

Lesson 9

TASK 1 **ROTE COUNTING** Ending Up with a Number

Emphasize words in **boldface**.

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

Group Activity

- a. **Listen to me count. Tell me what number I end up with.**
One, two, three. I ended up wiiith (signal) 3.
Yes, I ended up with three.

To correct	If the children respond incorrectly, give them the answer and repeat a.
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- b. **One, two, three, four, five, six.**
I ended up wiiith (signal) 6. **Yes, I ended up with six.**
- c. **One, two, three, four. I ended up wiiith** (signal) 4.
Yes, I ended up with four.
- d. **One, two, three, four, five, six, seven.**
I ended up wiiith (signal) 7. **Yes, I ended up with seven.**
 Repeat a through d until the responses are firm.
- e. **Listen again. One, two, three, four, five, six, seven.**
What number did I end up with? (Signal.) 7.
- f. **Let's all count and end up with seven.**
What number are we going to end up with? (Signal.) 7.

To correct	If the children respond incorrectly, give them the answer and repeat f.
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- g. Clap at one-second intervals and count with the children.
Ending up with seven. Every time I clap, you count.
 (Pause.) **Get ready.** Clap. 1, 2, 3, 4, 5, 6, 7.
Again. 1, 2, 3, 4, 5, 6, 7. **Again . . .** Repeat until firm.
 Then say: **We counted and ended up with seven.**
- h. **This time you're going to count by yourselves, ending up with seven. Every time I clap, you count.**
 (Pause.) **Get ready.** (*The children count the series several times as you clap.*) Do not count with the children unless you are correcting a mistake.

Individual Test

Call on three or four children for step h.

TASK 2 **COUNTING EVENTS AND OBJECTS** Counting Lines

Group Activity

- a. Draw six lines on the board. |||||
- b. You will touch the lines from left to right at one-second intervals as the children count.

Count the lines. Every time 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 until the response is firm.
	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. (<i>The children count as you touch the lines.</i>) Repeat until the response is firm.

- c. **What number did we end up with?** (Signal.) 6.
So how many lines are there? (Signal.) 6. **Yes, six.**
- d. You will touch the lines at one-second intervals as the children count.
Count the lines again. Every time I touch a line, you count. (Pause.) **Get ready.** Touch. 1, 2, 3, 4, 5, 6.
- e. **What number did we end up with?** (Signal.) 6.
So how many lines are there? (Signal.) 6.
 Repeat d and e until the response is firm.
- f. You will touch the lines **from right to left** as the children count. **Let's start at the other end and see if we end up with the same number. Every time I touch a line, you count.** (Pause.) **Get ready.** Touch. 1, 2, 3, 4, 5, 6.
- g. **What number did we end up with?** (Signal.) 6.
So how many lines are there? (Signal.) 6.
Yes, there are six lines.
 Repeat d through g until the response is firm.

Individual Test

Call on several children for b and c.

TASK 3 MATCHING Single Cards

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

- I'm going to give each of you some cards. Don't touch them until I tell you what to do.
- Pass out the cards to each child.
- Hold up the small color 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 c.
	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 c.

- Let's check to see if everybody is holding up a card that looks just like my card.
(The children continue to hold up their cards.)
- Hold your card above each child's card. If the cards are identical, say: **Your card looks just like my card. Good.**

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 c.
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- Put your card down.
- Repeat c through f using the large color triangle.

TASK 4 COUNTING EVENTS AND OBJECTS Counting Claps

Group Activity

- You will clap four times at one-second intervals.
Every time I clap, you count. (Pause.)
Get ready. Clap. 1, 2, 3, 4.
Do not allow any children to count before you clap or after the other children have counted.
- How many times did I clap? (Signal.) 4.
Repeat a and b until the response is firm.

Individual Test

Call on several children for a and b.

TASK 5 ROTE COUNTING Ending Up with 7

Emphasize words in **boldface**.

Group Activity

- Listen. I'm going to count and end up with seven.
What number am I going to end up with? (Signal.) 7.
- Listen. One, two, three, four, five, six, seven.
What number did I end up with? (Signal.) 7.
Repeat b until the response is firm.
- Let's all count and end up with seven.
What number are we going to end up with? (Signal.) 7.
- Clap at one-second intervals and count with the children.
Ending up with seven. Every time I clap, you count.
(Pause.) **Get ready.** Clap. 1, 2, 3, 4, 5, 6, 7.
Again. 1, 2, 3, 4, 5, 6, 7. Again . . . Repeat until firm.
Then say: **We counted and ended up with seven.**
- This time you're going to count by yourselves, ending up with seven. (Pause.) **Get ready. Count.**
Do not clap and do not count with the children.

To correct	Say the difficult parts of the series with the children until they are firm.
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Have the children repeat the series by themselves until they are firm.

Individual Test

Call on three or four children for step e.