Welcome to *Voyager*

A Reading and Writing Series from

New Readers Press

Slide 1

Note to Trainer—Each participant should have a copy of both the *Teacher's Resource Guide* and the student book for *Voyager Introduction* and *Book I*. You should also have a display of the entire series. The notes for this PowerPoint refer to pages in the newest edition (2011) of *Voyager*. You will need to make adjustments if you are using the older version.

Presentation—Today's goal is for you to become familiar with a literacy curriculum. As tutors, our job is to teach adult learners strategies that will help them develop the reading, writing, and critical thinking skills they can use in their daily lives. It is important we do what we can to help them be successful and motivated to learn.

[Insert your literacy program here] has some great resources for our tutors. Today, we are going to take a look at a curriculum called *Voyager*.

Voyager is a wonderful curriculum because it was specifically designed to help adult learners improve their literacy skills. You will not need to worry about creating lessons because the lessons have already been developed and will provide a structure and sequence that work.

This curriculum
- is published by New Readers Press, a company that specializes in adult literacy materials
- works well for one-to-one instruction or with small groups
- consists of 4 student books and 4 teacher's guides (Introduction, 1, 2, and 3)
- is student centered, meaning the learner's goals, experiences, knowledge, and input are central to the learning process

Key Features of *Voyager*

- **Integrates** reading, writing, listening, speaking, and thinking skills in all lessons
- Features a **variety** of reading selections
- Uses **direct** and **indirect instruction**
- **Teacher's Resource Guide** leads you through the lessons

Slide 2

Every lesson includes an opportunity for the learner to read, write, speak, listen, and apply new information.

The series exposes learners to a variety of reading selections including poetry, news articles, journal entries, historical accounts, fiction and nonfiction stories.

The learner will not only work with you during tutoring sessions, he will also work on his own so he can practice new skills.

Throughout the lessons, you will use a variety of teaching strategies to help the learner improve word recognition, sight vocabulary, fluency, comprehension, and writing. This variety is helpful because everyone learns differently. The more ways we present information to the learner, the more opportunity he has to understand and master the concepts.

As tutors, you will use *Voyager*'s *Teacher's Resource Guide* to provide you with all the information you need to be successful.

Preparing for Success

Before You Start
- Learner is assessed
- Tutor and learner meet with literacy director

Supplies
- Dry erase board or extra paper
- Marker, pencil
- Folder or notebook
- Spiral notebook

Slide 3

Each learner will be given a reading assessment before he is matched with a tutor. Before you start tutoring the program director, the learner, and you will meet to talk about the assessment, discuss curriculum, and determine where to start in the curriculum.
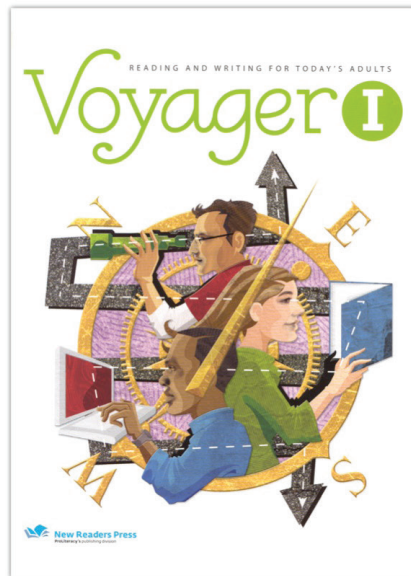
Note to Trainer—If this is not the way your program operates, describe the local procedure.

If the assessment indicates the learner needs minor assistance in letter recognition, you can do some preliminary work before starting Lesson 1. (For example, use Photo Copy Master 1 in the *Teacher's Resource Guide* or flash cards, etc.) The learner must be able to recognize and copy letters.

When you start tutoring, make sure to have a few things on hand. Obviously, you will need a copy of the *Teacher's Resource Guide* and the learner will need a student book. You will need some blank paper, a pencil, and an eraser. It is also recommended that the learner has a folder to keep his work and a spiral notebook or 3–ring binder.

Note to Trainer—Check with the literacy director to see what materials are available through the literacy program.

Introduction Book

Slide 4

Now we are going to become familiar with *Voyager's Introduction Book*. This book is useful for learners who test at .5 through 1.5 grade level.

Turn to page 12 in the *Teacher's Resource Guide* to see the *Introduction Book Scope and Sequence*.

