

DOCUMENT RESUME

ED 288 674

RC 016 482

AUTHOR Barabe, Rosemeri; And Others
TITLE PATHWAYS: An Adult Basic Education Reading Skills Workbook, Level I. Teacher's Guide.
INSTITUTION Affiliation of Arizona Indian Centers, Inc., Phoenix.
SPONS AGENCY Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.
PUB DATE 87
GRANT G008420037; G008610079
NOTE 33p.; For related documents, see ED 254 362 and RC 016 483-492.
AVAILABLE FROM Affiliation of Arizona Indian Centers, Inc., 2721 North Central Avenue, Suite 811, Phoenix, AZ 85004 (\$4.95 plus shipping and handling).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Adult Basic Education; Adult Reading Programs; Alphabetizing Skills; *American Indian Education; *Course Content; Course Objectives; Reading Comprehension; Reading Instruction; *Reading Skills; Relevance (Education); Sequential Approach; Supplementary Reading Materials; Teaching Guides; *Teaching Methods; Units of Study; *Vocabulary Skills; Word Study Skills; Writing Instruction; Writing Skills
IDENTIFIERS Culture Based Curriculum; *PATHWAYS Curriculum

ABSTRACT

Developed to facilitate the teaching/learning process, this guide corresponds to the Adult Basic Education (ABE) Reading Skills Workbook Level I, and may be used as an answer book, as well as a reference manual. It contains concise explanations of the various skills presented, suggested teaching strategies, answers to workbook exercises, and a list of available commercial materials (with specific pages cited) that may be used to supplement the materials. The guide covers three units: word analysis (consonants, vowels and diphthongs, prefixes and suffixes, and alphabetizing); vocabulary (sight word vocabulary and compound words); and comprehension (following directions, sequencing in narration, finding the main idea, and drawing conclusions). Unit post-tests are also given, as well as a preface to the teachers and a brief summary of what is to be found in the reading and writing workbooks, and how they are organized. (JMM)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *



PATHWAYS
AN ADULT BASIC SKILLS READING WORKBOOK
LEVEL I
TEACHER'S GUIDE

Rosemeri Barabe
Curriculum Specialist

Laurie Polhill
Curriculum Writer

Ollie M. Lovett
Director, Planning Project

1987

Adult Education Program
Affiliation of Arizona Indian Centers, Inc.
Phoenix, Arizona

This book was made possible through
a grant awarded by the U.S. Office
of Education under the Indian Education
Act, Title IV, Part C

C O N T E N T S

Acknowledgements	iii
Preface: To the Teacher	iv
Key to Supplemental Materials	vi
UNIT I: WORD ANALYSIS	
Consonant blends and digraphs	3
Vowel digraphs and diphthongs	5
Final "e" rule	7
Root words and word endings	8
Prefixes and suffixes	10
Contractions with <u>not</u>	13
Alphabetizing to two letters	14
UNIT II: VOCABULARY	
Sight word vocabulary	17
Compound words	18
Units I & II Post-Test: Word Analysis/Vocabulary	19
UNIT III: COMPREHENSION	
Following directions	23
Sequencing in narration	24
Finding the main idea	25
Drawing conclusions	26
Unit III Post-Test: Comprehension	27

ACKNOWLEDGEMENTS

Sincere appreciation is extended to the following staff who contributed to the development of this book: Joy Hanley for overall direction; Katherine W. Arviso and Doreen Duncan, for editing and coordinating the final printing of the book; Robi Salazar for technical assistance; Violet McIntosh and Elizabeth Cruz for typing final version; Vina Montour for typing first draft and Ken Duncan for his artistic ability in providing the art illustrations. Special thanks go to all those who had a part in getting this book published.

PREFACE TO THE TEACHER

The teacher's guide was developed to facilitate the teaching/learning process. The guide corresponds to the ABE student workbook and may be used as the answer book as well as a reference manual. It is comprehensive in that it contains concise explanations of the various skills presented, suggested teaching strategies, answers to workbook exercises, and a list of available commercial materials with specific pages cited. These materials may be used to supplement the exercises in the workbook.

