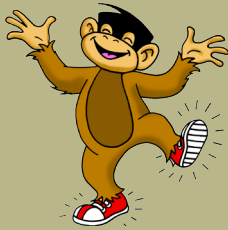


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Reading for All Learners

Counting Objects- A Program for Teaching One-to-One Correspondence

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Counting Objects 1-10

A Program for
Teaching one-to-one
Correspondence

A Program for
Teaching one-to-one
Correspondence

Alan Hofmeister

The skills and concepts taught in this program provide the gateway skills to literacy and numeracy.

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CONTENTS

GENERAL DIRECTIONS	1
Purpose of This Program	1
Is the Learner Ready?	1
Learning Environment	1
General Teaching Tips	2
Providing Rewards	4
Correcting Mistakes	5
Monitoring Learner Progress	5
Materials	5
Review Counting Without Objects	5
Beginning Check	6
Instructor's Chart	7
Learner's Chart	8
Reward Badges	9
UNIT ONE Counting by Picking up Objects	10
INTRODUCTION	11
LESSON 1: Physical and Verbal Assistance	12
LESSON 2: Reduced Verbal Assistance	14
LESSON 3: Reduced Physical Assistance	17
LESSON 4: Learner by Himself	20
UNIT TWO Counting by Sliding and Touching Objects	22
INTRODUCTION	23
LESSON 1: Sliding Objects	24
LESSON 2: Touching Objects	26
UNIT THREE Counting by Touching Objects in Varied Placement	28
INTRODUCTION	29
LESSON 1: Straight-line Placement	30
LESSON 2: Random Placement	33
UNIT FOUR Counting to a Number Between One and Ten	37
INTRODUCTION	38
LESSON 1: Counting to Fewer than Ten Given Objects	39
LESSON 2: Counting Games and Activities	43

GENERAL DIRECTIONS

Please read the following directions carefully.

Important information *unique* to this program is discussed.

Purpose of This Program

The purpose of this program is to teach the learner to coordinate the number statements and pointing movements necessary to accurately count from 1 to 10 objects.

Many learners can say the numbers from 1 to 10 in sequence, but they are unable to count a number of objects presented to them. For example, a learner might say, "One, two, three, four, five, six, seven, eight, nine, ten," as he points to eight pennies in a line. With these learners, there is no one-to-one correspondence between their number statements and counting movements. This program teaches the learner to coordinate the number statements and pointing movements necessary to accurately count from 1 to 10 objects.

Is the Learner Ready?

The learner is ready for this program when he can say the numbers from 1 to 10 in the correct sequence.

If the learner can say these numbers, but he occasionally omits one number or says some numbers in the wrong order, this program will teach him the correct sequence.

The learner is not ready for this program if he cannot say at least five of the numbers from 1 to 10 in the correct sequence. In this case, the

learner should be given instruction and practice in saying numbers in the correct sequence. When he can say at least five numbers in the correct sequence, this program may be undertaken. To review counting from 1 to 10 with the learner, refer to "Review Counting Without Objects" on page 5.

If the learner is having difficulty following directions, it may be the result of misbehavior and/or inadequate motor control. For information about dealing with behavior problems, the instructor should refer to When a Child Misbehaves.

Learning Environment

Length: Work approximately 20 minutes each day until the learner masters the lesson. A ten-minute session in the morning and another in the afternoon is an effective schedule.

Time: Try to work with the learner the same time each day. Do not choose a time that conflicts with a highly valued activity for the learner; for example, do not schedule your work during the learner's favorite TV show, regular play time, special activity, recess, favorite class, etc.

Place: Choose a work space that is free from distractions, one that will best suit the activities required by the program.

Be Prepared: Have the work space and materials ready at the scheduled time. This will help you get the session off to a good start. It will also let the learner know that when he arrives he should be ready to work. When the learner gets ready to work, praise him. You could say "I like the way you get ready to work."

Pace and Success: If the learner is succeeding at the tasks but losing interest, speed up the lesson and/or reduce the session time.

If the learner is failing repeatedly and the correction procedure have not been successful,

follow these three steps:

1. Return to a previous task the learner completed successfully.
2. Have the learner repeat that task and praise him when he completes it successfully.
3. Conclude the activity.

Do not return to a task that the learner repeatedly failed until the following have been achieved:

1. You have made sure the learner has the preskills necessary to complete the task; for example, if the learner cannot accurately count seven pennies, make sure he can count from 1 to 7 correctly.
2. You have identified other alternatives that simplify the task; for example, if the learner is having difficulty counting objects by pointing to them, increase the size of the objects and the distance between them.

General Teaching Tips

Learn How to Use This Program: One of the easiest ways to learn how to use this program is to ask another person (an older child or adult) to pretend to be the learner and to teach the program to that person. The person acting as the learner should be told to make mistakes. This will give you a chance to practice correcting mistakes, which is one of the most important parts of teaching.

Follow all Instructions Carefully: It is important that the learner's experience with this program be rewarding. As you teach the lessons, it is recommended that you follow the instructions carefully. You will increase the learner's chances of success by following instructions carefully and by paying close attention to the instructions on praising.

Despite Your Best Planning, Things May Still Go Wrong: Despite your best planning, the learner may still fail to master the skills you are trying to teach. Don't let the learner's skill failure turn

into a message that he is a *failure* as a person. Make every effort to assure the learner that he is always valued as an individual, not just when he is succeeding. If you can't achieve success, stop training. *It is far better for the learner to have no instruction than to have consistent demonstrations that he is a failure.*

Symbols Used in this Program: This program uses the terms "Instructor," "Learner," and "Model" to refer to participants. Only the first letter of each term is used:

I:stands for the instructor. What the instructor says or does follows it.

L:stands for the learner. What the learner says or does follows it.

M:stands for the model. What the model says or does follows it.

There are other points to remember:

Information within parenthesis () tells what the instructor or learner should do.

Words in bold print are what the instructor says to the learner.

When you see words in brackets, such as [Learner's name] or [Model's name], fill them in with the appropriate name.

Teaching Procedures: The procedure used in teaching the counting of objects includes three steps: SHOW, HELP, and TELL.

In Unit One, the HELP step is used alone. The learner is introduced to the concept of one-to-one correspondence, which requires a systematic reduction of assistance by the instructor. The HELP step has been expanded so that physical and verbal assistance are reduced gradually as follows:

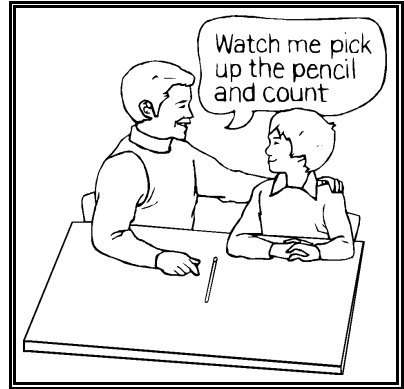
Physical and Verbal Assistance. The instructor and learner work together to perform the skill. The instructor provides both physical and verbal assistance.

Reduced Verbal Assistance. The instructor continues to provide physical assistance but verbal assistance is withdrawn. The instructor slowly withdraws verbal assistance

by first counting with the learner in a quiet voice and then by having the learner say the numbers himself.

Reduced Physical Assistance. The instructor slowly withdraws the physical assistance by first *touching* the object and then by *pointing* to the object to prompt the learner to perform the skill.

Learner by Himself. The instructor tells the learner to perform the skill alone. The learner performs the skill without any physical or verbal assistance from the instructor.



In Units Two, Three, and Four all three steps of the teaching procedure are followed. When teaching a skill, first **SHOW** the learner how to do it. Then give him a chance to try it alone. If he cannot do it, showing may not be enough. You should then **HELP** him by moving or guiding him in practicing the skill. Then **TELL** him what to do and give him the chance to do it alone to see if he has mastered the skill. The following examples show how the steps are used:

SHOW: Give the spoken direction and show the learner how to perform the skill. Then give the learner a chance to try.

I: Watch me pick up the pencil and count.

(Pick up the pencil and count.)

One. Now you do it.

L: (Picks up the pencil and counts.)

I: You did a good job counting to one!

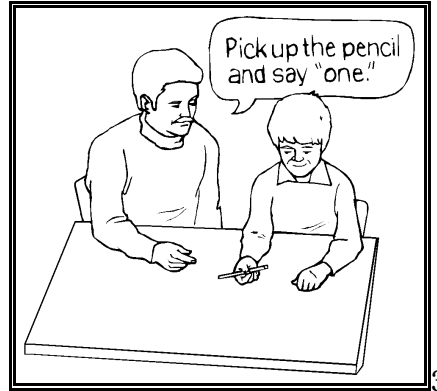
HELP: If the learner is having difficulty, give the spoken directions and then help by moving or guiding the learner in performing the skill.

I:(Hold one end of the pencil and place the learner's hand on the other end. Help the learner pick up the pencil and count.)

Let's count together. One

L:(Lifts the pencil and counts with the instructor's help.)

I:Good! You counted to one with me.



TELL: Give the spoken direction to the learner. The learner must complete it alone. Do not show or help the learner in performing the skill.

I:Pick up the pencil and count.

L:(Picks up the pencil and counts.)

I:Great! That's the way to count to one.

Note: Additional directions on how to teach this program are located within each lesson.

Providing Rewards

If a learner's achievements are to be meaningful, they must be recognized by others, particularly by those people important to him. Recognition can take the form of tangible rewards or social rewards. Both types of rewards are used throughout this program.

Tangible rewards are objects you give a learner for good behavior. Tangible rewards include edible treats, such as fruits, vegetables, nuts, cookies, etc.; special items, such as stickers, small toys, pencils, etc.; and activities, such as playing games, singing, coloring, etc.

Social rewards include any behavior a person exhibits in an attempt to reinforce the good behavior of another. This may include smiling, touching, patting, and certain words and phrases like "You are doing a good job, Edward."

How to Use Praise: The social reward we are probably most familiar with is praise. This program emphasizes the use of praise as an effective way to increase good behavior. To be effective, though, praise must be specific. When the learner gives a correct response, it is important to let him know exactly what he did correctly. "Very good!" does not tell the learner exactly what he did. Here are some better ways to praise the learner:

I: Great! You remembered to stop counting after six.

I: That's right! You counted four pencils.

If the learner is having trouble or is making a lot of mistakes, keep encouraging him with comments like:

I: Learning to count takes time. Keep trying. You are doing better!

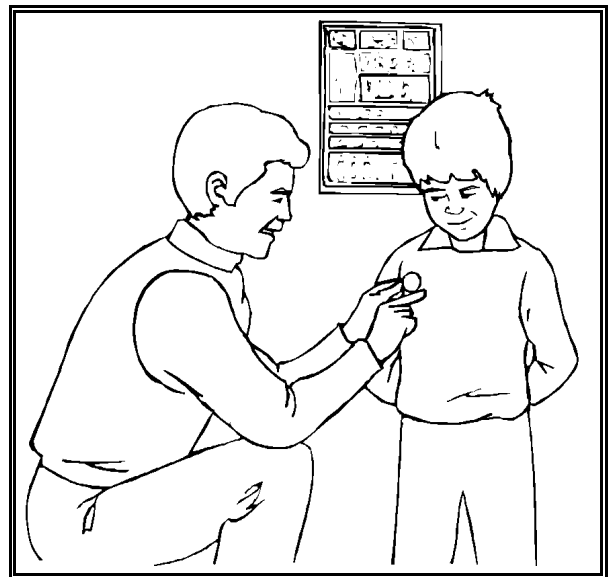
I: Good try! You can almost count to eight by yourself.

How to use the Learner's Chart: One tangible reward used in this program is the Learner's Chart. It serves to remind adults important in the learner's life to give him attention when he does things correctly.

The Learner's Chart is found on page 8. This chart is designed to be a relaxed and positive way for the learner to complete each session and practice his counting skills at the same time. At the conclusion of each session, have the learner color and count a certain number of toys. When the learner has completed all the lessons, he may complete the uncolored portions of the chart and keep it.

How to use the Reward Badge: Another tangible reward used in this program is the reward badge.

