

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)

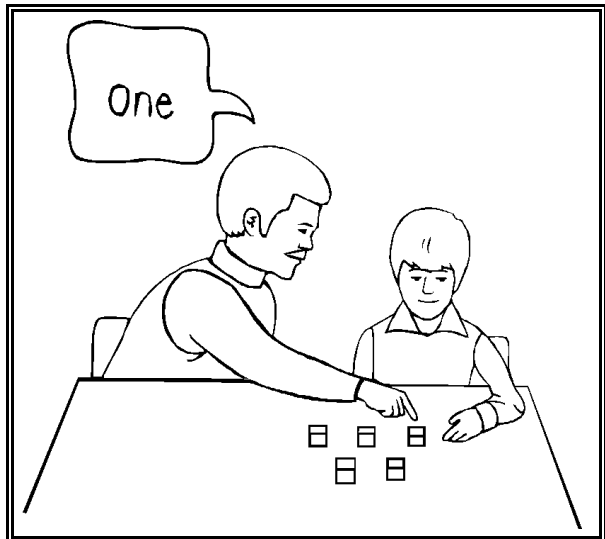
I: (Use Placement #1 on the Object Placement Chart. Arrange five blocks, almost touching, in front of the learner as shown.)

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.

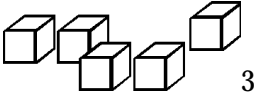

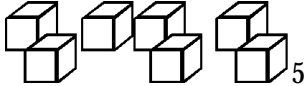

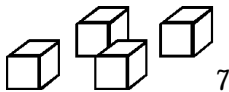
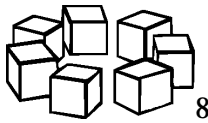
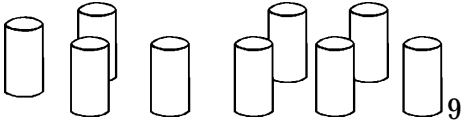
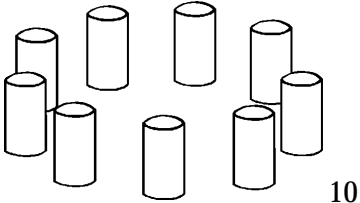
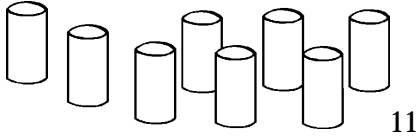
(Repeat Step E using the next two placements shown on the Object Placement Chart.)

(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> 