

# ***At the River and Other Stories for Adult Emergent Readers***

## **Teacher's Guide**

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This teacher's guide is provided free of charge for teachers with students or classes using *At the River and Other Stories for Adult Emergent Readers*, a workbook that teaches basic literacy in English.

Purchasing information for *At the River* is available here: <http://wayzgoosepress.com/shl.html>

Read this Teacher's Guide before beginning your course to understand how to use the book effectively. Then check back from time to time to remind yourself of techniques and activities.

### **Skills include:**

- Letter formation, upper and lowercase
- Phonemic awareness: the ability to distinguish individual sounds within spoken words
- The alphabetic principle: sound/symbol correspondence
- Phonics: Letter sounds for all of the single consonants, short vowels, and digraphs sh, ch, th, ck
- Blending words with those sounds
- Decoding and encoding
- Fluency
- Common sight words
- Print concepts in English: read from left to right; the meaning of "letter," "word" and "sentence"; mechanics of a sentence such as capital letter, period and question mark

## **Audience for *At the River***

*At the River* is written for ELL (English language learner) adults and children ages 7 and older. *At the River* is for ELL beginners who:

- are nonliterate or semiliterate in their L1 and who are unfamiliar with the Roman alphabet
- lack formal education in their L1
- have formal education in their L1 but are unfamiliar with the Roman alphabet
- speak a Roman alphabet language but have gaps in their literacy skills
- need to learn the sounds of English
- need to build a foundation for literacy in English

## **Scope and Sequence**

### **How the book is organized**

*At the River* has 10 units. Each unit contains phonics exercises and decodable stories about Pam, Bob and their family. Phonetic elements are carefully sequenced to gradually teach all of the single consonants and gradually introduce each short vowel sound. Units 1-5 feature brief stories with a majority of decodable words; in units 6-10 the stories grow more complex with the use of decodable words and sight words. Phonics exercises and stories deal with relevant, survival English topics that will spark beginners' interest.

For a complete scope and sequence, see the very end of this document.

### **Materials teachers will need**

A set of flash cards for all single consonants, short vowels, and digraphs sh, ch, th, and ck. Each flash card should have a picture of a key word and the upper and lower case form of the letter. Draw or have students from previous terms help you draw pictures for the cards; cut and paste pictures from magazines; or use clip art or images found online.

Recommended key words: a – apple; b – bus; c – cat; d – dog; e – egg; f – flower; g – goat; h – hat; i – India; j – Jeep; k – key; l – lamp; m – money; n – nose; o – octopus or October; p – pants; r – rain; s – sun; t – table; u – umbrella; v – vacuum; w – water; x – box; y – yarn; z – zipper; sh – shoe; ch – chicken; th(voiced) – feather and th(unvoiced) - thumb; ck – sock.

Optional: Realia and/or enlarged pictures for the decodable words in each unit; index cards to make word cards for the decodable words; sentence strips for sequencing the stories; individual white boards and markers; plastic chips or bingo chips; lowercase letter tiles.

## Suggested lesson format

Here are the parts of a lesson in units 1-8 of *At the River*:

- *Letters and sounds*
- *Create a context*
- *Word building*
- *Reading words: decoding and fluency*
- *Writing*
- *Reading a story: decoding and comprehension*

Units 9 and 10 have longer stories.

## General principles for using *At the River*

Include phonics and explicit reading instruction daily. 30-60 minutes per class is better than 2 hours once a week.

Don't rush through the material. The goal is mastery. Reteach or recycle activities as needed so students can demonstrate mastery.

In each lesson, students should move from passively taking in information at the beginning of the lesson to actively practicing and demonstrating what they are learning during the middle and end.

Each lesson moves from the smallest unit of meaning (letter/sound) to the largest (word, sentence, or paragraph).

## Sample Lesson: Unit 1, AMPST

Goals: Students will be able to

- Produce sounds for AMPST
- Write upper and lowercase forms of the letters
- Blend the sounds into words (mat, pat, Pam, tap, sat, map)
- Write the words from dictation
- Read a brief story featuring the words

### Part 1: Letters and sounds

1. Introduce the letters and sounds: Use flash cards with key word pictures for Aa Mm Pp Ss Tt. Hold up a flash card with a picture of a key word and the uppercase and lowercase form of the letter (apple/Aa). Point to the letter and ask for the letter name. Point to the picture of the key

word, and say "apple". Ss repeat. Point to the letters, and ask for the sound. Ex: the name "a", apple, the sound /a/. Continue with Mm Pp Ss and Tt.

If students know the letter names, then stop asking for the letter name and just ask for the letter sound. The sound is the most important in learning to blend letters into words.

2. Comprehension check: Display flash cards across board ledge in the same order in which you taught them. Number cards 1-5.
  - Produce a sound and ask ss which number it is. Continue with all.
  - Say the name of a key word picture and ask ss to say the number.
  - Go over each card in order, asking ss to identify the picture and sound without your help.
3. Matching upper and lowercase: Put uppercase forms of letters on one side of the board and lowercase on the other. Ask for volunteers to match.

