GOALS: To teach tutors
1) a lesson planning format incorporating authentic materials related to learner goals.
2) a series of decoding and comprehension strategies consistent with the five components of effective reading as identified by the National Reading Panel.

MATERIALS:
- Flipchart and markers
- Projector for laptop or overhead projector
- Packet of handouts:
  - Effective Lesson Planning
  - several Blank Lesson Plan forms
  - Goal-Setting Worksheet
  - Completed Lesson Plan
  - Letter-Sound Lessons
  - Word Patterns
  - Context-Phonics-Context
  - Assisted Reading Strategies
  - Workshop Evaluation
- Sign-in sheet

AGENDA:
Introductions and Sharing Agenda
Overview of Goal Setting, Effective Lesson Planning and Lesson Plan Format
Identifying Reading Strategies/What Do Good Readers Do?
Choosing a Text and Practicing Assisted Reading Strategies
Sample Lesson and Lesson Planning Practice
Questions

Introductions (10 minutes):
A. Welcome the group and begin by asking everyone to introduce themselves and say what interested them about adult literacy volunteer work. Model the instructions by going first. If the group is large, people can introduce themselves in small groups.
B. Post the agenda on the board or on flipchart paper. Ask if anyone has other items they would like to see covered during the training, but do not attempt to answer the questions.
now unless they only require short answers. Write the questions on flipchart paper or the board.

A. Overview of Lesson Planning Basics and Format (30 minutes)
Introduction: Adults come back to school or tutoring for specific career, family, community, or personal reasons. As tutors, we need to be able to use their goals as a basis for reading and writing lessons. That means being able to use real-life materials but still teach strategies and skills so that learners become better readers while attaining their goals.

1. Refer to Goal Setting Worksheet handout here.

2. What is an “effective” lesson?
Ask the group; what makes a lesson or class interesting and effective? Flip chart their answers and then refer to a copy of the Effective Lesson Planning handout. If you have access to equipment, project a copy onto a screen. Compare the group’s answers with the suggestions on the handout.

3. Lesson Planning Format
This lesson planning format will help you meet the criteria of an effective lesson. Please refer to the Blank Lesson Plan handout included with the training packet. It is effective to project the handout onto a screen or wall. The lesson plan presented here is comprised of the following sections: Goal setting, pre-reading activities to build strategies and connect reading to prior knowledge, reading authentic materials together, and post reading discussion and writing activities.
   a. Goal setting: Typical goals would be literacy strategies and personal reading interest goals.
   b. Pre-reading questions: This section asks the tutor to prepare general, open-ended questions about the reading selection. For example, if you were reading about sports, you might ask, “What is your favorite sport?” or “How did you become such a big baseball fan?” or, “What do you think about the high salaries of professional athletes?” The questions should avoid yes/no answers and are intended to activate the learner’s prior knowledge about the subject.
   c. Pre-reading vocabulary and reading strategies sections: Many times, adult learners are interested in reading material related to life goals that is above their current reading level. With a little preparation by the tutor, difficult words may be taught and defined in advance to facilitate more automatic reading later in the lesson. This section is designed to help the tutor think about difficult vocabulary from the reading that should be taught in advance. It is also a good time to review or teach decoding or word analysis strategies you have been working on together. (Examples of strategies will be covered later in the training.)
   d. Reading: This section of the lesson plan helps you prepare for the following questions. How will you accomplish the actual reading in your sessions? Who will be responsible for bringing the material? (Ideas for choosing materials and reading strategies will be covered in a later section of the training.)
e. Post-reading questions: This section reminds the tutor to prepare discussion questions to promote comprehension. The goal is to invite critical thinking and not to fact-check memory. Post-reading questions should be open-ended but more closely related to the text than pre-reading questions. For example, if you read an article on a specific athlete or sport, you might ask, “Do you agree or disagree with the writer’s opinion about (the athlete) in this piece? Why?” Or, “What would you say is the most important idea in the piece?”

