

Early Steps Quads #3: Clinic & Lesson

Agenda for Today's Training:

1. How's is going? Debrief & review ESQ lesson to date.
2. Clinical observations: Text & Sentence Stem.
3. Debrief observations.
4. Watch and learn Word Bank & Word Study.
5. Add Word Bank & Word Study to lesson.

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>

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

Working in Text: Review & New Info

High expectations for fingerpointing!!

- same hand, same finger
- one touch UNDER each word
- re-model when necessary for precision
- after 3x, try again tomorrow
- if chronic problems, 'hold' texts constant

Bumping Up

The group is ready to “bump up” when:

1. They are reading the hardest books in level &
2. Lowest student can handle *most* (not all) of yesterday's new books *quite* successfully (not perfectly) without much echo and without much hitchhiking across 3-4 books.

Trainer:

Show the **ES Quads Text Features Chart!** Great “cheat sheet!”

Show the **Text Correspondence Chart.** What is our goal for EOY?

Sentence Writing Review

stem + sounds (high frequency word practice + phonemic awareness)

Students Writing in Journal:

1. Use the UURC scope & sequence.
2. You say the stem; focus student adds a word.
3. Students repeat sentence 3 times (use crazy voices) and on last repeat count words on fingers.
4. Students chorally say each word, write each word.
5. With each new word, students “read & point” through the sentence.
6. Each word in the stem **must** be correct; assist as needed (use a white board for “sneak peeks”).
7. The “added word” is phoneme segmentation practice. It does **not** have to be correct, but should be phonetically reasonable. Tap as needed.

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

Sentence Strip:

- students dictate to you word-by-word *as you— and only you*—write on the strip
- you write so that all can see
- sound out as you write
- they point & read together word-by-word
- they read while you cut
- give each student 1 piece of sentence
- students re-assemble & read word-by-word
- play “Word Flips”
- student ‘author’ takes home sentence

Initially, all sentence work is done chorally. Over time you may transition to students working at their own paces, but they still point & read with every new word!

If students are writing and pointing at their own paces, when all are finished, ask students to “point & read” chorally one last time to provide closure.

If students have trouble segmenting, they need 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.

Word Bank (trainer models)

- Starts at text level 3
- Harvest easiest, highest frequency words from books & sentence stems (e.g., the, is) by asking kids “What is this word?”
- ‘Flash Presentation;’ teach after, not during
- Some days, you may harvest 2-3 words, other days, none...it’s all ok!
- Check Word Bank List in binder if not sure.

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 to class with lowest kid.

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

Record which words go home in Word Bank Log. Some may have to be resurrected if student(s) have trouble “holding on.”

Working in Word Study (trainer models)

All students must be facing the cards head-on rather than trying to read sideways. Options: sit close together or stand facing the table.

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

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

Use the pix children already have in oral language. This is a phoneme awareness activity primarily; vocabulary development is incidental.

Picture Sort Prompts:

- “What’s this?” (all respond)
- Give card to student. Ask, “Where does it go?”
Tell other students to “help with their eyes.”
- “Thumbs Up” or “Wave Off” will encourage engagement.
- See ESQ Word Study Features chart for more info.

Move through pix sorts AQAP. You may introduce 1, 2, or 3 new consonant phonemes per lesson if all students can play Memory well.

Sort and Random Check *always* are done chorally in pix sort. *After Day 1*, students play Memory in pairs.

Spelling focuses on the first--*and only the first* -- phoneme in the picture. *Do not* allow students to spell the entire word.

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

No “Say it. Match it. Check it” in picture sorts.

For Each Training, Bring:

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

Questions? Check the complete binder on-line:

<http://www.uurc.utah.edu/Educators/Resources.php>

If you still don't know the answer, call your UURC liaison!!

University Credit

University Credit is available; not mandatory. Cost: \$450 for 3 continuing ed credits. Register with Linda Jensen (801-265-3951 or linda.jensen@utah.edu) by October 31st.

For syllabus, see:

<http://www.uurc.utah.edu/UStudents/UCourseSyllabi.php>

EDU 6649-030 - Maintaining the Power of 1:1 Early Intervention in Small Groups: Early Steps Quads Practicum.