A young boy with dark hair, wearing a bright red long-sleeved shirt, is lying on his stomach on a grassy field. He is smiling and looking down at an open book he is holding in his hands. His legs are raised in the air, and his feet are visible. The background is filled with vibrant pink and purple flowers. A small yellow sticky note is attached to the top of the book cover.

**YOU,  
YES YOU,  
CAN TEACH  
SOMEONE  
TO READ**

**A STEP BY STEP HOW-TO BOOK**

**LUCILLE TESSIER CHAGNON**

**You,  
YES YOU,  
CAN TEACH SOMEONE  
TO READ  
A STEP BY STEP HOW-TO BOOK**

**LUCILLE TESSIER CHAGNON**

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**THE TUTORING LOG  
MINDMAPS  
AND ALPHABET STRIPS  
AT THE END OF THIS BOOK  
MAY BE REPRODUCED WITHOUT PERMISSION.**

## ENDORSEMENTS

**I HAVE NEVER SEEN SUCH A CONCISE STEP BY STEP APPROACH TO TEACHING LITERACY, NOR ONE WHICH IS SO INSPIRING AND WELCOMING. HOW CAN WE NOT TAKE ON THIS CHALLENGE FOR OUR SOCIETY?** –Beverly L. Stewart, M.Ed.  
President/Director, Back to Basics Learning Dynamics, Inc.

This step by step how-to book on teaching someone to read is splendid. The text is clear, economical, to the point. The procedure is innovative, intriguing, provocative, and absolutely sound, founded on solid learning principles and a keen understanding of the blocks to learning and how to avoid them. The work holds real promise.

–Joseph Chilton Pearce, author, *Magical Child*

Lucille Chagnon holds forth the vision of wiping out low literacy in our lifetime. This book goes way beyond a mere vision. It suggests how-to in ways that are authentic and humanizing. Lucille demonstrates much of what current brain-mind research has discovered is involved in effective teaching and learning. The strategies and techniques presented in this book can indeed make the vision of wiping out low literacy a reality.

–David G. Lazear, author, *OutSmart Yourself! 16 Proven Strategies for Becoming Smarter Than You Think You Are*

I have skimmed through the materials, stopped to read, marveled over pages and generally overall enjoyed every bit of what has been produced. It is based on good theory; it is interesting, clever and engaging. What Lucille Chagnon is doing is important, and I want to help.

–Bernice E. Cullinan, Ed.D.  
Past President, International Reading Association

*You, Yes YOU, Can Teach Someone To Read* is an intelligent approach to reading instruction. If used as presented, many youngsters and older people can unlock the door to meaning.

–Miriam T. Chaplin, Ed.D.  
Professor Emerita of Education, Rutgers University  
Past President, National Council of Teachers of English

This is an excellent train-the-trainer handbook for literacy capacity-building. At a time when ramping up literacy is a key national education goal, Lucille's book serves as a rich and user-friendly resource for community-based literacy efforts. She offers practical, research-based strategies for teaching reading and for coaching new readers to become literacy tutors themselves. She encourages a sensitive, facilitative approach that builds upon the learner's strengths and authentic life experience, models reflective practice, and affirms the unfolding possibilities of exciting partnerships in literacy skill development.

–Marilyn Crocker, Ed.D.  
President, Crocker & Associates, Inc., Education Consultant

## **DEDICATION**

**TO MY SONS, DAVE AND DAN,  
AND TO LAURA ESPOSITO.  
WHEN YOU WERE KIDS  
YOU SHOWED ME WHAT WAS POSSIBLE  
AND GOT ME STARTED ON A WHOLE NEW PATH.**

**A BLESSED THING HAPPENED TO ME  
AS A BEGINNING TEACHER—  
I HAD STUDENTS WHO TAUGHT ME WELL.  
THE SAME BLESSINGS CONTINUE TO COME TO ME  
EVERY YEAR THAT I TEACH.  
--Bernice E. Cullinan**

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**THE LETTERS OF THE ALPHABET  
THAT FRAME THE ALTERNATE PAGES  
ARE THE BUILDING BLOCKS THAT HAVE FREIGHTED  
THE WISDOM OF MEN AND WOMEN ACROSS THE CENTURIES.**

**THE OPEN SPACE ON THOSE PAGES IS AN INVITATION  
TO ADD YOUR OWN THOUGHTS, INSIGHTS, PLANS,  
QUOTES, TITLES OF BOOKS, POEMS:  
IN SHORT, YOUR OWN WISDOM.**

**TO SHARE YOUR INSIGHTS AND QUESTIONS  
WITH OTHERS  
JOIN THE DIALOGUE AT  
[www.teachtwo.net](http://www.teachtwo.net)**

**TO DUPLICATE THE MICROSOFT SMALL CAPS FONT  
USED THROUGHOUT THIS BOOK  
ON THE TOOLBAR (NEXT TO **B** / **U**) CLICK **A B C**  
OR  
UNDER FORMAT  
CLICK FONT / **ARIAL** / **SMALL CAPS**.**



**ABCDEFGHIJKLMNOpQRSTUVWXYZ**

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**THROUGHOUT HISTORY,  
THE REALLY FUNDAMENTAL CHANGES HAVE COME ABOUT  
NOT FROM THE DICTATES OF GOVERNMENTS  
AND THE RESULTS OF BATTLES  
BUT THROUGH VAST NUMBERS OF PEOPLE  
CHANGING THEIR MIND—  
SOMETIMES ONLY A LITTLE BIT.  
--WILLIS HARMAN**

# OVERVIEW AND CHALLENGE

**A VIABLE SOLUTION TO THE MASSIVE PROBLEM OF LOW LITERACY:**

**TURN THE COMMUNITY OF NEED INTO THE COMMUNITY OF SERVICE.**

**TURN WILLING NEW READERS, YOUNG AND OLD,  
INTO COMMUNITY-BASED TUTORS.**

## ***EACH OF YOU TEACH TWO!***

**THIS UNIQUE APPROACH IS BASED ON THE FOLLOWING PREMISES SYNERGISTICALLY COMBINED:**

- **IN A PRINT-SATURATED SOCIETY LIKE THE UNITED STATES, THERE ARE NO NON-READERS. THERE ARE, HOWEVER, MILLIONS OF HESITANT READERS WHO CANNOT READ WELL ENOUGH TO FUNCTION FULLY IN OUR SOCIETY AND REALIZE THEIR FULL POTENTIAL. MILLIONS OF PEOPLE WHO CAN RECOGNIZE STOP, GO, BANK, AND BUS WERE NEVER SHOWN HOW EASY IT IS TO BEGIN TO BUILD A READING FOUNDATION ON THOSE SIMPLE WORDS.**
- **ALL HUMAN BEINGS ARE GIFTED; BUT WE ALL USE A SMALL PERCENTAGE OF OUR BRAIN POWER. VAST NUMBERS OF ADULTS, WHO CLAIM THEY CANNOT READ, LIVE CARING AND PRODUCTIVE LIVES AND FIND AMAZINGLY CREATIVE WAYS TO COMPENSATE FOR THEIR INABILITY TO DECODE PRINT.**
- **CHILDREN AND ADULTS WHO ARE TOLD THAT THEY ARE LEARNING DISABLED OR UNABLE TO FOCUS MAY COME TO BELIEVE THAT THEY ARE INFERIOR—AND EVEN MORE SO IF THEIR TEACHERS AND FAMILY DO NOT UNDERSTAND THE GIFT OF LEARNING DIFFERENCES AND MISTAKENLY BUY INTO THE NEGATIVE LABELS.**
- **IT IS POSSIBLE TO BRING STUDENTS WITH LEARNING DIFFERENCES UP TO GRADE LEVEL IN READING AND EVEN TO TEACH INDIVIDUALS WITH IQS IN THE 30S TO READ WITH UNDERSTANDING AND ENTHUSIASM. THE WELL-DOCUMENTED WORK OF DR. RENÉE FULLER PROVED THAT OVER 30 YEARS AGO. WITH FULLER'S MULTI-SENSORY SYSTEM OF CAPITAL LETTERS THERE ARE NO REVERSALS.**

- **THE MOST IMPORTANT FACTOR IN TEACHING SOMEONE TO READ IS HEARTFELT LISTENING. ANXIETY CAUSES THE BRAIN TO DOWNSHIFT. AUTHENTIC LISTENING DISPELS ANXIETY AND CREATES SAFE SPACE WHICH ACCELERATES LEARNING. WHEN RELUCTANT READERS FEEL SAFE, THEY DO NOT HAVE TO APOLOGIZE OR PRETEND. AN EXCITING NEW WORLD OF LEARNING OPENS UP WHERE PAST PERFORMANCE MAKES LITTLE DIFFERENCE.**
- **THE MOST POWERFUL TEACHING RESOURCE IS THE LIFE EXPERIENCE OF NEW READERS. ONCE THEY FEEL SAFE AND BEGIN TO REVEAL WHAT INTERESTS THEM MOST, WORDS ABOUT THINGS THEY LOVE WILL BECOME SIGHT WORDS ON WHICH TO BUILD A READING VOCABULARY. AS THE MOTIVATION TO LEARN BECOMES SELF-DIRECTED AND SELF-REINFORCING, THEY MAY DISCOVER ALL KINDS OF BOOKS THAT CAN FEED THEIR INTERESTS AND FIRE THEIR IMAGINATION.**
- **WE ALL LEARN BEST WHEN WE TEACH SOMEONE ELSE; THAT IS ALSO TRUE IN LEARNING TO READ FLUENTLY. EVEN YOUNG READERS CAN TEACH OTHER CHILDREN FROM SCRATCH, PROVIDING THEY BELIEVE THAT THEY CAN AND HAVE ACCESS TO SIMPLE METHODS AND A MENTOR, THEIR FORMER TUTOR, TO GUIDE THEM THROUGH THE PROCESS—BEFORE, DURING, AND AFTER EACH TUTORING SESSION—UNTIL THEY ARE READY TO TRY IT ON THEIR OWN.**
- **A VAST CORPS OF POTENTIAL LITERACY TUTORS OF ALL AGES—TODAY’S HESITANT READERS—EXISTS IN THE VERY SCHOOLS AND NEIGHBORHOODS WHERE TUTORS ARE MOST NEEDED. MANY ADULTS ARE EMBARRASSED TO WORK WITH VOLUNTEERS FROM OUTSIDE THEIR COMMUNITY. THAT CONDITION CAN BE REVERSED IF INTERESTED INDIVIDUALS LEARN HOW TO TUTOR THEIR OWN CHILDREN, SIBLINGS, FRIENDS. ONE COMMITTED AND CREDIBLE COMMUNITY-BASED TUTOR, EAGER TO TRAIN OTHERS TO PASS IT ON, COULD START A LANDSLIDE.**
- **ENCOURAGING NEW READERS TO TEACH TWO OTHERS IN THEIR LIFETIME CREATES A GEOMETRIC PROGRESSION OF LEARNING. FRANK LAUBACH’S CALL TO LITERACY IN THE LAST HALF OF THE 20TH CENTURY, *EACH ONE TEACH ONE*, CATALYZED THE DISSEMINATION OF EXCELLENT METHODS AND THE CREATION OF A DEDICATED WORLDWIDE CORPS OF VOLUNTEERS, AS DID THE GROUNDBREAKING WORK OF RUTH COLVIN, FOUNDER OF LITERACY VOLUNTEERS OF AMERICA (LVA). THE CALL TO UNIVERSAL LITERACY FOR THE 21ST CENTURY BUILDS ON THAT PAST AND AMPLIFIES IT, HANDING THE SKILLS OF TEACHING—AND EVENTUALLY, MENTORING—OVER TO WILLING NEW READERS, YOUNG OR OLD. NOW, *EACH OF YOU TEACH TWO!***

- **AUTHENTIC PARTNERSHIPS PROMOTE HEALING, INCREASE SELF-RELIANCE AND CREATIVITY ALL AROUND, AND STRENGTHEN COMMUNITY LEADERSHIP. TO BEGIN TO WIPE OUT LOW LITERACY, WE MUST FOREGO ANY HIERARCHICAL, BEGGAR-AT-THE-GATE PERSPECTIVE, ANY TRACE OF A PROPRIETARY, DOGMATIC MENTALITY. WE CAN AND MUST DEVELOP MUTUALLY ENRICHING PARTNERSHIPS BETWEEN THE HAVES AND THE HAVE-NOTS AND AMONG SERVICE PROVIDERS AS WELL. YOUNG AND OLD, DEGREED AND CERTIFIED OR NOT, AS WE HELP EACH OTHER LEARN, WE ALL GROW IN THE SHARING.**
- **IF WE BUT FIND THE WILL, THE SIMPLE LEARNING TECHNOLOGY EXISTS TO BEGIN TO WIPE OUT FUNCTIONAL ILLITERACY IN OUR LIFETIME. AS LITERACY PROVIDERS BUILD MORE AND MORE COLLABORATIVE RELATIONSHIPS WITH EACH OTHER AND WITH COMMUNITY-BASED TUTORS, WE CAN TAP THE SYNERGY OF PARTNERSHIP. THOUGH UNHERALDED, SEPTIMA CLARK AND MYLES HORTON PROVED THAT CONCLUSIVELY IN THE DEEP SOUTH OF THE 1950S WITH HUNDREDS OF CITIZENSHIP SCHOOLS THAT QUIETLY PAVED THE WAY AND PREPARED A PEOPLE FOR THE CIVIL RIGHTS MOVEMENT OF THE 1960S.**

**IF WE CARE ENOUGH AND DARE ENOUGH, WE CAN**

**TURN THE COMMUNITY OF NEED INTO THE COMMUNITY OF SERVICE.**

**WORKING TOGETHER WE CAN BEGIN TO WIPE OUT LOW LITERACY.**

***EACH OF YOU TEACH TWO!***

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**AND THE PURPOSE OF LIFE, AFTER ALL, IS TO LIVE IT,  
TO TASTE THE EXPERIENCE TO THE UTMOST,  
TO REACH OUT EAGERLY AND WITHOUT FEAR  
FOR NEWER AND RICHER EXPERIENCE.**

**YOU CAN DO THAT ONLY IF YOU HAVE CURIOSITY,  
AN UNQUENCHABLE SPIRIT OF ADVENTURE...  
YOU MUST DO THE THING YOU CANNOT DO.**

***—ELEANOR ROOSEVELT***

# YOU, YES YOU, CAN TEACH SOMEONE TO READ

## WHO CAN TEACH?

ANYONE  
WHO CAN

...LISTEN

LAUGH  
LACK PRETENSE  
LATCH ON TO POSSIBILITY

...LISTEN

LET GO  
LEARN WITH  
LIVE IN THE MOMENT

...LISTEN

LEVEL WITH  
LINGER OVER  
LIVE WITH THE QUESTIONS

...LISTEN

LIGHT A FIRE  
LICK THE BLUES  
LOVE LEARNING

...LISTEN

...LISTEN

...LISTEN

...LISTEN

**WHO CAN TEACH?**

**YOU, YES YOU, CAN TEACH SOMEONE TO READ.**

**ABCDEFGHIJKLMNOpQRSTUVWXYZ**

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**IT SHOULD BE POSSIBLE FOR YOUNG PEOPLE  
TO LEARN TO READ AT HOME  
JUST AS THEY LEARN WALKING AND TALKING  
FOR THE MOST PART AT HOME.**

***--HERBERT KOHL***

## **WHO ARE YOU?**

IF YOU ARE DRAWN TO THIS BOOK  
YOU ARE PERHAPS

A MOM, DAD  
SISTER, BROTHER

AUNT, UNCLE  
LONG LOST COUSIN

A SITTER, NEIGHBOR  
GRANDPARENT, FRIEND

A CLERK, A STYLIST  
A COACH, A MUSICIAN

A CAFETERIA WORKER  
AN ANIMAL LOVER

A SCHOOL PRINCIPAL  
A SECURITY GUARD

AN AVID READER  
A LIBRARIAN...

SOMEONE WHOSE BRIGHT KIDS  
ARE HAVING A TOUGH TIME IN SCHOOL;

SOMEONE WHOSE LIFE WAS CHANGED BY READING  
LOOKING FOR AN OPPORTUNITY TO SIMPLY PASS IT ON;

SOMEONE WHOSE COMPANY ENCOURAGES VOLUNTEERISM  
LOOKING FOR A CHANCE TO JOIN OR EXPAND THE ENDEAVOR;

SOMEONE WHO IS TIRED OF THE SAME OLD SAME OLD  
WHO BELIEVES THAT EVERYONE CAN LEARN;

SOMEONE WHO CARES  
SOMEONE WHO DARES  
SOMEONE WHO...

THE LIST IS ENDLESS.



**A B C D E F G H I J K L M N O P Q R S T U V W X Y Z**

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**I CAME HERE TO SING  
AND FOR YOU TO SING WITH ME.  
—PABLO NERUDA**

**IN OTHER WORDS...**

**IF YOU CAN BE**

A GUIDE

A COACH

A GIVING FRIEND

A FELLOW LEARNER

AN ENTHUSIASTIC SUPPORTER...

IF YOU CAN BE A SOURCE OF ENCOURAGEMENT

AND ENLIGHTENMENT...

**THEN YOU CAN BE**

**A GENUINE LEARNING PARTNER...**

SOMEONE WHO

JOURNEYS WITH...

SOMEONE WHO

DISCOVERS WITH...

SOMEONE WHO

LEARNS WITH...

SOMEONE WHO

LEARNS FROM

A LEARNING PARTNER...

**THEN BOTH OF YOU CAN BE**

**GENUINE LEARNING PARTNERS**

LEARNING TOGETHER FROM EACH OTHER.

