



Teachers' Guide to The English Club for Charedi Boys Introductory Overview

Excerpts from: Teachers' Guide to The English Club for Charedi Boys – Danacode 1260-19.

This guide accompanies The English Club for Charedi Boys,
Book 1, Levels 1-25, Danacode 1260-17; and Book 2, Levels 26-50, Danacode 1260-18.
Approved for use in schools by the Ministry of Education, Foundation Level.

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Free teaching materials to accompany the English Club for Charedi Boys are available for download from www.EnglishClubCharedi.com. Worksheets and progress tests for all of Book 1 are available, with Book 2 worksheets being posted as they become available.

Find the explanatory video on The English Club™ and animated tips from the app (not specifically for Charedi learners) on our **YouTUBE** channel: The English Club App:
<http://www.youtube.com/user/EnglishClubApp> . Hebrew: search for *The English Club App in Hebrew*.

Your feedback and suggestions are welcome!

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Table of Contents

How to Use This Book	3
Activities in Every Level.....	4
High-Level Overview: English Club activities in each level	4
Activities in each level – more details	5
More How-To: Teaching, Practice and Review Activities	11
Wh questions: Story Summary Cards	26

The English Club books

Book 1, Levels 1-25 contains the first half of target material for The English Club, to be taught in the first year of English study. Book 2 Levels 26-50 contains material for a second school year of English studies. The books contain lined pages for practicing letter and word writing, a comics-illustrated story, illustrated word-writing list, the text of the tips, and white cards to cut out and use for letter-reading practice.

How to Use This Book

Welcome to The English Club! This Teachers' Guide explains how to guide learners through The English Club course. Your learners will learn to read, write, pronounce, spell and understand basic English using this course.

The basic activities in each complete level take about one hour for the average learner (Level 1 takes longer because it contains more material). If you meet your learners several times per week, you will have enough time for enrichment activities using the new words, to review and discuss reading and vocabulary, and to complete additional worksheets, dictations, quizzes and activities you might prepare or download from the website, www.EnglishClubCharedi.com.

- **This introduction is Part I of the complete Teachers' Guide.** It contains a description of the standard activities in each level: review, learning new material, practicing and integrating new material.
- ***WHAT YOU WILL FIND IN THE PRINTED TEACHERS' GUIDE: Part II*** (in the printed Teachers' Guide) contains specific content, suggestions and instructions for teaching each of the 50 levels of The English Club material. Each level includes the letters, sounds, words, and tips taught and the text of the story. Additional materials for each level include suggested word groupings for enrichment, WH questions you can ask about the story text, and a commentary relating specifically to the material taught in the level.

Activities in Every Level

High-Level Overview: English Club activities in each level

Here is an overview of the English Club activities in each level.

The first chart is a high-level summary; the second provides more details on each activity.

Activity	How to do it	איך עושים את זה	פעילות
Review letter sounds, how to read and write them, words and tips.	Go over material from previous levels.	חזרה על חומר משיעורים קודמים.	חזרה על צלילי האותיות, איך לקרוא ולכתוב אותם, מילים וטיפים.
Learn New Material: 1. Letter/letter combination <ul style="list-style-type: none"> repeat its sound(s) and choose a clue word write it learn its name 2. Tips to English (rules) 3. Words with the new letter(s) <ul style="list-style-type: none"> read them write them note their meanings 	Lined letter-writing page & White cards Tips printed in book Word-writing pages Word lists	דף מקווקו לכתובת מילים & כרטיסיות לבנות הטיפים מודפסים בספר. דפים המיועדים לכתובת מילים ורשימות מילים.	למידת חומר חדש: 1. אות/רצף אותיות <ul style="list-style-type: none"> חזרה על הצלילים ובחירת מילות רמז. לכתוב את האות/יות. ללמוד את השמות. 2. טיפים לאנגלית (החוקים) 3. מילים שנכתבות בעזרת האותיות החדשות: <ul style="list-style-type: none"> לקרוא אותם לכתוב אותם מה המשמעות שלהם (לכתוב/לצייר).
Practice 4. Read a story 5. Write new words 6. Play a game	Story page Word list Prepare and play games from file you receive	סיפור מהספר רשימות מילים להכין ולשחק משחק מקובץ שאקבל	להתאמן: 4. לקרוא סיפור 5. לכתוב מילים חדשות 6. לשחק משחק

Activities in each level – more details

Review

Goal/Activity	How to do it
<p>Practice / Review:</p> <p>Automaticize reading letters and words; rules of English</p>	<p>Review – previous levels' material</p> <ul style="list-style-type: none"> white cards– say letter sounds and clue words; tips - restate tips from earlier levels in book, words - read word lists aloud from previous levels' writing pages
<p>Review writing sounds:</p> <p>Learner hears a sound and repeats it, states the spelling(s), and “encodes” it by writing it using all the spellings that have been learned.</p> <p>Example for review at beginning of L12 (after -ck was learned in L11):</p> <p>(k) c, (k) k, (k) -ck</p>	<p>Dictate Sounds Learned Previously</p> <ul style="list-style-type: none"> Teacher dictates the sounds of letters the learner has learned (from Sounds to Dictate in the Appendix.) Learner repeats the sound, says the name of the letter, and writes the letter(s) in their books, at the bottom of the letter-writing page. Teacher gives the answers and learners self-check and correct their answers.