S	m
A	p
P	t
M	s
T	a

4. Letter scramble: Practice upper/lowercase and sounds. Put the target letters on the board in random order. Point to each letter and ask students to produce the sound.

A	P	S	T	T	m	P	A
M	S	T	P	M	s	a	p
P	A	M	S	t	P	S	a
T	M	P	A	s	T	m	p

a	p	s	t
m	s	t	p
p	a	m	s
t	m	p	a

5. Writing: Unit 1, p. 2. Ask ss to write upper and lowercase forms of each letter 5 times. As they are writing, do a skills check by asking each individual to point to the letters and produce the sounds for you. For students who struggle with writing, ask them to write each letter 1-2 times, or write the letters yourself with a highlighter and allow the student to trace the letters with pencil.

6. Initial sounds and whole words: Use Whole Language Connection activity with letters on p. 2. This is a speaking, listening, and phonemic awareness activity. Hold up various pictures and realia (3 or 4 items for each sound) that start with Aa Mm Pp Ss or Tt (examples: Monday, table, student, apple, pencil). Say the word, emphasizing the first sound. Students point to the letter that makes that sound, or place a chip on the letter. Continue in random order. To close, hold up the same group of pictures and realia again, more quickly this time, eliciting the word only (students don't point to the letters).

## Part 2: Create a context

1. Present words and pictures on p. 5. Ss point and repeat.
2. Talk about each word/picture and encourage ss to talk about them as well. For example: I turn on the water at the tap and wash my hands/I can see your country on the map/I have a mat in my kitchen and near my front door/If my friend is sick, I can pat her shoulder and help her feel better/This is Pam. She is a woman and a mother/I'm tired. I think I'll sit down. There, I sat.
3. Option: Present pictures or realia for each of the decodable words: map, Pam, tap, sat, mat, pat. Students can look at pictures on p. 5. Students practice saying the words.
4. Comprehension check:
  - a. Option: Put pictures/items on the board or table. Say a word and ask ss to point to the item. Or, number the items; say a word, and ss say what number it is.
  - b. Yes/No game: The teacher points to the picture of the mat and say, "Tell me yes or no. This is a mat." Ss: "yes." T. points to the map and says, "This is a tap." Ss: "no, map." Continue with all.
  - c. p. 5: T. says a word, ss point to the picture or place a chip on the picture.

## Part 3: Word building

Show students how to decode words sound by sound. Use a consistent hand signal: tap under a letter when you want just that one sound, and run your finger under 2 or more letters when you want ss to blend the sounds.

1. First sound: On the board, write "m s p m t p" with plenty of room in between letters. Tap underneath each letter and ask, "What's the sound?" Ss produce the sound for each.
2. Pairs: Add the letter "a" to each sound. Then point to the first pair of letters, "ma". Tap "m" and say /m/. Tap "a" and say /a/ (the short vowel sound). Tap under "m", ss produce the sound. Tap under "a," ss produce the sound. Then run your finger under

both letters and say “ma”. T. and ss repeat several times: ma, ma, ma. Continue the same sequence with sa, pa, ma, ta, pa.

3. Check for understanding: Give each student a dry erase marker. Ask for a volunteer to circle “pa.” A student should come and circle “pa” each time it appears. Continue with all.
4. Build the whole word: erase the circles. Point to “ma” and ask, “What’s the sound?” Ss: ma. T: “What do you see on the table/board with the sound “ma”?” Ss: map. T. writes “p” next to “ma”. Run your finger under “ma”, saying /ma/. Point to “p” and say /p/. Ma...p, ma...p. Ss repeat. Run your finger under all 3 letters and say “map”. Ss repeat. Continue the word building process with sat, pat, mat, tap, Pam. With Pam, show students that we need to change the first letter to uppercase because it’s a name.
5. Check for understanding: Number the list of words on the board. Say a word, ss tell you the number. Or, say a word and ask a student to circle it.
6. Blending and segmenting:
  - a. Blending. Say, “Listen. I’ll give you some sounds. Tell me the word.” Hold up one finger for each sound, pronouncing slowly each sound in “map”: /m/.../a/.../p/. Ss listen and say “map.” Continue with all.
  - b. Segmenting. Say, “I’ll say a word. Tell me the sounds.” Say, “tap.” Ss hold up their fingers as they make the sounds /t/.../a/.../p/. Option: ss can tap out the sounds on the table.
7. Option: Check for understanding with pictures/realia: Hand out word cards for map, sat, pat, mat, tap, and Pam. Students match cards to realia. Go over answers, offering corrections if needed. Mix up the cards and ask ss to match a second time.
8. Unit 1, p. 3: Students copy the pair and the word. As they are working, ask each student to read the pairs and words for you.
9. Unit 1, p. 6: Students write the words under the pictures. Option: hand out a small label for each word to ss. Ss match the labels to the pictures. After you have checked, the student writes the words under the pictures.