It also serves to remind adults to give the learner attention when he does things correctly. Once the learner has acquired a skill, he should receive a reward badge. Select a badge (or allow the learner to select a badge) from among those found on page 9. Give the badge to the learner. The reward of a badge can intensify the learner's sense of accomplishment.



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Note: If providing rewards is not successful in maintaining appropriate behaviors, you may need more help. Refer to the program When a Child Misbehaves.

Correcting Mistakes

When the learner makes a mistake, *immediately* stop the teaching procedure and correct the mistake. Try to correct the learner's mistake with the least amount of prompting:

TELL. First, *tell* the learner how to perform the skill. Then give him the chance to try it alone.

SHOW. If the learner still has difficulty, *show* him how to perform the skill. Then give him the chance to try it alone.

HELP. If the learner still has difficulty, showing may not be enough. You should then *help* the learner by physically assisting him in practicing the skill. Slowly withdraw your help until the learner is performing the skill by himself.

When the learner is successful, give him immediate praise and return to the teaching procedure.

Remember: Don't let the learner's skill failure turn into a message that he is a failure as a person. Make every effort to assure the learner that he is always valued as an individual, not just when he is succeeding.

Monitoring Learner Progress

How to Use the Instructor's Chart: The Instructor's Chart found on page 7 is designed to help you keep an accurate record of the learner's progress. The following blanks and columns are to be filled out on the chart:

Learner's Name. Record the learner's name on the line.

Date Started. Record the date on which you begin teaching the skill.

Date Mastered. Record the date on which the learner is able to complete the skill independently three times in a row.

Notes. List in this section any additional information you feel may be useful, like a special teaching problem or the number of sessions you spent teaching the lesson.

There are several lines at the bottom of the chart that will allow you to add other related skills, such as counting up to twenty objects or counting pictures in books and magazines. Write the skill you are teaching in the column marked Skill.

Materials

Materials Provided by the Program:

Instructor's Manual. You are reading the Instructor's Manual. It contains all of the information you will need in order to teach the program:

Directions and Instructor's Dialogue. These sections are provided in each lesson. They guide you in what to say and do as you teach the learner.

Instructor's Chart. You will use this chart (page 7) to keep a record of the learner's progress.

Learner's Chart. The learner will color a portion of this chart (page 8) at the end of each session as a reward for working.

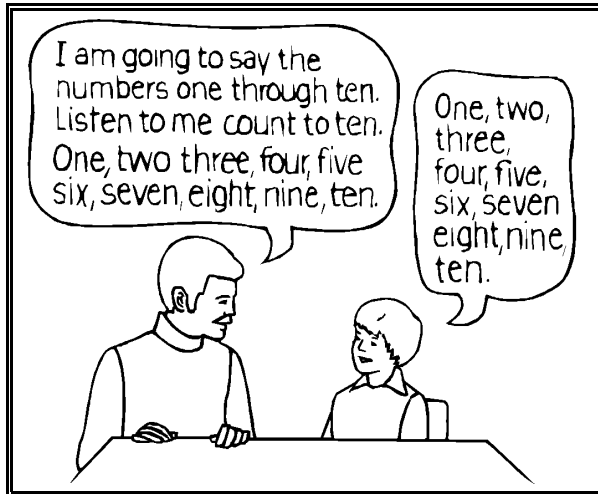
Reward Badges. When the learner successfully completes a lesson, he will be given a reward badge (page 9).

Materials You will Provide: This information is provided at the beginning of each lesson.

Review Counting Without Objects

Before beginning this program, have the learner count from 1 to 10 without using objects.

Note: *The learner is not ready for this program if he cannot say at least five of the numbers from 1 to 10 in the correct sequence. In this case, the learner should be given instruction and practice in saying numbers in the correct sequence. When he can say at least five numbers in the correct sequence, this program may be undertaken.*



L: One, two, three, four, five, six, seven, eight, nine, ten.

I: You did a good job counting to ten!

Correction Procedure: If the learner cannot count from 1 to 10 by himself, do the following:

Step 1. Count from 1 to 10 with the learner, saying the numbers together.

Step 2. Count from 1 to 10 with the learner, saying the numbers *quietly* along with the learner.

Step 3. Have the learner count from 1 to 10 by himself. **DO NOT** count with the learner.

Directions: Have the learner attempt the following tasks:

Task 1. Arrange eight objects in a straight line, almost touching, and ask the learner to count them.

If the learner is unsuccessful, begin with Unit One. If the learner is successful, proceed to Task 2.

Task 2. Arrange nine objects in a circle, with the objects almost touching, and ask the

Purpose: This check enables the instructor to determine which lesson to begin teaching the learner.

Materials: Ten objects (play blocks, cans, or buttons).

learner to count them.

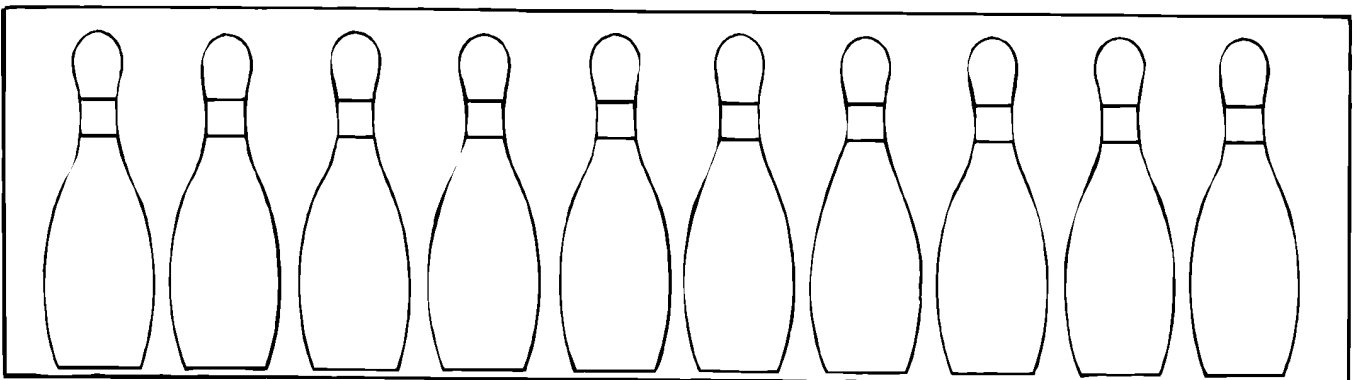
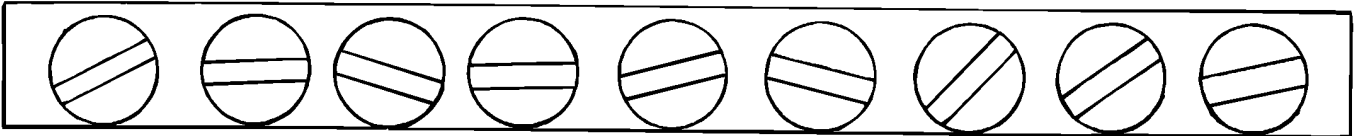
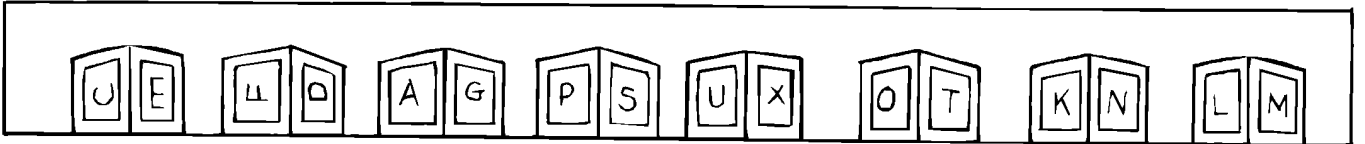
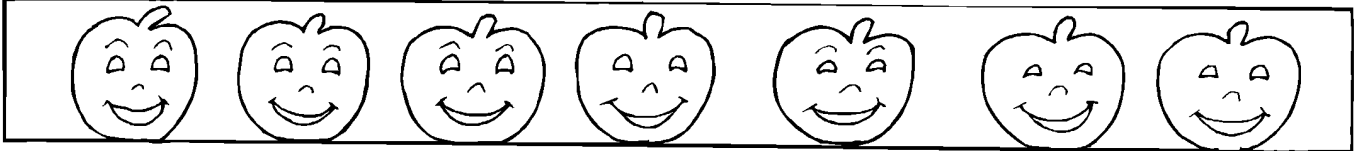
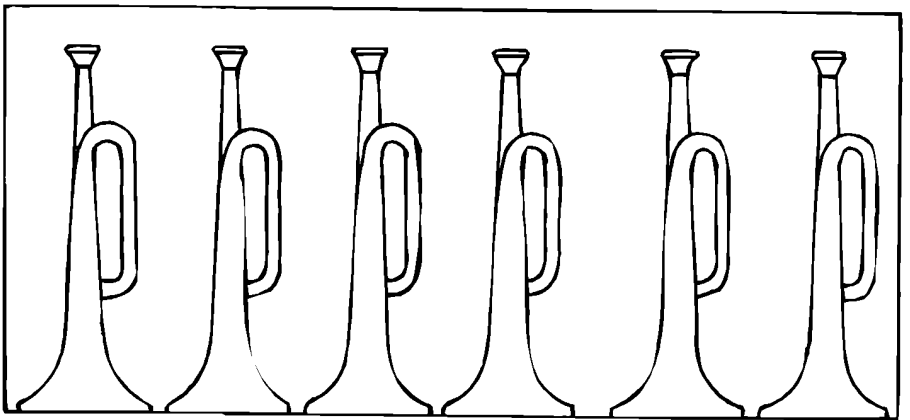
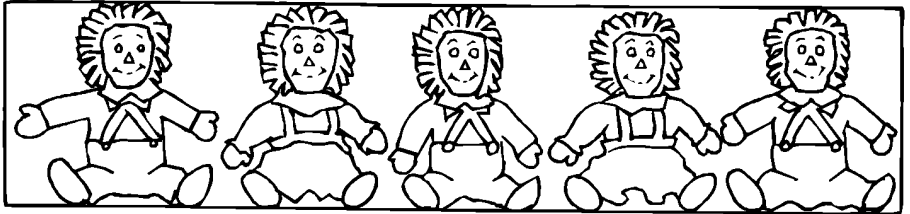
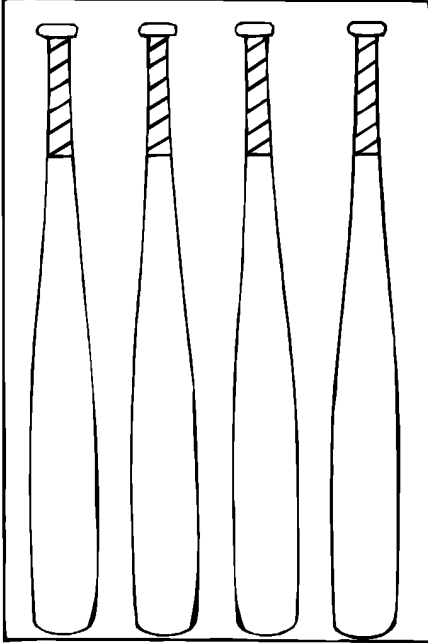
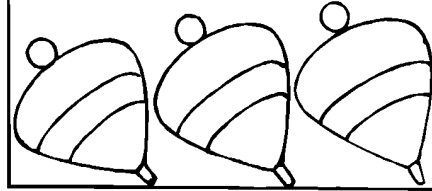
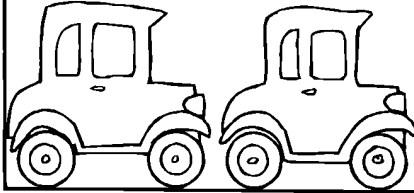
If the learner is unsuccessful, begin with Unit Three. If the learner is successful, proceed to Task 3.