חזרות

מהלך פעולה	מטרות/פעילויות
<p>חזרה על חומר אשר נלמד בשיעורים קודמים</p> <ul style="list-style-type: none"> קלפים לבנים – להגיד בקול את צלילי האותיות ומילות רמז. טיפים – הגדירו שוב את הטיפים משלבים קודמים בספר. מילים – הקריאו רשימות מילים מדפי הכתיבה של שיעורים קודמים. 	<p>:להתאמן / לחזור על החומר</p> <p>הפיכת הקריאה של מילים ואותיות לאוטומטית; חוקים לאנגלית</p>
<p>הכתיבו צלילים אשר נלמדו:</p> <ul style="list-style-type: none"> המורה מכתוב את צלילי האותיות אשר נלמדו ע"י התלמיד בשיעורים קודמים. התלמיד חוזר על הצליל, אומר את שם האות וכותב את האות/יות בתחתית עמות כתיבת 	<p>חזרה על כתיבת צלילים:</p> <p>התלמיד שומע צליל וחוזר עליו, אומר בע"פ מהו האיות הנכון לצליל ו"מקדד" אותו ע"י כתיבת כל רצפי האותיות אשר</p>

מהלך פעולה	מטרות/פעילויות
<p>האותיות שבספרו.</p> <ul style="list-style-type: none"> המורה נותן את התשובות והתלמיד עושה בדיקה עצמית ומתקן את תשובותיו. 	<p>נלמדו לכתוב צליל זה.</p> <p>דומגא לחזרה בתחילת שיעור 12 (לאחר שלמדו בשיעור 11 – ck)</p> <p>k) c, (k) k, (k) -ck)</p>

Learning New Target Material

Goal/Activity	How to do it
<p>Teach new material:</p> <p>Learner is introduced to new letters and sounds, words that use them, and tips to English.</p>	<p>Teach with cards and pages from this level:</p> <ul style="list-style-type: none"> • Letters: Cut out white cards for the new letters, say the new sound and clue word for each using printed cards from the book. Practice writing the new letter, upper and lower case, on the letter-writing lined page in the book. <p>(If you are working individually, you can let the learner choose and illustrate her own clue words, and make the white cards yourself.)</p> <ul style="list-style-type: none"> • Words: read and write the words on the lined word-writing practice page, discuss, perhaps note, their meanings. • Tips: Read, present examples on the board, and discuss the tips at the bottom of the writing practice pages. <p>If you have access to the Internet, you can watch animated videos of the tips to English. Search YouTube for The English Club App, ...in Hebrew. (not specifically for Charedi learners, but this might give you teachers ideas on how to explain the tips to learners.)</p>

למידת חומר חדש

מהלך פעולה	מטרות/פעילויות
<p>תלמדו בעזרת הכרטיסיות ועמודים מהשלב הרלוונטי:</p> <ul style="list-style-type: none"> • אותיות: גזרו מהדפים של השלב הרלוונטי את הכרטיסיות הלבנות המתאימות לאותיות החדשות, אמרו את הצליל החדש ואת מילת הרמז של כל כרטיסיה מודפסת הנמצאת בספר. <p>התאמנו על כתיבת האות הגדולה והאות הקטנה של כל אות בעמודים המקווקים המיועדים לכתיבת אותיות בספר.</p> <p>(אם אתם עובדים עם תלמיד אחד על אחד, אתם יכולים לאפשר לו לבחור את מילות הרמז ולאיר אותם וכך להכין בעצמכם את הכרטיסיות הלבנות.)</p> <ul style="list-style-type: none"> • מילים: קראו וכתבו את המילים על העמוד המקווקו בספר המיועד לאימון על כתיבת מילים. הגדירו יחד 	<p>לימוד חומר חדש:</p> <p>התלמיד נחשף לאותיות חדשות וצלילים חדשים, מילים אשר עושות בהם שימוש וטיפים שימושיים לשפה האנגלית.</p>

מהלך פעולה	מטרות/פעילויות
<p>עם התלמיד את משמעות המילה ואפילו כתבו אותה בקטן.</p> <ul style="list-style-type: none"> • טיפים: הקריאו את הטיפ, הציגו דוגמאות על הלוח ודונו עם התלמידים אודות הטיפים הנמצאים בתחתית עמודי הכתיבה המקווקים. <p>אם יש לכם גישה לאינטרנט, תוכלו לצפות בסרטוני הנפשה של הטיפים. חפשו ביוטיוב: The English Club App, ...in Hebrew.</p>	

Practicing and Integrating

Goal/Activity	How to do it
<p>Read Story: Learner reads the story text out loud, decoding the text by recalling the letter sounds and tips learned.</p> <p>If an adult is accompanying, they can provide feedback and correction.</p> <p>Focus at first is on accuracy. Fluency comes with repeated reading (perhaps timing each reading and trying to beat the previous time).</p> <p>Comprehension of story.</p>	<p>Story page</p> <ul style="list-style-type: none"> • Learner reads the story page aloud, doing the hard work of decoding. • As possible, you hear them read and offer feedback and corrections (such as repeating the text read correctly). • Comprehension: To clarify meaning, ask and discuss answers to the Wh questions (examples in this Teachers' Guide for each story.) If desired, use the Wh question cards in the appendix to review the story.
<p>Write 12 words from level (words with new letter and from story) Learners hear words (and see pictures to remind them of the meanings) and write them, then check and correct spellings.</p>	<p>Word List page</p> <ul style="list-style-type: none"> • Learner covers the column containing the words with a paper strip. • Teacher dictates words, learner writes in the blank space in each line. (Use pencil so errors can be erased and corrected.) • Learner uncovers answer list, reads aloud, checks words and corrects mistakes. Give yourself a "checkmark" for each completed word!
<p>Play a Game Games are a fun and motivating way to practice the new material that has been learned, and review material from previous levels.</p>	<p>Games Game materials for all the lessons are available, free. If you request them, a file will be sent to print, prepare and play. There is a wide variety of game types (bingo, concentration, board games, card games, puzzles, etc.).</p> <p>Print, laminate, and cut up the games and play!</p> <ul style="list-style-type: none"> • Store games in envelopes or pockets labeled with the level number, for future use.

