

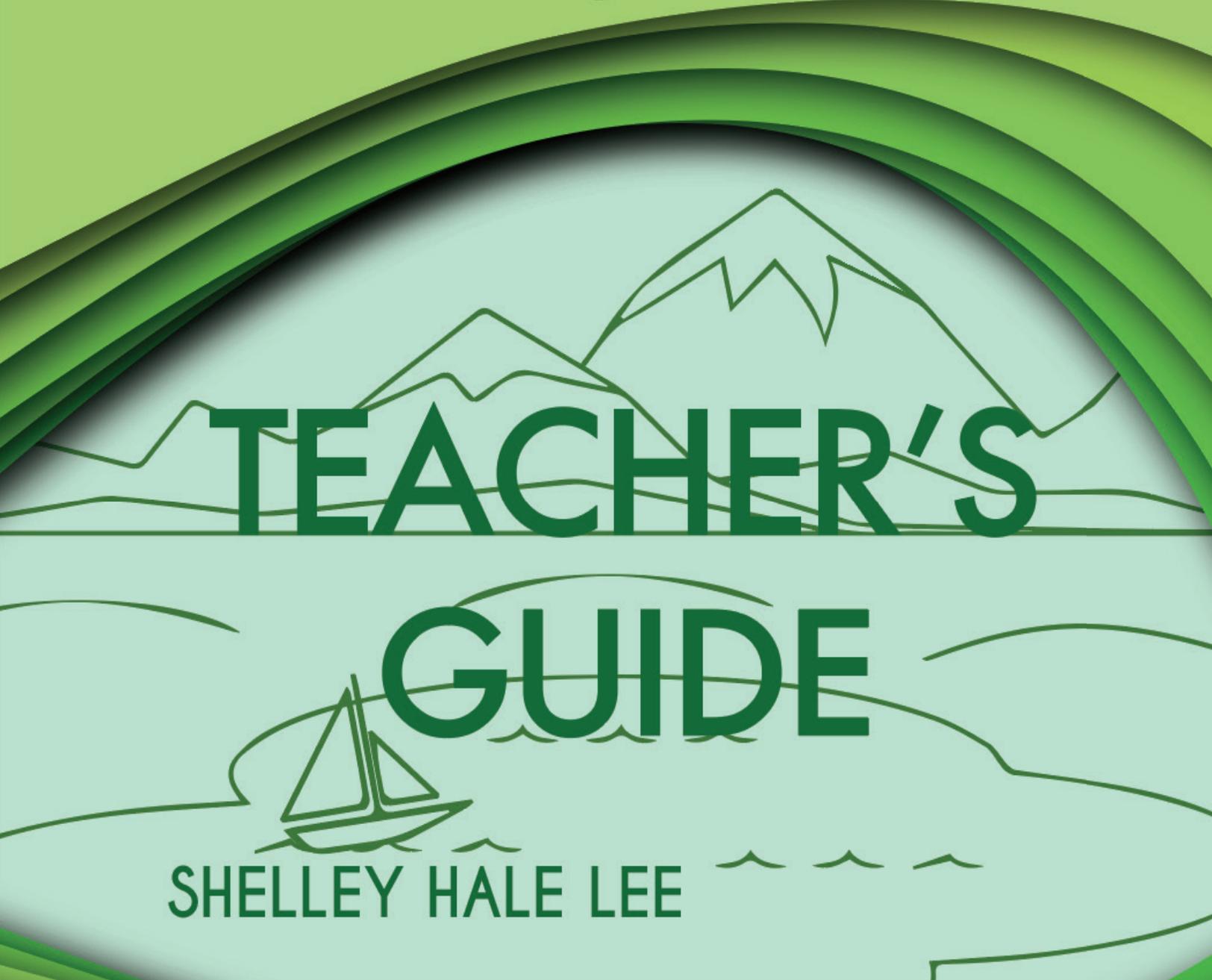
AT THE LAKE

and

Other Stories

for

Adult Emergent Readers



TEACHER'S

GUIDE

SHELLEY HALE LEE

At the Lake and Other Stories for Adult Emergent Readers **Teacher's Guide**

At the Lake and Other Stories for Adult Emergent Readers is the second book in a series, following *At the River and Other Stories for Adult Emergent Readers*.

At the River and *At the Lake* are written for ELL (English language learner) adults and children ages 7 and older. The series is intended for learners who need to develop literacy skills as they learn English. Both books are appropriate for learners who have formal education in their L1 but are unfamiliar with the Roman alphabet, or learners who speak a Roman alphabet language but have gaps in their literacy skills.