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**WISDOM ISN'T FOUND BY PILING UP KNOWLEDGE.  
RATHER, IT IS THE FINDING  
OF HIDDEN PATTERNS OF MEANING AND BEAUTY  
THAT CAN RENEW INDIVIDUALS  
AND REUNITE THE COMMUNITY.  
--MICHAEL MEAD**

## **WHOM CAN YOU TEACH?**

**AN ARTIST**

**A BROTHER OR SISTER**  
**A CHURCH MEMBER**

**A DROP-OUT**

**AN EIGHTH GRADER**  
**A FRIEND**

**A GRANDPARENT**

**A HOMELESS PERSON**  
**AN IMMIGRANT**

**A JUVENILE ON PROBATION**

**A KINDERGARTNER**  
**A LIFER IN PRISON**

**A MOTHER OR FATHER**

**A NEIGHBOR**  
**AN OLD-TIMER**

**A PREGNANT TEEN**

**A QUARTERBACK**  
**A RESILIENT SURVIVOR**

**A SCOUT**

**A TRUMPET PLAYER**  
**AN UNCLE OR AUNT**

**A VOCAL TEAMMATE**

**A WILD AND CRAZY GUY**  
**AN EX-OFFENDER**

**A YARN-SPINNER**

**A ZEALOT**

**JUST ABOUT ANYONE WHO'S WILLING TO GIVE IT A TRY  
FOR AT LEAST A SESSION OR TWO.**

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**WE ARE ALL FACED  
WITH A SERIES OF GREAT OPPORTUNITIES  
BRILLIANTLY DISGUISED  
AS IMPOSSIBLE SITUATIONS.  
—CHARLES SWINDOLL**

## **WHERE CAN YOU FIND A LEARNING PARTNER?**

PERHAPS THERE IS SOMEONE IN YOUR FAMILY  
WHO IS STYMIED BY THE PRINTED WORD  
AFRAID OF OR UNINTERESTED IN BOOKS.

ASK THE PEOPLE AT YOUR LOCAL LIBRARY FOR LEADS.

REACH OUT TO ESTABLISHED ORGANIZATIONS LIKE  
**PROLITERACY AMERICA**  
THE U.S. PROGRAMS DIVISION OF PROLITERACY WORLDWIDE. \*

IT'S WISE TO WORK WITH ESTABLISHED PROGRAMS  
AND TO ADD THEIR LONG EXPERIENCE, SAVVY, AND SUPPORT  
TO WHAT YOU ALREADY KNOW  
—WHICH MAY BE MUCH MORE THAN YOU THINK YOU KNOW—  
AND TO WHAT YOU WILL HAVE LEARNED IN THIS BOOK.

REACH OUT TO SCHOOLS.  
MANY PRINCIPALS AND TEACHERS WELCOME CLASSROOM TUTORS.  
TALK TO YOUR CHILDREN'S OR GRANDCHILDREN'S TEACHERS.

MANY SCHOOLS HAVE **AFTER-SCHOOL PROGRAMS**  
AS DO BOYS' AND GIRLS' CLUBS, AS WELL AS  
COMMUNITY AND NEIGHBORHOOD CENTERS.

INQUIRE ABOUT **ADULT SCHOOL PROGRAMS:**  
**ADULT BASIC EDUCATION / ABE**  
**ENGLISH AS A SECOND LANGUAGE / ESL.**

**RELIGIOUS DENOMINATIONS OFTEN SPONSOR**  
**EDUCATIONAL PROGRAMS FOR CHILDREN**  
YOUTH  
ADULTS.

MANY ORGANIZATIONS IN YOUR COMMUNITY  
MIGHT WELCOME YOUR TUTORING SERVICES  
ON A REGULAR BASIS.

\* PROLITERACY WORLDWIDE WAS FORMED BY THE MERGER OF LAUBACH INTERNATIONAL  
AND LITERACY VOLUNTEERS OF AMERICA, INC. (LVA). THE OFFICE IN YOUR COMMUNITY  
MAY HAVE KEPT ONE OF THOSE ORIGINAL NAMES.

ABCDEFGHIJKLMN O PQRSTU VWXYZ

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**SOME OF US CANNOT IMAGINE WHAT OUR TALENTS ARE  
UNTIL WE ARE FORCED BY CIRCUMSTANCES OR CHOICE  
TO SURRENDER THE COMFORTS OF HOME  
AND MAKE OUR WAY IN ALIEN TERRITORY,  
USING ONLY THE TOOLS WE CARRY WITH US.**

*--HOWARD FIGLER*

## **WHERE CAN YOU TEACH?**

YOU CAN TEACH...

AT A DESK  
AT A TABLE

ON A BENCH  
IN A PUBLIC PARK

IN A LIBRARY  
IN A CAFETERIA

IN A GROUP HOME  
IN A RETIREMENT HOME

IN A COMMUNITY MEETING SPACE  
AT A MOSQUE, SYNAGOGUE, CHURCH

IN A SHELTER FOR THE HOMELESS  
AT A NEIGHBORHOOD CENTER

IN A PRISON OR HALFWAY HOUSE  
IN A JUVENILE INSTITUTION

IN A SCHOOL NEAR YOUR HOME  
IN A KINDERGARTEN.

## **WHERE CAN YOU TEACH?**

IN LOTS OF PLACES.

JUST MAKE SURE THAT IT IS SOMEWHERE PUBLIC

**WHERE YOU ARE NOT ALONE**

**WHERE YOU CAN HAVE REASONABLE PRIVACY**

**AND WHERE BOTH YOU AND YOUR LEARNING PARTNER**

**FEEL TOTALLY COMFORTABLE.**



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**THE UNUSED MIND  
THAT LIES BEHIND YOUR OPEN EYES  
IS THE NEXT GREAT ENERGY RESOURCE  
AFTER THE ATOM.  
--DORELLE HEISEL**

# **WHEN CAN YOU TEACH?**

WHEN SOMEONE IS...

**AWKWARD**

**BEWILDERED**

**CONVINCED THEY'RE STUPID**

**DISCOURAGED**

**EAGER TO LEARN**

**FED UP WITH FAILURE**

**GETTING NOWHERE**

**HUNGRY FOR KNOWLEDGE**

**IN RECOVERY**

**JUST RARIN' TO GO**

**KICKING OLD HABITS**

**LONGING TO NOT BE LABELED**

**MIXED UP**

**NERVOUS**

**OPEN TO LEARNING**

**PASSIVE**

**QUESTIONING**

**RESTLESS**

**SAD IN SCHOOL**

**TEACHER-PROOF**

**UNSURE**

**VYING FOR ATTENTION**

**WAITING FOR GODOT**

**EXHAUSTED**

**YOUNG AT HEART OR NOT**

**ZANY ENOUGH TO TRY.**

**NOW YOU'VE SAID YOUR ABCs**

**WHOM COULD YOU TEACH**

**HOW TO READ?**

**A B C D E F G H I J K L M N O P Q R S T U V W X Y Z**

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**GREAT AND SUCCESSFUL PEOPLE...  
WERE ENCOURAGED IN THEIR DREAMS  
BY SOMEONE THEY CONSIDERED IMPORTANT,  
WHILE THE UNSUCCESSFUL WERE MADE TO FEEL  
THEIR DREAMS WERE FOOLISH AND IMPRACTICAL.**

***--PETER KLINE***

# **WHY TEACH SOMEONE TO READ?**

CAN YOU IMAGINE  
THE THRILL OF SEEING YOUR LEARNING PARTNERS  
CHANGE THEIR RELATIONSHIP TO THE PRINTED WORD  
AND TO THEIR OWN CAPACITY TO LEARN  
BEFORE YOUR VERY EYES?

YOU WILL HAVE THE PRIVILEGE OF OBSERVING  
HOW READING CAN CHANGE THE STORY THAT INDIVIDUALS TELL  
ABOUT THEMSELVES AND ABOUT THEIR WORLD.

YOU WILL SEE FOR YOURSELF HOW LEARNING FROM THE GUT  
MAY BEGIN TO TRANSFORM YOUR LEARNING PARTNERS  
IN ANY ONE OF MANY POSSIBLE WAYS:

FROM	<b>APATHY</b>	TO	<b>ZEST</b>
	<b>BOREDOM</b>	TO	<b>YEARNING</b>
	<b>CAUTION</b>	TO	<b>EXCITEMENT</b>
	<b>DAYDREAMING</b>	TO	<b>WRITING</b>
	<b>EXCUSES</b>	TO	<b>VISUALIZING</b>
	<b>FEAR</b>	TO	<b>URGENCY</b>
	<b>GLIB ANSWERS</b>	TO	<b>TOUGH CHOICES</b>
	<b>HOLDING BACK</b>	TO	<b>SEARCHING</b>
	<b>INERTIA</b>	TO	<b>READINESS</b>
	<b>JUMBLED FEELINGS</b>	TO	<b>QUESTIONING</b>
	<b>KICKS</b>	TO	<b>PLUCK</b>
	<b>LOW ENERGY</b>	TO	<b>OPENNESS</b>
	<b>MANIPULATING</b>	TO	<b>NUDGING</b>

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**SURVIVAL  
IS LEARNING TO SWIM  
IN STRANGE WATER.  
--FRANK HERBERT**

## **HOW DO YOU GET STARTED?**

AGAIN, ONE OF THE BEST WAYS TO GET STARTED IS TO WORK THROUGH ESTABLISHED LITERACY ORGANIZATIONS LIKE **PROLITERACY AMERICA**. CHECK OUT THE WEALTH OF INFORMATION ON THEIR WEBSITE. \*

BUT ALSO LOOK INTO OTHER **LOCAL LITERACY GROUPS**. GET COPIES OF THEIR BROCHURES AND OTHER LITERATURE. ASK ABOUT THEIR TRAINING PROGRAMS AND THEIR BROADER AFFILIATIONS.

**WORKING WITH AN ESTABLISHED ORGANIZATION YIELDS MANY BENEFITS FOR YOU**  
FOR THEM  
FOR YOUR LEARNING PARTNERS.

- THEIR METHODS AND MATERIALS WILL ADD TO AND REINFORCE WHAT YOU HAVE LEARNED THROUGH YOUR OWN EXPERIENCE AND IN THIS BOOK.
- WHEN YOU ATTEND THE REQUIRED TRAINING SESSIONS YOU WILL MEET OTHER TUTORS, OTHER COLLEAGUES.
- THEIR STAFF WILL BE THERE TO ANSWER YOUR QUESTIONS AND PROVIDE SUGGESTIONS WHEN YOU NEED HELP.
- THEY WILL FIND LEARNING PARTNERS FOR YOU, AND THEY MAY RECOMMEND PUBLIC SITES WHERE YOU CAN MEET REGULARLY.
- WORKING UNDER THEIR AUSPICES WILL PROVIDE A MEASURE OF ONGOING ACCOUNTABILITY, WHICH WILL INCREASE YOUR OWN COMFORT LEVEL.
- REPRESENTING AN ESTABLISHED ORGANIZATION WILL ADD TO YOUR CREDENTIALS AND CREDIBILITY IN THE EYES OF YOUR LEARNING PARTNERS AND THEIR FAMILIES.
- AS DEDICATED AS THEIR STAFF AND TUTORS ARE, EVEN THE BEST LITERACY ORGANIZATIONS ARE ABLE TO REACH FEW OF THE INDIVIDUALS WHO WOULD NEED THEIR SERVICES—SOME SAY AS LITTLE AS 2 TO 10%. THEY WELCOME ANYONE WHO CAN HELP EXTEND THEIR REACH.

\* SEE A READING LIST AND SOME WEBSITES.

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**IF YOU ASK ME  
WHAT I'VE COME TO DO IN THIS WORLD,  
I REPLY,  
"I'M HERE TO LIVE ALOUD."  
--EMILE ZOLA**

## **HOW DO YOU REALLY GET STARTED?**

**IF YOU ARE GOING TO WORK WITH SOMEONE YOU DO NOT KNOW  
DECIDE BEFOREHAND  
WHETHER YOU WANT TO BE CALLED BY YOUR FIRST NAME  
OR WHETHER YOU WANT TO BE CALLED MR., MS., MRS.**

**THEN WHEN YOU MEET, TAKE TIME TO GET TO KNOW EACH OTHER.**

**DEPENDING ON YOUR LEARNING PARTNER'S AGE  
ASK QUESTIONS SUCH AS:**

**"WHAT MADE YOU DECIDE  
TO WORK ONE-ON-ONE WITH SOMEONE?  
WHAT DID (OR DO) YOU LIKE MOST/LEAST ABOUT SCHOOL?  
WHAT DO YOU WANT TO LEARN MOST?"**

**EXPLAIN BRIEFLY WHERE YOU ARE COMING FROM:**

**HOW YOU FEEL ABOUT WORKING ONE-ON-ONE...  
WHY YOU USE THE TERM LEARNING PARTNER AND NOT TUTOR...  
WHAT YOU EXPECT TO LEARN...**

**IF IT'S ALL NEW TO YOU, BE HONEST:**

**"I'VE NEVER DONE THIS BEFORE."**

**AND BE OPEN:**

**"WE'LL LEARN TOGETHER, FROM EACH OTHER.  
IF I DON'T KNOW SOMETHING, I'LL SAY SO  
AND WE'LL FIGURE IT OUT TOGETHER.**

**IF EITHER OF US IS UNCOMFORTABLE, WE'LL SAY SO.  
IF IT'S NOT WORKING, WE'LL TRY A DIFFERENT APPROACH."**

**IF YOU BOTH AGREE TO GIVE IT A TRY  
CONFIRM THE DAY, TIME, AND PUBLIC PLACE  
WHERE YOU WILL MEET.**

**THEN GET STARTED ON YOUR FIRST PROJECT TOGETHER:**

**A MINDMAP ABOUT THEM.**



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**WE ARE ALL STORYTELLERS,  
AND THE STORY THAT CONSUMES US MOST  
IS THE ONE WE TELL OURSELVES  
ABOUT OUR OWN LIVES.**

*—PENNEY PEIRCE*

**AT YOUR FIRST SESSION TOGETHER, YOUR LEARNING PARTNERS WILL BE MORE COMFORTABLE TALKING ABOUT THEMSELVES IF YOU LET THEM GET TO KNOW YOU A BIT FIRST.**

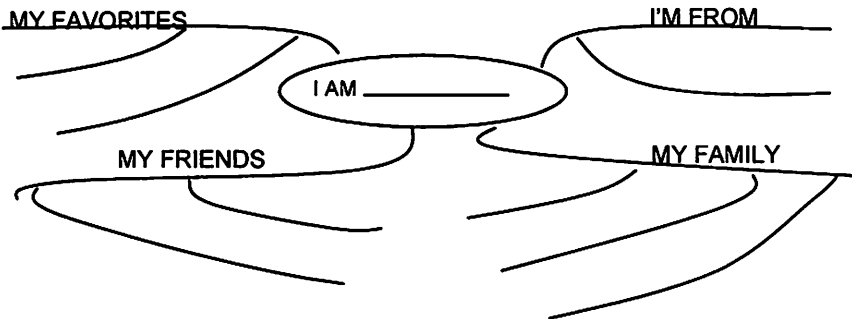
ONE OPTION IS TO DO IT ON A **MINDMAP** LIKE THE ONE BELOW. YOU CAN MAKE A PHOTOCOPY OF THE ONE AT THE END OF THIS BOOK OR SIMPLY TAKE A BLANK SHEET OF PAPER TURN IT SIDEWAYS AND DRAW ONE YOURSELF. \*

TO GET THE BALL ROLLING  
PRINT YOUR NAME IN CAPS IN THE SMALL MIDDLE OVAL  
AS YOU START TO TELL YOUR LEARNING PARTNER A BIT ABOUT YOURSELF:  
WHERE YOU LIVE  
SOMETHING ABOUT YOUR FAMILY  
YOUR FRIENDS  
YOUR FAVORITE THINGS.

CHAT AS YOU ADD LINES CLOCKWISE FROM ONE O'CLOCK AND AS YOU PUT WORDS ON THE LINES.

TURN YOUR CREATION INTO A CONVERSATION, BUT KEEP IT BRIEF. YOUR LEARNING PARTNERS ARE, AND MUST REMAIN, THE FOCUS. YOUR ANECDOTES WILL PREPARE THEM FOR THE NEXT MINDMAP THEIR FIRST—WHICH WILL BEGIN TO INTRODUCE YOU TO THEIR LIFE

THEIR FAMILY AND FRIENDS  
THEIR INTERESTS  
THEIR STORIES.



\* SO THAT YOU CAN READ THE MAP HEAD-ON AND NOT HAVE TO TURN IT AROUND, AVOID VERTICAL OR SHARP DIAGONAL LINES.

