

Shelton Adult Literacy Book 4 Teacher Manual

SEE 4 (Teacher)

ADULT LITERACY

	Pages
Introduction	
• Program Procedures	vi - viii
• SEE Overview	ix - xxvii
Lesson	
• Lesson 1: Word families with long <u>oo</u> , Sight Words	1- 12
• Lesson 2: Word families with short <u>oo</u> , Compound Words	13 - 22
• Lesson 3: Word families with <u>au</u> , <u>aw</u>	23 - 32
• Lesson 4: Word family <u>ew</u> , Prefix <u>re</u>	33 - 42
• Lesson 5: Word families with <u>oi</u> , Prefix <u>pre</u>	43 - 54
• Lesson 6: Word families with <u>ou</u> , Review	55 - 64
• Lesson 7: Word families with <u>ow</u> , Two-Syllable Words.....	65 - 74
• Lesson 8: Word families with <u>ow</u> , Past Participles, Multisyllable Words	75 - 84
• Lesson 9: Paragraph Writing	85 - 96
• Lesson 10: Consonant- <u>l</u> - <u>e</u> Syllables, Multisyllable Words	97 - 106
• Lesson 11: Consonant- <u>l</u> - <u>e</u> Syllables, Multisyllable Words ...	107 - 116
• Lesson 12: Consonant- <u>l</u> - <u>e</u> Syllables, Multisyllable Words ...	117 - 126
• Lesson 13: Silent <u>b</u> , <u>c</u> , and <u>g</u> , Multisyllable Words with Suffix <u>ous</u>	127 - 138

- Lesson 14: Silent h, k, and n, Multisyllable Words with Suffix age 139 - 148
- Lesson 15: Silent p, t, and w, Multisyllable Words with Suffix ity 149 - 160
- Lesson 16: Words with ture, Review 161 - 168
- Lesson 17: Words ending in tion, sion, cian 169 - 178
- Lesson 18: Words ending in sion, sure 179 - 188
- Lesson 19: Multisyllable words ending in i-consonant-e and Multisyllable words ending in long a patterns 189 - 196
- Lesson 20: Review, Unaccented Syllables in Multisyllable Words 197 - 202
- Lesson 21: Review, Paragraph Writing 203 - 210
- Lesson 22: Review, Prefix ex and in, Prefix mis and dis 211 - 218
- Lesson 23: Review, Prefix pro, sub, bi, and tri, Standardized Test for Adult Basic Education (not included) 219 - 224
- Lesson 24: Review, Prefix co/con/com, non, and trans, Prefix inter, intro, micro 225 - 232
- Lesson 25: End of Book 4 Progress Review 233 - 238

ADULT LITERACY SEE 4

Teacher Lesson 1

Auditory

What is a word family?... (Do this with students, using hand motions.) A word family is a group of letters, beginning with a vowel, used to build words. We have learned how to spell the long sound “oo” as a long u. Let’s go over these word families. (Hold up the following word families from the flashcard deck and ask one student at a time to read them:) ube, uce, ude, uke, ule, une.

Everyone stand up.

ORAL EXERCISE: I am going to say a word. Tell me the word family.

- | | |
|------------------------|--------------------------|
| 1. rude (“ude”) | 6. dune (“une”) |
| 2. tube (“ube”) | 7. crude (“ude”) |
| 3. rule (“ule”) | 8. fluke (“uke”) |
| 4. duke (“uke”) | 9. truce (“uce”) |
| 5. tune (“une”) | 10. prune (“une”) |

WRITTEN EXERCISE: Everyone sit down. Now I will say the words again. Write the word family. For example, if you hear “ube”, write ube. (Write this on the board.) If you hear “uce”, write uce. (Write this on the board.) If you hear “ude”, write ude. (Write this on the board.) If you hear “uke”, write uke. (Write this on the board.) If you hear “ule”, write ule. (Write this on the board.) If you hear “une”, write une. (Write this on the board. Then erase the word families.)

Everyone stand up.

The long sound “oo” is spelled oo in many words. Say that sound... “oo”. (Hold up the following word families from the flashcard deck and ask one student at a time to read them:.) oo, ooch, ood, oof, ook, ool, oom, oon, oop, oose, oost, oot, ooth, oove.

