)
4. Paper and pencils for students to use for notetaking.
5. Transparencies.
6. Dictionary.
7. Index cards.
8. Felt pens (assorted colors)
9. Magnetic letters & metal display tray.

**Reasons for
having the
books:**

On the first class night your students will have their maximum amount of enthusiasm and their least amount of expertise. They want to tutor. They need to tutor. They need something with which they can achieve measurable success before the next class meeting.

***If it is to be it is
up to me to help***

The first time I taught this class, I tried to teach my students how to teach their children by using the concepts of careful sequencing and word family patterning. They didn't want to do it all themselves. They wanted something already sequenced that they could use.

and

***If it is to be it is
up to me to do it***

See p. 65 for sample spelling tests taken by Laura Scott before and after her mother began helping her by using AVKO's *Sequential Spelling* (the earlier version of *If it is to be...*).

**Parents want to
get started now.**

Parents want something more concrete than just theories. They want something they can use immediately. By giving them their own copies of *If it is to be...* they have something that they can take home with them and channel their initial enthusiasm into a daily routine of help for their child or spouse.

**Practice with the
materials on a
child or an adult
first.**

If you have used the material yourself, you will be far more convincing to your students. You will also be able to answer their questions more honestly.

Brace yourself for an onslaught of remarks highly critical of your school system and its teachers.

General rules for handling criticism of your school.

Typical questions critical of your school system.

More typical questions critical of your schools and teachers.

How to avoid arguments and confrontations.

Continually emphasize teamwork.

How do you teach or preach diplomacy? All we can say is, like the boy scouts, “Be prepared!” Some parents will be extremely upset and want to use up precious class time venting their pent-up frustrations. If you are lucky enough to have some teachers taking the class because they want to work with parents, you must be twice as tactful.

Rule #1. Rather than precipitate an argument by flatly denying an accusation, try the immediate partial agreement tactic. In other words, say something such as:

*Unfortunately, there is a lot of truth in what you just said. However, **we** must remember that...*

Never say: “**You** must remember...” That would appear as a personal attack. We don’t want to attack a parents’ ideas. Instead, use the “**WE**” and try to bring the parents over onto your side without them realizing it.

One tactic I found successful was to have the members of the class first write down their biggest complaints about the schools and then have them try to answer their own complaints by starting out:

However, we must remember...

Many questions are in reality complaints, such as:

1. *Why don’t they do something about it?*
2. *Why don’t they get better teachers?*
3. *Why don’t they teach phonics any more?*
4. *Why can’t they teach my Johnny? None of the rest of my kids had any problems.*

We could list at least 200 different questions that could be asked. But we won’t. So please note carefully that almost all questions will be loaded questions. These loaded questions always assume something to be true that isn’t necessarily true—and then ask, “Why?” For example, “Why don’t teachers care about the kids anymore?” This question assumes two things. One, that teachers don’t care about the kids and two, that once upon a time they did. But it usually doesn’t do any good to point out the illogicality. You could win an argument and lose a student. This you don’t want. Arguments you don’t want. One pat answer you might want to use is this:

I really don’t know why. And really, even if I knew the answer, it wouldn’t make any difference. What we are going to try to do in this class is find ways to help your students learn. We really want to work with our schools and not against them.

Avoiding arguments and confrontations

There is no fool-proof method of avoiding arguments and needless confrontations. However, we do strongly recommend that you keep the class moving rapidly. Answer questions, but try not to use the old stand-by, “Are there any questions?” You might get more than you bargained for. If you want to ask for questions to ensure that you have been understood, say something like,

Are there any questions concerning _____?

Emphasize Teamwork!

Stress the fact that parents and teachers should work together as a team. Help parents understand why a child should not get caught in the cross fire. **Criticism of schools and teachers is destructive not constructive.**

Stress the need for team work and the absolute futility of placing blame. Who cares who or what caused the problem. What you want to do is overcome the problem—not assess blame. If a parent insists that there really is a “teacher” problem we strongly suggest that you ask the parent to wait until after the class is over so that you will be able to discuss their problem with them in greater detail. Then, when the class is over, you might refer the parent to another organization that can help or knows where help is readily attainable. One such organization would be a local chapter of the LDA (Learning Disabilities Association). The local director of special education should be able to give you more specific information. Certainly, your state department of education can provide you with the pertinent information.

Don't get involved in parent/teacher squabbles.

The reason why you shouldn't get involved with parents' problems with teachers is simple. It isn't right to jeopardize the existence of this class by getting involved in a parent-teacher squabble that might result in the dropping of the class under orders of the superintendent or the board of education.

Inform elementary teachers.

And as a preventative measure, you should make sure that all elementary teachers know about this class. No teacher wants to find out from a parent that there is a course for them in tutoring their kids in reading or spelling. See p. 8, item 4.

Give teachers a hook for self-defense.

Fact: No matter how hard a teacher tries, there are some students who, in order to master reading and writing, need more personal attention than is possible in a normal classroom situation. This class is for the parents of these students.

Arrive 20 minutes early for first class.

ROOM

Even if you have taught adult education classes before and even if you know where the room is that your class is scheduled to be in—remember Murphy’s law, “If anything can go wrong, it will...” and then apply the AVKO Rule: “Murphy is an optimist!”

EQUIPMENT

If possible ask the community education director for a room with tables. It’s much easier to work around tables than desks. It makes group discussions far easier.

An overhead projector is desirable. The originals for transparencies are included in the book, but not the transparencies themselves. Your school can make them cheaper than we can have them done commercially. Therefore you do have AVKO’s permission to make transparencies for use in your class—but obviously not for sale or dissemination to other teachers.

Greeting students:

CHALK—both yellow and white. Don’t assume the teacher whose room you are borrowing will leave chalk out for you. P.S. Always leave the room the way you found it.

Administering the AVKO demonstration reading test.

Who needs directions on greeting students? Just be yourself. Be pleasant. Smile a lot. Before class starts try to find out discreetly whether your students are parents looking for help for their children in elementary, middle school, or high school or whether they are teachers looking for a way to get parents involved, or whether they are looking for ways to help an older person such as a spouse or parent learn to read.

As the students come in, hand them their first hand-out, the AVKO Demonstration Test (see pp. 63-64). Ask them to take it and to write down their reactions to it on the back. Make sure you let them know this is not a real test. It is just a let’s pretend game. Let’s pretend we are a student with reading problems and we have to take this test. This gives your students something to do while you handle the inevitable paper-work of collecting cards, money, making out your attendance forms, etc.

This is a “canned” presentation which you might consider using at least for your first time through. When all the words are italicized it means that this is something you can read just as it is to your students.

An opening statement to your students

*Good evening. My name is _____
As you know this class is designed to help parents and teachers work together as a team with one goal in mind—helping the person you love learn that he can learn to read and spell. But I want to remind you not to look for an instant miracle.*

I think we can assume that all of you are here to learn NOT what went wrong in the past—but what you can do NOW to help. If this class met for an hour every single day between now and four months from now, maybe we would have enough time to afford ourselves the luxury of finding fault and laying the blame. But how is that going to help? It isn't! So please, in this class, let's try not to criticize people for what happened in the past. The past is past. We can't change it. Let's concentrate on what we can do now so that the future can be more promising.

Now the reason why I asked you to take the test is to give you a little bit of a feeling of how it is to be able to read some words but not others and how it's not all that easy a task to figure out words. We want you to learn that you can become patient. We want you to quit saying, “I don't have patience.” That's a lot of baloney. You had the patience to help your child learn to walk. You didn't scold him when he fell down trying to take his first steps. You constantly gave encouragement. Giving encouragement is natural. You do have patience. You didn't have to take a class to learn how to give the encouragement necessary to teach your child to walk, to talk, or to eat with a spoon. Remember those messes in the kitchen? Actually learning to eat without stabbing yourself in the nose with a fork is just as complicated for the computer brain to solve as is learning to read. The computer brain must give orders to the muscles, find out what happens when the orders are followed and then to make the necessary corrections. The computer brain keeps on working at it until the eating or spoon handling movements become automatic.

Now, I am going to ask you to please never ever ask your students to just “Sound it out.” The reason? If they could, they would. Rather than complain to your students that they

are not sounding out the words, just say the words they are having problems with clearly and distinctly. Often words we think can be sounded, actually can't. So, until we become masters of phonics, we should be careful about making our students feel inferior merely because they aren't properly sounding out a word.

To give you an example of the problems in English let me show you some very common words that you all can read and take for granted.

Go to the chalkboard and write the following chart or make a transparency of it and show it on the overhead.

Back in the 1930's a few scholars discovered the obvious, that is, that the most frequently used words are generally non-phonetic. This began a movement away from the teaching (and the study) of phonics that has continued to this day. Just mention the word phonics, and many eyebrows are raised.

Non-phonetic but correct	Phonetic Spelling	
does	duzz	as in fuzz
was	wuzz	as in fuzz
is	izz	as in fizz
done	dun	as in fun
says	sez	as in fez
said	sed	as in red
were	wur	as in fur

George Bernard Shaw even impishly suggested that the word *fish* might just as well be spelled ghoti because:

gh = /f/ as in the word enough ("ee NUF")
 o = /i/ as in the word women ("WIM min")
 ti = /sh/ as in the word nation ("NAY shun")

But not to worry. No word in English uses gh for the initial /f/ sound. **Ph**, yes. **Gh**, never.

What both parents and teachers may think easy to sound out may, in fact, be either a non-phonetic "insane" word or a "fancy" word that has a phonic pattern that isn't taught in typical elementary reading books.

