

EDUCATING STUDENTS

WITH SIGNIFICANT DISABILITIES



COUNTING OBJECTS 1-10

A PROGRAM FOR TEACHING ONE-TO-ONE CORRESPONDENCE
AND COUNTING OBJECTS IN RANDOM ORDER

Counting Objects 1-10

*A Program for Teaching
One-to-One Correspondence
and Counting Objects
in Random Order*

Alan Hofmeister

The skills and concepts taught in this program provide
gateway skills to literacy and numeracy.

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It is understood that learners, models, and instructors may be either male or female.
Masculine pronouns are used throughout this manual for convenience and brevity.

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Counting Objects 1-10

General Directions

Please read the following directions carefully. Important information unique to this program is discussed.

Purpose of This Program

Many learners can say the numbers from 1 to 10 in sequence, but are unable to count a number of objects presented to them. For example a learner might say, "One, two, three, four, five, six, seven, eight, nine, ten." as he points to eight pennies in a line. With these learners there is no one-to-one correspondence between their number statements and counting movements. This program teaches the learner to coordinate the number statements and pointing movements necessary to accurately count from 1 to 10 objects.

It is recommended that you follow the instructions carefully. The instructional sequences in this program have been revised several times as a result of field tests with teachers, parents and paraprofessionals. Our evaluation data indicate that the instructor does not need previous experience or specialized training to achieve good results.

It is important that a learner's first contact with new materials and programs be rewarding. You will increase his chances of success by following instructions carefully, especially those relating to the consistent use of praise. Another strategy for keeping the student motivated is to intersperse maintenance (already learned) tasks along with new tasks or alternate easier tasks with more demanding tasks.

One of the quickest and most effective ways to become familiar with this program is to first teach another person (an older child or adult). The person acting as the learner should be instructed to make mistakes, particularly when a new skill is being introduced. These mistakes will give you a chance to practice the correction procedures which are some of the most important instructional techniques used in this program.

Is the Learner Ready?

Success will be more likely if the learner can say the numbers one through ten in the correct sequence.

If the learner can say these numbers but occasionally omits one number or says some numbers in the wrong order, this program will teach him the correct sequence.

The learner who cannot say at least five of the numbers from one through ten in the correct sequence is not ready for this program. He should be given instruction and practice in saying numbers in the correct sequence. When he can say at least five numbers in the correct sequence, this program may be undertaken. To review counting from 1 to 10 with the learner, refer to "Review Counting Without Objects."

General Directions

Length: Work no longer than 20 minutes each day until the learner masters the lesson. A ten minute session in the morning and another in the afternoon is an effective schedule. At the end of each session allow the learner to color part of his chart.

Time: Try to work with the learner the same time each day. Do not choose a time that conflicts with a highly valued activity for the learner. For example, do not schedule your work during the learner’s favorite TV show, regular playtime, special activity, recess, favorite class, etc.

Place: Choose a workspace that is free from distractions.

Be Prepared: Have the workspace and materials ready at the scheduled time. This will help you get the session off to a good start. It will also let the learner know that when he arrives he should be ready to work. When the learner gets ready to work, praise him. You could say, “I like the way you get ready to work.”

Pace and Success: If the learner is succeeding at the tasks but losing interest, speed up the lesson and/or reduce the session time.

If the learner is failing repeatedly and the correction procedure has not been successful, follow these three steps:

1. Return to a previous task the learner completed successfully.
2. Have the learner repeat that task and praise him when he completes it successfully.
3. Conclude the activity.

Do not return to a task that the learner repeatedly failed until the following have been achieved:

1. You have made sure the learner has the pre-skills necessary to complete the task. For example, if the learner cannot accurately count seven pennies, make sure he can count from 1 to 7 correctly.
2. You have identified other alternatives that simplify the task; for example, if the learner is having difficulty counting objects by pointing to them, increase the size of the objects and the distance between them.

Symbols Used in this Program: This program uses the terms “Instructor.” “Learner.” and “Model” to refer to participants. Only the first letter of each term is used:

I stands for the **instructor**

L stands for the **learner**

M stands for the **model**

There are other points to remember:

Information within parentheses () tells what the instructor or learner should do.

Words in **blue print** are the instructor’s dialog addressed to the learner.

When you see words in brackets, such as **[Learner’s name]** or **[Model’s name]**, fill them in with the appropriate name.

Teaching Procedures: The procedure used in teaching the counting of objects includes three steps:

SHOW, HELP, and TELL.

In Unit One, the HELP step is used alone. The learner is introduced to the concept of one-to-one correspondence. This step requires a systematic reduction of assistance by the instructor. The HELP step has been expanded so that physical and verbal assistance are reduced gradually as follows:

Physical and Verbal Assistance. The instructor and learner work together to perform the skill. The instructor provides both physical and verbal assistance.

Reduced Verbal Assistance. The instructor continues to provide physical assistance but verbal assistance is withdrawn. The instructor slowly withdraws verbal assistance by first counting with the learner in a quiet voice and then by having the learner say the numbers himself.

Reduced Physical Assistance. The instructor slowly withdraws the physical assistance by first touching the object and then by *pointing* to the object to prompt the learner to perform the skill.

Learner by Himself. The instructor tells the learner to perform the skill alone. The learner performs the skill without any physical or verbal assistance from the instructor.

In Units Two, Three, and Four all three steps of the teaching procedure are followed. When teaching a skill, first SHOW the learner how to do it. Then give him a chance to try it alone. If he cannot do it, showing may not be enough. You should then HELP him by moving or guiding him in practicing the skill. Finally, TELL him what to do and give him the chance to do it alone to see if he has mastered the skill. The following examples show how the steps are used:

SHOW: Give the spoken direction and show the learner how to perform the skill. Then give the learner a chance to try.

I: Watch me pick up the pencil and count. (Pick up the pencil and count.) One. Now you do it.

L: (picks up the pencil and counts.)

I: You did a good job counting to one!

HELP: If the learner is having difficulty, give the spoken directions and then help by moving or guiding the learner in performing the skill.

I: (Hold one end of the pencil and place the learner's hand on the other end.

Help the learner pick up the pencil and count.)

Let's count together. One

L: (Lifts the pencil and counts with the instructor's help.)

I: Good! You counted to one with me.

TELL: Give the spoken direction to the learner. The learner must complete it alone. Do not show or help the learner in performing the skill.

I: Pick up the pencil and count.

L: (picks up the pencil and counts.)

I: Great! That's the way to count to one.

Providing Rewards

If a learner's achievements are to be meaningful, they must be recognized by others, particularly by those people important to him. Recognition can take the form of tangible rewards or social rewards. Both types of rewards are used throughout this program.

Tangible rewards are objects you give a learner for good behavior. Tangible rewards include edible treats such as fruits, vegetables, nuts, cookies, etc.; special items such as stickers, small toys, pencils, etc.; and activities such as playing games, singing, coloring, etc.

Social rewards include any socially oriented behavior a person exhibits in an attempt to reinforce the good behavior of another. This may include smiling, touching, patting and certain words and phrases like **“You are doing a good job, Edward.”**

How to Use Praise: The social reward we are probably most familiar with is praise. This program emphasizes the use of praise as an effective way to increase good behavior.

Effective praise follows the mnemonic of I FEED-AV (see www.usu.edu/teachall/text/behavior/LRBI.htm) (Utah Least Restrictive Behavioral Interventions -LRBI)

Effective praise should be:

Immediate – As soon after the desired behavior as possible

Frequent – Given frequently when the student is acquiring new behaviors

Done with **Eye Contact**

Enthusiastic – Be genuinely excited about the learner’s responses

Descriptive – When a learner gives a correct answer, it is important to let him know exactly what he did well. “Very good!” does not tell the learner exactly what he did correctly. The following are better ways to praise the learner:

“Great! You remembered to stop counting after six.”

“That’s right! You counted four pencils.”

Build **Anticipation**

Praise should be **Varied** – *If you are used to one or two phrases, such as*

“good job,” *work on incorporating more variety in your expressions. Change what is said, as well as how you say it. Vary the tone, pitch, loudness and speed as well as the words.*

If the learner is having trouble or is making a lot of mistakes, keep encouraging him with comments like:

I: Learning to count takes time. Keep trying. You are doing better!

I: Good try! You can almost count to eight by yourself.

How to use the Learner’s Chart: One tangible reward used in this program is the Learner’s Chart. It serves to remind adults important in the learner’s life to give him attention when he does things correctly. At the conclusion of each session, have the learner color and count a certain number of toys. When the learner has completed all the lessons, he may complete the uncolored portions of the chart and keep it.

Correcting Mistakes

When the learner makes a mistake, immediately stop the teaching procedure and correct the mistake. Try to correct the learner’s mistake with the least amount of prompting, especially verbal prompting.

STOP the instruction.

HELP the student perform the task correctly. Avoid giving extra verbal prompts. Physical prompts are easier to fade out. Give some encouragement, but not the big praise or reward.

REPEAT the task without the added help. If the student is successful, provide the big praise and reward.

Remember: Don’t let the learner’s skill failure turn into a message that he is a failure as a person. Make every effort to assure the learner that he is always valued as an individual, not just when he is succeeding.

Monitoring Learner Progress

How to Use the Instructor's Chart: The Instructor's Chart is designed to help you keep an accurate record of the learner's progress. The following blanks and columns are to be filled out on the chart:

Learner's Name. Record the learner's name on the line.

Date Started. Record the date on which you begin teaching the skill.

Date Mastered. Record the date on which the learner is able to complete the skill independently three times in a row.

Notes. List in this section any additional information you feel may be useful, like special teaching problems or the number of sessions you spent teaching the lesson.

There are several lines at the bottom of the chart that will allow you to add other related skills such as counting up to twenty objects or counting pictures in books and magazines. Write the skill you are teaching in the column marked "Skill."

Review Counting Without Objects

Before beginning this program have the learner count from 1 to 10 without using objects.

Note: The learner is not ready for this program if he cannot say at least five of the numbers from 1 to 10 in the correct sequence. In this case, the learner should be given instruction and practice in saying numbers in the correct sequence. When he can say at least five numbers in the correct sequence this program may be undertaken.

I: I am going to say the numbers one through ten. Listen to me count to ten. One, two, three, four, five six, seven, eight, nine, ten. Your turn. Say the numbers one through ten.

L: One, two, three, four, five, six, seven, eight, nine, ten.

I: You did a good job counting to ten!

Error Correction Procedure: If the learner cannot count from 1 to 10 by himself do the following:

Step 1. Count from 1 to 10 with the learner saying the numbers together.

Step 2. Count from 1 to 10 with the learner saying the numbers quietly along with the learner.

Step 3. Have the learner count from 1 to 10 by himself. DO NOT count with the learner.

Beginning Check

Materials: Ten objects (play blocks, cans or buttons).

Have the learner attempt the following tasks:

Task 1

Arrange eight objects in a straight line, almost touching, and ask the learner to count them.

If the learner is unsuccessful begin with Unit One. If the learner is successful proceed to Task 2.

Task 2

Arrange nine objects in a circle with the objects almost touching and ask the learner to count them.

Purpose: This check enables the instructor to determine which lesson to begin teaching the learner.

If the learner is unsuccessful, begin with Unit Three. If the learner is successful, proceed to Task 3.

Task 3

Arrange ten objects in a straight line, almost touching, and ask the learner to count seven of them.

If the learner is unsuccessful begin with Unit Four. If the learner is successful he does not need this program.

UNIT ONE - Picking Up Objects

INTRODUCTION – Unit Overview

The purpose of this unit is to provide information for teaching the learner to pick up and count pencils, one at a time, as he moves them from one sheet of paper to another. The basic teaching procedure in this unit consists of helping the learner and then slowly withdrawing help in three stages (see lesson description below). This unit contains four lessons. Each lesson provides directions and instructor's dialogue that guide you in what to say and do as you teach the learner.

The lessons are organized as follows:

Lesson 1: Physical and Verbal Assistance

The instructor and learner will move the pencils and say the numbers together.
The instructor provides both physical and verbal assistance.

Lesson 2: Reduced Verbal Assistance

The instructor will continue to help the learner move the pencils but will stop saying the numbers.
The instructor slowly withdraws verbal assistance by first counting with the learner in a quiet voice and then by having the learner say the numbers himself.

Lesson 3: Reduced Physical Assistance

The instructor will stop helping the learner move the pencils by slowly withdrawing physical assistance.
First, the instructor will touch the pencil lightly as the learner picks it up and moves it. Then the instructor will point to the pencil and follow it as the learner picks up the pencil and moves it. Finally, the instructor will have the learner pick up the pencil and move it by himself.

Lesson 4: Learner by Himself

The instructor tells the learner to perform the skill alone. The learner performs the skill without any physical or verbal assistance from the instructor.

Seating and Material Arrangement - Use the following seating arrangement.



If the learner is right handed, the instructor should sit to the learner's right. If the learner is left handed, the instructor should sit to the learner's left.

Materials used in teaching this unit include ten unsharpened pencils and two sheets of paper. The sheets of paper when placed on the table should be approximately two inches apart. The instructor should be consistent in the placement and movement of the pencils. Place the pencils to be moved on the sheet of paper to the left. Pick up the pencils and move them to the sheet of paper on the right.

UNIT I - Picking Up Objects

LESSON 1: Physical and Verbal Assistance

Materials:

Five unsharpened pencils
Two blank sheets of 8 1/2" x 11" paper
Instructor's Chart
Learner's Chart

Step A (Physical and Verbal Assistance):

I: (Place two sheets of paper on the table in front of the learner.
Place four pencils on the sheet of paper to the left.)

I: We are going to count the pencils together. (Touch one of the pencils.)

Hold the end of this pencil (touch the pencil) and I will hold the other end.
We will lift the pencil together and move it to the other sheet of paper.
When we put it down, we will count together. Ready. Go.

I & L: (Lift and move one pencil to the other sheet of paper.)

I: One. (Say it as the pencil touches the paper.)



L: One (Lifts and moves one pencil to the other sheet of paper with the instructor's help. Says the number one with the instructor as the pencil touches the paper.)

I: Good! You counted with me.

I: Two. (Lifts and moves the next pencil to the other sheet of paper. As the pencil touches the paper say the number two with the learner).

L: Two (Lifts and moves the next pencil to the other sheet of paper with the instructor's help. Says the number two with the instructor as the pencil touches the paper.)

I: Three (Help the learner lift and move the next pencil to the other sheet of paper. As the pencil touches the paper, say the number three with the learner.)

L: Three (Lifts and moves the next pencil to the other sheet of paper with the instructor's help. Says the number three with the instructor as the pencil touches the paper.)

I: Four (Help the learner lift and move the next pencil to the other sheet of paper. As the pencil touches the paper, say the number four with the learner.)