If you look at the Lesson Objectives for Unit 1, you can see what is covered in the first five lessons. The learner will:

- learn names and sounds of six consonants
- identify, dictate, and copy words with target letters
- dictate, copy, and read sentences
- learn sight words
- read and complete a cloze story (a fill in the blank story)
- dictate, read, and copy language experience stories

Notice that *Voyager* involves the learner in reading and writing activities from the very beginning.

Slide 5

Turn to pages 6–7 in the student book and identify things you think may help make the lesson non-threatening to an adult learner.
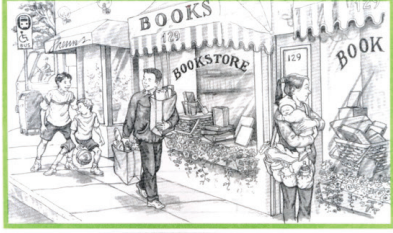
Note to Trainer—You may need to help the participants by pointing out the following points.

- large font (size of letters), plenty of white space, few words
- letters across the top of page
- picture is an everyday street scene that may be familiar to the learner
- the first activity is simply talking about a picture
- lesson focuses on one consonant
- pictures help the learner figure out the words in the Words to Know section
- first answer is provided in the Read and Write activity (as an example)

Slide 6

Look at page 6 in the *Introduction Book* as we demonstrate how to teach Lesson 1.

Note to Trainer—Demonstrate the first part of Lesson 1. Do this exactly as outlined in the *Teacher's Resource Guide* on pages 15–16. Use Trainer Script for Teaching Lesson One, pages 109–110 as a guide. Ask the participants to respond as the learner or have the co-presenter give learner responses.

Demonstrate Lesson 1

After the Demonstration—There was a lot going on during this lesson. What were some ways the learner was actively involved in the learning process? How did the tutor encourage success? (Spend 10 minutes [at most] discussing observations.)
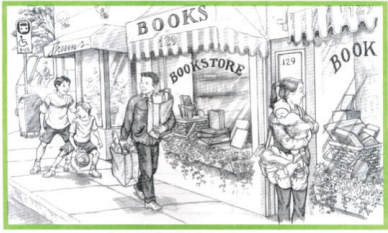
Possible responses include:
- learner discussed picture using his own words
- if the learner had trouble talking about the picture, the tutor helped by asking questions
- learner selected words from the picture for part B
- tutor modeled writing the words on a blank sheet of paper
- learner decided if there were unfamiliar words he wanted to add to his personal dictionary
- tutor modeled how to do part C so the learner understood the task
- learner selected words for his sentence in part C
- tutor copied the learner's sentence on the first line of part C
- first sentence the learner read is one he dictated

—more on next page—

Lesson 1
continued

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
LESSON 1

B b By the Bookstore

Talk, Write, and Read

A. Talk about what you see in this picture.

B. Write words with the letter **b** like **book.** You may use words from the picture.

C. Pick one word from your list. Make a sentence with the word.

D. Read your sentence out loud.

Notes for Unit 1: **1.A.** Talk about the picture with students. Use words that contain the target letter frequently. **B.** Follow the letter/sound lesson strategy in the *Teacher's Resource Guide* (TRG). **C.** Write sentences that students dictate. Have students copy them. **D.** Let students volunteer to read aloud to you or to student partners.

6 Unit 1 **Consonants**

—continued from previous page—

Voyager helps build the learner's confidence because:

- lessons move at the learner's pace
- tutor models activities to help the learner understand what is expected
- learner's thoughts and opinions are included in every lesson
- format establishes a "team approach" between the tutor and the learner (This may be quite different from the way the learner was taught before.)

Refer to pages 15–16 in the *Teacher's Resource Guide* to find notes for teaching Lesson 1.

The Rest of Lesson 1

- Divide into small groups
- Find the directions for your topic in the *Teacher's Resource Guide*, pages 16–17
- Read and discuss with your partner
- Summarize and share

Slide 7

I'd like each pair to read about the topic on their card and then discuss the details with their partner. In a few minutes, I will ask you to share how to teach that section.

After the Activity—Did Lesson 1 contain activities that gave the learner a chance to read, write, listen, speak?   (Yes, every lesson gives the learner an opportunity to read, write, listen, and speak.)

We moved through Lesson 1 fairly quickly, so I need to tell you that you should adjust the pace to accommodate the learner. This lesson could very well take two or more meetings to complete. Some lessons will take even longer. You must give the learner time to listen, process the information, ask questions, and do the activities. Move at the learner's pace, not your pace.

