

AMERUSS DEMONSTRATION

OUTCOMES FOR TRAINEES:

1. To be sensitized to how it feels not to be able to read the language spoken.
2. To experience learning to read using the same principles found in the Laubach lessons.

HOW TO PREPARE:

- Practice teaching the Ameruss Chart and Story until you can do them accurately and effortlessly. Use the exact wording given in the "Instructions for Teaching the Ameruss Chart and Story" at the end of this section.
- Place Part 2 of the Story on an easel in front of the workshop before the trainees arrive for the first session. It will serve to attract their interest while others are registering, but the trainer should not discuss it at all until the actual Ameruss demonstration.

You may want to prepare posters for visual aids:

- a. The English Word Pyramid (see later in this section)
- b. Principles of Laubach Lessons (taken from TM 1, p. 8) These could be written on a single poster, or each principle could be illustrated on a separate 8"x 11" card.

Recommended Time: 10-20 min.

MATERIALS NECESSARY	
Display of resources including:	<ul style="list-style-type: none">• Ameruss Chart and Story (two parts)• Posters: English Word Pyramid• <u>Principles of Laubach Lessons</u>

HOW TO PRESENT:

PART A: Introduction

1. Call attention to Part 2 of the Ameruss Story displayed at the front of the room.
 - a. Explain that these are English sentences which look strange because they are written with Russian letters. This language is called "Ameruss "-English words with Russian symbols.
 - b. Disqualify anyone who knows the Cyrillic alphabet (or speaks or reads Russian) from guessing the words.
- *2. Ask for volunteers to try to read the Story. Allow them to guess at the words; push just enough to build some frustration. Don't agree or disagree. Say, "That's possible."
3. Explain to the trainees that, although they don't know the letter symbols, as

readers, they will recognize certain clues which will tell them something about the Story. Ask the following questions:

- a. How many sentences are on the page? (Eight)
How do you know? (There are eight periods.)
 - b. From which direction do we read the Story? (Left to right, because of the placement of the period.)
 - c. How many paragraphs are in the Story? (Two, because of the space dividing them.)
 - d. What else do you notice? (A lot of repetition. In the first paragraph, only the last word changes; in the last paragraph, the second word changes.)
Point out that this is characteristic of language. Refer to the English Word Pyramid:
 - * Ten words account for 25 of all the words we use.
 - * One hundred words account for 60 of all the words used in reading and writing.
 - e. What parts of speech (articles, nouns, verbs) can you identify because you are familiar with English sentence structure? If help is needed, ask the trainees which word the A stands for. (Since "a", "I", and "O" are the only words in English that have one letter, trainees should be able to guess from the placement of the word that it is probably the article "a". The word which follows will probably be a noun.)
4. Give the trainees a further opportunity to guess at any of the words.

PART B: Discussion of Feelings

- *1. Lead a brief discussion on how the trainees feel as they are struggling with the Story. Frustrated? Angry? "Dumb"? Wanting to give up? Challenged?
2. These are all feelings adult non-readers may experience as they try unsuccessfully to read street signs, application forms, and any other materials they need to understand in order to cope in our world. They may also reflect feelings non-readers experience as they begin their first lesson. Point out that some students enjoy the challenge and others do not. Some people require a lot of encouragement and need to see the value of reading.

PART C: Demonstration of Ameruss Chart and Story

1. Explain to the trainees that, if they had enough time and were willing to struggle, they could probably figure out most of the words. But to eliminate this frustration and make it much simpler, you will give them the key to this new language-in much the same way as they will give non-readers the key to English.
- *2. Remove Part 2 of the Story, and place the Ameruss Chart to the left and Part 1 of the Ameruss Story to the right. Teach according to the instructions provided in this

section. Then remove Part 1 and place Part 2 of the Story next to the Chart. Again teach according to the instructions.

PART D: Discussion

1. Discuss with the group how they felt when they had been given the key and could read the Story. Relieved? Proud? That it was easy? Help them relate this to how a non-reader of English will feel after the first lesson.