L: Four. (Lifts and moves the next pencil to the other sheet of paper with the instructor's help. Learner says the number four with the instructor as the pencil touches the paper.)

I: Good counting. You counted four pencils. How many pencils did you count?

L: Four

I: That's right! You counted four pencils.

Error Correction Procedure: A problem may arise with the learner who will not say the numbers with the instructor. If encouragement does not work ("**I don't think I heard you say 'one.'** **Let's try it again. This time say it loud.**") Try using another learner as a model.

I: Watch [Model's name] and me do it. (Count with [Model's name].) Did you hear [Model's name] say it with me? All right. Now it's your turn to say it with me.

Repeat Step A using three, two, one, and then five pencils.

The learner has completed the lesson when he can move and count each set of pencils without a mistake with the instructor's help.

UNIT I – Picking Up Objects

LESSON 2: Reduced Verbal Assistance

Materials:

Five unsharpened pencils
Two blank sheets of 8 1/2" x 11" paper
Instructor's Chart
Learner's Chart

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 help the learner move the pencils but you will stop saying the numbers. This will be done in two stages:

Step A. The instructor says the numbers quietly.

Step B. You will not count with the learner. The learner will say the numbers himself.

Step A: (Reduced Verbal Assistance)

I: (Place two sheets of paper on the table in front of the learner. Place three pencils on the sheet of paper to the left.) **Let's count the pencils. Ready.** (Help the learner lift and move one pencil to the other sheet of paper. As the pencil touches the paper, QUIETLY say the number one with the learner.) **One.**



L: (Lifts and moves one pencil to the other sheet of paper with the instructor's help.
Says the number one with the instructor as the pencil touches the paper.)

I: **Good! You counted with me.**

Two. (Help the learner lift and move the next pencil to the other sheet of paper. As the pencil touches the paper, QUIETLY say the number two with the learner.)

L: (Lifts and moves the next pencil to the other sheet of paper with the instructor's help.
The learner says the number two with the instructor as the pencil touches the paper.)

I: (Help the learner lift and move the next pencil to the other sheet of paper. As the pencil touches the paper, QUIETLY say the number three with the learner.) **Three.**

L: (Lifts and moves the next pencil to the other sheet of paper with the instructor's help.
The learner says the number three with the instructor as the pencil touches the paper.)

I: **Good work! I heard you count the three pencils.**

Error Correction Procedure: A problem may arise with the learner who will not say the numbers with the instructor. If encouragement does not work:

("I don't think I heard you say 'one'. Let's try it again. This time say it loud."), do the following:

I: Watch [Model's name] and I do it. (Count QUIETLY with [Model's name].)

Did you hear [Model's name] say it with me? All right. Now it's your turn to say it with me.

Step B: (NO Verbal Assistance)

I: (Return the three pencils to the sheet of paper on the left.) **Let's try that again, but this time I want you to count the pencils by yourself. Ready. Go.**

(Help the learner lift and move one pencil to the other sheet of paper.)

L: (Lifts and moves one pencil to the other sheet of paper with the instructor's help.
Says the number one by himself as the pencil touches the paper.)

I: (Help the learner lift and move the next pencil to the other sheet of paper.)

L: (Lifts and moves the next pencil to the other sheet of paper with the instructor's help.
Says the number two by himself as the pencil touches the paper.)

I: (Help the learner lift and move the next pencil to the other sheet of paper.)

L: (Lifts and moves the next pencil to the other sheet of paper with the instructor's help.
Says the number three by himself as the pencil touches the paper.)

I: **Great! You counted the pencils by yourself.**

Error Correction Procedure: If the learner has difficulty saying the numbers by himself or if he says the numbers before the pencil touches the paper, HELP him by quietly saying the numbers with him. Then ask the learner to say the numbers by himself.

Repeat Steps A and B using four, two, one and then five pencils.

The learner has completed the lesson when he can move and count each set of pencils three times in row without a mistake while saying the numbers by himself.

UNIT 1 - Picking Up Objects

LESSON 3: Reduced Physical Assistance

Reduced Physical Assistance

Materials:

Five unsharpened pencils
Two blank sheets of 8 1/2" x 11" paper
Instructor's Chart
Learner's Chart

Directions:

Teach Lesson 3 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 stop helping the learner move the pencils. This will be done in three stages:

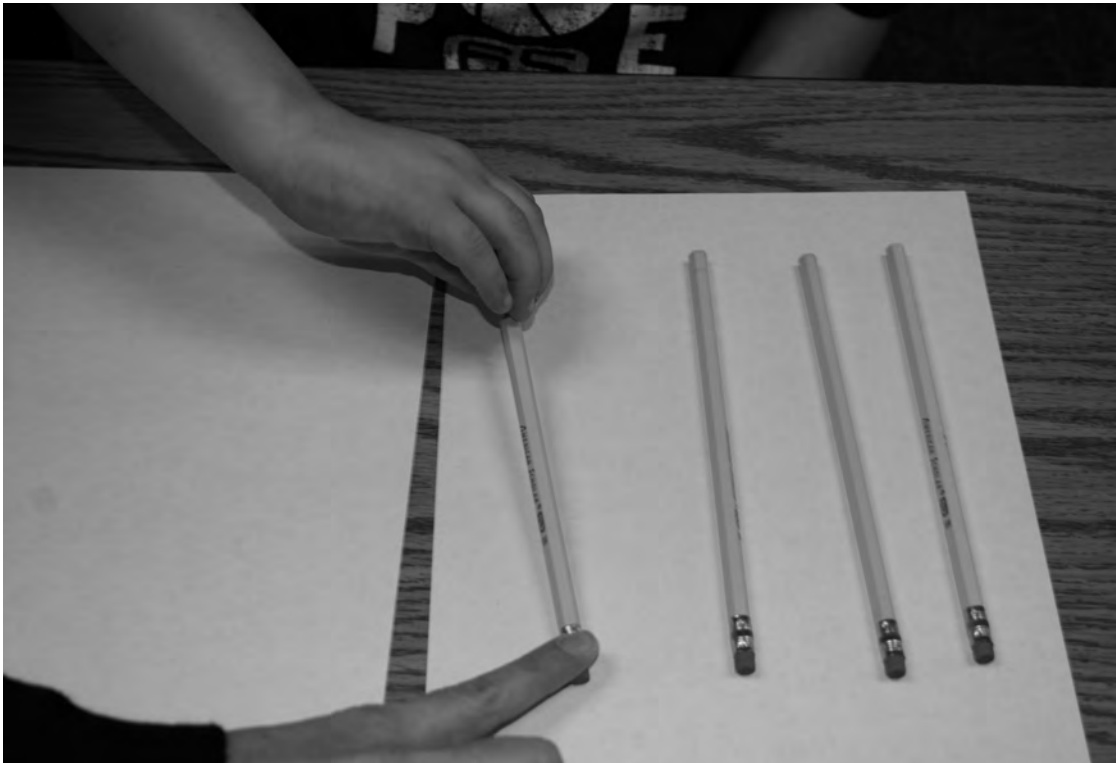
Step A. You will touch the pencil lightly as the learner picks it up and moves it.

Step B. You will not touch the pencil but will point to it and follow it with your finger as the learner picks it up and moves it.

Step C. You will place your hands on the table and not move them at all as the learner picks up and moves the pencil by himself.

Step A: (Touch)

I: (Place two sheets of paper on the table in front of the learner. Place four pencils on the sheet of paper to the left.) **Count the pencils yourself. Ready. Go.** (Touch the end of the pencil lightly as the learner lifts and moves it to the other sheet of paper.)



L: (Lifts and moves one pencil to the other sheet of paper when the instructor touches it.
Says the number one by himself as the pencil touches the paper.)

I: (Touch the end of the next pencil lightly as the learner lifts and moves it to the other sheet of paper.)

L: (Lifts and moves the next pencil to the other sheet of paper when the instructor touches it.
Says the number two by himself as the pencil touches the paper.)

I: (Touch the end of the next pencil lightly as the learner lifts and moves the next pencil to the other sheet of paper.)

L: (Lifts and moves the next pencil to the other sheet of paper when the instructor touches it.
Says the number three by himself as the pencil touches the paper.)

I: (Touch the end of the next pencil lightly as the learner lifts and moves the next pencil to the other sheet of paper.)

L: (Lifts and moves the next pencil to the other sheet of paper when the instructor touches it.
Says the number four by himself as the pencil touches the paper.)

I: **You did a good job counting the four pencils!**

Error Correction Procedure: If the learner has difficulty do the following:

Step 1. STOP the learner.

Step 2. HELP the learner by holding the pencil and saying the numbers along with him.

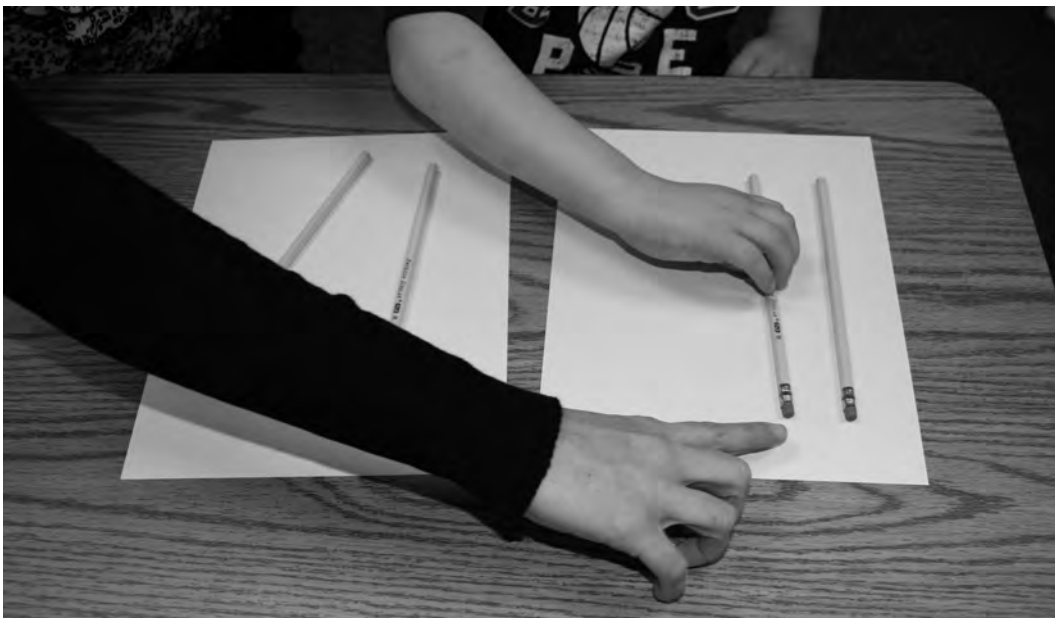
Step 3. REPEAT the task, slowly withdrawing the added help until he is performing the skill by himself.

Step B: (Point)

I: (Return the four pencils to the sheet of paper on the left.) **Try that again, but this time I want you to move and count the pencils by yourself. Ready. Go.** (Point to the end of the pencil as the learner lifts and moves it to the other sheet of paper.)

L: (Lifts and moves one pencil to the other sheet of paper when the instructor points to it.
Says the number one by himself as the pencil touches the paper.)

I: (Point to the end of the next pencil as the learner lifts and moves it to the other sheet of paper.)



L: (Lifts and moves the next pencil to the other sheet of paper when the instructor points to it. Says the number two by himself as the pencil touches the paper.)

I: (Point to the end of the next pencil as the learner lifts and moves the next pencil to the other sheet of paper.)

L: (Lifts and moves the next pencil to the other sheet of paper when the instructor points to it. Says the number three by himself as the pencil touches the paper.)

I: (Point to the end of the next pencil as the learner lifts and moves the next pencil to the other sheet of paper.)

L: (Lifts and moves the next pencil to the other sheet of paper when the instructor points to it. Says the number four by himself as the pencil touches the paper.)

I: Great ! You moved and counted the four pencils by yourself.

Error Correction Procedure: If the learner has difficulty, do the following:

Step 1. STOP the learner.

Step 2. HELP the learner by holding the pencil and saying the numbers along with him.

Step 3. REPEAT the task, slowly withdrawing the added help until he is performing the skill by himself.

Step C: (No Physical Assistance)

I: (Return the four pencils to the sheet of paper on the left.) **Pick up, move, and count the pencils.**
(Place your hands on the table and leave them there for the rest of this step.)



L: (Lifts and moves each pencil to the other sheet of paper. Says the number for each pencil as it touches the paper.)

I: Excellent! You counted the four pencils by yourself.

Error Correction Procedure: If the learner has difficulty, do the following:

Step 1. STOP the learner.

Step 2. HELP the learner by holding the pencil and saying the numbers along with him.

Step 3. REPEAT the task, slowly withdrawing the added help until he is performing the skill by himself.

Repeat Step C using two, one, four and then five pencils.

The learner has completed the lesson when he can move and count each set of pencils by himself.

UNIT I – Picking Up Objects

LESSON 4: Learner by Himself

Materials:

Ten unsharpened pencils
Two blank sheets of 8 1/2" x 11" paper
Instructor's Chart
Learner's Chart

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."

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.**

Error Correction Procedure: If the learner has difficulty, do the following:

Step 1. STOP the learner.

Step 2. HELP him by lifting and counting the pencils together.

Step 3. REPEAT the task, slowly withdrawing the added help until the learner can perform the step by himself.

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!**

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.

UNIT II - Counting by Sliding and Touching Objects

INTRODUCTION

Unit Overview

The purpose of this unit is to provide information for teaching the learner to count by sliding and touching objects. The basic teaching procedure in this unit consists of showing the learner how to perform the skill and then telling him to do it alone. There are two lessons in this unit. Each lesson provides directions and instructor's dialogue that guide you in what to say and do as you teach the learner. The lessons are organized as follows:

Lesson 1: Sliding Objects

Lesson 2: Touching Objects

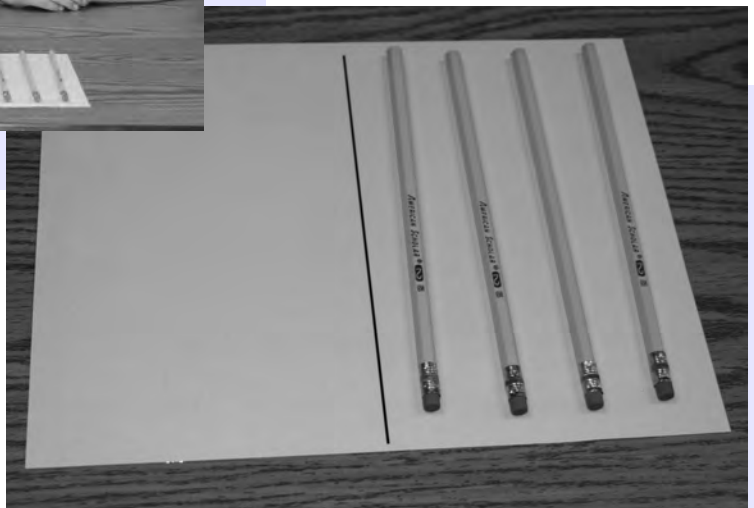
Seating and Material Arrangement

Use the following seating arrangement.