It is appropriate for you to have the *Teacher's Resource Guide* open during the lessons. You are not expected to memorize the lessons, however you should review the lesson before you meet with the learner.

Slide 8

We also need to give the learner time to reflect after each lesson. Look at the very last note for Lesson 1 in your *Teacher's Resource Guide* (top left side of page 17). It says, "Help students fill out copies of PCM 2 to include in their working folders."

Find Photocopy Master 2 (PCM 2), the Student Progress Tracking Sheet in the back of the *Teacher's Resource Guide*.

Why is it important to spend time completing the progress sheet after every lesson?
- gives the learner time to reflect
- helps the tutor gauge the learner's understanding
- provides the tutor with ideas of what the learner may need to review
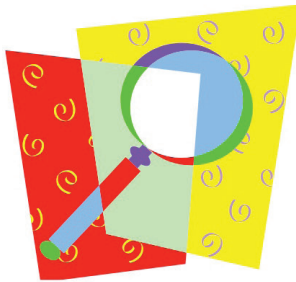- keeps the learner engaged and involved with their learning

You can also use the end of the lesson to ask the learner if there were any unfamiliar words he would like to add to his personal dictionary or spelling list. These can be noted on the progress sheet and later added to the learner's spiral notebook. The *Teacher's Resource Guide* gives you information on how to include these words in future lessons.

What will you do if the learner is not able to fill out the sheet or write the words he wants to study?   (Let the learner fill out what he can and then you write what he dictates.)

The learner should put the PCM in his folder and add a new one after each lesson.

Preview Lesson 2

- *Voyager Introduction*
  Lesson 2, page 8

- *Teacher's Resource Guide*, page 17

Slide 9

Look at page 8 in the student book. Notice the letter *D* is highlighted at the top of the page.

Lesson 2 is presented in the same way as Lesson 1. Remember that the general outline for teaching the lesson can be found in the *Teacher's Resource Guide*. Notes for each subsequent lesson can be also be found in the guide.

Turn to page 17 in the *Teacher's Resource Guide* to find the notes for Lesson 2. This is where you can find suggestions and special tutor notes.

Ask a participant to read the Special Notes under Key Words.

Notice that the tutor does not give a lengthy explanation of when to use the word *an*. At this point there is only a brief mention.

The Read and Write section gives a similar brief mention about possessive endings because the picture caption says, Don's Office.

The tutor will remind the learner that names begin with capital letters and that each sentence begins with a capital letter. Also mention that each of the sentences will end with a period.

Lesson 2 Practice

- Break into pairs
- One will be the tutor and the other the learner
- Teach Lesson 2
  - Use the *Tutor Script for Teaching Lesson 2* handout
  - Use page 8 of the student book

Slide 10

I'd like you to work with your neighbor and practice section for Lesson 2. The person who is the learner should turn to page 8 of the student book. The person who is the tutor should use the Tutor Script for Teaching Lesson 2 handout in your folder.

Allow about 10 minutes for practice.

Debrief by asking participants the following questions.

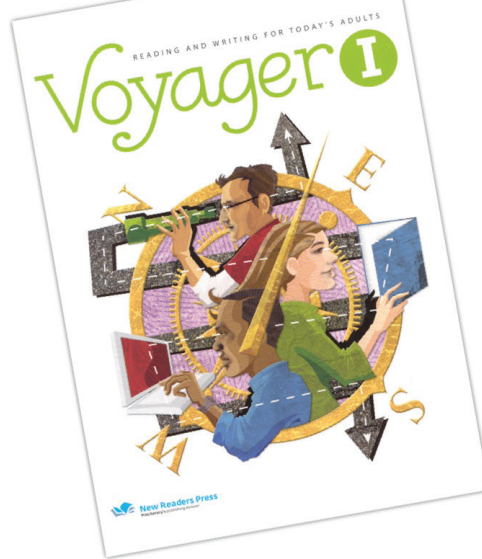What observations did you have about this lesson?

Do you think a learner will be successful doing the activities?

Do you think you will be comfortable teaching this section to an adult learner?

The rest of the lesson follows the same pattern as Lesson 1. It has: Words to Know, Key Words, Read and Write, and In Your Own Words sections.

Don't forget that you will move through the lessons at the learner's pace to give him time and opportunity to succeed.

The Remainder of the Student Book

Slide 11

Now we are going to look at another lesson to see how things progress in the student book. Please turn to page 60. What is the lesson about?   (the short i)

What do you notice about the story?   (words rhyme)

Word families are groups of words that end with the same sounds and spellings. All words in a word family rhyme. For example, *kick*, *pick*, and *quick* are all are members of the –*ick* word family.