Following is a brief summary of what is to be found in the reading and writing workbooks and how they are organized:

ABE reading and writing workbooks. The content material of the books are culture-based and provide a sequential, systematic approach to adult basic education. Utilizing Southwestern Indian myths, legends, history, and information on religious beliefs, architecture, fine arts, and social practices, the student workbooks present well-researched information about the rich heritage of Indian culture of the Southwest. The nature of the materials makes the curriculum unique and offers adult educators an alternative approach. The aspect of cultural relevance creates interest, curiosity and a sense of self-pride.

There are six student workbooks, three each in reading and writing, covering three levels of readability. The corresponding grade levels of the workbooks are listed below:

LEVEL	EQUIVALENT GRADE	READABILITY
I	3rd	2.7 - 3.9
II	4th	3.5 - 4.9
III	5th	4.5 - 6.0

Readability formulas have been applied to all selections to ensure the appropriate level of difficulty.

The lessons in the workbook are arranged so that each lesson instructs a skill. The lesson begins with an information presentation section wherein the particular skill or concept is explained to the student and examples are provided. Next, exercises requiring application of the skill or concept presented are provided for the student.

All related, individual skills are presented in the workbooks in units. Individual lessons in a unit should be completed in sequence, since the later lessons are based on concepts presented in previous lessons.

At the end of each unit, a unit test has been included in the student workbook to enable the teacher to measure the student's mastery of the skills contained in the unit and to let the student know of his/her progress. It is recommended that a student receive a score of at least 75% on each lesson before proceeding.

To help the student with word usage and increasing his/her vocabulary, a glossary has been included at the back of each workbook covering all literary, grammatical and technical terms used.

- - - - -

Other information available to the teacher and program directors come in two separate handbooks. They are entitled: "A Continuum of Reading and Writing Skills" and "Implementation Handbook."

The **Continuum** is a master list or framework of PATHWAYS Curriculum covering the ABE and Pre-GED levels. It contains a scope and sequence of reading and writing skills. It identifies those skills which should be introduced at each grade level and indicates the order of presentation. It may be used by the teacher for planning instruction for individuals or groups.

The **Implementation Handbook** is a guide for teachers to use the curriculum materials for maximum results by knowing the essential elements of adult education. The handbook contains information on Understanding the Native American Learner (including learning styles); Overview of Curriculum Components; Diagnosis, Evaluation, and Placement; Effective Teaching; Classroom Management; and Recordkeeping.

KEY TO SUPPLEMENTAL MATERIALS

- SB Skill Booster, Modern Curriculum Press
- SB:BWP Skill Booster: Building Word Power, Modern Curriculum Press
- SB:WFD Skill Booster: Working With Facts and Details, Modern Curriculum Press
- SB:IC Skill Booster: Increasing Comprehension, Modern Curriculum Press
- NP-GTSM5 Number Power Graphs, Tables, Schedules, and Maps 5, Contemporary Book Co.
- RC Reading for Concepts, McGraw-Hill Book Co.
- BBSR Building Basic Skills in Reading, Contemporary Book Co.
- FPP From Pictures to Passages, Contemporary Book Co.
- SSS Specific Skill Series, Barnell Loft, Ltd.
- SSS-WWS Specific Skill Series - Working With Sounds, Barnell Loft, Ltd.
- SSS-FD Specific Skill Series - Following Directions, Barnell Loft, Ltd.
- SSS-UC Specific Skill Series - Using the Context, Barnell Loft, Ltd.
- SSS-GF Specific Skill Series - Getting the Facts, Barnell Loft, Ltd.
- SSS-GMI Specific Skill Series - Getting the Main Idea, Barnell Loft, Ltd.
- SSS-DC Specific Skill Series - Drawing Conclusions, Barnell Loft, Ltd.
- SSS-DS Specific Skill Series - Detecting the Sequence, Barnell Loft, Ltd.
- SFAR:C Scott, Foresman Adult Reading: Comprehension, Scott, Foresman and Co.