If the learner is right handed, the instructor should sit to the learner's right. If the learner is left handed, the instructor should sit to the learner's left.

Materials used when teaching this unit include ten unsharpened pencils and one sheet of 8 1/2" X 11" or 8 1/2" X 14" paper. Fold paper in half and draw a line along the fold. The instructor should be consistent in the placement and movement of the pencils. Place the pencils to be moved on the paper to the left of the line you have drawn. Move them to the right side of the line.



UNIT II – Counting by Sliding and Touching Objects

LESSON 1: Sliding Objects

Materials:

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

Directions:

Teach Lesson 1 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 slide and count the pencils and then you will TELL him to do it alone.

Step A: (Show)

I:(Use the sheet of paper with the line drawn down the center. Place it on the table in front of the learner. Place four pencils on the sheet of paper to the left of the line.) **Watch me. I am going to slide the pencils and count them.**

(Slide the pencils, one at a time, from the left to the right side of the line. Say the number for each pencil as it crosses the line.) **One, two, three, four. There. I counted four pencils. How many pencils did I count?**

L: Four



I: Good Listening! (Place the four pencils back on the paper to the left of the line.)
Now it's your turn to slide and count the pencils. Ready. Go.

L: (Slides the pencils one at a time from the left to the right side of the line. The learner says the number for each pencil as it crosses the line.)

I: Great! You counted four pencils.

Error Correction Procedure: If the learner has difficulty, do the following:

Step 1. STOP the learner.

Step 2. HELP him by sliding and counting the pencils together.

Step 3. REPEAT the task gradually withdrawing the added help until the learner can perform the step by himself.

Step B: (Tell)

I: (Move the four pencils back to the left side of the line.) **Slide and count the pencils.**

L: (Slides the pencils, one at a time, from the left to the right side of the line.
The learner says the number for each pencil as it crosses the line.)

I: You did it! You counted four pencils.

Error Correction Procedure: If the learner has difficulty, do the following:

Step 1. STOP the learner.

Step 2. HELP him by sliding and counting the pencils together.

Step 3. REPEAT the task, slowly withdrawing the added help until the learner can perform the step by himself.

When the learner can perform the skill alone return to Step B.

Repeat Step B using three, two, one, five, six, eight, ten, seven and then nine pencils.

The learner has completed the lesson when he can slide and count each set of pencils by himself without a mistake.

UNIT II – Counting by Sliding and Touching Objects

LESSON 2: Touching Objects

Materials:

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

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.

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. I touched and counted three pencils. How many pencils did I count?**

L: 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.

Error Correction Procedure: If the learner has difficulty do the following:

Step 1. STOP the learner.

Step 2. HELP him by touching and counting the pencils together.

Step 3. REPEAT the task slowly withdrawing the added help.

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.



Error Correction Procedure: If the learner has difficulty do the following:

Step 1. STOP the learner.

Step 2. HELP him by touching and counting the pencils together.

Step 3. REPEAT the task, slowly withdrawing the added help until he can perform the step by himself.

When the learner can perform the skill alone return to Step B (Tell).

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.

UNIT III - Counting by Touching Objects in Varied Placement

INTRODUCTION

Unit Overview

The purpose of this unit is to provide information for teaching the learner to count objects in varied placement. The basic teaching procedure in this unit consists of showing the learner how to perform the skill and then telling him to do it alone. The lessons are organized as follows:

Lesson 1: Straight-line Placement

Lesson 2: Random Placement

Seating and Material Arrangement

Seating Arrangement:

If the learner is right handed, the instructor should sit to the learner's right. If the learner is left handed, the instructor should sit to the learner's left.

Materials:

Objects that can be manipulated and counted
Three types of objects will be needed

The instructions for this unit are based on the use of the following:

Ten pennies
Ten play blocks (cubes approximately 1" square)
Ten empty cans
Similar objects may be substituted for any of those listed as long as they do not tip over or roll

UNIT III – Counting by Touching Objects in Varied Placement

LESSON 1: Straight-line Placement

Object Placement Chart Straight-Line Placement (Appendix Page 39)

Placement #1:

Five blocks spaced one block apart

Placement #2:

Nine blocks spaced one block apart

Placement #3:

Four cans spaced one can apart

Placement #4:

Seven cans spaced one can apart

Placement #5:

Three pennies spaced one penny apart

Placement #6:

Eight pennies spaced one penny apart

Placement #7:

Two blocks almost touching

Placement #8:

Six blocks almost touching

Placement #9:

One can by itself

Placement #10:

Eight cans touching

Placement #11:

Four pennies touching

Placement #12:

Ten pennies touching

UNIT III

LESSON 1: Straight-line Placement

Materials:

Ten pennies
Ten play blocks
Ten empty cans
Object Placement Chart-Straight Line
Instructor's Chart
Learner's Chart

Directions:

Teach Lesson 1 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 straight-line 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.

Step A: (Show)

I: (Use Placement #1 on the Object Placement Chart-Straight Line. Arrange five blocks, spaced one block apart, 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. I counted the blocks. How many blocks did I count?**



L: Five

**I: Good! You were watching and listening carefully.
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.

Error Correction Procedure: If the learner has difficulty, do the following:

Step 1. STOP the learner.

Step 2. HELP him by touching and counting the blocks together.

Step 3. REPEAT the task slowly, withdrawing the added help until he can perform the step by himself.

Step B (Tell)

I: (Use Placement #1 on the Object Placement Chart-Straight Line. Arrange five blocks, spaced one block apart, 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.

Error Correction Procedure: If the learner has difficulty do the following:

Step 1. STOP the learner.

Step 2. HELP him by touching and counting the blocks together.

Step 3. REPEAT the task, slowly reducing the added help until the learner can perform the step by himself.

When the learner can perform the skill alone return to Step B.

Repeat Step B using the other placements shown on the Object Placement Chart.

The learner has completed the lesson when he can count all twelve placements by himself without a mistake.

UNIT III – Counting by Touching Objects in Varied Placement

LESSON 2: Random Placement Object Placement Chart (Appendix page 40)

Placement #1:

Five blocks, almost touching

Placement #2:

Seven blocks, almost touching

Placement #3:

Four blocks, approximately one block apart

Placement #4:

Nine cans, approximately one can apart

Placement #5:

Eight cans, approximately one can apart

Placement #6:

Three pennies, approximately one penny apart

Placement #7:

Six pennies, almost touching

Placement #8:

Five blocks, about one block apart, in a circle

Placement #9:

Nine cans, approximately one can apart, in a circle

Placement #10:

Eight pennies, approximately one penny apart, in a circle

UNIT III

LESSON 2: Random Placement

Materials:

Ten pennies
Ten play blocks
Ten empty cans
Object Placement Chart
Instructor's Chart
Learner's Chart

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.

Step A: (Show)

I: (Use Placement #1 on the Object Placement Chart-Randon Placement. 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. I counted the blocks. Which block did I count first? Point to it.**



L: (points to the block on the left.)

I: Good! You were watching carefully!

I: Now it's your turn to count the blocks. Ready. Go.

L: One, two, three, four, five. (Counts the blocks by touching them lightly with his index finger.)

I: Great! You counted five blocks.

Error 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: 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.) One, two, three, four, five.**

I: Great! You counted five blocks.

Error Correction Procedure: If the learner has difficulty do the following:

Step 1. STOP the learner.

Step 2. HELP him by touching and counting the blocks together.

Step 3. REPEAT the task with less help until the student can do it on his own.

Step B (Tell)

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

Error Correction Procedure:

If the learner has difficulty, do the following:

If the learner points to each object and says the number, but does not touch the object, do not correct him. If the learner is not pointing to touching and counting correctly at the same time, hold the learner's hand. The learner and instructor should then touch and say the numbers together. The instructor should slowly withdraw his help and take away his hand until the learner is pointing or touching and saying the numbers by himself. **If the learner misses an object stop him immediately. For example say:**

I: Stop. You missed this one. (Point to the object that he missed)

Count them again from here. (Count from object before the one he missed.)

Step C:

Repeat Step B using the next six placements shown on the Object Placement Chart-Random Placement. Then proceed to Step D.

Step D: Counting in a Circle (Show)

I: (Use Placement #8 on the Object Placement Chart-Random Placement. Arrange five blocks in a circle as shown.)

Watch me. I am going to count the blocks. First I mark the block I count first. One, two, three, four, five.



I: Let's do that together. First we mark the block we count first. (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.) Now we count. (Count clockwise starting with the block you have marked. Using your counting hand, touch the blocks as you say the numbers.)

I & L: One, two, three, four, five.

I: See? We stopped counting when we got back to the first block. It's your turn to count the blocks. Ready. Go.

L: One, two, three, four, five.

Error Correction Procedure: If the learner has difficulty do the following: **If the learner points to each object and says the number, but does not touch the object, do not correct him.**

If the learner is not pointing to, touching, and counting correctly at the same time, hold the learner's hand. The learner and instructor should then touch and say the numbers together. The instructor should slowly withdraw his help and take away his hand until the learner is pointing or touching and saying the numbers by himself. If the learner misses an object, stop him immediately. For example say:

I: Stop. You missed this one. (Point to the object that he missed)
Count them again from here. (Count from object before the one he missed.)

Step E: (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.

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 five blocks.

Error Correction Procedure: If the learner has difficulty do the following: **If the learner points to each object and says the number, but does not touch the object, do not correct him.**

If the learner is not pointing to, touching, and counting correctly at the same time, hold the learner's hand.

The learner and instructor should then touch and say the numbers together.

The instructor should slowly withdraw his help and take away his hand until the learner is pointing or touching and saying the numbers by himself.

If the learner misses an object, stop him immediately. For example, say:

**I: Stop. You missed this one. (Point to the object that he missed)
Count them again from here. (Count from object before the one he missed.)**

Step F: (Tell)

I: (Use Placement #8 on the Object Placement Chart-Random Placement. Arrange five 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 five blocks.

Error Correction Procedure: If the learner has difficulty, do the following: **If the learner points to each object and says the number, but does not touch the object, do not correct him.**

If the learner is not pointing to, touching, and counting correctly at the same time, hold the learner's hand.

The learner and instructor should then touch and say the numbers together. The instructor should slowly withdraw his help and take away his hand until the learner is pointing or touching and saying the numbers by himself. If the learner misses an object, stop him immediately. For example say:

**I: Stop. You missed this one. (Point to the object that he missed)
Count them again from here. (Count from object before the one he missed.)**

Repeat Step F 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.

UNIT IV - Counting to a Number Between One and Ten

INTRODUCTION

Unit Overview

The purpose of this unit is to provide information for teaching the learner to count to a number between one and ten. The basic teaching procedure in this unit consists of showing the learner how to perform the skill and then telling him to do it alone. The lessons are organized as follows:

Lesson 1: Counting Fewer than Ten Objects

Lesson 2: Counting Games and Activities

Note: The previous units required the learner to count all the objects he was given. In this unit he will be given a certain number of objects and be asked to count only some of them. (For example, he might have nine objects and be asked to count five.)

Seating and Material Arrangement: Use the following seating arrangement. The instructor and learner should be seated at a table opposite each other.



Materials:

Materials used when teaching this unit include objects that can be manipulated and counted. These can include almost any objects available to the learner and instructor.

Instructions for this unit are based on the use of specific objects. Similar objects may be substituted for any of those listed as long as they do not tip over or roll.

UNIT IV- Counting to a Number Between One and Ten

LESSON 1: Counting Fewer than Ten Objects

Materials:

Another child or adult to demonstrate
Twelve objects such as empty cans
Stop sign
Instructor's Chart
Learner's Chart

Directions:

Teach Lesson 1 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 fewer than ten objects and then you will TELL him to do it alone.

You will be using the stop sign for this lesson. Color the stop sign. You may wish to paste it on cardboard.

Step A: (Show)

I: (Use another child or adult to demonstrate to the learner what you want him to do. This person will be referred to as the model. Arrange twelve cans in a straight line.)
We are going to play a game called "Stop After the Number." [Model's name] and I will play the game first. (Turn to the model and give him the stop sign.)
[Model's name], I am going to start counting. When I have counted to four, stop me by holding up the stop sign. (Touch and count four cans.) One, two, three, four.

M: (Holds up the stop sign.)



I: Good work! You stopped me after four. (Turn to the learner and give him the stop sign.)
[Learner's name], now it's your turn. I am going to start counting. When I have counted to FOUR, stop me by holding up the stop sign. You will stop me after I say which number?

L: Four

I: Good! Let's count four cans. (Touch and count four cans.) One, two, three, four.

L: (Holds up the stop sign.)



I: Good job! You remembered to stop me after four.

Error Correction Procedure: If the learner holds up the sign too soon, say:

I: Not yet. I haven't counted "four."

If the learner does not hold the sign up after the instructor says "four." say:

I: I've counted to four. Stop me after I say "four."

Step B: (Practice)

I: (Leave the twelve cans in a straight line.) Now I will count to three.
Stop me when I have counted to three. You will stop me after I say which number?

L: Three.

I: Good! You remembered. (Touch and count three cans.) One, two, three.

L: (Holds up the stop sign.)

I: You did it! You stopped me after three. Now I will count to five.
You will stop me after I say which number?

L: Five

I: That's right! (Touch and count five cans.) One, two, three, four, five.

L: (Holds up the stop sign.)

I: **Great ! You remembered to stop me after five. Now I will count to seven.**
(Touch and count seven cans.) **One, two, three, four, five, six, seven.**

L: (Holds up the stop sign.)

I: **Excellent ! You stopped me after seven.**

Error Correction Procedure: If the learner holds up the sign too soon, say:

I: **Not yet. I haven't counted "seven."**

If the learner does not hold the sign up after the instructor says "seven," say:

I: **I've counted to seven. Stop me after I say "seven."**

Step C: (Transition)

I: (Leave the twelve cans in a straight line.) **Let's change.**
I'll hold the stop sign and you'll count. (Take the stop sign.) **Count three cans.**

L: (Touches and counts three cans.)

I: (Hold up the stop sign.) **Good! You did that so well I don't think you need the stop sign.**
This time, see if you can stop by yourself. Count four cans.

L: (Touches and counts four cans.)

I: **Great! You counted four cans.**

Error Correction Procedure: If the learner forgets to stop, say:

I: **Stop. Let's count the four cans again. Stop after you say "four." Ready. Go.**

Step D: (Tell)

I: (Leave the twelve cans in a straight line.) **Count six cans.**

L: (Touches and counts six cans.)

