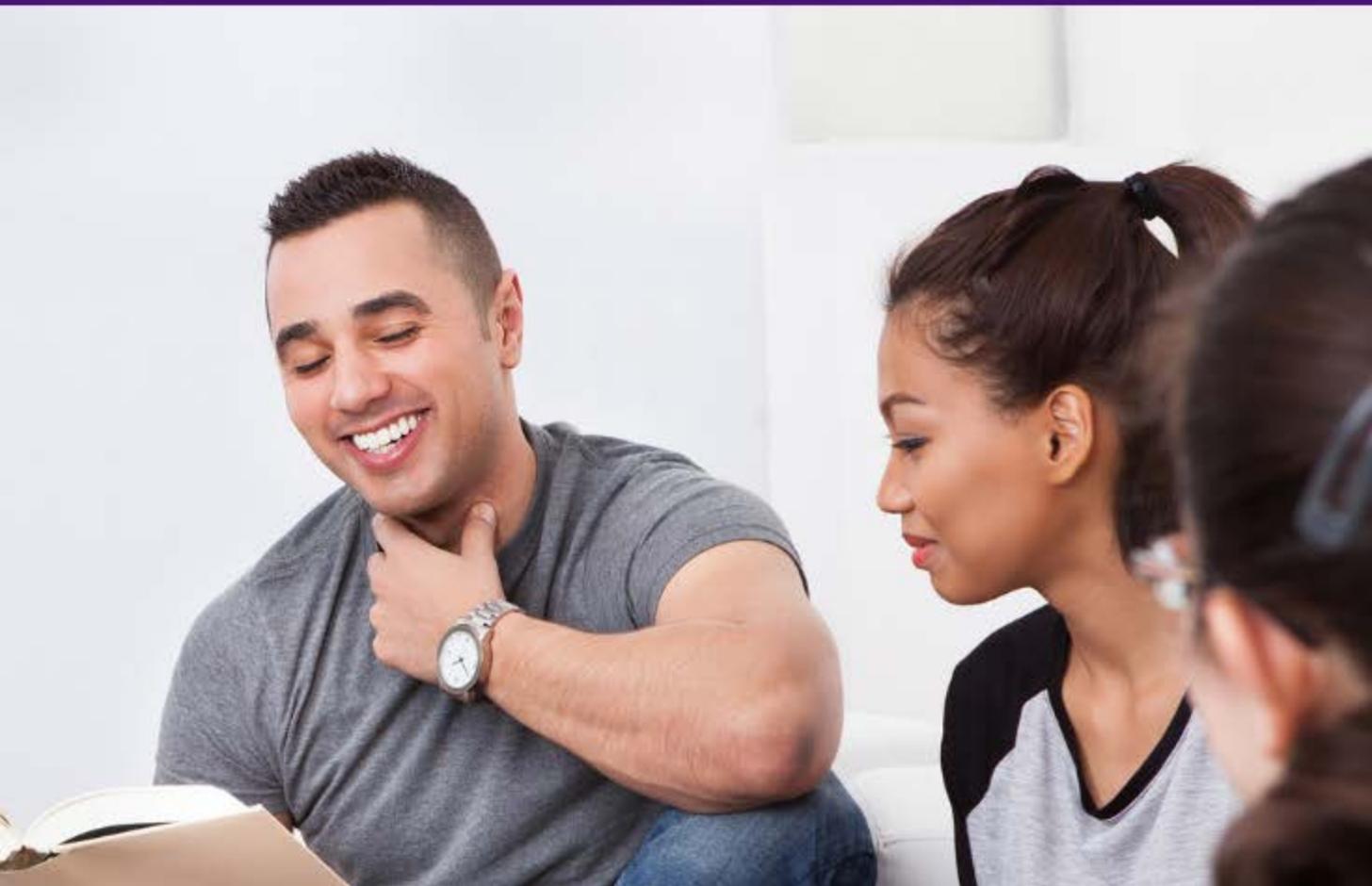


# HOW TO HELP A Beginning or Struggling ADULT TO LEARN TO READ



3 SAMPLE LESSONS

**Hi, my name is Madreen Karle and this is my daughter, Meeghan Karle Mousaw. We are a mother-daughter team.**

**I taught reading for 30 years in the classroom. I helped struggling readers: students whose first language was not English, special needs students, students with reading disabilities.... Any student who struggled at my school, I taught.**



