



HOW I CREATED WORKBOOK 2

Anna Ampleton's Workbook Series

Abstract

Workbook 2 follows the organization of Learning Module 2 at GuidedReadingJourney.com. This guide explains how I selected, adapted, and created the workbook material.

Anna Ampleton
annaampleton@guidedreadingjourney.com

How I Created Workbook 2

About This Guide

Workbook 2 follows the organization of Learning Module 2 at GuidedReadingJourney.com. This guide explains how I selected, adapted, and created the workbook material.

You may follow the same process to create a workbook suited to your own learner. You do not have to include every activity or follow the workbook in order.

Planning Workbook 2

Before opening Microsoft Word, I made several decisions about the workbook I wanted to create.

Identify the Audience

The workbook is intended for adults developing their reading skills and for the volunteer coaches, tutors, friends, or family members who work alongside them.

The material needed to respect adult interests while allowing the coach to select activities appropriate for an individual learner. Learners may read, discuss, dictate, or write, and they are not expected to complete every exercise.

Define the Purpose

My purpose was to bring selected material from Learning Module 2 into one organized, printable workbook.

I wanted the learner to:

- encounter the drill words naturally in connected passages;
- practise sounds, spelling, vocabulary, and sentence use;
- read both fiction and factual material;
- respond through conversation, dictation, or writing;
- encounter an adult decision that invites critical thinking.

The guide has a second purpose: to show coaches how they can use the free website materials to assemble their own customized workbooks.

Assess the Available Material

I reviewed Learning Module 2 to determine what was already available:

- drill and focus words;
- sound, rhyme, and meaning exercises;
- read-aloud sentences and discussion prompts;
- driving-related theme material;
- composition and grammar suggestions;
- spelling, prefix, and suffix material.

I also looked for gaps. Some online driving resources and images belonged to outside organizations and could not be republished. New passages and image-free alternatives were therefore required.

Visualize the Finished Workbook

I planned a printable, letter-sized PDF that could be:

- printed in colour or black and white;
- printed single- or double-sided;
- completed in sequence or used selectively;
- used over approximately four to eight sessions, depending on the learner;
- accompanied by an answer key.

The finished template reflects those decisions. [Workbook-02-ImageFree-Template.pdf](#)

Set the Scope, Time, and Budget

I allowed approximately two working days to select, write, adapt, arrange, and check the material.

I already had access to Microsoft Word and the Guided Reading Journey materials. Someone creating a workbook should also consider software, printing, paper, research time, and the cost or availability of properly licensed images.

To keep the free template reusable, copyrighted instructional images were removed and replaced with image-free activities.

Outline the Workbook

I used a flexible four-part reading sequence:

1. **Read the Drill Words** — fiction using the focus words naturally.
2. **Read a Related Factual Passage** — adult vocabulary and multisyllable-word practice.

3. **Write** — a passage that invites discussion, memory, dictation, or composition.
4. **Think** — a passage that invites reflection and critical response.

Sound exercises, sentence practice, review activities, and an answer key were added around that sequence.

Identify Information and Research Needs

Before writing, I needed to answer several questions:

- Which drill words should appear in each passage?
- Which sound and spelling patterns should be practised?
- How could the driving theme be used without reproducing protected material?
- What factual information about corn mazes and transportation needed verification?
- Which exercises required definite answers?
- Which images and text could legally be redistributed?
- Would the finished pages remain readable when printed?

Those questions guided the research and final review.

Choosing a Working Format

Microsoft Word

I have a Microsoft Word license and have used it for the workbook project. The application allows me to:

- Open PDF files created by the online site.
- Once opened, I can copy text and exercises into a new workbook.
- Existing Word templates help maintain consistent headings, margins, footers, and page sizes.
- I can adjust tables, writing lines, and page breaks as the workbook develops.

You don't have to use MS Word, but using an application that lets you edit PDFs will definitely save you time. You can explore other options such as LibreOffice Writer or Google Docs,

Page Design and Font Sizes

The workbook needs to remain readable when printed in colour or black and white. I use:

- Arial size 14 when I have lots of space and size 12 when I need to squeeze text into a tighter spot.

- Wherever space allows, I use a 1.15 line spacing or even 1.5 for bullets. I do this to maintain white space between lines – for learners.
- I use colour sparingly and choose high-contrast colours when I do. This keeps the document readable when printed on a non-colour printer.
- Headers and footers identify GuidedReadingJourney.com, provide the attribution required by the Creative Commons licence, and show the workbook number corresponding with the interactive lesson. This information also reminds learners where they can go to practice online.

Reviewing the Learning Module

Before assembling the workbook, review the corresponding online learning module.

Copyright and Licensing

Identify which text may be copied or adapted and which images may not be redistributed.

The free workbook template does not contain the copyrighted instructional images used on GuidedReadingJourney.com. Anyone creating a customized workbook must supply original artwork, public-domain images, or images they are licensed to use.

Focus Words and Sound Exercises

Review the module’s focus words, sound patterns, read-aloud sentences, rhymes, and online exercises. Decide which activities can be copied or adapted for printed use.

Open any PDF created and remove or replace the images. Select all and change the font from what has been used online to the font you want for your workbook.

I generate these PDFs for use in my workbook:



The drill word grid. (Press the printer icon and save as a PDF). Don’t turn on the image icons unless you plan to replace them with your own version in the workbook.



Choose the printer workbook materials icon. Click the link “Print read-aloud sentences and discussion prompts.” Save the file as a PDF.

