

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)

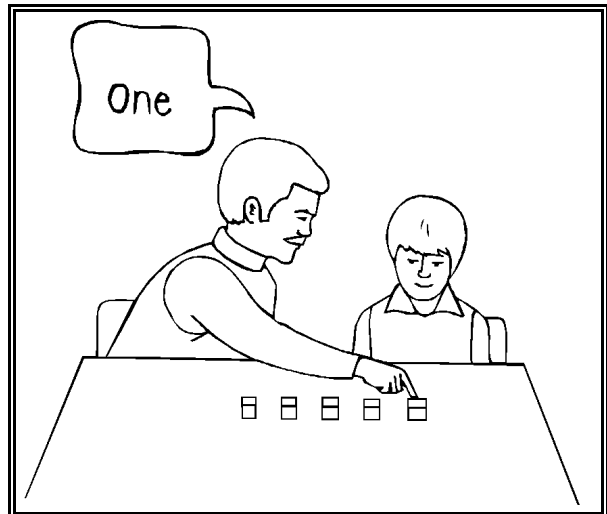
I: (Use Placement #1 on the Object Placement Chart. Arrange five blocks, spaced one block apart, in front of the learner as shown.)

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







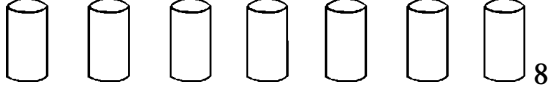
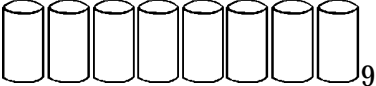

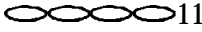


shown on the Object Placement Chart.)

(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>