**When I retired, I created this reading curriculum. I wanted to reach more people because I knew I could help new and struggling readers.**

**My daughter has her Masters in Education. She found the program hidden in our basement and used the program with her own children. She put the program online and has now helped thousands of people learn to read.**

**We are here to help you. Never hesitate to reach out with questions!**

**[Mrs.Mousaw@sightandsoundreading.com](mailto:Mrs.Mousaw@sightandsoundreading.com)**



## Directions:

1) **Print out a Reading Worksheet** for your student. If you don't have a printer, they can follow along on a tablet or computer. (The Reading Worksheets looks like this:)



Good Morning

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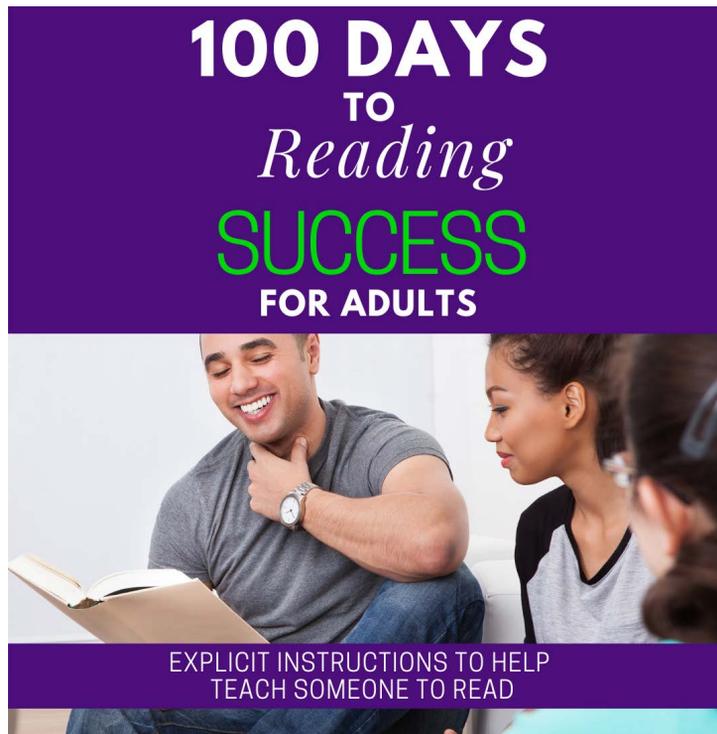
Good Morning

Good morning  
Good, good, good  
Good Morning  
Good morning  
Good, good, morning

©2013 Mrs. Karle's Reading Patch Program { 11 }

**You can print in color, or in black/white. We provided both copies to you.**

- 2) **Teach your student using the Teacher's Manual directions for what to say and do.**
- 3) **Have your student practice reading –Have them read to anyone who wants to listen!**
- 4) **If you want extra practice with the sight words, do the extra sight word worksheets to reinforce the concepts learned.**



Did you find success teaching reading  
with the first 3 days?

Purchase 117 more days by clicking  
here. Thank you for your support!



# Good Morning

Day 1



# Good Morning

## Day 1

### Skills and Strategy Day 1

#### New words for today

Good

Morning

#### Concepts:

Upper case 'G' and 'M'

Concept of word

Left to Right Reading

#### Dialogue for Illustration for Day 1

**Teacher:** Asks questions about the picture such as:

- Where are these children? (in the bedroom, at home etc.)
- Can you tell whose room it is? (the boy's)
- Why do you think it is the boy's room? (children may name things in room like a rocket, dinosaur, etc.)
- Could a girl have a room like this? (answers will vary)
- What are the children doing? (reading, looking at books, etc.)
- Do you think these children already know how to read? (answers will vary)
- If they don't know, do you think they would like to learn how to read?
- Why? Would you like to learn how to read? (hopefully the answer is yes.)
- Let's look at the words on the cover of the book the girl is reading. (Teacher points to the title Good Morning on the cover.)
- The title of her book is "Good Morning" .(Teacher points to each word as she reads it.) Do you see these same words, "Good Morning" (teacher reading, point again) any where else on this page? (Hopefully some one will say, they are the big words under the picture. If not, you can say,)
- Here they are. (Reading, pointing to the large Good Morning at top of the text page.)