#### Part 4: Reading fluency and decoding

1. P. 4, #2: Ss copy and read the pairs.
2. Option: Put pairs on the board; ss fill in the last sound and read the words chorally.
3. P. 4, #3: Ss copy and read the words.
4. Option: Put words on the board. Call out a word and ask for a volunteer to circle it each time it appears. Continue with all. Or, ss can circle the word in their books.
5. Ask ss to read the pairs and words with a partner while you monitor.

#### Part 5: Writing

1. Simple Dictation: Students can use pencil and paper or small white boards with markers. Point to the picture of the tap, and say, “What is this?” Ss say “Tap.” T: “please write the

word 'tap.' T...a...p." Stretch out the sounds for them and encourage them to do the same as they write. Continue with all.

2. Running dictation (or scribes and runners): Put students into pairs. The teacher writes a word or group of words on a small white board and puts it at one end of the room or outside the door. One student runs to the teacher's board, reads the word or words, then runs back to their partner to dictate. The partner needs to write what they hear. Award points to every pair that can get it right in 60 seconds.

## Part 6: Story

1. Guided reading. Your students may need all of these steps, or they may only need some.
  - a. P. 7: Teacher reads the story 2-3X: Pam has a map. Pam has a mat. Pam sat on the mat. Ss listen with books closed. Point to pictures/realia to help students understand.
  - b. Teacher reads 2-3 more times, and ss follow along in the book with their finger or a pencil.
  - c. Echo reading: Teacher reads #1, ss repeat. Continue with all.
  - d. T starts, ss finish: Teacher says, "Pam has a..." Ss: "mat." T: "Pam has..." Ss: "a map." T: "Pam sat..." Ss: "on the mat."
  - e. Listening check: What number? T. reads, "Pam has a mat." Ss say, "2". Continue with all.
  - f. What sound? Say, "Tell me a word with the first sound /m/." Ss say, "mat, map." T: /s/. Ss: "Sat." T: /p/. Ss: "Pam."
  - g. Circle the word: T says a word from the story, ss circle it each time it appears. Individuals can do this in the book, or the teacher can write the story on the board and allow the whole group to stand at the board and work together.
  - h. Label the picture on p. 7 with the decodable words.
  - i. Choral reading: T and ss read together.
2. Independent reading
  - a. Sequence the story: Write the sentences on sentence strips, then cut them up into words. Hand out words to ss randomly. Teacher dictates a sentence; students place words in order in a pocket chart or with tape on the board.
  - b. Pairs practice reading together from the book.
  - c. Individuals read for the teacher.
  - d. Option: have half of the group do the sequencing independently while you read with the other half. Then switch.
3. Comprehension
  - a. Check for understanding: CCQ (Comprehension Check Questions). Ss look at the story, and the teacher says, "Tell me yes or no. Pam has a map." Ss: "yes." T:

“Pam has a bag.” Ss: “no.” T: “Pam has a map.” Ss: “Yes.” T: “Pam sat on the chair.” Ss: “no.” T: “Pam sat on the mat.” Ss: “yes.” T: “Pam sat on the map.” Ss: “no.”

- b. CCQs lead nicely to asking who, what and where questions about the story: Who sat on the mat? Where is Pam? What is she looking at?

4. Homework: Ask ss to copy the story into their notebooks.

## More activities to use with *At the River*

### Letters and sounds

**Student name cards:** Make a name card for each student with his/her first and last name on both sides. This will help the students become used to seeing their name written in the Roman alphabet, and will help with letter-sound recognition. Use the cards to point out the use of uppercase and lowercase letters, practice letter sounds, and teach the concepts of *first* and *last*.

**Daily flash card drill:** Review all of the sounds you have previously introduced with flash cards. Hold up a flash card with a picture of a key word (apple/Aa) and the uppercase and lowercase form of the letter. Point to the letter and ask for the letter name. Then point to the picture of the key word, eliciting the word from students. Then point to the letters, and ask for the sound. Ex: the name “a”, apple, the sound /a/.

If students know letter names, then stop asking for the letter name and just ask for the letter sound. The sound is the most important in learning to blend letters into words.

**Match upper and lowercase:** Put uppercase forms of letters on one side of the board and lowercase on the other. Ask a volunteer to match.

S	m
A	p
P	t
M	s
T	a

**Letter scramble:** Put the target letters on the board in random order. Point to each letter and ask students to produce the sound. Variations: uppercase only, lowercase only, upper and lowercase mixed. You can also use a group of letters that look similar, for example: *k, l, t, i, f* or *p, b, d, q* or *m, n, h, r, u*. This could be done with CV (consonant-vowel) pairs or CVC (consonant-vowel-consonant) words also.