אימון ואינטגרציה

מהלך פעולה	מטרות/פעילויות
<p style="text-align: right;">עמוד סיפור:</p> <ul style="list-style-type: none"> • התלמיד מקריא את הסיפור בקול ותוך כדי עושה את העבודה הקשה של פענוח. • המורה מקשיב לתלמיד ומציע משוב ותיקונים ככל שמתאפשר (לדוגמא חזרו על הטקסט שנקרא באופן מדויק). • הבנת הנקרא: על מנת להבהיר את משמעות הסיפור, שאלו את שאלות ה-Wh ודונו בתשובות אליהם (יש דוגמא לשאלה לכל סיפור במדריך מורים זה). אם תרצו, תוכלו להשתמש בכרטיסיות של שאלות Wh, הנמצאות בנספחים, על מנת לחזור על הסיפור. 	<p>קריאת סיפור:</p> <p>התלמיד מקריא את הסיפור בקול רם, הוא נזכר בצלילי האותיות וטיפים אשר נלמדו וכך מפענח את הטקסט.</p> <p>אם מבוגר מלווה את התלמיד, הוא יכול לתת תיקונים ומשוב.</p> <p>התמקדו תחילה בדיוק של ההגיה בעת קריאת הסיפור. שטף הדיבור יגיע עם הזמן ככל שהתלמיד יחזור על הקריאה (אולי לתזמן כל קריאה ולתת לתלמיד לנסות לשבור את השיא של עצמו).</p> <p style="text-align: right;">הבנת הנקרא.</p>
<p style="text-align: right;">עמוד רשימת מילים:</p> <ul style="list-style-type: none"> • התלמיד מכסה בעזרת רצועת בריסטול את העמודה המכילה את המילים. • המורה מכתוב את המילים, התלמיד כותב את המילים בתא הריק המתאים שבכל שורה. (השתמשו בעיפרון על מנת שהמילים יוכלו להמחק ולהכתב מחדש לאחר התיקונים). • התלמיד חושף את רשימת התשובות, מקריא אותן בקול, בודק את תשובותיו ומתקן את הטעויות. כל מילה נכונה/מתוקנת מקבל וי! 	<p>כתיבת 12 מילים מהשלב (מילים מהסיפור וכאלו המכילים את האות החדשה)</p> <p>התלמיד שומע את המילים (ורואה את התמונות אשר מזכירות להם את משמעות המילה) וכותב אותם, לאחר מכן בודק ומתקן את האיות.</p>

משחקים	שחקו משחק:
<p>חומרים להכנת משחקים זמינים אליכם בחינם. אם תרצו קובץ המכיל מגוון רחב של משחקים להדפסה והכנה יכול להשלח אליכם (בינגו, משחקי זיכרון, משחקי קלפים, פאזלים ועוד).</p> <p>הדפסו, ניילנו, גזרו ושחקו משחקים!</p> <ul style="list-style-type: none"> שמרו על המשחקים במעטפות או ניילוניות המתויגות במספר השלב לשימוש עתידי. 	<p>משחקים הם דרך כיפית וממריצה להתאמן על חומר חדש שנלמד ולחזור על חומר לימוד משיעורים קודמים.</p>

More How-To: Teaching, Practice and Review Activities

This section discusses in more depth the activities summarized in the charts above.

Teaching Letter sounds, shapes, and names:

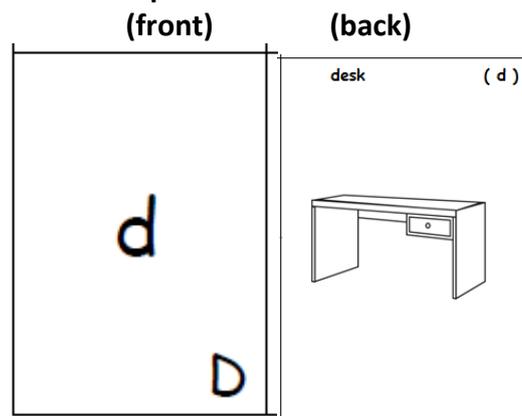
White cards:

Learners each have a personal set of white letter cards to remind them of the letter sounds and for practice reading the letters. White cards are printed at the back of the books to simplify the process of creating cards. The learner can keep them in the envelope at the back of the book

White letter cards, for learning and practicing the sound(s) of the letter

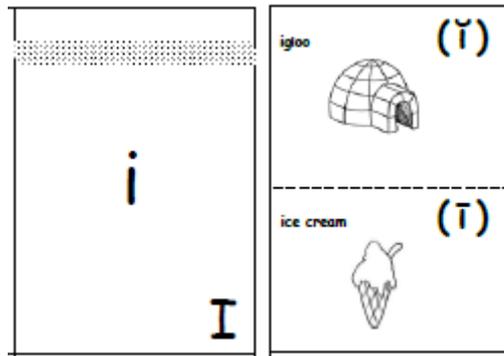
Books: Cut out white cards

A clue word is printed on the back of each card



White cards for vowels: Vowels have at least two sounds. White cards for vowels should have a red line across the top front of the card. This reminds the learner that the letter has at least two sounds, and also that if you are using the cards to write a word, each syllable needs at least one vowel card. There is a gray line across the vowel cards; have learners color this in red.