f. Writing: In an hour or hour and a half lesson, it is important to include writing. Many adult learners are concerned about their spelling, and we know that reading and writing are complimentary processes and develop together. Also, when the learner writes about the reading topic, comprehension is deeper and critical thinking encouraged. We recommend providing several choices for the learner in the form of “stem sentences.” Stem sentences are basically sentence starters such as “I liked this article because…….” or “I disagree/agree with the author of the article in the following ways.” The learner may also have an idea of what he or she would like to write about. Allow about ten minutes for writing. We encourage the tutor to write at the same time and to share writing at the end of the lesson.

g. Evaluation and Feedback: At the end of the lesson, if only for a few minutes, take time to talk about what went well and what needs more work. The learner may want to read more articles on the same topic (or not!) and probably has good feedback about the need to practice certain reading and writing strategies. This will help guide your future lessons and give the learner ownership of his or her learning.

B. What Do Good Readers Do?
Identifying and Teaching Reading and Decoding Strategies (45 minutes)
As good readers, tutors already know a lot about reading strategies. This activity will help them identify their own strategies and prepare them to teach the same types of strategies to adult learners.

1. Use the Identifying Reading Strategies handout for the activity. Ask the tutors to move into small groups and assign each group one of the reading challenges. The only instructions you should provide are, “Please read this text and figure out what it says.” One task will ask tutors to use context to comprehend strange vocabulary words, another asks tutors to decode nonsense polysyllabic words through chunking, and a final task will ask them to comprehend a paragraph written in simple language but with hidden meaning.

2. After about five minutes (some take longer than others) ask each group to explain their assignment and which reading strategies they used to comprehend it. Often, the group with the seemingly nonsense passage in Activity One will use all of the right strategies (rereading, skimming, then slowing down, stopping to summarize as they read) but may need you to share the title (Flying a Kite) before they will understand the passage. The context and decoding activities (Activities Two and Three) include nonsense words, but
tutors will work hard to understand them and use strategies that include context clues, rereading, chunking words into spelling patterns, and units of identifiable meaning.

3. Tell the tutors that these are exactly the same strategies that all good readers use, and that the goal of teaching decoding strategies is to teach struggling readers to use them deliberately. In order to read well in English, you need multiple strategies for decoding and comprehension.

4. Demonstrate decoding strategies. Refer to the following handouts and demonstrate them (in the following order) on flipchart paper or the board.

   a. **Letter-Sound Lessons:** Letter-sound lessons teach useful phonics knowledge by teaching the sounds of consonants and blends through familiar words. Start with the suggested sequence and ask the learner to name, for example, words that have the “b” or “buh” sound. Ask the tutors to dictate a list. This is also how they would teach phonics to adult learners. They can also bring in text and ask the learner to find all of the “buh” sounds in a piece of writing. This will help the learner understand that the sound occurs in different places in words. Advance to trickier consonants and then to blends. The student should keep a list of words families as a reference tool.

   b. **Word Patterns:** Teaching long and short vowels in isolation makes learning more difficult. There are variations of the sound within long and short vowel categories depending on the spelling of a word and local pronunciations. Instead, make lists of word patterns, sometimes called spelling patterns, such as “-at”, “-it”, and “–ould.” The student should keep a list of word patterns as a reference tool.

   c. **Compare and Contrast:** Compare and contrast is an easy and very useful strategy to learn. It is based on the idea that if you know word families and consonant sounds, you can use that knowledge to compare and contrast an unknown word to a known word. For example, if you do not recognize the word “wrong” but you know the word “write” and can isolate the “wr” sound, and you know the word “long” and can isolate the word family “ong,” you can use what you know to decode the unfamiliar word, “wrong.” Remind the tutors that they also broke words into familiar parts when they tried to decode the polysyllabic nonsense words in the previous activity.

   d. **Context-Phonics-Context:** This strategy helps learners understand that it is fine to skip an unfamiliar word, use the information in the rest of the sentence, and return to the word with more information to figure it out. For example, if you do not know the word “sausage” in the following sentence, you can use context and phonics together to decode and ensure comprehension. *I had a big breakfast of eggs, sausage, and pancakes.* It would be easy to guess other breakfast foods such as hash browns, grits, or bacon, but if you use phonics along with context, the only breakfast food that makes sense is sausage.

We suggest a 10 minute break here.