A	P	S	T
M	S	T	P
P	A	M	S
T	M	P	A

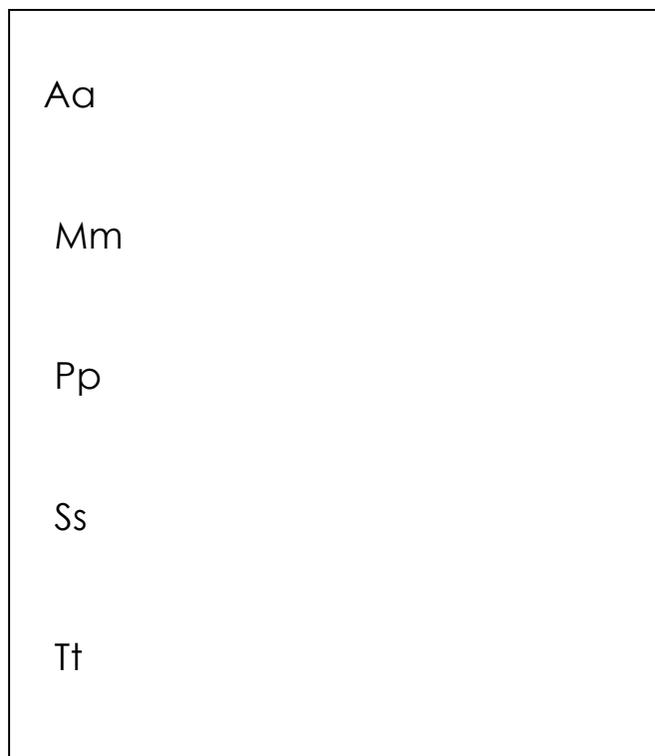
T	m	P	A
M	s	a	p
t	P	S	a
s	T	m	p

a	p	s	t
m	s	t	p
p	a	m	s
t	m	p	a

mat	map	tap
pat	Pam	map
sat	mat	pat

**Whole language connection:** This is a speaking, listening, and phonemic awareness activity. Ask students to write the upper and lowercase forms of the target letters on a small white board or on paper. Hold up various pictures and realia that start with the target sounds. Say the word, emphasizing the first sound. Tell students to point to the letter that makes that sound, or place a chip next to the letter. Scan the room to make sure students are identifying the correct beginning sound. To close, hold up the same group of pictures and realia again, more quickly this time, eliciting the word only (students don't point to the letters).

Alternatives: a) Hold up the flash card of the target sound and ask students to tell you words that start with that sound. b) Give students letter tiles, or ask them to write the letters on small pieces of paper. Students line up the letters in a row. As you say a word, the students slide out the correct beginning sound. c) Hand out all pictures and realia to students, who sort the items on the front board according to first sound.



For example, try this list of words for *Aa*, *Mm*, *Pp*, *Ss*, *Tt*: *Paper, student, teacher, pencil, apple, Monday, avenue, pen, ant, Sunday, mother, alligator, tea, Saturday, milk, pear, ambulance, table etc.*

This also works well with pronunciation pairs such as b/v, f/v, p/b, d/t, sh/ch, j/ch.

Note: For Beginning Literacy students, do not write the words on the board. You can expect students to understand and say these words, but do not expect them to read and write them. If a student wants to write down a particular word, offer individual help. For high beginning students, write the list on the board after the oral practice if students are interested.

## Handwriting

**Handwriting worksheets:** There are several websites that allow you to custom make worksheets with letters or words for ss to trace. Start with students' names.

**White boards:** Ss can copy a group of letters or words from the board onto a small white board. When it's correct, ss can copy it into their notebooks.

**Other aids** for students struggling to form the letters:

- a. T writes the words using a highlighter; the student traces with a pencil.
- b. During dictation, the T can write the word and the student can write next to it or directly under it.
- c. Allow the student to practice the strokes of the letters before writing actual letters. It might look like this: ///\\\O O O O | | | | \_ \_ \_ \_

## Check comprehension

- **What number?:** Put a numbered list of 5-10 vocabulary words on the board. Hold up the picture or realia, elicit the word, and ask “What number is this?” When a student or students call out the number, point to the word and say, “Yes, number 2, *map*.” All students repeat *map*. Put a check mark next to the number. Continue through the list.
- **Listen and point:** Say a word, and ask students to point to the picture which illustrates it. Or, make the sound of a letter and ask students to point to the letter. Or, they can place a chip next to the letter.
- **TPR (Total Physical Response):** This is a good activity for listening comprehension and practice with any set of vocabulary words and prepositions.

Part A: Put an assortment of pictures and realia on a table in the front of the room. For example, use a *map*, a *placemat*, a *pad*, a *pan*, and a jar of *jam*. Put a chair next to the table and a bag or box on the floor. Review the words *chair*, *table*, *floor* and *bag*, and the phrases *under the chair*, *on the table*, *on the floor*, *in the bag*, etc. Demonstrate the activity by saying, “I can put the map under the chair. I can put the mat on the table. I can put the pan on the mat. I can put the jam in the bag”, etc.

Part B: Ask one volunteer to come to the front. Give him/her instructions such as “Please put the pad in the bag. Put the jam in the bag. Put the pad on the chair. Put the pan under the table. Put the map in the bag.” Students can speak if they feel comfortable, but don’t have to. Extension: You can call on an advanced student to give the instructions to a classmate.