Vowel white cards have two sounds
Vowel cards: color line red



Teaching Reading letters:

- The letter is on the front of each white card (lower-case and capital). The lower-case letter is in the center as most text is written with lower-case letters (just look at this page for proof.) The sound(s) of the letter with a clue word for each sound is on the back of the card.
- When you teach a new letter, demonstrate how to write the letter (capital and lower-case, showing the proper writing direction and letter heights), and mention its name. (See below.) Then teach the sound of the letter, and the clue word to remind the learner of that sound.
- In The English Club books, white cards are included with a clue word printed for each sound of each letter. Have learners cut out the white cards for the letters you are teaching, and color the line across the front of vowel cards in red. (There is an envelope in the back of the book in which to store the cards.)
- Ask learners to repeat the sounds and clue words aloud.

Good clue words: The suggested clue words are common or familiar words, sometimes cognates (words that are the same in the learner’s native language and in the target language, English). Ideally they start with the target sound (unless the sound comes elsewhere in words, such as **-ic**, clue word **picnic**.) They provide an easier way to remember the sound – it’s easier to remember a word than an isolated sound. The learner should say aloud the sound and the clue word together until looking at the letter automatically triggers immediate recall and ability to say the sound.

Practicing reading with white cards

- To practice, the learner looks at the letter on the front of the card and says aloud the sound(s) and the clue word(s) for the sounds, then turns over the card to confirm.
- If learners remembered the sounds, they can put the white card down in a “finished” pile; if they didn’t, they can put it in the back of their pack of cards to review again.

Teaching Writing Letters:

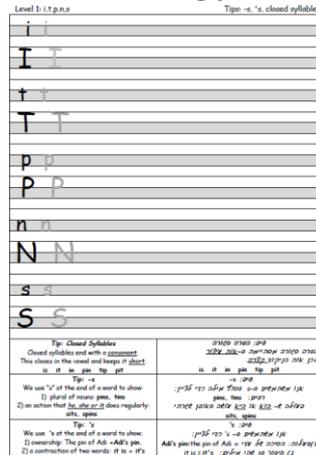
Besides learning to read letters, learners need to know how to write them correctly. Teach writing the lower and upper-case letters with the general direction of left-to-right and top-to-bottom.

English letters come in three heights, which we call "grass, sky, and ground." (In the U.S. these are called "house, attic, and basement"). All letters at least fill the entire height of the grass. The lined pages in the books have ruled lines for all three levels to help learners position the letters correctly.

Sky, grass and ground letter heights

- Sky height letters include all capitals, plus b, d, f, h, k, l
 - Grass height letters are a, c, e, i, m, n, o, r, s, u, v, w, x, z
 - Grass height with underground roots letters are g, j, p, q, y
 - Small t is the only letter that reaches halfway into the sky
- In the books, a lined page is provided for letter-writing practice in each level. We teach the capital and lower case letter forms. Demonstrate the proper way to write the letters on the board and then have learners write in their books. The shaded gray is the "grass".

Book: Letter-writing practice page



- Learners should practice writing the letters until they become familiar. Teach and give feedback on the proper writing direction, heights, and positioning of the various letters.

Learners Practice and Review Reading with White Cards

The goal of practicing reading with the white cards is automatic recall of the sounds of the letter. This comes with practice and repetition – in fact, practice creates and strengthens new neuron paths in the brain, as can be seen in MRI brain scans taken before and after hours of phonics practice.

Learners should review their white cards according to this review routine:

- Hold the pack of cards in their hand with the letter sides (fronts) facing them;
- Look at the front of the top card and say the sound(s) and clue word(s) for the letter,
- Check the back of the card for the answer; if they said it correctly, put the card down, if not, put it behind the pack of cards in their hand so it will come up again.
- Repeat until there are no more cards in their hand!
- If the learner is practicing often enough, this should go very fast. If the learner has to stop to think about the sound of the letter, they should practice more often until their recall is automatic. You can provide a weekly checklist (see Hickey website) for them to mark off when they practice, and discuss with them, "so, do you think you are practicing enough?"

Teaching Tips to English: Printed Tips

The 40 Tips to English contained in the full 50 levels of The English Club provide small chunks of information about English that help learners develop knowledge and skills in spelling, decoding (including word attack skills of how to divide words into syllables), comprehension (the meanings of prefixes and suffixes), and other principles of English such as use of capital letters and articles (a/an).

To teach the tips, familiarize yourself with the tip and some examples of its use, explain and discuss it with the learners, ask learners for more examples to write on the board, and answer any questions the learners have. From that time on, point out words that apply the tips you have learned in word and story context, and discuss their use in action.

Learners may not be able to repeat the tip verbatim immediately, and it may take time for them to internalize and fully understand its meaning; it may be a gradual process of coming to understand how the tip is helpful and its implications. Once learners understand the tip, it gives them more of a sense of certainty in reading, writing and comprehension. Some teachers are skeptical that learners can master these concepts, but from experience, even learning-disabled learners can understand and benefit from these tips.