This chart may help you to identify the best starting place for your student:

Audience for <i>At the River</i>, Book 1: Emergent Readers	Audience for <i>At the Lake</i>, Book 2: Emergent/Early Readers
<p>Learners who...</p> <ul style="list-style-type: none"> • are nonliterate or semiliterate in their L1, are unfamiliar with the Roman alphabet, and need to learn how to write the letters of the Roman alphabet • lack formal education in their L1, or had interrupted education in their L1 • need to learn the sounds of English • need to begin building a foundation for literacy in English 	<p>Learners who...</p> <ul style="list-style-type: none"> • have some familiarity with the Roman alphabet and are able to write uppercase and lowercase letters • may have interrupted or limited formal education in their L1 • know consonant and short vowel sounds in English and are ready for the complexity of long vowels and consonant blends • need to continue to strengthen their foundation for literacy in English

***At the Lake* Skills include:**

- Phonics: Spelling patterns for long a, e, i, o and u; R-controlled vowels; other vowel combinations such as oo, all, alk, ou, and ow; and a review of short vowels, consonant blends, and digraphs sh, ch, th, ck
- Blending words with those sounds
- Decoding and encoding
- Reading fluency
- Common sight words
- Introduction to decoding multisyllable words
- Mechanics of a sentence such as capital letter, period, question mark, exclamation point, apostrophe and quotation marks

Prerequisite skills for *At the Lake* (explicitly taught in *At the River*):

- 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
- Some reading fluency
- Some common sight words
- Basic 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

Rationale

These books emphasize all five components of reading as defined by the National Reading Panel Report (2000):

1. *Phonemic awareness*
2. *Phonics*
3. *Fluency*
4. *Vocabulary*
5. *Comprehension*
- 6.

Many beginner ESL materials teach vocabulary and comprehension, assuming that students have some phonemic awareness, phonics, and fluency skills in their L1 or in English. *At the River* and *At the Lake* provide explicit instruction in those three areas, which enable students to acquire new vocabulary words and show comprehension. Students with weak phonics skills are hindered in their ability to learn new vocabulary and comprehend what they read.

Assessing your beginners’ reading level

Free diagnostics to help you decide which book to start with are found at <https://www.emergentreaders.org/resources.html>.

1. Diagnostic created specifically for use with *At the River*, assessing knowledge of single consonants, short vowels, and digraphs sh, ch, th and ck.
2. The BATT (Beginning Alphabetics Tests and Tools), which includes ten diagnostic quizzes that assess knowledge of upper and lowercase letters, single consonants, short vowels, consonant blends and digraphs, and long vowel spellings. The BATT was developed by Marn Frank, Kristin Perry, Kristin Klas, and Patsy Egan of Hamline University in St Paul, MN.

How the book is organized

At the Lake has 9 units. Units 1-8 focus on specific vowel sounds and spellings in the context of stories about Pam, Bob and their family. Phonetic elements are sequenced to gradually teach all of the most common long vowel sounds and spelling patterns. Unit 1 is a review of short vowel sounds. Units 2-6 focus on long a, i, o, e and u. Unit 7 provides practice with R-controlled vowels, and Unit 8 teaches all and alk, long and short oo, and ou and ow. The additional stories in Unit 9 provide extra practice with the previously taught long and short vowel sounds and their spellings. Stories deal with relevant, survival English topics that will spark beginners' interest. Each story is accompanied by exercises including reading comprehension; reading and spelling long vowel words; review of short vowels, single consonants, consonant blends and consonant digraphs; sight word recognition; and connections with students' personal lives.

Materials teachers will need

We recommend using flash cards for the short vowel sounds and all of the featured long vowel sounds and spellings. Each flash card should have a picture of a key word and the vowel spelling. To make your own flash cards, you may wish to copy and enlarge illustrations of key words that you find at the beginning of each unit.

Unit	Phonics focus	Recommended key word pictures
1	Short vowels	a – mat, e – bed, i – pin, o – mop, u - cup
2	Long a	ay - play, ai - rain, a_e - lake, eigh - eight
3	Long i	igh - light, ie – pie, i_e – bike, y - cry
4	Long o	oa – coat, ow – snow, o_e – phone, o (open syllable) - broken
5	Long e	ee - tree, ea - beans, ie - pieces, y - baby
6	Long u	ui – fruit juice, ue - glue, u_e - ruler, u (open syllable) – uniform, oo - noodles, ew - new, ou - soup
7	R-controlled	ar - scarf, or - corn, er - flower, ir - skirt, ur - nurse
8	Other vowel sounds	oo – book, oo – broom, all - hall, alk – walk, ou – couch, ow - shower

Other flash card options:

Make your own set for short vowels, single consonants, and consonant digraphs. Suggested 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.

From TREND Enterprises: a set of cards is available for single consonants, the L-blends, S-blends and R-blends, and digraphs sh, ch, th and ck.

From PhonicsQ: A comprehensive set including all long vowel spellings and variants. The PhonicsQ set, developed by Phyllis Herzog and Ruth Winter, works well with *At the Lake*. Find more information at <https://phonicsq.com/>.

Other optional materials include: Realia and/or enlarged pictures for the decodable words in each unit; index cards to make word cards for the decodable words; individual white boards and markers; colored pencils; letter tiles for spelling practice

General principles for using *At the Lake*

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.

As often as possible, provide listening and speaking activities before reading and writing. If students can understand when you say it, and say it themselves, it helps them connect to print. 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.

