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**BEGINNERS TO ADULTS  
SAMPLE SCHEDULES**

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# STRUGGLING READERS AND SPELLERS

## 8-YEAR-OLD TO ADULT STUDENTS NOT READING AT GRADE LEVEL

**Total Time:** 75–130 minutes per day

**Schedule:** Teach one lesson every one to two days.

**Time Frame:** Complete *The Logic of English Essentials* in 8-16 weeks.

**Before Beginning Lesson 1:** Use the first one to five days to develop Phonemic Awareness (see Intro 25 - Intro 32), learn the sounds for A-Z (see Intro 33- Intro 36), and learn how to write the lower-case letters.

**Struggling Readers and Spellers:** Older students needing remediation in basic reading and spelling skills should spend a minimum of one and a half to two hours per day, five to six days a week on the material. Splitting the lesson into two 60 minutes sessions per day is ideal.

It is important for parents and educators to understand that every hour invested in reading instruction at this point will save thousands of wasted hours in the future. Investing now in teaching your student to read will also help reverse discouragement.

**Tips:** Spend up to one week working through the phonemic awareness activities and learning A-Z. However, do not delay longer before beginning Lesson 1. Older students need to see the phonograms at work within words. It is only when the phonogram-to-sound correlation begins to unlock words that students will begin to understand the power of the content taught in *The Logic of English Lessons*. Students do not need to have mastered all the sounds of A-Z before beginning Lesson 1. Every lesson incorporates phonogram review. Students will be more motivated when they begin to see the phonograms unlocking print.

The biggest hurdle for working with older struggling readers is shame and discouragement. It is often helpful to explain to them that it is not their fault that they have struggled. Rather, it is because they have not been taught in a way that has made sense to them. Many students will need to hear this message reaffirmed many times as they encounter concepts that “click.” Gently remind them that their struggles were not their fault. Affirm the legitimacy of their confusion, and point to a new and hopeful way to learn.

Many struggling readers and spellers need additional practice. Utilize the Optional Activities to provide the students with sufficient practice to master the phonograms, spelling rules, and words

taught. In addition, many struggling readers and spellers are not natural visual learners. Be sure to incorporate auditory, kinesthetic, and creative learning activities. For mastering spelling, many of these students will find the tips in “Say to Spell” helpful for creating a clear auditory picture of the word.

Once the student can read the sounds of most of the A-Z phonograms, proceed to Lesson 1. A sample schedule for how to utilize each lesson is included below.

## Day 1

1. Introduce and practice phonograms. (15 minutes. When the student knows the 74 basic phonograms well, this may be reduced to 2-5 minutes of quick review.)
2. Present Exploring Sounds. (5-15 minutes depending upon the lesson.)
3. Teach the new Spelling Rule. (5-15 minutes depending upon the lesson.)
4. 1 Optional Spelling Rule Activity. (5 minutes)
5. Dictate 15 spelling words and analyze the words. (15-25 minutes)
6. Grammar Activity. (10-15 minutes)
7. Dictation. (10 minutes)
8. Composition. (10 minutes)
9. 1-2 Optional Activities. (5-15 minutes)
10. Vocabulary Development. (10-15 minutes)

## Optional Day 2

1. Practice phonograms. (15 minutes)
2. Review the spelling rules. (5 minutes)
3. Dictate the Spelling List onto index cards to make Spelling Word Cards. (20 minutes)
4. Choose 2-5 Optional Activities. (30-60 minutes)

# STRUGGLING SPELLERS

## NINE-YEAR-OLD TO ADULT STUDENTS READING AT GRADE LEVEL, NEEDING SPELLING REMEDIATION

**Total Time:** 35–65 minutes per day

**Schedule:** Teach one lesson every one to two days.

**Time Frame:** Complete *The Logic of English Essentials* in 8-16 weeks.

**Before Beginning Lesson 1:** Use the first hour to review Phonemic Awareness (see Intro 25 - Intro 32), learn the sounds for A-Z (see Intro 33- Intro 36), and review how to write the lower-case letters.