- DKCC Developing Key Concepts in Comprehension, Barnell Loft, Ltd.
- CARS:R Context Area Reading Skills: Reference, FDL/McGraw-Hill Book Co.
- RP Reading for Progress, Cambridge Book Co.
- RR Reading for Results, Cambridge Book Co.
- RL Reading for Life, Cambridge Book Co.
- DS Dr. Spello, McGraw-Hill Book Co.
- LRW Living in the Reader's World, Cambridge Book Co.
- CSS Comprehension Skill Series, Jamestown Publishers
- SVAR(1100-2800) Steck-Vaughn Adult Reading: A Sequential Program, Steck-Vaughn Co.
- PW Phonics Workbook, Modern Curriculum Press
- RC Reading for Competence, Cambridge Book Co.
- RI Reading for Improvement, Cambridge Book Co.

UNIT I

I. WORD ANALYSIS

I.A. Consonant blends and digraphs

Consonants are all the letters of the alphabet except a, e, i, o, u, and sometimes y (which are called vowels).

Consonant blends are two or more consonants which blend together to make one sound.

Ex: br, tr, cl, sl, st, gl

Consonant digraphs are two consonants together which do not blend together but instead make a whole new sound.

Ex: **ch** as in child, **sh** as in sheep, **wh** as in why, and **th** as in think.

TEACHING SUGGESTIONS:

1. Read words out loud from each list of consonant blends and digraphs. Have student read the words out loud to hear the sound each blend and digraph makes.
2. Using the words from the lists or your own words, say a word with a beginning blend or digraph. Ask student to tell you the letters of the blend or digraph.
3. Give students a beginning consonant blend or digraph. Ask students to give as many words as they can think of that begin with that blend or digraph.
4. Have students work in pairs, drilling each other with the above suggestions.

ANSWERS:

- | | |
|----------------------|-------------------|
| 1. fr | 9. dr or gr |
| 2. cr | 10. gr or tr |
| 3. dr, gr, or pr | 11. gr or tr |
| 4. br or cr | 12. cr or tr |
| 5. br or dr | 13. pr |
| 6. dr, pr, or cr | 14. pr |
| 7. dr, cr, gr, or br | 15. br, pr, or tr |
| 8. br, dr, gr, or tr | 16. pr |

I.A. Consonant blends and digraphs (cont.)

1. c
2. s
3. g or c
4. p
5. f
6. c
7. s
8. f or c

1. shell
2. shade
3. That
4. white
5. short
6. Which

1. crawled
2. snake
3. stayed
4. there
5. the
6. when
7. the
8. the
9. track
10. the
11. snake
12. front
13. trick
14. whoever
15. spoke
16. there
17. greeted
18. the
19. there
20. when

9. p
10. s
11. s
12. p
13. s
14. f, p, g, or s
15. g, f, or s
16. g or s

7. Who
8. chief
9. chant
10. Shake
11. things
12. What

21. there
22. the
23. third
24. the
25. why
26. speak
27. the
28. spoke
29. the
30. snake
31. from
32. then
33. the
34. what
35. whoever
36. speaking
37. clear
38. that
39. sly
40. sped

SUPPLEMENTAL MATERIALS:

SSS-WWS Bk. B, pp. 15-29
R, pp. 5, 8, 11, 17, 49, 53, 89
RL, pp. 72-83
DS, pp. 26, 27
SVAR Bk. 1500
PW Bk. C, pp. 40-45. 94-100

1.B. Vowel digraphs and diphthongs

A vowel can have a short or a long sound. The mark $\overset{\cup}$ is used to show a short vowel sound:

Ex: $\overset{\cup}{h}at$, $\overset{\cup}{b}et$, $\overset{\cup}{k}id$, $\overset{\cup}{g}ot$, and $\overset{\cup}{h}ug$.

The mark $\bar{_}$ is used to show the long vowel sound:

Ex: $\bar{m}ade$, $\bar{b}ee$, $\bar{t}ide$, $\bar{g}oat$, and $\bar{c}ute$.