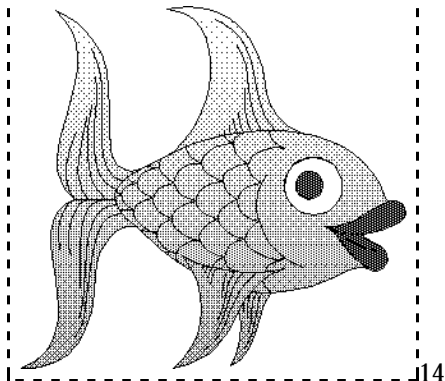
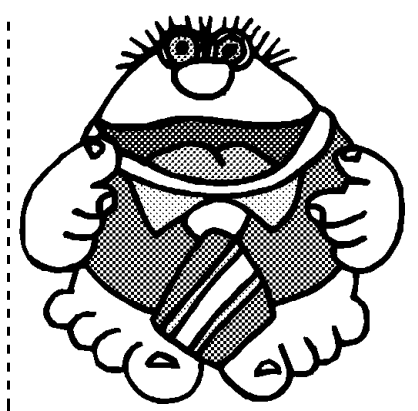
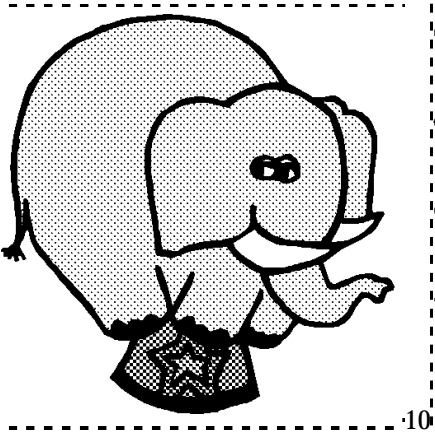
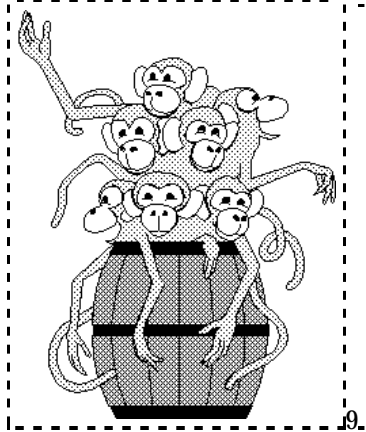
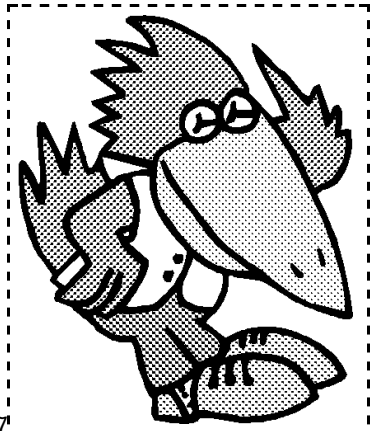
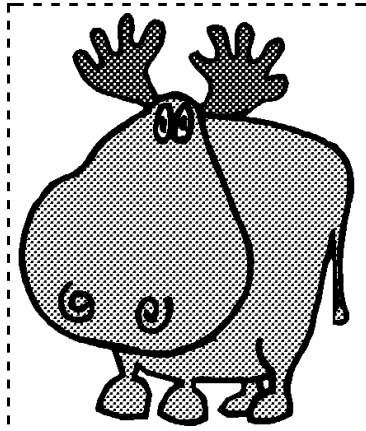
Task 3. Arrange ten objects in a straight line, almost touching, and ask the learner to count seven of them.

If the learner is unsuccessful, begin with Unit Four. If the learner is successful, he does not need this program.

Beginning Check

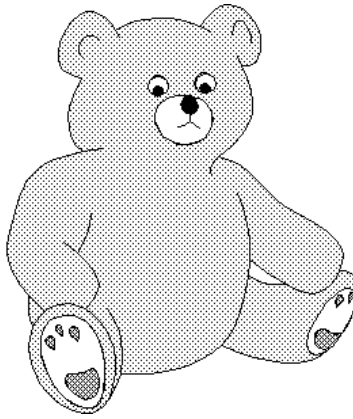
Learner's Chart
Counting Objects



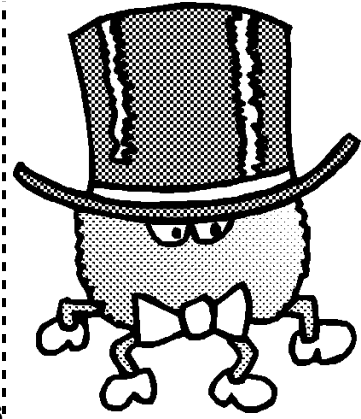




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LESSON 1

Sliding Objects

Getting Ready

1. Read through the lesson before working with the learner.
2. Organize the materials you will need for the lesson:
 - Ten unsharpened pencils
 - One blank sheet of 8 1/2" x 11" or 8 1/2" x 14" paper
 - Instructor's Chart
 - Learner's Chart
 - Pencil and crayons for marking charts
 - Reward badge
3. Arrange a work space that will best suit lesson activities.
4. Begin working with the learner.

Directions

Teach Lesson 1 each day until the learner can follow all directions without a mistake. Allow the learner to color a portion of his chart after each session. In this lesson you will **SHOW** the learner how to slide and count the pencils and then you will **TELL** him to do it alone.

Instructor's Dialogue

Step A (Show)

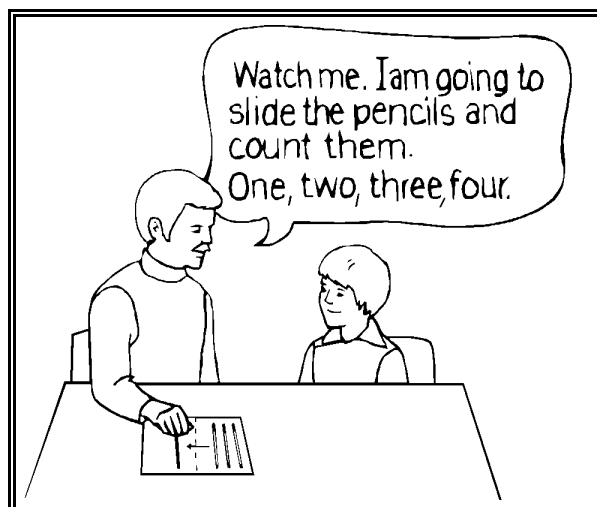
I: (Use the sheet of paper with the line drawn down the center. Place it on the table in front of the learner. Place four pencils on the sheet of paper to the left of the line.)

Watch me. I am going to slide the pencils and count them.

(Slide the pencils, one at a time, from the left to the right side of the line. Say the number for each pencil as it crosses the line.)

One, two, three, four.

There. I counted four pencils. How many pencils did I count?



L: (Says four.)

I: **Good! You were paying attention.**

(Place the four pencils back on the paper to the left of the line.)

Now it's your turn to slide and count the pencils. Ready. Go.

L: (Slides the pencils, one at a time, from the left to the right side of the line. Says the number for each pencil as it crosses the line.)

I: **Great! You counted four pencils.**

Correction Procedure: If the learner has difficulty, do the following:

Step 1. Stop and SHOW the learner how to slide and count the pencils. Then ask the learner to do it alone.

Step 2. If the learner still has difficulty, HELP him by sliding and counting the pencils together. Slowly with-draw help until he is performing the skill by himself.

Step 3. When the learner can perform the skill alone, proceed to Step B.

(Proceed to Step B.)

Step B (Tell)

I: (Move the four pencils back to the left side of the line.)

Slide and count the pencils.

L: (Slides the pencils, one at a time, from the left to the right side of the line. Says the number for each pencil as it crosses the line.)

I: You did it! You counted four pencils.

Correction Procedure: If the learner has difficulty, do the following:

Step 1. Stop and SHOW the learner how to slide and count the pencils. Then ask the learner to do it alone.

Step 2. If the learner still has difficulty, HELP him by sliding and counting the pencils together. Slowly with-draw help until he is performing the skill by himself.

Step 3. When the learner can perform the skill alone, return to Step B.

(Repeat Step B using three, two, one, five, six, eight, ten, seven, and then nine pencils.)

(The learner has completed the lesson when he can slide and count each set of pencils by himself without a mistake. Mark the Instructor's Chart and give the learner a reward badge.)



LESSON 1

Straight-line Placement

Getting Ready

1. Read through the lesson before working with the learner.
2. Organize the materials you will need for the lesson:
 - Ten pennies
 - Ten play blocks
 - Ten empty cans
 - Object Placement Chart (page 32)
 - Instructor's Chart
 - Learner's Chart
 - Pencil and crayons for marking charts
 - Reward badge
3. Arrange a work space that will best suit lesson activities.
4. Begin working with the learner.

Directions

Teach Lesson 1 each day until the learner can follow all directions without a mistake. Allow the learner to color a portion of his chart after each session. In this lesson you will SHOW the learner how to count objects in straight-line placement and then you will TELL him to do it alone.

Note: If the learner points to each object and says the correct number but does not touch the object, do not correct him.

Instructor's Dialogue

Step A (Show)

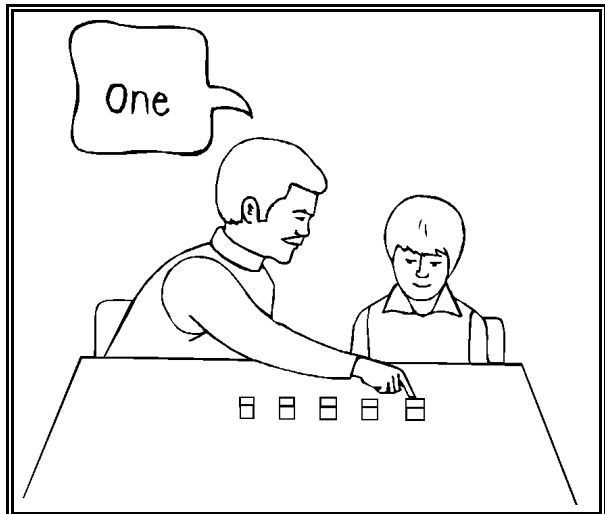
I: (Use Placement #1 on the Object Placement Chart. Arrange five blocks, spaced one block apart, in front of the learner as shown.)

Watch me. I am going to count the blocks.

(Touch the blocks as you say the numbers.
Count from left to right.)

One, two, three, four, five.

There. I counted the blocks. How many blocks did I count?



L: (Says five.)

I: **Good! You were watching and listening carefully.**

Now it's your turn to count the blocks. Ready. Go.

L: (Touches the blocks as he says the numbers.
Counts from left to right.)

I: **Great! You counted five blocks.**

Correction Procedure: If the learner has difficulty, do the following:

Step 1. Stop and SHOW the learner how to touch and count the blocks. Then ask the learner to do it alone.

Step 2. If the learner still has difficulty, HELP him by touching and counting the blocks together. Slowly with-draw help until he is performing the skill by himself.

Step 3. When the learner can perform the skill alone, proceed to Step B.

(Proceed to Step B.)

Step B (Tell)

I: (Use Placement #1 on the Object Placement Chart. Arrange five blocks, spaced one block apart, in front of the learner as shown.)

Count the blocks.

L: (Touches the blocks as he says the numbers. Counts from left to right.)

I: You did it! You counted five blocks.

Correction Procedure: If the learner has difficulty, do the following:

Step 1. Stop and SHOW the learner how to touch and count the blocks. Then ask the learner to do it alone.

Step 2. If the learner still has difficulty, HELP him by touching and counting the blocks together. Slowly with-draw help until he is performing the skill by himself.

Step 3. When the learner can perform the skill alone, return to Step B.

(Repeat Step B using the other placements







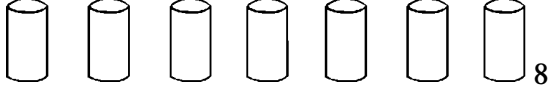
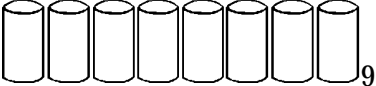

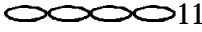


shown on the Object Placement Chart.)

(The learner has completed the lesson when he can count all twelve placements by himself without a mistake. Mark the Instructor's Chart and give the learner a reward badge.)