If you wish to skip this section, do so. However, we present it as an informal non-academic explanation so that the tutors will realize that “sounding” out isn’t all that easy, and that they should first know most of the principles of phonics before they teach phonic word attack skills to their students.

Proof that opponents of phonics are right if you think about phonics as being just left to right single letter single sound correspondences.

Basic English spellings are almost 100% consistent within patterns of letters.

To illustrate this point you might want to have your students (both the parents and the teachers in your class) take a pack of Dolch words and divide them up into three piles:

Perfectly phonetic	Mostly phonetic	Non-phonetic
back	yellow	was
fat	her	father
after		
am	am	am (“em”)
can		can (“ken”)
ran		
cap		
	watch	watch
car	warm	warm

Notice that there will be disagreements among teachers (and linguists) over words such *am*, *can*, *watch*, and *warm*. Most parents and teachers cannot do this successfully at first. Only at the end of this course will they be able to do this with any real confidence.

It doesn’t help the computer brain to solve letter patterns if it is given false information, i.e., that a word can be sounded out when in fact it can’t. That is why AVKO prefers that the common admonition, “Just sound it out,” not be used by tutors.

To illustrate the fact that phonics is not single letter to single sound left to right, write the following words on the chalkboard. Read the words. Have your students listen closely to the changing sounds of the letters a and l.

Al all allow alms walk ale

Phonetically the letters *a* & *l* are not consistent in single letter correspondences. The opponents of phonics are quick to point out that if Johnny is taught that *a* is pronounced /a/ as in apple and the letter *l* is pronounced /l/ as in ladder and if he attempts to pronounce every letter in the word *walk* as /w-a-l-k/ he will rhyme *walk* with *talc!*

But notice that the sounds of *a* and *l* remain the same with *patterns*. For example, all the *-all* pattern words rhyme.

-ALL	all	call	fall	mall
	tall	recall	gall	small
	stall	ball	hall	wall

Basic English spellings are almost 100% consistent within patterns of letters (Continued)

All the -AL words rhyme:

-AL	Al	gal	pal	Sal
	Hal			

All the -alm words correctly rhyme with TOM!

-ALM	alm	balm	palm	calm
------	-----	------	------	------

All the -ALK words rhyme with HAWK!

talk	chalk	balk	walk
stalk			

The word allow is an “apparent” exception as the other -allow words rhyme with:

GALLO	or	hollow
tallow		wallow
gallows		swallow

Phonic overrides or patterns that change other patterns.

Actually the change in “allow” and swallow follow phonic patterns which are similar to computer overrides. Our minds are already pre-programmed to automatically handle these. The a in allow changes to the schwa sound because the accent is in the following syllable, a rule that really doesn’t need to be taught. The a in wallow and swallow is changed because the pattern wa- changes the a patterning to sound as “AH” as in swan, swat, water, wan, wand, wander, swap, watch, swatch, etc.

The letter l can be a vowel!

The letter l becomes a silent “signal” letter when followed by the letter m. In other words, the letter combination “al” is a vowel digraph that has the sound of the short “o.” For some reason, the originators of English spelling wanted more than one way to spell the sound of /om/ as in Tom. Rather than spell *com*, *oms*, *pom*, *som*, *bom*, *ommund* and *Pommer*, they chose: calm, alms, palm, psalm, balm, almond, and Palmer.

Bring a dictionary and prepare for a battle.

In almost every class, someone (even an English professor!) may insist that the dictionary is wrong. “After all,” they will say, “everybody pronounces the letter *l* in *calm*. Furthermore,” they will say, “I have never heard anybody pronounce calm KAH’m.”

Everybody’s computer brain makes automatic adjustments to what it hears so that it makes sense. It does this much like it adjusts the image on the retina of the eye. What we see on the retina is upside down. But our computer brain turns it right side up. Without this automatic adjustment of sound, we would never be able to understand people who speak in

different dialects. We hear what we expect to hear. Once we have been alerted to differences, we can then hear them. Top TV and radio announcers can be heard using both forms of calm! To demonstrate this point, I once played a tape recording of the sound “sbrattle” and asked the audience of over 100 teachers to spell that sound. Most spelled it *sprattle* or *spraddle*. A few spelled it *brattle* or *braddle*. No one correctly spelled it sbrattle. The reason is simple: Although the sbr blend is theoretically possible in our language, it is not used except between two words as in mass briefly. The closest pattern to the sbr would be the spr (changing the b to p) or the br (ignoring the s-). The computer brain is pre-programmed to try to make sense even out of nonsense.

When the letters *al* are followed by the letter *k*, the letter *al* become a vowel digraph identical in sound to the *au* vowel digraph in Paul and the *aw* digraph as in *claw* and *hawk*. Examples are: *talk*, *stalk*, *walk*, *balk*, *chalk*, and *calk*.

Finally the Silent E in the Vce pattern that is taught in most basal readers and books on phonics.

-ALE is a common phonic pattern as in:

whale	bale	Dale	gale
hale	male	pale	tale
stale	female	bale	stale

We prefer to call the letter *e* in these words as a signal letter that signals the computer brain to pronounce the letter *a* in letter patterns such as *-ale*, *-ace*, *-ade*, *-afe*, etc. as a LONG A. If you prefer the traditional terminology silent *e*, we don't object. It's just that we like to distinguish between those letters which are silent but have a function and those that are silent and just plain dumb as in the letter *b* in *dumb* and the letter *g* in *gnat*.

Not all your students will be as interested in the structure and patterning of English spellings as perhaps you are. It is not important that they really understand all the five types of patterns or how they came about. What is important is that they understand that their students can learn to respond to these patterns without specifically understanding the why's and wherefore's.

ADD what you feel should be in this lesson. OMIT what you feel should be omitted.

2nd Session Overview

- Check students for the results of their daily tutoring.
- The importance and mechanics of the forgetting mechanism.
- Repeat the concept of learning from mistakes.
- Using Dolch Words (or any word list) diagnostically and prescriptively.
- Combining tachistoscopic techniques with SMILES.
- _____ (Your choice)
- _____ (Your choice)
- _____ (Your choice)

The forgetting mechanism—the key to remembering

We can remember anything if we forget it enough times. Think about it. Just because we happen to be 100% positive of something right now doesn't mean that we won't forget it. Right at this very moment our computer brains are handling millions of bits of raw data, analyzing them, processing them, and FORGETTING them. Just think of all the individual sounds, smells, pressures of air, clothes, furniture, gravity, etc., ad infinitum, ad nauseum that are used, processed, and forgotten by our computer brain. We forget a zillion times more things than we remember.

Forgetting is a normal computer brain process.

Some things we only retain for a split second. Just think of all the things we see and forget in just sixty seconds of driving along an expressway. One whole mile of billions of objects seen, held momentarily in our computer brain for processing. If the information is not relevant—like a red light flashing behind us, all those telephone poles, trees, rocks, blades of grass, clouds, snowflakes, etc., are promptly forgotten. Even the flashing red light will eventually be forgotten if the policeman just goes flying right by you.

Other information like spoken words are held in our memories just long enough to be processed for temporary understanding—much like the written word is. To illustrate this point, we would like you to try to recall—word for word, every single word in this sentence, but first close your eyes when you reach this period.

Did you close your eyes?

Forgetting is a normal computer brain process.

We bet you didn't close your eyes. We bet you didn't even try to remember word for word that sentence. After all, you understand the point we're trying to put across. Everybody forgets. Everybody forgets almost everything! Besides, we don't like to fail at any task. And neither do our students.

Forgetting is a normal computer brain process.

1. Some information is retained for only microseconds.
2. Some information is retained for only seconds.
3. Some information is retained for only minutes.
4. Some information is retained for only hours.
5. Some information is retained for only days.
6. Some information is retained for only weeks.
7. Some information is retained for only months.
8. Some information is retained for only a few years.
9. Some information is retained for generations.
10. Some information is retained for life.

Class assignment or class discussion.

What types of information fit into each of the ten categories? What types of information fit into more than one category? What category does memorizing a list of spelling words fit into?

If information retained for microseconds is useful, it is then retained for seconds or minutes. Depending upon its utility, it could jump into the memory banks for hours or even days. Rarely does something make a leap from microseconds or seconds to lifetime memory. Normally the computer brain assesses the utility of information processed and either advances it to the next level or erases it. Actually, like with real computers, most data that has been erased can be restored. Frequency and utility are the twin guardians of memory.

Why do we forget?

The reason we do forget things is because the computer brain has assessed the data as not important enough to retain for instant retrieval. The computer uses the principle of frequency as one of its criteria for retaining information for instant retrieval. If we learn to spell words on Thursday night we might (or we might not) know them for the spelling test on Friday. If the data only progressed from the minute to hour memory banks, we won't remember the spellings. If the data progressed to the days' memory we will remember the spellings for the test on Friday. But, if we don't use the words on Saturday or on Sunday, then it's quite possible that the computer brain has judged the recall of the spellings as unnecessary and it zaps them.

Why learning spelling patterns is more important than learning words.

If we learn spelling patterns—they are repeated and repeated and repeated in thousands of words. The computer brain by recognizing the constant repetition also recognizes the utility and consequently stores the patterns for life-long use. Some specific words are repeated frequently, words such as: *is, are, the, in, up, to*, etc. Once we get past those basic utility words, most specific words occur rather infrequently. If the computer brain relies strictly on the whole word rather than on patterns for word recognition, the words learned will be soon forgotten.

