

Student's name: _____

Six-digit family number: _____

PROGRAM 6

CLASS MANUAL AND WORKBOOK

How to reach us

Please call 800-964-2030 and listen to the menu choices to reach customer service or to leave a message for the teacher. Have your family number ready.

Teacher's Name: _____

Mailbox #: _____

Make-up Lessons

If you miss a lesson, it is sometimes possible to schedule a make-up lesson at a nearby location. Please call customer service (not the teacher) to find out about make-up lessons.

Class Materials

1. This *Class Manual and Workbook*
2. Booklist: *Recommended Reading for Children and Young Adults*
3. *Word Power* vocabulary workbook (You will receive this book at the third class meeting.)

Contents

Section I — Overview for Parents

Parent Involvement	2
A note to parents regarding reading speed	3

Section II — Student's Guide to Skills and Strategies

Active Reading	4
Active Note-taking	7

Section III — In-Class Activities and Homework

Week 1	9
Week 2	15
Week 3	21
Week 4	29
Week 5	35

Course Evaluation	last page
-------------------------	-----------

OVERVIEW FOR PARENTS

Introduction

By participating in this program and completing the home practice assignments, your son or daughter can expect to make substantial gains in the four critical areas of efficient reading: speed, concentration, comprehension, and recall. Your child will also learn vocabulary-building techniques, study skills, and note-taking strategies.

We also want to instill and reinforce the habit of reading for pleasure. The long-term development of your child's reading skills ultimately depends upon how much reading he or she does outside of school. Students who read for pleasure develop larger vocabularies and stronger writing and speaking skills, and they also score better on college entrance exams.

After the program has ended, your child should continue to practice the skills learned in this class. This manual can be used as a reference guide and a reminder of what the skills are and how to use them.

Parent Involvement

Your support is crucial in helping your child benefit fully from this program. While your child's teacher will be responsible for teaching the skills, you can support your child's progress by getting involved in the following ways:

1. ***Supervise your child's home practice.*** Students will learn to love reading only when their skills are well developed, and they read easily and fluently. Just as musicians practice every day in order to acquire the ease and confidence that makes their music pleasurable, readers must also practice their skills. Most of the skills your child learns in class will be new and unfamiliar; they will become effortless only when practiced regularly at home.

Your child will practice the skills taught in class in books chosen at home. Your child's teacher will expect this home practice to be completed fully each week. Help your child manage his or her time wisely so that home practice is not left until the last minute, but instead spread out over the week. Also, read through the Student's Guide to Skills and Strategies on the following pages. Your child will be learning and practicing these skills, and this guide will help you understand what the skills are, how they should be done, and why they are vital for skillful reading.

If your child is taking this class during the regular school year, he or she will most likely have other homework to complete for regular school. Most of the reading and practice assigned for this class can be done in your child's regular school books. Because learning to appreciate reading for pleasure is a primary goal of our program, we ask that students read for two of the four hours in a book they have chosen.

- 2. *Make sure your child comes to class on time and prepared.*** Since each class session covers a lot of material, it is important, and also courteous, that students arrive on time for each lesson. Students should bring to class each week: this class manual, the book they're reading at home, paper and a pen or pencil. After the third class meeting, they should also bring their *Word Power* workbook to class.
- 3. *Communicate with your child's teacher.*** If you are concerned about any aspect of your child's participation in the program, you should speak to the teacher directly. You may leave a voice mail message at the number listed on the first page of this manual, and the teacher will return your call as soon as possible. Our teachers are valuable resources for parents and are happy to answer any questions or concerns you have. On occasion, your child's teacher may also contact you about your child. During the last 10 minutes of the last class, your child's teacher will review the skills the students learned in the course. You are welcome to come into class for that review.

A Note to Parents Regarding Reading Speed:

When readers read too slowly their comprehension suffers, just like a movie slowed down to half its normal speed would be frustrating to watch and difficult to understand. In order for full comprehension and concentration to occur, words on a page must sound more like spoken language would sound. Reading faster allows students to become absorbed in books and helps students get through schoolwork more efficiently. Students who read at the proper speed can read phrases and sentences rather than taking a word-by-word approach.

In class, students learn to increase their reading speed gradually by using a skill called long smooth underline. Your child's teacher will help you and your child set appropriate goals for his or her reading speed. It is important to remember that reading *too* fast means missing important ideas. For this reason, speed practice is closely linked to comprehension practice in class and at home. Regular tellbacks are essential for maintaining and improving comprehension at higher reading speeds. Long smooth underline and tellbacks are explained in the Student's Guide to Skills and Strategies.

In class, we conduct regular one-minute timings to monitor your child's reading speed. At home, your child will be required to conduct four timings as part of the assigned home practice. Please help your child with these timings.