I: **You did it! You counted six cans.**

Error Correction Procedure: If the learner is forgetting to stop, say:

I: **Stop. Let's count the six cans again. Stop after you say "six." Ready. Go.**

Repeat Step D having the learner count five, seven, nine, eight and then ten cans.

The learner has completed the lesson when he can count any number of objects between one and ten by himself without a mistake

This is the end of the structured lessons. The learner may color the rest of the Learner's Chart and keep it.

UNIT IV – Counting to a Number Between One and Ten

LESSON 2: Counting Games and Activities

Directions:

The following pages contain games and activities designed to give the learner practice in counting with common objects found in the home and school. Skills not practiced will be forgotten so the instructor should plan to provide as much practice as possible in a variety of situations using a wide variety of objects. The student does not need to finish the program before using the skills he has in routines of daily living.

Additional Activities - Counting for Fun in Daily Routines

Materials needed: Any objects available to the learner and instructor during daily routines.

Game Procedure: Be alert to opportunities during daily routines when the learner can be asked to count objects:

- During meals or snacks have the learner count the number of food items that he will eat.
- When shopping, have the learner count the number of objects put into the shopping cart.
- When dressing, have the learner count his fingers and toes, the buttons on his shirt, his shoes, etc.
- When sitting in any room in the house, have the learner count the number of windows, chairs, lights, or other objects present in the room.
- When the learner is playing with his toys, have him count the number of toys in his toy box.

Games

The “Bring Me” Game

Materials Needed: Almost any objects available to the learner and instructor

Game Procedure: The Instructor asks the learner to bring him a certain number of one type of object . (for example, five flowers, two pencils, four toys or one apple)

The Hide and See Game

Materials Needed: Almost any objects available to the learner and instructor, such as buttons or coins

Game Procedure:

- When the learner is not present, the instructor places a number of objects around in a room in full view.
- When the learner enters the room, the instructor tells him that there are a certain number of “hidden “ objects.
- The learner counts as he finds them.

Puzzle Matching

Materials Needed: Ten 3x5 cards, crayons or pencil, scissors. (Or see puzzle cards, appendix page 49-51)

Getting Ready: Draw the same number and the same objects (for example, squares or circles) on each half of a puzzle card. Each card representing one through ten should show different objects. Cut each card into two puzzle pieces, separate the pieces, and mix them up.

Game Procedure: The learner puts the puzzle pieces together by matching shapes and numbers of objects.

“Sorry, I’m Out of Apples!” Game

Materials Needed: See appendix page 42-43

Getting ready: Cut out ten apple pictures or any real pictures of ten objects.

Game Procedure: The instructor may ask someone to show the learner how to play the game the first time. In the beginning, the instructor will be the customer; the learner or the other person will be the shopkeeper. Give the shopkeeper ten apples.

- **Customer (I): I need five apples**
- **Shopkeeper (L): (Counts and gives five more apples to the customer.) One, two, three, four, five.**
- **Customer (I): I need six more apples**
- **Shopkeeper (L): (Counts and gives five more apples to the customer.) One, two, three, four, five. Sorry, I’m out of apples!**

After the shopkeeper runs out of apples, change roles and repeat the exercise. The customer may choose any number. Use real objects or pictures or other objects as a variation of this game.

The Market Game

Materials Needed:

Table and shelf

A variety of empty grocery cartons and cans. (For example use soda bottles, aluminum cans, egg cartons, cereal boxes, soup and juice cans)

Game Procedure: Learners take turns being “shopkeeper” and “customer.” Most learners can play this type of game with little prompting. The customer asks for a given number of items (for example, three cans of soda). The shopkeeper then takes them off the shelf and counts as he places them on the table for the customer. The customer should also count the objects after they have been placed on the table.

“Go Fish” Game

Materials Needed: Twenty 3x5 cards, pen or crayon, scissors. (Or see appendix page 44-48)

Getting Ready: Mark pairs of cards with circles, squares, or other simple patterns. Each pair should show a different number of objects (from one through ten).

Game Procedure:

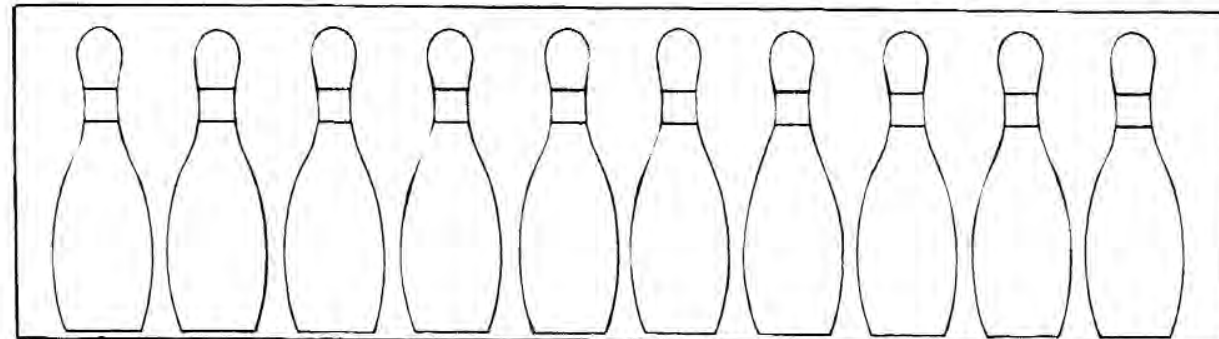
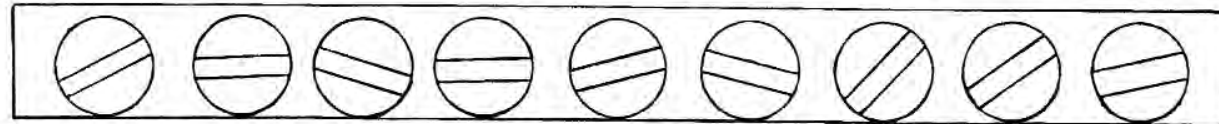
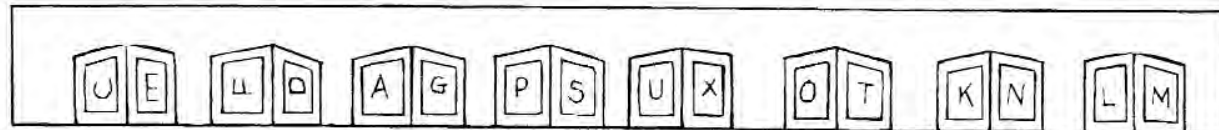
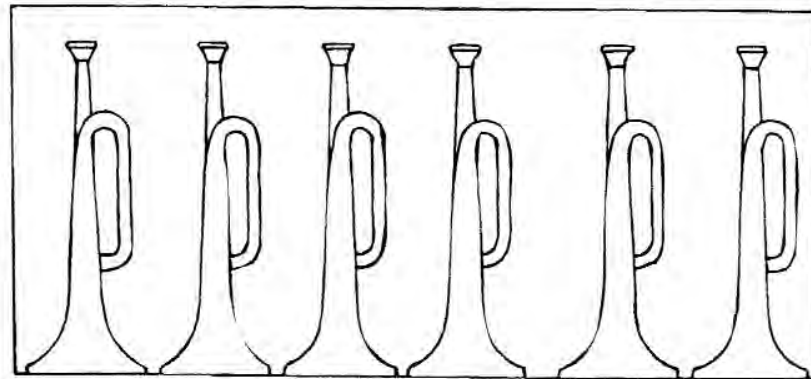
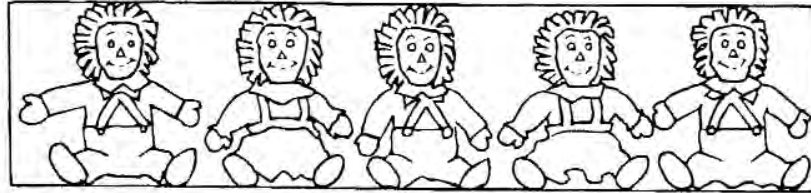
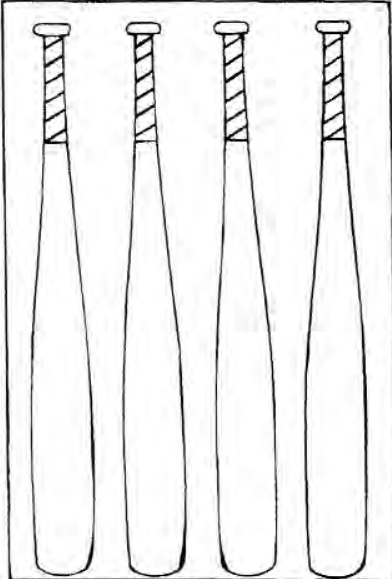
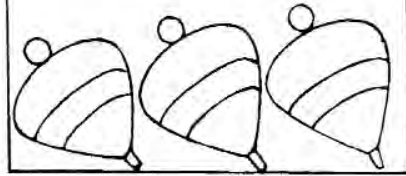
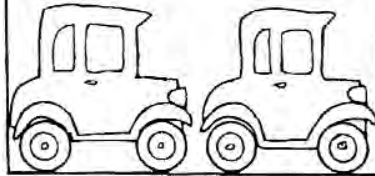
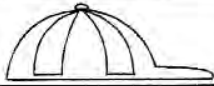
- Shuffle the cards and deal two cards to each player.
 - Place the remaining cards face down in a pile.
 - The first player dealt to asks the other for a card to match one that he has.
 - The other player gives him that card if he has it, which gives the first player a pair.
 - If the second player does not have the requested card, he says, “Go Fish,” and the first player draws a card from the pile.
 - The second player takes his turn. Play continues until all the cards are paired.
- Object of the Game: The player with the most pairs wins.

Instructor's Chart

Learner's Name _____













Unit	Lesson	Skill	Date Started	Date Mastered	Notes
Unit I	Lesson 1	Physical and Verbal			
	Lesson 2	Reduced Verbal			
	Lesson 3	Reduced Physical			
	Lesson 4	Independent			
Unit II	Lesson 1	Slide Objects			
	Lesson 2	Touch Objects			
Unit III	Lesson 1	Straight Line			
	Lesson 2	Random Placement			
Unit IV	Lesson 1	Count fewer than Ten			
	Lesson 2	Games and Activities			

Learner's Chart
Counting Objects







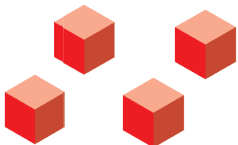
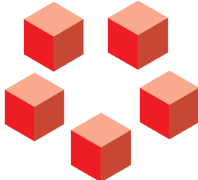
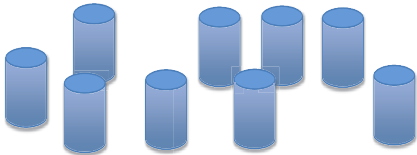
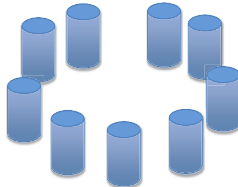

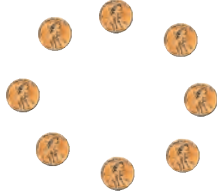
Unit III: Objects in Varied Placement
Lesson 1: Straight-Line Placement

Object Placement Chart

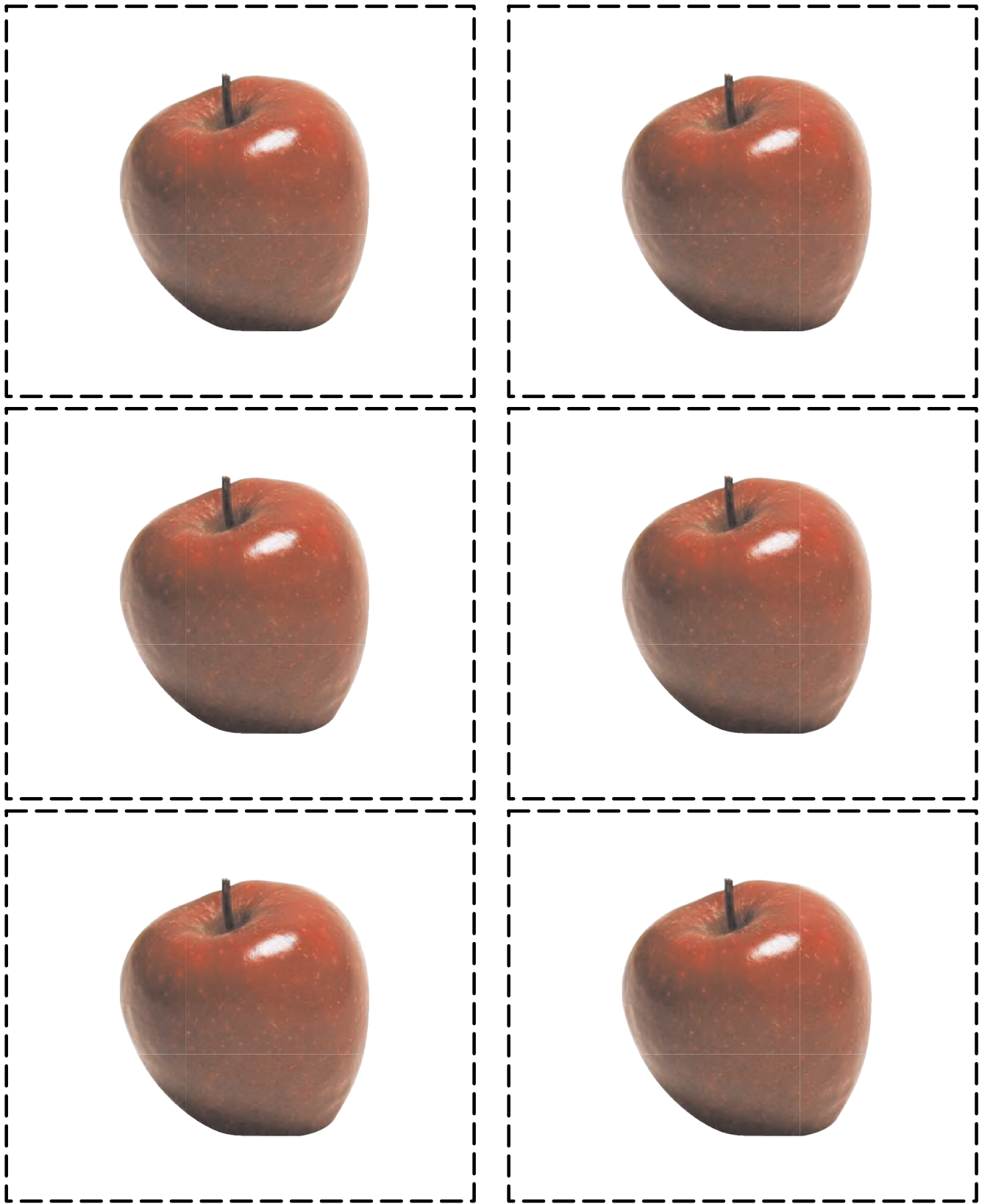
<p>Placement #1: Five blocks, spaced one block apart</p> 	<p>Placement #7: Two blocks, almost touching</p> 
<p>Placement #2: Nine blocks, spaced one block apart</p> 	<p>Placement #8: Six blocks, almost touching</p> 
<p>Placement #3: Four cans, spaced one can apart</p> 	<p>Placement #9: One can, by itself</p> 
<p>Placement #4: Seven cans, spaced one can apart</p> 	<p>Placement #10: Eight cans, touching</p> 
<p>Placement #5: Three pennies, spaced one penny apart</p> 	<p>Placement #11: Four pennies, touching</p> 
<p>Placement #6: Eight pennies, spaced one penny apart</p> 	<p>Placement #12: Ten pennies, touching</p> 