Object Placement Chart

Straight-Line Placement

<p>Placement #1: Five blocks, spaced one block apart</p> 	<p>Placement #7: Two blocks, almost touching</p> 
<p>Placement #2: Nine blocks, spaced one block apart</p> 	<p>Placement #8: Six blocks, almost touching</p> 
<p>Placement #3: Four cans, spaced one can apart</p> 	<p>Placement #9: One can, by itself</p> 
<p>Placement #4: Seven cans, spaced one can apart</p> 	<p>Placement #10: Eight cans, touching</p> 
<p>Placement #5: Three pennies, spaced one penny apart</p> 	<p>Placement #11: Four pennies, touching</p> 
<p>Placement #6: Eight pennies, spaced one penny apart</p>  <p>12</p>	<p>Placement #12: Ten pennies, touching</p>  <p>13</p>

LESSON 1

Counting Fewer than Ten Objects

Getting Ready

1. Read through the lesson before working with the learner.
2. Organize the materials you will need for the lesson:
 - Another child or adult to demonstrate
 - Twelve objects, such as empty cans
 - Stop sign (page 42)
 - Instructor's Chart
 - Learner's Chart
 - Pencil and crayons for marking charts
 - Reward badge
3. Arrange a work space that will best suit lesson activities.
4. Begin working with the learner.

Directions

Teach Lesson 1 each day until the learner can follow all directions without a mistake. Allow the learner to color a portion of his chart after each session. In this lesson you will **SHOW** the learner how to count fewer than ten objects and then you will **TELL** him to do it alone.

You will be using the stop sign for this lesson. It can be found on page 42. Color the stop sign. You may wish to paste it on cardboard.

Instructor's Dialogue

Step A (Show)

I: (Use another child or adult to demonstrate to the learner what you want him to do. This person will be referred to as the model.)

(Arrange twelve cans in a straight line.)

We are going to play a game called "Stop after the Number."

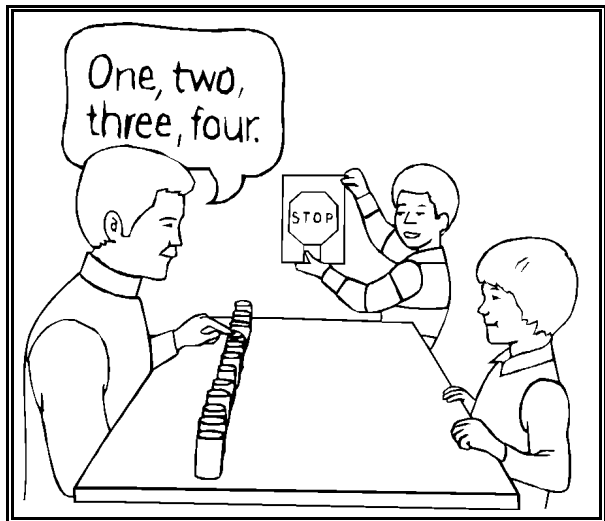
[Model's name] and I are going to play the game first.

(Turn to the model and give him the stop sign.)

[Model's name], I am going to start counting. When I have counted to four, stop me by holding up the stop sign.

(Touch and count four cans.)

One, two, three, four.



M: (Holds up the stop sign.)

I: **Good work! You stopped me after four.**

(Turn to the learner and give him the stop sign.)

[Learner's name], now it's your turn.

I am going to start counting. When I have counted to four, stop me by holding up the stop sign. You will stop me after I say which number?

L: (Says four.)

I: **Good! I will count four cans.**

(Touch and count four cans.)

One, two, three, four.

L: (Holds up the stop sign.)

I: **Good job! You remembered to stop me after four.**

Correction Procedure: If the learner holds up the sign too soon, say:

I:Not yet. I haven't counted "four."

If the learner does not hold the sign up after the instructor says "four," say:

I:I've counted to four. Stop me after I say "four."

(Proceed to Step B.)

Step B (Practice)

I: (Leave the twelve cans in a straight line.)

Now I will count to three. Stop me when I have counted to three. You will stop me after I say which number?

L: (Says three.)

I: **Good! You remembered.**

(Touch and count three cans.)

One, two, three.

L: (Holds up the stop sign.)

I: **You did it! You stopped me after three. Now I will count to five. You will to stop me after I say which number?**

L: (Says five.)

I: **That's right!**

(Touch and count five cans.)

One, two, three, four, five.

L:(Holds up the stop sign.)

I:**Great! You remembered to stop me after five.**

I:**Now I will count to seven.**

(Touch and count seven cans.)

One, two, three, four, five, six, seven.

L:(Holds up the stop sign.)

I:**Excellent! You stopped me after seven.**

Correction Procedure: If the learner holds up the sign too soon, say:

I:Not yet. I haven't counted "seven."

If the learner does not hold the sign up after the instructor says "seven," say:

I:I've counted to seven. Stop me after I say "seven."

(Proceed to Step C.)

Step C (Transition)

I:(Leave the twelve cans in a straight line.)

Let's change. I will hold the stop sign and you count.

(Take the stop sign.)

Count three cans.

L:(Touches and counts three cans.)

I:(Hold up the stop sign.)

Good! You did that so well I don't think you need the stop sign. This time, see if you can stop by yourself. Count four cans.

L:(Touches and counts four cans.)

I:**Great! You counted four cans.**

Correction Procedure: If the learner forgets to stop, say:

I:Stop. Let's count the four cans again. Stop after you say "four." Ready. Go.

(Proceed to Step D.)

Step D (Tell)

I: (Leave the twelve cans in a straight line.)

Count six cans.

L: (Touches and counts six cans.)

I: **You did it! You counted six cans.**

Correction Procedure: If the learner is forgetting to stop, say:

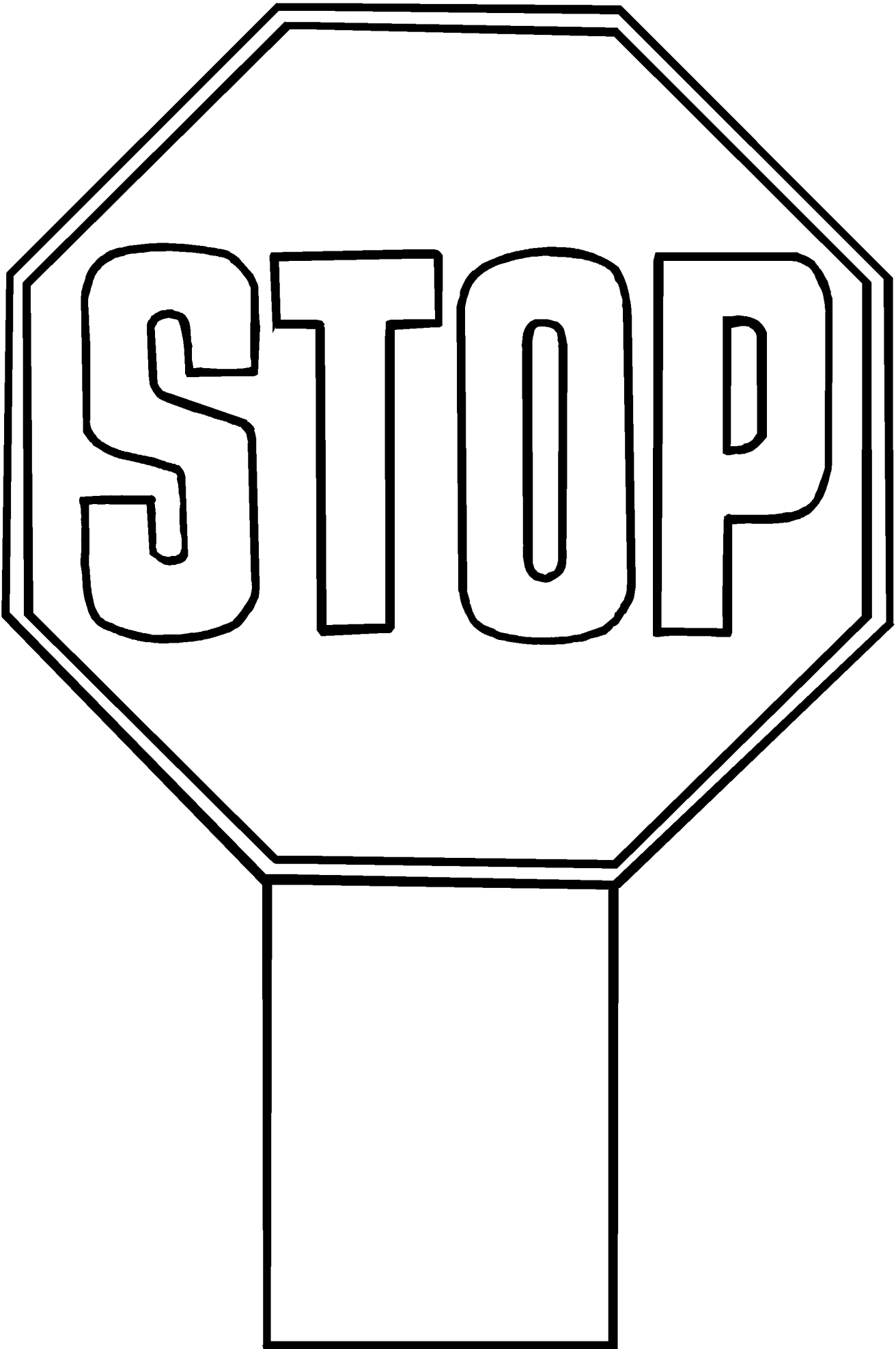
I:Stop. Let's count the six cans again. Stop after you say "six." Ready. Go.

(Repeat Step D having the learner count five, seven, nine, eight, and then ten cans.)

(The learner has completed the lesson when he can count any number of objects between one and ten by himself without a mistake. Mark the Instructor's Chart and give the learner a reward badge.)

(This is the end of the structured lessons. The learner may color the rest of the Learner's Chart and keep it.)





LESSON 1

Physical and Verbal Assistance

Getting Ready

1. Read through the lesson before working with the learner.
2. Organize the materials you will need for the lesson:
 - Five unsharpened pencils
 - Two blank sheets of 8 1/2" x 11" paper
 - Instructor's Chart
 - Learner's Chart
 - Pencil and crayons for marking charts
 - Reward badge
3. Arrange a work space that will best suit lesson activities.
4. Begin working with the learner.

Directions

Teach Lesson 1 each day until the learner can follow all directions without a mistake. Allow the learner to color a portion of his chart after each session. In this lesson you will move the pencils and say the numbers along with the learner. You will provide both physical and verbal assistance.

Instructor's Dialogue

Step A (Physical and Verbal Assistance)

I: (Place two sheets of paper on the table in front of the learner. Place four pencils on the sheet of paper to the left.)

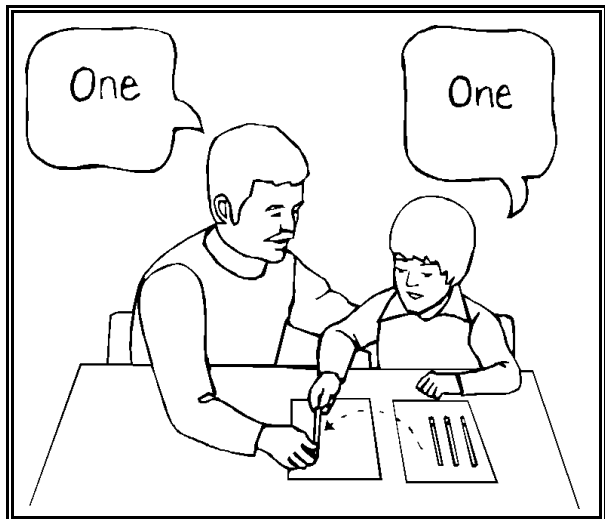
We are going to count the pencils together.

(Touch one of the pencils.)

Hold the end of this pencil and I will hold the other end. We will lift the pencil together and move it to the other sheet of paper. When we put it down, we will count together. Ready.

(Help the learner lift and move one pencil to the other sheet of paper. As the pencil touches the paper, say the number one with the learner.)

One.



L: (Lifts and moves one pencil to the other sheet of paper with the instructor's help. Says the number one with the instructor as the pencil touches the paper.)

I: Good! You counted with me. Let's count the next pencil.

(Help the learner lift and move the next pencil to the other sheet of paper. As the pencil touches the paper, say the number two with

the learner.)

I: Two.

L: (Lifts and moves the next pencil to the other sheet of paper with the instructor's help. Says the number two with the instructor as the pencil touches the paper.)