Suggested lesson format

Here are the parts of a lesson using *At the Lake*:

- **Letters and sounds:** *present the key words and vowel sounds and spellings*
- **Create a context:** *Ask conversation questions found in the Scope and Sequence. Use pictures to help students visualize what the story is about.*
- **Word building:** *Pre-teach decodable words with a focus on students applying the new long vowel sounds they are learning*
- **Reading Fluency:** *decoding and fluency with the Scaffolded Reading sequence (see below)*
- **Comprehension:** *"Show Your Understanding" exercises*
- **Phonics and spelling:** *"Word Work" and "Sounds and Words" exercises*
- **Connect to students' lives:** *"About You" exercise*

Sample Lesson: Unit 2, “A Gray Day”

Goals: Students will be able to

- Recognize and produce the long vowel sound for the spellings ay and ai
- Recognize and produce the short a sound
- Spell short and long a words
- Read the story aloud fluently and accurately
- Demonstrate comprehension of the story
-

Part 1: Letters and sounds

1. Introduce the letters and sounds: Use flash cards with key word pictures for short a, ay, and ai. Hold up a flash card with a picture of a key word and the lowercase form of the letter (map/AI). Point to the letter(s) and ask for the letter name. Point to the picture of the key word, and say “map”. Ss repeat. Point to the letters, and ask for the sound. Ex: the name “a”, map, the sound /a/. Continue with ay (play) and ai (rain), prompting ss to say the letter name, the key word, and the sound. If students know the letter names, then stop asking for the letter names and just ask for the 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 1-3.
 - a. Say the name of a key word picture and ask ss to say the number.
 - b. Go over each card in order, asking ss to identify the picture and sound without your help.
 - c. Go over the cards in random order, asking students to identify the picture and sound independently.
3. Display flash cards throughout the lesson.

Part 2: Create a context

1. Weather vocabulary
 - a. Display pictures of various types of weather. Ask ss to repeat, and then independently say, a sentence such as: “It is a _____ (cloudy, sunny, rainy) day.”
 - b. Ask students, “How is the weather today? What kind of weather do you like?”
 - c. Display pictures of people inside on a rainy day looking out the window, or outside on a rainy day. Ask, “Do you like rainy weather? What do you like to do on a rainy day?”
2. Key vocab for the story: rain, wait, day, gray, play, stay, go away, Nan, Dan, bad, sad, glad
 - a. Display pictures of the key vocab words, or demonstrate their meanings. Write the words on the board and ask ss to repeat them.
 - b. Option: create word cards for the key vocabulary and ask ss to match the word to the picture.

- c. Comprehension check: Yes/No game. Point to a picture of “rain”. Say, “Tell me yes or no. It is sunny.” Ss say no. Say, “It is raining.” Ss say yes. Continue with all.
- d. If more practice is needed: Hand out pictures and realia. Ss match the pictures/realia to the words on the board.

Part 3: Word building

1. Use these words to help students hear and see the difference between short and long a: Nan, Dan, bad, sad, glad, rain, wait, day, gray, play, stay.
2. Make a chart on the board like this. Display the key word flash cards near the corresponding column.

a	ai	ay

a. Write the initial consonant or consonant blend for each word. Elicit the sounds from students.

a	ai	ay
N D b s gl	r w	d gr pl st

b. Add the vowel sound, perhaps in a different color marker for emphasis. Elicit the blended sounds from students. If needed, model breaking the consonant and vowel sounds down (segmenting), then combine them (blending). Example: “N...a...na. R...ai...rai.”

short a	ai	ay
Na Da ba sa gla	rai wai	day gray play stay

c. Add the final consonant sound to columns 1 and 2. Elicit pronunciation of the whole word.

short a	ai	ay
Nan Dan bad sad glad	rain wait	day gray play stay

d. 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.

e. Blending and segmenting:

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 “glad”: /g/.../l/.../a/.../d/. Ss listen and say “glad.” Check off “glad” on the board. Continue with all. Note: Hold up one finger for each sound, not each letter. Examples: Three for “Dan”, four for “glad”, three for “wait” (/w/.../ai/.../t/), two for “day” (/d/.../ay/), three for “gray” (/g/.../r/.../ay/).

Segmenting. Say, “I’ll say a word. Tell me the sounds.” Say, “glad.” Ss hold up their fingers as they make the sounds: /g/.../l/.../a/.../d/. Option: ss can tap out the sounds on the table, or slide a bingo chip forward for each sound. Continue with all.

Option: Check for understanding with pictures/realia: Hand out word cards. Students match cards to pictures/realia. Go over answers, offering corrections if needed. Mix up the cards and ask ss to match a second time.

Part 4: Reading fluency and decoding

Scaffolded Reading sequence

Your students may not need all of the steps each time. We recommend trying the whole sequence several times, then keep the steps that benefit your students. For variety, you can use different steps to review a story on the second or third day.