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**I HAVE NEVER DRAWN AN ARTIFICIAL LINE  
BETWEEN TEACHING AND LEARNING.  
A TEACHER, OF COURSE,  
SHOULD KNOW MORE THAN HIS PUPIL.  
BUT FOR ME, TO TEACH IS TO LEARN.  
—PABLO CASALS**

**A MINDMAP IS A WEB  
A CLUSTER  
A BRAIN-DUMP  
A GRAPHIC ORGANIZER  
A SELF-ORGANIZING BRAINSTORM.**

**IF YOU STICK TO THE FACTS  
THERE ARE NO RIGHT OR WRONG ANSWERS;  
AND WERE YOU TO DO ANOTHER MINDMAP  
ON THE SAME TOPIC AT ANOTHER TIME  
IT WOULD BE SOMEWHAT DIFFERENT.**

**IF YOU HAVE NEVER SEEN OR CREATED A MINDMAP BEFORE  
YOU WILL DISCOVER  
THAT IT'S AN UNBELIEVABLY SIMPLE AND EFFECTIVE WAY  
TO TEACH YOUR LEARNING PARTNERS  
HOW TO SUMMARIZE A FAVORITE BOOK  
A FILM  
A SPECIAL DAY  
ANYTHING UNDER THE SUN.**

**IN FACT, A MINDMAP IS A TIME-SAVING TOOL  
THAT YOU MIGHT WANT TO USE YOURSELF  
TO PLAN YOUR SESSIONS WITH YOUR LEARNING PARTNER.**

**(MINDMAPPING IS ALSO A TOOL YOU CAN BRING TO WORK OR SCHOOL  
TO GREATLY SIMPLIFY AND ORGANIZE REPORTS YOU HAVE TO WRITE.)**

**AFTER YOU HAVE CREATED YOUR MINDMAP  
REACH FOR A BLANK ONE  
SAYING, "NOW LET'S DO ONE FOR YOU."**

**AS THEY WRITE THEIR NAME  
IN THE SMALL MIDDLE OVAL  
IN A VERY MATTER-OF-FACT TONE SAY:**

**"DO YOU WANT TO FILL IN THE LINES  
OR DO YOU WANT ME TO?"**

**NEVER EMBARRASS OR INSULT YOUR LEARNING PARTNERS  
BY PRESUMING IGNORANCE  
OR DISINTEREST  
OR BY TAKING OVER AND DOING SOMETHING  
THEY MIGHT BE ABLE TO DO AS WELL, GIVEN THE CHOICE.**

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**THE BEAUTIES OF NATURE COME IN ALL COLORS.  
THE STRENGTHS OF HUMANKIND COME IN MANY FORMS.  
EVERY BEING IS WONDERFULLY UNIQUE.  
ALL OF US CONTRIBUTE IN DIFFERENT WAYS.  
WHEN WE LEARN TO HONOR THE DIFFERENCE  
AND APPRECIATE THE MIX,  
WE FIND HARMONY.  
--ANONYMOUS**

**WHETHER THEY WRITE  
OR YOU DO  
GET THEM TO TALK.**

**TOGETHER  
BUILD A WEB, A CLUSTER  
AS THEY TELL THEIR TALE:**

**WHERE THEY LIVE  
NAMES OF FAMILY MEMBERS  
NAMES OF THEIR FRIENDS  
SOME OF THEIR FAVORITE THINGS.**

**WHETHER YOU'RE WORKING WITH ADULTS  
YOUTH  
CHILDREN  
YOU MIGHT WANT TO BRING  
SOME PENCIL CRAYONS OR CRAYOLAS.**

**INVITE THEM TO ADD COLOR  
TO THEIR NAME  
TO THE LINES.  
PERHAPS THEY'LL WANT TO ADD  
SOME STICK FIGURES  
AND OTHER SIMPLE DRAWINGS.**

**DO LIKEWISE WITH YOUR MINDMAP.  
YOU'LL BOTH FIND THAT  
EVEN JUST A BIT OF COLOR  
TRANSFORMS THE OUTCOME.**

**URGE THEM TO TAKE THEIR CREATIVE WORK HOME  
AS A SOUVENIR OF THEIR FIRST SESSION  
WITH YOU, THEIR NEW LEARNING PARTNER.**

**CHANCES ARE  
THEY WILL BE THINKING, MAYBE EVEN SAYING**

**"HEY! THAT'S COOL.  
AND IT'S ALL ABOUT ME!"**

**CHANCES ARE  
THEY WILL ALSO BE LOOKING FORWARD TO THE NEXT SESSION.**

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**THE BIGGEST RULE OF IMPROV IS  
YES, AND.  
IF SOMEONE GIVES YOU AN OFFER,  
YOU ACCEPT THAT OFFER  
AND YOU BUILD ON THAT OFFER.  
YOU HAVE TO LET GO OF YOUR AGENDA.  
--WAYNE BRADY**

## **WHAT DO YOU DO THE SECOND TIME YOU MEET?**

WHEN YOU MEET AGAIN, AFTER YOU'RE COMFORTABLE  
AND READY TO GET DOWN TO BUSINESS  
YOU MIGHT DO A BRIEF FOUR-LEVEL REFLECTION  
ON THE FIRST SESSION.  
BE CASUAL. KEEP IT CONVERSATIONAL.  
AND BE SURE TO INSERT SOME OF YOUR THOUGHTS TOO.

<b>FACTS</b>	WHAT DO YOU REMEMBER FROM THE FIRST SESSION? WHAT STRUCK YOU?
<b>FEELINGS</b>	OF EVERYTHING WE DID, WHAT DID YOU LIKE BEST? ...LEAST? DID ANYTHING SURPRISE YOU?
<b>LEARNINGS</b>	IS ANYTHING CLEARER TO YOU NOW? WHAT DID YOU LEARN ABOUT YOURSELF?
<b>NEEDS/NEXT</b>	WHAT ARE YOU HOPING WE WILL REPEAT? ...DO NEXT? ...NOT DO?

THOSE ARE SOME OF THE QUESTIONS YOU CAN ASK.  
VARY THEM.

YOU MAY FIND IT HELPFUL  
TO USE THIS SIMPLE TOOL REGULARLY  
AS A REVIEW AT THE BEGINNING OF EACH SESSION OR  
AS A SUMMATION AT THE END.

BE SURE TO ASK FOR YOUR LEARNING PARTNERS' PERMISSION  
TO TAKE NOTES DURING THAT CONVERSATION  
SO THAT YOU'LL ALWAYS HAVE THEIR INPUT  
AS YOU PLAN THE NEXT SESSION.

AND WHEN YOU FOLLOW THEIR SUGGESTIONS  
LET THEM KNOW THAT THEY ARE RIGHT ON TARGET.

TELL THEM THAT YOU VALUE THEIR ONGOING FEEDBACK  
AND ALL THE IDEAS THEY CAN COME UP WITH.

BUILD A REAL LEARNING PARTNERSHIP.



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**COMPASSION  
IS THE KEEN AWARENESS  
OF THE INTERDEPENDENCE  
OF ALL THINGS.  
--THOMAS MERTON**

PRECISELY BECAUSE YOU ARE PARTNERS IN THIS ENDEAVOR  
YOU MAY WANT TO LIMIT THE USE OF THE TITLE TUTOR  
AND AVOID USING THAT STRANGE, DISTANCING WORD, TUTEE.

WHATEVER YOUR RESPECTIVE AGES  
YOU EACH BRING SOMETHING UNIQUE TO THE TABLE  
IN A DIALOGUE OF EQUALS.

AS YOU WILL DISCOVER MORE AND MORE  
YOU ARE INDEED  
LEARNING FROM EACH OTHER.

NOW, JUST AS THE FIRST MINDMAP  
WAS MEANT TO HELP YOU AND YOUR LEARNING PARTNER  
GET TO KNOW EACH OTHER A BIT  
HERE'S AN OPTION FOR THE SECOND SESSION.

THE DELIGHTFUL **JUDITH VIORST** PIECE  
THAT FOLLOWS  
WILL GIVE YOU ANOTHER GLIMPSE  
AT YOUR LEARNING PARTNER'S LIFE  
A PEEK AT SOME OF THE FEARS  
FRUSTRATIONS  
FANTASIES  
OF THE UNIQUE INDIVIDUAL  
WHO HAS CHOSEN TO WORK WITH YOU.

THE FOCUS OF THIS POEM  
IS **JUDITH VIORST'S** SON:  
A KID WHO WISHES HE WERE  
IN CHARGE OF THE WORLD...  
AS WE ALL DO  
AT ONE TIME OR ANOTHER.

AND A SIMPLE MINDMAP  
THAT YOU CONSTRUCT TOGETHER  
WILL GIVE YOUR LEARNING PARTNERS  
WORDS WITH WHICH TO CREATE  
THEIR OWN POEM—  
A POEM THEY WILL TAKE HOME TO KEEP  
A POEM THAT WILL BECOME A CONFIDENCE-BUILDING MEMORY  
OF THIS NEW LEARNING ADVENTURE  
THAT THEY HAVE BEGUN WITH YOU.

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**ONLY CONNECT...  
-E. M. FORSTER**

## **IF I WERE IN CHARGE OF THE WORLD**

*BY JUDITH VIORST*

IF I WERE IN CHARGE OF THE WORLD  
I'D CANCEL OATMEAL,  
MONDAY MORNINGS,  
ALLERGY SHOTS, AND ALSO  
SARA STEINBERG.

IF I WERE IN CHARGE OF THE WORLD  
THERE'D BE BRIGHTER NIGHT LIGHTS,  
HEALTHIER HAMSTERS, AND  
BASKETBALL BASKETS FORTY-EIGHT INCHES LOWER.

IF I WERE IN CHARGE OF THE WORLD  
YOU WOULDN'T HAVE LONELY.  
YOU WOULDN'T HAVE CLEAN.  
YOU WOULDN'T HAVE BEDTIMES.  
OR "DON'T PUNCH YOUR SISTER."  
YOU WOULDN'T EVEN HAVE SISTERS.

IF I WERE IN CHARGE OF THE WORLD  
A CHOCOLATE SUNDAE WITH WHIPPED CREAM AND NUTS  
WOULD BE A VEGETABLE.  
ALL 007 MOVIES WOULD BE G.  
AND A PERSON WHO SOMETIMES FORGOT TO BRUSH,  
AND SOMETIMES FORGOT TO FLUSH,  
WOULD STILL BE ALLOWED TO BE  
IN CHARGE OF THE WORLD.

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**EVERY ADULT  
NEEDS A CHILD TO TEACH;  
IT'S THE WAY ADULTS LEARN.  
--WAYNE SANSTEAD**

AFTER YOU HAVE READ THE POEM ALOUD ONCE OR TWICE  
SHARE WITH YOUR LEARNING PARTNER A BRIEF ANECDOTE  
TIED INTO A LINE WITH WHICH YOU IDENTIFY.

IN CONCRETE TERMS, AS JUDITH VIORST DOES  
VERY BRIEFLY TALK ABOUT A FEW OF YOUR OWN SIMPLE  
FEARS, FRUSTRATIONS, AND FANTASIES.

“IF I WERE IN CHARGE OF THE WORLD  
I'D CANCEL ...”

AND

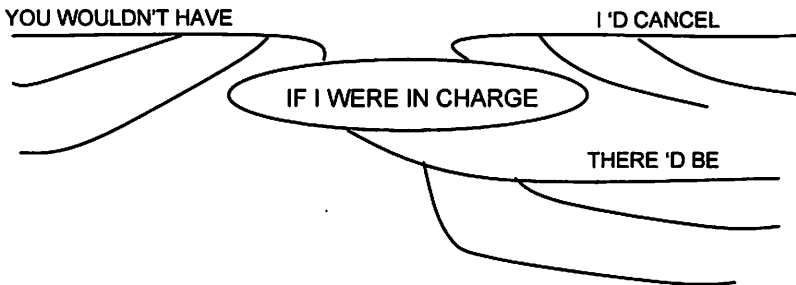
“THERE'D BE...”

AND

“YOU WOULDN'T HAVE...”

THEN, ENCOURAGE YOUR LEARNING PARTNERS TO DO LIKEWISE.  
AND AS THEY BEGIN  
TELL THEM THAT YOU WOULD LIKE TO PUT THEIR WORDS  
ON THE MINDMAP BEFORE YOU  
AND SEE WHERE IT LEADS THEM.

USING THE PROMPTS ABOVE  
AND A COPY OF THE MINDMAP IN THE BACK OF THIS BOOK  
CREATE A WEB WITH THEIR VERY OWN WORDS.



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**WE COME TO KNOW OURSELVES  
BY OUR RESISTANCES.  
—CHARLES OLSON**

WHEN THEY ARE READY TO STOP  
ASK THEM  
IF THEY WOULD LIKE TO TURN *THEIR* WORDS  
INTO A POEM LIKE JUDITH VIORST'S.

THE FRAGMENT BELOW  
IS A SAMPLE OF HOW TO GET STARTED.

AGAIN, ASK THEM  
IF THEY WANT TO WRITE IT THEMSELVES  
OR IF THEY WANT YOU  
TO DO THE WRITING.

YOU MAY VERY WELL RAISE INTEREST  
BY NOT PRESUMING DISINTEREST  
AND A VISION OF POSSIBILITY  
BY NOT IMPOSING LIMITS  
OR A FOREGONE CONCLUSION.

**IF I WERE IN CHARGE**  
*BY IMA POET*

*(WITH A TIP OF THE HAT TO JUDITH VIORST)*

IF I WERE IN CHARGE OF THE WORLD  
I'D CANCEL QUIZZES,

...

IF I WERE IN CHARGE OF THE WORLD  
THERE'D BE LONGER SUMMERS,

...

IF I WERE IN CHARGE OF THE WORLD  
YOU WOULDN'T HAVE SCARED,

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**THE LIMIT WAS IN THEIR MINDS.  
IT REPRESENTED THE RANGE OF ENERGY  
THEY WOULD ALLOW THEMSELVES  
TO EXPERIENCE.  
--RICHARD MOSS**

AS YOU AND YOUR LEARNING PARTNERS  
READ THE WORDS ON THEIR MINDMAP  
LET THEM CHOOSE THE THOUGHTS  
THAT THEY WISH TO INCORPORATE  
INTO THEIR POEM.

WHAT THEY CREATE  
CAN BE LONGER  
OR SHORTER  
THAN JUDITH VIORST'S CREATION.  
IT IS THEIRS!

IF THEY TEND TO FOCUS  
ON LOOKING FOR RHYMING WORDS  
HELP THEM TO NOTICE THAT  
WITH THE EXCEPTION OF BRUSH AND FLUSH  
IN THE LAST STANZA  
JUDITH VIORST'S POEM  
IS BLANK VERSE.  
LIKE SHAKESPEARE'S PLAYS!

HAVE FUN WITH WHAT WILL PROBABLY BE  
A WHOLE NEW EXPERIENCE  
AND CREATIVE EXPERIMENT.

ONCE THE POEM SUITS THEM  
THERE MAY BE A COMPUTER NEARBY  
IN THE PUBLIC SPACE WHERE YOU MEET.  
OR THEY SIMPLY MAY WANT TO REWRITE IT.

WHATEVER THE END PRODUCT  
URGE THEM TO TAKE IT WITH THEM  
TO READ TO FRIENDS AND FAMILY  
IF THEY SO CHOOSE.

BE SURE TO KEEP A COPY FOR THEIR FILE  
SO THAT YOU CAN READ IT TOGETHER AGAIN  
AT THEIR NEXT SESSION.

THAT WILL ALSO ALLOW YOU TO MAKE COPIES  
IF THEY WANT TO SHARE THEIR POEM WITH OTHERS  
DOWN THE ROAD.

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**IT IS ONLY WITH THE HEART  
THAT WE CAN SEE CLEARLY.  
WHAT IS ESSENTIAL  
IS INVISIBLE TO THE EYES.  
--ANTOINE DE SAINT-EXUPÉRY**

# **HOW DO YOU ACCELERATE LEARNING?**

**HOW DO YOU ACCELERATE LEARNING?**

**ASK QUESTIONS.  
LISTEN.**

**LET YOUR LEARNING PARTNERS TALK.  
LISTEN.**

**NOTICE THE WORDS.  
LISTEN.**

**LOOK FOR CLUES.  
LISTEN.**

**WATCH THEIR EYES.  
LISTEN.**

**FIND THEIR INTERESTS.  
LISTEN.**

**FIND THEIR PASSION.  
LISTEN.**

**LISTEN  
WITH YOUR EARS.**

**LISTEN  
WITH YOUR EYES.**

**LISTEN  
WITH YOUR HEART.**

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**ORGANIC READING FOR BEGINNERS  
IS NOT NEW;  
IT'S OUR REJECTION OF IT  
THAT'S NEW  
--SYLVIA ASHTON-WARNER**

WHETHER YOUR LEARNING PARTNERS ARE HESITANT READERS  
OR DO NOT READ AT ALL  
ASK QUESTIONS:

QUESTIONS THAT WILL FIRE THEM UP;  
QUESTIONS ABOUT INTERESTS  
THEY HAVE ALREADY SPOKEN OF  
IN THE MINDMAPS  
IN THE POETRY  
IN CONVERSATIONS WITH YOU.

AS THEY TALK AND AS YOU DIALOGUE  
JOT DOWN KEY WORDS, IMPORTANT WORDS  
WORDS THAT ARE AN INTEGRAL PART  
OF THE WORLD OF WHICH THEY SPEAK.

WHEN THEY COME UP FOR AIR  
TURN A FILE CARD TOWARD THEM  
AND ON IT, IN LARGE CAPS  
PRINT THE MOST IMPORTANT OF THOSE KEY WORDS.

"THIS IS WHAT YOU'RE TALKING ABOUT!"  
SAY IT ENTHUSIASTICALLY.

MOST LIKELY, THEY WILL BE ABLE TO READ IT  
BECAUSE IT SUMS UP  
SOMETHING OF IMPORTANCE  
TO THEM.

AS SYLVIA ASHTON-WARNER LEARNED  
WHEN SHE TAUGHT MAORI PRE-SCHOOLERS TO READ  
THAT WORD MAY BE A  
ONE-LOOK WORD  
PART OF THE NEW READER'S  
ORGANIC, KEY VOCABULARY.

WORDS FROM THE GUT, WHICH WE CALL  
SIGHT WORDS  
MAY ALLOW YOU TO BUILD  
RHYMING WORD LISTS  
THAT WILL GREATLY ACCELERATE  
THE DECODING PROCESS, THE TEACHING OF PHONICS.

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W  
X  
Y  
Z**

**EDUCATION IS NOT  
THE FILLING OF A BUCKET,  
BUT THE LIGHTING OF A FIRE.  
--WILLIAM BUTLER YEATS**

**INVITE YOUR LEARNING PARTNERS  
TO TELL YOU STORIES  
ANECDOTES FROM THEIR DAILY LIFE.**

**THE MORE MEANINGFUL THE STORY IS TO THEM  
THE MORE IT STILL HAS RELEVANCE  
THE MORE POWERFUL THE TELLING WILL BE.**

**ASK THEIR PERMISSION TO WRITE DOWN  
WHAT THEY SAY, AS THEY SAY IT.  
AVOID THE TEMPTATION TO CONTINUALLY CORRECT THEM.**

**ON LINED PAPER (PREFERABLY)  
WRITE VERY LEGIBLE CAPITAL LETTERS AS THEY SPEAK.  
AS IN THIS BOOK, START A NEW LINE FREQUENTLY  
SO THAT WHOLE PHRASES HANG TOGETHER  
AND LONG SENTENCES ARE BROKEN INTO COHERENT PARTS.  
DON'T BE AFRAID TO USE A LOT OF PAPER.  
TELL THEM THAT WHAT YOU WRITE WILL BE THEIRS TO KEEP.**

**TOPICS THAT MAY GET THEM GOING :**  
    **BEST FRIEND, FAVORITE RELATIVE, BELOVED PET...**  
    **FIRST JOB, FIRST DAY IN SCHOOL, IN TRAINING...**  
    **FAVORITE (OR WORST) BOSS, TEACHER, COACH...**  
    **A BIG SURPRISE, SCARE, RESPONSIBILITY...**  
    **SPECIAL HOLIDAYS, HOLY DAYS, BIRTHDAYS...**  
    **LEARNING TO SWIM, DRIVE A CAR, PLAY SOCCER...**

**ONCE THEY GET GOING, WAIT UNTIL THEY ARE READY TO STOP.  
THEN, ASK THEM IF THEY WOULD LIKE TO READ  
WHAT YOU WROTE DOWN AS THEY SPOKE.**

**HOWEVER LONG THEIR STORY IS, IF IT CAME FROM THE HEART  
EVEN NEW READERS MAY BE ABLE TO READ MOST, IF NOT ALL OF IT.  
YOU WILL BE SURPRISED; AND SO WILL THEY.**

**JUST WATCH THEIR CONFIDENCE GROW  
AS YOU REPEAT THIS ACTIVITY AND BUILD ON THE SIGHT WORDS  
THAT COME TUMBLING OUT OF THEIR MOUTH  
WITH LITTLE OR NO PRODDING FROM YOU.**

**THAT IS THE POWER OF THE LANGUAGE EXPERIENCE APPROACH.  
WHAT COMES FROM THE HEART IS REAL.  
THEY OWN IT. IT IS THEIRS.**



**A B C D E F G H I J K L M N O P Q R S T U V W X Y Z**

**A  
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**A SEED HIDDEN  
IN THE HEART OF AN APPLE  
IS AN ORCHARD INVISIBLE.  
--WELSH PROVERB**

HOWEVER, ALTHOUGH ENGLISH IS RELATIVELY EASY  
TO LEARN TO SPEAK  
ENGLISH SPELLING IS NOTORIOUSLY STRANGE  
COMPARED TO OTHER LANGUAGES.