#### Dialogue for Text for Day 1.

**Teacher:** Using a pointer, point to each word on the easel: Good Morning and, at the same time, read aloud – Good Morning.

Absolutely use a pointer, left to right, every time you are reading directly from Mrs. Karle's Sight and Sound Reading Program charts. This is one of the strong skill points of this program. (Teaching skills: Concept of Word and Left to Right)

**Teacher reads again:** Good Morning (pointing, of course)

- Can you read this with me? (Remember, always use a pointer as you read)
- Good Morning
- Very good.

\*Praise, praise, praise -always praise children after they have read. This is one of the strong self esteem points of Mrs. Karle's Sight and Sound Reading Program.

**Teacher says,**

- How many words do you think are up here? (Two)
- Let's count them. (Point one, two)
- Let's read them again. (Reading: "Good Morning")

- What is this first word? (good)
- How many letters in the word 'Good'? (four)
- Can we count them together? ( Point and count. one, two, three, four)
- Does anyone know the first letter in the word Good? (Point to 'G')
- You are right, 'G', this is a big 'G' or another word for it is capital 'G' or upper case 'G'.

\*It is extremely important that the children understand that Capital letters, big letters and upper case letters are one and the same. It is just another way of saying the same thing. This concept is very confusing to children. Mrs. Karle's Sight and Sound Reading Alphabet which visually teaches the lower case/upper case, little/capital, and consonant/vowel concepts and the very confusing printed "a", "g" and "t" can certainly help your students understand the confusing details of the alphabet.

**Teacher:**

- What is this second word? (Point to 'Morning', on the chart.)
- How many letters are in the word, 'Morning'? (seven)
- Can we count them together? ( Point and count. one, two, three, four, five, six, seven)
- Does anyone know the name of the first letter (Point to 'M' ) in the word Morning? 'M' - super!
- This is a big 'M', or, we sometimes call it capital 'M'. Some people even call it an upper case 'M'.

**I am going to repeat verbatim what I said a minute ago, how extremely important it is to teach each and every child the many confusing ways we refer to the alphabet letters:**

\*It is extremely important that the children understand that Capital letters, big letters and upper case letters are one and the same. It is just another way of saying the same thing. This concept is very confusing to children. Mrs. Karle's Sight and Sound Reading Alphabet which visually teaches the lower case/upper case, little/capital, and consonant/vowel concepts can certainly help your students understand the confusing details of the alphabet. MRS. KARLE'S SIGHT AND SOUND READING Alphabet also teaches the very confusing printed "a", "g", and "t".

***Teacher should enhance the dialogue at any time by involving the children. Mrs. Karle's Sight and Sound Reading Program Is for children participation.***

Have a child come up and point to something.

Have a child write something.

Have a child act out something.

**Teacher:**

- You are wonderful! You've learned to read two words today. Each day we will learn one or two new words and before you know it - you will be able to read a book. Reading is like building a house. You need one brick, one piece of wood, one nail, then two, then three and what do you think you have at the end? (a house)
- You are right, at the end, - you have an entire house. In reading, you need to learn one word at a time. You have to practice that word every day -just a little bit like we did today. It's also like riding a bicycle you have to practice a little each day and pretty soon you can ride without falling off the bike. If we do a little reading together each day -YOU will become a good reader.

**Teacher quickly points to reading on the chart and says,**

- What does this say? ( Good Morning)
- You are wonderful!

## Review of Day 1 - (Do at the beginning of Day 2)

**Teacher:** Put pointer on book title in the picture. (Good Morning)

- Who remembers the name of the book the boy and girl are reading? (Good Morning)
- Wonderful

**Teacher:** Put pointer on text of Good Morning -Always use the pointer. Teacher always reads chorally with the class unless an individual child is reading.