I: Next pencil.

(Help the learner lift and move the next pencil to the other sheet of paper. As the pencil touches the paper, say the number three with the learner.)

Three.

L: (Lifts and moves the next pencil to the other sheet of paper with the instructor's help. Says the number three with the instructor as the pencil touches the paper.)

I: Next pencil.

(Help the learner lift and move the next pencil to the other sheet of paper. As the pencil touches the paper, say the number four with the learner.)

Four.

L: (Lifts and moves the next pencil to the other sheet of paper with the instructor's help. Says the number four with the instructor as the pencil touches the paper.)

I: That's right! You counted four pencils.

Correction Procedure: A problem may arise with the learner who will not say the numbers with the instructor. If encouragement does not work ("I don't think I heard you say 'one'. Let's try it again. This time say it loud."), try using another learner as a model.

I: Watch [Model's name] and I do it.

(Count with [Model's name].)

Did you hear [Model's name] say it with me? All right. Now it's your turn to say it with me.

then five pencils.)

(The learner has completed the lesson when he can move and count each set of pencils without a mistake with the instructor's help. Mark the Instructor's Chart and give the learner a reward badge.)



(Repeat Step A using three, two, one, and

LESSON 2

Touching Objects

Getting Ready

1. Read through the lesson before working with the learner.
2. Organize the materials you will need for the lesson:
 - Ten unsharpened pencils
 - One blank sheet of 8 1/2" x 11" or 8 1/2" x 14" paper
 - Instructor's Chart
 - Learner's Chart
 - Pencil and crayons for marking charts
 - Reward badge
3. Arrange a work space that will best suit lesson activities.
4. Begin working with the learner.

Directions

Teach Lesson 2 each day until the learner can follow all directions without a mistake. Allow the learner to color a portion of his chart after each session. In this lesson you will **SHOW** the learner how to touch and count the pencils and then you will **TELL** him to do it alone.

Instructor's Dialogue

Step A (Show)

I: (Turn over the sheet of paper on which you had drawn the line so that the line does not show. Place the sheet of paper on the table in front of the learner. Place three pencils evenly spaced across the sheet of paper.)

Watch me. I am going to touch and count the pencils.

(Touch the pencils, one at a time, from left to right. Say the number for each pencil as you touch it.)

One, two, three.

There. I counted three pencils. How many pencils did I count?



L: (Says three.)

I: Good! You were paying attention.

(Leave the three pencils evenly spaced across the paper.)

Now it's your turn to touch and count the pencils. Ready. Go.

L: (Touches the pencils, one at a time, from left to right. Says the number for each pencil as he touches it.)

I: Great! You counted three pencils.

Correction Procedure: If the learner has difficulty, do the following:

Step 1. Stop and SHOW the learner how to touch and count the pencils. Then ask the learner to do it alone.

Step 2. If the learner still has difficulty, HELP him by touching and counting the pencils together. Slowly with-draw help until he is performing the skill by himself.

Step 3. When the learner can perform the skill alone, proceed to Step B.

(Repeat Step B using four, two, one, five, eight, six, ten, nine, and then seven pencils.)

(The learner has completed the lesson when he can touch and count each set of pencils by himself without a mistake. Mark the Instructor's Chart and give the learner a reward badge.)



(Proceed to Step B.)

Step B (Tell)

I: (Place three pencils evenly spaced on the sheet of paper.)

Touch and count the pencils.

L: (Touches the pencils, one at a time, from left to right. Says the number for each pencil as he touches it.)

I: You did it! You counted three pencils.

Correction Procedure: If the learner has difficulty, do the following:

Step 1. Stop and SHOW the learner how to touch and count the pencils. Then ask the learner to do it alone.

Step 2. If the learner still has difficulty, HELP him by touching and counting the pencils together. Slowly with-draw help until he is performing the skill by himself.

Step 3. When the learner can perform the skill alone, return to Step B (Tell).

LESSON 2

Random Placement

Getting Ready

1. Read through the lesson before working with the learner.
2. Organize the materials you will need for the lesson:
 - Ten pennies
 - Ten play blocks
 - Ten empty cans
 - Object Placement Chart (page 36)
 - Instructor's Chart
 - Learner's Chart
 - Pencil and crayons for marking charts
 - Reward badge
3. Arrange a work space that will best suit lesson activities.
4. Begin working with the learner.

Directions

Teach Lesson 2 each day until the learner can follow all directions without a mistake. Allow the learner to color a portion of his chart after each session. In this lesson you will **SHOW** the learner how to count objects in random placement and then you will **TELL** him to do it alone.

Note: If the learner points to each object and says the correct number but does not touch the object, do not correct him.

Instructor's Dialogue

Step A (Show)

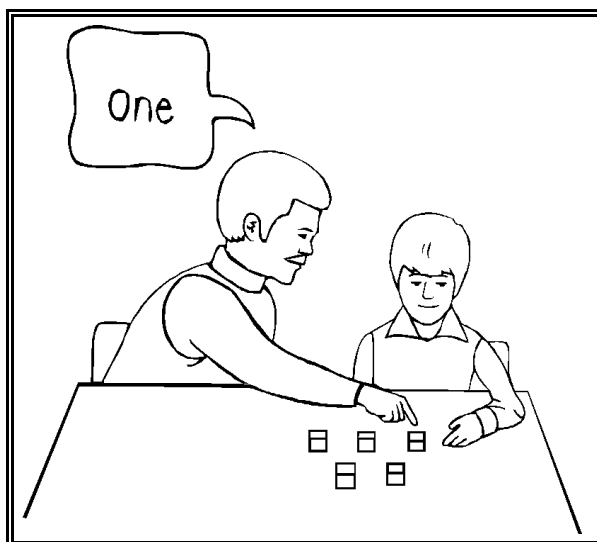
I: (Use Placement #1 on the Object Placement Chart. Arrange five blocks, almost touching, in front of the learner as shown.)

Watch me. I am going to count the blocks.

(Touch the blocks as you say the numbers. Count from left to right.)

One, two, three, four, five.

There. I counted the blocks. Which block did I count first? Point to it.



L: (Points to the block on the left.)

Correction Procedure: If the learner does not identify the left-hand block as the starting point, repeat Step A, but first say:

I: Watch Me. I am going to count the blocks again. See if you can remember which block I count first.

I: Good watching! Now it's your turn to count the blocks. Ready. Go.

L: (Touches the blocks as he says the numbers. Counts from left to right.)

I: Great! You counted five blocks.

Correction Procedure: If the learner has difficulty, do the following:

Step 1. Stop and SHOW the learner how to touch and count the blocks. Then ask the learner to do it alone.

Step 2. If the learner still has difficulty, HELP him by touching and counting the blocks together. Slowly with-draw help until he is performing the skill by himself.

Step 3. When the learner can perform the skill alone, proceed to Step B.

(Proceed to Step B.)

Step B (Tell)

I: (Use Placement #1 on the Object Placement Chart. Arrange five blocks, almost touching, in front of the learner as shown.)

Count the blocks.

L: (Touches the blocks as he says the numbers. Counts from left to right.)

I: You did it! You counted five blocks.

Correction Procedure: If the learner has difficulty, do the following:

Step 1. Stop and SHOW the learner how to touch and count the blocks. Then ask the learner to do it alone.

Step 2. If the learner still has difficulty, HELP him by touching and counting the blocks together. Slowly with-draw help until he is performing the skill by himself.

Step 3. When the learner can perform the skill alone, return to Step B.

(Repeat Step B using the next six placements

shown on the Object Placement Chart. Then proceed to Step C.)

Step C (Show)

I: (Use Placement #8 on the Object Placement Chart. Arrange seven blocks in a circle as shown.)

Watch me. I am going to count the blocks. First I mark the block I count first.



I: (Choose a block that is approximately in the "six o'clock" position. Put the finger of your non-counting hand on that block to mark the starting point.)

Then I count.

(Count clockwise starting with the block you have marked. Using your counting hand, touch the blocks as you say the numbers.)

One, two, three, four, five, six, seven.

(Proceed to Step D.)

Step D (Help)

I: Let's do that together. First we mark the block we count first.

I: (Help the learner place the finger of his non-counting hand on the first block.)

L: (Places the finger of his non-counting hand on the first block with the instructor's help.)

I: Now we count.

(Hold the learner's counting hand and help him touch the blocks as you say the numbers together. Count in a clockwise direction.)

One, two, three, four, five, six, seven.

L: (Touches the blocks and says the numbers with the instructor's help. Counts in a clockwise direction.)

I: Great! We stopped counting when we got back to the first block. Now it's your turn to count the blocks. Ready. Go.

(Touch the first block as the learner places the finger of his non-counting hand on it. Touch the blocks with the learner as he says the numbers by himself. Count in a clockwise direction.)

L: (Places the finger of his non-counting hand on the first block when the instructor touches it. Touches the blocks and says the numbers by himself when the instructor touches the blocks. Counts in a clockwise direction.)

I: Good work! You counted seven blocks.

Correction Procedure: If the learner has difficulty, do the following:

Step 1. Stop and SHOW the learner how to touch and count the blocks. Then ask the learner to do it alone.

Step 2. If the learner still has difficulty, HELP him by touching and counting the blocks together. Slowly with-draw help until he is performing the skill by himself.

Step 3. When the learner can perform the skill alone, proceed to Step E.

(Proceed to Step E.)

Step E (Tell)

I: (Use Placement #8 on the Object Placement Chart. Arrange seven blocks in a circle as shown.)

Count the blocks.

L: (Places the finger of his non-counting hand on the first block to mark it. Touches the blocks as he says the numbers. Counts in a clockwise direction.)

I: You did it! You counted seven blocks.

Correction Procedure: If the learner has difficulty, do the following:

Step 1. Stop and SHOW the learner how to touch and count the blocks. Then ask the learner to do it alone.

Step 2. If the learner still has difficulty, HELP him by touching and counting the blocks together. Slowly with-draw help until he is performing the skill by himself.

Step 3. When the learner can perform the skill alone, proceed to Step E.

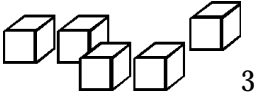

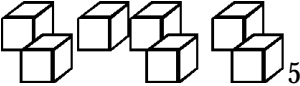

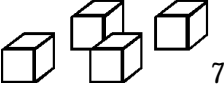
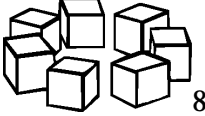
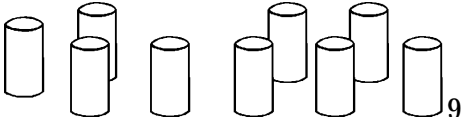
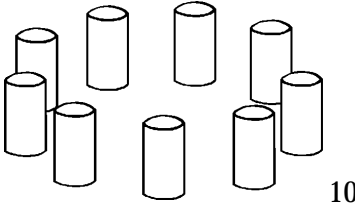
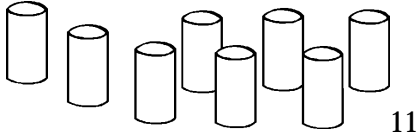

(Repeat Step E using the next two placements shown on the Object Placement Chart.)

(The learner has completed the lesson when he can count all ten placements by himself without a mistake. Mark the Instructor's Chart and give the learner a reward badge.)



Object Placement Chart

Random Placement

<p>Placement #1: Five blocks, almost touching</p> 	<p>Placement #6: Three pennies, approximately one penny part</p> 
<p>Placement #2: Seven blocks, almost touching</p> 	<p>Placement #7: Six pennies, approximately one penny apart</p> 
<p>Placement #3: Four blocks, approximately one block apart</p> 	<p>Placement #8: Seven blocks, almost touching, in a circle</p> 
<p>Placement #4: Nine cans, approximately one can apart</p> 	<p>Placement #9: Nine cans, approximately one can apart, in a circle</p> 
<p>Placement #5: Eight cans, approximately one can apart</p> 	<p>Placement #10: Eight pennies, approximately one penny apart, in a circle</p> 

LESSON 2

Counting Games and Activities

Getting Ready

1. Read through the games and activities before working with the learner.
2. Organize the materials you will need for the games and activities you select.
3. Arrange a work space that will best suit the games and activities you select.
4. Begin working with the learner.