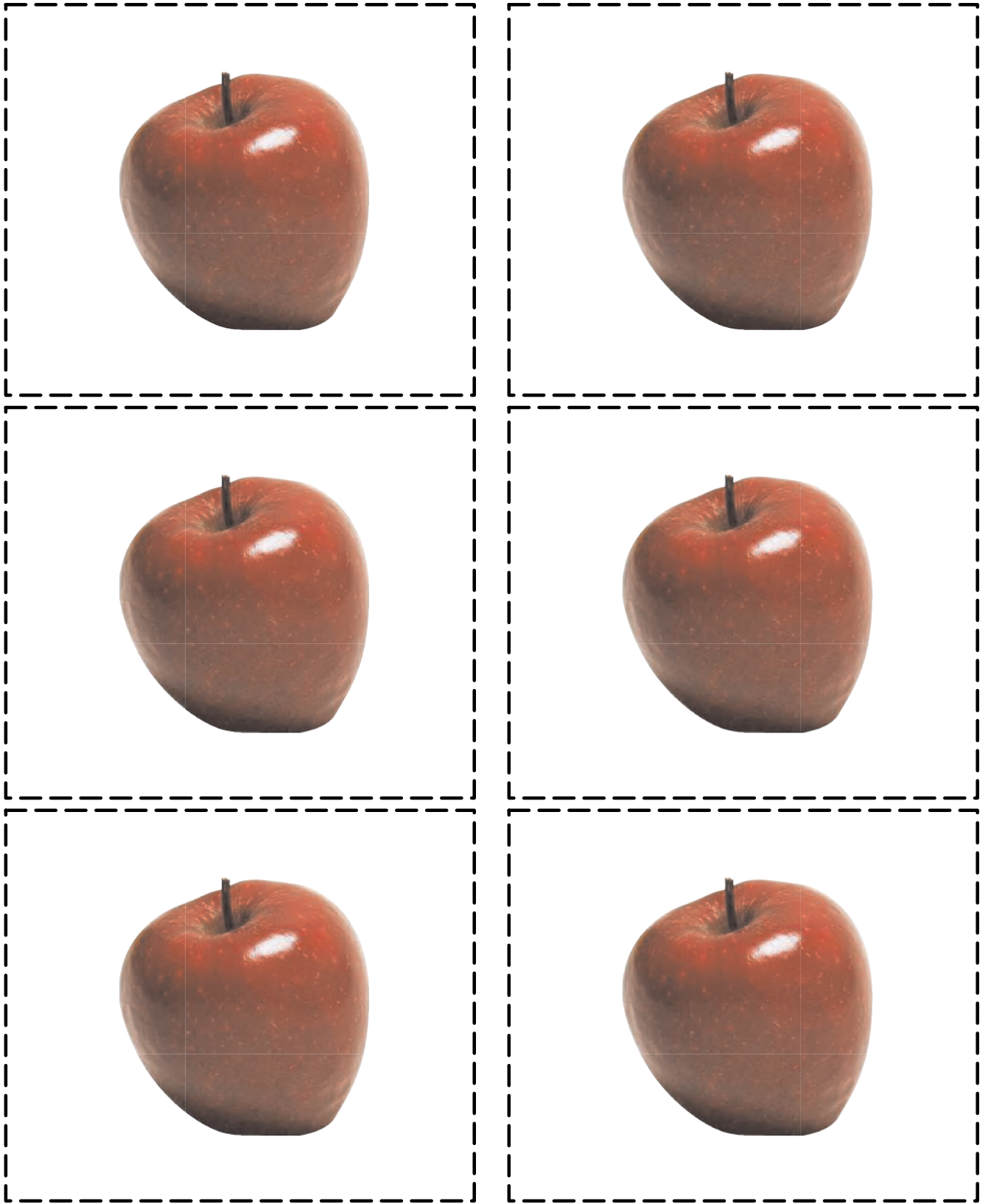
Unit III: Objects in Varied Placement
Lesson 2: Random Placement

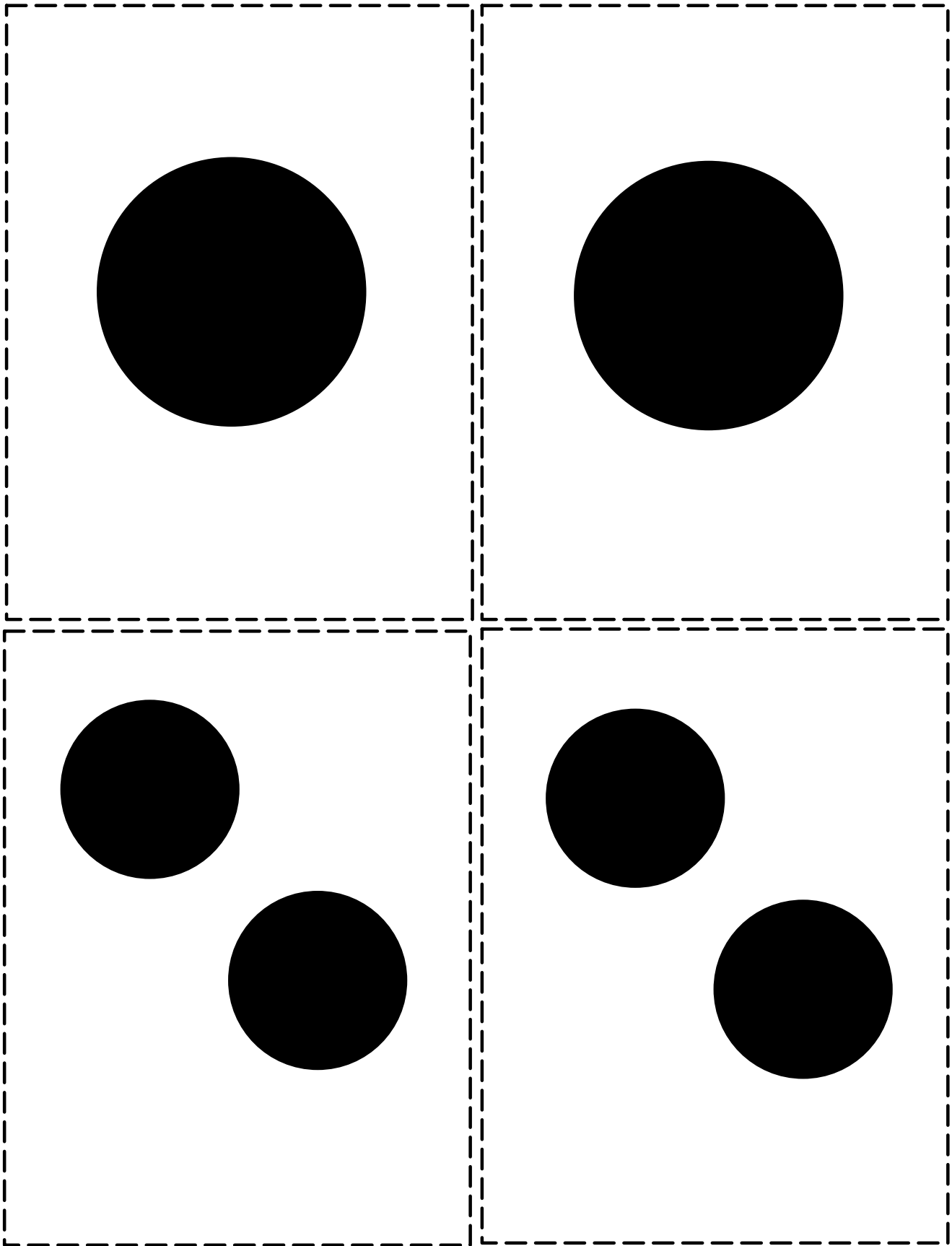
Object Placement Chart

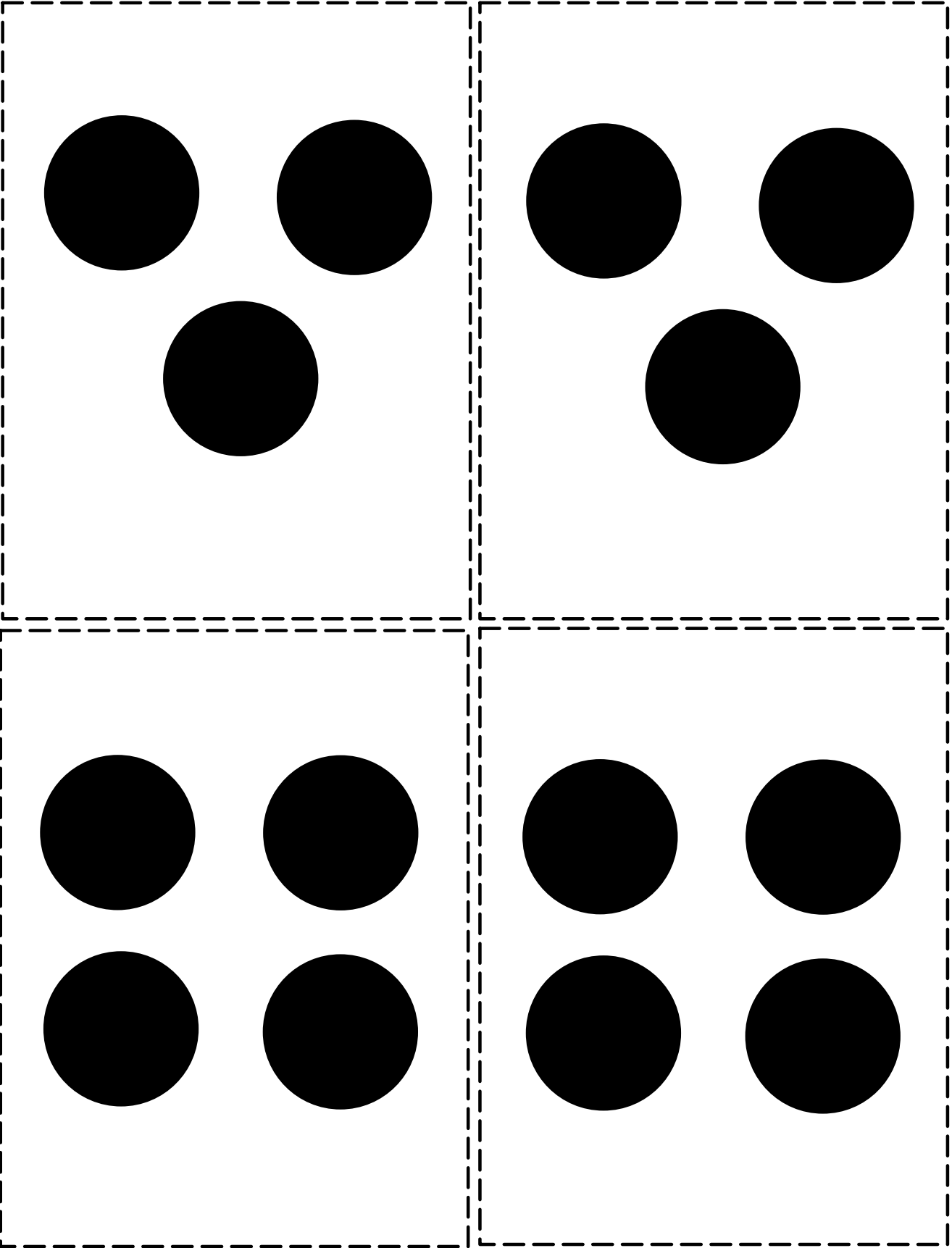
<p>Placement #1: Five blocks, almost touching</p> 	<p>Placement #6: Three pennies, approximately one penny apart</p> 
<p>Placement #2: Seven blocks, almost touching</p> 	<p>Placement #7: Six pennies, approximately one penny apart</p> 
<p>Placement #3: Four blocks, approximately one block apart</p> 	<p>Placement #8: Five blocks, about one block apart, 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> 

