

TRAINING FOR INDEPENDENCE

a program for
teaching the
identification
of coins

Please Note: The lessons in this program are designed for people of both sexes; **masculine pronouns are used merely for brevity and convenience.**

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INTRODUCTION

The purpose of this program is to provide you with specific and practical instructions for teaching the learner to identify and name coins. 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 pupil's first contact with new materials and programs be rewarding. You will increase the learner's chances of success by following instructions carefully, especially those relating to the consistent use of *praise*. One of the most effective ways to become familiar with this program is to first teach it to 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 the program.

Is the Learner Ready?

Success is more likely if the learner can do the following:

1. Match like items (circle to circle, square to square)
2. Follow simple directions ("Point to the . . . ," "Say it with me," and so forth). In addition, the learner should be able to understand such words as *find*, *alike*, and *same*.

If the learner is having difficulty following instructions, it may be the result of misbehavior and/or inadequate language concepts. The instructor should refer to *When a Child Misbehaves** for information about how to deal with behavior problems. Suggestions follow for instructing the learner whose language development is inadequate.

1. Use simple and consistent language. There are several ways to tell the learner to point to a penny. For example:

Could you find a penny?

Point to a penny.

Show me a penny.

Rather than using all three, it would be better to choose the simplest one ("Point to a penny"), and use it consistently.

2. Use more demonstration, either by the instructor or another learner.

Watch me point to a penny.

(Point to a penny.)

Now you point to a penny.

or

Watch John point to a penny.

(John points to a penny.)

Now you point to a penny.

*DLM Cat. No. 455.

GENERAL DIRECTIONS

LENGTH: Work no longer than twenty 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. Allow the learner to color part of the Learner's Chart (p. 25) after each session.

PLACE: Choose a place that is free from distraction.

GETTING READY: Have a work space, comfortable chairs, and the materials ready at the scheduled time. When the learner gets ready to work, praise him. For example, say: "I like the way you get ready to work," or "We are going to have a good lesson."

PACE AND SUCCESS: If the learner is succeeding at the tasks but still losing interest, speed up the lesson and/or reduce the session time.

If the learner is failing repeatedly and the correction procedures have *not* been successful, follow these three steps:

1. Return to an earlier task with which the learner was successful;
2. Have the learner complete this task, praising him for completing it successfully; and
3. Conclude the session.

Do not return to a task that the learner has repeatedly failed until

1. You have made sure the learner has the pre-skills necessary to complete the task. (For example, if the learner is having difficulty pointing to coins, make sure he understands the word *point*.) 2. You have identified other alternatives that simplify the task. (For example, if the learner is having difficulty discriminating between a nickel and a quarter, call attention to the size of each. Say "The quarter is *big*, the nickel is small. Point to the big *quarter*." Eventually leave out references to size.)

PRAISING AND CORRECTING

Praising-Be Specific

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

Great! That's the right way to say "penny."

Good pointing to the quarter.

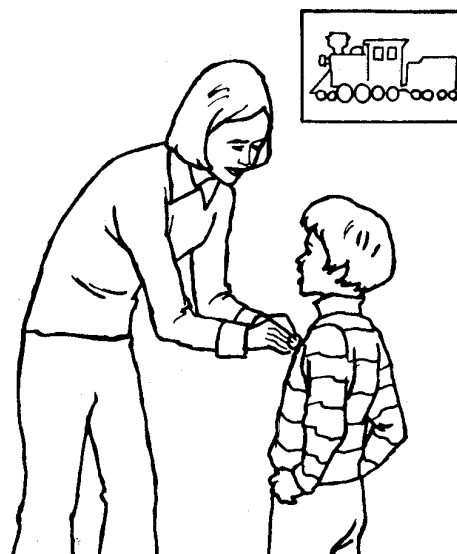
If the learner is having trouble or is making a lot of mistakes, keep encouraging him with comments like

Saying "quarter" is tricky, isn't it? I like the way you are trying so hard.

