

Start an English Reading Program at Your Church or program!

See directions below at How to Start an Easy Read English Class

Would you like to use an English language ministry to draw people to your church or program? Easy Read English teaches people how to read using stories from the life of Jesus. It is free, effective, and you can learn how to use it in a matter of hours. Your learners will need basic English skills, up to the equivalent of a second-grader in the USA. Get an overview of Easy Read English at this link: <https://www.easyreadenglish.com/>

You can see all 54 lessons by going to Syllable Stories. Each lesson takes 30-45 minutes. It assumes the student (child or adult) already has some basic English.

We also have our lower-level curriculum completed. It takes students from the basic a-b-c's and covers most of their phonics. This is very low-priced. www.EasyBreezyReading.com

This is also an effective and appreciated ministry for children who are struggling to read.

Extend your lesson with lots of games and activities devoted to the Bible theme. Find the story at this link and discover songs, printables, and more...FREE!
<https://www.easyreadenglish.com/sunday-school.html>

Thank you and God bless you and your ministry.

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"Faith comes by hearing; and hearing through the Word of Christ."
Romans 10:17

How to Start an Easy Read English Class for English Language Learners

To start a class you need a few students, a computer, and table and chairs. With a few clicks, you can get to the lessons, start the videos, and have your class! You can print the lessons or just follow the screen.

1. Pray asking God to lead you to the people He has called. While any non-English-speaking person can benefit, those who will benefit the most are those who have already had some English. Even people who have been immersed in English for years can benefit from our lessons.

2. Set dates, times, places.

We suggest at least 1 hour per session. If you meet once a week, we have enough lessons for just more than a year (54).

3. Assess your resources. You will need:

a) a leader or several volunteers

b) a computer

c) a printer (a three-ring binder or folder per student is nice to have. You may need a 3-hole punch. Our pages will soon be offered as books.)

d) table, chairs, pencils

For classes larger than 4 or 5 people, you may want to show the videos on a large screen so you would need a projector. For large classrooms, you might need a speaker so everyone can hear.

Can I start a class without a computer, printer, projector, or speaker?

Yes! See below. Do I need to print in color? No!

4) Create a simple flyer like the one below. Feel free to adapt it for your area, into your language. It's also nice to print out a sample lesson for them to see. We suggest the story of Thomas, lesson 43, because it is our shortest lesson.

5) We suggest having people register ahead of time. Ask for their name, native language and country, phone number, and email address. If they write it down, you might try to text them immediately to make sure you are indeed in touch.

6) First day! Have one lesson printed per student. It is okay to print in black-and-white and double-sided. You'll also want to provide name tags, pencils, and drinks.

- 7) Make sure everyone can hear the computer. If their lessons are printed, they will not really need to see the video but they need to hear it.
- 8) Part 1-3: First explain that they should trace the letters that are colored and in bold while repeating out loud each word after the narrator. We have built time into the program to repeat after the narrator. Start the video, Part 1, then 2 and 3.
- 4) Part 4: The students can underline each sentence as they hear it and repeat it. After the story stop and ask the questions. If no one answers, you can give simple answers from the story. You may want to do the “Phrased for Fluency” pages before you stop to ask questions.
- 5) Part 5: If your students are advanced, go to part 5. If they struggled at all with Parts 1-4, end there. For part 5, students can fill in the squares to illustrate each vocabulary word. Then, they can pre-read those six underlined vocabulary words in phrases in the story (on the next page) before they read the story.
- 6) That’s it! Show the students how to find their lesson on the website, in case they want to review at home: www.EasyReadEnglish.com Go to “Syllable Stories” then “Start Here.” Pick “Bible Stories.” Scroll down to your lesson. Go to “Video Lessons” to hear and see the lesson.
You can print a DIRECTIONS page below for each student. We put it in the back plastic sleeve of their notebooks for their constant reference.
- 7) Prepare ahead for the next lesson. If we have the translation, print a translated story for each student in their native language and show them how they can find it online. Some students like to download the audio to their phone and listen while they read the story in English and their own language. Go to: www.EasyReadEnglish.com Translations
- 8) Keeping the same format each class helps your students and volunteers.
- 9) We suggest ending with prayer requests and maybe even a simple praise song. God bless you and your efforts!

See more questions and answers below.

Frequently Asked Questions

★ What does the leader do while the students follow the videos?

The leader makes sure that everyone is on the same page, literally. Walk around and check to see if your students are repeating aloud and tracing the letters while they repeat. This is a key to memory retention. Give lots of encouraging words, such as, “You are really keeping up.” “I can hear lots of learning while you are repeating your words!”