**Struggling Spellers:** If a student older than eight years old reads at or above grade level but struggles with spelling, a less rigorous approach may be used. In this situation a student should spend 35-65 minutes per day practicing these lessons. Since the inability to spell hinders fluent writing, every minute spent learning how to spell will save countless hours of frustration. It will also provide one of the necessary tools to becoming a fluent writer. Most students using the program for spelling remediation will also experience a significant increase in their reading level as a side benefit.

**Tips:** Remember that spelling is a deeper level of knowing than reading. Students who can spell a word absolutely know how to read it. However, students who know how to read a word do not necessarily know how to spell it.

Many struggling spellers are not natural visual learners. Be sure to incorporate auditory, kinesthetic, and creative learning activities. For mastering spelling, many of these students will find the tips in “Say to Spell” helpful for creating a clear auditory picture of the word.

Many struggling spellers need additional practice to master the words for spelling. They also often struggle with memorizing the parts of words that have more than one option for spelling. Utilize the Optional Activities to provide the student with sufficient practice to master the phonograms, spelling rules, and words taught. These students will also benefit from creating a *Logic of English Spelling Journal*.

Many struggling spellers also struggle with punctuating sentences. These students will benefit greatly from the grammar lessons incorporated in each lesson. Learning grammar is essential to learning the logic of commas, periods, and capitals. Without grammar, students must rely on intuition or visual memory. If a student is strong in grammar, usage, and punctuation, the Grammar Section may be skipped.

A sample schedule for using the lessons is included below.

## Day 1

1. Introduce and practice phonograms. (15 minutes. When the student knows the 74 basic phonograms well, this may be reduced to 2-5 minutes of quick review.)
2. Present Exploring Sounds. (5-10 minutes depending upon the lesson.)
3. Teach the new Spelling Rule. (5-10 minutes depending upon the lesson.)
4. Dictate 15 spelling words and analyze the words. (15-25 minutes)
5. Teach the Grammar Rules (Optional based upon the needs of the students).
6. Teach the Vocabulary Development Activity. (5-10 minutes).
7. Choose 1-3 Optional Activities from the lesson, as needed by the student.

## Optional Day 2

1. Choose 20-45 minutes of Optional Activities and Composition Activities to practice the words learned in the previous lesson.

# EMERGING READERS AND SPELLERS

## SIX- TO SEVEN-YEAR-OLD STUDENTS

**Total Time:** 30-60 minutes per day

**Schedule:** Teach one lesson per week.

**Time Frame:** Complete *The Logic of English Essentials* in 40 weeks.

**Before Beginning Lesson 1:** The needs and abilities of students at this age can vary widely. Before beginning Lesson 1 ensure that all students have developed Phonemic Awareness (see Intro 25 - Intro 32), learn the sounds for A-Z (see Intro 33- Intro 36), and learned how to write the lower-case letters. Depending upon prior experience plan to dedicate between one and thirty hours working on this material. For students how have not learned the sounds of A-Z and how to write them, begin by teaching a minimum of one letter per day. Each day play games such as are found in *The Phonogram and Spelling Game Book*.

**Emerging Readers and Spellers:** Remember students at this age vary widely in ability and language experiences. Teaching students one-on-one or in a small group will offer the advantage of being able to follow the lead of the students.

Classroom teachers though should not short change the process of developing phonemic awareness and learning the sound and symbol correlations between the A-Z phonograms. This knowledge alone will boost natural readers abilities.

**Tips:** Young students also benefit greatly from learning through play and movement. Be sure to incorporate plenty of games in your lessons. Ideas are included in each lesson in the Optional Activities boxes. Additional ideas for practicing phonograms and spelling words designed for young children can be found in *The Phonogram and Spelling Game Book*.

A sample schedule for using the lessons is included below.