Repetition is necessary.

We accept the fact that repetition is necessary in mastering athletic skills. Skills such as throwing or catching or batting a ball are not learned in one day. Not even by super athletes like Michael Jordan! Those children who become athletes became so because they threw and threw and threw and threw and threw and threw, day after day after day. Their computer brains learned from the zillions of throwing and fielding errors how to throw and catch a ball.

It's more important for a parent to help the child review his spelling words on Saturday and Sunday after the test on Friday than it is to help just on Thursday night.

Tutoring once a week is not enough.

Many volunteer tutors for adult literacy programs become discouraged when their student who seemed to have learned to read a group of words in one session doesn't know these same words the next week. But that is natural. If the data isn't used on a daily basis, it's discarded by the computer brain. That's why tutoring once a week is not enough for most students with reading problems regardless of their age.

If that's all you can do is tutor once a week, what then?

Volunteers for adult literacy organizations such as Laubach Literacy or Literacy Volunteers of America (LVA), can really increase their effectiveness as a tutor even if all they can do is to tutor once a week by enlisting the aid of someone within their student's immediate or extended family. They should teach that person to use the two books: *If it is to be it is up to me to help* (tutor's) and *If it is to be it is up to me to do it* (student's).

How can they be sure the extra tutoring is being done.

If they have their student bring his book to his weekly tutoring session, they can check to see whether or not he is doing his daily work. If he reads daily and is tested daily—even if it's only for fifteen minutes, the weekly tutoring will be far more effective.

The importance of learning from mistakes.

Using Dolch Words (or any word list) diagnostically and prescriptively.

Combining tachistoscopic techniques with smiles.

Here the 95¢ handout #601AC *220 Names/Faces, 220 sight words are too many for students with memories like mine* is very handy. So too is the slightly more expensive book #712AC *Individualized Spelling* (11.95). The concept here is simple. You show your students how to give painlessly any diagnostic word recognition test.

Demonstrate to your students how to use two index cards to operate just like the shutter of a fancy expensive tachistoscope. (“tuh KISS tuh skoh’p”).

Flash the target word. If the student knows it, smile, say “Good!” or “Great!” or “Right!” and go on. If the student hesitates, show the word for about one second. If he knows it, smile and say “Good.” If he doesn’t know it, then you have a word—or better yet, a group of words having similar patterns that he can learn.

If you are using any AVKO list (except the list of “INSANE” words) there will be a page number that corresponds to the page in #201AC *The Patterns of English Spelling*. Let’s suppose that you are using *Individualized Spelling*. The following pages are directly from this book. The page number in that book is always bracketed ([]) inside the heading.

The directions call for testing the student for spelling. But you can ignore that. Test for reading first. So wherever you read the word *spell* or *misspell* substitute mentally the words *read* or *misread*.

Giving the initial quick individual survey to a student.

The quick survey is on the next page. When someone comes to me for tutoring, I give him this quick test. If he misspells the first word *candy*, I just say, “Okay, we’ll just start somewhere in the first twenty-five lessons.” Only in the most severe cases do I really start from the beginning. Usually I tell my student that I think we can skip the first five lessons because he probably knows all those words anyway.

If he spells *candy* correctly but misses on the word *again*, I stop the test right there and say, “Okay, we can skip Level A which has twenty-five lessons and go directly to Level B which starts with lesson 26 and goes through lesson 75.

I know that there will be many words in the first 25 lessons that he doesn’t know at this time. But I also know that he will learn all of those words we are theoretically skipping during the course of the lessons. For example, he may not have been able to spell the word *camp* which is in lesson 11. However, if he doesn’t pick up the “-amp” pattern incidentally during the lessons in which the short a is stressed (e.g., -at, -and-, -am, and -ap) or related -mp words such as *limp* and *lump*, he will encounter it later on in Lesson 61 and will learn *camp* along with *scamp* and *ramp* and *tramp* while ostensibly just learning the word *lamps*!

Determining the correct level for an individual student

There is no magic formula. Generally if a student is a complete illiterate, I start with lesson one. If there is some indication that he can spell some little words, I will start with lesson five. The fact that I am skipping some lessons tends to make the student feel that although he may be a terrible speller, there must be people who are worse spellers than he is. After all, he didn’t have to start at the very beginning. Some students who couldn’t even spell the first word *candy* I might start as high as lesson 15. A lot depends upon how badly they misspelled the word. Here are actual examples of misspellings and where I happened to choose to start them.

Misspellings of the word <i>candy</i>	Level that I chose to start the student
dyn	1
cenyd	2
cndy	5
kandie	10
candie	12
canday	15

The AVKO Quick Initial Survey (p. 5 in *Individualized Spelling*)

Stop giving the test the moment the student makes a mistake.

Word	Degree of Difficulty on scale 1 20	Level	Sentence using the word.
candy	2.75	A	1. I enjoy eating a good _____ bar.
again	4.75	B	2. I would like to do this _____ sometime.
whale	6.75	C	3. Pinocchio was swallowed by a giant _____.
crept	8.75	D	4. The soldier _____ behind enemy lines.
views	10.75	E	5. We have opposing _____ on this subject.
bored	12.75	F	6. I get _____ watching TV soap operas.
basis	14.75	G	7. Just what was the _____ for your decision?
reign	16.75	H	8. When was the _____ of King Arthur?
aisle	18.75	I	9. In what _____ can you find breakfast cereals?

Begin on level of first word missed.

The percentage figures are those for adults (8th graders on up) who can be expected to spell the words in that level.

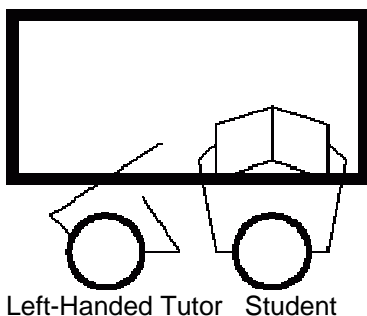
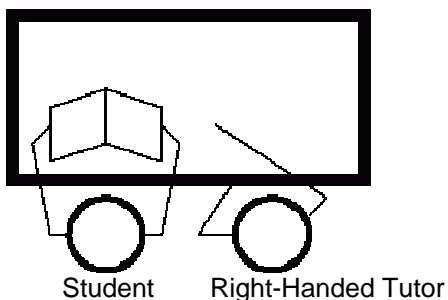
LEVEL A	90-99%	Lessons 1-25 on pp. 15-39.
LEVEL B	80-89%	Lessons 26-75 on pp. 40-89.
LEVEL C	70-79%	Lessons 76-125 on pp. 90-139.
LEVEL D	60-69%	Lessons 126-153 on pp. 126-166.
LEVEL E	50-59%	Lessons 154-177 on pp. 167-174.
LEVEL F	40-49%	Lessons 178-201 on pp. 175-182.
LEVEL G	30-39%	Lessons 202-225 on pp. 183-190.
LEVEL H	20-29%	Lessons 226-375 on pp. 326-375.
LEVEL I	10-19%	Lessons on pp. 376-400.

Giving the Regular Survey of Spelling Words

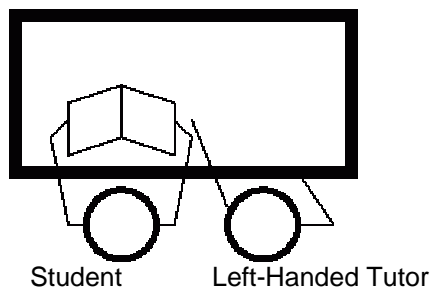
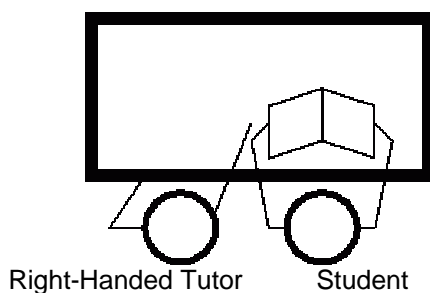
(p. 6 in *Individualized Spelling*)

Levels 1-75 to Individual Students

Tutoring Positions: Traditional



Incorrect Tutoring Positions



The traditional position is either to the right or the left of the student depending upon which hand you use to write.

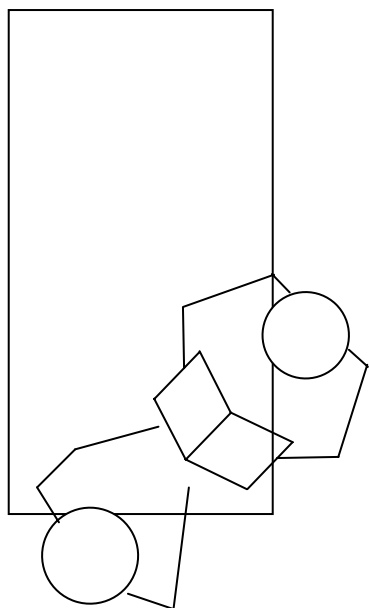
If you, as a tutor are right-handed, sit to the right of the student. This way, when you write on or touch your student's paper you will be able to do so without bumping his arm.

If you are left-handed, sit to your students left. This way, when you write on or touch your student's paper you will be able to do so without bumping his arm.

If you, are right-handed and sit to the left of the student it's almost impossible to touch the pages or write on a student's paper without bumping him.

If you, are left-handed and sit to the right of the student it's almost impossible to touch the pages or write on a student's paper without bumping him.

Tutoring Positions:
The AVKO Preferred Method



We at AVKO tutor directly across the corner of a table from our student.