One important note: If you have other volunteers, please avoid the temptation to hold private conversations in the back of the room. This can be distracting. You can also take notes when you hear words they pronounce wrong and give them all a chance to say those words properly.

★ Can I start a class without a computer, printer, projector, or loudspeaker?

Yes! Easy Read English is designed to use across several platforms. If you don't have a computer and/or projector or speaker, you can orally guide your students through the pages you have printed. You will need someone who speaks very clear English, most preferably an American. He or she should have already worked through several lessons to learn the patterns, especially for Part 1 so he can say aloud (for example), “Open /a/ says /ay/ in /amen/.”

If you have a computer and screen but no printer, have your students follow along orally. Even an individual can use Easy Read English on a tablet or smart phone.

★ Do I need to finish a full lesson – Parts 1-5 – in one class?

No, but your students will benefit the most by completing Parts 1-4 all at one time. Without discussing the questions, this could take 30-40 minutes. If you are pressed for time, you can leave out the “Phrased for Fluency.” You can use any part of any lesson and adapt as you feel would be helpful for your students.

★ Is this the same as holding an ESL class?

Ours is a reading class, while most ESL classes focus on conversation and skills to use in our society, such as ordering in a restaurant and grammar. In your Easy Read English class, they will definitely learn more English words, but the focus is on the logic of the language, fluency, and especially pronunciation. We find that some foreign speakers can still benefit from these classes because their English pronunciation can be weak, even if they have lived in the USA for 15 years!

★ How can I adapt Easy Read English to include conversation?

Make sure you ask the questions on Part 4 after the story. Adult foreigners tend to be afraid they will answer the question wrong, but...they are never wrong about their own experiences. We ask open-ended questions to get them talking. These are questions that can't be answered with a simple yes or no.

After the lesson, ask questions about their experiences or traditions in their native lands that are related to the story. For example, after stories in Chapter 1, you can ask how they celebrate Christmas in their lands. Or, what is their favorite part of Christmas here. Our holidays are very important to foreigners so you can pick lessons during Easter and before and after Christmas.

After story 5 about Simeon and Anna, ask them about traditional ways they celebrate the birth of a newborn. Story 13 about Martha and Mary lends itself to questions such as, "What do you do to prepare for a guest in your home?" Story 15 Jesus Saves a Wedding will be easy to think of questions relating to that.

In story 20, we read about a woman desperate for her daughter to be healed. In the USA, many foreigners come with disabled children for our compassion and services. Ask if they know any disabled children from their country. You will have a whole new ministry if you offer to visit and help the family with their child!

Tips for conversation:

- * Speak slow, loud, clear, looking right at them.
- * Give them plenty of time to answer.
- * Repeat back their words to clarify: "So, in Mexico, you have fireworks at Christmas! That must be exciting."

★ How can I get to know my students better?

Foreigners are longing for American friends. To them, being invited into the home of a "real" American is a big honor. Especially around a holiday, invite one or two of your students into your home to show them how to make Easter eggs, sweet potato casserole, or meet for fireworks on the 4th of July.

★ Where can I find students for my Easy Read English class?

Email us, and we will send you a flyer that you can adapt, or use the one below. Your local library or community college may have ESL classes and be willing to advertise your reading class. You can also put flyers at:

- * international grocery stores and restaurants
- * churches with foreign congregations
- * doctors' offices with foreign doctors
- * gyms, parks, libraries, international festivals

If you find a willing student, give her a handful of extra flyers so she can invite others in her network.

★ **Do we need to provide child care?**

Many foreign moms don't work and don't have a green card to be able to work, so they are home with their children. You will greatly increase your class size if you offer childcare (and put that on your brochures).

★ **I don't see my language translated. Do I need translations?**

Using the translations, your student can study the story in their own language before the class. It helps especially with vocabulary. You can still have your class without the translations (more advanced English speakers do not necessarily need them) but your students will greatly appreciate the story in their language, especially if they can study it before their next class. We use Google Translate and have native speakers edit and record the stories. If you translate any, please share with us. See email address below.

★ **What do the colors in the Parts 1 and 5 charts mean?**

This color-coding system gives the reader one more help to decode, especially the sounds of the vowels. It can be helpful to explain these to your students, usually one color (syllable type) at a time. See below.

★ **Can you help me understand the syllable types?**

The type of syllable determines the sound of the vowel.