- In The English Club books, tips are printed at the bottom of the first page of the level. The title of the tip is followed by the printed explanation (in English and the learner's language) and examples.

Books: Tips are printed on the first page of each level

Open Syllables Tip

<p>Tip: open syllables Open syllables end with a vowel. The vowel is open, so it is long and says its name: I hi he she me</p>	<p>טיפ הסרת תולדה מסתימת פ-טיקול - טיקול תולדה :מפד הפה תולדה תולדה תולדה תולדה I hi he she me</p>
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b-d Tip

<p>Tip: b - d The ABC goes from left to right. b comes before d a b c d Hold up your hands like this:  Your left hand is b and right hand is d. If they are facing the right way, they make a bed </p>	<p>b - d טיפ הסרת תולדה מסתימת פ-טיקול - טיקול תולדה :מפד הפה תולדה תולדה תולדה תולדה I hi he she me</p>
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- **YouTube:** 40 animated tips to English (not specifically for Charedi learners) are available as free videos on YouTube, and can be viewed on any device connected to the Internet. You might want to view them to give you ideas on how to graphically explain the tips in the books. See the YouTube Tips Playlists in the Appendix.

Reviewing the Tips

- At the beginning of subsequent lessons, remind learners of tips they have learned by asking questions (e.g., "When do we use capital letters in English? ") Continue to point out or ask for examples of the use of tips that have been learned in word and story context. (e.g., "What does the 's' at the end of this word tell us?") **Be patient - it may take time for these to sink in – but it's worth the investment of effort!**

Learning to Read, Write and Understand Words

Words using the new letters, combined with letters from previous levels, are introduced in each level. Teach the new words, how they sound, how they are spelled and what they mean. You need to explain what the words mean and help learners to read them aloud, ensuring that they pronounce them properly.

The words taught in each level are the most common and useful English words that can be spelled by combining the new letter(s) and tips with ones learned before. The words contain only the new letter being learned and letters learned before (and only the sounds of the letter that were learned on the white card). The focus is on the most common 500 English words, which are the most important for learners to know. Almost all of these are “regular words” spelled the way they sound (such as "red") but a few are “exception words” (also called "sight words") not spelled the way they sound (such as "said").

When you introduce the words, go over with learners how to combine the sounds of the letters they have learned to build the word, reading aloud the individual sounds and then blending them together into the whole word. Discuss the meanings of the words, and have learners note the definitions in their books.

A note on vocabulary building: The more attention you and your learners devote to reviewing the meanings of the words, the more your learners will build their vocabularies. Estimates are that it takes the average learner at least 14 "meetings" with a word to remember its meaning; and for learners with weak memories or retrieval issues, it will require even more practice than that. You can devote as much time as you have available to encouraging learners to practice and memorize the meanings of the words they are learning to read and write. However, don't wait until learners have memorized the meanings of all the words in a level to move on to the next level. Keep moving ahead – you will have opportunities to continue to practice and review word meanings as you continue.

- **Word-writing practice page in the books: For reading fluency practice, writing practice and noting word definitions**

In The English Club books, the most common words with the new letter are in a list on the lined word-writing practice page in each level. The learner can trace, then write the word on these pages, and also practice reading the list of words aloud for fluency practice.

You should provide the definition of the words (the learner can note the definition on this page). Many of these words are also included in the illustrated Word List for each level, where the picture illustrates the meaning of the word.

Books: Lined word-writing practice page

a	n
an	an
as	as
at	at
sat	sat
nap	nap
tap	tap
taps	taps
pat	pat
pats	pats
pan	pan
pans	pans
ants	ants
pants	pants

- **Picture conventions:** Pictures showing the meanings of words appear in the books. Some are self-explanatory, while some abstract words were more challenging to illustrate! We aimed to be consistent in depicting the words

See the back of the book for a list of picture conventions. This shows how the illustrations depict different verb tenses, forms of the verb "to be," comparatives, pronouns etc. Explain the picture conventions to your learners as they are encountered. If appropriate, you can use this explanation as an opportunity to expose learners to some principles of English grammar, such as verb tenses.

For example, past tense of verbs is illustrated with a sand clock:

Words - Level 7

1		Itsik	
2		desk	
3		ask	
4		asks	
5		kept	
6		kid	
7		kipa	
8		kind	
9		send	
10		test	
11		his	
12		can	

- **Exception words:** Learners should pay particular attention to the pronunciation of underlined exception words, or "sight" words - words that are not spelled the way they sound (such as "said"). Call their attention to these words. (See the appendix for a brief discussion of why there are exception words in English – our goal is to teach the sounds of letters and combinations, and tips, to minimize the number of words that are "exceptions.")

A few exception words have silent letters, such as the "i" in "friend"; l in "talk," and t in "listen." Point them out and write these words on the board with a dashed diagonal line through the silent letter to remind learners that it is not pronounced:

friend

Learners should repeat the word, several times if needed, imitating the sound they hear, while looking at the printed word to associate the way it looks with its sound and to practice recognizing the sequence of letters. These words unfortunately can't be sounded out phonetically by only using the sounds of the letters from the white cards, as "regular" words can.

- **Reading fluency practice:** After they have become familiar with the words, learners should practice reading the list of new words aloud from their books, as fluently as possible, without stopping between words. The goal is for reading and decoding to become automatic.