The two biggest advantages of this method are:

- You can see the expressions on your student's face as he reads and as he writes.
- You are not invading your student's space.

Do you like to have people leaning over your shoulder to read? I don't. But that is what happens using the traditional tutoring positions. And another thing, you don't have to worry about being on the wrong side of your student.

However, to do this well, you must learn to read and write upside down. This we have found to be very useful as far as helping tutors understand for themselves the real problems of learning to read and write.

The best discussion that I know of regarding the usefulness to tutors in learning to read and write upside down is in the short, inexpensive pamphlet (See 632AC on order blank on p. 69).

The tutor should read the word for spelling and then the sentence that it is used in. The student should read along with the tutor. Some adults may be hesitant. Some adults may have had such disastrous experiences previously that they will refuse to read along. Don't force it. They can hear you. They can mentally hear their inner voice as they read silently along with you. Using the AVKO method of tutoring, you can have an opaque word-covering strip (See illustration on p. 38) that you can peek under. If you are using the standard approach where you are sitting beside your student, you really can't do this without constantly bumping your student. You will have to have a photocopy of the page for him or he will have to have his own copy of the book. In either case, he should have his opaque word covering strip over the column of words. After you read the word and the sentence, the student writes the word. Before you go on to the next sentence, you have the student slide his word-covering slide down just enough so that he can see the correct spelling.

If he gets it right, you praise him. A simple, "Good!" is usually quite sufficient. If he gets it wrong, you simply say, "Well, there's one we'll have to add to your list of words that you are going to learn."

Stop the moment your student has missed FIVE words!

Using the Survey Level Tests
to Help Individual Adults Improve Their Reading
by Improving their Spelling
(From p. 8 in *Individualized Spelling*)

Survey of Spelling Words, Level A-Lesson 5

Target Word	Page in The Patterns of English Spelling	
.cars	501	<ol style="list-style-type: none"> 1. We have three _____ in our family for seven people. 2. The _____ at the place isn't worth eating. 3. They _____ a hard time learning to tat (make lace). 4. When you're _____, you're _____. 5. You can _____ my hair with a wash cloth. 6. Who knocked in the winning _____? 7. If it's all the _____ to you, I'll go home. 8. _____ was never like this when I was a kid. 9. _____ me the way to go home. I'm tired and I want to go to bed. 10. Next _____ we'll talk about something else. 11. That's a _____, and that's no bull. 12. It takes _____ persons to make a basketball team. 13. _____ me a break, will you? 14. I _____ rhythm. Who could ask for anything more. 15. She told _____ where he could go. 16. Who sang, "Come on a my _____"? 17. One thing for sure, Richard isn't _____. 18. _____ of us enjoy a good joke now and then. 19. Don't burn the midnight _____. 20. I hope you remember you _____ home.

- 1st Step: Discuss with your students the difference between testing for grades and diagnostic testing for learning. Compare these tests with a doctor's blood tests, urine tests, X-rays, etc.
- 2nd Step: Give your student either his own personal copy of this book or a photocopied sheet of the lesson with an opaque strip of index stock (covering the column of words). A paper clip works well holding the slide in place.
- 3rd Step: Explain what level you are starting your student on and why. Reassure him that if the words are too easy he can skip more levels or if they are too difficult he can always go back a few levels.
- 4th Step: Give sentence #1—cars We have three cars in our family for seven people. The student spells cars.
- 5th Step: Tell your student to slide the answer cover down until the correct spelling cars appears. See illustration at the left.
- 6th Step: If a misspelling is made (such as forgetting the ending letter g or putting in an unnecessary apostrophe) have your student correct it. If he misses the *-ar* part have him circle the number in the column which in this case is 501.

Stop the moment your student has missed five words!

If your student gets the first five correct in a row without any struggle, praise him and then jump ahead two or three levels and repeat the process. Any time your student gets five in a row on a level right, he probably knows most of the words on that level.

Making Learning Assignments based on words missed

(See p. 9 in Individualized Spelling)

CAVEAT: There is no one perfect way to treat all individuals. What follows are merely suggestions that you might want to try. Supposing on level 5 your student missed the following words: *cars*, *part*, *cold*, *show*, and *cow*.

- Have the student write the word once in **cursive** on a card.
- Have the student write the word once in **manuscript** on the back of the card.
- Have the student put the word in his box of words that he is learning to spell.
- Analyze area of problem of misspelling:

Words	Misspelled as:	Problem Area—Instructional Tasks
cars	car	Left off -s ending. No lesson necessary. Working with plurals will be part and parcel of the program.
part	pot	Possible dialect problem in which case pot and part may be pronounced identically. If so, treat as homophones especially in New England or wherever the “r” is frequently dropped in speech. Other possible problems with “-art”/ “-ot” may be avoided by working with many -art words such as <i>start</i> and <i>chart</i> . In most dialects part/pot , tart/tot , cart/cot etc. are not homophones.
cold	kcold	Incorrect choice of letters for beginning blend. Slight confusion between cognitive concept of sounds and visual memory of letters. Note all the correct letters are there, but the sequencing is wrong. Student should be praised for picking letters that produce the correct sound and which are in the word. But, he must learn the proper order. The simple sound “OH’l-d” is commonly spelled -old . He will eventually learn the “k” sound may be spelled c as in <i>cat</i> , k as in <i>Kate</i> , ck at ends of simple words such as <i>pick</i> and <i>nick</i> but just c in bigger words such as <i>picnic</i> , ch in “FANCY” words such as <i>technical</i> , q as in <i>queen</i> , and qu as in <i>liquor</i> , but never ever kc .
show	shew	Incorrect usage of -ew pattern. The ending “OH” sound can only be spelled -o as in <i>go</i> , -oe as in <i>toe</i> , -ow as in <i>low</i> , and -eau as in <i>bureau</i> . It is recommended that the student work with the -ow words on page 310 of <i>The Patterns of English Spelling</i> (if you have a copy) or try to make as many -ow words as he (with your help) can make.

cow**cau**

Incorrect usage of **-au** pattern. The ending **-ow** sound can only be spelled **-ow** as in **plow** or **-ough** as in its alternate spelling **plough**. We would recommend that the student work with the **-ow** words on page 318 in *The Patterns of English Spelling*. Since we have an apparent conflict **-ow** in **cow** and the **-ow** in **show**, it may be advisable to practice with the words in context using whatever techniques or materials you feel are most appropriate for your student. We recommend **Language Experience Activities (LEA)** in which you give the word and the student puts it in a sentence. You write the sentence complete except for the word. He then fills in the word and reads the sentence back to you.

- Have the student look up the other words that follow the same pattern as the one he missed. For example, the very first time I gave this test to a 23-year-old learning disabled dyslexic, he missed the following words which I entered on a 3x5 card that look as follows:

Alfred E. Neumann		
Word Missed	Page in <i>The Patterns of English Spelling</i>	Student's Misspelling
cars	501	car
part	510	pot
cold	241	kcodl
show	310	shew
cow	318	cau

I asked him which word he would like to learn first. Quite naturally, he said it didn't matter to him. So, I picked *cold* for study and the others for re-testing and study if necessary.

On the next page is what can be found on page 241 of *The Patterns of English Spelling* for *cold*.

On page 241 of *The Patterns of English Spelling* were:

OLD GOLD ("GOH'I-d") FAMILY

OH'I-d	OH'I-dz	OH'I did	OH'I ding	OH'I dee	OH'I dur
old				oldie	older
ol' is the way writers spell <i>old</i> when they don't want the "d" pronounced.					
bold					bolder
cold	colds				colder
hold	holds	held**	holding		holder
scold	scolds	scolded	scolding		
fold	folds	folded	folding		folder
gold				Goldie	
sold					
told					

Power Vocabulary

unfold	unfolds	unfolded	unfolding		
blindfold	blindfolds	blindfolded	blindfolding		
scaffold	scaffolds	scaffolding			
uphold	upholds	upheld**	upholding		
withhold	withholds	withheld**	withholding		
behold	beholds	beheld**	beholding		beholder
mold	molds	molded	molding	moldy	molder

** Irregular past tense. See p. 240

Using a piece of opaque index stock, I covered the onsets (beginning sounds) in the first column so that my 23-year-old could see only the "rime" (ending sound) in the column which now looked like:

old
bold
old
old
old
old
old
old
old
old
old
old
old
old
old
old
old
old
old
old
old
old
old

Words in **bold** are "**Dolch Words**"

Notice how covering up all but the target sound

helps the learning disabled student to focus on the problem and how it alerts his computer brain to how useful this three letter combination can be.

Notice also the relationship of this technique to the concept of Task Analysis (TA) in which a task is broken down into components small enough to be mastered by anyone.

old
 bold
 cold
 scold
 fold
unfold
 old
 old
 old
 old
 old
 old
 old
 old
 old
 old
 old
 old
 old
 old
 old
 old
 old
 old
 old

We can practice making words by adding the onsets (beginning sounds) as we slide the cover downward, one word at a time.

Some scholars call this “vertical word processing” but we just call it learning spelling patterns.

Notice how many times the student encounters the pattern *-old*.

If the student were to write each word but once, he would be writing *-old* at least 21 times and all in a phonic context!

We strongly recommend a little practice in composition immediately. However, you may or may not be able to practice it quite the way we do at the AVKO Foundation’s Reading Clinic. What we do is have the student give his tutor a sentence. The tutor then writes it. Occasionally, the tutor will spruce up the sentence a little. For example, when the student is given the word *bold* to use in a sentence, the student might say, “I am not bold.”