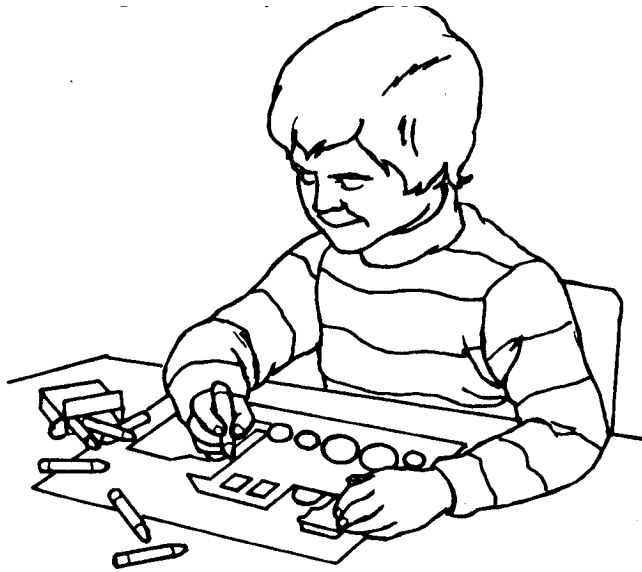
Good trying! Let's try pointing to the dime again.

Reward Badges and Learner's Chart

If a learner's achievements are to be meaningful, they must be recognized by others, particularly by those people important to him. Having the learner color his chart is a relaxed and positive way to complete a session. Once



the reward of a badge intensifies his sense of accomplishment. The chart and badges should also serve to remind the adults important in the learner's life to give him attention when he does things correctly.



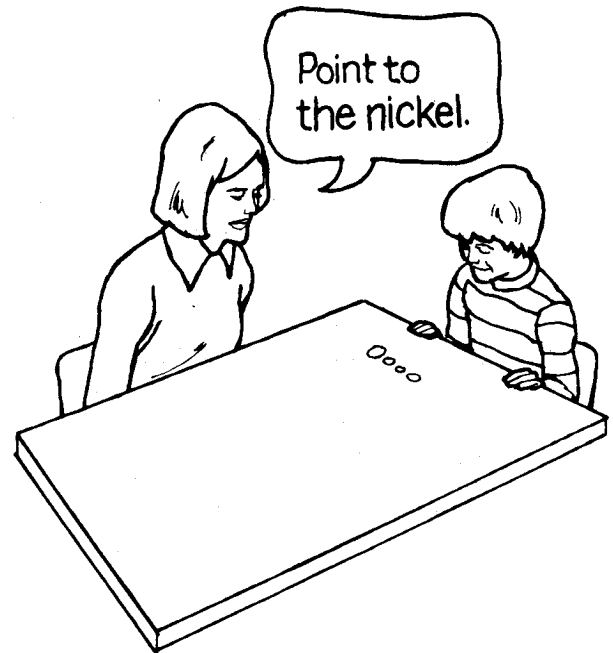
Correcting

A specific procedure for correcting mistakes has been built into this program. As with the other instructions, they should be followed carefully. When specific procedures are *not* outlined, use the following:

TELL: When the learner has difficulty, tell him what to say or do. Then have him do it by himself, and praise him.

Example:

I:* Point to the nickel



L: (Points to the nickel.)

I: **Great! That's the way to point.**

***I:** denotes the *instructor*.

L: denotes the *learner*.

(): denotes what the instructor or learner is to do.

SHOW: If the learner is still having difficulty, *show* him how to complete the step. Then have him do it by himself, and praise him.

Example:

I: Watch me point to the nickel. Now you do it.



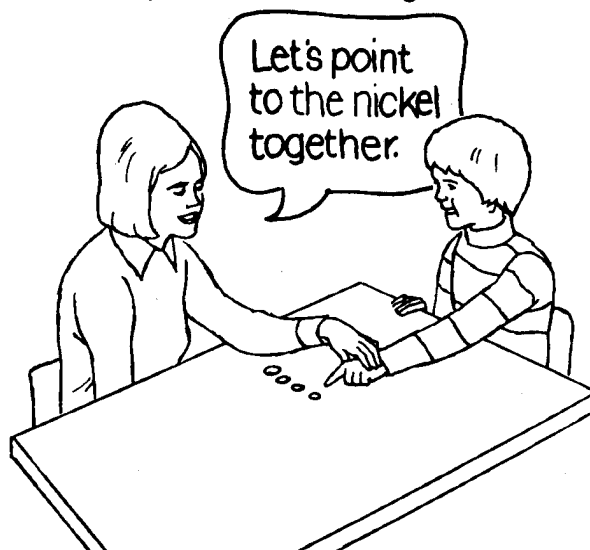
L: (Points to the nickel.)