Red: Closed Syllables: The only way to make a vowel short is in a closed syllable. This means there is one vowel, followed by one or more consonants. The consonants block the sound of the vowel, making it short. Listen carefully to an exaggerated rendition of the word "go," stretching out the long o sound. Now "close" off the o with a t to form the word "got." You can hear the vowel sound getting cut off, stopped, like a car at a red stoplight. Listen to the short vowel sound in these words: stop, at, if, well, and stumps.

Green: Open Syllables: There are basically four common ways to make the long sound of the vowels. The first way is an open vowel word or syllable. An open syllable ends with one vowel with nothing after it, not a vowel or a consonant. So, there is no consonant blocking the sound of the vowel, so the vowel is long. Think of the word "go" and stretch out the long o sound – GOoooooooooooo... You GO through a green light. Listen for the long vowel sound in these words: she, hi, no, cry, and thru. The first

syllable is open and the vowel is long in words like these: si-lent, ba-sic, re-ply, no-tice, and hu-man.

Green: Silent e Syllables: The second way to make a vowel long is through a silent e word. There is one vowel followed by one consonant and the e at the end is silent. Listen for the long vowel sound in these silent e words: ate, eve, while, spoke, and cute.

Green: Vowel Team Syllables: The third way to make a vowel long is in vowel teams. This little jingle helps you remember to state only the sound of the first vowel: When two vowels get together, the first one names its letter. Listen for the long vowel sound in words like these: sail, meet, eat, lie, boat, toe, true, and suit. Words like these that have a silent w, y, or gh after the vowel can also be considered long vowel syllables: snow, new, stay, key, eight, and light

Orange: R-controlled: The r dominates the sound of the vowel. Some people call it “bossy r.” We use r for the key word orange. Words like these are basic r-controlled: star, fort, her, stir, turn. Even with a silent e after the r, the r sound is still dominant: stare, fire, here, more, and pure.

Purple: Consonant-l-e: The -ple in purple is our key word for words that end in these three letters: consonant-l-e. The jingle says: When you see consonant-l-e, count back three and divide. You mostly hear the consonant and the l, but not the e in words like: puzzle, able, little, and Bible.

Blue: Vowel Teams (other): These vowel “teams” are sometimes called diphthongs because together they make a new sound: aw, au, oy, oi, ou, ow, and we include /all/ and oo families here. Even though they are not always teamed up with a vowel, we call them vowel teams in words like these: straw, launch, toy, oil, shout, now, and look and the all family like small and tall.

Brown: -ng, -nk families: These families end in -ng or -nk, which change the sound of the vowel, making it almost a long sound. Here are some common words in these families: sang, wing, long, hung, bank, think, chunk.

Pink: soft c, soft g: When the ge, gi, gy (often) make the soft sound /j/ and when the ce, ci, cy make the soft sound /s/. gem, ginger, gym and cent, city, cycle.

Yellow: schwa a, schwa o: The schwa sound is a rather vague short u sound. We make them yellow like a banana for the /u/ sound in the first and last syllable in banana. The o can also sound like a short u in words like son, love, month.

Black: silent letters: silent letters like the e in cave.

DIRECTIONS

How to use Easy Read English

For phonics lessons:

1. Go to: www.easyreadenglish.com
2. Click on the top green tab: "Syllable Stories"
3. Click on "Start Here"
Or, you can take a shortcut by starting at:
www.ezreadenglish.org
4. Click on Bible Stories (blue tab on top). Wait awhile.
5. Scroll down and pick your lesson.
6. You can print the lesson: click on Printable Lesson (PDF). Print as many copies as you like. The Printable Lesson follows each Video Lesson.
7. Go to Video Lessons. Start on Part 1. If you are using print, the student can listen to the video while writing on the printed lesson. For Part 1, trace the bold letters while you repeat them.

Translations

1. Go to www.EasyReadEnglish.com
2. Go to Translations tab.
3. Pick your language and the story.
4. You can download the story and the audio. Some students like to put the story on their phone and listen while reading the printed story.

Questions? Call or text Carol Hale 256.654.3205

also on Messenger and WhatsApp. or write: friendtoall2014@gmail.com

Would you like to read in *American English*?

Join us! We meet:

every _____

at this time _____

for one hour.

Address: _____

Contact us at: _____

Call us to register!

Improve your English skills quickly with this FREE program. Learn:

- * pronunciation
- * reading
- * spelling
- * fluency
- * vocabulary

see www.EasyReadEnglish.com Go to Syllable Stories to see our lessons.

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