- **Yes/no game:** This can be used with any group of pictures or realia. Hold up the object or point to the picture and say, “Tell me yes or no.” Then hold up a map and say, “This is a *mat*.” Students say “No, a *map*.” Hold up a picture of a *mop* and say, “This is a *dog*.” Students correct you by saying, “No, a *mop*.” This can also provide a quick review of a set of vocabulary words. For example, to review tools, hold up a wrench and say, “This is a wrench.” Students say yes. Hold up a flashlight and say “This is a hammer.” Students say “no, a flashlight.” Continue with all pictures/objects.

- **Match word card to picture/realia:** After students are fairly familiar with the vocabulary from a particular unit, prop the pictures and realia on the front board.

Part A: Teacher demonstration. Put a number next to each picture or object. Hold up a word card with the target decodable word, such as “dad,” written in large letters. Ask, “What is this word?” Prompt them by pointing to the first sound of the word. Students respond, “dad”. Ask, “What number?” Students respond with the correct number. Match the card to the picture of the dad. Continue with all of the word cards.

Part B: Hand out the word cards randomly to students. Ask ss to come match their word to the picture or object. After everyone has placed their word card, hold up each word card and picture/object, eliciting the word from students. If there is an incorrect match, point to the picture and say, “Is this a *map*?” Students will say no, and tell you the correct number. Then mix up the cards and repeat, giving each student a different word card this time.

- **What’s missing?** Use this game with a set of word cards, pictures, or objects. Place the items so they are visible to the whole class. Ask a volunteer to go out of the room. Another student hides one of the items. The volunteer comes back in the room and guesses which item is missing. Continue with all items. Option: Write a list of the objects on the board for students to refer to.

## Encoding

**Dictation:** This can be used daily with target vocabulary, but for decodable words only. Do this daily or at least twice a week because it promotes listening, letter formation and reading skills simultaneously. It is also a very good indicator of mastery.

Students can use their own paper, but small white boards and markers are ideal because students can correct themselves easily. Hold up a picture or object, a map for example, and say, “Please write *map*. *Mmmaaaaap*. *Mmmaaaaap*. *Map*.” Encourage students to say the word, stretching out the sounds as they write the letters. Give ample encouragement. Gently correct letter formation. This is a collaborative activity; students can look on each other’s boards if they like. After you have dictated all of the words on your list, ask students to practice reading from their boards. Circulate and listen to each student as they read words. Return to the front board and go over any words that were problematic for students.

Dictations can simply feature the decodable vocabulary for the letter group you are working on. Or, dictations can be focused on a particular phonetic element:

- Vowel sound comparison: words with /i/ and words with /a/: *pin/pan*, *tin/tan*, *rig/rag*, or choose the two or three vowel sounds that your students are having trouble hearing

- First sound comparison: words that begin with similar sounds, like /p/, /b/, and /d/: *pad, bad, dad, bat, pat*
- Ending sound comparison: words that end with similar sounds, like /d/ and /t/: *pad* and *pat*, or /g/ and /ck/: *bag* and *back*
- “Change one” dictation: call out a word. Next, call out a word in which one of the sounds changes. In the third word, one sound will be different from the second, and so on. Ex: *pad/pat/bat/bad/dad/Dan/Nan/pan/pin/tin/tip/top/mop/mom*

Alternative: Ask 2-3 students to use the front board for the dictation. Other students can watch and learn from the students at the front if they would like to.

**Dictation with tiles:** Give students a group of letter tiles (similar in size to Scrabble tiles, but lowercase). Dictate the word and ask them to spell the word with the tiles. It may be helpful to draw three boxes (for CVC words) on paper or a white board to guide them. Students can also identify first, middle and last sounds using the tiles and boxes.



**Stand with your sound dictation:** Make large cards with one letter (a, m, p, s, t) on each card. Divide students into teams. Each team gets a set of cards. When you say a word, students choose the right sounds and stand with the letter cards in order to spell the word. Award points for the first team to get it right.

**Running dictation:** This works with one word, a group of words, or a sentence. Divide students into pairs. The teacher writes a word or sentence on a small white board and hides it at one end of the room. One student runs to the teacher’s board, reads the word or sentence, then runs back to their partner to dictate. The partner writes what they hear. Award points to every pair that can get it right in 60 seconds.

## Decoding and fluency

**Circle the letter/pair/word:** This can be used with a group of single letters, CV pairs, CVC words, or a group of sentences. Put the target sounds/words/sentences on the board. Then say, “Could I have one student come and circle the word *mat*?” A volunteer comes to the board and circles *mat* each time that it appears. The other students watch attentively to see if the volunteer gets it right. Use different colored markers for each word that you call out.

1. Pam has a map.
2. Pam has a mat.
3. Pam sat on the mat.

Alternative for a small group: Ask all of the students to come and stand in a semicircle at the board. This helps to focus students' attention, and it is also good for students with vision problems. Give each student a different colored marker in order to indicate that everyone will take a turn. Then say a word and wait for someone to step up and circle it. Continue with all target words.

**Flyswatter game:** Put a set of words or pictures on the board. Form two teams and give each team a flyswatter. One person from each team steps up and the teacher calls out a word. The students race to the board and hit the word/picture with the flyswatter. The person to hit the correct word first gets a point for their team.