The tutor might spruce it up to: Most of the time I’m not very bold.

This technique is often labeled by experts in the field of reading as a variation on the Language Experience Activity (**LEA**) method of teaching reading. The method you select will largely depend upon your particular situation and the needs and desires of your student.

You might, for example, ask your student to pick any ten *-old* words and put them into sentences for homework purposes. We recommend that you take away any pressure about misspelling the other words he may choose to use in the sentence. A method we have found to be quite successful is to have the student put quotation marks around words whose correct spelling he is unsure of. The words he doesn’t have any idea how they are spelled, he just puts down the first couple of letters he thinks might be in the word and then a long dash. For example, supposing your student wants to write the following sentence using the *old* word *told*. “I *told* my boss he ought to see a psychiatrist.”

His sentence might look like this: I told my “bose” he “awda” see a “si———.”

You could then, on a separate piece of paper re-write or type or put into a computer his sentences with the corrections made. Now you will have some of his writing for practice reading which might look something like this:

Student _____

Original dictated or homework corrected sentences:

- | | | |
|----|-------|--------------------------------------------------|
| 1. | old | I don't like to think about growing old. |
| 2. | cold | I hate to catch a cold. |
| 3. | scold | I once had a teacher who just loved to scold me. |
| 4. | fold | My wife likes me to help her fold the laundry. |
| 5. | hold | I don't want anybody to hold me up. |
| 6. | gold | I have a gold wedding ring. |
| 7. | told | I told my boss he ought to see a psychiatrist. |

Notice how the letters **-old** are right underneath each other so that the pattern stands out to the eye. We believe that this helps the adult discover and perhaps internalize the pattern. Then the word occurs just as it should—in the context of a sentence using the word.

The object, of course, is to master the spelling of the word **cold**. However, a lot of different things can happen along the way to learning the word **cold**. Other words such as **bold** and **scold** and **hold** and **fold** may be learned without any conscious effort on the part of the student.

And even strange big words such as *laundry* may suddenly become part of the adult student's reading vocabulary just because he initiated the word and it was correctly spelled out for him by his volunteer tutor. See sentence number 4 in the illustration above.

We don't do this for all words. It would take too long. But we are constantly doing it for a few words so that the student begins to *discover spelling patterns by himself*.

For adult students with severe learning disabilities, there is one thing that we do for all the words that are missed on the survey test. That is, we test and re-test and re-test out of the blue. We feel that if a student can correctly spell a word on five separate but consecutive occasions he probably knows the word. Notice on the chart on the next page that we don't ever score a word as a miss. Instead, we use a NEED-TO-REVIEW-DOT (●) to indicate the need for added review. We tell the adult student that he knows the word even if he missed it. And really, that's usually the case. Is there anyone who hasn't had the experience of forgetting somebody's name that they really knew? What's the difference between forgetting a name of somebody you know and forgetting the spelling of a word that you really know how to spell? The following is from a chart that we made for a very bright young man who had severe learning disabilities and had been labeled a dysphonic dyslexic by an independent psychologist.

Words I am learning (See p. 14 in Individualized Spelling)					
= correct					
• = need to review					
! = correct but needs more review anyway because it wasn't automatic.					
Word	Days	Weeks	Started	Learned	Mastered
cars			2-11	2-15	3-15
part		• •!	2-11	2-15	4-22
cold	!	•!	2-11	2-15	4-8
show	!		2-11	2-15	3-18
cow	•	•	2-11	2-16	4-15
get	•••	• •	2-11	2-21	6-3

The word *get* does seem to be very difficult for some dyslexics. We believe it largely comes from the fact that they quite often hear the word *get* as a rhyming word with *fit*, *bit*, *sit*, etc. and consequently follow the wrong paradigm. We don't try to change their pronunciation. We just try to make them aware of the fact that *get* can rhyme with *bet* and definitely must be spelled as an -et word even though comic strip writers and novelists often deliberately use the misspelling "git" for such literary effects as showing that the speaker is poorly educated.

The number of words we have students working on at any one time depends on our personal assessment of how many he can handle without being overloaded. Usually, if the student has been diagnosed as a learning disabled dyslexic, I will have six words as the maximum as in the case above. As we progress, we then may start to slowly increase the number from six to seven to eight to nine to ten words which he is learning. Note: Among the words he is learning are whole families of words such as *fold*, *gold*, *old*, *uphold*, etc., that are related to *cold*.

Advancing the student

As a student progresses through the tests and the assignments, he may find that on one of the diagnostic tests he scores perfectly. In that case, have him skip the next one—maybe even two tests. You don't have to really worry about the student missing out on learning an essential word. Since almost all words belong to word families but are of differing degrees of difficulty, the student will be tripped up later on if and only if he doesn't know the principles involved. If he knows the principles, he will know the words.

Constructing Your Own Quick Surveys

(See p. 15 in *Individualized Spelling*)

You don't have to use our surveys. You can use the AVKO Spelling "Difficulty" Dictionary to select words to represent levels. We selected ours from the five letter words that were 2.0 degrees of difficulty apart using a difficulty scale of 1.00 to 21.00. The following is from *The AVKO Spelling "Difficulty" Dictionary* which we consider to be a very valuable tool. Of course, we might be a wee bit prejudiced.

- 2.50 an list pot bring cook football luck sleep tent why each joy rose snow win gum then mud sometime spot
- 2.55 arm lines cake dance lover much said duck even landing money net open pets place trip glass ham loves pages rock bear
- 2.60 dress fly playhouse bath clean rent test dogs paying seed soon
- 2.65 grass race wind alive banker cooking pen story willing can't egg for made winter eating
- 2.70 mile near saying sport ask could dry ears July moved sad sir stove taken things wife large looked pan round sheep shop sky apple now
- 2.75 candy hunt likes or dates hunter names rich body gate gone lamp meat paper real around deer drove fort hog late nap role seen
- 2.80 adding keep oh walking yesterday bone child handed know less lived pine port told inside spell yellow blow bread march small states bag boats games
- 2.85 hunting recall tank would alike doorway hate job killing kind makes pat star being cry want toys Monday spelling
- 2.90 flower hats dust ill joke meal mill cool goat key light other reader rope rug something wet worked blue fine forget our seeing uptown
- 2.95 table yet also dish fill lumber market parts seven singing toe blank cage count guns push rooms zoo cream four growing hole try

HOMOPHONES: an/Ann/Anne rose/rows bear/bare/Bayer pen/pin can't/cant for/fore/four made/maid or/ore gate/gait meat/meet/mete real/reel deer/dear role/roll know/no told/tolled bread/bred would/wood key/quay/cay/qui light/ "LITE" blue/blew/bleu our/hour—or—our/are toe/tow hole/whole

Origin of the Survey Tests

(See p. 22 in *Individualized Spelling*)

There are two massive studies without which these tests and this approach could never have been put together. First, *The New Iowa Spelling Scale*, with which everyone should be acquainted. If it isn't in your library, I strongly advise its purchase. We recommend that you order one from:

Project Spelling c/o Dr. Brad Loomer
Division of Continuing Education
University of Iowa, Iowa City, Iowa 52240

The second study is that of the AVKO Foundation's Research Director, Don McCabe: *The Patterns of English Spelling*. This book can be ordered from:

AVKO Educational Research Foundation
3084 W. Willard Road, Suite 715
Clio, Michigan 48420-7801
Telephone (810) 686-9283 or FAX (810) 686-1101

Contents of *The Patterns of English Spelling* by volumes (Although each volume may be purchased separately, it is far more economical and convenient to purchase all 10 volumes in one book)

Volume Number	Types of Words	Examples	First Page
1	Short Vowels: CVC	dad get tin	101
2	Short Vowels: CVCC	band went itch	201
3	Long Vowels: CV/CVe	go nice tube	301
4	Long Vowels: CVVC	raid seem roam	401
5	-R & W- Controls	car cart ward	501
6	Basic Suffixes	batter battle dreadful	601
7	Ending Y's	destiny simplify trickiest	701
8	Power Suffixes	precious impartial permission	801
9	Advanced Patterns	techniques chauvinist fiancée	901
10	Prefixes/Suffixes/Roots	psychology synthesizer photographic	1001

Add whatever you feel should be in this lesson.

Omit whatever you feel should be omitted.

3rd Session Overview

- Using the Kitchen and TV to Teach Reading
- Teaching Onsets (Beginning Consonant Sounds)
- Teaching Consonant Blends
- Handling “Look-alikes” such as *who* and *how*.
- Add your own topics here.
- _____
- _____
- _____

Using the **kitchen** to teach reading skills

Perhaps the most frequently used room in a house is the kitchen. In our culture we are constantly raiding the refrigerator. So, let’s make use of that fact. Have those students who are tutoring family members write notes to be left on the refrigerator, cut out cartoons and put them on the refrigerator. When the family member who is learning to read comes to the refrigerator, he should be trained to automatically attempt to read everything on the door before he opens it. This way there will be installed a reading habit. If the tutor constantly changes the cartoons and notes, it should be a fun experience that leads to an attitude that reading is fun and not just fundamental.

Using **TV** to teach reading skills

Commercials can be used for more than just a break in the action. Most commercials have words flashed on the screen. Those students who are tutoring family members can make good use of this. Not only that, if they have a VCR they can tape those commercials that have some good reading and that occur frequently. With the VCR’s ability to stop and hold, a lot of good reading practice can take place using real life materials. If a video CAMCORDER is available, you can use that to record signs and billboards that are on the student’s normal route to school or work and by teaching them you give your student the opportunity to get sign reading practice daily.