### Day 1

1. Introduce and practice phonograms. (15 minutes)
2. Present Exploring Sounds. (10 minutes)
3. Teach the new Spelling Rule. (15 minutes)
4. Independent Work: Practice writing the phonograms five times each, and illustrate the spelling rule.

## Day 2

1. Practice phonograms with a game. (15 minutes)
2. Review the spelling rule. (5 minutes)
3. Dictate the spelling list. (15 minutes)
4. Independent Work: Write the plural form of each word or the past tense in the later lessons.

## Day 3

1. Practice phonograms with a game. (15 minutes)
2. Grammar Lesson. (25 minutes)
3. Phrase/Sentence Dictation. (10 minutes)
4. Independent Work: Choose a grammar worksheet to practice alone.

## Day 4

1. Practice phonograms with a game. (15 minutes)
2. Play a spelling game using the list and any desired review words.
3. Vocabulary Lesson.
4. Independent Work: Vocabulary practice worksheet.

## Day 5

1. Phonogram quiz.
2. Spelling quiz.
3. Composition Activity.

# YOUNG EMERGING READERS

## FIVE- TO SIX-YEAR-OLD STUDENTS

**Total Time:** 5-60 minutes per day

**Schedule:** Teach one lesson every two weeks.

**Time Frame:** Complete *The Logic of English Essentials* in 80 weeks.

**Before Beginning Lesson 1:** Before beginning Lesson 1, plan on dedicating thirty lessons to developing Phonemic Awareness (see Intro 25 - Intro 32), learn the sounds for A-Z (see Intro 33- Intro 36), and learning how to write the lower-case letters.

Preliminary lessons should consists of: 1) a phonemic awareness activity such as the ones found on Intro 25- Intro 32, 2) learning how to read and write (large motor skill) one phonogram each day, 3) playing phonogram games such as the ones found in *The Phonogram and Spelling Game Book*.

The first lesson will be very short, five minutes to ten minutes. Teach the first phonogram, its sounds, and how to write it using large motor skills. As phonograms are added, the lessons will grow in length providing students an opportunity to grow in attention span.

**Young Emerging Readers and Spellers:** During the lessons respect young students' need to learn through play and activity. Also be sure to teach the phonograms using large motor skills by practicing writing with sandpaper letters, salt boxes, whiteboards and chalkboards. Do not expect them to write on paper.

Once the students have learned the A-Z phonograms and demonstrated basic phonemic awareness, you may begin Lesson 1.

**Tips:** If the students are ready for writing on paper, you may use the student workbook. If the students' fine motor skills are not well developed, have the students write the words with large motor skill on a whiteboard, chalkboard, or in a salt box. Answers for the workbook activities may also be written on whiteboards.

If desired, younger students may skip the grammar lessons, though they will benefit from the Vocabulary Development Activities, Dictation, and Composition.

Students at this age benefit from a lot of direct instruction and teacher participation. Do not expect them to complete activities alone.

Be sure to provide plenty of review through games. Keep it fun.

The following is a suggested schedule to modify the curriculum for young emerging readers and spellers.

## Day 1

1. Introduce and practice phonograms. (15 minutes)
2. Present Exploring Sounds. (10 minutes)
3. Teach the new spelling rule. (15 minutes)

## Day 2

1. Practice phonograms with a game. (15 minutes)
2. Review the spelling rule, students illustrate it. (5 minutes)
3. Dictate 5 spelling words and analyze the words. (15 minutes)
4. Optional Activity of choice. (10 minutes)

## Day 3

1. Practice phonograms with a game. (15 minutes)
2. Review the spelling rule. (5 minutes)
3. Review words from the previous lesson by writing on Vocabulary Cards. (5 minutes)
4. Optional Activity of choice. (10 minutes)

## Day 4

1. Practice phonograms with a game. (15 minutes)
2. Dictate 5 spelling words and analyze the words. (15 minutes)
3. Grammar Lesson. (10 minutes)
4. Read the Vocabulary Cards. (5 minutes)

