

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)

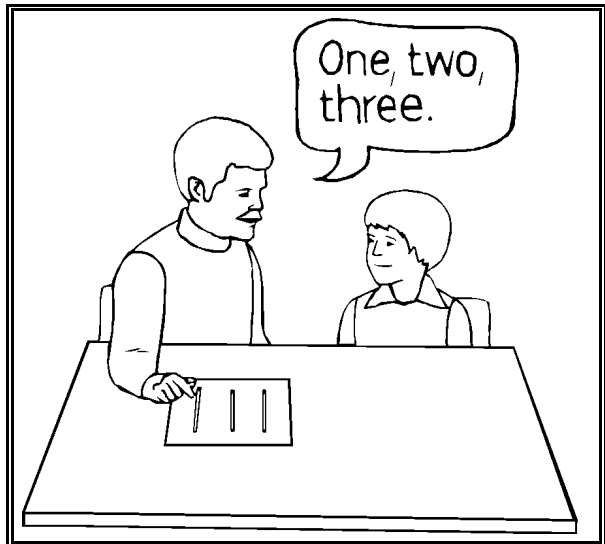
I: (Turn over the sheet of paper on which you had drawn the line so that the line does not show. Place the sheet of paper on the table in front of the learner. Place three pencils evenly spaced across the sheet of paper.)

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).