Name: _____ Date: _____

Dots, Dashes, and the Slow Fourth Week

Circle group

After a month of learning Morse code, Dalia could write every letter from memory. She could tap dot-dash-dot for R without a thought. So she was confused when her radio club leader, Mr. Okonjo, played a short message and she could not follow one word.

"I know all the letters," she said sadly. "It just sounds like beeping."

"That is the most common wall," Mr. Okonjo said. "You learned the code on paper, as dots and dashes. But no one reads Morse by counting. You have to hear each letter as one small tune. It is like hearing a friend's laugh."

He told her to try a new way. Stop translating. When a letter plays, do not think of dots and dashes. Think only of the rhythm. The letter C should just sound like C.

The next two weeks tested her patience. She listened for fifteen minutes each evening while washing dishes. Most of it sounded like a jumble. Her notebook filled up with wrong guesses.

Then, on a Thursday, something odd happened. A recording played the word "home." Dalia wrote it down before she thought about any dots. She stared at the page. She rewound the recording and listened again. Every letter was right.

At the next meeting, Mr. Okonjo tapped out a slow message for the room. When it ended, Dalia raised her hand. "It says, 'Good night, everyone.'"

"Correct," he said with a smile. "You are not translating now. You are reading."

Questions

1. What could Dalia do after a month?

_____

_____

2. Why was Dalia sad when she heard the recording?

_____

_____

3. What new way did Mr. Okonjo tell her to try?

_____

_____

4. When did Dalia practice listening?

_____

_____

5. Why did Dalia rewind the recording after writing home?

_____

_____

6. What does Mr. Okonjo mean by reading, not translating?

_____

_____

Words to know

rhythm: a regular pattern of sounds or beats

jumble: a confused mix of things

Talk together (every group has these)

1. Find one fact that every group read. How did your sheet say it?
2. What did your sheet tell you that you think another group's did not? Ask them.
3. What is one question about this topic that none of the sheets answered?

Name: _____ Date: _____

Dots, Dashes, and the Slow Fourth Week

Triangle group

After a month of memorizing Morse code, Dalia could write every letter of the alphabet from memory. She could tap out the dot-dash-dot for R without thinking about it. So she was baffled when her radio club leader, Mr. Okonjo, played a recording of a short message and she could not follow a single word. She told him in a discouraged voice that she knew all the letters but that it just sounded like beeping.

Mr. Okonjo said that this was the most common wall, because she had learned the code on paper as dots and dashes, but no one reads Morse by counting. A learner has to hear each letter as a single little tune, the way a person hears a friend's laugh without analyzing it. He suggested a different method, which was to stop translating, so that whenever a letter played she would think only of the rhythm of the sound. The letter C would simply sound like C.

The next two weeks tested her patience. She listened for fifteen minutes every evening while washing dishes, and most of what she heard turned into a jumble, so her notebook filled with scribbled guesses, many of them wrong. Then, on a Thursday, a strange thing happened: a recording played the word home. Dalia wrote it down before she had consciously thought about any dots. She stared at the page, rewound the recording, and listened again, and every letter was right.

At the next meeting, Mr. Okonjo tapped out a message to the whole room, slowly, and when it ended, Dalia raised her hand and said that it read, Good night, everyone. He told her that she was correct, and that she was no longer translating, but reading.

Questions

1. What could Dalia do after a month of practice?

_____

_____

2. Why was Dalia discouraged when she heard the recording?

_____

_____

3. What method did Mr. Okonjo suggest?

_____

_____

4. When did Dalia practice listening?

_____

_____

5. Why did Dalia rewind the recording after writing the word home?

_____

_____

6. What does Mr. Okonjo mean when he says she is reading, not translating?

_____

_____

Words to know

memorizing: learning something so well that you can remember it exactly
baffled: very confused
analyzing: studying something closely by looking at its parts
rhythm: a regular pattern of sounds or beats
jumble: a confused mix of things

Talk together (every group has these)

1. Find one fact that every group read. How did your sheet say it?
2. What did your sheet tell you that you think another group's did not? Ask them.
3. What is one question about this topic that none of the sheets answered?