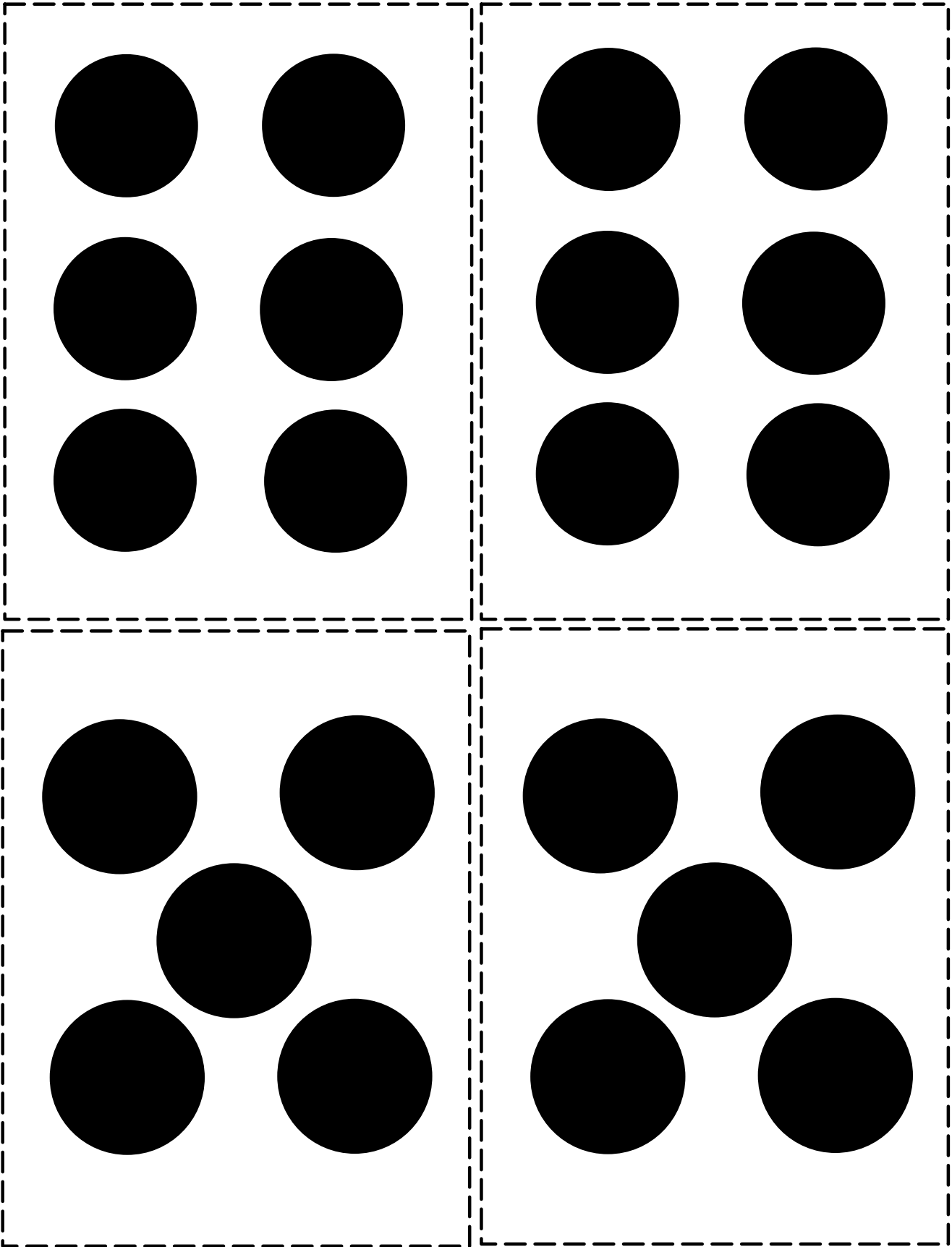


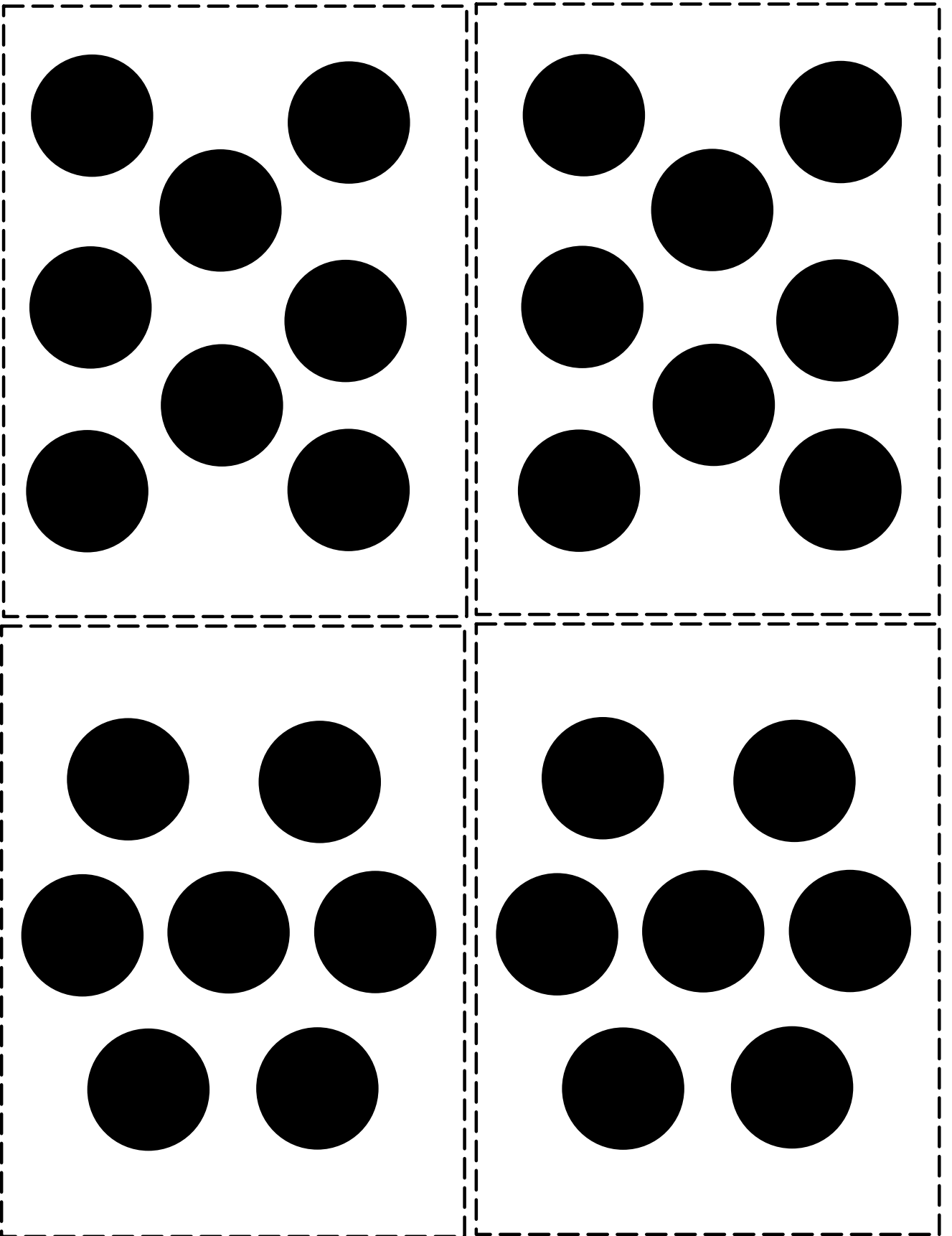


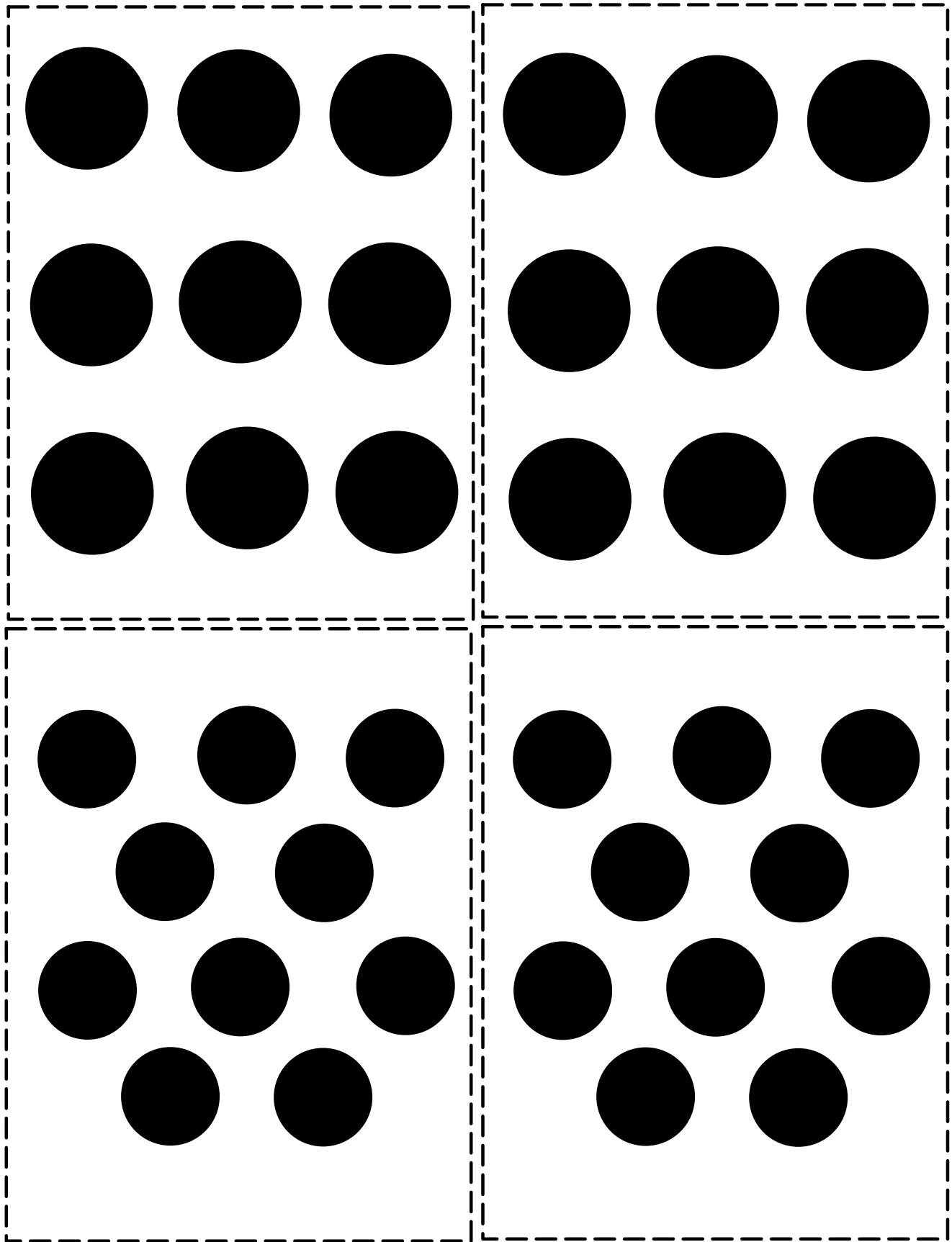


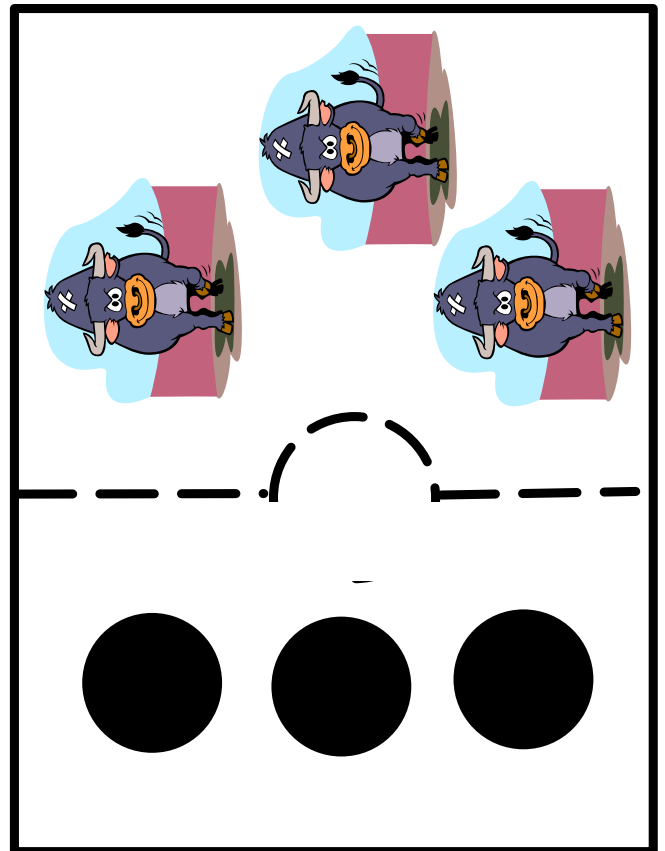
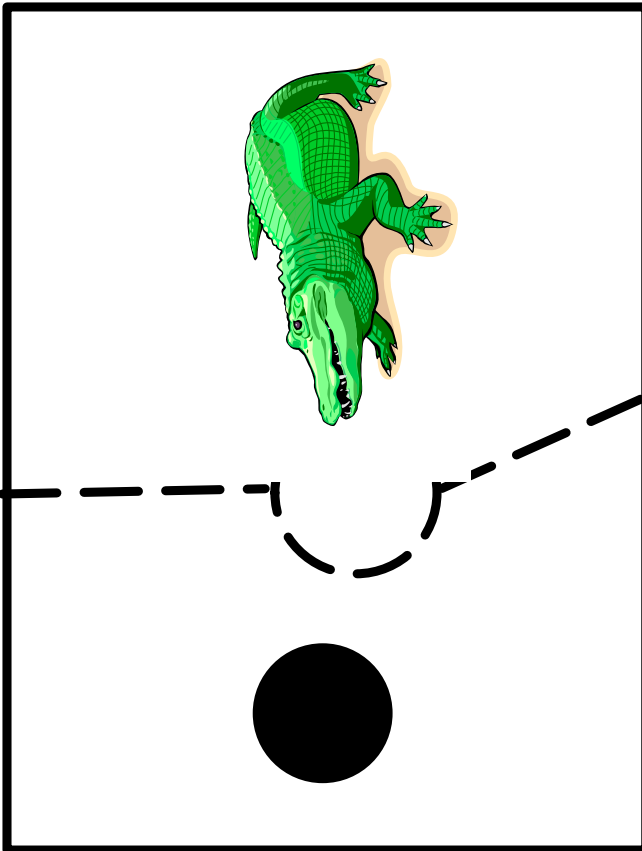
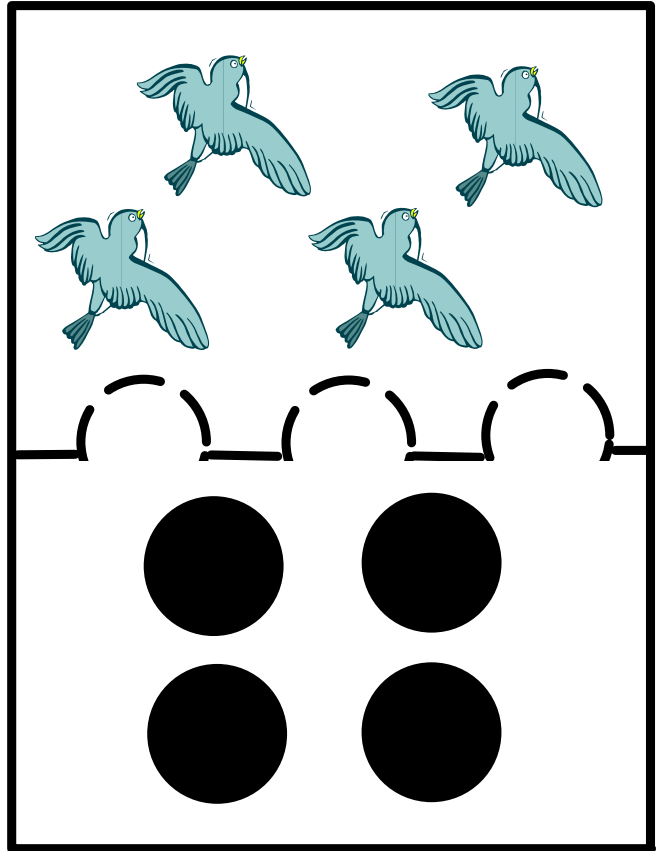
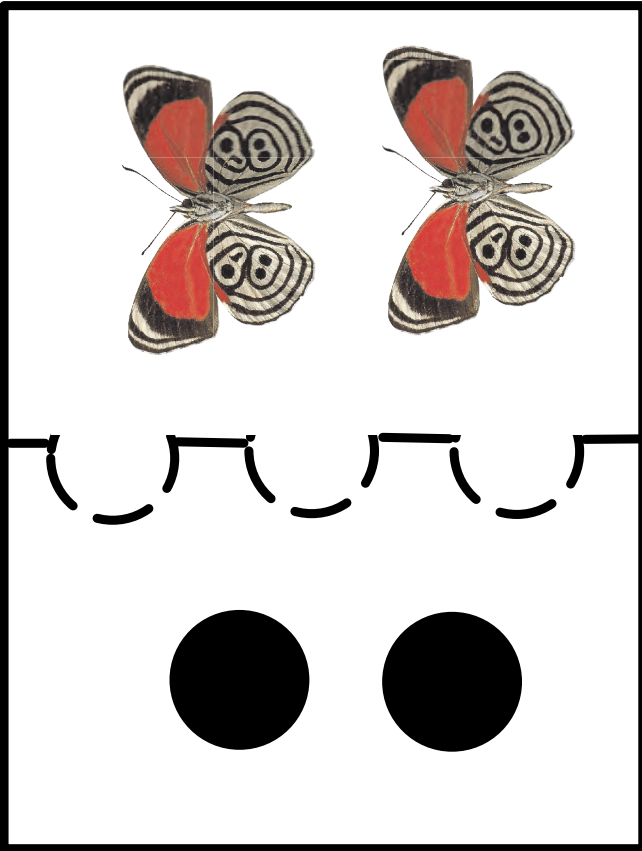