LIKE MAGPIES  
WE ENGLISH SPEAKERS  
HAVE ENRICHED OUR VOCABULARY OVER THE CENTURIES  
BY GARNERING WORDS FROM COUNTLESS OTHER LANGUAGES  
AND MAKING THEM OUR OWN.

NOW, BACK TO THE WORD—  
THE WORD THAT YOU WROTE IN BIG LETTERS ON A FILE CARD  
THE KEY WORD FROM YOUR LEARNING PARTNER'S CONVERSATION.

IF THAT KEY WORD IS SPELLED PHONETICALLY  
AND THEY STILL CAN'T READ IT  
SAY IT ALOUD  
AND HAVE THEM REPEAT IT.

PRECISELY BECAUSE IT'S AN IMPORTANT WORD TO THEM  
AFTER YOU HAVE SAID IT ALOUD  
IT MAY INDEED BECOME  
A ONE-LOOK WORD  
A SIGHT WORD.

IF NOT, YOU MAY DECIDE  
TO DECODE IT WITH THEM.

WHAT BETTER WAY TO INTRODUCE PHONICS  
THAN WITH A SELF-CHOSEN WORD  
THAT MEANS SOMETHING SPECIAL TO THEM?

UNTIL YOUR LEARNING PARTNERS  
GET USED TO BLENDING THE LETTERS  
THIS IS THE SIMPLEST WAY TO DECODE A WORD:

- 1- BREAK EACH SYL - LA - BLE  
INTO SOUND SEGMENTS...
- 2- THEN LINK A SERIES OF TWO SOUND SEGMENTS...  
AS YOU SLOWLY BUILD THE WORD WITH THEM.

LET'S SEE HOW TO DO THAT.

**A B C D E F G H I J K L M N O P Q R S T U V W X Y Z**

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Z**

**DO THE THING  
AND YOU SHALL HAVE THE POWER.  
SKILL TO DO COMES OF DOING.  
--RALPH WALDO EMERSON**

TO ILLUSTRATE, LET'S USE THE WORD **DOG**  
WHICH HAS 1 SYLLABLE,  
3 LETTERS  
5 SOUND SEGMENTS.

SAY **D** (SOUND SEGMENT #1) IN ISOLATION  
WITH VIRTUALLY NO VOWEL SOUND:  
(DO NOT SAY A CLUNKY DUH;  
MORE LIKE A SOFT D<sub>ih</sub>.) **/D/**

THEN SAY THE NEXT SOUND SEGMENT (#2)  
IN ISOLATION  
PRONOUNCING IT  
AS IN THE WORD **ON**: **O**

PUT THOSE TWO INITIAL SOUND SEGMENTS  
TOGETHER INTO ONE SOUND SEGMENT (#3)  
THAT RHYMES WITH **LAW**: **DO..**

SAY THE HARD **G** LIGHTLY  
(SOUND SEGMENT #4): **/G/**

THEN ADD IT  
TO THE PREVIOUS SOUND SEGMENT (#3): **DO..G**

AND YOU HAVE SOUND SEGMENT #5: THE WORD **DOG**

THIS ILLUSTRATION LOOKS COMPLICATED ON PAPER.

IT IS NOT, HOWEVER  
IF YOU BEGIN WITH SIMPLE PHONETIC WORDS.

ONCE YOUR LEARNING PARTNERS GET USED TO BLENDING  
TWO CONSECUTIVE SOUND SEGMENTS AT A TIME  
THEY WILL NEED TO DO IT  
LESS AND LESS FREQUENTLY.

THEY WILL SOON BE ON THEIR WAY  
TO BECOMING  
INDEPENDENT READERS.

**A B C D E F G H I J K L M N O P Q R S T U V W X Y Z**

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**A BOOK SHOULD SERVE AS AN AX  
FOR THE FROZEN SEA  
WITHIN US.  
--FRANZ KAFKA**

## **WHY ARE SOME DIFFICULT BOOKS EASIER TO READ?**

### **BRING BOOKS:**

YOUR OWN BOOKS  
LIBRARY BOOKS  
USED BOOKS.

BRING BOOKS THAT FEED THE INTERESTS  
OF YOUR LEARNING PARTNERS  
AND BOOKS THAT MAY BE OFFSHOOTS OF THOSE INTERESTS.

BRING BOOKS THAT WILL STRETCH THEM  
IF THEY SEEM READY TO BE STRETCHED.

IF YOU HAVE MISREAD THEM  
AND THEY SHOW NO REAL INTEREST  
MOVE ON TO SOMETHING ELSE.

IF YOU ARE NOT MEETING AT A LIBRARY  
ENCOURAGE THEM  
TO VISIT THEIR LOCAL LIBRARY  
TO GET A LIBRARY CARD AND  
TO USE IT REGULARLY.

ENGAGE THE READERS  
AND THEIR FAMILIES  
IN THE SEARCH FOR MEANINGFUL BOOKS AND MAGAZINES.

DEPENDING ON THEIR AGE AND EXPERIENCE  
THEY MAY BE INTERESTED IN  
DOGS OR CATS OR DINOSAURS.

THEY MAY HAVE A PASSION FOR  
CARS OR BASKETBALL  
COOKING OR FASHION  
THE SACRED SCRIPTURE OF THEIR RELIGION.

OR PERHAPS THEY WANT TO LEARN  
EVERYTHING THEY CAN ABOUT  
PREGNANCY, PARENTHOOD  
AND CARING FOR A NEWBORN.

**ABCDEFGHIJKLMNOpQRSTUVWXYZ**

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**EXPERIENCE IS NOT WHAT HAPPENS TO YOU.  
IT IS WHAT YOU DO  
WITH WHAT HAPPENS TO YOU.  
--ALDOUS HUXLEY**

ENCOURAGE AND SUPPORT WITH ENTHUSIASM  
WHATEVER INTERESTS YOUR LEARNING PARTNERS HAVE .

WITH MUCH LESS EFFORT AND NO DRUDGERY  
THOSE INTERESTS MAY BECOME  
LAUNCHING PADS TO READING ACCELERATION  
SPRINGBOARDS TO SUCCESS.

THE JUVENILE AND CHILDREN'S SECTIONS  
OF BOOKSTORES AND LIBRARIES  
ARE GOOD PLACES TO FIND EASY-TO-READ BOOKS  
ABOUT COMPLEX THINGS.

OLDER HESITANT READERS DO NOT MIND READING EASY BOOKS  
ABOUT THINGS IN WHICH THEY ARE DEEPLY INTERESTED.

THE REASON IS CRUCIAL:  
THEY ALREADY HAVE AN INTERNAL VOCABULARY  
WHICH THE EASY BOOKS WILL HELP THEM  
TO RECOGNIZE FROM CONTEXT.

CHOOSE BOOKS THAT ARE A SLIGHT STRETCH  
BOOKS THAT HAVE LOTS OF REPETITIONS  
BOOKS WITH SILLY RHYMES  
LIKE DR. SEUSS'S *THERE'S A WOCKET IN MY POCKET*. \*

JUDITH VIORST'S *ALEXANDER AND THE TERRIBLE, HORRIBLE,  
NO GOOD, VERY BAD DAY*  
IS ANOTHER GREAT BOOK FOR KIDS AND EVEN ADULTS.  
HESITANT READERS MAY BEGIN TO REBUILD SELF-CONFIDENCE  
IF, AS YOU READ ALOUD, YOU HAVE THEM LOOK AHEAD  
FOR THE MANY ITERATIONS OF THAT WONDERFUL CHORUS:

"TERRIBLE, HORRIBLE, NO GOOD, VERY BAD DAY."

DEPENDING ON THEIR SKILL  
YOU MAY HAVE TO READ EVERYTHING ELSE IN THAT BOOK;  
BUT YOU WILL BOTH HAVE FUN IN THE PROCESS.

\* THERE ARE ONLY 50 DIFFERENT WORDS IN *GREEN EGGS AND HAM*. *THE CAT IN THE HAT* CONTAINS 225 OF THE WORDS THAT FIRST GRADERS OF 1957 NEEDED TO LEARN. BOTH WERE WRITTEN ON A DARE FROM DR. SEUSS'S PUBLISHER.



**ABCDEFGHIJKLMNOpQRSTUVWXYZ**

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**ARE YOU SINGING AS YOU HAVE SUNG, EARTH MILES AWAY?  
... UNBANDAGE THESE EYES, UNBIND THESE FEET.  
—NELLIE WONG**

INTRODUCE YOUR LEARNING PARTNERS  
TO THE BOOKS OF FAMILY-FOCUSED HUMORISTS  
LIKE ERMA BOMBECK  
AND BILL COSBY.

READ THE SPORTS PAGE WITH THEM  
SONG LYRICS  
JOKE BOOKS  
MAGAZINES  
CARTOONS.

(HAVE YOU EVER NOTICED  
THAT CARTOON DIALOGUE IS PRINTED IN SMALL CAPS  
LIKE THIS BOOK? MORE ON THAT LATER.)

TAKE TIME  
TO GET AN OVERVIEW OF THE MATERIAL:  
THE TITLE OF A BOOK  
THE AUTHOR  
THE ILLUSTRATOR.

IF THERE ARE NO PICTURES  
YOU MAY WANT TO READ  
SOME OF THE CHAPTER TITLES ALOUD.

IF YOUR LEARNING PARTNERS KNOW THE BASICS  
INVITE THEM TO READ  
UNTIL THEY WANT YOU TO TAKE OVER.

OR THEY MAY WANT YOU TO START.  
HAVE FUN ALTERNATING.

WHATEVER THEIR PROFICIENCY  
FROM NEW READERS  
TO THOSE WHO SIMPLY WISH TO IMPROVE THEIR SKILLS

FIND SOMETHING  
BEYOND THEIR OWN READ-ALoud SKILL LEVEL  
AND  
REGULARLY READ ALOUD TO THEM A BIT:  
A FUNNY SEGMENT  
A BRIEF CHAPTER  
AN ENGROSSING SERIAL.

WHEN THEIR APPETITE FOR MORE.

**A B C D E F G H I J K L M N O P Q R S T U V W X Y Z**

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**THE WORLD OF BOOKS  
IS THE MOST REMARKABLE CREATION OF MAN.  
NOTHING ELSE THAT HE BUILDS EVER LASTS.  
MONUMENTS FALL, NATIONS PERISH...  
BUT IN THE WORLD OF BOOKS  
ARE VOLUMES THAT LIVE ON,  
STILL AS YOUNG AND FRESH AS THE DAY THEY WERE WRITTEN,  
STILL TELLING MEN'S HEARTS  
OF THE HEARTS OF MEN CENTURIES DEAD.**

**--CLARENCE DAY**

YOUNG AND OLD  
HELP THEM CREATE A LIST  
OF MOVIES THEY LIKE.  
ADD TO IT AS THEY THINK OF OTHERS.

SOME OF THEIR FAVORITES  
MAY HAVE BEEN MADE  
FROM NOVELS  
FROM CHILDREN'S BOOKS  
FROM BOOKS THAT YOU OR THEY  
MAY HAVE AT HOME  
OR THAT YOU CAN BORROW FROM THE LIBRARY.

READ INTERESTING SECTIONS OF THE ORIGINAL.

READ FROM BIOGRAPHIES  
SHORT STORIES  
HOW-TO BOOKS  
FAIRY TALES  
MYSTERIES  
POETRY.

THE POSSIBILITIES ARE ENDLESS.

SIT NEXT TO THE READER  
OR TOGETHER  
AT THE CORNER OF A TABLE.

WHETHER YOUR LEARNING PARTNERS  
READ SILENTLY OR ALOUD  
DEPENDS ON THEIR PREFERENCE  
AND THEIR PROFICIENCY.

NEW READERS  
WILL NEED TO SPEND MORE TIME  
READING ALOUD.

BUT...  
DROP  
WHATEVER  
BORES THEM  
AND CHOOSE SOMETHING ELSE.

ABCDEFGHIJKLMNOPQRSTUVWXYZ

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**MAN WHO SAYS IT CANNOT BE DONE  
SHOULD NOT INTERRUPT  
MAN WHO IS DOING IT.  
—CHINESE PROVERB**

## **HOW DO YOU TEACH PHONICS IN CONTEXT?**

IF YOUR LEARNING PARTNERS PREFER TO READ SILENTLY  
EACH TIME THEY COME TO UNFAMILIAR WORDS  
ENCOURAGE THEM TO POINT TO THOSE WORDS.  
AND WHEN THEY DO

IMMEDIATELY **GIVE THEM THE WORDS.**

IF THEY ARE READING ALOUD  
WHENEVER THEY HESITATE

IMMEDIATELY AND QUIETLY, **GIVE THEM THE WORDS.**

**GIVE THEM THE WORDS**, AND LET THEM MOVE ON.

AND IF THEY USE A SYNONYM (FOR EXAMPLE, DOOR FOR GATE)  
DO **NOT** CORRECT THEM.

THEY HAVE THE MEANING RIGHT.

YOUR RESTRAINT WILL ENABLE THEM TO BEGIN TO EXPERIENCE  
WHAT READING IS ALL ABOUT:

MAKING SENSE OUT OF WORDS STRUNG TOGETHER  
GETTING CAUGHT UP IN THE STORY  
WANTING TO KNOW WHAT HAPPENS NEXT.

YES, THEY MUST LEARN TO DECODE  
OR THEY WILL NEVER BECOME INDEPENDENT READERS.

BUT DO  
NOT INTERRUPT THE  
FLOW OF THE  
STORY TO TEACH PHONICS.

TEACH PHONICS  
WHEN THEY COME TO A NATURAL STOPPING POINT  
A POINT AT WHICH THEY WANT TO STOP.

AND SO THAT YOU WILL REMEMBER THE WORDS THEY DON'T KNOW  
UNOBTRUSIVELY LIST THE **EASIEST OF THOSE WORDS**  
FOR DECODING PRACTICE JUST AROUND THE CORNER.

THE VERY WORDS YOU HAVE GIVEN THEM  
WILL BE GRIST FOR THE PHONICS MILL.

**ABCDEFGHIJKLMNOpQRSTUVWXYZ**

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**IT'S WHAT WE LEARN  
AFTER WE THINK WE KNOW IT ALL  
THAT COUNTS.  
--KIM L. HUBBARD**

**WHEN YOUR LEARNING PARTNERS FINISH  
WHATEVER THEY ARE CAUGHT UP IN—**

**A SENTENCE**

**A PARAGRAPH**

**A PAGE—**

**WHEN THEY HAVE READ ENOUGH TO SATISFY THEMSELVES  
TOGETHER YOU WILL BEGIN TO CREATE  
A RHYMING WORD BOOK OR, IF THEY PREFER, A DECK OF RHYMES.**

**FROM THE BACK OF THIS BOOK  
CUT A STRIP LIKE THE ONE AT THE TOP OF THE FACING PAGE  
OR MAKE YOUR OWN BY HAND OR ON YOUR COMPUTER.**

**NOTICE THAT THE VOWELS—A, E, I, O, U—ARE SMALLER.  
THEREFORE, TO EMPHASIZE THEIR IMPORTANCE  
YOU MIGHT INVITE YOUR LEARNING PARTNER  
TO COLOR THOSE FIVE VOWELS \* ON THE ALPHABET STRIP  
WITH A SOFT HIGHLIGHTER.**

**WHY? SO THAT THE VOWELS WILL NOT GET LOST IN THE SHUFFLE  
WHEN YOU GO THROUGH THE ALPHABET  
FOCUSED ON INITIAL CONSONANT SOUNDS  
AS YOU LOOK FOR RHYMING WORDS.**

**PLACE THE ALPHABET STRIP ABOVE A FILE CARD  
OR ABOVE A BLANK PAGE IN A SMALL NOTEBOOK. \*\***

**THEN TAKE THE SIMPLEST AND EASIEST WORD  
FROM THE LIST YOU DISCREETLY MADE  
WHEN YOUR LEARNING PARTNER STUMBLER  
AND CREATE A WORD LIST**

**A LIST OF RHYMING WORDS**

**THAT WILL ANCHOR THAT PARTICULAR WORD  
AND MANY OTHERS LIKE IT IN YOUR LEARNING PARTNER'S MIND.**

**BE SURE TO PRINT PLAIN CAPITAL LETTERS**

**TO AVOID LOWERCASE REVERSALS THAT MAY BEDEVIL NEW READERS WHO DON'T  
YET SEE THE DIFFERENCE BETWEEN **b d p q**.**

\* THE SIXTH VOWEL (“...AND SOMETIMES Y”) SOUNDS LIKE E OR I AND IS USUALLY WITHIN OR AT THE END OF A WORD, AS IN SILLY, STORY, AND SYLLABLE.  
AS A CONSONANT, Y IS MOST OFTEN AT THE BEGINNING OF A WORD, AS IN YES, YOU, AND YIPPEE.