I: You did a good job pointing to the nickel!

HELP: If the learner is still having difficulty, *help* him. Either take his hand and move him through the step, or (if it is a verbal step) have him say it with you. Then have him do it by himself, and praise him.

Example:

I: Let's point to the nickel together.



(Place your hand over the learner's.)

I&L: (Point to the nickel.)

I: Now you do it.

L: (Points to the nickel.)

I: Nice going! You pointed to the nickel by yourself.

Summary

When the learner makes a mistake, immediately tell, show, or help him complete the step correctly. Continue the procedure until he does it by himself. When he does, give him *immediate praise*.

INSTRUCTOR'S CHART

The Instructor's Chart (p. 23) is designed to help you keep an accurate record of the learner's progress. A sample appears below, and instructions for filling in the numbered spaces follow.

SPACE 1: *Student's Name.*

SPACE 2: You may enter any information you wish to in this space (for example: the time you worked with the student, his age, or his classroom teacher's name).

SPACE 3: *Date Started.* List the date on which you gave the beginning check for the skill listed in the first column.

SPACE 4: The note section may be used to list any additional information you feel may be useful. For example:

- a. Common mistakes, such as continuing to confuse a nickel and a quarter

- b. Special teaching problems, for instance, having difficulty with a particular
- c. Step c. Time, such as the number of sessions you have spent teaching the skill lesson

SPACE 5: *Date Mastered.* This space should record the date on which the learner was able to perform the skill independently on several successive occasions.

The record form contains several lines at the bottom of the page to allow you to add other related skills (such as identifying paper currency).

LEARNER'S CHART

The learner may color one of the coins on these charts (pp. 25 and 27) at the conclusion of each session. When he has completed all lessons, he may color the remaining uncolored portions.

INSTRUCTOR'S CHART
Identification of Coins

SKILL	³ DATE STARTED	⁴ NOTES	⁵ DATE MASTERED
LESSON 1: Quarter and penny	10/15	Required Correction Step 21 Enjoyed Step C. approach	10/19
LESSON 2: Dime	10/21	Good attention and motivation Missed 2 days	10/24
LESSON 3: Nickel	10/24	Initially confused nickel and quarter	10/26
LESSON 4: Review and half dollar			
Final check			

Janet Sims
9:00 A.M. 1:00 P.M. daily

Getting Ready

MATERIALS INCLUDED IN THIS PROGRAM:

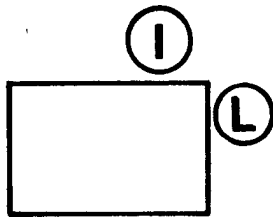
1. *The Instructor's Manual*: You are reading the Instructor's Manual. It tells you what to do and say as you teach each lesson.
2. *The Instructor's Chart*: Keep a record of the learner's work on this chart.
3. *The Learner's Chart*: Allow the learner to color a portion of his chart after each session.
4. *Reward Badges*: Give the learner a badge when he successfully completes a lesson.

MATERIALS YOU WILL PROVIDE:

Two pennies
Two nickels
Two dimes
Two quarters
Pencil and crayons for marking the charts

SEATING PLAN

You should be seated at the table in a position that enables you to face the learner and touch his hands, if necessary.



Beginning Check

PURPOSE: The purpose of this check is to find out if the learner (a) is ready for these lessons and/or (b) needs these lessons.

DIRECTIONS: There are three lessons, one for the penny and quarter, one for the dime, and one for the nickel. There is a check for learner readiness and one for each lesson.

Go through all the checks with the learner. If he does not pass the readiness check, *do not* begin teaching until you have provided him with experiences in that skill area. If he passes a lesson check, he will *not* have to be taught the lesson that corresponds to that check. If he does not pass a check, he will have to be taught the lesson that corresponds to that check.

MATERIALS NEEDED: Two pennies; two quarters; two dimes; two nickels.

Check for Learner Readiness

I: (Place one quarter in front of you, and place one quarter and two dimes in front of the learner.)

Point to one like this.

(Show the learner your quarter.)

L: (Points to the quarter in front of him.)