The vowel combinations ai and ay have the \bar{a} sound: $pa\bar{i}n$, $ra\bar{y}$.

The vowel combinations ee , ea , and ie have the \bar{e} sound: $sl\bar{e}ep$, $tr\bar{e}at$, $ch\bar{i}ef$.

The vowel combinations oe , ow , and oa have the \bar{o} sound: doe , $ro\bar{w}$, $bo\bar{a}t$.

The vowel combination ea can also have the \bar{e} sound: $br\bar{e}ad$, $dr\bar{e}ad$.

The vowel combination ie can also have the \bar{i} sound: pie , $tie\bar{d}$.

The letter combination ew has the sound you hear in $ne\bar{w}$ and $br\bar{e}w$.

TEACHING SUGGESTIONS:

1. Review each of the vowel combinations. Give several examples of each.
2. Say words with each vowel combination. Ask student what vowel sound he hears.
3. Write words with these vowel combinations on the board. Ask student to circle the vowel combination and say the vowel sound. Ask student to say the whole word.
4. Bring in a short, easy-to-read story. Ask student to pick out and list all the words he can find with these vowel combinations.

I.B. Vowel digraphs and diphthongs (cont.)

ANSWERS:

1. maid
2. clay
3. pain
4. sway

5. day
6. pay
7. rain
8. away

1. Please, keep
2. feel
3. asleep, sheep
4. believe, beans, cheap

5. thief, piece
6. Chief, creek, bees
7. clean, teeth, eat
8. east, field, seems, green

1. boat
2. doe
3. row
4. goat

5. grow
6. hoe
7. road
8. bowl

1. head, dried
2. tied, meadow
3. pie, ready
4. fried, bread

1. stew
2. fewer
3. new
4. flew

1. bee, away, stew
2. blow, sneeze, please
3. eat, toast, plain
4. green, grew, field
5. pay, new, boat
6. goat, tried, sneak
7. drew, doe

SUPPLEMENTAL MATERIALS:

SSS-WWS Bk. B, pp. 43, 44
RR, pp. 33, 56, 57, 72, 86, 87, 88 105, 107, 122
DS, pp. 3, 28, 29, 30, 31
SVAR Bk. 1600
PW Level C, pp. 78-88

I.C. Final "e"

If a word ends in e, the vowel that comes before it is usually long and the e is silent.

TEACHING SUGGESTIONS:

1. On the blackboard, show how a word with a short vowel sound can be changed to one with a long vowel by adding a final e.

Ex: fin fine
 mad made
 us use
 hid hide
 rod rode

Say the words out loud.

2. Write the following list of words on the board. Ask student to change each word so it will have a long vowel sound by adding a silent e. Ask student to say the new word out loud.

hop	shin	fat	slid
rid	strip	rat	pan
rod	cap	rob	bat

ANSWERS:

1. rate	rate	5. cane	cane
2. tape	tape	6. twine	twine
3. wine	wine	7. kite	kite
4. bite	bite	8. made	made

1. mule	5. slide
2. tame	6. brave
3. smoke	7. shake
4. graze	8. taste

1. dime	5. dive
2. size	6. nine
3. game	7. name
4. rice	8. pine

SUPPLEMENTAL MATERIALS:

SSS-WWS Bk. B, pp. 31, 35, 40
RR, pp. 34, 70, 82
DS, pp. 17, 18, 25
SVAR, Bk. 1600
PW Bk. C, pp. 65-67

I.D. Root words and word endings

A **root** is the base part of the word. Word endings can be added to the root word.

The ending **-er** is used to compare two items.

The ending **-est** is used to compare three or more items.

Ex: Sam is young.
Sam is younger than John.
Sam is the youngest boy in the family.

TEACHING SUGGESTIONS:

1. It is important for students to understand when to use the **-er** and **-est** endings. Give plenty of examples by comparing items in the classroom or the students in the class.
2. Ask student to make sentences from the lists on page of the workbook. Write these sentences on the board. Underline the word showing comparison.
3. Give student a sentence with comparison word missing. Student should supply the correct word.