### **Guided reading: decoding, fluency, and comprehension**

1. Guided reading. Your students may need all of these steps, or they may only need some.
  - a. Teacher reads the story 2-3X. Ss listen with books closed. Point to pictures/realia to help students understand.
  - b. Teacher reads 2-3 more times, and ss follow along in the book with their finger or a pencil.
  - c. Echo reading: Teacher reads #1, ss repeat. Continue with all.
  - d. T starts, ss finish: Teacher reads the first few words of a sentence out loud. Ss listen, track with the print, and read the rest of the sentence out loud. For example, with the story "Pam," the T says, "Pam has a..." Ss: "mat." T: "Pam has..." Ss: "a map." T: "Pam sat..." Ss: "on the mat."
  - e. Listening check: What number? T. reads a randomly chosen sentence from the story. Ss scan the text and say what number it is. Continue with all.
  - f. What sound? T examines the first sounds of key words in the story, then asks ss to say a words with those sounds. For example, with the story "Pam," the teacher can say, "Tell me a word with the first sound /m/." Ss say, "mat, map." T: /s/. Ss: "Sat." T: /p/. Ss: "Pam."
  - g. Circle the word: T says a word from the story, ss circle it each time it appears. Individuals can do this in the book, or the teacher can write the story on the board and allow the whole group to stand at the board and work together.

- h. Label the illustration that goes with the story using decodable and other words from the story.
    - i. Choral reading: T and ss read together.
- 2. Independent reading
  - a. Sequence the story: Write the sentences on sentence strips, then cut them up into words. Hand out words to ss randomly. Teacher dictates a sentence; students place words in order in a pocket chart or with tape on the board.
  - b. Pairs practice reading together from the book.
  - c. Individuals read for the teacher.
  - d. Option: have half of the group do the sequencing independently while you read with the other half. Then switch.
- 3. Comprehension
  - a. Check for understanding: CCQ (Comprehension Check Questions). CCQs are a series of statements related to the story, some correct and some incorrect. Ss look at the story, and the teacher says, "Listen. Tell me yes or no." For example, with the story "Pam," T says, "Pam has a map." Ss: "yes." T: "Pam has a bag." Ss: "no." T: "Pam has a map." Ss: "Yes." T: "Pam sat on the chair." Ss: "no." T: "Pam sat on the mat." Ss: "yes." T: "Pam sat on the map." Ss: "no."
  - b. CCQs lead nicely to asking who, what and where questions about the story: Who sat on the mat? Where is Pam? What is she looking at?
- 4. Homework: Ask ss to copy the story into their notebooks.

## *At the River and Other Stories for Adult Emergent Readers Scope and Sequence*

Unit number	Vocabulary	Grammar/ Mechanics	Beginning ESL topic	Conversation practice	Story titles	Notes for instructor
<b>Unit 1</b> <b>Letter Group #1:</b> <b>Mm, Pp, Ss, Tt,</b> <b>and short vowel</b> <b>Aa</b>	<i>decodable:</i> map, mat, pat, Pam, sat, tap  <i>sight words:</i> has, a, on, the	he/she <i>has</i>  use of “on the _____” (table/mat/floor)  names begin with an uppercase letter	Family	Family: mom, dad, son, daughter  Maps: city, state, country, world  Mats: mats for the table, the floor, placemats, big mats, small mats  Talk about 3 meanings of “tap”: faucet, knock lightly, tap to say “excuse me”	Pam	Teach sound-symbol correspondence  Teach students to blend 2 letters and 3 letters  Goal: 100% mastery of letter sounds and letter formation
<b>Unit 2</b> <b>Letter Group #2:</b> <b>Dd, Jj, Ll, and Nn</b>  Includes review of Letter Group #1	<i>decodable:</i> man, mad, pan, pad, dad, nap, lap, sad, jam, Jan, Nan, Dan  <i>sight words:</i> have, a, on, the, and, is, lost, found, thank you	possessive with ‘s  sentences begin with an uppercase letter  period ends a sentence	People  Family	Naps: who takes them? When? Where?  Talk about belongings; practice use of ‘s  Family: aunt, uncle, niece, nephew  Talk about losing and finding things: “I lost my _____,” “I found my _____.”  Practice “thank you/you’re welcome”	1. Aunt Jan 2. Lost and Found	Repetition or reteaching may be necessary for mastery  Be patient and positive!  Goal: 100% mastery of letter sounds, letter formation, and decodable words