CORRECTING MISTAKES: If the learner points to the wrong coin, show him the right coin and say, "This is like the one that I have." Repeat the direction. If the learner still cannot indicate the correct coin, *do not use this program*. The learner should be given instruction and practice in matching objects.

(Place a dime in front of you, and place a dime and two quarters in front of the learner.)

Point to one like this.

(Show him your dime.)

L: (Points to the dime.)

I: (If the learner cannot indicate which coins are the same, you should not try to teach him the lessons in this program. If he can indicate which coins are alike, proceed to the Check for Lesson 1.)

Check for Lesson 1: Naming and Identifying a Penny and Quarter

I: (Place a penny and a quarter on the table in front of the learner. Point to the penny.)

What is this?

L: Penny.

NOTE: If the learner *does not* respond throughout the check, repeat the direction *once*. Say no more.

I: (Point to the quarter.)

What is this?

L: Quarter.

I: (Switch the positions of the coins.)

Point to the penny.

L: (Points to the penny.)

I: **Point to the quarter.**

L: (Points to the quarter.)

NOTE: If the learner could say the name of the coin *and* point to it on command, he has passed this check. Mark the Instructor's Chart and allow the learner to color part of his chart. *Do not* teach Lesson 1.

If the learner *did not* respond correctly, teach Lesson 1.

Check for Lesson 2: Naming and Identifying a Dime

I: (Place a penny, dime, and quarter in front of the learner. Point to the dime.)

What is this?

L: Dime.

I: (Switch the order of the coins.)

Point to the dime.

L: (Points to the dime.)

NOTE: The learner has passed this check if he correctly named *and* pointed to the dime on command. Mark the Instructor's Chart and allow the learner to color part of his chart. *Do not* teach Lesson 2.

If the learner *did not* respond correctly, teach Lesson 2.

Check for Lesson 3: Naming and Identifying a Nickel

I: (Place a nickel, penny, dime, and quarter in front of the learner. Point to the nickel.)

What is this?

L: Nickel.

(Switch the order of the coins.)

I: **Point to the nickel.**

L: (Points to the nickel.)

NOTE: The learner has passed this check if he could say the name of the coin *and* point to it on command. If he passed, mark the Instructor's Chart and allow the learner to color part of his chart. *Do not* teach lesson 3.

If the learner *did not* pass, begin instruction with Lesson 3.

DEALING WITH MISBEHAVIOR: If you have reason to believe the learner could have passed one or all of the checks but refused to try, refer to "Following Directions" and "Paying Attention" in *When a Child Misbehaves*.^{*} After reading these sections re-check the learner.

^{*}DLM Cat. No. 455.

LESSON 1 *Quarter and Penny*

Getting Ready

MATERIALS:

1. Two quarters
2. Two pennies
3. Instructor's Chart
4. Learner's Chart
5. Pencil and crayons for marking charts
6. Reward badge

NOTE: Until the learner can name and identify. The quarter and penny without any mistakes, teach Lesson 1 each day.

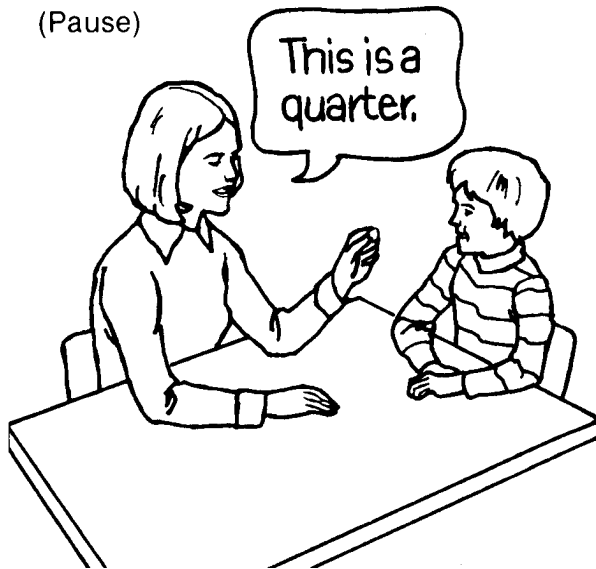
DIRECTIONS: Follow the seating plan illustrated on p. 6.

STEP A

- I: (Pick up the quarter and hold it in front of the learner.)

This is a quarter.

(Pause)



What is this?

- I&L: **Quarter.**
(Say it together.)