A fun way to increase fluency is to time the reading of a list of words or a story with a stopwatch, note the time it takes on the page, and then challenge learners to beat their own best time by repeating the timed reading. This motivates learners to practice reading, rather than resisting with "but I read that already, why would I want to read it again?"

Perhaps it seems obvious, but the more learners practice reading, the more fluent they become. This is the key to increasing reading fluency, a step to becoming skilled readers. Practice strengthens and builds neuron paths in the brain and makes reading automatic and fluent!

Word Writing Practice: Hearing and writing words

Once the learners have “met” and practiced reading and writing the words on the lined page in the books, the illustrated Word List (the last page of each level) helps practice encoding words from the way they sound. The twelve words on the illustrated word list that follows the story in each level enable the learner to practice several skills in one activity. These include identifying the sounds of a spoken word and encoding it in writing (spelling), learning vocabulary, self-monitoring, self-checking, and self-praising.

Choice of words: The words on the list reinforce the new material in the current level, plus review material learned in recent levels. They include important words from the story. If you have learners write the words on the word list before reading the story, it may help to understand the story better. If you write the words after reading the story, the learner may remember seeing them in the story and write them more easily. Both ways are helpful.

This word-writing dictation activity helps practices hearing sounds that have been learned and "encoding" them – remembering how to write the letters representing the sounds.

Procedure for completing the illustrated Word List

1		Mendi	
2		map	
3		camp	
4		mask	
5		man	
6		mad	
7		him	
8		me	
9		their	
10		hit	
11		hid	
12		tent	

Here is an illustrated Word List from the book.

The goal is for learners to hear the word and try to spell it from the way it sounds, without copying the correct spelling.

- Cover the second column (the words themselves) with a strip of paper.

	Word	
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

The student covers the middle column with the yellow strip he received with Book 1. (Slide the strip around the page to hold it in place.)

- The teacher pronounces the word clearly, sound by sound, and repeats it as many times as necessary for the learner to process and hear the separate sounds. The learner listens to you “dictate” the word and tries to recall the right letters and spelling rules to write the word correctly, then writes the word in the third column.

	Word	
1		Mendi
2		maq
3		cmp
4		masc
5		men
6		mab
7		him
8		mi
9		thier
10		hat
11		hid
12		tnt

You, the teacher, dictate (say aloud) the words one by one. You can repeat words, or even remind the students of their clue words for the sound. Learners write the words as they hear them. Here is an example of how learners might fill in words with possible mistakes.

Ideally, the learner would be able to look at each picture, identify what it is, recall how to pronounce the word in English, say it, and write it correctly! This might occasionally happen for English speakers, but don't expect it. Sometimes the learner triumphantly recognizes the picture and produces the spoken word. (Sometimes even the teacher has to peek beneath the strip to figure out the word the picture is attempting to illustrate.)

- Sometimes the learner might go back to the story to hunt for the word, and copy it. This develops the skill of scanning, referring back to a text, locating a word and copying, so it's not bad, though it circumvents the skill of knowing how to write a word from how it sounds. Use your judgment and adjust your strictness about letting learners “copy” words from the story.

Try to give the learner every opportunity to hear the word, listen carefully, and write it appropriately but don't correct errors in spelling or prevent the learner from making mistakes. You might want to do a little prompting about what rules apply if you see that the learner is lost – something like, “What did we learn today?” or “Do you remember what we learned about the different ways you can write this sound?”

- After learners finish writing, have them remove the strip covering the “answers.”

Words - Level 10

1		Mendi	Mendi
2		map	maq
3		camp	cmp
4		mask	masc
5		man	men
6		mad	mab
7		him	him
8		me	mi
9		their	thier
10		hit	hat
11		hid	hid
12		tent	tnt

Students uncover the correct answers so they can compare them to their own answers.

- The learner goes down the list, reads the words from the list and reads his/her own word, (one by one), compares, notices, erases and corrects any errors, and gives her/himself a check mark for every word as a “correct answer.” If there was an error, analyze it together with the learner in a neutral and non-critical way – the goal is to learn from the mistake, and end up with improved understanding of how to reach the correct answer. But every answer ends up as “correct.”



Words - Level 10			
1		Mendi	Mendi ✓
2		map	map ✓
3		camp	camp ✓
4		mask	mask ✓
5		man	man ✓
6		mad	mad ✓
7		him	him ✓
8		me	me ✓
9		their	their ✓
10		hit	hit ✓
11		hid	hid ✓
12		tent	tent ✓

Learner reads aloud each word, compares the correct spelling to his own answer, and fixes his own answer. Then he gives himself a "check" mark to show it is correct.

- When the learner finishes the self-check and self-reward, praise the effort. Have learners reward themselves with 100% and a smiley face at the top of the page!

Reading a Story

In each level we read a brief comics-style illustrated story which is composed only of the letters and sounds that the learner has already covered. Each story has characters, a setting, and a plot with a conflict and resolution – all of this in a few short sentences. The story integrates everything learned to the current level. The pictures illustrate the meaning of the text.

The stories are built around the most common English words that use the letters being taught in the level. Needless to say, the stories in the earliest levels are composed from a very limited choice of available words; the stories get longer and more interesting through the course of the 50 levels.