ANSWERS:

- | | |
|----------------------|----------------------|
| 1. younger, youngest | 5. smaller, smallest |
| 2. warmer, warmest | 6. shorter, shortest |
| 3. greater, greatest | 7. higher, highest |
| 4. longer, longest | 8. deeper, deepest |
| 1. swifter | |
| 2. oldest | |
| 3. thicker | |
| 4. sicker | |
| 1. colder | 5. sooner |
| 2. fastest | 6. quicker |
| 3. darker | 7. hardest |
| 4. slowest | 8. smallest |

I.D. Root words and word endings (cont.)

1. nicer, nicest
2. later, latest
3. wider, widest
4. finer, finest

5. riper, ripest
6. safer, safest
7. whiter, whitest
8. purer, purest

1. redder, reddest
2. madder, maddest
3. bigger, biggest
4. sadder, saddest

5. slimmer, slimmest
6. flatter, flattest
7. fatter, fattest
8. thinner, thinnest

1. dirtier, dirtiest
2. happier, happiest
3. prettier, prettiest
4. busier, busiest

5. fancier, fanciest
6. easier, easiest
7. sorrier, sorriest
8. dustier, dustiest

SUPPLEMENTAL MATERIALS:

SSS-WWS Bk. B, p. 50

RP, p. 43

DS, pp. 42, 43, 44

SVAR Bk. 1600

PW, Bk. C, 59-64

I.E. Prefixes and suffixes

A **prefix** is a word part that is added to the front of a root word. A prefix changes the meaning of the word.

A **suffix** is a word part that is added to the end of a root word. A suffix changes the meaning of the word.

TEACHING SUGGESTIONS:

1. Explain to student how prefixes and suffixes change the meaning of words. Write examples on the board.

Ex: clean, unclean
read, reread
place, displace
hope, hopeless
cold, coldness
happy, happily

2. Have student give words using the prefixes un- dis, re, en, and in. List on board. Discuss the meaning of each word. Use each word in a sentence.
3. Write a root word on the board. Ask student to supply as many suffixes from the lesson that can be added to the root to make a true word.

Ex: kind; kindly, kindness, kinder

Discuss how the suffix changes the meaning of the root word. Use each word in a sentence.

ANSWERS:

1. disagreed
2. unable
3. untrue
4. dishonest

5. unsaddle
6. disobey
7. unlucky
8. dislike

1. reload
2. retell
3. rewash
4. reopen

5. encircled
6. income
7. enjoy
8. inhaled

I.E. Prefixes and suffixes (cont.)

- | | |
|----------------------|----------------------|
| 1. <u>dis</u> please | 9. <u>en</u> able |
| 2. <u>un</u> certain | 10. <u>re</u> fill |
| 3. <u>dis</u> order | 11. <u>en</u> close |
| 4. <u>dis</u> trust | 12. <u>in</u> sight |
| 5. <u>un</u> fair | 13. <u>re</u> wrap |
| 6. <u>re</u> read | 14. <u>in</u> form |
| 7. <u>en</u> list | 15. <u>en</u> danger |
| 8. <u>in</u> side | 16. <u>en</u> rich |

- | | |
|--------------|-------------|
| 1. useful | 7. helpful |
| 2. thickly | 8. quickly |
| 3. reddish | 9. Weavers |
| 4. sweetness | 10. Potters |
| 5. colorless | |
| 6. shiny | |

- | | | |
|--------------|------------|-------------|
| 1. kicker | <u>er</u> | ly |
| 2. joyful | <u>ful</u> | less |
| 3. pinkish | ness | <u>ish</u> |
| 4. toothless | ly | <u>less</u> |
| 5. clearly | <u>ly</u> | er |
| 6. gladness | ness | y |
| 7. thirsty | ly | <u>y</u> |
| 8. friendly | y | <u>ly</u> |

	<u>ROOT</u>	<u>PREFIX</u>	<u>SUFFIX</u>
1. disable	able	dis	
2. harmful	harm		ful
3. indirect	direct	in	
4. rejoin	join	re	
5. uneasy	easy	un	
6. teacher	teach		er
7. enjoy	joy	en	
8. helpful	help		ful
9. swiftly	swift		ly

I.E. Prefixes and suffixes (cont.)