TO CORRECT: If the learner fails to respond, say

- I: **This is a quarter. Say it with me. This is a . . .**

- I&L: **Quarter.**
(Say it together.)

- I: **Right, a quarter. What is this?**

- L: Quarter.

TO CORRECT:

- I: **No, this is a quarter. Say it with me. This is a . . .**

- I&L: **Quarter.**
(Say it together.)

- I: **You did well saying "quarter."**
(Turn over the coin and place it on the table.)

(Point to the quarter on the table.)

What is this?

- L: Quarter.

That's right.
(Point to the quarter again)

What is this?

- L: Quarter.

- I: **You did a good job saying "quarter."**
(When the learner can do this without help, proceed to Step B.)

STEP B

I: (Hold a penny in front of the learner.

This is a penny.
(Pause)

What is this?

I&L: Penny.
(Say it together.)

TO CORRECT: If the learner fails to respond, say

I: This is a penny. Say it with me. This is a . . .

I&L: Penny.
(Say it together.)

I: Right! A penny. What is this?

L: Penny.

TO CORRECT:

I: This is a penny. Say it with me. This is a . . .

I&L: Penny.
(Say it together.)

I: Now you say it. This is a . . .

L: Penny.

I: Right! A penny. What is this?

L: Penny.

I: Yes! It's a penny!

(When the learner correctly identifies the penny without help, proceed to Step C.)

STEP C

I: (Place a penny and a quarter in front of the learner. Place another penny above the quarter as shown. Point to the penny closest to you.)"

What is this?



L: Penny.

I: Right! What is this?
(Point to the same penny.)

L: Penny.

I: You did a good job saying penny! Find one like this . . .
(Point to the top penny.)

. . . down here.
(Point to the coins.)

L: (Points to the penny among the coins.)

TO CORRECT: If the learner points to the quarter, say

I: Watch me.
(Pick up the penny and hold it next to the quarter.)

Are these the same?
(Hold the penny next to the quarter.)

No. Are these the same?
(Hold the penny next to the penny.)

Yes! Now find the one that is the same down here.

*Note: All illustrations are drawn as seen by the learner.

I: Good job! What is it?

L: Penny.

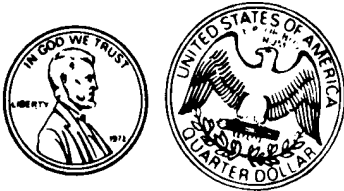
I: Right, a penny!

(Replace one penny with a quarter so that there are now two quarters and one penny. Repeat Step C, saying "quarter" instead of "penny" in the instructions. When the learner correctly names the quarter and locates the other quarter without help, proceed to Step D.)



STEP D

I: (Place the quarter and penny in front of the learner as shown.)



Watch me.

(Point to a quarter.)

Is this a quarter?

L: Yes.

TO CORRECT:

I: Yes. This is a quarter. Say it with me. This is a...

I&L: Quarter.
(Say it together.)

I: Now you say it. This is a . . .

L: Quarter.

I: (Point to the penny.)

Is this a quarter?

L: No.

I: No. What is it?

L: Penny.

I: Right! A penny.
(Point to the penny.)

What is this?

L: Penny.

I: A penny! Right.
(Point to a quarter.)

What is this?

L: Quarter.

I: Quarter. Good job!
(When the learner can do this *without help*, proceed to Step E.)

STEP E

I: (Place the quarter and penny in front of the learner, as shown in Step D.)

Now when I point, you tell me what I'm pointing to. Get ready.
(Point to the quarter.)

L: Quarter.

TO CORRECT:

I: This is a quarter. Say it with me. This is a . . .

I&L: Quarter.
(Say it together.)

I: What is this? This is a . . .

L: Quarter.

I: Right! A quarter.
(Point to the penny.)

L: Penny.

I: Good! A penny. I can't fool you!
(Switch the coins around as shown. Point to the penny.)



L: Penny.

Yes, a penny.
(Point to the penny.)

L: Penny.

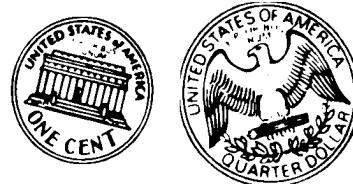
I: That's a penny!
(Point to the quarter.)

