

Sample Lesson

TASK 1 **ROTE COUNTING** Counting by One—Practicing New Numbers

Words spelled with extra letters should be held when they are said.

Group Activity

- a. **Do you remember how to count and end up with eight?**
Listen to the hard part. **Fiiiiivve**, 6, 7, 8.
- b. **Your turn. When I drop my hand, say the hard part.**
Raise your hand. **Fiiiiivve**. Drop your hand. 6, 7, 8.

To correct	Count with the children until they can say the series correctly. Then have them count alone.
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Repeat b several times if the children need practice.

- c. **Now let's start counting with one and end up with eight.**
(Pause.) **Get ready. Count.** (*The children count to 8.*)

To correct	Count with the children on the difficult part of the series until they can do it alone.
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Repeat from "Get ready" as many as ten times if the children need practice. After each series say: **Again.**

- d. **Good counting. You ended up wiiith** (signal) 8.

Individual Test

Call on several children for *c* and *d*. Concentrate on the children who are having problems.

TASK 2 **SYMBOL IDENTIFICATION** Introducing a New Symbol

When you **point** to a symbol, hold your finger an inch or two above the page. **Touch** with a definite motion just below the symbol. Emphasize words in **boldface**.

Group Activity

Do *a*, *b*, and *c*.



- a. Point. **This is a four.**
What is this? Touch 4. 4.
Yes, this is a four.

- b. Point. **Is this a four?**
Touch the dog. **No.**
To correct: **This is not a four.**
Is this a four? **No.**



- c. Point. **Is this a four?**
Touch 4. **Yes.**
To correct: Repeat *a*, then *c*.

Repeat *a*, *b*, and *c* in random order until responses are firm.

- d. **When I touch it, tell me what it is.**

- e. Point to *a* or *c*. Pause. **Get ready.** Touch.

Touch *a* and *c* in random order until responses are firm.

- f. Randomly touch *a*, *b*, and *c*.

Individual Test

Call on some children to identify two symbols.

TASK 3 COUNTING EVENTS AND OBJECTS Children Count Claps

- a. You will clap **three** times, pause three seconds, and then clap **four** more times.
Every time I clap, you count. (Pause.) *Get ready.*
 Clap. 1, 2, 3 . . . 4, 5, 6, 7.

To correct	If the children count before you clap, say: <i>You have to wait for me to clap.</i> <i>Let's start over.</i> Repeat a.
	If the children make counting mistakes, count with them. Repeat a.

Repeat a several times if the children need practice.

- b. *How many times did I clap?* (Signal.) 7. *Good counting.*

TASK 4 COUNTING EVENTS AND OBJECTS Children Count Claps

- a. You will clap **two** times, pause three seconds, and then clap **three** more times.
Every time I clap, you count. (Pause.) *Get ready.*
 Clap. 1, 2 . . . 3, 4, 5.

To correct	If the children count before you clap, say: <i>You have to wait for me to clap.</i> <i>Let's start over.</i> Repeat a.
	If the children make counting mistakes, count with them. Repeat a.

Repeat a several times if the children need practice.

- b. *How many times did I clap?* (Signal.) 5. *Good counting.*

TASK 5 SYMBOL IDENTIFICATION Practice on New Symbols

Use acetate and crayon.

When you **point** to a symbol, hold your finger an inch or two above the page. **Touch** with a definite motion just below the symbol.

- a. *We had a new numeral today. Four. Look at all the fours on this page.*
- b. Point to a 4. *What's this?* Touch 4. 4.
- c. Point to another 4. *What's this?* Touch 4. 4.
- d. Point to the rabbit. *What's this?* Touch the rabbit. *Rabbit.*
 Repeat b, c, and d until responses are firm.
- e. *Let's cross out every four on this page.*
- f. Point to each symbol or object. *Is this four?* Touch it.
 (The children respond.) For all the fours, ask:
So what do I do? (Pause and signal.) *Cross it out.*
Yes, cross it out. Say, "Goodbye, four." Goodbye, 4.
 Cross out the 4.

For symbols other than 4, ask: *What is it?*

- g. Cross out every 4 the children identify correctly.

To correct	If the children misidentify a 4, do not cross it out. Identify it for them. Return to that 4 until responses are firm, then cross it out.
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TASK 6 COUNTING EVENTS AND OBJECTS Children Count a Group of Lines

Group Activity

- a. Draw six lines on the board. ||||| Point to the lines.
This is a group of lines. What is this? (Signal.)
A group of lines.
- b. You will touch the lines from left to right at one-second intervals as the children count.
Count the lines in this group. When I touch a line, you count. (Pause.) Get ready.
Touch. 1, 2, 3, 4, 5, 6.

To correct	If the children make counting mistakes, count with them. Repeat <i>b</i> .
	If any children count before you touch a line or if any children count after the others have counted, tell them: Let's try it again. You have to watch my finger. When I touch a line, you count. (Pause.) Get ready. Touch. (The children count as you touch the lines.) Repeat until the response is firm.

Repeat *b* several times if the children need practice.

- c. How many lines are in this group? (Signal.) 6. Yes, six.
What number did we end up with? (Signal.) 6.
- d. You will touch the lines from right to left as the children count. Let's start at the other end and count the lines again. See if we end up with six.
(Pause.) Get ready. Touch. 1, 2, 3, 4, 5, 6.
Count with the children several times if they need practice.
- e. Did we end up with six? (Signal.) Yes.
Yes, we ended up with six when we counted all the lines in this group.

Individual Test

Call on several children for *b* and *c*.

TASK 7 MATCHING Single Cards

You will need one large white triangle and one large color square. Each child will need one large white triangle, one large color square, and one small white square.

- a. I'm going to give each of you some cards. Don't touch them until I tell you what to do.
- b. Pass out the cards to each child.
- c. Hold up the large white triangle. Look at my card.
You have a card that looks just like my card.
When I tap, hold up the card that looks just like my card.
(Pause.) Tap. (The children hold up the appropriate card.)

To correct	If some children hold up their cards before you tap, say: You have to wait for my tap. Let's try it again. Repeat <i>c</i> .
	If some children hold up their cards after all the other children, say: You're too slow. As soon as I tap, hold up the card. Let's try it again. Repeat <i>c</i> .

- d. Let's check to see if everybody is holding up a card that looks just like my card.
(Children continue to hold up their cards.)
- e. Hold your card above each child's card. If the cards are identical, say: Your card looks just like my card. Good.
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| To correct | If the cards are not identical, say: Your card does not look like my card.
Hold your card over the child's correct card.
Here's the card that looks just like my card.
Repeat from <i>c</i> . |
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- f. Put your card down.
- g. Repeat *c* through *f* using the large color square.