1. Teacher reads “A Gray Day” on page 16 aloud 2x. Students listen without looking at the text. Option: ss close their eyes
2. T reads text aloud 2x. Ss look at the text and follow along with a pencil.
3. Echo reading, sentence by sentence
4. Choral reading: Teacher leads and students read along with the teacher
5. T starts, ss finish. T reads the first part of a sentence, ss read the last part. T: “It is...” Ss: “raining.” T: “The weather...” Ss: “is bad.”
6. What number? Students number the sentences #1-13. T reads a sentence randomly, ss say what number it is
7. What sound? T provides a sound, ss say a word that starts with that sound

8. Pairs read, T circulates and listens to a few sentences from each student
9. T. addresses any pronunciation problems or questions that came up in pairwork.
Optional: Students circle words that the teacher calls out, especially the ones they struggled with.
10. Round robin reading – whole class or in groups of 3-4. Note: If you have weak readers or brand new students, avoid this activity so as not to embarrass a student.
11. Ss dictate sentences, T writes on the board. At the board, ss circle words/phrases that the teacher calls out.
12. Pairs practice reading together while each individual reads for the T.
 1. If more fluency practice is needed:
 2. Sequence the sentences: Write the sentences on word card strips and cut them up. Ss work in pairs or groups to put the words in order. As ss work in groups, the teacher can listen to individuals read. For more on this, watch the video “Building Literacy with Adult Emergent Readers” at <http://www.newamericanhorizons.org/>. Pictures and lesson ideas at <https://mailchi.mp/6778502dbd11/at-the-river-news-april-2017>

Part 5: Comprehension

The steps in the Scaffolded Reading sequence strengthen decoding and fluency. Now, build a bridge to comprehension with the following listening and speaking activities.

Try CCQs (Comprehension check questions). The teacher makes a statement. Students say “yes” or “no.” For example: It is raining. (yes) The weather is good. (no) The weather is bad. (yes) It is a sunny day. (no) It is a cold day. (no) It is a gray day. (yes) The kids play in the house. (yes). Dan and Nan like to stay in the house. (no) Dan and Nan are glad. (no) Dan and Nan are sad. (yes) Then ask who, what, when, where, how, and why questions. Follow up with the comprehension exercises , “Show Your Understanding” p. 17, exercises B and C.

Part 6: Phonics and Spelling

“Word Work” on pp. 18-19, exercises D, E and F, and “Sounds and Words” on pp. 20-21, exercises G, H and I. See also ideas for dictations below.

Part 7: Connect to Students’ Lives

“About You” p. 21, exercise J. Consider asking the questions out loud first, and eliciting students’ answers verbally. Then it will be easier for students to write their answers. Comprehension/writing extension: Ss can complete sentence frames as seen below. If this is difficult, model your own answers out loud and in writing on the board. Then ask students to answer out loud first and then in writing.

On rainy days, I usually _____.

I like/don’t like rainy days because _____.

My favorite kind of weather is _____.

The weather in my native country is _____.

I like/don’t like the weather where I live now because _____.

Snapshot of the exercises for each unit

Note: In Units 2 and 3, there are extra exercises to teach the silent e rule (see pp 26 and 40-41, exercises E and F).

Exercise A: Read the story. Ss can read silently, in pairs, record themselves reading or listen to the teacher read.

Exercise B: Yes or no? Teach students how to mark out the incorrect words for the “no” sentences and write in a correction.

Exercise C: Questions. Ask the questions orally first and elicit spoken answers. Then ask ss to write their answers. Early finishers can ask and answer the questions with a partner.

Exercise D: Rhyming words. You may need you to teach ss how to find the match and write the correct letter/word.

Exercise E: Vowel sound chart. Ss work alone or in pairs to find words from the story that correspond with the sounds. If this is difficult, model it with the whole class first.

Exercise F: Dictation. Teacher calls out words from the vowel sound chart in exercise E. Students spell the words. Higher students should cover the chart during the dictation. Struggling students can refer to the chart as needed.

Exercise G: Consonant sounds. Teacher calls out the word; ss write the missing sound.

Exercise H: Fill in the word. Ss use the word bank from exercise G to complete the sentences. Early finishers: Have them read the sentences out loud to each other.

Exercise I: Circle the word. Round 1: Teacher calls out a word; ss circle it. Round 2: Teacher calls out a different word and the student underlines it. For extra fluency practice: Pairs read out loud to each other. First, read the rows. Then, read the columns.

Exercise J: Model asking the question and elicit a few verbal responses. Then ss can write their own answers. Early finishers can read the questions and answers to each other.

Mini-lesson: Silent e rule

With “At the Lake” (Unit 2), and “Jim’s Job” (Unit 3), extra exercises E and F are included to help students learn the silent e rule. Before students do the exercises in the book, teach them the rule:

- a. Show flash cards for short a and a_e; ss repeat the sounds.
- b. Then write the column of short vowel words on the board: mat, cap, tap, can, hat, van. Ask ss to read them out loud to you.

- c. Then say, "Listen. Mat." Point to "mat." Write "mate" with the e in a different color and say, "Mate." (Pointing to each word) Mat. Mate."
- d. Continue with the other words (cape, tape, cane, hate, vane) while students listen to you pronounce the words.
- e. Then, do the routine again, but this time students repeat after you as you point to the words.
- f. Finally, do the routine again, but this time, only point while students say the words independently.
- g. Then do exercises E and F in the book together. Option: gather pictures and/or realia for each word in exercise E.