L: Quarter.

I: Quarter. Good job!
(When the learner can do this *without help*, proceed to Step F.)

STEP F

(Switch the positions of the coins.)



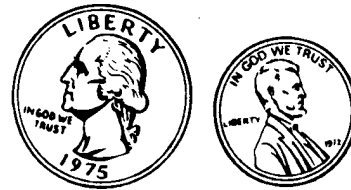
It's your turn to point. Point to the penny.

L: (Points to the penny.)

I: Good pointing! Point to the quarter.

L: (Points to the quarter.)

(Switch the positions of the coins, and repeat this step.)



TO CORRECT: If the learner makes a mistake, place his finger on the coin and say:

I: This is a [say the name of the coin]. Now point to the [say the name of the coin you want him to point to].

L: (Points to correct coin.)

NOTE: When the learner can correctly do this without help, mark the Instructor's Chart and give him a reward badge. Have him practice identifying the coins in this lesson using the "Trick or Treat" method described on p. 21. After practicing, proceed to Lesson 2.



LESSON 3 *Nickel*

Getting Ready

MATERIALS:

1. One penny
2. Two dimes
3. One quarter
4. Instructor's Chart
5. Learner's Chart
6. Pencil and crayons for marking charts
7. Reward badge

NOTE: Until the learner can correctly name and identify the dime *without help*, teach Lesson 2 *each day*.

DIRECTIONS: Place a quarter and a penny on the table in front of the learner. Follow the seating plan outlined on p. 6.



STEP A Review

I: (Point to the penny.)

What is this?

L: Penny.

I: **Good. Penny.**
(Point to the quarter.)

What is this?

L: Quarter.

I: Yes. **Point to the penny.**

L: (Points to the penny.)

I: **Nice pointing!**

Point to the quarter.

L: (Points to the quarter.)

I: **Good remembering!**

STEP B

I: (Hold a dime in front of the learner.)

This is a dime.
(Pause for a few seconds.)



I: **What is this?**

L: Dime.

TO CORRECT: If the learner fails to respond, say

I: **This is a dime. Say it with me. This is a . . .**

I&L: Dime.
(Say it together.)

I: **Now you say it. What is this?**

L: Dime.

I: **Good saying "dime"!**

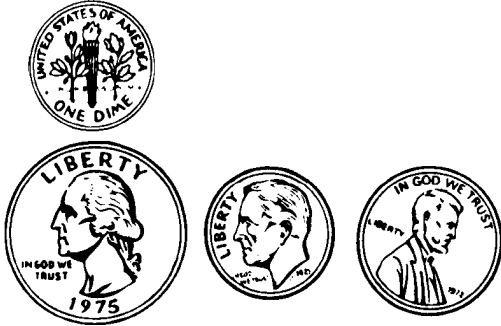
I: **Yes, a dime. What is this?**

L: Dime.

I: **Good saying "dime"!**

STEP C

I: (Place a quarter, dime, and penny in a row in front of the learner. Place another dime above the quarter as shown. Point to the dime above the quarter.)



I: **What is this?**

L: Dime.

I: **Right, a dime. Now, find one like this . . .**
(Point to the dime.)

. . . **down here.**
(Point to the coins.)

L: (Points to the dime.)

TO CORRECT: If the learner does not point to the correct coin, say

I: **Watch me.**
(Pick up the dime and hold it next to the quarter.)

Are these the same? No.
(Hold the dime next to the penny.)

Are these the same? No.
(Hold the dime next to the dime.)

Are these the same? Yes.
(Put the dime back.)

Now you do it. Find a coin that is the same as this one.

I: **Good job! What is that?**

L: Dime.

I: **Yes, a dime.**
(When the learner can correctly perform this task *without help*, proceed to Step D.)

STEP D

I: Listen carefully-this is tricky!
(Point to the quarter.)

Is this a dime?

L: No.

TO CORRECT:

I: **No. This is a quarter. What is this?**

L: Quarter.

I: **No, this is not a dime. What is this?**
(Point to the quarter.)

L: Quarter.

I: Yes, a quarter.
(Point to the dime.)

Is this a dime?

L: Yes.

I: Yes, this is a dime.
(Point to the penny.)

Is this a dime?

L: No.

I: Of course not! What is this?

L: Penny.