	<u>ROOT</u>	<u>PREFIX</u>	<u>SUFFIX</u>
10. smoothness	smooth		ness
11. cloudy	cloud		y
12. unfair	fair	un	
13. insight	sight	in	
14. disorder	order	dis	
15. unchain	chain	un	
16. pinkish	pink		ish
17. printer	print		er
18. lifeless	life		less
19. secretly	secret		ly
20. salty	salt		y

SUPPLEMENTAL MATERIALS:

SB:BWP - C, pp. 22-23
RR, pp. 29, 90, 110
SVAR Bk. 1600
PW Bk. C, pp. 59-64, 106-110

I.F. Contractions with not

A contraction is a short way of writing two words together. Contractions with the word **not** are formed by using an apostrophe in the place of the letter **o** in **not**.

Ex: had not = hadn't
could not = couldn't
is not = isn't

TEACHING SUGGESTIONS:

1. Point out how the contraction for "will not" is different from the others: will not = won't
2. Give student word combinations with "not" on the board. Ask student to write the contracted form.
3. Give students the contracted form and ask for the two words they stand for.
4. Bring in a short story with contractions. Ask student to find the contractions and write the two words they stand for.

ANSWERS:

- | | |
|--------------------------------------|--------------------------------------|
| 1. hadn't | 5. wasn't |
| 2. couldn't | 6. wasn't |
| 3. weren't | 7. didn't |
| 4. wouldn't | 8. couldn't |
| 1. can't, won't, shouldn't | 5. hadn't |
| 2. doesn't | 6. won't, couldn't, shouldn't, can't |
| 3. shouldn't, couldn't, can't, won't | 7. couldn't, won't, can't, shouldn't |
| 4. aren't | 8. weren't, aren't |
| 1. can't | 5. doesn't |
| 2. wouldn't | 6. shouldn't |
| 3. couldn't | 7. isn't |
| 4. Aren't | 8. weren't |

SUPPLEMENTAL MATERIALS:

SFAR:C Level B
RP, pp. 14-16
DS, pp. 95, 96
SVAR Bk. 1600
PW Bk. C, pp. 147-150

I.G. Alphabetizing to two letters

Alphabetizing means to put words in the same order as the alphabet. Students should understand that knowing how to alphabetize is helpful when using the telephone book, dictionary, or encyclopedia.

TEACHING SUGGESTIONS:

1. Review alphabetizing using the first letter of each word. List four or five words on the board. Ask students to rearrange them in alphabetical order.
2. Have students use a phone book to look up the phone numbers of various stores, agencies, or services.
3. Using a dictionary, have students look up certain words and then write the words that come before and after each given word.
4. Give students a list of words in alphabetical order. Call out a word from the list. Student should answer with the word that comes before or after the word called.

ANSWERS:

- | | |
|-------------|------------|
| 1. arrow | 7. nail |
| 2. cactus | 8. pipe |
| 3. deer | 9. rain |
| 4. feathers | 10. smoke |
| 5. hogan | 11. tail |
| 6. mountain | 12. winter |

- | | | |
|-----------|-----------|-----------|
| 1. acorn | 5. arrow | 1. animal |
| 2. aim | 6. ashes | 2. arrow |
| 3. alone | 7. attack | 3. ashes |
| 4. animal | 8. autumn | 4. autumn |

- 4 Corn House Cafe
 3 Circle K
 1 Cactus Candy Company
 2 Children's World

- 3 Nancy Lightfoot
 2 Peter Levy
 4 Rosa Lopez
 1 James Lance

SUPPLEMENTAL MATERIALS:

LE (SB), p. 51
RP, pp. 30, 31

RR, p. 80
PW Bk. C, pp. 1-4

UNIT II

II. VOCABULARY

II.A. Sight word vocabulary

Sight words are those words that do not usually follow any phonetic rule. These words should be memorized by the student so she can recognize the words on sight.