More activities to use with *At the Lake*

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.

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, *rain*." All students repeat *rain*. Put a check mark next to the number. Continue through the list.

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 tray and say, "This is a *cake*." Students say "No, a *tray*." Hold up a picture of a *cake* and say, "This is a *lake*." Students correct you by saying, "No, a *cake*." 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 story, 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 “scale,” written in large letters. Ask, “What is this word?” Prompt them by pointing to the first sound of the word. Students respond, “scale”. Ask, “What number?” Students respond with the correct number. Match the card to the picture of the scale. 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 *scale*?” 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.

Comprehension/retelling: Choose one or two.

- a. Ss make Google Slides illustrating the story
- b. Ss draw pictures of the most important parts of the story, then use their pictures to retell the story
- c. Ss bring in items from home to help them retell the story to the class.

Word Families/Rhyming words

Circle the word family: After doing fluency activities such as Scaffolded Reading, ss work alone or with a partner to circle the words in the story, using the same color for the same spelling pattern. Students will need colored pencils. Use flash cards to review the long vowel spelling patterns for a story, then display the flash cards and assign a color to each. For example, in “At the Lake”, short a is red, ay is green, ai is blue, and a_e is orange. In “At the Lake”, all of the short vowel words will be circled in red, all of the ay words will be circled in green and so on. This helps students see the patterns and connect with the spelling patterns and sounds.

Find the rhyme: This is a listening and speaking activity. The teacher says three words. Two words rhyme and one word doesn’t. Ss repeat the three words, then say which two rhyme. For example: the teacher says “stay, shade, play.” Ss repeat, and then say, “stay, play.” Call out 7-

10 groups of words for a quick listening activity. You can also try with four words, where three words rhyme.

Flyswatter game: Make two teams and give each team a flyswatter or spatula. Put 10-15 words on the board from a given story. Stick to spelling patterns that you have already taught. Call out a new word that rhymes with a word on the board. The first student to run up and hit the rhyming word with a flyswatter gets the point for their team. For example, with “At the Lake”, put these words on the board: lake, Dan, plates, day, rain, mat, lap, Pam, name, glad. Words to call out: take, Nan, skates, way, pain, sat, tap, Sam, same, dad.

Encoding

Basic dictation: Use dictation for decodable words only. Do this daily or at least twice a week because it promotes listening, spelling 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 picture of rain for example, and say, “Please write *rain*. Rrrrr...ai...nnnn. *Rain*.” Encourage students to say the word, stretching out the sounds as they write the letters. Give ample encouragement. 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 story you are working on. Or, dictations can be focused on a particular phonetic element:

- Vowel sound comparison: words with short a and words with long a. Example list from “At the Lake”: *lap, lake, sat, say, can, cake, day, Dan, glad, grapes, name, Nan*.
- First sound comparison: words that begin with similar sounds, like *say, stay, glad, grapes, Nan, name, tray, take, pay, play*
- “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: *Dan, day, say, stay, tray*.

Option: 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), four or five boxes for CVCe or CCVCe 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 consonant, short vowel, or vowel combination 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 (or Scribes and Runners): This works with one word, a list of words, a phrase, 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.

Pair or small group dictation: Prepare four index cards with ten decodable words on each card from a particular story or unit. Each card's list should be slightly different, and should feature short vowel words as well as words with various long vowel spellings. Put students in four groups. One student is the leader, calling out the words while the group members write the words on paper or a white board. When groups are done with the first card, they trade cards with another group and rotate the leader.

Sentence dictations: Pair students up and assign a story that was previously taught. Students number the sentences. One student dictates the whole sentence to their partner while the partner writes it correctly, including punctuation. One student dictates evens, the other student dictates odds.

Decoding, fluency, word recognition

Circle the letter/pair/word: This can be used with a group of words, phrases, or sentences. Put the target words/phrases/sentences on the board. Then say, "Could I have one student come and circle the word *sale*?" A volunteer comes to the board and circles *sale* 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. In this example, continue with *save*, *Tuesdays*, *Beth*, *Russ*, *grapes*, *apples*, *market*, *money*, *takes*, *eight*.

1. Beth and Russ go to the market on Tuesdays.
2. Every Tuesday, there is a sale.
3. Beth and Russ can save money.
4. Grapes and apples are on sale.
5. Beth takes some grapes.
6. Russ takes eight apples.

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, indicating that everyone will take a turn. Then say a word and wait for someone to step up and circle it. Continue with all.

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.

Individual fluency practice: Choose one or two.

1. Ss use their phones to record themselves reading the story.
2. Ss read to a partner or small group, then rotate to a new partner or small group. Continue rotations for 8-10 minutes as all students read.
3. Ss read the story in front of the class.
4. Ss make a video of themselves reading the story which you play for the class.