Directions

The following pages contain games and activities designed to give the learner practice in counting with common objects found in the home and school. Skills not practiced will be forgotten, so the instructor should plan to provide as much practice as possible in a variety of situations using a wide variety of objects.

n Counting for Fun in Daily Routines o

Materials needed: Any objects available to the learner and instructor during daily routines.

Game Procedure

Be alert to opportunities during daily routines when the learner can be asked to count objects:

During meals or snacks have the learner count the number of food items that he will eat.

When shopping, have the learner count the number of objects put into the shopping cart.

When dressing, have the learner count his fingers and toes, the buttons on his shirt, his shoes, etc.

When sitting in any room in the house, have the learner count the number of windows, chairs, lights, or other objects present in the room.

When the learner is playing with his toys, have him count the number of toys in his toy box.



n The "Bring Me" Game o

Materials needed: Any objects available to the learner and instructor.

Game Procedure

Ask the learner to bring you a certain number of one type of object; for example, five flowers, two pencils, four toys, one apple.



n The Hide and Seek Game o

Materials needed: Any objects available to the learner and instructor, such as buttons or coins.

Game Procedure

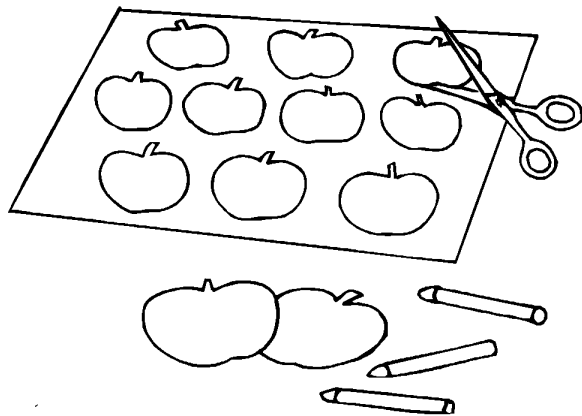
When the learner is not present, place a number of objects around a room in full view. When the learner enters the room, tell him that there are a certain number of "hidden" objects in the room. Tell the learner to count the objects as he finds them.



n Sorry, I'm Out of Apples! o

Materials needed: One piece of plain paper, crayons, and scissors.

Draw, color, and cut out ten apples.



Game Procedure

Ask another child or an adult to help you show the learner how to play the game the first time. In the beginning you will be the customer; the learner or the other person will be the shopkeeper. Give the shopkeeper the ten apples.

Customer (I): I need five apples.

Shopkeeper (L):(Counts and gives the apples, one at a time, to the customer.)

One, two, three, four, five.

Customer (I): I need six more apples.

Shopkeeper (L):(Counts and gives five more apples to the customer.)

One, two, three, four, five. Sorry, I'm out of apples.

After the shopkeeper runs out of apples, change roles and repeat the exercise. The customer may choose any number.

Customer (L):I need _____ apples.

Shopkeeper (I):(Count and give the apples, one at a time, to the customer.)

One, two . . .

(Continue until you run out of apples.)

Sorry, I'm out of apples.

Note: Use real objects or pictures of other objects as a variation of this game.



n The Market Game o

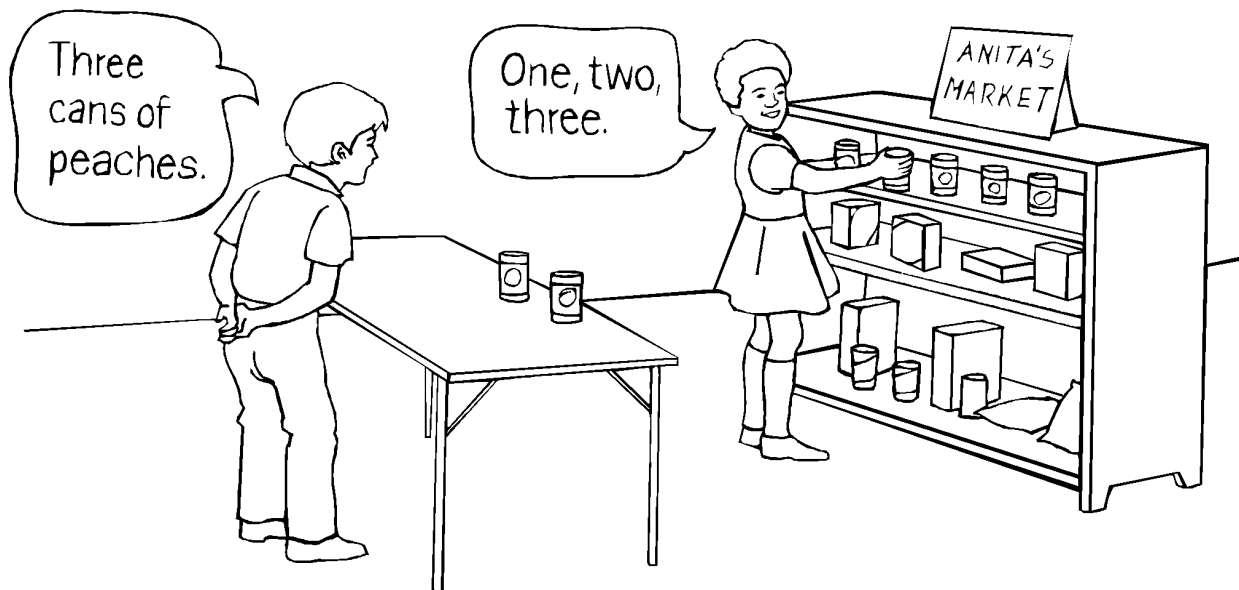
Materials needed: Market sign (page 49), table and shelf, and a variety of empty grocery cartons and cans. (For example, use milk, ice cream, and egg cartons, cereal boxes, soup and juice cans.)

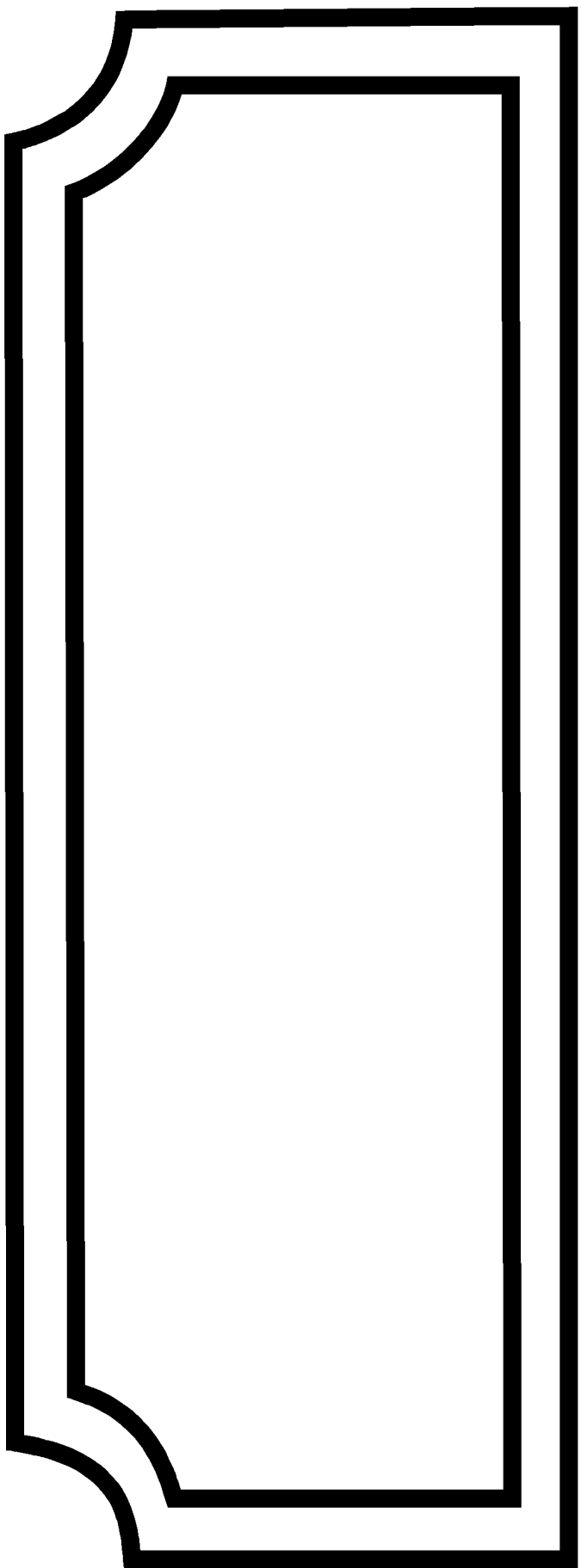
Color the market sign. You may wish to paste it on cardboard. If you want to laminate the sign, each learner who is playing shopkeeper may write his name on the sign when it is his turn.

Game Procedure

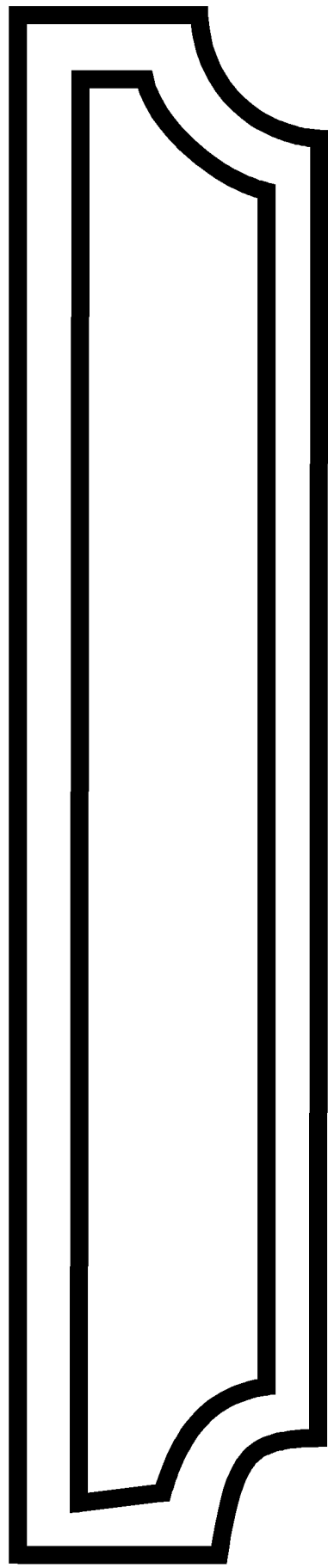
Take turns being "shopkeeper" and "customer."

Most learners can play this type of game with little prompting. The customer asks for a given number of items (for example, three cans of peaches). The shopkeeper then takes the items off the shelf and counts them as he places them on the table for the customer. The customer should also count the objects after they have been placed on the table.





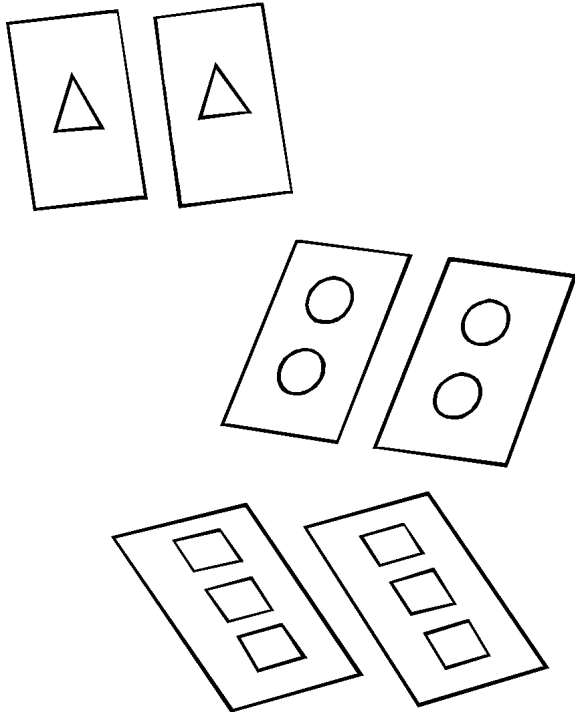
MARKET



n Fish o

Materials needed: Twenty 3" x 5" cards, a pen or crayon, and scissors.

