

LESSON UNITS FOR ADULTS

FIRST
LESSONS

TEACHER'S BOOK

Beginning
Series

ADULT EDUCATION
MATERIALS PROJECT
THE UNIVERSITY OF CHICAGO

LESSON UNITS FOR ADULTS

BEGINNING SERIES

FIRST LESSONS

Teacher's Book

SECOND LESSONS

Teacher's Book

Each book contains eighteen reading lessons for beginners and additional lessons in numbers. A Teacher's Book for each title includes the lessons and suggestions for the teacher.

HOME SERIES

WE BUY OUR FOOD

Books 1, 2, 3 and Teacher's Book

Eighteen lessons on problems of buying food

WE HEAT OUR HOMES

Books 1, 2, 3 and Teacher's Book

Seven lessons on heating, fuels, stoves, etc.

CHICAGO SERIES

CHICAGO GROWS UP

Books 1, 2, 3 and Teacher's Book

Eight lessons on the story of Chicago. Book 1 is slightly more difficult than Book 1 of other titles.

(See inside back cover for other lesson units)

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FIRST LESSONS

Teacher's Copy

The Teacher's Copy contains suggestions for teaching as well as the reading text. For the convenience of the teacher the suggestions have been printed on the yellow sheets inserted at the beginning and close of the book.

FIRST LESSONS

SUGGESTIONS FOR THE TEACHER

FIRST LESSONS are intended for the adult who cannot read and write. The central idea in each lesson is taken from the daily life of the student, drawing on his immediate interest and experience.

Each lesson introduces a small number of new words. In the course of five lessons most of these words are repeated frequently enough to familiarize the student with them, although the teacher may find it necessary to provide additional drill on difficult words. Every sixth lesson is a review. No new words are added in the review lessons, but the old words are presented in new combinations.

The specific objectives are:

1. To help the student realize the value of learning to read and write
2. To help him master the mechanics of reading and writing
3. To enable him to read with intelligent appreciation and to write with sufficient ease to meet his daily needs

TEACHER'S COPY

Certain familiar teaching devices such as flash cards, work books, and word-picture dictionaries may be found useful. Pictures can often be used to stimulate interest.

Pictures may be secured from newspapers, magazines and advertisements.

Flash cards may be made from cardboard stock which usually comes cut in the standard size of 22" x 28". These may be made by printing words and phrases or by mimeographing them on cards of a desired size. A size 5" x 8" may prove advantageous for word cards as they may be filed in a standard filing cabinet.

Work books may be purchased, or made by the teacher or the students.

Word — picture dictionaries will prove both interesting and helpful. An ordinary notebook, about 6" x 9", or a small scrap book, or loose-leaf notebook will serve. A picture can be cut from a paper or magazine and mounted. The name of the object pictured or an appropriate word should be printed, and possibly also written, below the picture.

In each reading period an approach is used that will attract interest and center attention upon reading. A picture will often provide the logical beginning. Conversation is encouraged and the students relate their experiences. By the use of flash cards, or by blackboard drill, students can be given more practice in recognizing new words before the actual reading of the text is begun.

In the silent reading period the teacher asks a question that can be answered by the reading of one sentence. As the student grows in reading ability, questions may be asked which can be answered only by the reading of several sentences. Satisfactory answers to some questions will best be obtained by the oral reading of the sentence immediately following the silent reading. Some of the answers are given by the student in his own words. Questions calling for drill that will fix the vocabulary can be used at the close of the lesson.

The copies for practice in writing have been taken directly from the lessons. As soon as the student has a general idea of the form of a word, he is encouraged to write it from memory. He will then be asked to compare his writing with the original, detect his faults and try again. In this way, he will acquire confidence and independence in his own skill.

Arithmetic may be correlated with the reading. Arithmetic lessons are grouped together but they can be used as the students' need for them becomes apparent.

Although the units presented here may generally be followed, some lessons may prove impracticable owing to individual or group peculiarities. The teacher may wish to omit certain lessons or follow an entirely different order as the interests of her class develop. Each teacher will undoubtedly also have her own method of developing the individual lesson. The following presentation is merely illustrative.

FIRST LESSONS is the first in a series of two booklets. It develops a vocabulary of 94 words and presents simple problems in addition and subtraction.