We expect that by the time the learners reach the story, they have learned the letters and tips they need to be able to read the story aloud themselves. They may need you to offer prompts reminding them of their clue words, to help them retrieve the sounds of letters they don't remember, so that they can sound out the words. It may take a concerted effort and a lot of patience and encouragement for learners to slowly and painstakingly sound out the text of the story. This effort will lessen with each subsequent reading of the same text, until it is more familiar and its reading more automatic. Lots of praise is in order to motivate learners to invest this effort to get through the reading of a text on their own.

If you are teaching in a classroom, and are able to create an atmosphere where learners are supportive of each other, you can have learners take turns reading aloud.

Let the learners do the work of reading through the story text on their own, even if the process is slow. Let them actively decode the written symbols themselves. You can assist (or “scaffold”) by reminding them of clue words for the sounds they can't recall, and restating words that have been mispronounced.

- Since all the letters in the story have already been learned, you can remind the learner of the various sounds and tips to apply in figuring out how to read each word.
 - “It’s like the (i) in your clue word “igloo”
 - “Is this a closed syllable, or open? So is the vowel short or long?”

- To model reading fluency, after the learner has laboriously read through a sentence, you can repeat the sentence with expression and fluency.
- If learners balk at "too much text" take turns with them reading frames of the comics.
- Ask questions, at the end, to help the learner focus on the meaning of what s/he has read.
- It is not necessary to do a literal word-by-word translation; anyway, that is not the way language works. Just try to make the meaning of the text clear to the learner as you work your way through the story.
- Reading a whole story gives the learner a feeling of pride, success and accomplishment! They have actually learned to read an English text and understand it. Given that they have so far read individual letters and words, this is a magical next step!

“WH” questions to Scaffold Reading Comprehension

Whenever we read a text of any kind, we can check whether we understand it by asking the basic questions:

Who? What? When? Where? Why? How?

The “Wh” questions ask the learner the basic questions that always need to be answered after reading a passage (in our case, after reading the story). They guide the reader in reviewing the text and solidifying a literal and inferential understanding of the content in a structured way. If the reader didn’t understand or has forgotten something in the text, s/he can go back to scan for the answers.

Some questions can be answered with words directly from the text (e.g. “What did he do at the end of the story? He had a hot bath.”) but sometimes the answers need to be inferred from clues in the text and pictures (e.g. “How are the people in this story related?” “Why does he put up his hands at the end of the story?” and “Why does the boy in the audience look annoyed at the end of the story?”)

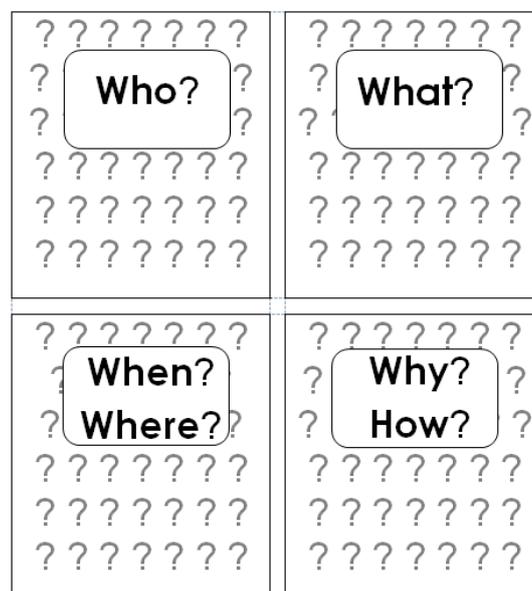
- We help our learners to focus their attention on the meaning of the story text by asking them “Wh” questions about it.

You will find some suggestions for “Wh” questions for each story in this guide. Of course, you can also make up your own questions, or have learners make up questions for each other. Ask these questions in the language the learners understand, even if you use the Wh question words in English, and then translate them, to teach learners the meanings of these important words.

Sometimes the answer is “we don’t know – the story doesn’t tell us” since not every answer is always supplied in every text, e.g., “Do we know when and where this story happened?” (Make a “who knows?” face and shrug your shoulders.) “No, we don’t know! The story doesn’t tell us.” Sometimes the story gives clues from which you can infer the answers. In this case, you can speculate together about possible hints in the story. This models how to look more carefully, reading in possible meaning. Even discussing the possible hints and concluding that we can’t always answer every question is a valuable activity.

- See examples of these cards in the appendix at the back of the book. You can make larger, A4-size cards to hold up in a classroom.

WH questions: Story Summary Cards



Procedure for using WH question cards

- Make a game of this activity by shuffling the cards and holding them up with their backs to the learner for them to pick and answer, one by one. Or go through them in a set order, from the most concrete answers to those most open to interpretation – Who, When/Where, What, then Why/How.

WH questions in the Teacher's Guide

- This guide contains examples of suggested WH questions about the story text to help the learners understand the meaning of the story. For example: Who are the characters in the story? How are they related? What happens in this story? Where and when does it take place? How do you know that? Why does the ending happen this way?
- These include the kind of questions readers can ask themselves about any text to clarify their understanding. In this case, we are talking about a specific type of short story with a setting, characters, a problem to be solved, and a resolution. The questions focus the readers' attention on where and when the story takes place, who the characters are and how they are related or connected to each other, what happens in the story, why and how. There are sometimes additional questions about the learners' personal experiences or preferences. Of course you can ask your own questions about the content of the stories.
- Discuss the story in the language the learner speaks and understands, but slip in mention of the English “WH” question words - Who, What, When, Where, Why, Which, How, How much or how many? - with their definitions, to gradually familiarize the learner with these important words.

