

## **1. Read this before your first sessions with your student.**

### **Slow and steady wins the race.**

A lot of your student's learning will be take place "under the radar" so to speak. So resist the urge to skip steps or activities. Even if, for your student, a step seems unnecessary, it probably isn't. When it comes to making a memory stick, over-learning is better.

Your student may find the words in their first sessions very easy. That's a good thing, because during your first few sessions you are both also learning to use the method and the materials.

Words are sequenced from easiest to hardest, so your student's confidence can grow with their skills. The words will soon become more difficult, and the last words you will practice together challenge even the most confident spellers.

So, take the time to create a firm foundation for your student to build on. It's as if you were building a house; the more solid the foundation, the more stable the entire structure will be.

**You'll use a simple 3-Step 'brain-friendly' method and your student will create a multi-sensory memory of the patterns in the words they've practiced. But, in order to do so, they must follow each step as directed.**

Generally speaking, for the first step of the 3-Step Method you will read the words to your student. Your student may very well be able to read those words easily without your help, but that's not the point. When you read the words out loud, your student is able to focus their attention on how the words look and sound.

Next, when they read the words themselves, they will already have the advantage of the visual and aural memory they created when you modeled the words for them.

There is a strong time component to memory. It takes several minutes of effort for your student's learning to move from their short-term to long-term memory.

So, when they finally have the opportunity to combine all three 3 skills themselves: listening, speaking, and reading, they will have the time advantage gained from focusing for this extended period on particular patterns.

### **If it's a race they want...**

When your student can read and spell accurately without hesitation, you may wish to time their activities. This will enable you and your student to measure their progress in terms of fluency as well as accuracy. The more competitive students will enjoy trying to beat their best time, or maybe your best time!

A stopwatch works well, and they are relatively inexpensive to purchase. You can time any activity. For example, once your student has done learned to place the letter cards in alphabetical order, they can time themselves once or twice until they can't make further progress. The same goes for word columns. Once your student has completed a word column, they can time themselves once or twice until no further progress can be made. To discourage speed without accuracy, make it clear to your student prior to timing them, that any timed rounds with hesitations or omissions will not be counted.