**C. Selecting Materials and Reading Together** (20 minutes): Bring a variety of authentic and commercial adult literacy materials such as job applications, driver’s license manuals,
anthologies of adult learner writing, as well as high interest, low-level adult readers, newspapers, and magazines. Base your choices on the profiles included with this training or on profiles you develop that represent the learners’ interests and experiences.

As mentioned earlier, often the reading level of the motivating material will be more difficult than is ideal. Strategies called *assisted reading strategies* will help the tutor use motivating and relevant materials while learner’s reading and writing goals.

Refer to the *Assisted Reading Strategies* handout. As the tutors to break into small groups, assign each group a strategy. Ask them to come to the front of the room and to select reading material with which to practice the strategy. After each person has had a chance to practice, ask the groups to explain how their strategy worked and their reactions to it. Some may find these strategies awkward, and it is fine to express that. Reinforce that assisted reading strategies are to be used for short periods of time within a larger lesson plan.

**D. Whole Group Lesson Planning Practice (20 minutes)**

The goal of the lesson planning activity is to give the tutors practice with the lesson planning format before you ask them to create their own lessons in small groups.

Provide blank lesson plans for everyone in the group. A completed lesson plan for the activity is included that you can share with the group after the activity is completed.

For this session, we will use “Dreams”, by Langston Hughes at [http://www.poets.org](http://www.poets.org). Search for Langston Hughes and you will find several poems and a brief biography. You may choose to project the page on a large screen or print it for training and teaching use only.

This lesson will be for a beginning reader or English language learner. The text is brief but highly thematic. The following is a fictitious profile of a learner to help tutors plan with an individual in mind. Read the brief profile to the group.

Stella is a beginning reader who completed several years of school. Her goal is to learn to read and write better, and she would eventually like to obtain a GED. Stella has a difficult time decoding longer words and needs to develop better decoding strategies.

Ask the tutors to help you complete a lesson plan based on what you know about the learner and the reading selection. You should write the parts of the lesson plan on the board or on chart paper. Scribe as they dictate. Use the following questions to elicit responses from the group:

- What might be one or two goals for the lesson?
- What kind of pre-reading questions would you ask to prepare for reading?
• What kind of strategies would you pre-teach?

• Is there difficult vocabulary?

• Why is the reading selection appropriate? How does it suit her goals? How will the text be read? Will you use assisted reading strategies? If so, which ones?

• What kind of questions would you ask to stimulate post-reading discussion?

• What would be a good writing prompt to reinforce the ideas discussed and new words learned?

• How will you and the learner evaluate the choice of reading material? The effectiveness of the lesson? What was learned? What should be changed for next time? What should happen next session?

After they create a lesson as a whole group, share the completed lesson plan designed for Stella by the SCALE staff. Note the similarities and congratulate them on how well they understand lesson planning!

**E. Independent Lesson Planning Practice (30 minutes)**

Divide the group into smaller groups of four or five. Each group will complete a lesson for a specific learner based on a sample learner profile. Included here are three profiles that you may use, or you may choose to write your own. Assign each group a learner profile, read the profile aloud, display the reading materials used earlier, and ask each group to design a lesson. Make sure you have copies of blank lesson plans available.

<table>
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<tr>
<th>Jim worked at a local factory until it closed last year. He would like a new job, but he needs to attend community college for job training. Jim is concerned about his reading and writing skills and would like to build more confidence before entering a class. He would like to write a resume, learn more about computers, and would like to learn how to write effective work orders and memos.</th>
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| Sue works at a local university in the Environmental Services division. She has worked there for many years and would like to advance to a supervisory position or to another department within the college. |

| Jean is a recent immigrant from Haiti looking to improve his English. He can express himself in short phrases and seems to understand most of what is said to him. Jean has several goals for improving his English including a better job and talking to his children’s teachers at school. He is interested in reading the news, especially news of Haiti and other international issues. |

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After the small groups have finished, ask them to share the lesson with the whole group.

Ask for questions or concerns.

**F. Evaluation.** Distribute the *training evaluations* to the group. Thank the group for coming; encourage them to stay in touch with other questions or concerns.