\*\*SEE THE ILLUSTRATIONS IN THE NEXT SECTION, AND LEARN HOW TO TEACH PHONICS BY BUILDING LISTS OF RHYMING WORDS.



ABCDEFGHIJKLMNOpQRSTUVWXYZ

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**DISCOVERY IS SEEING  
WHAT EVERYBODY ELSE HAS SEEN  
AND THINKING  
WHAT NOBODY ELSE HAS THOUGHT.  
--ALBERT SZENT-GYORGI**

# WHY USE UPPERCASE LETTERS TO TEACH DECODING?

IF YOU HAD NEVER CRACKED THE CODE  
IF THE SYMBOLS OF THE ALPHABET WERE GREEK TO YOU  
THEN YOU WOULD FIND  
THAT IT IS MUCH EASIER TO READ **B D P Q**  
than it is to read **b d p q**

WHY ON EARTH IS THAT?  
DR. RENÉE FULLER \* EXPLAINS IT THUS:

**B D P** ARE EASIER TO READ THAN **b d p**  
BECAUSE, WHEN THERE IS A VERTICAL LINE  
IT IS ALWAYS ON THE LEFT OF AN UPPERCASE LETTER  
AND ALWAYS ABOVE THE LINE:            I B  
    I D  
    I P

With the lowercase letters, a line  
attached to a little circle can be

left of the circle	<b>b</b>	<b>p</b>
or right of the circle	<b>d</b>	<b>q</b>
left or right above the line	<b>b</b>	<b>d</b>
left or right below the line	<b>p</b>	<b>q</b>

DO YOU SEE HOW CONFUSING THAT MAY BE FOR A NEW READER?

\* THE FIRST EIGHT OF DR. FULLER'S TEN STORYBOOKS ARE PRINTED IN CAPITALS. IN HER SEMINAL RESEARCH, FULLER'S MULTI-SENSORY SYSTEM OF CAPITAL LETTERS ENABLED 24 OF 26 INSTITUTIONALIZED ADULTS AND YOUTH (WHOSE IQS RANGED FROM THE 33 TO 72) TO LEARN TO READ WITH ENTHUSIASM AND UNDERSTANDING. SOME TAUGHT THEMSELVES TO WRITE. OF THE 20 WHO HAD A POSITIVE CHANGE IN THEIR SOCIAL OR WORK CONDITIONS, FIVE WERE DISCHARGED. FULLER'S WORK HAS BEEN REPLICATED WITH INDIVIDUALS WITH IQS IN THE 20S. FORMERLY A STRONG BELIEVER IN THE IQ CORRELATION, HER RESEARCH NOW FOCUSES ON THE RELATIONSHIP OF WHAT SHE CALLS THE STORY ENGRAM TO THE GROWTH AND TRANSFORMATION OF REAL WORLD INTELLIGENCE. SEE *IN SEARCH OF THE IQ CORRELATION*, THE EXPANDED VERSION OF FULLER'S INITIAL AMERICAN PSYCHOLOGICAL ASSOCIATION SYMPOSIUM ON THE BALL-STICK-BIRD READING SYSTEM.

**ABCDEFGHIJKLMNOPQRSTUVWXYZ**

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Z**

**INSANITY:  
DOING THE SAME THINGS  
OVER AND OVER AGAIN  
AND EXPECTING DIFFERENT RESULTS.  
--ANONYMOUS**

**TO UNDERSTAND LOWERCASE REVERSALS BETTER  
TAKE AN OBJECT ON YOUR DESK: A STAPLER, FOR EXAMPLE.**

**IF YOU HOLD A STAPLER RIGHT SIDE UP, IT IS OBVIOUSLY A STAPLER.**

**HOLD IT UPSIDE DOWN, AND IT IS STILL A STAPLER.**

**PLACE IT ON ITS SIDE; IT IS STILL A STAPLER.**

**NOT SO FOR THE LINE AND THE CIRCLE THAT MAKE UP  
LOWERCASE LETTERS LIKE **b d p q**.**

**THE PLACEMENT OF THE LINE AND THE CIRCLE  
DETERMINES THE NAME OF THE LETTER THEY REPRESENT  
WHICH IN TURN DETERMINES  
THE RANGE OF SOUNDS THAT THE LETTER SYMBOL REPRESENTS.**

**YOU MAY SIT YOUR STAPLER ON THE DESK TO STAPLE PAPERS  
OR HOLD IT VERTICALLY  
TO STAPLE A NOTICE ON A BULLETIN BOARD.**

**NO MATTER HOW YOU HOLD IT, IT'S STILL A STAPLER.**

**The lowercase alphapet—oops—alphabet  
does not work that way.  
The lowercase patterns are not interchangeable.**

**The buick drown fox jumqep over the lazy god.  
IS NOT THE SAME AS  
The quick brown fox jumped over the lazy dog.**

**HOWEVER, THERE IS NO CONFUSION IF YOU USE CAPITAL LETTERS. \***

**THE QUICK BROWN FOX JUMPED OVER THE LAZY DOG.**

**THERE IS GREATER DIFFERENTIATION BETWEEN  
THE **Q** OF QUICK AND THE **B** OF BROWN  
THE **P** AND **D** OF JUMPED AND THE **D** AND **G** OF DOG.**

**THERE ARE FEWER OPPORTUNITIES TO MISREAD THE LETTERS  
AND THEREFORE THERE IS LESS CONFUSION.**

**\* ALWAYS USE PLAIN CAPITALS WITH NO SERIFS, NO LITTLE LINES THAT MAY  
CONFUSE THE HESITANT READER.**

ABCDEFGHIJKLMNOpQRSTUVWXYZ

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**THE SECRET OF  
WALKING ON WATER  
IS KNOWING  
WHERE THE STONES ARE.  
--HERB COHEN**

IF NEW READERS CANNOT READ THE WORD  
IT'S BECAUSE THE WORD IS UNFAMILIAR OR NOT REMEMBERED  
OR THEY HAVE NO RHYMING WORD—YET—TO HANG IT ON.  
BUT PROBABLY NOT BECAUSE THEY CONFUSE **DoG with GoD.**

THERE'S ANOTHER SIMPLE REASON  
WHY HESITANT READERS LEARN FASTER  
WITH THE UPPERCASE ALPHABET:

**26 < 52**

**BECAUSE 26 IS LESS THAN 52 !**

**THERE ARE HALF AS MANY LETTER FORMS TO MASTER  
WHEN YOU READ ONLY UPPERCASE LETTERS.  
THINK ABOUT IT.**

**MOST HIGHWAY SIGNS AND MANY SIGNS ON BUILDINGS  
ARE WRITTEN IN CAPITAL LETTERS.**

**THAT MAY BE WHY EVEN THOSE WE HAVE THE AUDACITY  
TO LABEL ILLITERATE OR LEARNING DISABLED  
CAN READ        **STOP**  
                     **GO**  
                     **BANK**  
                     **BUS.****

**AND DON'T BE AFRAID THAT FOCUSING ON CAPITAL LETTERS  
WILL HANDICAP YOUR LEARNING PARTNERS.  
HALF OF THE UPPER AND LOWER CASE LETTERS  
ARE ALIKE OR ALMOST ALIKE.  
CHECK FOR YOURSELF.**

**THE FUNNY AND WONDERFUL THING IS  
THAT THOSE WHO LEARN TO READ WITH CAPITAL LETTERS ONLY  
VERY SOON FIND THEMSELVES  
READING LOWERCASE LETTERS TOO AND WITH MUCH LESS EFFORT.**

**ONCE NEW READERS BEGIN TO GAIN SELF-CONFIDENCE  
THEY WILL BEGIN TO DELVE INTO BOOKS  
PRINTED THE TRADITIONAL WAY:  
IN LOWERCASE LETTERS WITH INITIAL CAPS.**

**AND ONCE THEY'RE HOOKED ON BOOKS, WATCH OUT!**

**ABCDEFGHIJKLMNOpQRSTUVWXYZ**

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**ENVIRONMENTS ARE INVISIBLE  
TO THOSE WHO ARE IN THEM.  
—MARSHALL MCLUHAN**

HERE'S SOME FOOD FOR THOUGHT:

Alongside a serious literacy problem  
we have a longstanding publishing tradition:

Most alphabet books, basal readers  
and easy-to-read stories  
are printed in lowercase letters—  
with initial caps, of course.

**WHAT WOULD HAPPEN TO SALES  
IF PUBLISHERS STARTED PRINTING  
SOME, MANY, MOST OF THOSE BOOKS  
IN CAPITAL LETTERS?**

AFTER ALL, STATISTICS SAY THAT THERE ARE  
MILLIONS AND MILLIONS OF NON-READERS OUT THERE.

FOR NOW, HOWEVER, LET'S EXPLORE THE COUNTER-CLAIM THAT  
THERE ARE **NO** NON-READERS IN A PRINT-SATURATED SOCIETY.

EVERYONE RECOGNIZES **STOP**.  
**STOP** IS A SIGHT WORD WRITTEN IN UPPERCASE LETTERS.  
YOU CAN USE **STOP** AS A HOOK  
ON WHICH TO HANG OTHER **OP** WORDS:

**A B C D E F G H I J K L M N O P Q R S T U V W X Y Z**

**STOP  
BOP  
COP  
HOP  
MOP  
POP  
TOP**

AS YOU BUILD THAT LIST WITH YOUR LEARNING PARTNERS  
KEEP THE RHYMING LETTERS DIRECTLY UNDER EACH OTHER  
AND THEY WILL BEGIN TO SEE HOW THE SYMBOL SYSTEM WORKS.  
THEY WILL BEGIN TO EXPERIENCE WHAT DECODING IS ALL ABOUT.



**ABCDEFGHIJKLMNOpQRSTUVWXYZ**

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**NEVER  
LET THE FEAR OF STRIKING OUT  
GET IN YOUR WAY.  
--BABE RUTH**

TRY OTHER FAMILIAR SIGHT WORDS LIKE **BANK** AND **GO**.

**A B C D E F G H I J K L M N O P Q R S T U V W X Y Z**

**BANK  
HANK  
RANK  
SANK  
TANK**

IF YOU AND YOUR LEARNING PARTNER ARE DARING YOU CAN SIMULTANEOUSLY MAKE THREE **GO**-RELATED LISTS: LISTS THAT CONTAIN SMALL WORDS, SOME FUN WORDS AND A FEW WORDS THAT MAY INCREASE THEIR VOCABULARY.

**A B C D E F G H I J K L M N O P Q R S T U V W X Y Z**

<b>GO</b>	<b>BOW &amp; ARROW</b>	<b>DOE</b>
<b>HO!</b>	<b>LOW</b>	<b>FOE</b>
<b>NO</b>	<b>ROW</b>	<b>JOE</b>
<b>SO-SO</b>	<b>SOW</b>	<b>TOE</b>
<b>YO!</b>	<b>TOW</b>	<b>WOE</b>
<b>YOYO</b>		

AS YOU ADD WORDS TO THE LISTS, MAKE SENTENCES WITH THEM. DON'T BE AFRAID OF THE UNFAMILIAR OR STRANGE. HAVE FUN WITH ALL THOSE RHYMING WORDS. MAKE A LEARNING-NEW-WORDS GAME OUT OF IT.

AND SO WHAT IF THEY DON'T REMEMBER ALL OF THE NEW MEANINGS OR CAN'T DECODE OR SPELL STRANGE WORDS ALL BY THEMSELVES. WHY SHOULD THEY? THE HARD ONES MAY CLICK LATER—OR NOT. THE FACT IS, YOU WILL HAVE TAKEN AWAY THE BOREDOM, THE FEAR AND MADE THE DECODING PROCESS BOTH CHALLENGING AND FUN.

NOW, HOW MANY DIFFERENT LISTS CAN *YOU* MAKE WITH **OON**? JUST FOR FUN, INCLUDE BOTH STRANGE AND POLYSYLLABIC WORDS LIKE CONTRABASSOON, NEPTUNE, PANTALOOON, RACCOON SASKATOON, SPITTOON, TABLESPOON. AND DON'T FORGET STREWN.

LATER, WITH YOUR LEARNING PARTNER, HAVE FUN WITH **OOM**. INSTEAD OF STARTING WITH BOOM AND BROOM GO TO THE END OF THE ALPHABET: ZOOM, VROOM...AND TOMB?

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**CHILDREN ARE NOT  
THINGS TO BE MOLDED—  
BUT PERSONS  
TO BE UNFOLDED.  
--ANONYMOUS**

## WHAT ABOUT SIGHT WORDS?

REMEMBER, ENGLISH IS FILLED WITH THOUSANDS OF WORDS  
TAKEN FROM OTHER CULTURES.  
UNLIKE SPANISH, IT IS NOT EASY TO SPELL SYLLABLE BY SYLLABLE.

COMPARE THESE FIVE WORDS:

BOUGH	COUGH	DOUGH	ROUGH	THROUGH
BOW?	COFF?	DOE?	RUFF?	THREW?

THEY MAY LOOK ALIKE, BUT THEY CERTAINLY DON'T SOUND ALIKE.

HOWEVER, IF YOU BEGIN WITH THE KNOWN  
MANY HARD WORDS ARE EASY FOR NEW READERS  
BECAUSE OF THE GUT CONNECTION, THE PERSONAL MEANING.

**MUSTANG** IS A GOOD EXAMPLE OF THE POWER OF SIGHT WORDS.  
IF YOU SHOW A PICTURE OF A HORSE  
WITH THE CAPTION **MUSTANG** UNDER IT  
TO SOMEONE WHO KNOWS LITTLE ABOUT HORSES  
AND WHO CAN'T READ  
THE WORD MAY NOT BECOME A SIGHT WORD.

BUT, SHOW THAT SAME PERSON A **FORD MUSTANG**  
WITH THE CAPTION **MUSTANG** UNDER IT  
AND **MUSTANG** MAY BECOME A ONE-LOOK WORD  
A HOOK ON WHICH TO HANG SEVERAL COLUMNS OF WORDS  
WHICH YOU CAN BUILD AS YOU GO:

**US**  
**USS**  
**UST**

AND EVENTUALLY, **ANG**

HERE AGAIN IS ONE WAY TO BUILD ON THE KNOWN.

PRINT **US** AT THE TOP OF A NEW FILE CARD OR PAGE.  
PLACE AN ALPHABET STRIP ABOVE IT  
AND POINT TO **US**, SAYING:  
"LET'S TAKE THE FIRST THREE LETTERS OF THE WORD **MUSTANG**."

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**PRAISE TO A CHILD  
IS LIKE WATER  
TO A THIRSTY PLANT.  
—ANONYMOUS**

IF THEY KNOW IT'S PRONOUNCED **MUS**, FINE.

IF NOT, WITHOUT NAMING THE LETTERS, POINT TO THE **U** AND THE **S**.  
SAY THE SOUNDS SLOWLY, IN SUCCESSION: **UH /S/**  
HAVE THEM REPEAT: **U..S**

HAVE THEM REPEAT IT A BIT FASTER EACH TIME  
AS YOU POINT TO THE **U** AND THEN THE **S** UNTIL **U..S** BECOMES **US**.  
YES, **US!** YOU WILL SEE THE LIGHT BULB GO ON AT THAT POINT:

THAT IS WHAT **DECODING** IS ALL ABOUT:  
**TURNING LINES THAT ARE SYMBOLS INTO SOUND AND MEANING.**

"LET'S MAKE A LIST OF **US** WORDS."

THEN POINT TO **B** ON THE ALPHABET STRIP:

"WHAT **US** WORD BEGINS WITH **/B/** ?" (VERY LIGHTLY; NOT BUH)

TO AVOID OVERLOAD AT THIS POINT  
WITH THOSE VERY YOUNG LEARNING PARTNERS  
WHO MAY NOT KNOW ALL OF THE ALPHABET  
WORK WITH SOUNDS FIRST, RATHER THAN LETTER NAMES.  
ONCE CHILDREN RECOGNIZE THE SOUNDS  
THE LETTER NAMES WILL SOON FOLLOW.

WHEN THEY SAY **BUS**, ENTHUSIASTICALLY AGREE.  
PRINT IT UNDER **US** SO THAT THE DUPLICATED LETTERS ARE ALIGNED  
AND MOVE ON TO THE NEXT RELEVANT LETTER, **C**.

"WHAT **US** WORD BEGINS WITH **/K/** ?"

(YES, THE **HARD C** SOUND, BUT SAY IT LIGHTLY.)

IF THEY SAY **CUSS**, INSTEAD OF SAYING THAT **CUS** IS NOT A WORD  
(REMEMBER, YOU ONLY HAVE ONE LIST SO FAR, THE **US** LIST)  
ENTHUSIASTICALLY START ANOTHER COLUMN, CARD, PAGE  
SAYING, "NOW YOU HAVE TWO LISTS GOING. FANTASTIC!"

DO THE SAME THING WITH **D**: **/D/** ? (LIGHTLY)

WHEN THEY SAY "**DUST?**" ENTHUSIASTICALLY START A THIRD LIST.

MOVING BACK AND FORTH FROM ONE LIST TO THE OTHER  
CONTINUE GOING DOWN THE ALPHABET  
WITH THE CONSONANT SOUNDS THAT BEGIN  
**US, USS, OR UST** WORDS  
AND YOU'LL BUILD THREE LISTS OF RHYMING WORDS  
SIMULTANEOUSLY. **Wow!**

**A B C D E F G H I J K L M N O P Q R S T U V W X Y Z**

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**AIN'T IT FUNNY  
HOW YOU FEEL  
WHEN YOU'RE FINDIN' OUT  
IT'S REAL?  
--NEIL YOUNG**

NOW GO THROUGH THE CONSONANTS A SECOND TIME  
AND ON A FOURTH CARD OR PAGE, LIST **ANG** WORDS  
FROM THE SECOND SYLLABLE OF MUSTANG:

**BANG**  
**CLANG \***  
**DANG**  
**FANG ETC.**

YOU WILL END UP WITH FOUR LISTS OF RHYMING WORDS  
SIMILAR TO THESE, EACH LIST ON ITS OWN FILE CARD OR PAGE.