Mark pairs of cards with circles, squares, or other simple patterns. Each pair should show a different number of objects (from one through ten).



Game Procedure

To play the "Fish" game, follow these six steps:

1. Shuffle the cards and deal two cards to each player.
2. Place the remaining cards face down in a pile.
3. Player One asks the Player Two for a card to match one he has.
4. Player Two gives him that card if he has it, which gives Player One a pair.
5. If Player Two does not have the requested card, he says "Fish," and Player One draws a card from the pile.
6. Then Player Two takes his turn. Play continues until all the cards are paired.

Object of the Game: The player with the most pairs wins.

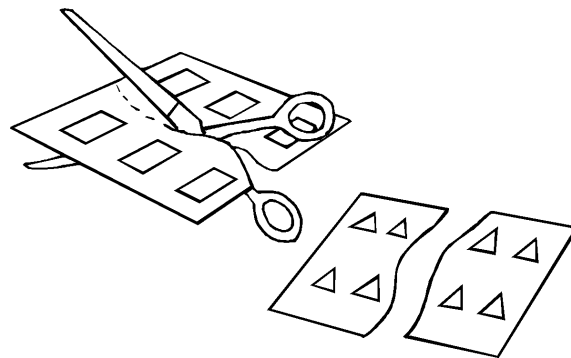
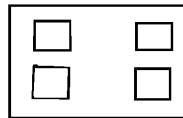
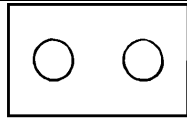
n Puzzle Matching o

Materials needed: Ten 3" x 5" cards, a crayon or pencil, and scissors.

Draw the same number of shapes or objects on each half of a puzzle card. Each card should represent a different number from 1 to 10. Each card should show a different shape or object. Cut each card into two puzzle pieces.

Game Procedure

Mix up the puzzle pieces. Put the puzzle pieces together by matching shapes and number of objects.



LESSON 2

Reduced Verbal Assistance

Getting Ready

1. Read through the lesson before working with the learner.
2. Organize the materials you will need for the lesson:
 - Five unsharpened pencils
 - Two blank sheets of 8 1/2" x 11" paper
 - Instructor's Chart
 - Learner's Chart
 - Pencil and crayons for marking charts
 - Reward badge
3. Arrange a work space that will best suit lesson activities.
4. Begin working with the learner.

Directions

Teach Lesson 2 each day until the learner can follow all directions without a mistake. Allow the learner to color a portion of his chart after each session. In this lesson you will help the learner move the pencils, but you will stop saying the numbers. This will be done in two stages:

Step A. You will count with the learner using a quiet voice.

Step B. You will not count with the learner. The learner will say the numbers himself.

Instructor's Dialogue

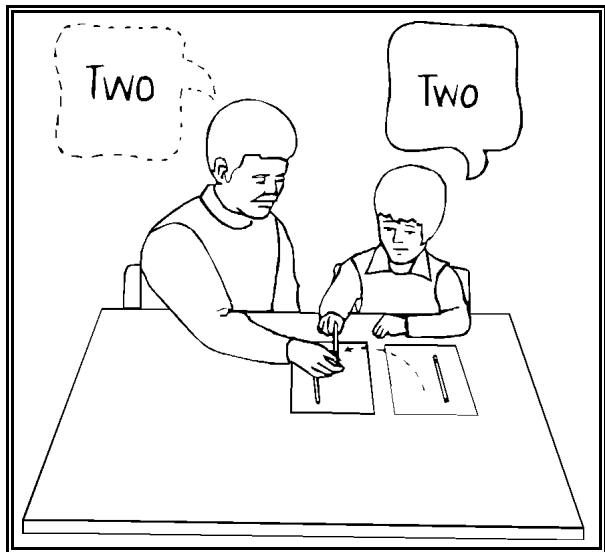
Step A (Reduced Verbal Assistance)

I: (Place two sheets of paper on the table in front of the learner. Place three pencils on the sheet of paper to the left.)

Let's count the pencils. Ready.

(Help the learner lift and move one pencil to the other sheet of paper. As the pencil touches the paper, QUIETLY say the number one with the learner.)

One.



L: (Lifts and moves one pencil to the other sheet of paper with the instructor's help. Says the number one with the instructor as the pencil touches the paper.)

I: Good! You counted with me. Let's count the next pencil.

(Help the learner lift and move the next pencil to the other sheet of paper. As the pencil touches the paper, QUIETLY say the number two with the learner.)

Two.

L: (Lifts and moves the next pencil to the other sheet of paper with the instructor's help. Says the number two with the instructor as the pencil touches the paper.)

I: Next pencil.

(Help the learner lift and move the next pencil to the other sheet of paper. As the pencil touches the paper, QUIETLY say the number three with the learner.)

Three.

L: (Lifts and moves the next pencil to the other sheet of paper with the instructor's help. Says the number three with the instructor as the pencil touches the paper.)

I: Good work! I heard you count the three pencils.

Correction Procedure: A problem may arise with the learner who will not say the numbers with the instructor. If encouragement does not work ("I don't think I heard you say 'one'. Let's try it again. This time say it loud."), do the following:

I: Watch [Model's name] and I do it.

(Count QUIETLY with [Model's name].)

Did you hear [Model's name] say it with me? All right. Now it's your turn to say it with me.

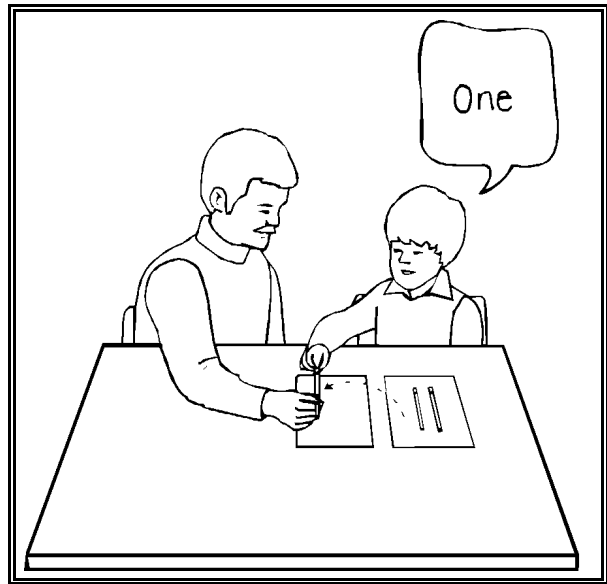
(Proceed to Step B.)

Step B (No Verbal Assistance)

I: (Return the three pencils to the sheet of paper on the left.)

Let's try that again, but this time I want you to count the pencils by yourself. Ready. Go.

(Help the learner lift and move one pencil to the other sheet of paper.)



L: (Lifts and moves one pencil to the other sheet of paper with the instructor's help. Says the number one by himself as the pencil touches the paper.)

I: (Help the learner lift and move the next pencil to the other sheet of paper.)

L: (Lifts and moves the next pencil to the other sheet of paper with the instructor's help. Says the number two by himself as the pencil touches the paper.)

I: (Help the learner lift and move the next pencil to the other sheet of paper.)

L: (Lifts and moves the next pencil to the other sheet of paper with the instructor's help. Says the number three by himself as the pencil touches the paper.)

I: Great! You counted the pencils by yourself.

Correction Procedure: If the learner has difficulty saying the numbers by himself or if he says the numbers before the pencil touches the paper, HELP him by quietly saying the numbers with him. Then ask the learner to say the numbers by himself.

(Repeat Steps A and B using four, two, one, and then five pencils.)

(The learner has completed the lesson when he can move and count each set of pencils without a mistake, while saying the numbers by himself. Mark the Instructor's Chart and give the learner a reward badge.)



LESSON 3

Reduced Physical Assistance

Getting Ready

1. Read through the lesson before working with the learner.
2. Organize the materials you will need for the lesson:
 - Five unsharpened pencils
 - Two blank sheets of 8 1/2" x 11" paper
 - Instructor's Chart
 - Learner's Chart
 - Pencil and crayons for marking charts
 - Reward badge
3. Arrange a work space that will best suit lesson activities.
4. Begin working with the learner.

Directions

Teach Lesson 3 each day until the learner can follow all directions without a mistake. Allow the learner to color a portion of his chart after each session. In this lesson you will stop helping the learner move the pencils. This will be done in three stages:

Step A. You will touch the pencil lightly as the learner picks it up and moves it.

Step B. You will not touch the pencil but will point to it and follow it with your finger as the learner picks it up and moves it.

Step C. You will place your hands on the table and not move them at all as the learner picks up and moves the pencil by himself.

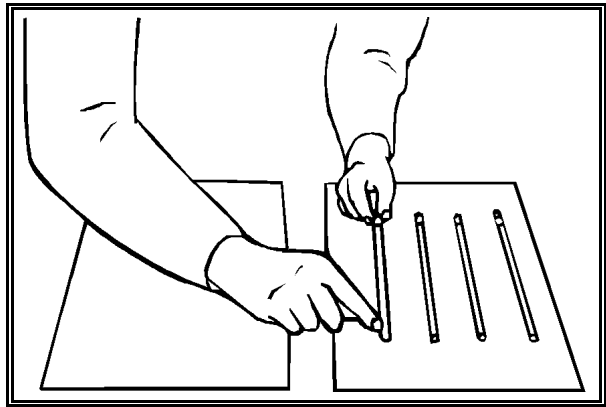
Instructor's Dialogue

Step A (Touch)

I: (Place two sheets of paper on the table in front of the learner. Place four pencils on the sheet of paper to the left.)

Count the pencils yourself. Ready. Go.

(Touch the end of the pencil lightly as the learner lifts and moves it to the other sheet of paper.)



L: (Lifts and moves one pencil to the other sheet of paper when the instructor touches it. Says the number one by himself as the pencil touches the paper.)

I: (Touch the end of the next pencil lightly as the learner lifts and moves it to the other sheet of paper.)

L: (Lifts and moves the next pencil to the other sheet of paper when the instructor touches it. Says the number two by himself as the pencil touches the paper.)

I: (Touch the end of the next pencil lightly as the learner lifts and moves the next pencil to the other sheet of paper.)

L: (Lifts and moves the next pencil to the other sheet of paper when the instructor touches it. Says the number three by himself as the pencil touches the paper.)

I: (Touch the end of the next pencil lightly as the learner lifts and moves the next pencil to the other sheet of paper.)

L: (Lifts and moves the next pencil to the other sheet of paper when the instructor touches it. Says the number four by himself as the pencil touches the paper.)

I: **You did a good job counting the four pencils!**

Correction Procedure: If the learner has difficulty, do the following:

Step 1. Stop and HELP the learner by holding the pencil and saying the numbers along with him. Slowly withdraw help until he is performing the skill by himself.

Step 2. When the learner can perform the skill alone, proceed to Step B.

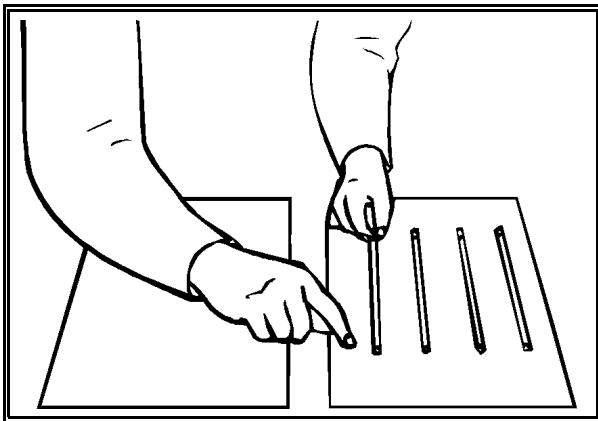
(Proceed to Step B.)

Step B (Point)

I: (Return the four pencils to the sheet of paper on the left.)

Try that again, but this time I want you to move and count the pencils by yourself. Ready. Go.

(Point to the end of the pencil as the learner lifts and moves it to the other sheet of paper.)



L: (Lifts and moves one pencil to the other sheet of paper when the instructor points to it. Says the number one by himself as the pencil

touches the paper.)

I: (Point to the end of the next pencil as the learner lifts and moves it to the other sheet of paper.)