SECOND LESSONS is built on the vocabulary used in FIRST LESSONS and contains a total of 235 words. The arithmetic lessons include multiplication short division and some work in simple fractions.

Development of Lesson 1

I WRITE

Introduction:

"What important thing have we learned to do in school?" Some reply they have learned to write; others that they have learned to write their names.

"Today we have a lesson which tells us what we have been learning to do. Let us look at the picture in the first lesson." The students are led to use the words that will appear in print.

"What do you see in the picture?"

"What does the picture suggest to you?"

"When you hold your pencil in your hand in this position what are you preparing to do?" The teacher may use the correct position for writing or show a large picture of a person writing. Under it the words and phrases may appear in script and in print. But the printed form should be covered until the students are able to recognize the words in script.

FIRST LESSONSPresentation of script:

The teacher writes in large script on the blackboard - "I write." She reads the sentence, "I write," and the students read it in unison. "How many know the first word, 'I'?" If there are any who do not recognize the word, time is taken for additional drill.

"What is the second word?" When the students are able to recognize the sentence both in script and in print, the teacher proceeds to the second line of the lesson.

"What have we learned to write?" Each student was taught when he first came to class how to write his name. At that time, the teacher gave him a copy of his name and showed him how to write it.

The teacher writes on the blackboard, "I write my name," and then reads, "I write my name." The students read in unison, "I write my name."

"What are the first two words?" "What are the last two words?"

Reading:

"Now let us look in our books and read the first line silently. What does the first line tell?"

The teacher asks for volunteers to read the line aloud.

"You may read the second line and do what it tells you." The students read the sentence and proceed to write their names.

Writing:

The teacher checks as students are reading and working silently. As much time is given for practice as the students need. Some will need additional practice in writing their names.

FIRST LESSONS

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Frances O. Thomas, Editor and Staff	
Illustrated by Henry Miller	Frank Syssens

Works Progress Administration
Adult Education Materials Project
Clem O. Thompson,
Director

The University of Chicago

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First
Week

Name _____

Address _____

Sixth
Week

Name _____

Address _____

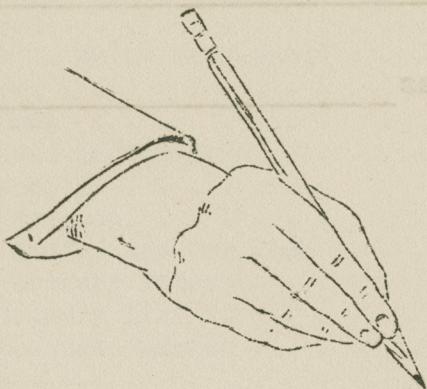
Twelfth
Week

Name _____

Address _____

Reading Lessons

I WRITE



I
write
my
name

I write.

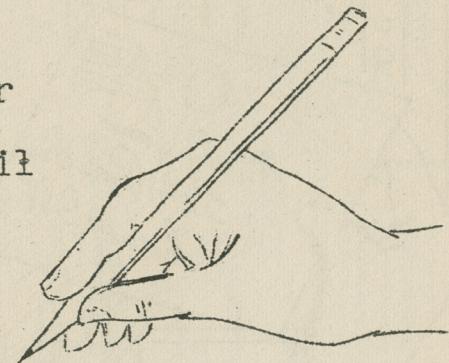
I write my name.

I write.

I write my name.

I WRITE WITH A PENCIL

with paper
on a pencil
on paper
with a pencil



I write with a pencil.

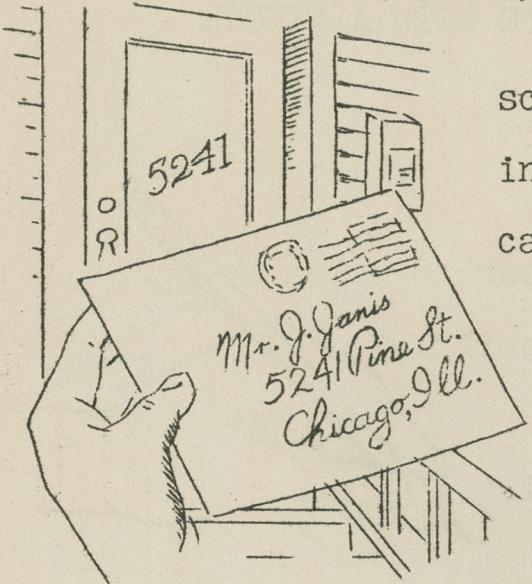
I write my name on paper.