*2. Discuss the techniques which helped them to learn:

a. Picture-symbol relationship. Pictures are a memory device for the shape and sound of each letter. Stress the importance of keeping the Chart pictures visible.

b. Repetition. It takes at least five times before learning begins; it takes a person at least thirty-five times to master a new word. Note that much more repetition will be needed before these new words are mastered.

c. Moving from the known (Chart) to the unknown (Story).

d. Letter-sound relationship. Learning the sound for each letter helped to figure out unknown Story words.

e. Using all the senses—hearing, seeing, saying, finger drawing.

3. Point out that these are all basic elements in the Laubach lessons. Refer to the poster(s) "Principles of Laubach Lessons" if available. Mention briefly some of the other principles outlined:

- * Use of familiar vocabulary.
- * Use of content meaningful to an adult.
- * Teaching something new in each lesson.
- * Independence in learning.
- * Reading and writing taught together.
- * Lessons easy to teach.

ALTERNATIVE 1: Omitting the Letter Names in the Chart

You may want to omit teaching the names of the Ameruss letters, since they are not required in order to read the Ameruss Story, and learning the names may increase the frustration of the group unnecessarily.

The teaching pattern is the same as described in the instructions, except the lingo ends with the teaching of the sound of the letter. The following is an example of how to teach the end of Line 2 of the Chart:

<u>Trainer</u>	<u>Trainees</u>
(Pointing to the first letter in the word "ship" and covering all other letters)	
"'Ship' begins with the sound /sh/. Say /sh/."	"/sh/"

(Pointing to the single letter under the word "ship")
"Again." "/sh/"

(Pointing to the first letter in Column 4)
"Again." "/sh/"

(Pointing to the second letter in Column 4)
"Again." "/sh/"

Review

(Pointing to the last letter on Line 2)
"What is the sound of this letter?" "/sh/"

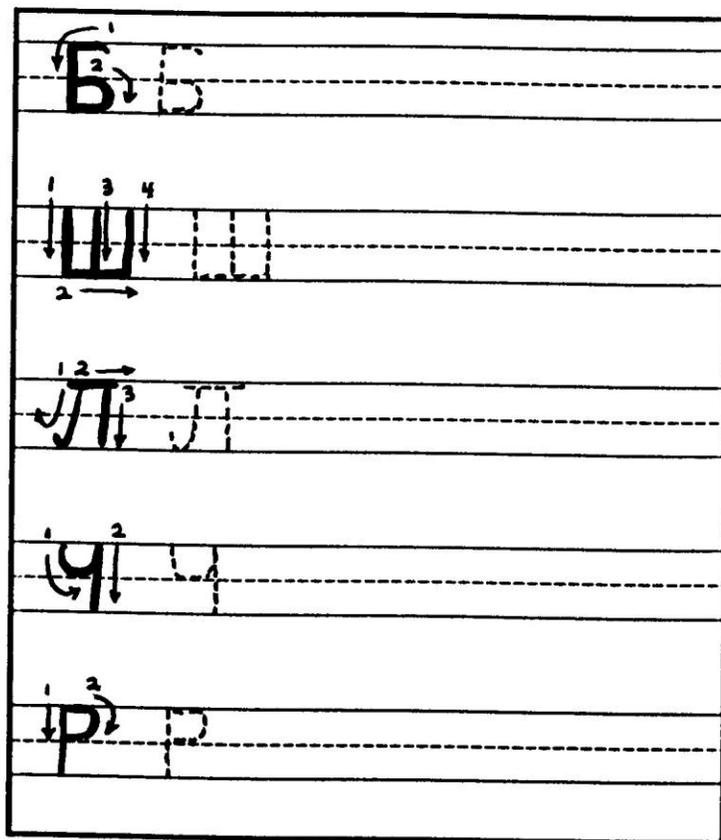
(Pointing to the last letter on Line 1)
"What is the sound of this letter?" "/b/"

The trainer then goes on to Line 3 (ladder) and repeats the process.