L: (Lifts and moves the next pencil to the other sheet of paper when the instructor points to it. Says the number two by himself as the pencil touches the paper.)

I: (Point to the end of the next pencil as the learner lifts and moves the next pencil to the other sheet of paper.)

L: (Lifts and moves the next pencil to the other sheet of paper when the instructor points to it. Says the number three by himself as the pencil touches the paper.)

I: (Point to the end of the next pencil as the learner lifts and moves the next pencil to the other sheet of paper.)

L: (Lifts and moves the next pencil to the other sheet of paper when the instructor points to it. Says the number four by himself as the pencil touches the paper.)

I: **Great! You moved and counted the four pencils by yourself.**

Correction Procedure: If the learner has difficulty, do the following:

Step 1. Stop and HELP the learner by holding the pencil and saying the numbers along with him. Slowly withdraw help until he is performing the skill by himself.

Step 2. When the learner can perform the skill alone, proceed to Step C.

(Proceed to Step C.)

Step C (No Physical Assistance)

I: (Return the four pencils to the sheet of paper on the left.)

Pick up, move, and count the pencils.

(Place your hands on the table and leave them there for the rest of this step.)



himself without a mistake. Mark the Instructor's Chart and give the learner a reward badge.)



L: (Lifts and moves each pencil to the other sheet of paper. Says the number for each pencil as it touches the paper.)

I: **Excellent! You counted the four pencils by yourself.**

Correction Procedure: If the learner has difficulty, do the following:

Step 1. Stop and HELP the learner by holding the pencil and saying the numbers along with him. Slowly withdraw help until he is performing the skill by himself.

Step 2. When the learner can perform the skill alone, proceed to Step B.

(Repeat Step C using two, one, four, and then five pencils.)

(The learner has completed the lesson when he can move and count each set of pencils by

LESSON 4

Learner by Himself

Getting Ready

1. Read through the lesson before working with the learner.
2. Organize the materials you will need for the lesson:
 - Ten unsharpened pencils
 - Two blank sheets of 8 1/2" x 11" paper
 - Instructor's Chart
 - Learner's Chart
 - Pencil and crayons for marking charts
 - Reward badge
3. Arrange a work space that will best suit lesson activities.
4. Begin working with the learner.

Directions

Teach Lesson 4 each day until the learner can follow all directions without a mistake. Allow the learner to color a portion of his chart after each session. In this lesson you will not provide physical or verbal assistance. You will SHOW the learner what to do and then you will TELL him to do it alone.

Before beginning this lesson, review with the learner counting from 1 to 10 without using objects. Refer to section "Review Counting Without Objects" found on page 5.

Instructor's Dialogue

Step A (Show)

I: (Place two sheets of paper on the table in front of the learner. Place eight pencils on the sheet of paper to the left.)

Watch me count the pencils.

(Lift and move each pencil to the other sheet of paper. Say the number for each pencil as it touches the paper.)

One, two, three, four, five, six, seven, eight.

There. I counted eight pencils. How many pencils did I count?

L: Eight.

I: **Good listening!**

(Place the eight pencils back on the left sheet of paper.)

Now it's your turn to count the pencils. Ready. Go.

L: (Lifts and moves each pencil to the other sheet of paper. Says the number for each pencil as it touches the paper.)

I: **Great! You counted eight pencils.**

Correction Procedure: If the learner has difficulty, do the following:

Step 1. Stop and SHOW the learner how to pick up, move, and count the pencils. Then ask the learner to do it alone.

Step 2. If the learner still has difficulty, HELP him by picking up, moving, and counting the pencils together. Slowly withdraw help until he is performing the skill by himself.

Step 3. When the learner can perform the skill alone, proceed to Step B.

(Proceed to Step B.)



Step B (Tell)

I: (Return the eight pencils to the sheet of paper on the left.)

Count the pencils.

L: (Lifts and moves each pencil to the other sheet of paper. Says the number for each pencil as it touches the paper.)

I: **You did it! You counted eight pencils.**

Correction Procedure: If the learner has difficulty, do the following:

Step 1. Stop and SHOW the learner how to pick up, move, and count the pencils. Then ask the learner to do it alone.

Step 2. If the learner still has difficulty, HELP him by picking up, moving, and counting the pencils together. Slowly withdraw help until he is performing the skill by himself.

Step 3. When the learner can perform the skill alone, return to Step B.

(Repeat Step B using six, seven, nine, and then ten pencils.)

Note: Do not spend too much time counting ten pencils. Some learners will often say the numbers one through ten no matter how many objects there are. Therefore, counting eight or nine objects is better practice.

(The learner has completed the lesson when he can move and count each set of pencils by himself without a mistake. Mark the Instructor's Chart and give the learner a reward badge.)

UNIT ONE

Counting by Picking up Objects

INTRODUCTION

Unit Overview

The purpose of this unit is to provide information for teaching the learner to pick up and count pencils, one at a time, as he moves them from one sheet of paper to another. The basic teaching procedure in this unit consists of helping the learner, and then slowly withdrawing help in three stages (see lesson description below). This unit contains four lessons. Each lesson provides directions and instructor's dialogue that guide you in what to say and do as you teach the learner. The lessons are organized as follows:

Lesson 1: Physical and Verbal Assistance

The instructor and learner will move the pencils and say the numbers together. The instructor provides both physical and verbal assistance.

Lesson 2: Reduced Verbal Assistance

The instructor will continue to help the learner move the pencils but will stop saying the numbers. The instructor slowly withdraws verbal assistance by first counting with the learner in a quiet voice and then by having the learner say the numbers himself.

Lesson 3: Reduced Physical Assistance

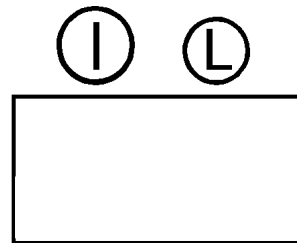
The instructor will stop helping the learner move the pencils by slowly withdrawing physical assistance. First, the instructor will touch the pencil lightly as the learner picks it up and moves it. Then the instructor will point to the pencil and follow it as the learner picks up the pencil and moves it. Finally, the instructor will have the learner pick up the pencil and move it by himself.

Lesson 4: Learner by Himself

The instructor tells the learner to perform the skill alone. The learner performs the skill without any physical or verbal assistance from the instructor.

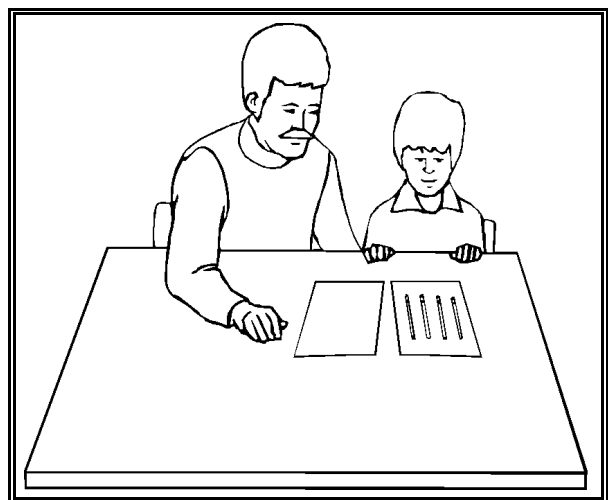
Seating and Material Arrangement

Use the following seating arrangement.



If the learner is right handed, the instructor should sit to the learner's right. If the learner is left handed, the instructor should sit to the learner's left.

Materials used in teaching this unit include ten unsharpened pencils and two sheets of paper. The sheets of paper when placed on the table should be approximately two inches apart. The instructor should be consistent in the placement and movement of the pencils. Place the pencils to be moved on the sheet of paper to the left. Pick up the pencils and move them to the sheet of paper on the right.



UNIT TWO

Counting by Sliding and Touching Objects

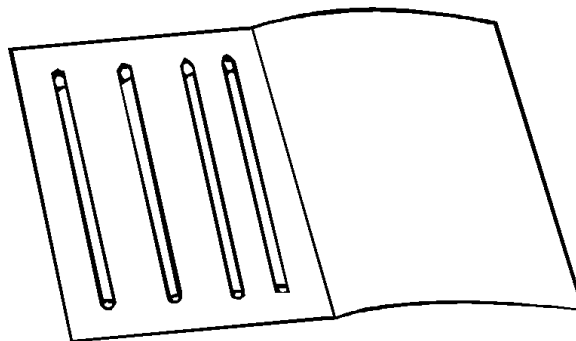
INTRODUCTION

Unit Overview

The purpose of this unit is to provide information for teaching the learner to count by sliding and touching objects. The basic teaching procedure in this unit consists of showing the learner how to perform the skill and then telling him to do it alone. There are two lessons in this unit. Each lesson provides directions and instructor's dialogue that guide you in what to say and do as you teach the learner. The lessons are organized as follows:

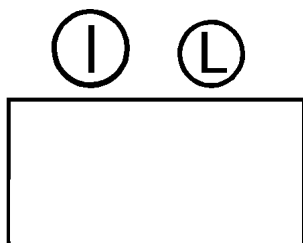
Lesson 1: Sliding Objects

Lesson 2: Touching Objects



Seating and Material Arrangement

Use the following seating arrangement.



If the learner is right handed, the instructor should sit to the learner's right. If the learner is left handed, the instructor should sit to the learner's left.

Materials used when teaching this unit include ten unsharpened pencils and one sheet of 8 1/2" X 11" or 8 1/2" X 14" paper. Fold paper in half and draw a line along the fold. The instructor should be consistent in the placement and movement of the pencils. Place the pencils to be moved on the paper to the left of the line you have drawn. Move them to the right side of the line.

UNIT THREE

Counting by Touching Objects in Varied Placement

INTRODUCTION

Ten empty cans

Similar objects may be substituted for any of those listed, as long as they do not tip over or roll.

Unit Overview

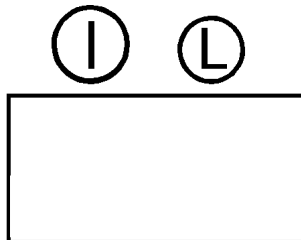
The purpose of this unit is to provide information for teaching the learner to count objects in varied placement. The basic teaching procedure in this unit consists of showing the learner how to perform the skill and then telling him to do it alone. There are two lessons in this unit. Each lesson provides directions and instructor's dialogue that guide you in what to say and do as you teach the learner. The lessons are organized as follows:

Lesson 1: Straight-line Placement

Lesson 2: Random Placement

Seating and Material Arrangement

Use the following seating arrangement.



If the learner is right handed, the instructor should sit to the learner's right. If the learner is left handed, the instructor should sit to the learner's left.

Materials used when teaching this unit include objects that can be manipulated and counted. Three types of objects will be needed. The instructions for this unit are based on the use of the following:

Ten pennies

Ten play blocks (cubes approximately 1" square)

UNIT FOUR

Counting to a Number Between One and Ten

INTRODUCTION

Unit Overview

The purpose of this unit is to provide information for teaching the learner to count to a number between one and ten. The basic teaching procedure in this unit consists of showing the learner how to perform the skill and then telling him to do it alone. There are two lessons in this unit. Each lesson provides directions and instructor's dialogue that guide you in what to say and do as you teach the learner. The lessons are organized as follows:

Lesson 1: Counting Fewer than Ten Objects

Lesson 2: Counting Games and Activities

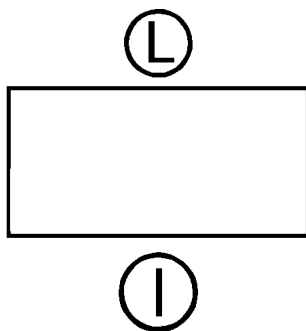
Note: The previous units required the learner to count all the objects he was given. In this unit he will be given a certain number of objects and be asked to count only some of them. (He might have nine objects and be asked to count five.)

These can include almost any objects available to the learner and instructor.

Instructions for this unit are based on the use of specific objects. Similar objects may be substituted for any of those listed, as long as they do not tip over or roll.

Seating and Material Arrangement

Use the following seating arrangement.



The instructor and learner should be seated at a table opposite each other.

Materials used when teaching this unit include objects that can be manipulated and counted.