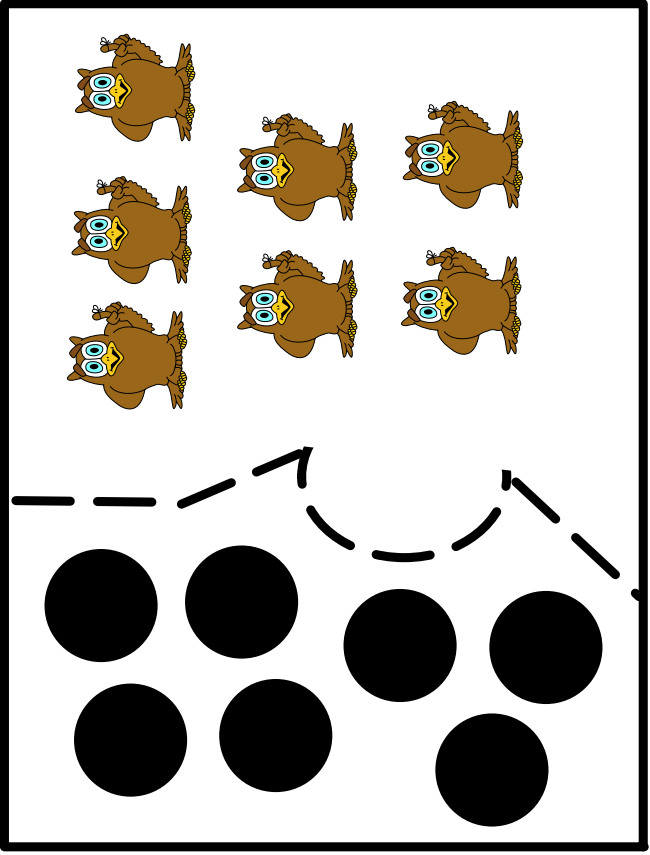
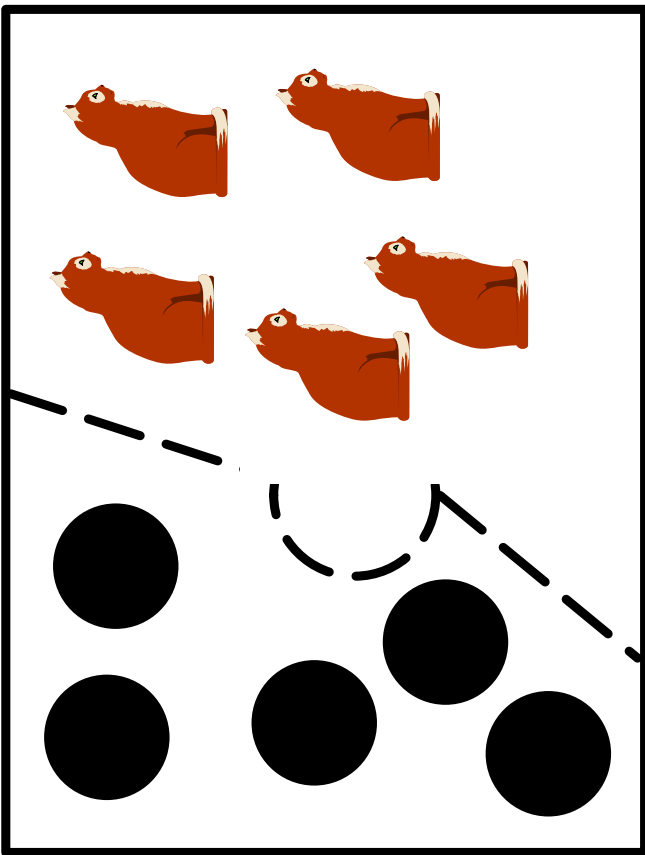
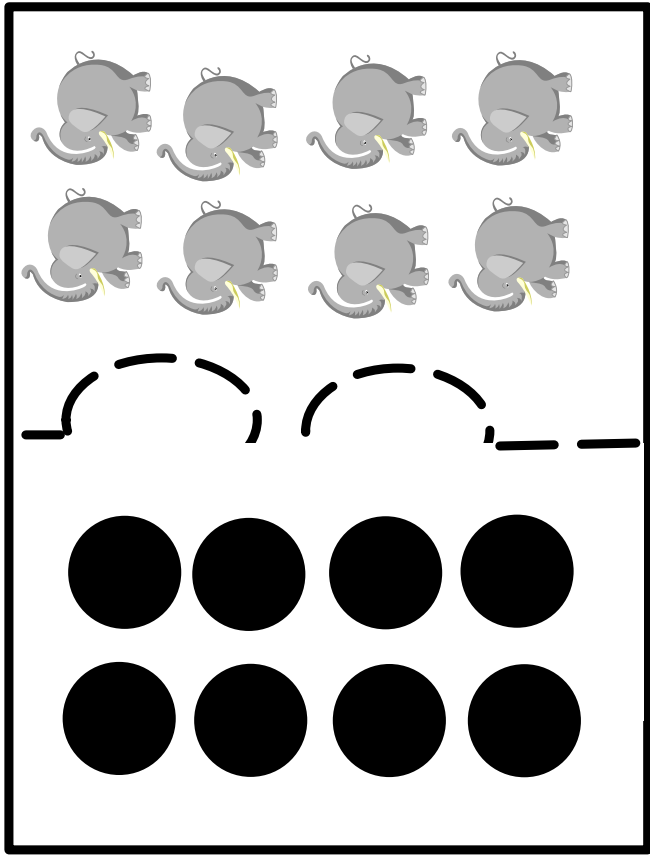
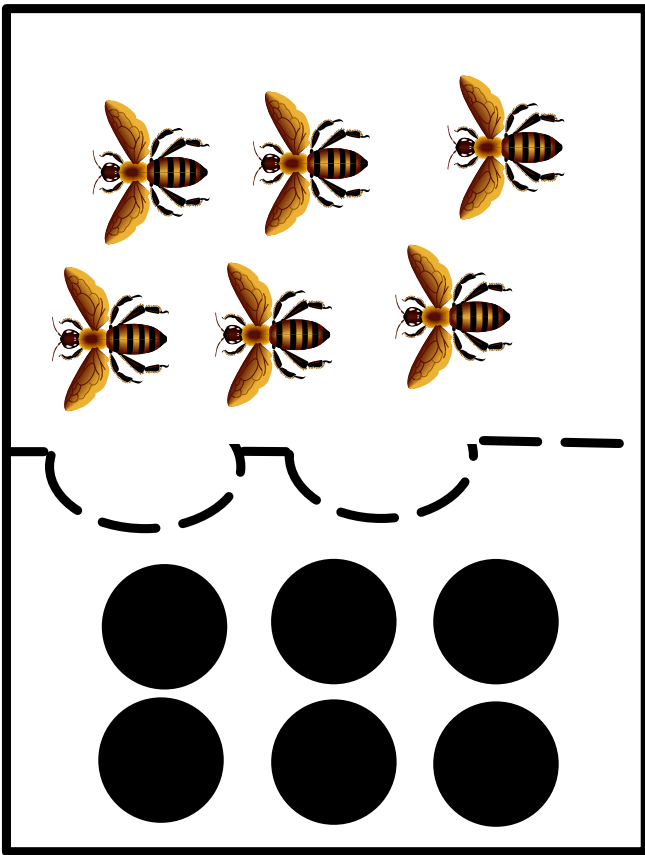


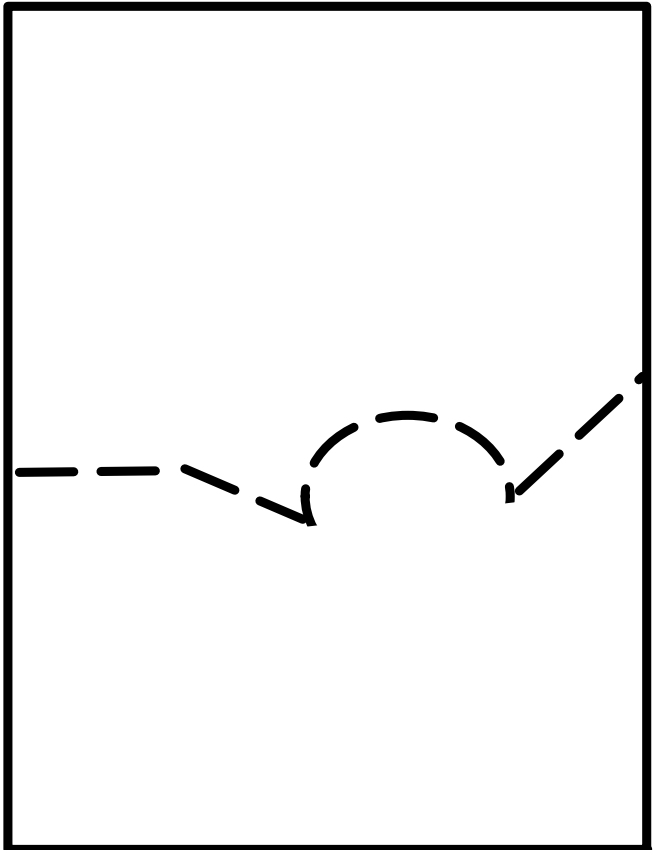
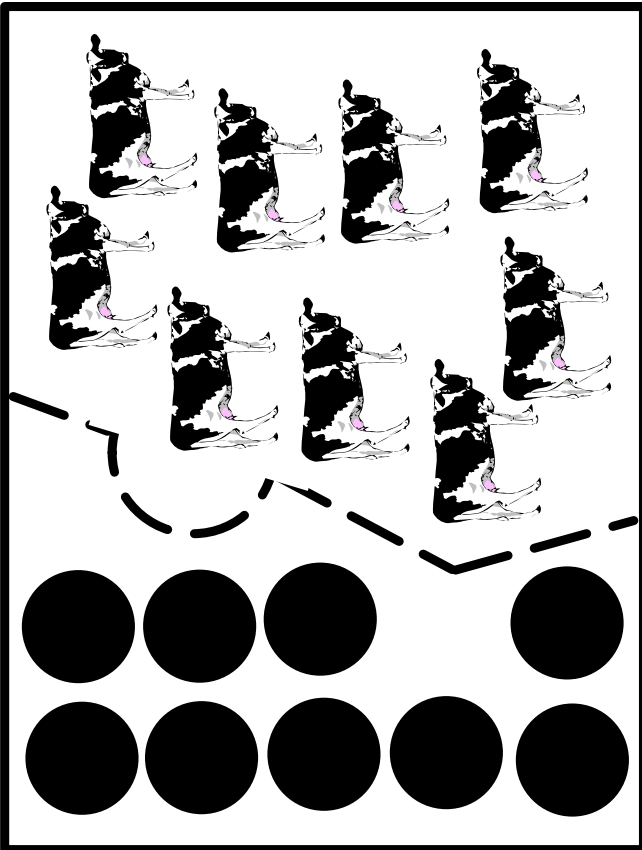
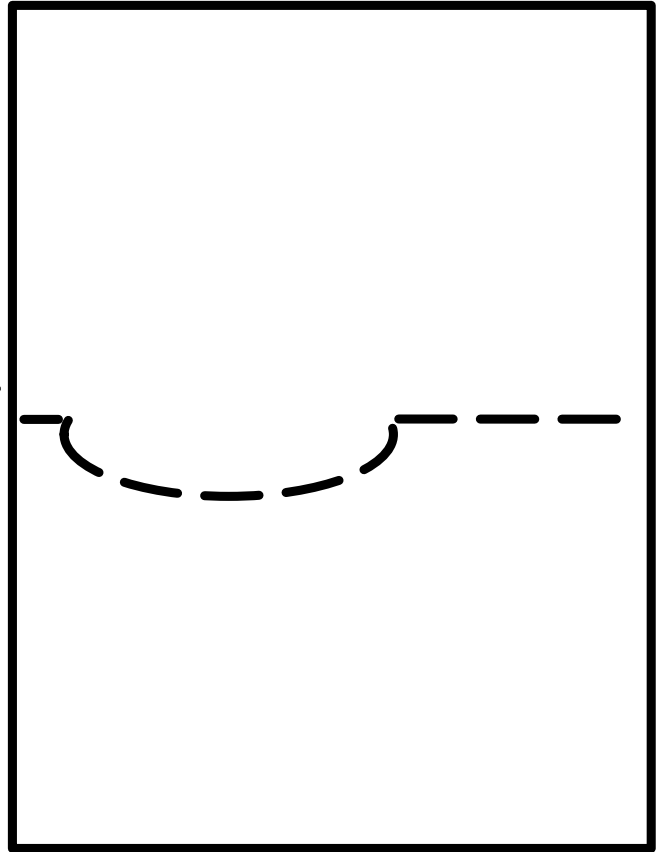
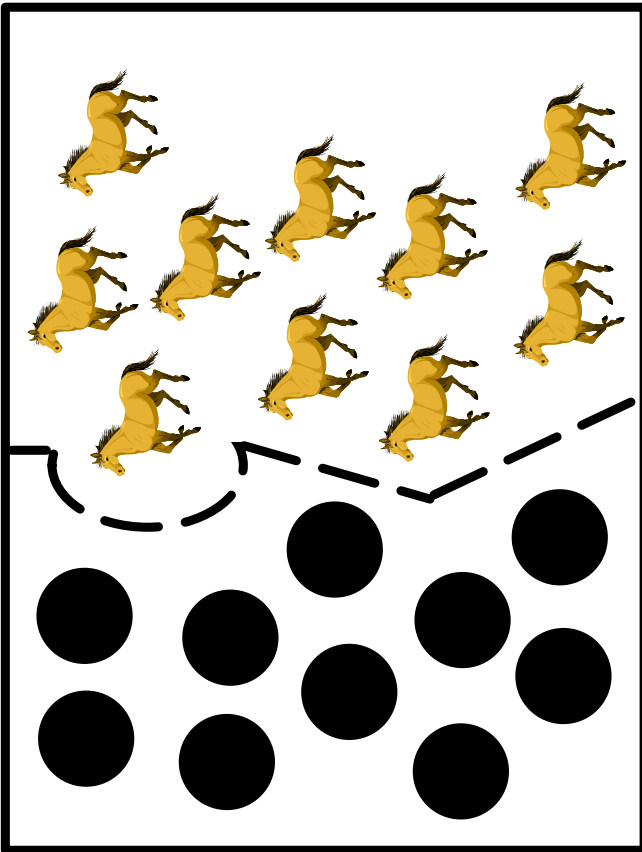












Dialog Cards

These cards are for use by teachers who are familiar with the Counting Objects 1–10 program. They provide a quick reference to help the teacher recall the sequence of instruction and instructor dialog. Copy the pages on card stock and cut along the dotted lines.

