

# 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.)