- Now, can all of you read what this says? (Reading "Good Morning")
- Terrific, Let's read it again. I am so happy you all remembered how to read this.

**Turn or flip to Day 2 picture and text**



## Good Morning

Good morning

Good, good, good

Good Morning

Good morning

Good, good, morning

Day 2



# Good Morning

Good morning

Good, good, good

Good Morning

Good morning

Good, good, morning

## Day 2

### Skills and Strategy Day 2

No new words today.

#### Concepts:

Upper case and lower case 'Gg'  
Upper case and lower case 'Mm'  
Typed lower case 'g'  
Punctuation: Comma  
Concept of word  
Left to Right Reading

### Dialogue for Illustration for Day 2

#### Teacher:

- Oh, wow -there is a lot of reading on this page. Let's look at the picture first. What are these animals doing? (varied answers -Learning to read, Going to school. If children do not answer, give clues, teacher bear has a pointer, there is an easel, etc.)
- Do you think that real animals go to school in the forest?(varied answers)
- Can we pretend animals go to school?
- Point to Teacher Bear -Who do you think this bear is? (teacher)
- Can you read what words she is trying to teach them?(Pointer -Good Morning)
- Wonderful, Teacher Bear is teaching the words "Good Morning" too. Now, let's look at our reading for today.

### Dialogue for Text for Day 2

#### Concept: 'M and m' and 'G and g'.

- Today we have no new words, but we have words that look different. What is this word? (Point to Morning in reading.)
- Yes, it is 'Morning'. It starts with a capital or big letter or upper case 'M'. Now let's look at this underlined letter (point to the underline Day 2 'm' in 'morning')
- This is the lower case 'm' or little 'm'. It can also be in the beginning of the word 'morning' and the word still reads 'morning'. When we read, we usually only see capital letters in the beginning of some words -all the other letters in the words are lower case. (This is an ideal time for a lot of student involvement.)
- How many times do you see the word 'morning' up here with all lower case letters? (3) Have a child come up and point to all three, or have 3 different children point. You can even give them a cardboard coat hanger to use as their pointer.
- How many times do you see the word 'Morning' with a capital letter? (2, 3 if someone counts the one in the picture)
- Now, put on your thinking caps, how many times do you see the word 'morning' up here in all? (5 in text reading but 6 if they count the one in the picture)
- (Now go into a discussion and use student involvement as you discuss capital and lower case 'Gg'. Help them to understand that Good and good are the same word.)

This is the perfect time to teach the third 'g' – the computer or typed 'g'. Help in teaching this concept can be made easier by using the Sight and Sound Alphabet. The child can easily visualize that it is a second lower case "g".

**Teacher:** Use the following instructions to teach the 3 "Gs" – upper case, and two lower case 'g' and 'g.'

- "Now I am going to write the word "Good" on the board 3 different ways. Look at the first letter, the "G" and watch how I change it. "

- Teacher, write: Good, good, and good. When you write this 'good', tell the children how hard it is to write the 'g'.
- "The computer and book makers use it, so we have to learn it so that we can read it."
- "If we can learn that there are 2 lower case, little 'g's and one upper case or big 'G', it will help us be better readers.

Now review several times the 3 ways of writing and reading the word "Good, good and good."

As additional practice in finding words with the printed "g" in them, go on a 'g' treasure hunt and find the 'g' in words in books, newspapers, signs, etc.

**Important:** Review the 'upper/lower case concept' each day with each new word introduced, until you are certain all children understand this concept. It is also a wonderful reinforcement and review of letter names.

### Concept: Punctuation -Comma

**Teacher:** Point to the first comma after the word 'Good'.

- Does anyone know what this little mark is called? (comma)
- It is called a comma. I want to tell you why that comma is there. It means to wait or pause - take a little breath -just a bit, when you read that word. It separates that word from the word next to it. I will show you.

Teacher, using the pointer, read with expression -especially around the commas, the entire reading text. You are modeling the way you want the children to read when they come to a comma.