Phonics notes for each unit

Unit 1	short vowels a e i o u	Short vowel sounds can be challenging for Spanish speakers. Using flash cards with a key word will help build a strong association with the sound in English.
Unit 2	long a ai, ay, a_e, eigh	The silent <i>e</i> rule is a remarkably consistent rule in English. Teach the rule explicitly. Some notable exceptions are <i>have, give, live, love, come, and some</i> . Teach these as sight words.
Unit 3	long i igh, i_e, ie, y	Review the silent <i>e</i> rule. In Unit 3, <i>y</i> sounds like long <i>i</i> as in <i>my</i> . <i>Y</i> can also sound like long <i>ee</i> , as in <i>baby</i> and <i>happy</i> (see Unit 5). In Unit 3, <i>ie</i> sounds like long <i>i</i> as in <i>pie</i> and <i>die</i> . The combination <i>ie</i> also has a long <i>e</i> sound as in <i>pieces</i> (see Unit 5).
Unit 4	long o oa, ow, o_e, o	<i>ow</i> also sounds like <i>ow</i> in <i>how</i> (see Unit 8) Open syllable = ends in a vowel, like <i>no, go, hi, me, he, she, we</i> Closed syllable = syllable ends in a consonant, like <i>not, got, hit</i>
Unit 5	long e ee, ea, ie, y	<i>ie</i> as in <i>pie</i> , also sounds like long <i>e</i> as in <i>piece, field, believe, achieve, niece, hygiene</i> (see Unit 3 for <i>ie</i> that sounds like long <i>i</i>). There are very few <i>e_e</i> words. Here are a few examples: <i>Pete, complete, these, eve, athlete, Chinese, Congolese</i>
Unit 6	long u	<i>oo, ou</i> have other sounds, as in: <i>book, out</i> (see Unit 8)
Unit 7	r-controlled vowels	<i>ar</i> and <i>or</i> have distinct sounds; <i>er/ir/ur</i> have the same sound, which is a surprise to Spanish speakers
Unit 8	other vowel sounds	<i>all</i> and <i>alk</i> sound similar to <i>aw</i> (<i>jaw, law</i>) <i>ou</i> also has a long <i>u</i> sound (Unit 6); <i>ow</i> also has a long <i>o</i> sound (Unit 5)

At the Lake and Other Stories for Adult Emergent Readers Scope and Sequence

Unit number	Vocabulary	Grammar/ Mechanics	Story titles	Conversation practice	Beginning ESL topic	Notes for instructor
Unit 1 Short vowels a, e, i, o, u	<i>decodable:</i> Pam, Nan, Dan, Jan, dad, has, Beth, Russ, Jim, Tim, kid, kids, is, Bob, mom	plurals: kid, kids use of "have" and "is" with family vocabulary Possessive with apostrophe: "Jan's son" Question words <i>who</i> and <i>how many</i> Teach words for #1-10 as sight words: one, two, three, etc.	1. Meet the Family 2. Beth and Russ	Family: mom, dad, son, daughter, grandkids How many people are in your family? Do you have kids? Grandkids? Are you a mom? Are you a daughter? Are you a dad? Are you a son?	Family	Use flash cards to review short vowel sounds. Use flash cards with a picture of a key word and the letter. For example: a – map, e – bed, i – pin, o – mop, u – cup. Or, a - apple, e- egg, i - India or in, o - October or octopus, u - umbrella. Dictation exercises will show you how accurately students are hearing the short vowel sounds. Short vowel sounds will be reviewed in future units, so don't worry if students need more practice at the conclusion of this unit.
Unit 2 Long a: ay, ai, a_e, eigh Includes review of short a	<i>decodable:</i> ay: day, days, gray, play, stay, away, tray, say, pay ai: rain, wait	Use of "not" with common verbs: "do not like", "are not" Contractions: "do not like" →	1. A Gray Day 2. At the Lake	What do you like to do on rainy days? What is your favorite kind of weather? Why? How does your family celebrate a baby's first	Family, Weather Celebra- tions	Notes for instructor To introduce the long vowel spelling patterns, use flash cards with a picture of a key word and the letter. For example: play, rain, cake, eight. Teach the rule for silent e. See

	<p>a_e: bake, cake, name, lake, take, plate, shade, grapes, sale, save, scale eigh: eight, weigh short a: Dan, Nan, and, bad, sad, glad, Jan, van, can, mat, lap, at, have</p>	<p>don't; "are not" → aren't Use of "it is" with weather: "It is raining", "It is a sunny day" Third person verbs with -s: "Beth takes", "the family sits" Is and are Use of quotation marks and exclamation point</p>	<p>3. Grapes Are on Sale</p>	<p>birthday? Does your culture have any important traditions for the one year birthday? Are there other birthdays that are very important in your culture (quinceanera, Sweet Sixteen, etc). What are some things your family likes to do together on holidays or free time? Where do you shop for food? When do you usually go? What fruits and vegetables do you buy weekly?</p>	<p>Shopping for Food</p>	<p>the Teacher's Guide mini-lesson for tips. With "Grapes Are on Sale," talk about pounds and kilos. Use a supermarket circular to talk about prices per pound and other vocabulary relating to sale items.</p>
--	---	--	-----------------------------------	--	--------------------------	---