I write my name with a pencil.

I write on paper with a pencil.

I write my name.

I WRITE IN SCHOOL



I write in school.

You write in school.

I can write my name.

Can you write your name?

I can write my address.

Can you write your address?

I write in school.

school address
in you
can your
in school
your address
I can write
Can you write?

WE TALK

talk like

what we

to do

to talk in school

to do

We talk

We talk in school.

We talk to you.

Do you like to talk?

I like to talk in school.

What do you like to do?

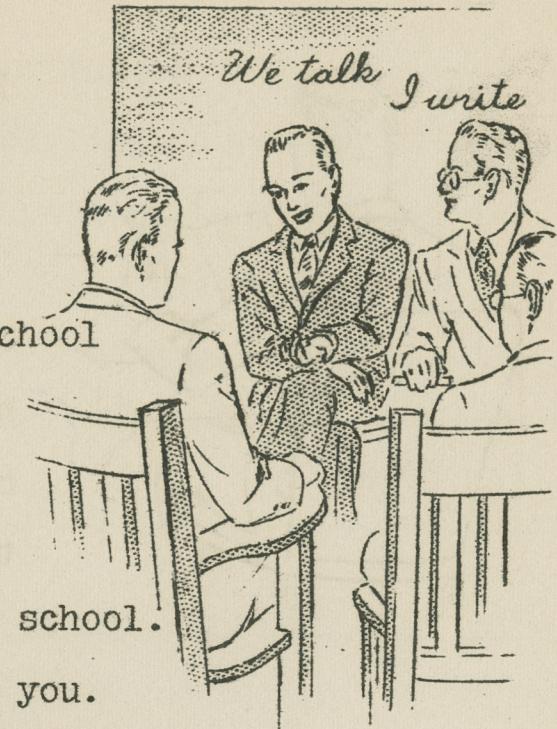
I like to write to you.

What is your address?

We talk.

We talk

I write





I READ

read is
here our
book lesson
the to read
 in the book

I read.

I read my book.

Here is your book.

You read your book.

We can read the lesson.

We like our lesson.

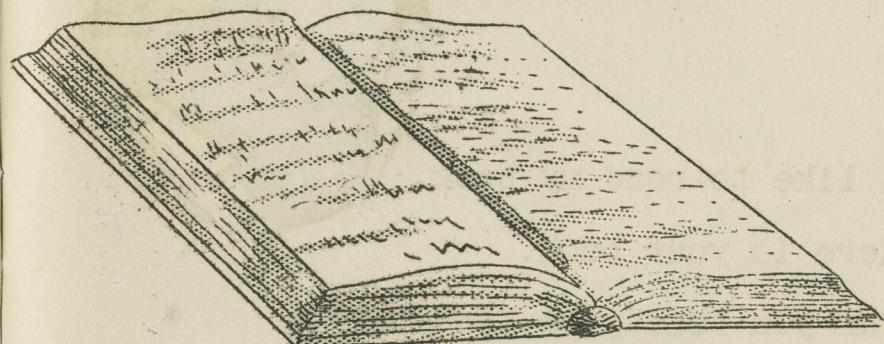
Our lesson is in the book.

Here is our lesson.

What do you like to read?

I like to read my book.

I read my book.



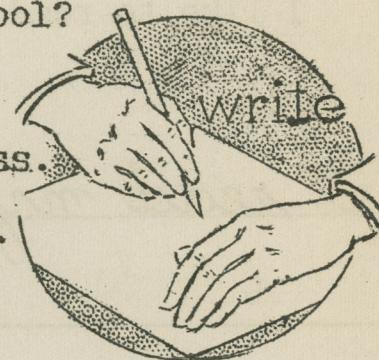
WHAT DO WE DO IN SCHOOL?

What can I do in school?

I can write my name.

I can write my address.

I can read my lesson.



What can you do?

Can you write on paper with a pencil?

Can you read?

What can you read?



I like to read my book.

Here is your book.

Can you read your lesson?

I talk to you.

You like to talk.

We like to talk in school.



I write.

I read.

I talk.