Very Important: Your expression and enthusiasm mean sooo much. The more expression you use in reading these handouts with your students, the better expression they will learn to use as they become more fluent readers.

- Now, let's all read together. (Read and praise.)
- This time, I'm not going to read at all. You will read it to me. (Teacher just points as class reads.)
- You are terrific. You read all of this, and with such good expression, I am soooo proud of you!

### Day 2 Extra Practice:

You can use flash cards with each word, 'morning, Morning, good, Good' on them. Flash them one after the other, for total class response. Or, put them in a bucket or bag and let individual children pull out and read. Words can be added each day as they are introduced. Children love to quiz each other at Centers too.

## Dialogue for the Save at or Take Home Handout

Next is a very rewarding, self-esteem part of Mrs. Karle's Sight and Sound Reading Program. It is the review that the child saves and shares. It will "grow" and show how much they are learning. They are so proud of this. Help them make it special! Save them in a box or notebook so they can read and share. Put a happy face or sticker each day they complete the page – or write superlative, praising words – "Great Job, ", "wonderful", etc.

**Concept:** Concept of word

Pass out to each child, Day I of the worksheets. These will to be circled and taken/saved at home. Give the following instructions. It is very important to do the first couple of pages with the child so they can learn to circle the entire word. This is "concept-of-word".

**Teacher:**

- Everyone please take out your pencil. Please write your name on the top of this page. (Show where to write name.)
- Now, using your pencil as your pointer, let's read these two words together. (reading)
- Super. Now I want to show you what I want you to do with your pencil.

**Teacher** writes on the board, reading, or use the worksheet one you are holding in your hand. Just make sure the children can see what you are doing.

- Watch me carefully.
- Point to the word, 'Good'. What is this word? (Good)
- Wonderful. You can read the word, 'Good.'

**Teacher** spells it out, pointing to each letter and then to the entire word.

- G-o-o-d, Good. Because you can read the word 'Good' all by yourself, I want you to circle the word 'Good' on your paper. Make one circle around the entire word 'Good'. Be sure and get all the letters that belong to the word, good.

**Teacher** demonstrates on the board. You can also walk around the room to see that it is being done correctly. Teacher goes back to the board and points to the word 'Morning'.

- And what does this word say? (Morning)
- (Teacher spells out the word, pointing to each letter and than to the entire word.) 'M-o-r-n-i-n-g, 'Morning'
- Super, now, what do you think I want you to do because you can read the word 'morning' by yourself? (circle it on their paper)
- You're right. Now, circle it on your paper. (Teacher walks around the room to see that it is being done. If teacher desires, this is the time to put a Happy face or Sticker on the page. This is not necessary, just a nice touch! When everyone has circled their words, tell them where you want them to put their paper to take it home.)
- When you go home and read this to your Mom or Dad, you tell them you circled each word, because you knew how to read it! They will be sooo proud of you. Every day you will learn more and more words. Your parents are going to see all the words you are learning to read.

**An example of communication from a teacher to a parent explaining the daily handout can be found in the appendix.**



# Good Morning

## Text for Review of Day 2 – (Do at the beginning of Day 3)

### Teacher:

- This was the handout we read yesterday. Teacher Bear in the picture is teaching all the animals to read. You read a lot more words than the animals read. I want to see if you remember what you read yesterday. First, see if you can read it to yourself -in your head. (Give them a minute to read to themselves. Encourage and explain again to those who look like they don't know how to read to themselves.)

Everyday the children should read the reviewed handout to themselves - before you read it to you or as a class chorally. After they have read it to themselves, review quickly the concepts that were taught that day (upper and lower case 'Gg' and 'Mm,' and the comma). Ask some comprehension questions. In this Day 2 review, there isn't too much comprehension but, as words are added, the children love 'looking for the answers'. The children really become fantastic comprehension readers with this program! Put pointer on text.

### Teacher:

- Now are we ready to read it together? Watch for those commas, use great expression. (read and praise- Do it a second or third time together.)
- Would you like to read it alone? (If child is not ready – you read along. Praise!)
- Now you all read it to me one last time? I'm not going to read at all. (read and praise)

Turn or flip to Day 3



## Good Morning

Good morning

Good, good, good

Good Morning

Good morning

Good, good, morning



Good Morning

See a red  . See a red  .