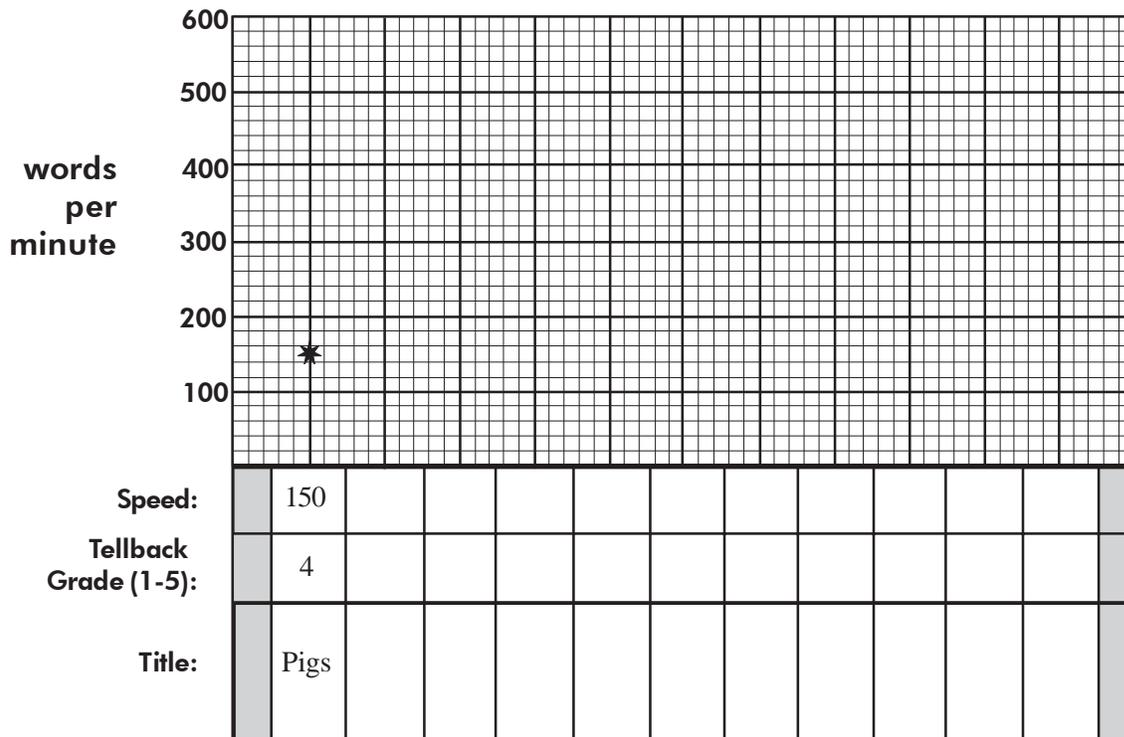
Instructions for conducting timings can be found on page 5 of this *Class Manual and Workbook*.

IN CLASS ACTIVITIES AND HOMEWORK

WEEK ONE

Timings

Use the grid below to track your timings taken in class and at home this week. Below each timing, be sure to note the name of the book you were timed in, and grade your tellback.



How to conduct timings:

Each Time You Choose a New Book	Conducting Timings
<p>You first need to calculate the average number of words per line in the book you have chosen.</p> <ol style="list-style-type: none"> Choose an average line of text (not a short or indented line). Count all the letters, punctuation marks, and spaces in that line and divide by five: $\text{_____} \div 5 = \text{_____} .$ You have figured out the Average Words per Line for your book. Always use this number to compute timings in this book. You only need to do this once for each book you read. Jot it down for reference. 	<ol style="list-style-type: none"> Mark the place in the margin next to where the timed passage will begin. Use a timer or have your parent time you reading for one full minute. Mark the place in the margin next to where you finish. Immediately do a tellback before you calculate your speed. Count the lines between your two marks and multiply that number by the Average Words per Line for that book. This equals the Number of Words Read per Minute. Graph this number and record the name of the book and your tellback grade.

In-Class Activities

Below are activities you might be assigned to work on in class.

A Day No Pigs Would Die - Chapters 1 through 3

Rob's relationship with his father will be a very important part of this book. Think about what you know about Rob and Haven Peck. Write a description of each of them. What is important to each one?

Rob: _____

Haven: _____

Describe the setting of *A Day No Pigs Would Die*. Where does it take place? When?

A Day No Pigs Would Die - Chapter 4

Make your own list of main events for Chapter 4.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

There are things Rob can't have and activities he can't join because they are considered frills in his family. Do you have frills? What are they? Which would be the most difficult to give up?

Name: _____

HOMEWORK: Complete all four parts of the Week 1 homework (pages 11-13).

Week 1, Part 1 (1 hour) Materials: Your book, timing device, pencil/pen.	Date: _____
---	-------------

- Review tellbacks and long smooth underline on pages 4 and 5 of this *Class Manual and Workbook*.
- Spend an hour reading in the book you've chosen. Read with **long smooth underline**, stopping to do **tellbacks** every five minutes.
- During this time, conduct a timing and add it to your chart on page 9. Then complete your hour of reading.

Week 1, Part 2 (1 hour) Materials: Your book, timing device, pencil/pen.	Date: _____
---	-------------

- Review the list of main events on page 7 of this *Class Manual and Workbook*.
- Spend an hour reading in your book. Read with **long smooth underline**, stopping to do **tellbacks** every five minutes.
- During this time, conduct a timing and add it to your chart on page 9.
- Create a **list of main events** from the chapter or section that you read. Use the space below. After every tellback, write down the main events from that section.

List of Main Events

Title of Book: _____ **Chapter:** _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Week 1, Part 3 (1 hour) - Date: Materials: Your book, timing device, pencil/pen.	Date: _____
---	-------------

- Review the fiction grid skills on page 7 of this *Class Manual and Workbook*.
- Spend forty-five minutes reading in your book. Read with **long smooth underline**, stopping to do **tellbacks** every five minutes.
- During this time conduct a timing and add it to your chart on page 9.
- Use what you've read this week to fill in the **fiction grid** on page 12.

Sample Fiction Grid

Characters (Describe them & note changes)	What am I wondering about?
<p>Rob:</p> <ul style="list-style-type: none"> · afraid to stand up to school bully, but he wants to. · embarrassed about “Shaker ways.” · brave: doesn’t hesitate about helping the cow, even though it’s dangerous. · farm-wise. · doesn’t give up easily. <p>Ed:</p> <ul style="list-style-type: none"> · school bully, aggressive. 	<p>Is Rob brave?</p> <p>How does Rob feel about being a Shaker?</p> <p>Will he continue to have problems with Ed Thatcher?</p> <p>How will being determined help him in this story?</p>

Your Fiction Grid

Characters (Describe them & note changes)	What am I wondering about?