What is the advantage of using a rhyme?   (rhythm and rhyme help with fluency, and rhymes provide word families)

When learners have a basic sight vocabulary, you can use word families to help them build on that vocabulary.

Notice that the learner practices using rhyming words in the Word Families section on page 60.

Another progression is found in the Writing Sentences section on page 61. See that the learner is asked to write sentences incorporating the two words in the green box.

In the Back of the Student Book

- **Answer Key, pages 84-87**
- **Reference Handbook**
  - Numbers
  - Months
  - Days of the week
  - Word list

Slide 12

Turn to pages 84–87 and look at the Answer Key. Why do you think the Answer Key is in the student book?
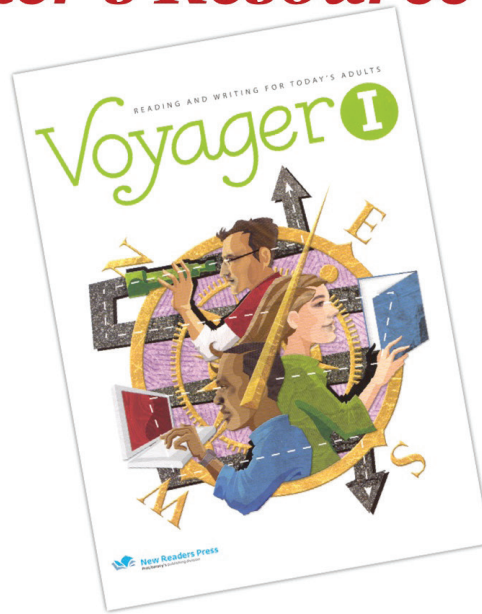
- learner is learning how to self-check, a skill he can use in real life situations
- no red marks from the tutor, the learner makes his own corrections in his book

Turn to the Reference Handbook on pages 88–89. This section provides information commonly desired by adult learners. You and/or the learner can refer to these pages at any time. Page 14 in the *Teacher's Resource Guide* provides ideas for using the Reference Handbook.

Look on pages 90–94 to find the Word List for the *Introduction Book*. What are some ways you might use these words?

- learners can pick words they want to learn and include them in their personal dictionary
- words can be printed on flashcards
- words can be used in other review and reinforcement activities

The Remainder of the
Teacher's Resource Guide

Slide 13

Before you begin tutoring, spend time getting more familiar with the *Teacher's Resource Guide*. You do not need to memorize the lessons, but you should take the time to prepare for each lesson before you meet with the learner.

Remember that the *Teacher's Resource Guide* provides you with a variety of tips, ideas, and resources.

Pages 8–9 give tips/strategies for improving word recognition, sight vocabulary, fluency, and comprehension.

Ask for a volunteer to read the information on the bottom of page 8 about personal dictionaries as a way to help the learner increase sight vocabulary.

Ask a volunteer to read information on Echo Reading on page 9 as a way to help the learner increase fluency.
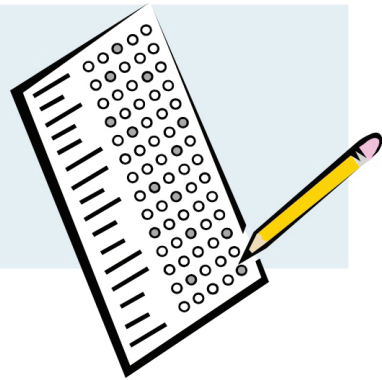
Pages 10–11 give strategies for teaching writing. Notice the Language Experience Approach information on page 10. This is the teaching strategy we covered in Part 1 of this workshop where the learner shared a story that was used for the lesson.

The back of the book includes Photocopy Masters (PCM)
  - PCM 1 is a guide to help the learner review letter formation (used only if extra practice is needed)
  - PCM 2 is the Progress Tracking Sheet (done after each lesson)
  - PCMs 3 through 7 list words used in each unit of the book (look at the top of the page for use ideas)
  - PCM 8 is the word family and consonant blend sheet

Slide 14

Before we leave the *Introduction Book*, there is one more topic we need to discuss. It is important that the learner have the opportunity to periodically review his new skills and see how he is progressing.

At the end of each unit or about every 5 lessons there is a Unit Review. Turn to page 18 in the student book to find the first Unit Review.

Where do you think you will find the instructions for the Unit Review?   *(Teacher's Resource Guide)*

Let's look on page 19 of the *Teacher's Resource Guide*.