See a red  . See a red  .

See a red  . Good, good.

## Day 3

### Skills and Strategy Day 3

#### New Words

see  
a  
red

#### Concepts

Punctuation: period  
Letters: lower case 's', 'e', 'a', 'r', 'd'  
Lower case typed 'a'  
Phonics: 's' sound (optional)  
Left to Right Reading  
Concept of Word

#### Dialogue for Illustration for Day 3

Discuss what they see in the picture. Just use your who, what, when, how questions. Talk about how much red is in the picture. You can even count the number of red objects. Here is some suggested dialogue.

##### Teacher:

- Where is Little Bear? (In the woods, or forest)
- What do you think he is going to do today? (play with his bike, wagon, ball etc.)
- Do you think he will play alone all day? (Answers varied)
- Why or why not? (Answers varied)
- There are a lot of objects in this picture that are all the same color? What color is it? (Red)
- What do you see in the picture that is red? (Hat, bike, apple, wagon, ball etc.)
- Now let's look at our reading today and see how this picture will help us learn some new words.

#### Dialogue for Text for Day 3

##### Concepts:

Explaining underlining of New Words New Words: see, a, red  
Letter recognition: 's', 'e', 'a', 'r', 'd'  
Explaining pictures

- We have three new words today. They are all underlined because we have not seen them in our readings before today. Every time you see a word underlined, that means it is a new word for the day. The first underlined word today, (point to 'see') is the word 'see'.  
(point to each letter as you spell)
- S-e-e spells 'see.' What is this word? (see)
- Great, now do you see the word 'see' up here again?
- Does someone want to show me? (encourage participation)
- How many times do you see the word 'see'? (5, count and point with them)
- Super, you have learned to read the word 'see'.
- Does anyone know the name of this letter? (point to the word 'a' that is underlined)  
Respond accordingly if they know it. Otherwise, tell them the letter, 'a')
- This letter 'a' also is the word 'a'. It is only a word when the 'a' is all by itself. You will see the letter 'a' many times in other words, but when the letter 'a' is all by itself, when there are no other letters next to it, it is the word 'a'. The word 'a' will be easy to remember.

I want to tell you something very important to remember about the lower case "a." Point to the printed "a" and say, "This "a" is a printed "a" made by a

machine or a computer. When I write a lower case “a” or when you write a lower case “a”, we do it like this “a”. This “a” and this “a” are the same letters. They are both “a.” It is just easier for a person to make this kind of “a”. A printer or computer makes this “a”. They are both lower case “a’s” and they both are the word “a”.

- Can you tell me how many times you see the word 'a' in our Good Morning today? (5, count and point with them)!
- You are incredible. You can now read another word -the word 'a'.
- So far we have learned to read two new words today -'see' and 'a'. (point as you read them)
- Here is our third new word for today. (point to the word 'red')
- Now for the third word, I'm going to give you a clue. It is a color word. Look at this picture. (point to the picture, then, point to the word 'red')
- What color word do you think this is? (red)
- Super, yes, this is the word 'red, (point to each letter and spell) r-e-d, spells red.
- How many times do you see the word 'red' up here? (5, count and point with them)
- Let's read, 'See a red' (point as they read)
- Here is a apple. But, it isn't red. Can someone come up and color this apple red? (Give them a crayon and let them color it.)
- Now we can read this sentence. 'See a red apple'. (point)
- Here is a little dot at the end of this sentence. It is called a period. It means to Stop! (point)
- Listen as I read this sentence.

Point and read with expression. Help the children to understand that it is the end of the thought. They must stop, before they go on to the next thought. Remember, the more expression you use to model reading, the more you will be rewarded with students who read with expression. It will also help them to comprehend what they read.

- "'See a red apple.' (point and read)
- Now you read it with me. (point and read)
- 'See a red apple.'
- Wonderful! Now let's read the next sentence.