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<b>Unit 3</b> <b>Letter Groups #1-2</b> <b>+ short vowel Ii</b>	<i>decodable</i> : sit, pin, tin, sip, lip, dip, Jim, Tim, lid  <i>sight words</i> : have, has, a, on, the, and, is, in, from, of, please, down, would you like some tea/soup?	use of <i>ami/is</i>  use of <i>have/has</i>  question mark	People  Family  Kitchen	Talk about students' families  Common kitchen items: pan, lid, dipper, tin  In English, we say "ouch!" What do you say in your language?  Practice receiving a visitor: "Please sit down." "Would you like some ___?"	1. Ouch! 2. Jim and Jan's Family 3. In the Kitchen	Shift focus away from short <i>a</i> to short <i>i</i>  Praise and encourage your students  Goal: 100% mastery of decodable words – reading and writing
<b>Unit 4</b> <b>Letter Group #3:</b> <b>Bb, Gg, Kk, Rr</b>  Includes review of Letter Groups #1-2 + <i>li</i>	<i>decodable</i> : bag, bad, bat, big, bit, rag, ram, ran, rip, kid, pig, dig, jab, glad  <i>sight words</i> : is, are, has, have, the, a, and, to, on, in, heavy	Review previous skills as needed	Review previous topics as needed	Farm animals: What kind of animals did you have in your country/on your farm?  Cleaning: what can you clean with a rag?  Kinds of bags: paper, plastic, leather, cloth, big bags, small bags, hand bags, etc.  What is in the bag? Put items from previous lessons in a bag; ask students to pull items out and name them  Heavy vs. light	1. Dan and Nan Ran 2. Jan's Big Bag	Students may need lots of practice to hear the difference between short <i>a</i> and short <i>i</i>  Goal: 100% accuracy in decodable words – reading and writing

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<b>Unit 5</b> <b>Letter Groups #1-3 plus short vowel Oo</b>	<i>decodable:</i> top, mop, mom, Bob, rod, job, pod, pot, not, dot, lot, dog, log  <i>sight words:</i> have, has, a, on, the, and, is, are, to, can, bus, in, family, happy	use of <i>not</i> and 's use of <i>is/are</i> use of <i>have/has</i> phrases with "in the _____" (in the bag, in the box, in the classroom, etc.)	Family Kitchen Transportation	Talk about emotions: sad, mad, glad. When and why do we feel sad, mad or glad?  Talk about the concepts of one, two, three, and "a lot"  Pets: Pets Americans like, pets in students' countries  Talk about riding the bus	1. Bob and Pam's Family 2. A Happy Family 3. Sid the Dog 4. Bad Dog! 5. On the Bus	Take your time and enjoy the stories with your students. Give them time to read and re-read.  Students may need extra practice with short vowels <i>a, i</i> and <i>o</i> .  Use plenty of visuals and realia to support the stories.  Celebrate and encourage their emerging reading skills!
<b>Unit 6</b> <b>Letter Group #4: Cc, Hh, Vv, Ww, digraph sh</b> Includes review of Letter Groups #1-3 + Ii and Oo	<i>decodable:</i> cat, can, cab, cap, cot, hot, hit, hat, vat, van, wag, win, wig, shop, shot, ship, cash, rash, dish  <i>sight words:</i> have, has, a, on, the, and, to, of, are, in, is, go, pants, shirt, wear, likes, buy, water, sand, chair, play, swim	plurals: hat/hats, cap/caps  <i>I sit vs. he/she sits</i>  <i>I like vs. he/she likes</i>  preposition practice with <i>in</i> and <i>on</i> : in the van, in the water, on the sand, in the chair	Cooking Cleaning Transportation Clothes Colors (connect with clothes) Daily Routines Community Leisure	Talk about what kids do, what parents/adults do  Daily routines: Do you cook and clean every day?  Shopping, kinds of stores. Where do you shop?  Clothing: "What is s/he wearing?" "S/he is wearing a ___ and ___."  What does your family like to do together?  Do you like the beach? Is there a beach in your country?	1. Bob and Pam Cook and Clean a Lot 2. The Shop 3. The Beach	Unit 6 has more content based sight words (cook, clean, go, etc).  Letter group #4 gives students more time to practice with <i>a, i</i> and <i>o</i> .  Use "The Shop" with lessons on clothing  "The Beach" will help students relax, think positive thoughts, and enjoy reading  Use pictures of the beach in class. Strong visuals will help them with the story.  "The Beach" reuses some vocab from "The Shop" and previews <i>ch</i> in Unit 7

