

Low-Level Reading Modules with a Focus on Word Families

Teacher's Manual

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Overview of Materials

These materials provide online reading lessons for adult English as a Second Language (ESL) learners to practice integrated skills of reading including comprehension and decoding within the context of life skills themes. These materials can help learners improve their decoding skills and learn strategies for recognizing words.

The materials include online pre-reading, during reading, and post-reading components that focus on vocabulary, decoding, and comprehension. The interactive readings are followed by comprehension questions and a phonics component that includes attention to word families. Word family instruction focuses on onsets and rimes. An onset consists of all consonants prior to first vowel and a rime is all letters from the first vowel to the end of the syllable. For example, in *play*, *pl* is the onset and *ay* is the rime. Word families instruction would introduce other words that share the same rime such as *say*, *day*, *pray*, and *may*.

The materials focus on three themes: home, health, and daily activity/work. There are two stories per theme. Each story focuses on two different word families and contains four different example words for each family.

Theme	Story	Word Family Focus
<i>Home</i>	The Duck in the Toilet	uck (duck, stuck, truck, luck) ay (day, play, pay, say)
<i>Home</i>	Mr. and Mrs. Nelson are Moving	ight (light, right, flight, night) ink (pink, think, sink, drink)
<i>Health</i>	Susan's Visit to the Doctor	est (best, rest, test, chest) ell (bell, sell, tell, well)
<i>Health</i>	Jill Needs Some Pills	ill (ill, Jill, pill, will) ug (drug, mug, bug, plug)
<i>Daily Activity/Work</i>	Pedro's Week	ain (train, rain, stain, main) ake (take, make, wake, lake, cake)
<i>Daily Activity/Work</i>	Hank's Interview at the Bank	ank (Hank, bank, blank, thank) ock (clock, block, sock, lock)

Description of Activities

Each story contains a navigation bar (like the one below) at the top of each page. This navigation bar allows learners to access the pre-reading, reading, comprehension, and word families' activities in any order and from any page. A description of each activity follows.

Pre-reading Questions & Vocabulary	Listen to the Story & Look at Pictures	Listen to the Story & Read Along	Test Your Understanding	Practice the Sounds uck and ay
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Pre-Reading Questions and Vocabulary

Each story begins with a pre-reading activity found by clicking on “Pre-Reading Questions & Vocabulary.” Here learners can view and practice new vocabulary that will appear in the story. They also can read and answer questions to activate their own knowledge and background on the topic of the reading. Learners read a sentence and then click in the box and type the vocabulary word that fits in the sentence. They are instructed to click the button (as shown on the left) to check the answer. Teachers may wish to ask these pre-reading questions prior to having learners read the stories on the computer.



Listen to the Story and Look at the Photos

The next component of each module is “Listen to the Story & Look at the Pictures.” This page includes a slideshow of the story where each slide includes one to two sentences of the story, which is narrated and illustrated with a photo. This slideshow includes buttons (as shown below) so learners can page through the story at their own pace or repeat the audio of the story.



Repeat audio



Go back



Go forward

Listen to the Story and Read

The third component of each module is a “Listen to the Story & Read Along” activity. Learners can view the entire text of the story and listen. Included on this page are stop and play buttons (as shown below). Learners can stop the story at any point by clicking on the stop button and continue playing by clicking on the play button.



Stop



Play

Test your Understanding

Following the reading components are a set of five comprehension questions found by clicking on “Test your Understanding.” The questions about the story are presented one-by-one. Learners are instructed to click in the box next to the correct answer. They then receive feedback as to whether their answer is correct. Learners then click on the arrow to the right of the question for the next

question. The comprehension questions are scored and learners can repeat the questions by clicking on the “Try Again” button to retake the quiz if they missed any questions.

Practice the Sounds

The next component is word families practice found by clicking on the word family under “Practice the Sounds.” Each word family has four different activities. The first activity for each word family is viewing and practicing the word families’ sounds that appeared in the stories through a presentation. Learners view and hear each onset and rime of the word families and can practice the sound along with the presentation. Learners can stop and play the presentation at any time by clicking on the stop and play buttons similar to those in other activities. Learners can go to the next word family activity by clicking on the icon at the bottom of the page.

Following this, learners are given the opportunity to practice creating these words by matching the onset and rimes. Learners hear a word and click and drag the onset to match with the rime to form the word. Then, they click on the enter button for the next word (shown below). If they want to hear the sound again, they need to click on the audio button. The program will not allow learners to match the rime with an incorrect onset, so they need to make the correct choice in order to form a word. After the last word is presented, a “Play Again” button appears. Learners can click on it to play again, or they can move to the next word family activity by clicking the icon at the bottom of the page.



Repeat Audio

The third word family activity is for learners to view the story again and find all occurrences of the particular word family. Learners need to count all words, including words that appear more than once and in the title of the story, and type the number in the box. They then type each original onset that goes with the rime. For example, *duck* appears several times in the “Duck in the Toilet” story, but *d* is only typed one time in this activity. They can then click on the button to check their answers (as shown below). Learners can go to the next word family activity by clicking on the icon at the bottom of the page.



Check answers button

The final word family activity is to have learners take the example word family words from the text and use them in a sentence. This is designed to have learners show they know the meaning of the word and can use it in an appropriate context. Learners are instructed to show their teachers the sentences to have them checked. This is the final component of the word family activities. Learners can then do all four activities for the other family by clicking on the word family under “Practice the Sounds” in the navigation bar at the top of the page.

Technical Considerations

Since these reading modules contain photos and sound, they are larger files. We recommend they only be viewed with computers that have a high speed internet connection. We have created pdf files of each story in case teachers wish to use them in the classroom or without online access. Many of comprehension and word family activities can be replicated in the classroom by the teacher without use of the computer. Additionally, because of the audio components, computers need to have headphones or speakers. Audio levels may vary due to settings on computers. To troubleshoot audio on a PC with windows XP operating system or higher, go to Start/Settings/Control Panel/Sounds and Audio Devices. Then adjust the volume settings according to the learner's needs.