Teaching Onsets
(Beginning Consonant sounds by using index cards)

Use the at and an and ad cards written in heavy black ink.
Use the b and c and d cards in red.

	at	an	ad
b	b at	b an	b ad
c	c at	c an	c ad
d	d at	d an	d ad

Concentration on
the rime -all (Word
Family Ending -all)

Have students write the word **all** in red (or whatever is his favorite color) and then immediately be a magician and change **all** to **ball** by adding the letter **b** in black ink.

You give: all

Student writes **all** in red.

You give: ball

Student changes **all** to **ball** by using the letter **b** written in black ink.

You give: all; then call

Student writes **all** in red. Then changes **all** to **call** by using the letter **c** written in black ink.

You give:all; then recall

Student writes **all** in red then changes **all** to **call** and **call** to **recall** by adding the prefix **re-** to **call** in black ink.

You give: all; then tall

Student writes **all** in red. Then changes **all** to **tall** by using the letter **t** written in black.

You give: all; then stall

Student changes **all** to **stall** by adding the letters **st** in black.

You give: all; then install

Student changes **all** to **install** by adding the prefix **in-** and the letters **st** in black.

**Note: Rimes will rhyme,
but all rhymes are not rimes!**

Crawl and ball are rhymes but not rimes.

Crawl and bawl are both rhymes and share the **-awl** rime.

Tall and ball are both rhymes and share the **-all** rime.

ball
call
recall
tall
stall
install

Demonstrate use of magnetic letters for use at home on refrigerator

Use onsets (beginning consonants or consonant blends) in one color. Use the rime (ending word family sound) in another.

If time permits have volunteer tutors practice this technique with each other.

Other ways of using the refrigerator to practice or spark an interest in reading.

Teaching consonant blends

- cartoons
- notes to family members
- _____
- _____
- _____
- _____
- _____
- _____

Teaching consonant blends

Perhaps the easiest way to teach consonant blends is to make a game of it—a testing game. Just as when two boys play catch, they are really practicing skills by testing each other’s ability to throw and catch. When mistakes are made, it’s no big deal. So too, with consonant blends. Learning by mistakes and without grades, playing with blends either reading or spelling with real or with nonsense words.

ends lends blends or “drend brend flend.”

Because you can’t really and truly diagnose an older student’s knowledge of consonant blends using words that he knows, we at AVKO recommend that you use family endings that he knows and make up nonsense words that he couldn’t possibly have learned. For example, if you want to teach the br- blend and your student knows the words *at, it, ice, and, in, ill, all*, you can use *brit* (but not *brat*) *brice* (but not *brand*) *brin, brill* and *brall*.

A quick str-spelling exercise

When you find a blend that needs to be worked on, you can use a dictionary to find more than enough words to use for practice. But you really shouldn't just use words with the target blend. For example, if the target blend is *str* include words with *tr* blends and *st* blends as well so the mind gets practice discriminating. You can use flash cards for rapid reading recognition or you can have practice spelling and writing of the words.

Give the word. Have the students write each word underneath each other with each letter *r* forming a straight line up and down as follows: Make sure you give the correct spelling after each word.

r	r	r	r
rap	rip	rim	Rick
trip	trap	trick	trim
straps	stripped	strict	street
range	ring	strike	straw
strange	string	train	tried
treat	stretch	strain	stride

In either reading or spelling words in an exercise such as the one above, a student may know the beginning blend but be stumped by the ending such as *-etch* in *stretch*. This can lead to other exercises using the *-atch*, *-itch*, *-otch*, and *-utch* words along with the *-etch* words. These word families (rimes) can be found on pages 201-205 in *The Patterns of English Spelling*.

Drills can be real words, nonsense words, or a combination. The following is a combination drill in which the tutor can just jump back and forth between the lists randomly asking the student to read the word pointed to. Or the tutor can say "point to the word brace. Point out the word dracket. Show me the word crub," etc.

cr blends	dr blends	br blends
crace	drace	brace
cracket	dracket	bracket
crake	drake	brake
crill	drill	brill
crack	drack	brack
crank	drank	brank
crub	drub	brub
cright	dright	bright
cram	dram	bram

Be ready for objections on use of non-words

Some of your students will object to using non-words to teach reading. One practical explanation for them is that reading involves being able to read ads for commercial products. These big companies are forever making up words such as *Kleenex* (for clean necks) and *Lite* (for light) beer. They just use patterns. So, if a person can read the patterns they will be able to read any new word that manufacturers or ad agencies come up with.

Handling look-alikes such as how/who

There is no one way that works best with all students when it comes to handling look-alikes such as **how/who**. However, we feel that you might want to first try listing words together that end (or begin) just like each of the word pair. For example:

who	how
to	cow
do	scow
who	how
into	ow
two	wow
unto	brow
who	anyhow
do	somehow
who	allow
two	how

These words can be put on flash cards, in phrases on flash cards, or in sentences on paper. Drills in reading and very short drills on spelling easily confused words such as **how/who** or **grill/girl** or **soldier/solder** are very helpful.

What you think should be added to the lesson.

4th Session Overview

- Working on Sight Words. Demonstrate by using any list of words on pages 87-95 in *If it is to be it is up to me to do it*.
- Art of “sloppy” reading
- Making Word Puzzles
- What you believe should be added:

Test for reading the “INSANE” words

Demonstrate to the class how to use two index cards as a tachistoscope (“tuh KISS tuh scope”). Have your students practice giving the drill with each other. It takes a little time and practice to give a good shutter speed so that the word is flashed so that the mind has to make a quick decision. Also make sure that the students practice leaving the word open after a miss for a full second or two.

You should point out the necessity of being positive that you know a word. You don’t want to teach a word wrong. You can point out, if you wish, that even the author of this text with all his academic degrees in the humanities as well as in reading did NOT always know all the words in this list. For the first forty-two years of his life he thought that the word *victuals* was pronounced “VIC chew ulz” and that *quays* rhymed with days. Not so. *Victuals* is just the correct spelling of “vittles!” and *quays* rhymes with *breeze* and is pronounced exactly the same as *keys*!

On page 44 of this book there is a chart with an explanation of how to mark misses with what we call need-for-review dots. We recommend that this method be used in drilling on both reading and spelling of the “insane” words.

The Art of “Sloppy” Reading

If you have our little pamphlets #613AC (*The “Scrunched Up”*) and #624AC (*The Three H-A-V-E’s*) they would make great inexpensive handouts. Since writing is merely a mechanical way of reproducing speech onto paper, reading is just the reverse. It is putting back into speech that which

**More on the art of
“sloppy” reading.**

was recorded. Now, a good reader uses his own natural speech patterns. If he normally says “*Wur gonna hafta git it fixt!*” then that is how he should read it—but he should still spell the sentence: “*We’re going to have to get it fixed.*”

Good writers never use the “scrunched up” versions of spelling except when they want to (“*wanna*”) make sure you say it the natural sloppy way. They also use that type of deliberate misspellings to indicate that the speaker is seriously lacking in education. But even well educated speakers often pronounce the phrase *have to* as “*hafta*.”

The following is an example of dialect writing: “*Gee, Unka Jed, Ah shore wish y’ud of tole me so’s Ah c’ud of et my vittles.*” If it were written in correctly spelled English it would look like this: “*Gee, Uncle Jed, I sure wish you’d have told me so as I could have ate my victuals.*” (sic)

Some people with learning problems find that spelling begins to make more sense when they can make the patterns of spelling fit a puzzle. The act of creation seems to lock in the patterns. One type of puzzle that can easily be made, especially if one has *The Patterns of English Spelling* handy is as follows:

	at	ats	atted	ating
b	_____	_____	_____	_____
c	_____	_____	_____	_____
sc	_____	_____	_____	_____
f	_____	_____	_____	_____
fl	_____	_____	_____	_____
h	_____	_____	_____	_____
m	_____	_____	_____	_____
p	_____	_____	_____	_____

The solution:

	at	ats	atted	ating
b	bat	bats	batted	batting
c	cat	cats		
sc	scat	scats	scatted	scatting
f	fat			
fl	flat	flats		
h	hat	hats		
m	mat	mats		
p	pat	pats	patted	patting

<p>Add what you feel should be in this lesson. Omit whatever you feel should be omitted.</p>

5th Session Overview

- Using tape recorders or camcorders.
- Neurological Impress (Read along with me!)
- Language Experience Activities (LEA)

Tape Recorders

One method of helping students to read with expression is to use the tape recorder. You can tape yourself as you read a story. The student can play it at home as he reads silently along with your voice. He can also record the same reading.

Camcorders

Those tutors who are fortunate enough to have a camcorder (or to have a student who has a camcorder) can help an adult practice his own reading skills while driving to work. What most people with reading problems have trained their mind to do is to ignore printed messages. Grant, this may be at times an advantage that they have over us. But by and large, it works to their disadvantage. If someone records the signs (whether street signs, billboards, signs on buildings and marquees, etc.) the video recordings can be the source of a lesson or series of lessons which will enable the student to practice what he has learned on the way to and from work.

Language Experience Activities

Language Experience Activities (LEA) is part of the jargon used by reading teachers. All LEA boils down to is having the student write his own stories to read by using the tutor as a stenographer. The tutor takes down what the student says and spells everything out correctly. Then we use that as the text for reading. Some tutors and some students can make extremely rapid advances using this system.