When you come to the picture of the wagon, have a child color it red, and then read the entire sentence again chorally. Praise them as they read. Repeat the same format -read and color -for the bike, ball and baseball hat. You can reinforce the word 'red' even more, if each time a child finishes coloring the picture, ask them to point to the word 'red' before they sit down.

- Now, we are ready to read this entire Good Morning.

Read it a couple of times together. Give a lot of praise. Always end the days reading together, with the feeling that all the children are reading. Also, let them know, that all of them are wonderful!

## Dialogue for the Day 2 Take Home Handout

Pass out to each child, Day 2 of the Good Morning handouts. These will be circled and taken or saved at home.

Give the following instructions.

- Take out your pencil. Please write your name on the top of this page. Remember yesterday, when you circled the word 'good' and the word 'morning' to show that you knew how to read the words. Today, we are going to very slowly circle our words together.

Teacher can use the Poster copy of the Day 2 Good Morning to help demonstrate.

- Please do not go ahead and circle until I do it with you. I know, you want to do it all by yourself, but, just for today, we are going to do it together. If you listen and learn to do this correctly today, it will help you to know what you are going to do every day with your 'Good Morning that you take home. Other days you will do it with a partner. But just for today, we are going to do it real slow and together.
- Are you ready? Put your pencil under the word 'Good' at the top of the page. What word is this? (good)
- Great, now you can circle it. I'll circle mine. Remember circle the entire word 'G-oo-d', 'good'.

Spell, say and circle on the Poster.

- Now put your pencil under this next word. (Morning)
- What is it? Yes, 'Morning'. You know it, so circle the entire word, 'm-o-r-n-i-n-g', 'morning'.

Spell, say and circle on the Poster.

- Now let's go to the next line, the word in the beginning of the line, it starts with a capital 'G'. What is the word? 'Good', now circle it.
- Move your pencil to the next word. (morning)
- What is it? Now circle that word 'morning'.

Say and circle on the Poster.

No need to spell any more today, unless you feel that reinforcement is necessary. If you have children who do not know the names of the letters, continue spelling as much as possible. They will only learn the letter names by hearing them, saying them, and writing them.

- Let's go to the very beginning of the next line. Put your pencil on the first word. What is it? (Good)
- You know it is the word 'good', circle it!

Say and circle on the Poster.

- Put your pencil under the next word. What is it? (good)
- Yes, 'good', circle it.

Say and circle on the Poster.

- Now on to the next word in the same line. What is it? (good)
- You're right again. You sure know how to read the word 'good'. Now circle it.

Say and circle on the Poster.

- Now, I'm not going to do it with you. But wait for my directions. Do not go ahead. You are really such good listeners. Remember, wait for me to tell you what to do. Go to the next line and put your pencil under the first word. Now read it. I want to hear you say the word. If you can read it, circle it. (watch to see if they are following directions)
- What word did you circle? (Good)
- Good, that was great. Go to the next word and read it and then circle it if you can read it. What was it? (Morning)
- Is the 'm' a capital or lower case letter in that word? (capital)
- Go to the next line. Read each word, one at a time. If you can read the word circle it. I want to walk around and see how you are doing.

- Wow, you all are following directions so well. I am so proud of you. There is one line left for you to read. Go to the beginning. Read each word. If you can read the word, circle it. If you don't know the word, don't circle it. I will help you learn the word you didn't circle.  
(Teacher walks around the room to see that the directions are being followed.)

If teacher desires, this is the time to put a Happy face or Sticker on the page. When everyone has circled their words, tell them where you want them to put their paper to take it home. Remind them to read it to someone. It can be a parent or grandparent, aunt or uncle, a neighbor, a friend, even a doll, a dog or a TV character will listen!



## Good Morning

Good morning

Good, good, good

Good Morning

Good morning

Good, good, morning

### Review Day 3

Very important: The following format is the suggested way to present the review Reading each day. Your own dialogue will be more natural. Please follow these repetitive, skill building techniques every day. Your children will become confident, eager readers.