ALTERNATIVE 2: Using the Ameruss Writing Lesson (10 min. more)

If additional time is available, you may choose to have the trainees do the Writing Lesson for the Ameruss Chart. This will demonstrate how Skill Book 1 enables a new reader to learn both reading and writing at the same time. It will also increase sensitivity to the non-reader if tutors use their non-writing hand for this exercise.

Prepare a page similar to this one and give a copy to each trainee:



After demonstrating the Chart and Story, teach the Writing Lesson as follows:

Trainer	Trainees
(Pointing to the word "boy" in the Chart)	
"What is this word?"	"boy"
"What sound does 'boy' begin with?"	"/b/"
"What is the name of this letter?"	"bay"
"Please write 'bay'. Write it just like the arrows and numbers tell you. Write three 'bays',	(writes letter)

Do the rest of the letters in exactly the same way. When the exercise is finished, lead a discussion on how the trainees felt about the lesson and what they noticed about the techniques used to help them learn.

ALTERNATIVE 3: Allowing the Trainees to Struggle with the Story (5-10 min. more)

The following presentation helps the trainees better understand the plight of the non-reader by making them struggle to decipher the Ameruss Story. This needs more time

and should be attempted only by trainers who are secure in their ability to build on whatever contributions the trainees make or whatever emotions they express.

1. Introduce the Story as in Part A, 1 and 2. Allow the group to struggle with the Story. If they suggest a word, write it on the board. It is useful to number the words of the first sentence of each paragraph in this way:

<u>Paragraph 1</u>	<u>Paragraph 2</u>
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
	6.

Put the words guessed beside the proper number. If more than one word is suggested, write both words next to the number. Work on Paragraph 1 first. They will probably guess something like the following:

Paragraph 1
1. The
2. man, boy, bag
3. was, has
4. a
5.

2. Paragraph 2 - Sentence 1

a. Ask the trainees what they think the words " M3 OH A " are. They may be able to guess "is on a".

b. Point out that the last word in the first sentence of each paragraph is the same. Help them figure out this word by:

* Guessing from context: Because the last words are the same, the "man", "boy", or "bag" that "has" or "was" something must also be capable of being "on" something.

* Using the sounds: If "is on a" is correct in Paragraph 2, then the first word of each sentence cannot be "the" since it must have the same vowel sound /i/ as " M3. ". Therefore it is probably "this". The last word in each sentence must also have this /i/ sound.

c. After giving these clues, let the trainees struggle for a few minutes. They won't be able to get it all, but they may be able to come up with the correct words for each of the first sentences:

This boy has a ship.

This boy is on a ship.