However, not all tutors or all students can handle this technique. I know. As a reading teacher I used to try to make Language Experience Charts as we called them. Some of our class stories weren't any more interesting than "Dick and Jane Go on Vacation."

Creating sentences was much easier. That, my students were good at. And this is what is slowly being taught to both the family tutors and students in their tutoring books that accompany this class, *If it is to be it is up to me to do it* and *If it is to be it is up to me to help*. Give a word. Have the student write a sentence. You give the correct spellings for all the words.

Using Flash Cards

Using flash cards is a time honored practice in tutoring reading. However, we recommend that flash cards be reserved for the “INSANE” words. See pages 87-95 in *If it is to be it is up to me to do it*. One popular method is that of “popping” the flash card with both tutor and student reciting the word three times. When the student gets the word right on the “pop” the tutor can put it in the pile of words that he knows. If the student misses the word, the tutor can put it back into the deck just a few words back. Then, every time he comes to it, the tutor should again put the word that was missed the first time, back a few words so that the word that was missed keeps popping back up like a bad penny.

A definition of reading that involves spelling:

C. C. Fries (Say: See See FREEZE) in his *Linguistics and Reading* said, “Modern English spelling is fundamentally a system of a few arbitrary contrastive sets of spelling patterns to which readers, to be efficient, must through much practice, develop high speed recognition responses.”

Add what YOU feel should be in this lesson. Omit whatever YOU feel should be omitted.

6th Session Overview

- Working on the advanced phonic patterns (The “FANCY” words) on pages 79-86 in *If it is to be it is up to me to do it*.
- Check students’ recordings of tutor session.
- _____
- _____
- _____

The “FANCY” words

To teach the “FANCY” words, you should make sure your students have a copy of their student’s book and have them open it to page 79. If they don’t have one, you can always show them the same thing on pages 24-31 in the book you might want to sell to them, *600AC English Spelling: the “simple,” the “fancy,” the “insane,” the “tricky” and the “scrunched up.”* If you have *The Patterns of English Spelling* you can also give your students as many additional examples of words that follow the patterns as you feel they may need.

One way of going through the patterns is by demonstrating how the words would be spelled if they followed the patterns of words whose base has just one syllable (sill a bull). Or just reading slowly the words and then using *The Patterns of English Spelling* write more words on the board—saying them and having the students copy them into their tutor’s book.

Planning the final class session.

In planning your final class session, look over your lesson plans for the first six sessions. Pick out the things you think might bear repeating. One good way is to ask your students what things they would like to be covered in their last lesson. Also check your own notes about things you thought should have been in the lessons but weren’t.

Add what YOU feel should be in this lesson. Omit whatever YOU feel should be omitted.

7th Session Overview

- Underlining as a technique to cue computer brain.
- Using the student's book *If it is to be it is up to me* to record progress.
- Review and Evaluation
- _____
- _____

***Underlining: Cueing
the Computer Brain
(AVKO booklet
#AC628)***

There are many good reasons to get your students in the habit of underlining words which they don't know while they are reading. The most obvious is that it allows you, the teacher (or parent, as the case may be) to find out which words they need to learn.

It also leaves a record which can be rewarding to both you and your students when you later on have them read to you from a book with loads of underlined words which they (by then) can read.

As a teacher, I learned to prefer having my students mark up their books with pencil marks rather than to copy something from the book jacket and call it a book report. By giving students the choice of a 500 word report or underlining words they don't know, I usually was able to get students with reading problems to do it "my way."

And "my way" did have its built-in teacher advantages. I could easily tell:

1. How far into a book they were. If words are only underlined in the first 25 pages, that's as far as they had read.
2. Whether or not the book is too easy or too difficult.
 - a. More than five underlined words per page may indicate that the book is too difficult. Certainly three underlined words per line (as has happened!) indicates the book might as well be written in Sanskrit.
 - b. No underlined words or only one every five or six pages usually indicates the book is too easy. In fact, no underlined words usually meant that the student hadn't read the book. Naturally, there will be some who think they are smarter than the teacher and who will swear up

and down that they read all 1,200 pages of Tolstoi's War and Peace, but they didn't underline any words because they knew all of them. A quick check of:

1. What's this word?
2. What's this word?
3. What's this word mean?

The checking generally reveals the story that they're bluffing. One word of advice. Don't be angry with them. If you get angry and accusatorial, they will probably stick to their lie. Just smile, and laugh a little. Put them at ease with something like, "Nice try, Alfred. But next time read a few pages and make sure it isn't a book so hard that most college graduates can't read it without using a dictionary."

I tell my students that they must remember the agreement. They are to read the book and underline in pencil all the words that they can't pronounce AND all words whose meaning they are not sure of even though they may be able to pronounce them. If they are not willing to do the underlining then they must do the writing of the 500 word book report.

But the real reason for having my students underline words is to help them discover that they can learn words by themselves—if they alert their computer brains that there is a word that they want to learn, a word so important that they underline it.

The act of underlining is a cue, a cue to the computer brain that there is a problem to solve. Without the cueing by underlining, the pattern of letters that are skipped over will no more be retained by the computer brain than the zvcxtwmtqs of a foreign language or the position of the telephone poles and fire hydrants you pass by every day on the way to work.

When I give my students the instructions about their choice of (1) underlining words they don't know or (2) writing a 500 word book report, I also give them the reason. I don't want to leave the impression that I have stock in a pencil company.

I tell them that when they are reading they are bound to

come across words they can't pronounce or whose meaning escapes them. They can't just stop reading because they encounter a weird word such as *lough* no more than I did when I encountered the word *lough* while reading the best-selling novel *Trinity* by Leon Uris.

They must go on. Unfortunately, the student doesn't *just* go on. The student SKIPS the word. Skipping is something we do to what isn't important. Skipping words gives the computer brain the incorrect message. Skipping a word tells the computer brain to forget that it ever saw the word! But underlining doesn't give that message. Instead it gives a cue, a subtle command to the brain, to solve the problem of the word.

If the underlining cue is repeated frequently enough, one of two things will happen. The most common is that the computer brain will solve the problem and all of a sudden you just know what the word is and what the word means. This is how we learned all our basic vocabulary as infants and small children. The computer brain solved the language problems for us. The other thing that happens after a specific word is underlined time after time after time is that even though the computer brain hasn't solved the problem it is now triggering you into action to help it learn by making you mad enough to ask, "Hey, Ma! Hey, teacher! Hey, anybody! What does l-o-u-g-h mean and how do you pronounce it? Does *lough* rhyme with *tough*, *bough*, *dough*, *cough* or *through*?"

I personally know that the constant encountering of the same word such as *lough* can be infuriating, because that's what happened to me reading *Trinity*. After about the seventh time I encountered that *#%!*@#! -ough word *lough* I was so furious I actually resorted to using the dictionary. Because I was so angry, I learned that *lough* is the Irish word for lake and they pronounce it something like "lock" just like the Scots do, only in Scotland they spell their word for lake *loch* as in the Loch Ness monster.

Good readers (like you and me) unconsciously underline mentally words which we don't know as we read. And because we read a great deal, our vocabularies are large. What the readers who aren't as good as you and me can do to develop the mindset for learning words is to get into the

habit of using a pencil to underline words that they don't know.

Two reasons for underlining

There are two main reasons for underlining:

1. To alert the computer brain that the word is a word that you need to learn.
2. To alert the computer brain that the particular passage is meaningful to you and you want to remember it.

Underlining is an **active mental** process and it helps to make **reading** an **active rather than a passive** process.

Attention College Researchers

We urge you to adopt this method. And we urge university researchers to test out AVKO's theory that underlining is a cue to the computer brain.

Student Progress chart

You should also have your class examine the progress chart on pages 4 and 5 in the front of the student's book *If it is to be it is up to me*. Show them how it works.

Review and Evaluation

Before the end of the last session you should always have your students evaluate the class. If your Community School Director has a form, use that one. If not, you might want to use AVKO's evaluation form on page 71.

Add what YOU feel should be in this lesson. Omit whatever YOU feel should be omitted.

Learning should be more important than scoring

Learning should be more important than scoring 17 out of 20 on a test. In fact, learning is more important than getting all 20 answers right. What good is an A on a spelling test that you took on a Friday if you can't spell all the words correctly the following Monday? What good is getting the correct answer to a question on a test if you don't even understand what the question was all about?

The following is an “phonic” rendition of one of my student’s reading of a standardized reading test item. I’ll call him Alfred. Because I just knew that Alfred scored higher on the silent reading test than what he should have, I had him read this test item (which he got right on the test!) and read it aloud to me. Here is how he read it. The words he made **no** attempt to read are spelled out *zxbptbwx*. If he misread a word it is recorded below *exactly* how he misread it.

There are some tips of *zxbptbwx* blood. The blood gave in a *zxbptbwx* must match the parent’s blood. If the *zxbptbwx* is of a different tip from the parent’s blood, blood *zxbptbwx* and death will *zxbptbwx*. When a parent is given a *zxbptbwx*, his very lift is *zxbptbwx* on the

- | | |
|-------------------------------------------|--------------------------------------|
| A— <i>zxbptbwx zxbptbwx</i> | C— amount of blood <i>zxbptbwx</i> |
| B— <i>zxbptbwx zxbptbwx</i> of the doctor | D— tip of the <i>zxbptbwx</i> blood. |

You now have the same information available to you as was available to this student. Are you sure you could get the right answer? What are the odds? 4 to 1 against. Would you believe that my student got the right answer this time as well. Twice in a row! Now I don’t believe in accidents like this occurring without a reason. So I asked him how he knew that D was the correct answer.