Ask a volunteer to read Words to Review.

Notice that the learner is working with the tutor during the review. The tutor can assist the learner if necessary but should allow the learner the time he needs to answer independently.

Remember that we want the learner to succeed. There are no trick questions and we always model things that might be confusing.

Where do you think you will find the answers to the Unit Reviews?   (in the back of the student book—see page 84)

More Ways to Check Progress

- Student Progress Tracking Sheet-PCM 2

- Review learner's notebook to look at LEA stories, personal dictionary, and other work

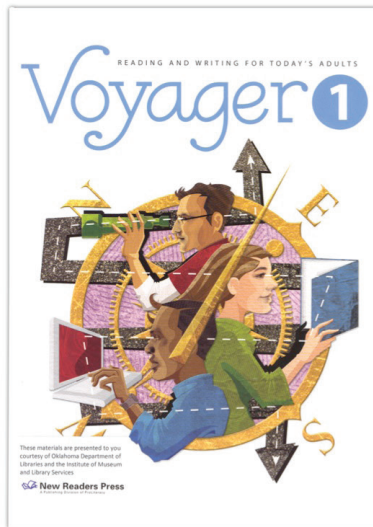- Revisit and update learner's goals

Slide 15

There are several other ways you and the learner will be able to check progress.

- periodically review the Student Progress Tracking Sheets (PCM 2) that have been completed after each lesson and put in the learner's folder
- periodically review learner's notebook/folder that contains all the Language Experience Approach stories, personal dictionary, and other work
- work with the learner to review goals accomplished and use the opportunity to add new goals

Most learners are very interested in their progress. Don't forget to make time for review and feedback.

Are there any questions about the book *Voyager Introduction*?

Voyager 1
the Second Book in the Series

Slide 16

We have spent a lot of time getting familiar with the book *Voyager Introduction,* but I want to give you a few minutes to look at *Voyager 1*. This book should be used for learners who are reading at level 1.0–2.5.

Assign one lesson from Voyager 1 to each person. Ask participants to review the lesson and find a new higher order thinking, reading, or writing skill. After a few minutes, ask each to share the skill.
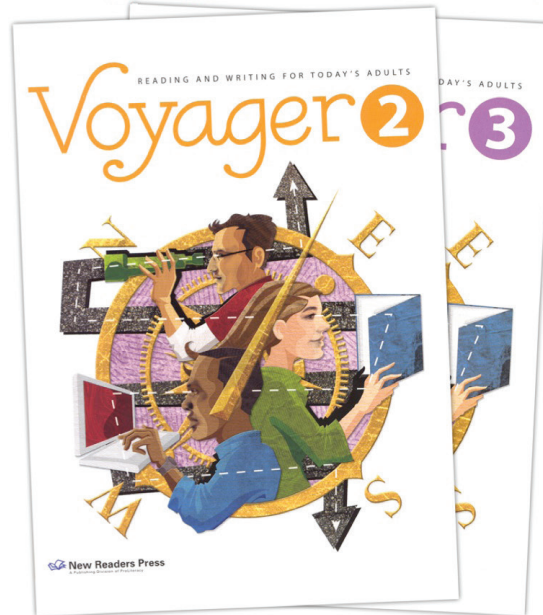
More About *Voyager 1*

- Longer stories
- Higher order thinking skills
- Harder word family work
- More writing activities

Slide 17

As these lessons get more complex, be sensitive to the learner and make sure you are moving at a pace that does not overwhelm or frustrate him. Add activities if the learner needs review, slow down lessons if needed, or work outside of the book if the learner needs a break. Do not add extra reviews for skills the learner has already mastered. Remember to give praise and celebrate successes.

Slide 18

There are two more books in the *Voyager* series. You have a *Scope and Sequence* handout that shows how these books continue to build and reinforce the learner's reading, writing, and critical thinking skills.

Don't forget that the *Teacher's Resource Guide* gives you what you need to teach the lessons. Each book builds on the previous book. New skills are introduced, explained, practiced, and mastered.

Working in *Voyager* will be fun, challenging, and fulfilling. One question that is frequently asked is, "How long will it take a learner to complete the series?" The answer is, it depends on the learner. Some individuals will learn quickly while others will take more time. Some will meet their personal goals and leave the program before they complete the series. Remember, each learner determines how far he will go.

As we conclude this part of the training, I invite you to look through the books on the display so you can see how things progress by the time the learner is using *Voyager 3*.