By starting in the learner's language but gradually asking more of the questions in English, and encouraging the learner to answer in English (at first partially, quoting key words directly from the story; later adding connector words), the learner gradually builds up **listening comprehension** and **speaking skills** – the ability to string together English words to communicate meaning.

- Encourage learners to locate the English words and phrases, with which they can answer the questions, directly in the text of the story. Have them search back through the text after reading it. They may not have had any attention to spare, when decoding the text, to notice its meaning, so a second pass to look for answers to the questions in the words and illustrations is often required. As learners progress through the levels and some words become more familiar, this should become easier.
- Remind learners that they can always look at the word list for definitions of the words in the story, and to find words with which to answer the WH questions.

Review Activities: In the lesson and between lessons

Students will learn fastest if they practice at home between classes or lessons. Review and practice makes reading and writing more automatic.

Our goal is to help learners move what they have learned from their short-term into their long-term memories. We encourage them to review between our meetings with them, which are, of necessity, limited to very little time per week. Then at the beginning of each lesson, we review together so that

what they have learned previously will be fresh in their minds (refreshed in working memory) and available to integrate with the new material they will learn afterward in the lesson.

The importance of review between classes or lessons

Good reading skills require “automaticity.” When the act of decoding written symbols becomes automatic, the reader has brainpower left over to pay attention to the *meaning* of the text.

The key to developing automaticity is practice. In this method, the learner can review his or her cards between lessons as often as needed, in order for recall to become automatic.

Learners should use the white cards in the back of the books to review letter reading, and should also practice reading aloud the words in word lists in the recent levels and review the tips in the books.

Q: How often does the learner need to review?

A: That varies from person to person. Practice and review create new neuron paths and synapses in the brain, and even a learner with a very weak memory can, with enough practice, develop automaticity. The brain performs two separate tasks - *storing* and *retrieving* information. A learner may be strong or weak at either of these functions. Practice helps to overcome this weakness.

Q: How do you know if a learner is reviewing enough between lessons?

A: The card review activity should zip along at the beginning of the level. If the learner needs to think more than a split second to retrieve the answers, or can't retrieve them and has to “peek,” then he or she needs to review the cards more often between lessons. Start with once daily, and work your way up (to twice or three times daily) or down (to every other day) until the learner can zoom through the card review at the beginning of every level.

Review Activity: Reading Letters (White Cards)

Encourage learners to review their growing deck of white letter cards as often as necessary for them to “automaticize” the recollection of the letter sound.

To review, they should look at the letter on the front side and say its sound(s) and clue word(s). If they can do this correctly without stopping to peek at the back of the card or think, they can put the card on the table. If they have to pause, they should put the card in the back of the deck so that it will come up again in the review.

Once they can recall the letter sound without pausing, they have developed the retrieval speed necessary for fluent reading of the letter. To develop their own awareness of their learning process, they can sort their cards into two piles: “mastered” and “needs work.” Learners should practice the cards in the second pile more frequently.

Review Activity: Writing Sounds of Letters

In addition to reviewing how to read, learners need to practice how to write (encode) sounds in English. You should dictate the sound. The learner should repeat the sound, state the spelling(s) learned so far, and write them. For example, in the review at the beginning of Level 12, the learner should be able to state that the sound (k) can be written with c, k, and ck (saying aloud “(k) c, (k) k, (k) ck”) and should write these three ways to spell the sound.

- At the beginning of each level, review how to write the sounds learned in previous levels. Dictate the sounds from the list at the end of this guide and have the learners repeat the sound, say how to spell it, and then write spellings on the lined letter-writing practice page at the beginning of the level. If the learners are not sure of the sound you are saying (some sounds are hard to differentiate) you can say the clue word for the sound. If learners have already learned multiple ways to spell the sound (e.g. as of the review in level 8 you will have two ways to write (k)) remind them of that e.g. – “Remember, you have learned two ways to write this sound so far.” After each student attempts to write the sound, you can write the answer on the board and have learners self-check and correct. Discuss mistakes and what caused them.

After the 50 levels of The English Club – CONTINUE!

The 50 levels of The English Club include the letters and combinations in Hickey order up to combination –er (Lesson 39 in the Hickey Lesson Order). After this, you can continue to teach additional letter combinations and the less common sounds of letters and combinations, following the Hickey order or selectively teaching combinations as they come up in reading matter.

Mark taught combinations on a checklist to track which letter combinations you have covered.

See the Hickey course website on the David Yellin Academic College of Education English Department website, http://dye.macam.ac.il/dyellin_open.htm (in Google search for "David Yellin English"). Click Hickey Website, Documents for Download, Individual Lesson Materials. The Hickey method lesson order list is on the Hickey Documents for Download page, in section Tutor's Lesson Preparation Materials. The Checklist is in the Pages for Learners section.

WH questions: Story Summary Cards

? ? ? ? ? ? ?
? ? **Who?** ?
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? ? ? ? ? ? ?

? ? ? ? ? ? ?
? ? **What?** ?
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? ? ? ? ? ? ?
? ? ? ? ? ? ?
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? ? ? ? ? ? ?
? ? **When?**
Where? ?
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? ? ? ? ? ? ?
? ? ? ? ? ? ?
? ? ? ? ? ? ?

? ? ? ? ? ? ?
? ? **Why?**
How? ?
? ?
? ? ? ? ? ? ?
? ? ? ? ? ? ?
? ? ? ? ? ? ?