

3-Step Method

Situation: 1 student, 1 teacher

Materials: 2-3 related items (colors, numbers, letters, table utensils, vegetables, etc.)

This example uses the three items: fork, spoon, knife

Step 1: Introduction of Materials: Teacher shows and names object. Student listens and repeats.

Procedure: Place one item at a time in front of the student.

| <u>TEACHER</u> | | <u>STUDENT</u> | |
|----------------|-------|---------------------|-------|
| Show and say: | fork | Points and repeats: | fork |
| Remove fork. | | | |
| Show and say: | knife | Points and repeats: | knife |
| Remove knife. | | | |
| Show and say: | spoon | Points and repeats: | spoon |

Repeat 1-2 times.

Step 2: Aural Recognition: Teacher names object. Student listens and points to named object.

Procedure: Place all three items in front of the student and say each one at a time.

| <u>TEACHER</u> | | <u>STUDENT</u> | |
|----------------|--------------------|------------------|--|
| Say: | Show me the spoon. | Points to spoon. | |
| Say: | Show me the fork. | Points to fork. | |
| Say: | Show me the knife. | Points to knife. | |

Rearrange the objects and repeat 1-2 times.

Step 3: Recall: Teacher shows object and asks the name. Student looks and names the object.

Procedure: Place one item at a time in front of the student.

| <u>TEACHER</u> | | <u>STUDENT</u> | |
|---------------------|--------------|----------------|-------|
| Show spoon and ask: | What's this? | Says: | spoon |
| Remove spoon. | | | |
| Show fork and ask: | What's this? | Says: | fork |
| Remove fork. | | | |
| Show knife and ask: | What's this? | Says: | knife |

Thank the student.

Important:

1. If the student gives can't answer correctly in steps 2 or 3, back up and repeat the previous step. Don't say "right", "good", "wrong" or "no". Just back up and repeat.
2. Do not attempt to explain.
3. If the student repeatedly fails to recognize or recall the words, complete the lesson and make a note to retry at another time with only 2 items.
4. Don't get stalled on pronunciation. Make a note of serious pronunciation problems and proceed with the lesson.

Application: The underlying principles of this method can be applied to different content areas at different literacy and ESOL levels. This principle is to present new information in simple, short steps. Minimize explanation by using demonstration and "self-correcting" (see Note 1, above) practice procedure. For example, introduce 3 new letters, demonstrate 3 new verbs by acting them out, etc.