Unit number	Vocabulary	Grammar/ Mechanics	Story titles	Conversation practice	Beginning ESL topic	Notes for instructor
Unit 3 Long i: igh, ie, i_e, y Includes review of short i	<i>decodable:</i> igh: night, midnight, light, right ie: pie, fried i_e: drive, like, pile, five, nine, sometimes, diner, tired, ice, rice, price, ride, bike, daytime y: try, my, cry short i: Jim, dishes, dishwasher, kitchen, is, his, in, it, big, until, fish, chicken, with	Third person verbs with -s: "Jim works", "he drives" Possessive with apostrophe: "Kate's Diner" Prepositions: at, in, to, until	1. Jim's Job 2. Kate's Diner 3. Can I Ride My Bike at Night?	Work: Where do you work? How do you get to work? What are your work hours? Do you eat in restaurants? Which ones do you like? What is your favorite dish there? Do you ride a bike? Does anyone else in your family ride a bike? When do you ride? Where do you ride?	Times of Day, Work Schedules Restaurants, Food Safety	Review and practice the silent e spelling rule. Consider teaching the four sounds of y: consonant sound as in "yellow"; long e as in "baby"; long i as in "my"; short i as in "bicycle".
Unit number	Vocabulary <i>decodable:</i> oa: road, coat, soak, throat ow: snow, know, window, row, throw old: old, hold, cold	Use of quotation marks for dialogue Use of the apostrophe with a	1. Don't Go in the Snow 2. Beth and	Do you drive in the snow? Do you like snow? What do you do on a snowy day? Do you like to go fishing?	Weather, Safety, Transportation Leisure Time	Review silent e as needed. This unit includes long o that is found in an open

		<p>o_e: home, phone, stove, bone, o (open syllable): go, no, open, okay, broken short o: job, boss, lot, on, not, off, rod, stop, doctor, office, hot, hospital</p>	<p>possessive (“Jim’s job”) vs. the apostrophe with a contraction (“I’m going”) Join two verbs with “and” (“sit...and hold”, “stop and go home”)</p>	<p>Russ Go Fishing 3. Jan’s Job</p>	<p>Do you prefer to visit a lake, a river, the ocean, or the mountains? Did you ever take one of your children to the emergency room at the hospital? What happened?</p>	<p>Medical Appointments, illnesses and Injuries</p>	<p>syllable: go, no, open, okay. Closed syllables will have the short vowel sound: not, job, boss. You may want to teach open and closed syllables, or you may not.</p>
--	--	--	--	--	---	---	--

Unit number	Vocabulary	Grammar/ Mechanics	Story titles	Conversation practice	Beginning ESL topic	Notes for instructor
<p>Unit 5 Long e: ea, ee, ie, y Includes review of short e</p>	<p><i>decodable:</i> ea: eat, seat, tea, teacher, leave, please, beans, peas, peach, meat ee: meet, meeting, coffee, green, teeth, see, seeds, sweet, need, tree, three, teeth, feed, cheese, sleep ie: piece y: baby, hungry, happy short e: eggs,</p>	<p>Time: reading and writing time in numbers (6:15) Titles: Mrs., Ms., Mr. Use of the comma in a list (“green beans, peas, and sweet potatoes” Need vs. want Yes/no questions with <i>can</i></p>	<p>1. Meet the Teacher 2. Pam is a Gardener 3. Tim is Hungry</p>	<p>What is your morning routine? What do you eat and drink? Practice greetings: “Nice to meet you” If you have a garden, what do you grow? If you had a garden in your native country, what did you grow there? Who helps take care of the babies in your family? What do babies eat in your native country?</p>	<p>Morning Routine, Teacher Conference Gardening, Food Infant Care and Feeding</p>	<p>There are very few one syllable words with the e_e pattern, so this spelling pattern is not included in the stories. Some example words if needed: Pete, scene, theme, complete, evening, delete, concrete.</p>

	get, dressed	("Can Tim drink tea?")					
Unit number	Vocabulary	Grammar/ Mechanics	Story titles	Conversation practice	Beginning ESL topic	Notes for instructor	
Unit 6 Long u: u_e ue, ui, oo, ou, ew Includes review of short u	<i>decodable:</i> u_e: rule, June, ruler, use ue: blue, glue, Tuesday ui: fruit, juice oo: too, school, tooth, food, noodles, bedroom, soon, stool, spoon broom, tools, bathroom, shampoo, boots ou: soup, you ew: new, chew, few u (open syllable): uniform,	Adjective before noun: "white shirt", "blue pants" Noun phrase with and: "a white shirt and blue pants" Use of comma in a list: "fruit, juice, and sandwiches" Can and can not Has and have	1. Dan and Nan Are Students 2. Russ Has a Toothache 3. Jan and Jim's Apartment	School: When does school start in your native country? What do your kids need for school? What do you need for English classes? Do students in your native country wear uniforms? Do you like school uniforms? Dental health: What do you do when you have a toothache? How many bedrooms and bathrooms do you have? What do you have in your kitchen? What do you have in your living room?	School Supplies and Schedules, Clothing Dental Health Rooms in a House	There are so many spelling patterns for the long u sound. By Unit 6, students will be used to the way English has multiple spelling patterns for the same long vowel sound. Oe usually sounds like long o as in toe. In "Jan and Jim's Apartment," students will encounter oe as in shoe, with the long u sound. This sound for oe is an outlier, but a common word.	