## Day 5

1. Practice phonograms with a game. (15 minutes)
2. Review the spelling rule. (5 minutes)
3. Review words from the previous lesson by writing on Vocabulary Cards. (5 minutes)
4. Optional Activity of choice. (10 minutes)
5. Read the Vocabulary Cards and arrange them into phrases or sentences. (10 minutes)

## Day 6

1. Practice phonograms with a game. (15 minutes)
2. Dictate 5 spelling words and analyze the words. (15 minutes)

3. Grammar Lesson. (10 minutes)
4. Optional Activity of choice. (5 minutes)

### Day 7

1. Practice phonograms with a game. (15 minutes)
2. Review the spelling rule. (5 minutes)
3. Review words from the previous lesson by writing on Vocabulary Cards. (5 minutes)
4. Optional Activity of choice. (5 minutes)
5. Read the Vocabulary Cards and arrange them into phrases or sentences. (10 minutes)

### Day 8

1. Practice phonograms with a game. (15 minutes)
2. Dictate 2 phrases or sentences from the Dictation Activity. (5 minutes)
3. Composition Activity using the Vocabulary Cards. (10 minutes)
4. Optional Activity of choice. (5 minutes)
5. Play a spelling game from the *Phonogram and Spelling Game Book*. (10 minutes)

### Day 9

1. Practice phonograms with a game. (15 minutes)
2. Dictate 2 phrases or sentences from the Dictation Activity. (5 minutes)
3. Composition Activity in the Workbook. (10 minutes)
4. Teach the Vocabulary Development Activity. (10 minutes)
5. Optional Activity of choice. (5 minutes)

### Day 10

1. Practice phonograms with a game. (15 minutes)
2. Dictate 2 phrases or sentences from the Dictation Activity. (5 minutes)
3. Vocabulary Development Activity in the workbook. (5 minutes)
4. Optional Activity of choice. (5 minutes)
5. Read the Vocabulary Cards. (5 minutes)
6. Play a spelling game from the *Phonogram and Spelling Game Book*. (10 minutes)

# ESL STUDENTS

## ALL AGES LEARNING TO READ AND WRITE IN ENGLISH

**Total Time:** 30-120 minutes per day

**Schedule:** Varies from one lesson per day to one lesson every ten days, depending upon the ages and needs of students.

**Time Frame:** Complete *The Logic of English Essentials* in 8-80 weeks

**Before Beginning Lesson 1:** ESL students benefit greatly from learning the sounds of A-Z in isolation and how to pronounce them. Spend focused time learning how to pronounce the sounds for A-Z incorporating kinesthetic awareness of how the sounds are produced. Teach students how to write the lower-case letters as they learn to pronounce them. Each day play games such as are found in *The Phonogram and Spelling Game Book*. These lessons may be combined with vocabulary development from another program.

Once students know the sounds of A-Z and how to write them, you may begin teaching Lesson 1.

**ESL Students:** ESL students benefit greatly from this holistic and systematic approach to learning to read, spell, and write. *The Logic of English Essentials* program is an ideal reading, writing, and grammar course for ESL students. Students will systematically learn the 45 English speech sounds and how they are written, how to build phonograms into words, how words are arranged to construct sentences and grammar. This program will prepare students to read in English which is a highly efficient way to further develop vocabulary.

**Tips:** In addition to gaining English literacy skills students will become more attuned to the speech patterns of English. When teaching words with unaccented vowels, be certain to explain accented syllables and the schwa sound. This will aid students in developing more natural speech patterns.

Utilize the spelling word lists to develop vocabulary, and rapidly expand students' vocabularies by teaching how to form derivatives.

ESL students benefit greatly from creating Spelling Cards and using these to form phrases and sentences in English. In addition, the definition of the word may be written on the back of the card, and the cards may then be used for vocabulary drills as well.

ESL students may use any of the sample schedules included above depending upon the ages and abilities of the students.