

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.)

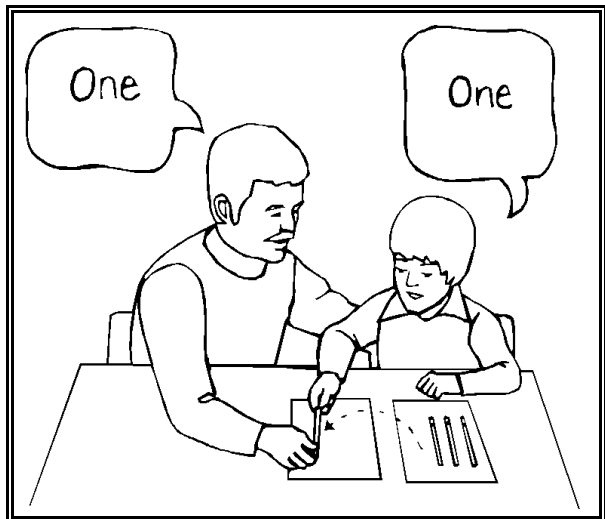
We are going to count the pencils together.

(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