	students short u: lunch						
--	----------------------------	--	--	--	--	--	--

Unit number	Vocabulary	Grammar/ Mechanics	Story titles	Conversation practice	Beginning ESL topic	Notes for instructor
-------------	------------	-----------------------	--------------	-----------------------	------------------------	----------------------

<p>Unit 7 R-controlled vowels: ar, or, er/ir/ur</p>	<p><i>decodable:</i> ar: car, far, start, garden, farmer, market, card, party, scarf, park, large or: corn, for, forty, short, torn, store, door er: mother, finger, water, better, her, flower, ir: shirt, skirt, thirty-first, birthday, thirty five, ur: burn, hurt, nurse, purse, purple, Saturday</p>	<p>Possessive with 's: "Pam's birthday" Words for numbers: "thirty-first" Adjectives: "new purse", "short drive", "purple flowers" Third person singular verbs with -s: "Pam drives", "She sees"</p>	<p>1. Pam at the Farmer's Market 2. Nan's Finger Hurts 3. A New Scarf and Purse</p>	<p>Do you shop at the farmers' market, or at the supermarket? What do you buy at the farmers' market? When is your birthday? How old are you? What is the best birthday gift you have received? Practice calling the nurse or doctor Where do you shop for clothing? Do you need any new clothes right now? What do you need?</p>	<p>Food, Farmer's Market Celebrations, Injuries Shopping for Clothing</p>	<p>The "r" changes the sound of the vowel. This is a very consistent rule in English. In Spanish, each of the five r-controlled vowels has a distinct sound. Spanish speakers may be surprised to learn that in English, er ir and ur have the same sound.</p>
--	--	--	---	--	---	--

Unit number	Vocabulary	Grammar/ Mechanics	Story titles	Conversation practice	Beginning ESL topic	Notes for instructor
--------------------	-------------------	---------------------------	---------------------	------------------------------	----------------------------	-----------------------------

<p>Unit 8 Other vowel sounds: Long and short oo, all and alk, ou and ow Includes review of short o</p>	<p><i>decodable:</i> short oo: look, foot, hook, good, cookbook long oo: too, room, broom, stool, loose, toolbox all: ball, call, hall, fall, wall, all, tall, small alk: walk, talk ou: out, outside, mouse, house, couch, loud, sound, found, shout ow: now, how, down, brown, shower short o: box, top, closet</p>	<p>Irregular plurals: shelf → shelves, knife → knives Contractions: “I’m looking”, “I don’t see it” The imperative: “Use the footstool”, “Don’t run. Walk!” Exclamations: “Good!” “Great!” “Oh no!” Prepositions: with, after, on, to, down Use of quotation marks</p>	<p>1. The Loose Leg 2. Tim Falls Down 3. Get the Mouse Out</p>	<p>Do you have tools at home? What can you fix? When you fall down, do you go to the doctor or stay home? What do you do with pests such as mice, bugs or flies? Are you scared of mice or bugs?</p>	<p>Home Repairs and Maintenance Injuries, Medical Appointments Pest Control</p>	<p>Along with “all” and “alk”, you may want to teach “aw” as in law, jaw, hawk. Students will notice that “ow” can have the long o sound (see Unit 4). In this unit, we teach “ow” as in “shower”. “Ou” can have the long u sound (see Unit 6). In this unit, we teach “ou” as in “house.”</p>
---	---	--	--	--	---	--

Unit number	Vocabulary	Grammar/ Mechanics	Story titles	Conversation practice	Beginning ESL topic	Notes for instructor
--------------------	-------------------	---------------------------	---------------------	------------------------------	----------------------------	-----------------------------

<p>Unit 9 More Reading Practice</p>	<p>Review of previous long and short vowel spelling patterns</p>	<p>Review of previous grammar points and mechanics</p>	<p>1. A Night Off 2. Pam Makes a Mask 3. Bugs at Bob's Fix It Shop 4. Turn Off the TV 5. A Problem at the Market 6. Buy a Bus Pass</p>	<p>Did you ask for time off of work before? What did your boss say? How can a mask protect you and others? What do you do about bugs in your house or place of work? How many hours of TV is too much? Do you spend more time watching TV, or on your phone? Do you like to pay with cash, with a credit card, or with your phone? Do you prefer taking the bus or driving a car? Is the bus too expensive, or is the price just right?</p>	<p>Asking for Time Off Work Health and Safety Pest Control Leisure and Exercise Ways to Pay Public Transportation, Money</p>	<p>You may choose to assign these stories to your early finishers. Can the early finishers create exercises for their classmates? Or make an audio recording to play for the class?</p>
--	--	--	--	---	---	---