**US**  
**BUS**  
Gus  
**MINIBUS**  
**PLUS \***  
**PUS**

**CUSS**  
**DISCUSS**  
**FUSS**  
Russ

**DUST**  
**JUST**  
**MUST**  
**RUST**  
**TRUST \***

**BANG**  
**CLANG \***  
**DANG**  
**FANG**  
**GANG**  
**MUSTANG**  
**RANG**  
**SANG**  
**TANG**

AGAIN, DECODING IS ALL ABOUT  
**TURNING SIMPLE SYMBOLS...**

LINES (LONG, SHORT, VERTICAL, HORIZONTAL, DIAGONAL)  
CIRCLES AND CURVES (BIG, SMALL, FULL, PARTIAL)  
ANGLES (POINTING UP, DOWN, SIDWAYS)

**INTO SOUND AND INTO MEANING.**

JUST AS ABOVE, MOVING FROM B TO C TO D  
US BECAME **BUS**  
AND **CUSS**  
AND **DUST**

ENCOURAGE CREATIVITY WITH BOUNDLESS ENTHUSIASM.

RATHER THAN FORCE STRICT ADHERENCE TO A SAFE FORMULA  
HAVE FUN WITH WORDS.

STRETCH YOUR LEARNING PARTNER'S MIND.

DON'T HESITATE TO ADD UNUSUAL OR POLYSYLLABIC WORDS:  
**THE WHOLE SHEBANG! \*\***

\* AS YOU BUILD MORE WORD FAMILY LISTS, BEGIN TO ADD **BLENDS**, WORDS THAT CONTAIN  
ARTICULATED CONSECUTIVE CONSONANTS, LIKE **CLANG, PLUS, TRUST**.

\*\* YOU WILL SOON BE ABLE TO ADD **DIGRAPHS**, CONSECUTIVE CONSONANTS THAT PRODUCE  
A NEW AND DIFFERENT SOUND SEGMENT: **CH, GH, PH, SH, TH**.



**ABCDEFGHIJKLMNOpQRSTUVWXYZ**

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**IF WE ARE TO ACHIEVE A RICHER CULTURE,  
RICH IN CONTRASTING VALUES,  
WE MUST RECOGNIZE THE WHOLE GAMUT OF HUMAN POTENTIAL  
AND SO WEAVE A LESS ARBITRARY SOCIAL FABRIC,  
ONE IN WHICH EACH DIVERSE HUMAN GIFT  
WILL FIND A FITTING PLACE.**

**—MARGARET MEAD**

## **WHY ENCOURAGE NEW READERS TO PASS IT ON?**

ONCE YOUR LEARNING PARTNERS ARE COMFORTABLE WITH BOOKS  
ONCE READING NO LONGER INTIMIDATES THEM, ASK THEM IF  
NOW, OR DOWN THE ROAD A BIT, THEY WOULD BE WILLING  
TO CONVERT THE LEARNING DYAD INTO A LEARNING TRIAD  
AND ACCELERATE THEIR OWN LEARNING  
BY HELPING YOU TEACH A CHILD TO READ.

THOSE WHO DECIDE TO GIVE IT A GO  
WILL INDEED SEE THEIR OWN LEARNING ACCELERATE:

- MOVING FROM A DYAD TO A TRIAD, THEY WILL BECOME YOUR TUTORING PARTNER, AND YOU WILL MENTOR THEM IN THAT ROLE AS LONG AS THEY WISH.
- TOGETHER YOU WILL PLAN AND DEBRIEF EACH SESSION.
- THEY WILL BE ABLE TO WATCH A NEW READER'S SELF-CONFIDENCE INCREASE, AND THEY WILL KNOW THAT THEY HAVE MADE A DIFFERENCE.
- THEIR OWN SELF-CONFIDENCE AND COMMUNICATION SKILLS WILL GROW AS THEIR READING, WRITING, SPELLING, AND TUTORING SKILLS ARE ENHANCED.
- THEY WILL BEGIN TO EXPERIENCE THE EXHILARATION OF SEEING THAT WHEN WE HELP EACH OTHER LEARN, EVERYONE BENEFITS.

EVENTUALLY, EXPLAIN THE CONCEPT OF **GEOMETRIC PROGRESSION**:  
IF YOU TEACH TWO LEARNING PARTNERS TO READ  
AND, ONCE THEY ARE READY  
IF THOSE TWO DECIDE TO TEACH TWO OTHERS IN THEIR LIFETIME  
THEORETICALLY, THE NUMBERS COULD EXPAND  
FROM 2 TO 4 TO 8 TO 16 TO 32 TO 64 TO 128 TO 256 TO 512 TO 1,024  
AND ON AND ON AND ON.

HOWEVER, REALITY SETS IN BECAUSE NO ONE MUST BE PRESSURED.  
IF SOMEONE WANTS TO GIVE IT A TRY, FINE. IF NOT, THAT'S FINE TOO.  
SOME LEARNING PARTNERS MAY PREFER TO GET IN TOUCH WITH YOU LATER  
TO PASS ON THE SKILLS THEY HAVE BECOME COMFORTABLE WITH.

IF NOT, END OF STORY. DO NOT INSIST. AT ALL.  
THE MOST IMPORTANT VALUE IS TO RESPECT WHERE THEY ARE.

READING, BY ITS VERY NATURE  
OPENS DOORS WITHIN AND BEYOND OURSELVES.  
IT IS FOR EACH OF US TO DECIDE  
WHICH DOORS WE WILL OPEN AND STEP THROUGH—AND WHEN.

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**SECURITY IS MOSTLY SUPERSTITION.  
IT DOES NOT EXIST IN NATURE  
NOR DO CHILDREN OF MEN AS A WHOLE EXPERIENCE IT.  
AVOIDING DANGER IS NOT SAFER IN THE LONG RUN  
THAN OUTRIGHT EXPOSURE.  
LIFE IS EITHER A DARING ADVENTURE  
OR NOTHING.  
—HELEN KELLER**

# **HOW DO YOU MENTOR NEW TUTORS?**

## **BEFORE EACH SESSION:**

PLAN EACH SESSION TOGETHER.

ENCOURAGE NEW TUTORS TO NEVER HOLD BACK A QUESTION BEFORE, DURING, OR AFTER A TUTORING SESSION.

MORE THAN LIKELY, THEY WILL WANT TO START SMALL.

AS THEY SHARE THE TUTORING WITH YOU

ENCOURAGE THEM TO TAKE ON ANY PART OF THE SESSION WITH WHICH THEY FEEL COMFORTABLE.

THEY MAY OR MAY NOT TAKE ON A BIT MORE EACH TIME.

THE CHART AT THE END OF THIS BOOK MAY HELP YOU BUT DON'T RUSH INTO THAT.

KEEP IT SIMPLE; AND KEEP THE TUTORING SESSIONS BRIEF.

## **AFTER EACH SESSION:**

WHEN THE NEW LEARNING PARTNER LEAVES

YOU MAY WANT TO USE THE FOUR-LEVEL REFLECTION METHOD

TO GO OVER THE HIGHLIGHTS OF THE SESSION

WITH THE NEW TUTOR.

**FACTS**                      **WHAT STRUCK YOU? ... OUR LEARNING PARTNER?**

**FEELINGS**                **WHERE WERE YOU COMFORTABLE? ...OR NOT?**  
**WHAT WERE YOU SURPRISED BY? ...PROUD OF?**

**LEARNINGS**            **WHAT DID WE LEARN AS WE TUTORED OUR**  
**LEARNING PARTNER?**  
**WHAT DID OUR PARTNER LEARN?**

**NEEDS/NEXT**        **WHAT WOULD YOU DO DIFFERENTLY NEXT TIME?**  
**WHAT WOULD YOU REVIEW AND CONTINUE TO DO?**

AS YOU VARY YOUR QUESTIONS AND ANSWER THEIR QUESTIONS  
KEEP IT SIMPLE

AND LET THEM TALK AS MUCH AS THEY WANT TO.

ABOVE ALL, LAVISH PRAISE, AND GIVE EACH OTHER A HIGH FIVE!

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**YOU MISS 100%**  
**OF THE SHOTS YOU NEVER TAKE.**  
**—WAYNE GRETZKY**

**BETWEEN SESSIONS:**

CONTINUE TUTORING THAT LEARNING PARTNER-TURNED-TUTOR.

NOW THERE IS AN EVEN STRONGER REASON

TO FOCUS  
TO READ MORE  
TO FORGE AHEAD.

Why?

TO KEEP WELL AHEAD  
OF *THEIR* NEW LEARNING PARTNER, OF COURSE. \*

REMEMBER:

**WE LEARN BEST WHAT WE TEACH.**

YOU WILL SEE A SURGE OF GROWTH  
SOMETIMES A SEA CHANGE  
IN YOUR LEARNING PARTNERS' RELATIONSHIP  
TO THE PRINTED WORD  
TO LEARNING  
TO THEMSELVES AND  
TO THOSE WHO STRUGGLE TO LEARN.

LET THEM KNOW  
THAT YOU SEE THE EFFORT  
THE SUCCESS.

LAVISH PRAISE !

\* TUTORS WHO USE FULLER'S SCIENCE FICTION STORYBOOKS MAY FIND, AFTER THEY HAVE COVERED 3 OR 4 OF THE 100+ PAGE BOOKS (WRITTEN AT A 3RD GRADE READING LEVEL AND ABOVE), THAT EVEN SOME OF THEIR MUCH YOUNGER LEARNING PARTNERS ARE READY AND EAGER TO SHARE THEIR NEWFOUND KNOWLEDGE AND SKILL WITH ANOTHER CHILD AS PART OF A LEARNING TRIAD.

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**MUST WEAKNESS BE CONCEALED  
IN ORDER THAT RESPECT BE WON?...  
MUST WE PRETEND TO FEARLESSNESS?  
AND CERTAINTY?  
SURELY EDUCATION SHOULD EQUIP US TO KNOW  
WHAT TO FEAR  
AND WHAT TO BE UNCERTAIN OF.  
--MARY CATHERINE RICHARDS**

## **WHAT DO YOU DO DURING THE NEW TUTOR'S SESSION?**

**TURN THE DYAD INTO A TRIAD.**

**ENCOURAGE YOUR NEW TUTORING PARTNER  
TO INTRODUCE YOU AS THE ONE WHO IS HELPING THEM  
TO FURTHER IMPROVE THEIR OWN READING SKILL  
BY LEARNING HOW TO PASS IT ON.**

**ONE OR BOTH OF YOU WILL UNOBTUSIVELY LIST THE WORDS  
THAT THE NEW READER MISSES  
ESPECIALLY THE EASIEST ONES.**

**THOSE WORDS COULD HAVE BEEN STUMBLING  
BLOCKS  
HALTING THE  
FLOW OF THE  
STORY.**

**BUT YOUR TUTORING PARTNER (OR YOU, IF THEY HESITATED)  
GAVE THEM THE WORDS THAT ALLOWED THEM TO KEEP GOING.**

**WHEN THE NEW READER IS READY TO STOP  
YOUR TUTORING PARTNER MAY DECIDE TO DEFER TO YOU  
TO TEACH THE WORDS THAT RHYME  
WITH SOME OF THE WORDS MISSED.  
OR YOU MAY ALTERNATE.**

**AS BEFORE, YOU WILL ACCELERATE LEARNING  
IF YOU LEAVE OUT THE MORE DIFFICULT WORDS  
FOR WHICH THE NEW READER IS NOT YET READY  
AND START WITH THE EASIEST WORDS.**

**EITHER OF YOU MAY EXPLAIN  
HOW EACH SET OF RHYMING WORDS  
WILL HAVE ITS OWN FILE CARD  
OR ITS OWN PAGE IN A SMALL NOTEBOOK  
TO USE AND ADD TO AT EACH SESSION.  
THOSE NEW WORDS WILL BECOME BASIC BUILDING BLOCKS  
CRAFTED FROM ORDINARY OLD STUMBLING BLOCKS.**

**AS THE THREE OF YOU WORK TOGETHER  
YOU WILL ALL LEARN TOGETHER.**



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I REMEMBER  
10% OF WHAT I READ  
20% OF WHAT I HEAR  
30% OF WHAT I SEE  
50% OF WHAT I SEE AND HEAR  
70% OF WHAT I DISCUSS WITH OTHERS  
80% OF WHAT I EXPERIENCE BY DOING  
95% OF WHAT I TEACH TO OTHERS.

--SUSAN KOVALIK

ONCE THEY ARE COMFORTABLE LEADING MUCH OF THE SESSION  
YOU CAN LITERALLY BEGIN TO PULL BACK  
SITTING SLIGHTLY BEHIND PERHAPS, OUT OF THE LIMELIGHT  
SPEAKING SOFTLY AND AS LITTLE AS NECESSARY.

BE A QUIET, HELPFUL PRESENCE  
UNTIL THE DAY THE NEW TUTOR TELLS YOU:  
"NEXT TIME WE MEET WITH OUR LEARNING PARTNER  
I WANT TO TRY IT ON MY OWN."

THEN, BE THERE STILL, IN THE SAME ROOM  
BUT NO LONGER PART OF A TRIAD.  
BRING SOME WORK TO DO. BE AN UNOBTRUSIVE OBSERVER.  
AND BE SURE TO TAKE NOTES SO THAT YOU CAN PROVIDE  
POSITIVE FEEDBACK  
HELPFUL SUGGESTIONS  
WHEN YOU DEBRIEF THAT SESSION AND PREPARE FOR THE NEXT ONE.

ONCE YOUR LEARNING PARTNERS TRY THEIR WINGS  
THEY WILL HAVE BECOME A NEW SIGN OF HOPE AND POSSIBILITY  
TO CHILDREN, YOUTH, AND ADULTS  
WHO HAVE HAD DIFFICULTY LEARNING TO READ.

BOTH OF YOU WILL HAVE BEGUN TO BUILD  
A GEOMETRIC PROGRESSION OF LEARNING IN YOUR OWN BACKYARD.

BY MOTIVATING YOUR LEARNING PARTNERS  
TO BELIEVE IN THEMSELVES ENOUGH  
TO WANT TO PASS ON WHAT THEY HAVE LEARNED  
YOU WILL DEMONSTRATE THAT  
THE COMMUNITY OF NEED CAN INDEED  
BECOME THE COMMUNITY OF SERVICE.

AND BOTH OF YOU WILL BE PART OF  
AN INFORMAL NETWORK OF INDIVIDUALS  
A GROWING COALITION OF LEARNING PARTNERS \*  
WITH A COMMITMENT  
TO LEARN FROM EACH OTHER AND  
TO PASS IT ON:

***EACH OF YOU TEACH TWO!***

\* TO HELP BUILD THAT COALITION, JOIN THE DIALOGUE AT [www.teachtwo.net](http://www.teachtwo.net)

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**IF ONE MAN DIES,  
IT IS A TRAGEDY;  
IF A THOUSAND MEN DIE,  
IT IS A STATISTIC.  
--*PHILIPPE BERTHELOT***

## **WHAT COULD *EACH OF YOU TEACH TWO!* DO ?**

### ***EACH OF YOU TEACH TWO!***

**COULD BEGIN TO WIPE OUT LOW LITERACY IN A CLASSROOM  
IF EVERY HESITANT READER  
WERE PAIRED WITH A TEACHER'S AIDE**

OR AN OLDER STUDENT  
A COLLEGE STUDENT  
A PARENT  
AN ELDER  
SOMEONE WHO BELIEVES IN PASSING IT ON.

### ***EACH OF YOU TEACH TWO!***

**COULD BEGIN TO WIPE OUT LOW LITERACY IN TWO CLASSROOMS  
BY PAIRING HESITANT YOUNGER READERS  
WITH OLDER STUDENTS  
FROM REMEDIAL OR SPECIAL EDUCATION PROGRAMS**

STUDENTS WHO WERE TRAINED AND ENCOURAGED TO PASS IT ON  
WITH A TUTOR-TURNED-MENTOR  
—WHO MIGHT EVEN BE A MAINSTREAMED PEER—AT THEIR SIDE.

### ***EACH OF YOU TEACH TWO!***

**COULD BEGIN TO WIPE OUT LOW LITERACY IN A PRISON  
OR A JUVENILE INSTITUTION  
IF WILLING HESITANT READERS  
WERE PAIRED WITH PEER TUTORS FROM INSIDE  
OR VOLUNTEER TUTORS FROM OUTSIDE THE WALLS...**

AND IF WILLING NEW READERS  
WERE EVENTUALLY TAUGHT HOW TO TEACH TWO OTHERS TO READ  
AND ENCOURAGED TO DO SO  
WITH THEIR TUTOR-TURNED-MENTOR AT THEIR SIDE.

WHAT DO YOU THINK? MIGHT YOU ENCOURAGE SOMEONE TO PASS IT ON?  
AS HENRY FORD SAID,  
"IF YOU THINK YOU CAN OR YOU CAN'T,  
YOU'RE ALWAYS RIGHT."

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**BOTH LEARNER AND TEACHER UNDERGO CHANGE.  
THE CHANGE IS IRREVERSIBLE AND PROFOUND.  
THE WORLD WILL NEVER BE THE SAME AGAIN—  
NOT FOR THE ONE,  
NOT FOR THE OTHER.  
THE SILENCE IS BROKEN.  
—JONATHAN KOZOL**

## LISTENING

THE SINGLE MOST ESSENTIAL SKILL FOR LITERACY ACCELERATION IS THE CAPACITY TO GENUINELY LISTEN—WITH YOUR EYES AND WITH YOUR HEART—TO YOURSELF AND TO YOUR LEARNING PARTNERS. YOU WILL BECOME REAL LEARNING PARTNERS ONCE YOU ARE OPEN TO LEARNING AS MUCH FROM THEM AS THEY DO FROM YOU.

GENUINE LISTENING CREATES SAFE SPACE AND TAKES AWAY THE ANXIETY THAT INHIBITS LEARNING. WHEN YOU FEEL SAFE, YOU ARE OPEN TO NEW THOUGHTS AND NEW POSSIBILITIES. DIFFICULTIES BECOME, NOT A THREAT TO AVOID AND DENY, BUT A CHALLENGE TO FACE—OR TO CONSCIOUSLY DECIDE NOT TO FACE JUST YET. WHEN YOU FEEL SAFE YOU DON'T HAVE TO APOLOGIZE OR PRETEND. IN FACT, PAST PERFORMANCE MAKES LITTLE DIFFERENCE. A NEW WORLD OF LEARNING OPENS UP.