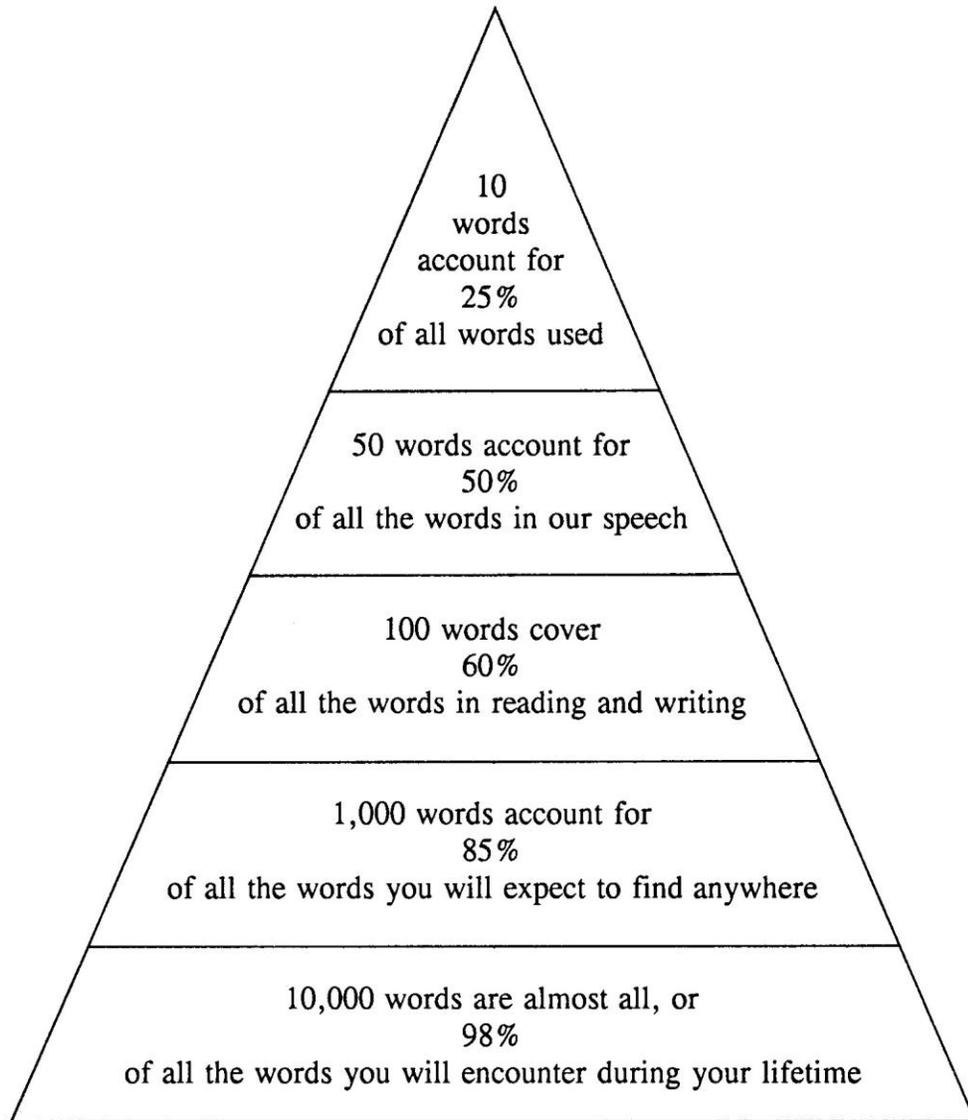
3. Stop at this point and ask the trainees how they felt during this exercise. (See Part B). Explain that you are going to give them the clues they need to read the sentences easily. Then demonstrate the complete Ameruss Chart and Story as described in Part C.
4. Complete the presentation with a discussion, as outlined in Part D, 1-3.

ALTERNATIVE 4: Omitting the First Part of the Story

You may decide to omit the first part of the Story in order to shorten this part of the presentation and devote more time to Alternatives 2 or 3. All of the words appear in Part 2 of the Story and the same teaching techniques are used. Without the first part, however, there is less repetition of the Chart words and some of the sight words.

The teaching pattern is the same as described in the instructions, except the "Story-Part 1" is omitted.

THE ENGLISH WORD PYRAMID



The ten most useful words in English are:

a and be for have in of that the to

There are about a half million words in the largest English dictionary, but you can expect to see most of them very rarely, only in 2% or less of everything you read.

--Source unknown

AMERUSS CHART AND STORY

CHART

STORY--PART 1

		БОЙ Б	Б Б	ДИС ИЗ А БОЙ. This is a boy.
		ШИП Ш	Ш Ш	ДИС ИЗ А ШИП. This is a ship.
		ЛАДР Л	Л Л	ДИС ИЗ А ЛАДР. This is a ladder.
		ЧЭР Ч	Ч Ч	ДИС ИЗ А ЧЭР. This is a chair.
		РОП Р	Р Р	ДИС ИЗ А РОП. This is a rope.

STORY--PART 2

This boy has a ship.

This boy has a ladder.

This boy has a chair.

This boy has a rope.

This boy is on a ship.

This ladder is on a ship.

This chair is on a ship.

This rope is on a ship.

ДИС БОЙ ХАЗ А ШИП.
ДИС БОЙ ХАЗ А ЛАДР.
ДИС БОЙ ХАЗ А ЧЭР.
ДИС БОЙ ХАЗ А РОП.

ДИС БОЙ ИЗ ОН А ШИП.
ДИС ЛАДР ИЗ ОН А ШИП.
ДИС ЧЭР ИЗ ОН А ШИП.
ДИС РОП ИЗ ОН А ШИП.