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<p><b>Unit 7</b></p> <p><b>Letter Group #5: Ff, Xx, digraphs ch and th, short vowel Uu</b></p> <p>Includes review of Letter Groups #1-4 + Ii and Oo</p>	<p><i>decodable:</i> fan, fin, fish, fog, fix, fox, box, wax, six, mix, ox, ax, bus, bud, bug, cup, cut, gum, hug, rug, run, sun, tub, jug, nut, bench, lunch, chin, thank, think, month, bath <i>sight words:</i> words from previous units, plus: family, river, everyone, likes, trees, warm, cool, water, walk, talk, happy, play, fishing, catch, hungry, thirsty, fruit, vegetables, chicken, children, chair, thumb, Thursday, three, thirty, this, mother, father, brother</p>	<p>prepositions: <i>on, in, under, next to, at</i></p> <p>pronouns: <i>they, everyone</i></p> <p>verb pairs: <i>swim and play, sit and talk</i></p>	<p>Weather</p> <p>Fruits and Vegetables</p> <p>Prepositions</p> <p>Leisure</p>	<p>Talk about leisure: What do you like to do in your free time?</p> <p>Do you like fishing, swimming, having lunch outside, walking, or talking?</p> <p>Talk about rivers in students' native countries.</p> <p>Talk about lunch. What is a typical American lunch? What is a typical lunch in your native country? Do you like nuts? Sandwiches? What kinds of fruits and vegetables do you like?</p> <p>What do you like to drink? Water? Tea? Juice? Soda?</p>	<p>1. In the Van 2. The River 3. Fun at the River 4. A Picnic</p>	<p>Students enjoy these stories a lot because they are reminded of happy times with their families.</p> <p>Students may need extra practice with the short vowel sounds <i>a</i> and <i>u or o</i> and <i>u</i>.</p> <p>This set of stories uses many decodable words but also uses a higher proportion of sight words than the other stories. Because oral skills and listening comprehension are improving, students are ready to use their decoding skills plus their oral vocabulary to make connections with written words.</p>

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<p><b>Unit 8</b></p> <p><b>Letter Group #6: Ee, Qu, Yy, Zz, digraph ck</b></p> <p>Includes review of all previous Letter Groups and short vowels</p>	<p><i>decodable</i>: yam, yes, yum, zip, bed, beg, red, jet, wet, web, vet, hen, men, pen, peg, ten, leg, back, pack, sack, sick, kick, pick sock, rock, clock, neck, duck, truck, quick <i>sight words</i>: is, she, a, and, are, the, to, your, my, need, some, what, do, in, all, after, out of, too, with, have, then, he, his, on, where are you, I, I'm, my, O.K., all day, after, too, tired, worried, calls, doctor, come, office, take medicine, stay, day, happy, ball, falls, hurt, watch TV, read a book, play in the yard</p>	<p>practice with <i>my</i> and <i>your</i></p> <p>practice with <i>not</i> <i>she</i> and <i>he</i> <i>his</i> and <i>her</i> <i>I'm/I am</i> <i>you're/you are</i></p>	<p>The Body</p> <p>Illness and Injury</p> <p>Health Care</p> <p>Emotions</p>	<p>Talk about different kinds of offices: doctor, dentist, etc.</p> <p>Talk about the meaning of "need": "When I'm sick, I need _____." "When I'm hungry, I need _____."</p> <p>Talk about remedies for illness and injury.</p> <p>Talk about being happy vs. being worried</p>	<p>1. Nan Is Sick 2. At the Doctor's Office 3. Nan Gets Well 4. Dan is Hurt 5. Dan Gets Well</p>	<p>Like the stories about the river, these stories provide decodable words plus a high proportion of sight words.</p> <p>Students may need extra practice with the short vowel sounds <i>a</i> and <i>e</i> or <i>i</i> and <i>e</i>.</p>

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<b>Unit 9</b> <b>More Reading Practice: Bob's Job</b> Includes review of all previous Letter Groups and short vowels	<i>decodable</i> : Bob, job, can, fix, trucks, shop, big, box, man, Rick, lamp, yes, pick up, lunch, Pam <i>sight words</i> : see stories	Possessive with 's Plural with -s Quotation marks Question mark and exclamation point	Jobs and Occupations Furniture Tools Transportation Times of Day Food Verbs: use, like, help, talk, fix, come, pick up, bring, drink, eat, tell, look, enjoy	Talk about different kinds of jobs Talk about which jobs students like Talk about tools Talk about "broken" and "fix" or "repair" Talk about furniture and the tools you use to repair it Talk about transportation: bikes, cars, and trucks Act out sitting down for a lunch break. What do you eat? What do you drink? What do you talk about?	1. Bob's Job 2. Bob's Shop 3. Rick Comes to the Shop 4. Lunch Break	These stories provide more practice with decodable short vowel words, and a high proportion of useful sight words in English. Students enjoy reading stories with relevant content while practicing their basic literacy skills.
<b>Unit 10</b> <b>More Reading Practice: Daily Routines</b> Includes review of all previous Letter Groups and short vowels	<i>decodable</i> : Dan, Nan, mom, dad, Bob, Pam, kids, get, brush, bus, stop, math, lunch, pack, backpacks, snack, ask, dish, pick up, shelf, bed, rest <i>sight words</i> : see stories	<i>In the morning, afternoon and evening/at night</i> Quotation marks <i>She, he, they</i> Present tense, third person singular: add -s or -es	Daily Routines Toiletries Time Times of Day Subjects in School Meals Chores	Talk about daily routines Talk about what children do in school in the U.S. vs. school in the students' native countries Conversation practice: Good morning, How was your day? Time for bed, Good night Talk about typical American foods for breakfast, lunch and dinner vs. meals in students' native countries	1. In the Morning 2. Dan and Nan at School 3. Dinner Time 4. In the Evening 5. At Night	Decodable words and many common sight words in English are used. Students enjoy learning to talk about their daily routine in English. They like seeing that the fundamentals of family life are similar in the U.S. and in their countries.