

LESSON 7

Point To

Getting Ready

1. Read through the lesson before working with the learner.
2. Organize the materials you will need for the lesson:
 - Ball
 - 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 the direction "Point to the ball" without any mistakes, teach Lesson 7 each day. Allow the learner to color a portion of his chart after each session.

Instructor's Dialogue

Step A (Show)

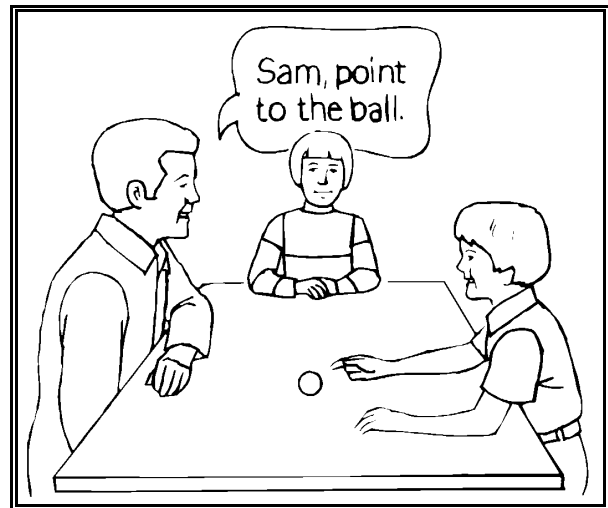
I: (Face the learner and model. Place the ball or other object between you, the learner, and the model as shown in the illustration.)

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

L: (Looks at the model.)

I: **[Model's name], point to the ball.**

M: (Points to the ball.)



I: **Good pointing to the ball!**

(Turn to the learner.)

[Learner's name], point to the ball.

L: (Points to the ball.)

I: **Good pointing to the ball!**

(If the learner follows the spoken direction and points to the ball, give the directions to the model again.)

[Model's name], point to the ball.

M: (Points to the ball.)

I: **[Learner's name], point to the ball.**

L: (Points to the ball.)

I: **Good pointing to the ball!**

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

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

Step B (Help)

I: (Face the learner and model. Place the ball or other object between you, the learner, and model.)

[Learner's name], point to the ball.

L: (Does not point to the ball.)

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 point to the ball.)

[Learner's name], point to the ball.

L: (Points to the ball with the model's help.)

I: Good pointing to the ball!

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

[Learner's name], point to the ball.

L: (Points to the ball with less help each time.)

I: Good pointing to the ball!

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 points to the ball 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 place the ball or other object between you.)

[Learner's name], point to the ball.

L: (Points to the ball without help.)

I: Good pointing to the ball!

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

I: (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. Go on to Extra Practice.)



Extra Practice

When the learner can respond to the spoken direction "Point to the ball" consistently and without help or demonstration, use the same method for teaching the following:

- Point to the [block or other toy].
- Point to the [pencil or other familiar object].
- Point to the [hat or other article of clothing].
- Point to [name of other child or adult].

Note: Make sure the objects or people that you ask the learner to point to are familiar to him because you are teaching the direction "Point to," not the names of objects or people.