TEACHING SUGGESTIONS:

1. Have student write each word from the list in the student text on a flash card. Students can work in pairs or with the teacher using the flash cards.
2. Write random words from the list in the student text on the board. Point to words in a random order and ask student to read the word. Have student use the word in a sentence.
3. Single out words that look similar for special drill.

Ex: signal - single
 though - thought - through

ANSWERS:

- | | |
|-------------|-------------|
| 1. manager | 7. increase |
| 2. allowed | 8. merge |
| 3. furnace | 9. violate |
| 4. sage | 10. office |
| 5. governor | 11. Poison |
| 6. warning | 12. adults |

1-4: accept any good sentence

- | | |
|-------------|--------------|
| 1. entrance | 5. external |
| 2. signal | 6. thousand |
| 3. Towel | 7. legal |
| 4. Curve | 8. gasoline |
| 1. through | 5. telephone |
| 2. menu | 6. sugar |
| 3. rite | 7. bridge |
| 4. weigh | 8. mesa |

II.B. Compound words

A compound word is made up of two words. Each word has a meaning of its own.

Ex: tooth ache = toothache
earth quake = earthquake
sun light = sunlight
snow drift = snowdrift

TEACHING SUGGESTIONS:

1. Ask students to think up as many compound words as possible. Write them on the board. Call on various students to separate the two words of the compound word.
2. Give student two lists of words that can be joined to make compound words. Ask student to make as many compound words as possible. Have student use each compound word in a sentence.

Ex: earth bread
corn fly
sun bird
star meal
oat light
horse nut
blue rays
pea worm

ANSWERS:

1. sometime
2. himself
3. afternoon
4. sandstone
5. cottonwood, riverside
6. grandmother, cornbread
7. waterfall, lookout
8. anyone, afternoon

- | | |
|--------------|--------------|
| 1. snowstorm | 5. footprint |
| 2. airplane | 6. sunset |
| 3. everybody | 7. watchdog |
| 4. cornmeal | 8. blackbird |

SUPPLEMENTAL MATERIALS:

SB:BWP Bk. C, pp. 20-21
SFAR:C Level B
RR, p. 110
DS, pp. 45, 46, 47
PW Bk. C, p. 35

25

UNITS I & II POST-TEST: WORD ANALYSIS/VOCABULARY

1. pr
2. fr
3. ch, cr, dr
4. fl
5. Sl, St
6. sp, sh
7. th
8. th
9. cr, dr, gr

10. ow, oe, oa
11. ay, ai, ay
12. ea, ee, ee
13. ea, ie, ea

14. colder coldest
15. sadder saddest
16. happier happiest
17. lighter lightest
18. nicer nicest
19. thinner thinnest
20. wider widest

21. un
22. en
23. re
24. dis
25. un
26. in

27. ness
28. ful
29. ly
30. less
31. ful
32. ish

33. couldn't
34. wasn't
35. won't
36. hadn't

37. father
38. feather
39. finger
40. fort

41. arrived
42. winding
43. thousand
44. minute
45. poison

46. horseback	riverbed
47. basketball	weekend
48. blackbird's	hillside

UNIT III

III. COMPREHENSION

III.A. Following directions

Following directions requires the student to read, understand, and perform each step of a set of directions, usually in a given order.

TEACHING SUGGESTIONS:

1. Student should practice identifying each step in a set of directions. Remind student to look for words like **first, next, then, after that, and finally.**
2. Bring in different kinds of directions: can labels, recipes, "how to" books, etc. Ask student to identify each separate step in the directions.
3. Ask student to look for and bring in simple directions from their recipes, newspapers, magazines, etc. If possible, student can make or prepare one of them during class.