If you plan to use match focus word to meaning or rhyme and want to use the same meanings and rhymes as the online site, print the mini-dictionary as a reference instead. From the same print material page, click the link **“Print complete mini-dictionary for this drill”** and save it as a PDF. You can cut and paste into your workbook.

Remember to remove the images before adding exercises to your workbook.



Theme or Topic

Identify the module's adult-life theme. Consider how that theme can connect the sound work, reading passages, vocabulary, discussion, and writing activities.

Working Within the Theme

The theme for Learning Module 2 is driving. The online module connects learners with useful materials about road signs, driving knowledge, and licence testing. Some of those materials belong to outside organizations and cannot be reproduced in a workbook.

Rather than abandoning the theme, I created new fiction and nonfiction about driving. "Learning to Drive" places focus words in an original story, while "Choosing a Car When My Life Is Still Moving" invites discussion about transportation, cost, housing, and personal needs. This preserved the theme without copying material I did not have permission to republish.



Composition

Review the composition material provided with the online lesson. Decide whether to reuse, shorten, expand, or replace it for the workbook.

The composition for Lesson 2 on the guidedreadingjourney.com site includes a detailed bulleted article on what to expect during a driver's test. Although very on topic, I decided the article was too detailed for what I wanted in the workbook.

Rather than reproducing the online driver-test material, I developed new corn-maze reading material connected with the workbook's opening story. The driving theme is introduced later through original writing and critical-thinking passages.

Grammar

Identify the grammar topic connected with the module. Decide whether it fits naturally with one of the workbook passages or exercises.

The suggested online grammar lesson for this module included an article about the differences between vowel and consonant sounds. Although I did not include all the details from that article, I did include workbook exercises that separately focused on vowel sounds and consonant sounds.

Spelling, Prefixes, and Suffixes

Review the spelling rule and word-building material provided online. Decide whether to include it, adapt it, or use examples discovered in the workbook passages.

For lesson module 2, I included a spelling exercise that encouraged the learner to find and circle passage words ending in double l and double s. I left out the prefix and suffix exercises.

Building the Reading Sequence

The following sequence is a flexible framework rather than a fixed formula. The theme, focus words, grammar, composition, and critical-thinking material may appear in different sections when that produces a more natural and engaging workbook.

Workbook 2 uses four kinds of reading and response.

1. Read the Drill Words

Include a fictional passage featuring familiar Ampleton characters. Incorporate as many drill words as possible while keeping the language and story natural.

In Workbook 2, “Anna’s Amazing Day” was written specifically to bring the focus words into a connected story.

Add activities that help the learner notice and reuse the words, such as:

- locating focus words in the passage;
- sorting words by vowel or consonant sound;
- reading short sentences aloud;
- discussing, dictating, or writing original sentences;
- comparing rhymes and spelling patterns.

2. Read the Theme

Include a factual article, preferably connected with either the module's theme or another passage in the workbook. Use adult language and introduce useful vocabulary, grammar, and multisyllable words.

In Workbook 2, the corn-maze article expands the setting introduced in "Anna's Amazing Day." It also provides material for consonant identification and multisyllable-word practice. The module's driving theme is developed later through the writing and critical-thinking sections.

3. Write

Include a short passage or story that invites conversation and composition.

"Learning to Drive" provides a familiar adult-life situation and introduces another set of focus words. Learners may discuss, dictate, or write a response. They may use a real experience or create a fictional one.

Learners should not be expected to disclose private information. Fictional responses are equally useful for practising language.

4. Think

Include a thought-provoking piece that connects literacy practice with adult decisions and critical thinking.

"Choosing a Car When My Life Is Still Moving" invites the learner to consider transportation, cost, housing, infrastructure, and personal circumstances. There is no required opinion. The purpose is to read, reflect, and respond.

Adding Practice and Review

After selecting the passages, add exercises that provide repeated exposure without simply repeating the same task.

Workbook 2 includes:

- focus-word identification;
- long-vowel and consonant practice;
- read-aloud sentences;
- rhyme and word comparison;
- multisyllable-word practice;
- sentence completion;
- discussion, dictation, and writing choices;

- sentence-copying practice;
- cumulative word review.

Not every learner needs every exercise. A coach may select activities according to the learner's interests, confidence, and current needs.

Preparing the Answer Key

Include answers for exercises with definite responses. Do not prescribe answers for personal writing, discussion, or critical-thinking activities.

Check that:

- every exercise requiring an answer is represented;
- the answers match the final version of the workbook;
- revised or image-free activities have their own correct answers;
- acceptable alternative answers are acknowledged where appropriate.

Reviewing and Evaluating the Finished Workbook

I reviewed the finished workbook against its original audience, purpose, and format. I asked whether the material remained adult, readable, flexible, accurate, and useful. I also checked whether the workbook delivered the sound practice, connected reading, writing opportunities, and critical thinking planned at the beginning.

Before publishing or printing the workbook:

- read every passage aloud;
- check that drill words sound natural in context;
- verify spelling, grammar, and factual statements;
- confirm that instructions match the exercises;
- check the answer key against the final pages;
- confirm that every image may legally be reproduced;
- print a test copy in colour and black and white;
- check margins, writing space, page breaks, and double-sided printing.

A workbook is more than a collection of exercises. Its value comes from selecting, connecting, adapting, writing, arranging, and checking the material so that a coach and learner can begin using it together.