- This was the reading we read yesterday. Little Bear has a lot of red objects around him. This reading had three new words. I wonder if you remember them.
- (Point to the underlined word 'see'.) Do you know this word? (see)
- Great. (Point to the underlined word 'a'.) How about this one? (a)
- Super (Point to the underlined word 'red'.) Do you remember this one? (red)
- Wow, now I think you are ready to read this whole reading. First, read it to yourself. Give them time to read. Then, ask one or two comprehension questions.
- What is the last red thing they want you to see (baseball hat)
- Wonderful.
- (Point to the underlined period.) As we read this together, remember when you get to the period to STOP – for a short second. That is the end of the sentence. Use good expression!

Read and praise.

- Is there anyone who would like to read it alone?

Give individual children an opportunity to read –if it is their choice. Do not call on anyone who does not volunteer. They will all volunteer to read when they feel confident.

- One last time, all of you together. I will listen to my wonderful readers!

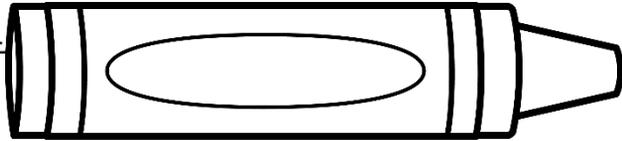
Read and praise.

### Turn or flip to Day 4

Name \_\_\_\_\_

Read it.

good



Write it.

\_\_\_\_\_

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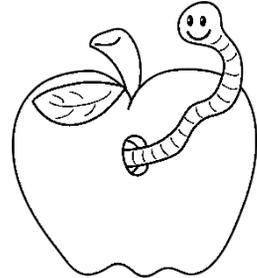
\_\_\_\_\_

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\_\_\_\_\_

Trace it

good



Spell it.


Write the sentence.

Be good!

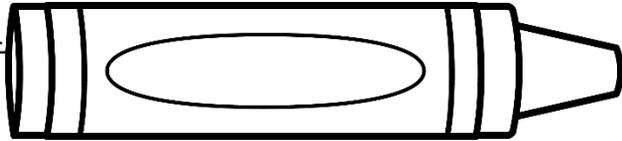
Color it.

good

Name \_\_\_\_\_

Read it.

good



Write it.

\_\_\_\_\_

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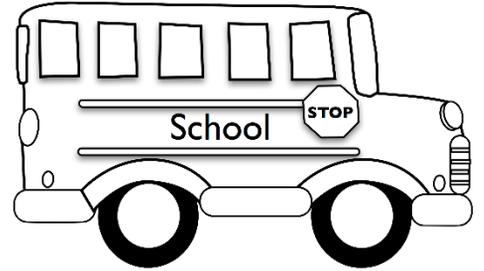
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\_\_\_\_\_

Trace it

good



Spell it.


Write the sentence.

Be good!

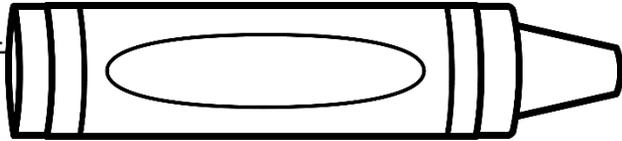
Color it.

good

Name \_\_\_\_\_

Read it.

morning



Write it.

\_\_\_\_\_

-----

\_\_\_\_\_

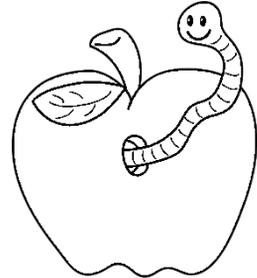
\_\_\_\_\_

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\_\_\_\_\_

Trace it

morning



Spell it.


Write the sentence.

Good morning everyone.

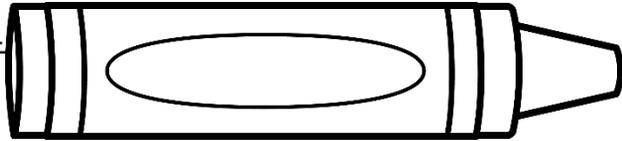
Color it.

morning

Name \_\_\_\_\_

Read it.

morning



Write it.

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

Trace it

morning



Spell it.


Write the sentence.

Good morning everyone.

Color it.

morning

Thank you to our  
illustrator for this  
project...you make us  
look great!