Unit 1: Lesson 1 – Picking Up Objects:

Physical and Verbal Assistance

Place four pencils on the paper to the left of the learner.

I: We are going to count four pencils together. Hold the end of this pencil...

... and I will hold the other end. We will lift the pencil together and move it to the other sheet of paper. When we put it down, we will count it together. Ready.

I: One

L: One

I: Good! You counted with me. *(Move the next pencil to the other sheet of paper.)*

I: Two.

L: Two.

I: Three.

L: Three

I: Four.

L: Four

I: Good counting! You counted four pencils. How many pencils did you count?

L: Four.

I: That's right! You counted four pencils.

(Repeat this lesson, using three, two, one, then five pencils.)



Unit 1: Lesson 2 – Picking Up Objects:

Reduced Verbal Assistance

Step A: (Reduced Verbal Assistance) Place three pencils on the sheet of paper to the learner's left.

I: Let's count the pencils. Ready.

I&L: (Pick up and move the pencil, counting "one" together.

The learner says the number along with the instructor, who says it quietly.)

I: Good! You counted with me.

I&L: (Pick up and move the second pencil, counting "two" together. The learner says the number along with the instructor, who says it quietly.)

I&L: (Pick up and move the third pencil, counting "three" together. The learner says the number along with the instructor, who says it quietly.)

I: Good work! I heard you count the three pencils
Repeat lesson.

Step B: -(NO Verbal Assistance) Same set-up as Step A.

I: Let's try that again, but this time I want you to count the pencils by yourself. Ready, go.

I&L: (Pick up and move one pencil together.)

L: One

I: (Say nothing.)

L: (Picks up the pencil and moves it.)

Two.

I: (Touches the last pencil and says nothing.)

L: (Picks up the pencil and moves it.)

Three.

I: Great! You counted the pencils by yourself.



Unit 1: Lesson 3 – Picking Up Objects:

Reduced Physical Assistance

Step A: (Touch) Return the four pencils to the sheet of paper on the left.

I: Count the pencils yourself. Ready. Go (Touch the end of the pencil lightly.)

L: (Picks up the pencil and moves it.)

One.

I: (Touches the next pencil lightly and says nothing.)

L: (Picks up the second, third, and fourth pencils and says "two," "three," and "four.")

I: You did a good job counting the four pencils!

Step B: (Point)

I: Try that again, but this time I want you to move and count the pencils by yourself. Ready. Go.

(Point to the end of the pencil and follow it as the learner picks it up and moves it. Do not say the numbers.)

L: (Picks up the second, third, and fourth pencils and says "two," "three," and "four.")

I: Great! You moved and counted the pencils by yourself.

Step C: (No Physical Assistance)

I: (Move the four pencils back to original side.)

Pick up, move, and count the pencils. (Place your hands on the table)

L: (Picks up the first pencil.)

One.

(Picks up the next pencil.)

Two.

(Picks up the final pencil.)

Three.

I: Excellent! You counted the four pencils by yourself.

(Repeat this lesson with two, four, then five pencils.)

Unit I: Lesson 4 – Picking Up Objects:

Learner By Himself

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. 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.**

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!**

Unit II: Lesson 1 – Sliding Objects

Step A: (Show)

I: (Use a sheet of paper with a line drawn down the center. Place four pencils on the sheet of paper to the left of the line.)

Watch me. I am going to slide the pencils and count them.

One, two, three, four. I counted four pencils. How many pencils did I count?

L: Four.

I: **Good listening!** (Place the eight pencils back on the left sheet of paper.) **Now it's your turn to slide and count the pencils. Ready. Go.**

L: (Slides the pencils one at a time from the left side to the right side of the line. The learner says the name of each pencil as it crosses the line.)

I: **Great! You counted four pencils.**

Step B: (Tell)

I: (Move the four pencils back to the left side of the line.) **Slide and count the pencils.**

L: (Slides the pencils, one at a time, from the left to the right side of the line. The learner says the number for each pencil as it crosses the line.)

I: **You did it! You counted four pencils.**



Unit II: Lesson 2 – Touching Objects

Step A: (show)

I: (Turn over the sheet of paper on which you had drawn the line. Place three pencils, evenly spaced, across the page. Place the paper and pencils in front of you.) **Watch me. I am going to touch and count the pencils. One, two, three. I touched and counted three pencils. How many pencils did I count?**

L: Three.

I: **Good! You were paying attention. Now it's your turn to touch and count the pencils.**

(Slide the paper and pencils in front of the learner.) **Ready. Go.**

L: One, two, three. (Counts as he touches the pencils.)

I: **Great! You counted three pencils.**

(Repeat Step B using the numbers four, two, one and five, and then the numbers eight, six, ten, nine and seven.)

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.**

I: (Repeat Step B with the numbers three, two, one, and five, and then with the numbers six, eight, ten, seven and nine.)

Unit III: Lesson 1 – Straight-Line Placement

Step A (show)

I: (After referring to the list of object placements, arrange 5 blocks, one block apart, in front of the learner.) **Watch me. I am going to count these blocks.**

(Count the blocks by pointing to them and touching them lightly with your finger. Count them from left to right.) **One, two, three, four, five. I counted the blocks. How many blocks did I count?**

L: Five.

I: **Good! You were watching and listening carefully. 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.)

One, two, three, four, five.

I: **Great! You counted five blocks**

Step B (Tell)

I: (Use Placement #1 on the Object Placement Chart. Arrange five blocks, spaced one block apart, 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.**

(Repeat the Step B procedures with the other object placements shown.)

Unit III: Lesson 2 - Random Placement

Step A (Show)

I: (After referring to the list of object placements, arrange 5 blocks, almost touching.) **Watch me. I am going to count these blocks.** (Count the blocks by pointing to them and touching them lightly with your finger. Count from left to right.)

One, two, three, four, five. I counted the blocks. Which block did I count first? Point to it.

L: (Points to the block on the left.)

I: **Good! You were watching carefully!**

I: **Now it's your turn to count the blocks.**

Ready. Go.

L: One, two, three, four, five. (Counts the blocks by touching them lightly with his index finger.)

I: **Great! You counted five blocks.**

Step B (Tell)

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

Step C

I: (Repeat Step B with the next six placements on the list.)

Unit III: Lesson 2 - Random Placement (Cont.)

Step D (Counting in a Circle - Show)

I: (After referring to the list of object placements, arrange the five blocks in a circle.)

Watch me. I am going to count the blocks. First I mark the block I count first. One, two, three, four, five.

(Count the blocks by pointing to them and touching them lightly with your finger. Count clockwise starting with the block that is approximately in the "six o'clock" position. Put the finger of the non-counting hand on the object to mark the starting point for placements 8,9, and 10.)

Let's do that together. First we mark the block we count first.

(Help the learner to place the finger of the non-counting hand on the first block.)

Now we count. (Holding the learner's counting hand and help him point to the blocks as you count.)

I&L: **One, two, three, four, five.**

I: **See? We stopped counting when we got back to the first block.**

It's your turn to count the blocks. Ready. Go.

L: One, two, three, four, five.

Unit III: Lesson 2 - Random Placement (Cont.)

Step E (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.**

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 five blocks.**

Step F: (Tell)

I: (Use Placement #8 on the Object Placement Chart. Arrange five 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 five blocks.**

Unit IV: Lesson 1 – Counting Fewer than Ten Given

Objects

Step A (Show)

I: **We are going to play a game called "Stop After the Number."** (Arrange the twelve cans or other objects in a straight line. Then ask someone who can do the exercise to show the learner how to play.)

[Model's name] and I are going to play the game first.

(Turn to the model and give him the stop sign.)

[Model's name], I am going to start counting. When I have counted to four, stop me by holding up the stop sign.(Count and point.)

One, two, three, four.

Model: (Holds up the stop sign.)

I: **Good work! You stopped me after four. (Turn to the learner and give him the stop sign.) [Learner's name], Now it's your turn. I am going to start counting. When I have counted to FOUR, stop me by holding up the stop sign. You will stop me after I say which number?**

L: Four

I: **Good. Let's count four cans. One, two, three, four.**

L: (Holds up the sign.)

I: **Good job! You remembered to stop me after four.**

Unit IV: Lesson 1 – Counting Fewer than Ten Given Objects (Cont.)

Step B (Practice)

I: Now I will count to three. Stop me when I have counted to three. You will stop me after I say which number?

L: Three.

I: Good! You remembered. One, two, three.

L: (Holds up the sign.)

I: You did it! You stopped me after three. Now I will count to five.

You are will stop me after which number?

L: Five.

I: That's right. (Touch and count five cans.) One, two, three, four, five.

L: (Holds up the sign.) **I: Great! You remembered to stop me after five.**

Now I will count to seven.

One, two, three, four, five, six, seven.

L: (Holds up the sign.)

I: Excellent! You stopped me after seven.

Unit IV: Lesson 1 – Counting Fewer than Ten Given Objects (Cont.)

Step C (Transition)

I: Let's change. I'll hold the stop sign and you'll count.

Count three cans.

L:(Counts and points.) One, two, three.

I: (Hold up the stop sign.) Good. You did that so well that I don't think you need the stop sign. This time, see if you can stop by yourself. Count four cans.

L: One, two, three, four.

I: Good! You counted four cans.

(Have the learner count nine, eight, and ten cans.)

Step D (Tell)

I: (Leave the twelve cans in a straight line.) Count six cans.

L: (Touches and counts six cans.)

I: You did it! You counted six cans.

Repeat Step D having the learner count five, seven, nine, eight and then ten cans.)

The learner has completed the lesson when he can count any number of objects between one and ten by himself without a mistake



COUNTING OBJECTS – Suggested IEP Goals

Annual Goal:

_____ will independently count sets of objects from 1 to 10 in random placement when given a variety of manipulatives and asked to count “object”, with 3-5 consecutive trials correct, across 2-3 consecutive data sessions as recorded on a data checklist.

Objective 1:

_____ will, with physical and verbal prompt, count sets of objects from 1 to 10 in random placement when given a variety of manipulatives and asked to count “object”, with 3-5 consecutive trials correct, across 2-3 consecutive data sessions as recorded on a data checklist.

Objective 2:

_____ will, with physical prompt, count sets of objects from 1 to 10 in random placement when given a variety of manipulatives and asked to count “object”, with 3-5 consecutive trials correct, across 2-3 consecutive data sessions as recorded on a data checklist.

Annual Goal:

_____ will accurately count the specific number of objects, when asked to count to a specific number of objects between one and ten, with 3-5 consecutive trials correct, across 2-3 consecutive data sessions as recorded on a data checklist.

Objective 1:

_____ will, with model, accurately count the specific number of objects, when asked to count to a specific number of objects between one and ten with 3-5 consecutive trials correct, across 2-3 consecutive data sessions as recorded on a data checklist.

PROGRAM COVER SHEET

COUNTING OBJECTS

STUDENT: _____

MATERIALS NEEDED:

- 5 PENCILS UNSHARPENED (LESSONS 1-3)
- 10 PENCILS UNSHARPENED (LESSON 4)
- 2 PIECES OF BLANK PAPER (8 ½ X 11)
- PENCIL AND CRAYONS (FOR MARKING CHARTS)
- DATA SHEETS

PRE-REQUISITE SKILLS

- SAY NUMBERS 1-10 IN SEQUENCE
-

I.E.P GOAL / OBJECTIVE:

_____ WILL INDEPENDENTLY COUNT OBJECTS 1-10 WHEN GIVEN A VARIETY OF MANIPULATIVES AND ASKED TO COUNT "OBJECT", WITH 3-5 CONSECUTIVE TRIALS CORRECT, ACROSS 2-3 CONSECUTIVE DATA SESSIONS AS RECORDED ON A DATA CHECKLIST.

STEPS:

1. COUNTING BY PICKING UP OBJECTS
2. COUNTING BY PICKING / SLIDING OBJECTS
3. COUNTING BY TOUCHING OBJECTS IN VARIED PLACEMENT
4. COUNTING TO A NUMBER BETWEEN 1 & 10

REINFORCEMENT PROCEDURE

- REWARD CHARTS / CHART MOVES
- SOCIAL PRAISE
- TOKEN ECONOMY
- EDIBLE REINFORCER: _____
- OTHER: _____

ADAPTATIONS:

- AAAC DEVICE
- EXTRA RESPONSE TIME
-

PROGRAM NOTES:

Davis School District: Curriculum Coaching Program 2/22/08

Progress Monitoring Sheet

Student: _____

Objective: _____

Data Key

Prompt Level (PL)

- +** = Correct Response
- O** = Incorrect Response
- Ø** = Corrected with Additional Prompt

- FP - Full Physical
- G - Gesture
- PP - Partial Physical
- FV - Full Verbal
- FM - Full Model
- PV - Partial Verbal
- PM - Partial Model
- I - Independent

Date	Lessons & Steps	PL	1	2	3	4	5	6	7	8	9	10	Comments



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