

LESSON 11

On, Under, Next To, and Between

Getting Ready

1. Read through the lesson before working with the learner.
2. Organize the materials you will need for the lesson:
 - Ball, table, and chair
 - Another child or adult to demonstrate
 - 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

Until the learner can respond to all the directions in this lesson without any mistakes, teach Lesson 11 each day. Allow the learner to color a portion of his chart after each session.

All the directions can be taught in the same manner. After you have taught the learner to "Put the ball *on* the table," go through Lesson 11 three more times substituting one of the following directions each time:

- Put the ball *under* the table.
- Put the ball *next to* the table.
- Put the ball *between* the table and chair.

Instructor's Dialogue

Step A (Show)

I: (Face the learner and model. Give the ball or other object to the model and stand beside a table as shown in the illustration.)

[Learner's name], look at **[Model's name]**.

L: (Looks at the model.)

I: **[Model's name],** put the ball on the table.



M: (Puts the ball on the table.)

I: **Good putting the ball on the table!**

(Give the ball to the learner.)

[Learner's name], put the ball on the table.

L: (Puts the ball on the table.)

I: **Good putting the ball on the table!**

I: (If the learner follows the spoken direction and puts the ball on the table, give the directions to the model again.)

[Model's name], put the ball on the table.

M: (Puts the ball on the table.)

I: (Give the ball to the learner.)

[Learner's name], put the ball on the table.

L: (Puts the ball on the table.)

I: **Good putting the ball on the table!**

Correction Procedure: If the learner has difficulty, move to Step B (Help).

I: (Repeat Step A twice and then proceed to Step C.)

Step B (Help)

I: (Face the learner and model. Give the ball to the learner.)

[Learner's name], put the ball on the table.

L: (Does not put the ball on the table.)

I: (Give the spoken direction again in a firm tone of voice and at the same time have the model take the learner's hand or arm and help him put the ball on the table.)

[Learner's name], put the ball on the table.

L: (Puts the ball on the table with the model's help.)

I: Good putting the ball on the table!

(This time have the model guide the learner only part of the way. Tell him to give less help each time.)

[Learner's name], put the ball on the table.

L: (Puts the ball on the table with less help each time.)

I: Good putting the ball on the table!

Note: If the learner does not appear to be paying attention, say "[Learner's name], look at me" before giving the direction.

(Continue to give the spoken direction and reward the learner if he puts the ball on the table with less help each time. Repeat the process until he has done it once by himself. Then proceed to Step C.)

Step C (Tell)

I: (Face the learner and give him the ball or other object.)

[Learner's name], put the ball on the table.

L: (Puts the ball on the table without help.)

I: Good putting the ball on the table!

Correction Procedure: If the learner has difficulty, return to Step A (Show).

(If the learner follows the spoken direction three times in a row without help or demonstration, mark the Instructor's Chart in the Date Mastered column. Give the learner a reward badge.)



(Repeat the entire lesson for each remaining direction--*under*, *next to*, and *between*. When the learner has been taught all the directions in this lesson, go on to Extra Practice.)

Extra Practice

When the learner can respond to all the directions in this lesson consistently and without help or demonstration, use the same method to practice the directions by substituting another familiar object for the ball. The pictures on pages 34 and 35 provide another way for the learner to practice the directions taught in this lesson. The pictures present a number of animals on, under, next to, and between objects. Have the learner point to the animal in the position you describe:

Point to the dog between the table and chair.

Point to the dog under the table.

Point to the cat next to the table.

Point to the cat on the chair.

The learner can color the picture later on as a reward for following the directions.

Note: Make sure the objects you ask the learner to place on, under, next to, and between are familiar to him because you are teaching the directions, not the names of objects.