(Write oo on the board and have students repeat. Then erase.) **When beginning sounds are added to the word family oo, words are made. Repeat these words as I read them aloud.**

boo coo too

(Write ooch on the board and have students repeat. Then erase.) **When beginning sounds are added to the word family ooch, words are made. Repeat these words as I read them aloud.**

pooch smooch

(Write ood on the board and have students repeat. Then erase.) **When beginning sounds are added to the word family ood, words are made. Repeat these words as I read them aloud.**

food mood

(Write oof on the board and have students repeat. Then erase.) **When beginning consonants or consonant digraphs are added to the word family oof, words are made. Repeat these words as I read them aloud.**

goof proof roof

(Write ook on the board and have students repeat. Then erase.) **When beginning sounds are added to the word family ook, words are made. Repeat this word as I read it aloud.**

spook

(Write ool on the board and have students repeat. Then erase.) **When beginning sounds are added to the word family ool, words are made. Repeat these words as I read them aloud.**

cool fool pool spool stool school tool

ORAL EXERCISE: **I am going to say a word. Tell me the word family.**

- | | |
|---------------------------|-------------------------|
| 1. proof (“oof”) | 6. cool (“ool”) |
| 2. food (“ood”) | 7. roof (“oof”) |
| 3. boo (“oo”) | 8. mood (“ood”) |
| 4. smooch (“ooch”) | 9. stool (“ool”) |
| 5. school (“ool”) | 10. fool (“ool”) |

WRITTEN EXERCISE: **Everyone sit down. Now I will say the words again. Write the word family. For example, if you hear “oo”, write oo.** (Write this on the board.) **If you hear “ooch”, write ooch.** (Write this on the board.) **If you hear “ood”, write ood.** (Write this on the board.) **If you hear “oof”, write oof.** (Write this on the board.) **If you hear “ool”, write ool.** (Write this on the board. Then erase the word families.)

Everyone stand up.

(Write oom on the board and have students repeat. Then erase.) **When beginning sounds are added to the word family oom, words are made. Repeat these words as I read them aloud.**

boom bloom broom doom gloom groom room

(Write oon on the board and have students repeat. Then erase.) **When beginning sounds are added to the word family oon, words are made. Repeat these words as I read them aloud.**

moon noon soon spoon

(Write oop on the board and have students repeat. Then erase.) **When beginning sounds are added to the word family oop, words are made. Repeat these words as I read them aloud.**

coop droop hoop loop scoop troop

ORAL EXERCISE: I am going to say a word. Tell me the word family.

- | | |
|------------------|------------------|
| 1. spoon ("oon") | 6. troop ("oop") |
| 2. hoop ("oop") | 7. gloom ("oom") |
| 3. broom ("oom") | 8. noon ("oon") |
| 4. loop ("oop") | 9. soon ("oon") |
| 5. moon ("oon") | 10. room ("oom") |

WRITTEN EXERCISE: Everyone sit down. Now I will say the words again. Write the word family. For example, if you hear "oom", write oom. (Write this on the board.) If you hear "oon", write oon. (Write this on the board.) If you hear "oop", write oop. (Write this on the board. Then erase the word families.)

Everyone stand up.

(Write oose on the board and have students repeat. Then erase.) **When beginning sounds are added to the word family oose, words are made. Repeat these words I read them aloud.**

goose loose moose noose choose (sounds like “z”)

(Write oost on the board and have students repeat. Then erase.) **When beginning sounds are added to the word family oost, words are made. Repeat these words as I read them aloud.**

boost roost

(Write oot on the board and have students repeat. Then erase.) **When beginning sounds are added to the word family oot, words are made. Repeat these words as I read them aloud.**

boot hoot loot root shoot

(Write ooth on the board and have students repeat. Then erase.) **When beginning sounds are added to the word family ooth, words are made. Repeat these words as I read them aloud.**

booth tooth

(Write oove on the board and have students repeat. Then erase.) **When beginning sounds are added to the word family oove, words are made. Repeat this word as I read it aloud.**

groove

ORAL EXERCISE: I am going to say a word. Tell me the word family.

- | | |
|---------------------------|---------------------------|
| 1. boot ("oot") | 6. loose ("oose") |
| 2. roost ("oost") | 7. root ("oot") |
| 3. tooth ("ooth") | 8. goose ("oose") |
| 4. groove ("oove") | 9. booth ("ooth") |
| 5. shoot ("oot") | 10. boost ("oost") |

WRITTEN EXERCISE: Everyone sit down. Now I will say the words again. Write the word family. For example, if you hear "oose", write oose. (Write this on the board.) If you hear "oost", write oost. (Write this on the board.) If you hear "oot", write oot. (Write this on the board.) If you hear "ooth", write ooth. (Write this on the board.) If you hear "oove", write oove. (Write this on the board. Then erase the word families.)

A few words have one o but sound like "oo". Look at this word: (Write this on the board.) **do.** (Write each of these words on the board and have the students read them.)

to two who whom (Note that the w is silent in these words.)

A few words have an ou word family but have the long sound "oo". Look at this word: (Write this on the board.) **you.** (Write each of these words on the board and have the students read them.)

group soup route youth

Turn in your auditory form. Make sure your name and the lesson number are at the top.