GENUINE LISTENING ALSO ALLOWS YOU TO DISCOVER YOUR GREATEST RESOURCE: YOUR PARTNERS' LIFE EXPERIENCES AND REAL INTERESTS AND YOUR OWN. WHEN YOUR LEARNING PARTNERS ARE ALLOWED TO FOLLOW THEIR DEEPEST INTERESTS, THEY CAN FOCUS MORE EASILY AND LEARNING BECOMES ORGANIC. IF YOU LET THEIR ENTHUSIASM AND THE LIGHT IN THEIR EYES GUIDE YOU, MOTIVATION WILL BECOME SELF-DIRECTED AND SELF-REINFORCING. JUST LISTEN FOR CLUES ABOUT THEIR NEW OR HIDDEN INTERESTS TO POINT YOU TO BOOKS, MAGAZINES, NEWSPAPERS, AND OTHER MATERIALS CONTAINING WORDS AND PHRASES THAT THEY DON'T KNOW THEY KNOW.

HAVE THE COURAGE TO IMMEDIATELY DROP ANYTHING THAT IS OF NO INTEREST OR SMACKS OF BUSYWORK. THE MOTIVATION TO LEARN WILL THEN ACCELERATE.

PARADOXICALLY, HOW WELL YOU LISTEN TO YOUR DEEPEST SELF WILL BE THE MEASURE OF HOW WELL YOU HEAR WHAT YOUR LEARNING PARTNERS SHARE WITH YOU. ALLOW YOURSELF TO TRUST YOUR OWN INSTINCTS, INSIGHTS, AND INTERESTS.

AS YOU BECOME MORE CONSCIOUS OF THE LEARNINGS FROM YOUR OWN LIFE EXPERIENCE, THE TIME YOU SPEND TOGETHER WILL BE GREATLY ENRICHED. YOU WILL DISCOVER THE SYNERGY OF TWO PEOPLE ENGAGED IN A COMMON TASK. YOU WILL EXPERIENCE A LEVEL OF HEARTFELT RESPONSIVENESS AND PRODUCTIVE CREATIVITY THAT MAY BE NEW TO BOTH OF YOU.

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**SERVICE IS THE RENT YOU PAY  
FOR ROOM ON THIS EARTH.  
IF PEOPLE NEED YOUR HELP,  
YOU HELP.**

**--SHIRLEY CHISHOLM**

## **COMMUNITY-BASED LITERACY**

COMMUNITY-BASED LITERACY IS A TIMELY, LOW-COST, RESULTS-ORIENTED PARTNERSHIP WHOSE TIME HAS COME. YOU CAN JOIN THE RANKS OF THOSE WHO DARE TO MAKE IT SO BY TAKING WHAT YOU KNOW AND SHARING IT WITH CHILDREN, YOUTH, OR EVEN ADULTS WHO WERE MISLED INTO BELIEVING THAT THEY ARE NOT INTELLIGENT, NOT CAPABLE OF LEARNING TO READ.

VOLUNTEER AT A LIBRARY, SCHOOL, SHELTER, PRISON. VOLUNTEER AT A NEIGHBORHOOD OR COMMUNITY CENTER, AT AN AFTER-SCHOOL PROGRAM, OR AT A PROGRAM AFFILIATED WITH A SYNAGOGUE, MOSQUE, OR CHURCH.

START SMALL AND TRUST YOURSELF. THEN YOU WILL BE ABLE TO TRUST YOUR LEARNING PARTNERS. YOU HAVE NO IDEA HOW MUCH YOUR LIFE WILL BE ENRICHED, AS WILL THEIRS.

TUTOR JUST ONE CHILD OR ADULT, AND YOU WILL HAVE TOUCHED THE FUTURE! AND IF THAT ONE LEARNING PARTNER DECIDES SOMEDAY TO PASS ON TO ONE OR TWO OTHERS WHAT YOU HAVE TAUGHT THEM, YOU MAY HAVE BEGUN A GEOMETRIC PROGRESSION OF LEARNING.

**WORKING TOGETHER WE CAN BEGIN TO WIPE OUT LOW LITERACY.**

**JOIN THE GRASSROOTS MOVEMENT TO**

**TURN THE COMMUNITY OF NEED INTO THE COMMUNITY OF SERVICE.**

***EACH OF YOU TEACH TWO!***



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**FIND THE GOOD  
AND PRAISE IT.  
--ALEX HALEY**

## ACKNOWLEDGEMENTS

A LOVING TRIBUTE TO MY MOTHER, **ALFREDA TESSIER NOEL**. SHE READ TO US CONSTANTLY DURING MANY CHILDHOOD ILLNESSES, ESPECIALLY THE WONDERFUL ANIMAL TALES OF **THORNTON W. BURGESS** FROM CAPE COD IN OUR HOME STATE. THOSE STORIES REVEALED TO **CLAUDIA**, **FRED**, AND ME A WORLD OF PLUCK AND COLOR-BLIND PARTNERSHIP AND INSTILLED IN US A LIFELONG LOVE OF READING.

WARM THANKS TO MY FRIEND, CHILDHOOD NEIGHBOR, AND CERTIFIED READING TEACHER, **ANDI MANIATIS**, FOR SHARING WITH ME HER EXPERTISE AND HER PASSION FOR TEACHING READING.

**LITERACY VOLUNTEERS OF AMERICA** FOUNDER, **RUTH COLVIN**, ENCOURAGED TUTORS TO USE THE **LANGUAGE EXPERIENCE APPROACH (LEA)**: "I TELL YOU MY STORY, YOU WRITE IT DOWN, AND WOW! I CAN READ IT!" THAT SIMPLE TOOL OPENED UP A WHOLE NEW WORLD OF POSSIBILITY TO THE WOMEN I TUTORED WHEN I SAT ON THE **LVA/ CAMDEN COUNTY (NJ) BOARD** AND TO THE HUNDREDS OF UNDERGRADUATES I TRAINED AT **RUTGERS UNIVERSITY'S CAMDEN CAMPUS**.

I SAW THE MOST AMAZING FRUITS OF LANGUAGE EXPERIENCE WHEN I MET **BILL KNAKE** AT **DEE DICKINSON'S NEW HORIZONS FOR LEARNING CONFERENCE** IN **TACOMA, WA**. ALREADY IN HIS 30S, **BILL** HAD BEEN READING FOR LESS THAN A YEAR. VERY EARLY ON, **BILL** TOLD HIS TUTOR, **LINDA CAMPBELL**, THAT HE WANTED TO WRITE A BOOK ABOUT HIS 12 YEARS IN A STATE INSTITUTION FOR THE MENTALLY RETARDED. **BILL** TOLD **LINDA** HIS STORY, SHE WROTE DOWN HIS WORDS, AND SOON HE ASKED HER FOR A TYPEWRITER. **BILL** TYPED THE 50+ PAGES HIMSELF AND SOLD *THE INSIDE WORLD* AT THE CONFERENCE FOR \$2. I HAVE SHARED HIS BOOK WITH COUNTLESS CLASSES.

**LINDA** AND **BILL** INTRODUCED ME TO **DR. RENÉE FULLER'S** WORK, AND EVERYTHING OPENED UP. EIGHT OF **FULLER'S** TEN WHIMSICAL **DR. SEUSS-LIKE** BOOKS ARE PRINTED IN CAPITAL LETTERS; AND WITH HER SYSTEM OF UPPERCASE LETTERS THERE ARE NO REVERSALS.

WITH **FULLER'S** BOOKS, FOR 15 TO 20 MINUTES AT BEDTIME ONCE A WEEK, I TAUGHT MY ADOPTED TWIN SONS HOW TO READ AFTER OVER THREE YEARS OF HELPLESSNESS ON MY PART, SUCCESSFUL TEACHER THOUGH I WAS IN OTHER AREAS. EACH IN THEIR RESPECTIVE CLASSROOMS, ONE BOY WAS NAMED **MOST IMPROVED WRITER** FOUR MONTHS AFTER WE STARTED, AND THREE MONTHS LATER, THE OTHER WAS NAMED **MOST IMPROVED READER**. AFTER COVERING SIX OF THE TEN 100-PAGE BOOKS IN NINE MONTHS, WITH FEWER THAN 20 TOTAL HOURS OF TUTORING, STANDARDIZED CLASSROOM ASSESSMENTS REVEALED THAT THEY HAD EACH GAINED OVER TWO GRADE LEVELS.

OVER THE SUMMER THREE MONTHS LATER, AND WITH JUST 20 MINUTES' INITIAL COACHING IN BOOK ONE, THE TWINS PASSED IT ON TO SIX-YEAR-OLD **LAURA ESPOSITO** WHOSE PARENTS ARE BLIND. **DAVID** MET WITH HER FIVE TIMES FOR 20 MINUTES, THEN **DANIEL**. TWO YEARS LATER, WITH FULLER'S BOOKS AND WITH NO PROMPTING OR HELP, **LAURA** TAUGHT A SIX-YEAR-OLD FRIEND TO READ.

**COUNTLESS HARD-WORKING TEACHERS AND CONCERNED PARENTS** HAVE INSPIRED ME TO WRITE THIS BOOK—ESPECIALLY THOSE WHO, LIKE ME, DIDN'T, OR DON'T YET, KNOW SIMPLE, PROVEN WAYS TO TEACH A CHILD TO READ FROM SCRATCH. **I WAS ONE OF YOU. I KNOW.**

**JOAN LAZAR** WAS DIRECTOR OF THE NEWARK (NJ) LITERACY CAMPAIGN WHEN, AT A RUTGERS READING CONFERENCE, SHE CLAIMED THAT **THERE ARE NO NON-READERS IN A PRINT-SATURATED SOCIETY; THERE ARE, HOWEVER, MILLIONS WHO DON'T KNOW THAT THEY KNOW.** AT THE NEWARK PUBLIC LIBRARY A FEW MONTHS LATER, AS I WATCHED HER WORK ONE-ON-ONE WITH ADULTS, I REALIZED THAT, ALTHOUGH OUR APPROACH AND METHODS DIFFER, HER WORDS WERE NO IDLE CLAIM.

**DR. MARY ARNOLD FRAZIER, DR. WILMA FARMER, AND LINNELL WRIGHT** WELCOMED ME INTO THE **CAMDEN SCHOOL DISTRICT** TO TRAIN PARENTS AND PROFESSIONALS. WHEN FEDERAL FUNDING FOR THE STUDENT LITERACY CORPS STOPPED, THEY PROVIDED EMERGENCY FINANCIAL SUPPORT. THEN, THROUGH AMERICA READS, 3<sup>RD</sup> AND 8<sup>TH</sup> GRADERS IN REMEDIAL AND SPECIAL EDUCATION PROGRAMS LEARNED TO TUTOR THEIR PEERS AND YOUNGER MAINSTREAMED HESITANT READERS.

AT RUTGERS, **KATHRYN BLACKSHEAR** AND **VERNA CARROWAY** TOOK MY URBAN LITERACY PRACTICUM AND, AS THEIR 50-HOUR TUTORING REQUIREMENT, STARTED AN AFTER-SCHOOL HOMEWORK PROGRAM AT THE **CHELTON TERRACE HOUSING DEVELOPMENT** IN SOUTH CAMDEN, WHERE **KATHRYN** WAS PRESIDENT OF THE TENANT ASSOCIATION. A FEW YEARS LATER, GRANTS FROM THE **CAMPBELL SOUP FOUNDATION** ALLOWED ME TO HIRE **KATHRYN** AS PROGRAM MANAGER AND TWO OTHER RESIDENTS, **DEBBIE KEYES** AND **REBECCA WARE**, AS SUPERVISORS FOR TWO SUMMER-LONG LITERACY PROGRAMS WHERE OLDER YOUTH TUTORED CHILDREN WITH FULLER'S BOOKS. DURING THE SECOND SUMMER, I BEGAN TO TEACH THE CHILDREN, YOUTH, AND SOME PARENTS WHAT I WAS TEACHING MY COLLEGE LITERACY STUDENTS.

OVER THE YEARS I WORKED IN SEVERAL COUNTRIES WITH THE **INSTITUTE OF CULTURAL AFFAIRS (ICA)**. THAT INTERNATIONAL COMMUNITY DEVELOPMENT ORGANIZATION ENRICHED MY REAL WORLD LEARNING AND TEACHING FAR BEYOND MY FORMAL EDUCATION. THE **FOUR-LEVEL REFLECTION** IS ONE OF ICA'S EXTENSIVE ARRAY OF SIMPLE GRASSROOTS LEADERSHIP METHODS.

I WAS ON RECEPTIONIST DUTY AT ICA HEADQUARTERS IN CHICAGO IN 1977 WHEN AN ELDERLY STRANGER WITH A KNAPSACK INTRODUCED HIMSELF AS **MYLES HORTON**. I KNEW NOTHING OF MYLES AND ZILPHIA HORTON'S HIGHLANDER FOLK SCHOOL NOR OF THE ROLE THAT MYLES HAD PLAYED IN THE LIFE OF **SEPTIMA CLARK AND THE CITIZENSHIP SCHOOLS** IN THE DEEP SOUTH AND IN THE LIVES OF THE LEADERS OF THE CIVIL RIGHTS MOVEMENT. HORTON AND CLARK HAVE HAD A DEEP IMPACT ON MY VISION OF THE **UNTAPPED POWER AND POSSIBILITY OF GRASSROOTS LITERACY AND ACTION**, AS HAVE THE LIFE WORK AND WRITINGS OF **MARVA COLLINS, JAMES P. COMER, PAULO FREIRE, HERB KOHL, AND JONATHAN KOZOL**.

**SYLVIA ASHTON-WARNER'S** MID-CENTURY CLASSIC, *TEACHER*, INTRODUCED ME TO SIMPLE, **ORGANIC METHODS** WHICH, LIKE FULLER'S WORK, MOVE BEYOND THE LIMITATIONS OF TRADITIONAL BASAL READERS. SEARCHERS AND SKEPTICS ALIKE REVEL IN ASHTON-WARNER'S LOVING, LUCID TALE OF ACCELERATED READING AND WRITING AMONG **MAORI PRE-SCHOOLERS**.

I HAVE BEEN DEEPLY INSPIRED BY **JOHN MAHER AND MIMI SILBERT'S DELANCEY STREET FOUNDATION**. AVERAGE NEWCOMERS ARE **FUNCTIONALLY ILLITERATE**. WITH NO OUTSIDE FUNDING AND NO PAID STAFF, THOUSANDS OF CONVICTS, ADDICTS, AND HOMELESS MEN AND WOMEN OBTAIN A **GED**, LEARN THREE MARKETABLE SKILLS, THEN **TEACH EACH OTHER**. THE ORGANIZATION IS **RUN BY RESIDENTS** WHO, BY POOLING THEIR RESOURCES, HAVE BUILT A MULTI-FACETED, MULTI-MILLION DOLLAR, AWARD-WINNING CORPORATION, GRADUATING OVER 14,000 PRODUCTIVE, TAX-PAYING CITIZENS WHO LIVE AND WORK IN FIVE AMERICAN CITIES.

SPECIAL THANKS TO MY NEIGHBORS DOWN THE ROAD, **DR. ALTON WILLIAMS AND HIS WIFE, BONNIE**, WHO INTRODUCED ME TO **VISION THERAPY** AND INVITED ME TO JOIN THEM AT THEIR OPTOMETRY OFFICE ON SATURDAY MORNINGS WITH MY LITERACY KIT BAG. VOLUNTEERS, WORKING ONE-ON-ONE, PUT ENTHUSIASTIC CHILDREN AND YOUTH THROUGH A SERIES OF GAME-LIKE EXERCISES TO IMPROVE THEIR HAND-EYE COORDINATION AND THEIR ABILITY TO FOCUS THEIR EYES AND THEIR ATTENTION. THE RESULTS ARE LITERALLY IN THEIR EYES, IN THEIR BEHAVIOR, AND ON THEIR REPORT CARDS.

LASTLY, THE FOCUS OF THIS BOOK ON THE IRREPLACEABLE ROLE OF SAFE SPACE AND PERSONAL CHOICE IN BRAIN DEVELOPMENT AND MEANINGFUL LEARNING OWES MUCH AND IS A TRIBUTE TO **PAUL MACLEAN'S TRIUNE BRAIN THEORY AND MALCOLM KNOWLES'S WORK ON ANDRAGOGY**. EVERY TRUE EDUCATOR KNOWS THAT SELF-MOTIVATED, SELF-DIRECTED LEARNING IS AS TRANSFORMATIVE FOR CHILDREN AS IT IS FOR ADULTS. THANKS DAN, DAVE, AND LAURA FOR LEADING THE WAY AND FOR SHOWING US OLD-TIMERS WHAT IS POSSIBLE.