INSTRUCTIONS FOR TEACHING THE AMERUSS CHART AND STORY

CHART

1. Place the Chart to the left and Part 1 of the Story to the right at the front of the room.
2. Teach the Chart in the following manner. Remember to trace the picture in the first column and the letter in the second column with your finger.

Trainer	Trainees
Line 1	
(Tracing the picture in Column 1) "This is a boy. Say 'boy.'"	"boy"
(Tracing the letter in Column 2) "This looks like a boy. Say 'boy'."	"boy"
(Putting whole hand under word in Column 3) "This is the word 'boy'. Read 'boy'."	"boy"
(Pointing to the first letter of the word "boy" and covering all other letters) "Boy" begins with the sound /b/. Say /b/."	"/b/"
(Pointing to the single letter under the word 'boy') "Again."	"/b/"
(Pointing to the first letter in Column 4) "Again."	"/b/"
(Pointing to the second letter in Column 4) "Again."	"/b/"
(Pointing to the first letter in Column 4) "The sound of this letter is /b/. The name of this letter is 'bay'. Say 'bay'."	"bay"
(Pointing to the second letter in Column 4) "Again."	"bay"
<u>Review</u>	
(Pointing to the second letter in Column 4) "What is the sound of this letter?"	"/b/"
"What is the name of this letter?"	"bay"

Lines 2-5

Continue teaching as above. Only the descriptive phrases and the names of the letters follow:

"This is a ship...The name of the letter is 'shaw'...."

"This is a ladder...The name of the letter is 'el'...."

"This is a chair...The name of the letter is 'chay'...."

"This is a rope...The name of the letter is 'air'...."

Review

(Pointing to "air", then moving ur> last column)

"What are the sounds of these letters?"

(Pointing to "bay", then moving down last column)

"What are the names of these letters?"

Review of words

Ask the trainees to read all the words again, beginning with "boy".

STORY-PART 1 (five sentences)

Trainer	Trainees
(Pointing to the word "boy" in the Chart) "Read this word."	"boy"
(Pointing to the word "boy" in the first sentence of the Story) "Read this word."	"boy"
(Drawing hand under the first sentence of the Story) "This is a boy. Please read."	"This is a boy."
(Pointing to the word "ship" in the Chart) "Read this word."	"ship"
(Pointing to the word "ship" in the second sentence) "Read this word."	"ship"
(Pause briefly to see if the group will read the second sentence on their own. If not, model the sentence. In either case, draw your hand under the sentence as it is read.)	"This is a ship."

Repeat this procedure for the remaining three sentences.

STORY-PART 2 (two paragraphs)

1. Remove Part 1 of the Story and replace it with Part 2.
2. Teach as follows, allowing the trainees to respond appropriately.

Paragraph 1

Trainer	Trainees
(Pointing to the word "boy" in the Chart) "Read this word."	"boy"
(Pointing to the word "ship" in the Chart) "Read this word."	"ship"
(Pointing to the word "boy" and then the word "ship" in the first sentence) "Read these words."	"boy, ship"
(Drawing hand under the first sentence) "This boy has a ship. Please read."	"This boy has a ship."
(Pointing to the word "ladder" in the Chart) "Read this word."	"ladder"
(Pointing to the word "ladder" in the second sentence) "Read this word."	"ladder"
(Pause to see if the group will read the sentence on their own. If not, model it. In either case, draw your hand under the sentence as it is read.)	"This boy has a second ladder."
Continue this pattern for the remaining two sentences, calling attention only to the word which changes: "chair", "rope".	

Paragraph 2

(Pointing to the first sentence of Paragraph 2) "This sentence tells where this boy is."	"This boy is is on a ship."
(Drawing hand under the second sentence) "Please read."	"This ladder is on a ship."

(Pointing to the last two sentences)

"Please read."

"This chair is on a ship."

"This rope is on a ship."

(If the trainees have difficulty with any words, refer them back to the Chart.)