Now open your books to page 1.

Word Families with Long oo

Let's read the word families going across the top.

oo ooch ood oof ook ool oom oon oop oose oost oot ooth oove

(Have one student, then all students, read each word. Ask the reader for a brief definition. After all words are read, go back and finish the Six Steps with numbered words.)

When beginning sounds are added to word families, words are made.

1*loose	groove	moon	boot	2*hoop
tooth	soon	3*mood	boost	broom
roof	too	root	noon	4*cool
shoot	spoon	5*proof	school	6*booth
room	droop	food	loop	groom

(Practice 2-3 words with "oo" word families that are missed in reading or spelling during the lesson on memory boards and lined paper.)

Definitions (use if needed):

1*loose - moving about freely

groove - a long indentation

moon - what shines light at night

boot - a covering for the foot and leg

2*hoop - a large ring

tooth - one of your teeth

soon - in a short time

3*mood - how you feel

boost - to lift up

broom - what you sweep with

roof - the top of a building

too - also

root - the part of a plant that grows in the dirt

noon - twelve o'clock during the day

4•cool - a little cold

shoot - to hit with a bullet

spoon - a utensil for eating liquid food

5•proof - something that shows the truth

school - a place to learn

6•booth - a small stall

room - living space

droop - to sag

food - what you eat

loop - something that curves around and crosses over

groom - to make oneself neat

(Each student should read one sentence during the entire lesson. Not all sentences need to be read.)

Sentences:

1. The bush of red roses must have room to bloom.
2. When no one talks while they eat, it is proof that the food is great!
3. The net on the hoop was so loose that it drooped during the game.
4. He is not in the mood for jokes since his tooth has started to hurt.
5. It will soon be noon, but I still see the moon.
6. Nancy will groom the horse and then let him loose in the field.

Now, I will say a sentence. Remember, a sentence starts with a capital letter and ends with a punctuation mark. I will only say it once, so watch as I say the sentence, and then write it in cursive.

The net on the hoop was loose. (Give students enough time to write the sentence.)

Let's check your sentence. If you missed any word or did not write in cursive, cross out what you wrote and write it correctly above the word you missed. (Then write the sentence on the board.)

Turn to the next page.

Sight Words

(Have one student, then all students, read each word. Ask the reader for a brief definition. After all words are read, go back and finish the Six Steps with numbered words.)

do	to	two	7*who	whom
8*group	soup	route	you	youth

(Practice 1-2 sight words that are missed in reading or spelling during the lesson on memory boards and lined paper.)

Definitions (use if needed):

do - to act

to - toward

two - number after one

7*who - which person

whom - which person, used with to, with, or for

8*group - a bunch

soup - liquid food

route - road to travel

you - the person being spoken to

youth - the early part of life

(Each student should read one sentence during the entire lesson. Not all sentences need to be read.)

Sentences:

1. Who do you think those guys are?
2. Let's bring in that group and give them a nice, hot cup of soup.
3. There is a youth group at church that you might like.
4. You can go two different routes to get to the same place.

Now, I will say a sentence. Remember, a sentence starts with a capital letter and ends with a punctuation mark. I will only say it once, so watch as I say the sentence, and then write it in cursive.

Let's bring in that group. (Give students enough time to write the sentence.)

Let's check your sentence. If you missed any word or did not write in cursive, cross out what you wrote and write it correctly above the word you missed. (Then write the sentence on the board.)

(If there is time, have students read the paragraph. Discuss the meaning and have students describe what they picture in their mind. Students should practice reading it at home, and they can read it again individually.)

Read: Rudy wore his boots to school yesterday, but by noon his feet were hurting. The back of both heels had a blister and the fact that the boots were cool no longer seemed to matter. He sat in the classroom instead of shooting hoops, but kept thinking, "I will be home soon."

**SEE 4
HOMEWORK LESSON 1**

**Write the correct word three times following the definition.
WORDS: loose, hoop, mood, cool, proof, booth, who, group**

a large ring	_____	_____	_____
a little cold	_____	_____	_____
how you feel	_____	_____	_____
something that shows the truth	_____	_____	_____
a bunch	_____	_____	_____
moving about freely	_____	_____	_____
which person	_____	_____	_____
a small stall	_____	_____	_____

Use 5 of these words in sentences.

- 1) _____

- 2) _____

- 3) _____

- 4) _____

- 5) _____

Read: Rudy wore his boots to school yesterday, but by noon his feet were hurting. The back of both heels had a blister and the fact that the boots were cool no longer seemed to matter. He sat in the classroom instead of shooting hoops, but kept thinking, "I will be home soon."

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