

## **Early Steps #3: Fast Follow-Up - Clinic**

### **Agenda for Today's Training:**

1. How's it going? Debrief & review ES lesson.
2. Clinical observations. Debrief observations.
3. Watch & learn additional ES content.

Site Coordinators! The UURC needs a copy of the ERI cover sheet for each student being tutored. Please give that to your UURC liaison. Thanks!

Note: to improve as a reading intervention tutor, we recommend that you watch our **Early Steps video demonstrations**. Go to <http://www.uurc.utah.edu/Educators/Resources.php>

### **Working in ES Text: Review & New Info**

High expectations for finger pointing!!

- same hand, same finger
- one touch UNDER each word

- re-model when necessary for precision
- after 3x, try again tomorrow
- if chronic problems, text/level is too hard

Get into level 3 & then, level 4 books ASAP!!!

A child is ready to “bump up” when:

- he is reading the hardest books in a level, &
- he reads *most* (not all) of yesterday’s new book *quite* successfully (not perfectly) without much echo across 3-4 books.

See **ES Singleton Text Features Chart!** Great “cheat sheet!”

### **Word Bank (trainer models)**

- starts at text level 3
- “harvest” from books, word study & sentences
- use only **easy** high frequency words (e.g., the, is)
- use a “flash presentation.” Teach afterwards, not during!!!
- some days, you may harvest 2-3 words, other days, none...its all good!

- not sure it's a good word? See UURC Word Bank List in binder

Sort into two piles: "good" & "trouble." Review "trouble" pile.

*Ratio = 5 "good" words per "trouble" word.*

When the word bank reaches 25, keep the "shakiest 10" and send 15 home or back to class for continued work.

Build from 10 back up to 25. Repeat until you reach approximately 100 words.

Record which words go home in student's Word Bank Log. Some may have to be resurrected if student has trouble "holding on."

### **Working in Word Study (trainer models)**

Word Study begins with onset-vowel work. During Random  $\sqrt{\quad}$ , and Memory, teach tapping. No tapping

during Sort!!!!

First, teach tapping *without* words. When the child can touch each finger to home base (thumb) and grab, then move to tapping *with* words.

If coming down the column is difficult, use 2x1, then gradually increase size of sort to reach 3x4.

Once the child can perform a 2x2 sort, try Random Check and Memory. Many children find these difficult! If it's too hard, quit for that day, but try on subsequent days!

Do *not* “Justify Matches” in Onset-Vowel Memory!

Add an ‘a’ vowel sound card to word bank with onset-vowel work. Use ‘a’ – apple - /ă/.

For an excellent “cheat sheet”, go to <http://www.uurc.utah.edu/Educators/Resources.php> and look for “**Early Steps Word Study Script**” at the bottom of the webpage.

Also, use **ES Singleton Word Study Features Chart**. Another great “cheat sheet!”

Before leaving alphabet work, administer Letter-Sound section of ERI again. Continue firming or drop this activity as indicated.

### **Sentence Stem Review**

Goals =high frequency words + phonemic awareness

1. Use the UURC scope & sequence.
2. You say the stem; the child adds a word.
3. Child repeats sentence 3 times (use crazy voices) and on last repeat, counts words on fingers.
4. Child says each word, writes each word.
5. With each new word, child “read & points” through the sentence.
6. Each word in the stem **must** be correct; assist!
7. The “added word” is phoneme segmentation practice. It does not have to be correct, but should

be phonetically reasonable.

The student needs a total of 3 perfect stems without assistance needed to bump up. These stems do not have to be consecutive---just cumulative.

If she has trouble segmenting, she needs to tap! Use, “What says \_\_\_\_\_?”

Note: “Stretching sounds like bubblegum” is not effective! Stretching is *not* segmenting.

Segmenting implies isolating sounds. “Tapping” each sound is a better strategy than stretching.

### **For Each Training, Bring:**

- binder with ES lesson plans, etc.
- word study kit

**FOLLOW** the lesson plan! Fill out lesson plan, book & word study logs!

Site Coordinators! Initiate the Take-Home Stories for after the 4<sup>th</sup> read. Go to -  
<http://www.uurc.utah.edu/Educators/Resources.php> Look for *Early Steps Take-Home Books Levels 1-8*.

Questions? Check the ES complete binder on-line:  
<http://www.uurc.utah.edu/Educators/Resources.php>  
Still don't know? Call your UURC liaison!!

### **University Credit**

University Credit is available; not mandatory. Cost: \$300 for 3 continuing ed credits. Register with Linda Jensen (801-265-3951 or [linda.jensen@utah.edu](mailto:linda.jensen@utah.edu)) by October 31st.

For syllabus, see:

<http://www.uurc.org/UStudents/UCourseSyllabi.php>  
EDU 6633-030: Assessment & Intervention for  
Beginners: Early Steps Practicum