Name: _____ Date: _____

Dots, Dashes, and the Slow Fourth Week

Square group

After a month of memorizing Morse code, Dalia could write every letter of the alphabet from memory. She could tap out the dot-dash-dot for R without thinking about it. So she was baffled when her radio club leader, Mr. Okonjo, played a recording of a short message and she could not follow a single word, and she told him in a discouraged voice that she knew all the letters but that it just sounded like beeping.

Mr. Okonjo said that this was the most common wall, because she had learned the code on paper as dots and dashes, but no one reads Morse by counting. A learner has to hear each letter as a single little tune, the way a person hears a friend's laugh without analyzing it. He suggested a different method, which was to stop translating, so that whenever a letter played she would think only of the rhythm of the sound. The letter C would merely sound like C.

The next two weeks tested her patience. She listened for fifteen minutes every evening while washing dishes, and most of what she heard turned into a jumble, so her notebook filled with scribbled guesses, many of them wrong. Then, on a Thursday, a unfamiliar thing happened: a recording played the word home. Dalia wrote it down before she had consciously thought about any dots, and she stared at the page, rewound the recording, and listened again, and every letter was right.

At the next meeting, Mr. Okonjo tapped out a message to the entire room, slowly, and when it ended, Dalia raised her hand and said that it read, Good night, everyone. He told her that she was correct, and that she was no longer translating, but reading.

Questions

1. What was Dalia able to do after a month of practice?

_____

_____

2. Why was Dalia discouraged when she heard the recording?

_____

_____

3. What method did Mr. Okonjo propose?

_____

_____

4. When did Dalia practice her listening?

_____

_____

5. Why did Dalia rewind the recording after writing the word home?

_____

_____

6. What does Mr. Okonjo mean when he says she is reading, not translating?

_____

_____

Words to know

memorizing: learning something so well that you can remember it exactly
baffled: very confused
analyzing: studying something closely by looking at its parts
rhythm: a regular pattern of sounds or beats
jumble: a confused mix of things

Talk together (every group has these)

1. Find one fact that every group read. How did your sheet say it?
2. What did your sheet tell you that you think another group's did not? Ask them.
3. What is one question about this topic that none of the sheets answered?

For the teacher: Dots, Dashes, and the Slow Fourth Week

Each student sheet carries a shape, not a level. The same topic and facts, written three ways.

Circle: Dots, Dashes, and the Slow Fourth Week

Easier · 247 words · Flesch-Kincaid grade 3.2

1. She could write every letter of Morse code from memory.
2. She could not follow one word, and it sounded like beeping.
3. Stop translating and hear each letter as a rhythm.
4. For fifteen minutes each evening while washing dishes.
5. She was surprised and wanted to check that she was right.
6. She now knows the sounds right away and does not work out each letter.

Triangle: Dots, Dashes, and the Slow Fourth Week

This passage · 290 words · Flesch-Kincaid grade 8.3

1. She could write every letter of the alphabet in Morse code from memory.
2. She could not follow a single word and it sounded like beeping.
3. Stop translating and instead hear each letter as a rhythm.
4. For fifteen minutes every evening while washing dishes.
5. She was surprised and wanted to check that she was really right.
6. She now understands the sounds directly instead of working out each letter step by step.

Square: Dots, Dashes, and the Slow Fourth Week

Harder · 292 words · Flesch-Kincaid grade 9.7

1. She could write every letter of the alphabet in Morse code from memory.
2. She could not follow a single word and it sounded like beeping.
3. To stop translating and hear each letter as a rhythm.
4. For fifteen minutes every evening while washing dishes.
5. She was startled and wanted to confirm that she was truly correct.
6. She now understands the sounds directly instead of working out each letter step by step.