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**THE LECTURE  
IS A LATE MEDIEVAL INVENTION  
INSTITUTED BECAUSE BOOKS WERE SCARCE.  
--ANN E. BERTHOFF**

## A READING LIST AND SOME WEBSITES

**WALTER ANDERSON**

*READ WITH ME: THE POWER OF READING—AND HOW IT TRANSFORMS OUR LIVES*

**THOMAS ARMSTRONG**

*THE MYTH OF THE A.D.D. CHILD: 50 WAYS TO IMPROVE YOUR CHILD'S BEHAVIOR & ATTENTION SPAN WITHOUT DRUGS, LABELS OR COERCION*

**SYLVIA ASHTON-WARNER**

*TEACHER*

**COLLEEN DUNN BATES AND SUSAN LA TEMPA**

*STORYBOOK TRAVELS*

**ERMA BOMBECK**

*THE BEST OF BOMBECK*

**CYNTHIA BROWN**

*READY FROM WITHIN: SEPTIMA CLARK AND THE CIVIL RIGHTS MOVEMENT*

**MARC BROWN**

*ARTHUR'S READING RACE [WHICH D.W. WINS W/CAPS!]*

**THORNTON W. BURGESS**

*MOTHER WEST WIND STORIES TO READ ALOUD*

**TONY BUZAN**

*USE BOTH SIDES OF YOUR BRAIN (MINDMAPPING)*

**BEN CARSON, MD WITH CECIL MURPHEY**

*GIFTED HANDS: THE BEN CARSON STORY*

**JOHN CIARDI**

*YOU READ TO ME, I'LL READ TO YOU*

**SANDRA CISNEROS**

*THE HOUSE ON MANGO STREET*

**MARVA COLLINS AND CIVIA TAMARKIN**

*MARVA COLLINS' WAY*

**JAMES P. COMER**

*MAGGIE'S AMERICAN DREAM*

**BILL COSBY**

*CHILDHOOD; FATHERHOOD; KIDS SAY THE DARNDDEST THINGS; LITTLE BILL*

**BERNICE E. CULLINAN**

*READ TO ME: RAISING KIDS WHO LOVE TO READ*

**RONALD D. DAVIS, ET AL.**

*THE GIFT OF LEARNING: PROVEN NEW METHODS FOR CORRECTING ADD, MATH, AND HANDWRITING PROBLEMS*

**DEE DICKINSON**

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**BOBBI DEPORTER WITH MIKE HERNACKI [www.learningforum.com](http://www.learningforum.com)**

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*REFLECTIONS ON A GIFT OF WATERMELON PICKLE...AND OTHER  
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**RIANE EISLER AND DAVID LOYE**

*THE PARTNERSHIP WAY: NEW TOOLS FOR LIVING AND LEARNING*

**PETER ELBOW**

*WRITING WITHOUT TEACHERS*

**DANIEL FADER, ET AL.**

*THE NEW HOOKED ON BOOKS*

**MEM FOX**

*READING MAGIC: WHY READING ALOUD TO OUR CHILDREN WILL CHANGE  
THEIR LIVES FOREVER*

**PAULO FREIRE**

*PEDAGOGY OF THE OPPRESSED*

**RENÉE FULLER** [www.ballstickbird.com](http://www.ballstickbird.com)

*IN SEARCH OF THE IQ CORRELATION*

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**MALCOLM X**  
*THE AUTOBIOGRAPHY OF MALCOLM X AS TOLD TO ALEX HALEY*

**DAVID MELTON**  
*A BOY CALLED HOPELESS, BY MJ*

**DONNA JO NAPOLI**  
*THE PRINCE OF THE POND, OTHERWISE KNOWN AS DE FAWG PIN*

**JOSEPH CHILTON PEARCE**  
*MAGICAL CHILD*

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**ANTOINE DE SAINT-EXUPÉRY**  
*THE LITTLE PRINCE*

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*LIST YOUR SELF: LISTMAKING AS THE WAY TO SELF-DISCOVERY*

**DR. SEUSS**  
*CHOOSE YOUR FAVORITES...*

**DOROTHY STRICKLAND**  
*LISTEN CHILDREN: AN ANTHOLOGY OF BLACK LITERATURE*

**JIM TRELEASE**  
*HEY! LISTEN TO THIS: STORIES TO READ ALOUD; THE READ-ALOUD HANDBOOK*

**RAYMUNDO VERAS**  
*CHILDREN OF DREAMS, CHILDREN OF HOPE*

**VERIZON LITERACY UNIVERSITY** [www.vluonline.org](http://www.vluonline.org)

**JUDITH VIORST**  
*ALEXANDER AND THE TERRIBLE, HORRIBLE, NO GOOD, VERY BAD DAY;*  
*IF I WERE IN CHARGE OF THE WORLD*

**WEBSTER'S COMPACT RHYMING DICTIONARY: A MERRIAM-WEBSTER DICTIONARY**



## **A NOTE ON UNDETECTED VISION PROBLEMS**

RESEARCH SHOWS THAT, WITH OR WITHOUT GLASSES, APPROXIMATELY 1 OUT OF 4 CHILDREN AND 7 OUT OF 10 JUVENILE DELINQUENTS HAVE VISION PROBLEMS WHICH INTERFERE WITH THE BRAIN'S ABILITY TO PROCESS WHAT IS SEEN. FEW SPECIALISTS PRACTICE A DEVELOPMENTAL APPROACH TO VISION CARE THROUGH **VISION THERAPY EXERCISES** THAT IMPROVE THE ABILITY TO FOCUS ATTENTION AND STIMULATE EYE-BRAIN ACTIVITY AND COORDINATION. FOR A STATEWIDE LIST OF OPTOMETRISTS CERTIFIED TO DO VISION THERAPY, ENTER JUST THE NAME OF YOUR STATE AT [covid.org/membersearch.php](http://covid.org/membersearch.php), WEBSITE OF THE COLLEGE OF OPTOMETRISTS IN VISION DEVELOPMENT.

FOR FURTHER INFORMATION, SEE THE WEBSITE OF P.A.V.E., PARENTS ACTIVE FOR VISION EDUCATION: [www.pavevision.org](http://www.pavevision.org),

### ***EACH OF YOU TEACH TWO!***

**JOIN THE LITERACY DIALOGUE ON OUR WEBSITE**

[www.teachtwo.net](http://www.teachtwo.net)

**IF I AM NOT FOR MYSELF, WHO IS FOR ME?  
IF I AM ONLY FOR MYSELF, WHAT AM I?  
IF NOT NOW, WHEN?  
--Rabbi Hillel**

## **LUCILLE T. CHAGNON, M.ED.**

COMMUNITY-BASED LITERACY HAS BEEN LUCILLE CHAGNON'S PASSION EVER SINCE SHE TAUGHT HER TEN-YEAR-OLD ADOPTED TWIN SONS TO READ, AND THREE MONTHS LATER THEY TAUGHT A SIX-YEAR-OLD WHO, WHEN SHE WAS EIGHT, TAUGHT ANOTHER SIX-YEAR-OLD TO READ.

A ONE-TIME INNER-CITY PRINCIPAL AND LONGTIME TEACHER IN FIVE STATES, LUCILLE TAUGHT A THREE-CREDIT URBAN LITERACY PRACTICUM AT RUTGERS UNIVERSITY'S CAMDEN CAMPUS FOR EIGHT YEARS AND DIRECTED THE URBAN LITERACY PROGRAM THROUGH WHICH HUNDREDS OF UNDERGRADUATES FROM ALL MAJORS TUTORED CHILDREN, YOUTH, AND ADULTS IN SCHOOLS, AGENCIES, AND THEIR OWN FAMILIES.

**OTHER LITERACY TUTORS THAT LUCILLE HAS TRAINED INCLUDE :**

- CHILDREN, YOUTH, AND PARENTS IN SUMMER-LONG LITERACY PROGRAMS IN A SOUTH CAMDEN HOUSING DEVELOPMENT;
- THIRD AND 8<sup>TH</sup> GRADERS IN REMEDIAL AND SPECIAL EDUCATION PROGRAMS;
- PARENTS OF CAMDEN SCHOOL CHILDREN;
- TEACHER MENTORS AND INSTRUCTIONAL AIDES;
- SPECIAL EDUCATION AND REMEDIAL TEACHERS;
- TEACHERS FROM JUVENILE INSTITUTIONS AND A FEDERAL PRISON;
- LVA-TRAINED INMATES AT NJ STATE PRISON, THE STATE'S MAXIMUM SECURITY FACILITY;
- AMERICORPS LITERACY TUTORS STATEWIDE.

AT RUTGERS-CAMDEN, LUCILLE TAUGHT LEARNING-TO-LEARN AND WRITING STRATEGIES TO UNDERPREPARED COLLEGE STUDENTS WITH THE EDUCATIONAL OPPORTUNITY FUND PROGRAM FOR TEN YEARS. SHE ALSO TAUGHT DEVELOPMENTAL READING FOR THE EDUCATION DEPARTMENT AND WAS A CURRICULUM DEVELOPMENT SPECIALIST IN A TEACHING EXCELLENCE CENTER JOINT VENTURE WITH A PUBLIC SCHOOL. SHE HAS TAUGHT OPEN ENROLLMENT ABE AND GED CLASSES FOR THE CAMDEN HOUSING AUTHORITY AND FOR DELAWARE TECHNICAL AND COMMUNITY COLLEGE. IN PHILADELPHIA, SHE WAS ON THE STAFF OF DREXEL UNIVERSITY'S STATE-FUNDED WORKFORCE DEVELOPMENT INSTITUTE, AND FOR FIVE YEARS SHE TAUGHT A GRADUATE COURSE IN CAREER COUNSELING AND DEVELOPMENT AT TEMPLE UNIVERSITY.

LUCILLE DID DOCTORAL-LEVEL WORK IN ADULT LITERACY AT THE FIELDING INSTITUTE, SANTA BARBARA, CA, UNDER THE MENTORSHIP OF THE LATE MALCOLM KNOWLES. SHE IS THE AUTHOR OF *EASY READER, LEARNER, WRITER: SIX VIDEOTAPES AND A TEACHER GUIDE* (AMERICAN GUIDANCE SERVICE, 1994); AND *VOICE HIDDEN, VOICE HEARD: A READING AND WRITING ANTHOLOGY* (KENDALL/HUNT, 1998).

**THE TUTORING MINI-LOG  
ALPHABET STRIPS  
AND MINDMAPS  
ON THE FOLLOWING PAGES  
ARE DUPLICATED  
TO ALLOW REMOVAL  
FOR FURTHER DUPLICATION.**

**NO PERMISSION REQUIRED.**

# TUTORING LOG

## An Easy Planning and Summary Chart

*by Lucille T. Chagnon*



Learning Partner \_\_\_\_\_ Tel. \_\_\_\_\_

Organization \_\_\_\_\_

Tutoring Location \_\_\_\_\_ Tel. \_\_\_\_\_

Meeting Time/Day \_\_\_\_\_ Tutor \_\_\_\_\_

To **plan** and **record** your tutoring session:

1. Write the date at the top of the first free column.
2. In that column, put a dot across from each of the things you plan to do.
3. To record what you did: After each tutoring session turn the relevant dots into check marks. Add check marks to other items covered.
4. On the back of this form, record the date, time spent, and anything significant that happened.

<i>Dates:</i>										
a. You read to them.										
b. Journal keeping / Free writing										
c. Mindmapping / Brainstorming										
d. Writing down their stories (LEA)										
e. Creating poetry or stories										
f. Exploring books										
g. Storytelling from Picture Books										
h. Silent reading										
i. They read to you.										
j. Decoding from context clues										
k. Decoding phonetically										
l. Word families, rhyming words										
m. Magazines, newspapers										
n. Learning at the computer										
o. Word games										
p. Four-level reflection										
q. Tutor training										
r. Other: Explain on reverse.										

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# TUTORING LOG

## An Easy Planning and Summary Chart

*by Lucille T. Chagnon*



Learning Partner \_\_\_\_\_ Tel. \_\_\_\_\_  
 Organization \_\_\_\_\_  
 Tutoring Location \_\_\_\_\_ Tel. \_\_\_\_\_  
 Meeting Time/Day \_\_\_\_\_ Tutor \_\_\_\_\_

To **plan** and **record** your tutoring session:

5. Write the date at the top of the first free column.
6. In that column, put a dot across from each of the things you plan to do.
7. To record what you did: After each tutoring session turn the relevant dots into check marks. Add check marks to other items covered.
8. On the back of this form, record the date, time spent, and anything significant that happened.

<i>Dates:</i>													
a. You read to them.													
b. Journal keeping / Free writing													
c. Mindmapping / Brainstorming													
d. Writing down their stories (LEA)													
e. Creating poetry or stories													
f. Exploring books													
g. Storytelling from Picture Books													
h. Silent reading													
i. They read to you.													
j. Decoding from context clues													
k. Decoding phonetically													
l. Word families, rhyming words													
m. Magazines, newspapers													
n. Learning at the computer													
o. Word games													
p. Four-level reflection													
q. Tutor training													
r. Other: Explain on reverse.													

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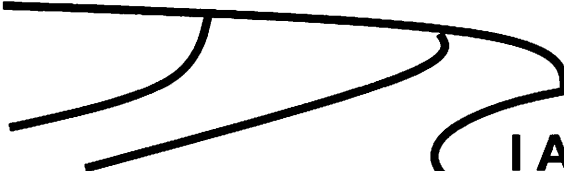
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A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

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**MY FAVORITES**



**I'M FROM**



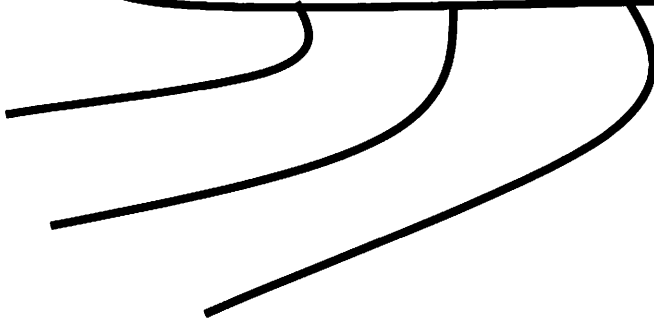
**I AM \_\_\_\_\_**



**MY FRIENDS**



**MY FAMILY**





**YOU WOULDN'T**

**I 'D CANCEL**

**IF I WERE IN CHARGE**

**THERE 'D BE**

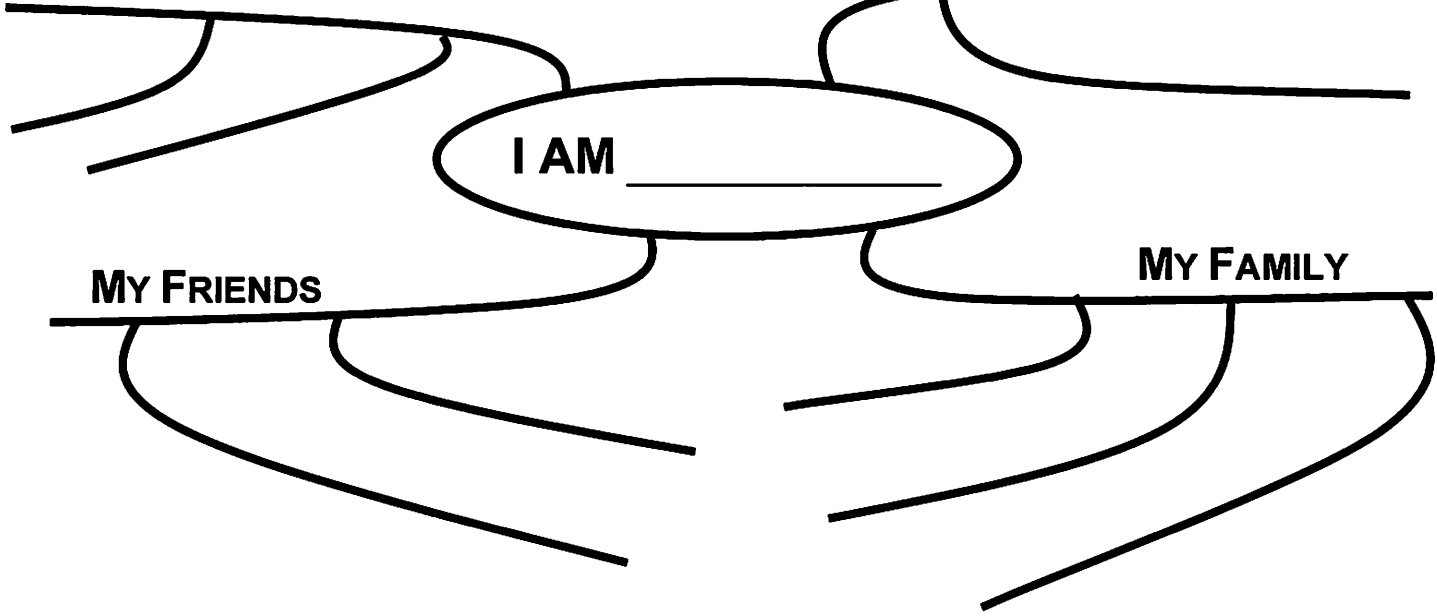
**MY FAVORITES**

**I'M FROM**

**I AM** \_\_\_\_\_

**MY FRIENDS**

**MY FAMILY**



**YOU WOULDN'T**

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**IF I WERE IN CHARGE**

**THERE'D BE**

LaVergne, TN USA  
25 August 2010

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YOU, YES YOU, CAN TEACH SOMEONE TO READ  
A STEP BY STEP HOW-TO BOOK

IN A PRINT-SATURATED SOCIETY, MILLIONS OF SO-CALLED NON-READERS RECOGNIZE STOP, GO, BANK, BUS. HOWEVER, BECAUSE THEY WERE NEVER SHOWN HOW TO BUILD A READING FOUNDATION ON SUCH SIMPLE WORDS, THEY MISTAKENLY BELIEVE THAT THEY CANNOT LEARN. ENTHUSIASTIC LISTENING IS CRUCIAL IN WORKING WITH HESITANT READERS. IT CREATES SAFE SPACE, ACCELERATES LEARNING, AND BEGINS TO DISPEL SELF-DEFEATING BELIEFS. ONCE THEY FEEL SAFE ENOUGH TO TALK ABOUT THEIR REAL INTERESTS, MANY TERMS BECOME SIGHT WORDS THAT ALLOW THEM TO CONTINUE TO BUILD ON THE KNOWN.

SINCE WE LEARN BEST WHAT WE TEACH, EVEN RELATIVELY NEW READERS CAN ACCELERATE THEIR OWN LEARNING BY HELPING THEIR TUTOR-TURNED-MENTOR TEACH A CHILD TO READ. TURNING THE READING DYAD INTO A LEARNING TRIAD INCREASES SELF-CONFIDENCE AND SELF-RELIANCE ALL AROUND, AND EVERYONE BENEFITS.

SHOULD THEY DECIDE TO PASS IT ON TO ANOTHER CHILD, THEN OR LATER, THEY COULD TAKE THE PROCESS ONE SIGNIFICANT STEP FURTHER AND START A GEOMETRIC PROGRESSION OF LEARNING:  
EACH OF YOU TEACH TWO!

SUCH INFORMAL GRASSROOTS LEARNING TRIADS COULD BEGIN TO TURN THE COMMUNITY OF NEED INTO THE COMMUNITY OF SERVICE, ENRICHING MANY LIVES IN THE PROCESS.

THIS LITTLE BOOK WILL SHOW YOU HOW TO START FROM SCRATCH. TRY IT AND AMAZE YOURSELF!