His explanation was beautiful. “The paragraph had something to do with blood. That I knew. I didn’t see the word *amount* anywhere in the paragraph so I ruled out C. Because I saw both the words *tip* and *blood* in the paragraph, I chose D. I know it could have been A or B, but I never pick answers that I can’t read at all—unless, of course, I know the other ones can’t possibly be right.”

Now really, how important was it for my student to be right? True it raised his score on this reading comprehension test, but is that necessarily good? What did getting the right answer prove? Does it prove that he understood the passage? Not really. Does it mean that he can read better than the student who got the wrong answer even though he read all the words correctly but who believed that “when a patient (not *parent*) is given a transfusion, his very life (not *lift*) is dependent on the (A) anesthetic administered, or (B) surgical skill of the doctor” or (C) amount of blood transfused”?

See analysis of the errors made on the next page.

Laura Scott's Spelling Tests

Before her mother began to help her

After her mother helped her using the AVKO Sequential Spelling technique used in *If it is to be it is up to me (to do it/to help)*

1 raining Laura
 2 auto auto
 3 win win 23%
 4 follow
 5 month month E
 6 others
 7 streak streak
 8 truck truck
 9 bus
 10 moves moves
 11 none reason
 12 folly
 13 either either
 14 middle middle
 They fines middle
 with paper
 You didn't write
 your words seven
 times each!

Did you study
 all week?
 moves
 reason

Laura
 1. even A
 2. guess
 3. minute
 4. swimming
 5. fifty
 6. thirty
 7. belong
 8. thick
 9. such
 10. twelve
 11. heavy
 12. bigger
 13. teeth
 14. cave
 15. larger
 16. size

Note the negative comments on the test she took just before her mother took the class.

Note the absence of positive comments on her test after her mother worked with her.

Note: Both teachers and parents are human. We all tend to be generous with criticism and stingy with praise. Let's all try to reverse that. Life is too short. Let's try to help each other along the way by being **generous with praise** and **stingy with criticism**.

Your A B C 's

Adapted by the Michigan ACLD from a paper by Mary Beth Fry

- A**ccept your child's limitations, but do not resign yourself to future limitations.
- B**uild his confidence.
- C**ooperate with rather than reject programs designed by professionals.
- D**irect his attention—perhaps a little extra on your part will improve listening, understanding and response.
- E**xpect him to require more than the usual amount of time for almost everything and make allowance for time.
- F**orget about unfair comparisons of school progress with children of friends, sisters, brothers, relatives, and neighbors.
- G**overn his discipline at home by that expected of siblings—permissiveness is not a kindness for your child. He will resent peers now and you later.
- H**elp him to take pride in doing those things he can do well—even if it is only writing a story about garbage.
- I**nstitute a regular normal program of outside activities. Maybe he can excel in other than school activities.
- J**ohnny can learn—your school will be glad to make recommendations for special help—ask how you can help too.
- K**eep directions simple.
- L**et your child set his own pace in new learning situations at home.
- M**ake certain that you stand ready to help him at all times.
- N**ever give up hope for possible progress.
- O**pen every possible door for development.
- P**atience and perseverance are two attributes necessary for all parents.
- Q**uiet—all children need some.
- R**equest and read available materials concerning your child's particular problems.
- S**ocial acceptance is highly important to your child's welfare outside home.
- T**each the concrete rather than the abstract.
- U**nderstand the importance a routine plays in your child's life.
- V**erbalize as little as possible—quite simply—don't talk too much.
- W**atch your language—your meanings and choice of words.
- X**-ray your own state of mind. You will find that your child will present an ever challenging personal problem to you as a parent—and have a
- Z**est for life and living that must not be denied that child. Make him have the “good feeling.”

Notice there is **NO** letter **Y** in this alphabet! If the Michigan Association for Children and Adults with Learning Disabilities (MACLD) can publish a pamphlet leaving the Y out of the alphabet, anybody can make a mistake and should not be made to feel ashamed of it. Let your student know that you know: Mistakes are opportunities to learn.

Sample Course Outline

Seven Weeks: Class Meets in Room _____ Bldg
at _____ p.m.

on _____, 19__
 on _____, 19__
 on _____, 19__
 on _____, 19__
 on _____, 19__
 on _____, 19__
 on _____, 19__

Topics

Handouts

1st Session

Overview
 Using tutoring texts
 Sounding out isn't easy

Outline of course (pp. 67-68)
If it is to be it is up to me to help
If it is to be it is up to me to do it
 Demonstration test pp. 63-64.

2nd Session

Results of daily tutoring
 The forgetting mechanism
 Learning from mistakes
 Using any word list D/P
 Tachistoscopic techniques
 Smiles

220 names/faces (601AC)
Common sense approach...(604AC)
 Your A B C's (p. 66)
*Learning about reading by teaching yourself
 to read and write upside down* (632AC)

3rd Session

Using the kitchen and TV
 Teaching consonant blends
 Handling "look-alikes"
 such as *who/how*.

Laura Scott's Spelling Tests (p. 65)
 Index cards

Sample Course Outline (Continued)

4th Session	Working on sight words Art of “sloppy” reading	<i>3 words spelled h-a-v-e (624AC)</i>
	_____	_____
	_____	_____
	_____	_____
5th Session	Using tape recorders Using camcorders Neurological impress Language Experience	<i>Building a better vocabulary the lazy man’s way (630AC) SQ3R really works (626AC)</i>
	_____	_____
	_____	_____
	_____	_____
6th Session	Advanced phonic patterns Problems faced in tutoring Planning the last session	<i>English spelling: simple, fancy, insane, tricky, and scrunched up (600AC)</i>
	_____	_____
	_____	_____
	_____	_____
7th Session	Underlining/highlighting Recording progress Review & evaluation	<i>Underlining: a cue to the computer brain (628AC) It-ss and too’z made easy (721AC)</i>
	_____	_____
	_____	_____
	_____	_____

Questions Commonly asked concerning AVKO

What is AVKO?

AVKO is a non-profit organization under 501(C)3.

What does AVKO stand for?

The name **AVKO** was coined from the four major ways our minds receive the information it processes:

A for **A**udio— We learn from what we hear.

V for **V**isual— We learn from what we see.

K for **K**inesthetic— We learn through our muscles.

O for **O**ral— We learn as we speak.

How long has AVKO been around?

AVKO was founded in 1974.

Where does AVKO receive its money to operate?

AVKO is subsidized by donations and grants. Sales of the materials developed by its research has accounted for less than 10% of its total income for its first 20 years of operation.

Is AVKO a membership organization?

Yes. AVKO is open to membership to anyone interested in helping others learn to read and write.

Who runs AVKO?

AVKO is run by members. Its daily operations are handled by volunteers.

What does AVKO plan to do with the money it makes from its publications?

AVKO plans to build and operate a model reading research center in a year-around-camp setting that would economically and efficiently service the needs of dyslexics of all ages. It would also serve as a training ground for teachers of reading.

What does AVKO do that can benefit me professionally?

AVKO provides quarterly newsletters and economical opportunities to pursue individual research projects and to take part in large scale cooperative research projects that have immediate practical applications.

What are some of AVKO's goals?

AVKO hopes to spread the concept that parent and spouse tutoring in spelling/reading skills can be successfully taught in adult community education classes.

How is AVKO trying to accomplish these goals?

AVKO is attempting to accomplish these goals primarily through the profits generated by its inservices, workshops, and the sale of the materials it has developed for the special needs of students, parents, and adults.

Evaluation Form

Please save, fill out, and return to:

Don McCabe, Research Director
 AVKO Educational Research Foundation
 3084 W. Willard Road
 Clio, MI 48420-7801

If you complete this questionnaire and return this lesson plan book with all your criticisms and suggestions for improvement written right in this book itself, you will receive:

- a bonus gift worth at least \$25.00.
- a replacement copy of this book.
- a free copy of the next edition of this book.

1. Adult Community Education Director _____

School _____

Address _____

City, State, ZIP _____

2. Teacher of the class _____

School _____

Address _____

City, State, ZIP _____

_____ Total adults taking the class.

_____ Number taking class to become a volunteer tutor.

_____ Number of parents taking class so they can tutor their own children.

_____ Number of adults taking class to learn how to tutor their spouse.

_____ Number of others such as teachers. Please explain.

Evaluation Form Continued on p. 72

Evaluation Form

Continued from p. 71

Were you able to secure cooperation from the schools to inform all parents of the availability of the class by means of a special letter such as the sample on page 12? ___Yes ___No.

Comments _____

How were you able to purchase the materials?

through the adult community education funds? _____

through adult literacy funds? _____

through a special grant? _____

through the regular school budget? _____

through other means _____

Were you able to pass some or all of the cost of these materials on to the class members? _____

Do you think that there should be an established fee for such a course as this? _____

If yes, what do you think would be a fair fee? _____

How many of those taking your course would recommend it to others? _____

Did your students believe they got their money's worth? _____

Did you enjoy teaching this course? _____

Comments _____

If you complete this questionnaire and return this lesson plan book with all your criticisms and suggestions for improvement written right in this book itself, you will receive:

- a bonus gift worth at least \$25.00.
- a replacement copy of this book.
- a free copy of the next edition of this book.

Send to: Don McCabe, AVKO Foundation, 3084 W. Willard Rd., Clio, MI 48420-7801