ANSWERS:

F E A T H E R S

1. water and ashes of sagebrush
 2. a thin layer (a very thin layer)
 3. just a few seconds
 4. it will be rolled up (in a roll)
 5. 3 Spread a very thin layer of the batter on a hot stone griddle.
 6. 2 Mix the boiling water and ashes with the cornmeal.
 7. 4 Carefully peel the bread from the griddle and roll it up.
 8. 1 Mix the ashes of sagebrush into some water and boil it.
-
1. b.
 2. c.
 3. a.
 4. c.

SUPPLEMENTAL MATERIALS:

SSS-FD Bk. B
RL, p. 74
LRW Bk. 2

III.B. Sequencing

Sequencing refers to the order in which things happen in a story or procedure. The events are usually presented in a logical order - often chronological - from beginning to end.

TEACHING SUGGESTIONS:

1. Remind student to look for cue words such as **first, second, next, then, lastly, and finally.**
2. Read short paragraph to student. Ask, "What happened first?" "What happened next?" etc.
3. Bring in directions for making or assembling a simple object. Discuss the importance of the order when building or assembling the item. How will changing the order affect the outcome?

ANSWERS:

1. b
2. c
3. b
4. b

-
- | | |
|------|------|
| 1. 5 | 5. 1 |
| 2. 3 | 6. 6 |
| 3. 7 | 7. 4 |
| 4. 8 | 8. 2 |
-

- | | | |
|------|------|------|
| 1. b | 1. 4 | 1. 2 |
| 2. b | 2. 1 | 2. 1 |
| 3. a | 3. 3 | 3. 4 |
| 4. b | 4. 2 | 4. 3 |

SUPPLEMENTAL MATERIALS:

SSS-DS Bk. B
SFAR:C Level B
RL, pp. 28, 55, 74
RP, p. 45

RR, pp. 76-125
LRW Bk 2
SVAR Bk 2500

III.C. Identifying the main idea: stated

The main idea of a passage is what the passage is all about. The writer has a purpose for writing the passage. He has a message to present about a topic. The main idea is often stated in the first sentence. But, it may be found in the middle or at the end of the passage. The other sentences in the passage tell you more about the main idea.

TEACHING SUGGESTIONS:

1. Bring in several short passages from stories, newspapers, etc. Ask student to identify the main idea.
2. Explain how the title can give a clue to the main idea. Bring in titles of books, stories, or articles and ask student to tell what the story might be about using the title as a clue.
3. Bring in short passages. Have student underline the sentence with the main idea. Then, have student make up a title for the passage. Be sure that the main idea of the passage is stated in one sentence.

ANSWERS:

Practice: Some Indians used to plant corn and beans together.

1. b
2. c
3. a
4. b

1. a
2. b
3. a
4. b

1. b
2. a
3. a
4. c

SUPPLEMENTAL MATERIALS:

RC Bk. B
RR, pp. 54, 55, 103

III.D. Drawing conclusions

Drawing a conclusion requires you to use all the facts presented in a passage to make a decision. It is important to understand all the information and statements in the passage in order to draw a correct conclusion.

TEACHING SUGGESTIONS:

1. Bring in several short stories to read. Do not read the ending. Ask student to conclude how the story ends by the facts that are given.
2. Using the stories above, ask questions like "What kind of person do you think she was?" "What is the weather like?" "How do you think he feels about it?", etc.
3. Bring in cartoon panels from the newspaper. Leave out one panel in a series. Ask student to draw conclusions about the missing panel.

ANSWERS:

Coyote in a hailstorm

1. a
2. c
3. b
4. a

Heron and Fox

1. c
2. a
3. b
4. c

The beautiful Dream

1. c
2. a
3. b
4. b

SUPPLEMENTAL MATERIALS:

RC Bk. B
SSS-DC Bk. B
RP, p. 21
RR, pp. 16, 40, 131, 132

UNIT III POST-TEST: COMPREHENSION

Indian Fry Bread

1. c
2. flour, salt, baking powder
3. b
4. c

How Pueblo Indians Made Bows

5. b
6. c
7. a
8. b

Hopi Tales

9. b
10. c
11. a
12. b

Juan and Pedro

13. a
14. c
15. a
16. c