I: Right. You are learning very well.
 (When the learner can correctly perform this task *without help*, proceed to Step E.)

STEP E

I: (Switch the positions of the coins.)



Now, when I point, tell me what I'm pointing to. Get ready.
 (Point to the dime.)

L: Dime.

TO CORRECT:

I: (Point to the dime.)

Listen to me say it.

This is a dime. Let's say it together. This is a . . .

I&L: Dime.
 (Say it together.)

I: Now you say it. This is a . . .

L: Dime.

I: You did a good job saying "dime."

I: Yes, dime.
 (Point to the penny.)

L: Penny.

I: Right! A penny.

I: (Point to the quarter.)

L: Quarter.

I: Yes, a quarter!
 (Switch the positions of the coins and repeat this step. When the learner can perform this task twice in a row without help, proceed to Step F.)

STEP F

I: (Remove one dime. Arrange the dime, quarter, and penny on the table.)



It's your turn to point. Point to the penny.

L: (Points to the penny.)

I: Good pointing! Point to the dime.

L: (Points to the dime.)

I: Right, that's the dime. Now point to the quarter.

L: (Points to the quarter.)

I: (Switch the positions of the coins and repeat Step F.)

NOTE: When the learner can correctly perform this task without help, mark the Instructor's Chart and give him a reward badge. Have him practice identifying the coins in this lesson using the "Trick or Treat" method given on p. 21. After practicing, go on to Lesson 3.



Getting Ready

MATERIALS:

1. One penny
2. Two nickels
3. One quarter
4. One dime
5. Instructor's Chart
6. Learner's Chart
7. Pencil and crayons for marking charts
8. Reward badge

NOTE: Until the learner can correctly name and identify the nickel *without help*, teach Lesson 3 *each day*.

DIRECTIONS: Place the quarter, dime, and penny on the table in front of the learner. Follow the seating plan outlined on p. 6.



STEP A Review

(Point to the penny.)

What is this?

L: Penny.

Good, a penny.
(Point to the quarter.)

What is this?

L: Quarter.

I: **Right, a quarter.**
(Point to the dime.)

What is this?

L: Dime.

I: **You did a good job remembering the dime.**

STEP B

I: (Hold up a nickel in front of the learner.)



This is a nickel.
(Pause)

I: **Look-what is this?**

L: Nickel

TO CORRECT: If the learner fails to respond, say

I: This is a nickel. Now say it with me. This is a . . .

I&L: Nickel.
(Say it together.)

I: Now you say it. What is this?

L: Nickel.

I: Good saying "nickel"!

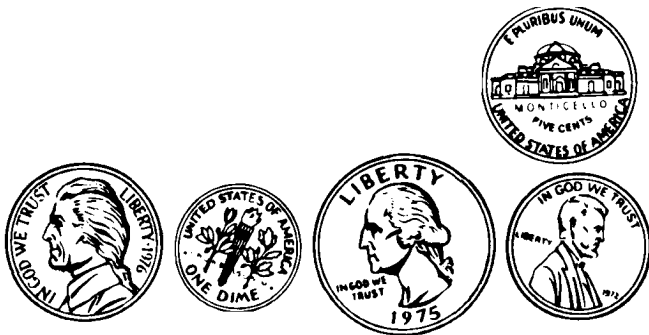
I: **Yes, a nickel. What is this?**

L: Nickel.

I: **Good saying "nickel."**

STEP C

I: (Place a nickel, dime, quarter, and penny in a row on the table. Place another nickel above the penny. Point to the nickel above the penny.)



I: **What is this?**

L: Nickel

I: **Right, a nickel,**

Now, find one like this . . .
(Point to the top nickel.)

. . . **down here.** (Point to the coins.)

L: (Points to the nickel)

TO CORRECT: If the learner gives the wrong response, say

I: **Watch me.**
(Pick up the top nickel and hold it next to the penny.)

Are these the same? No. (Hold the nickel next to the quarter.)

Are these the same? No. (Hold the nickel next to the dime.)

Are these the same? No. (Hold the nickel next to the other nickel.)

Are these the same? Yes. (Return the nickel to its place above the other coins.)

Now you do it. **Find a coin that is the same down here.** (Point to the top nickel.)

L: (Points to the nickel.)

I: **Good pointing! What is that?**

L: Nickel

I: **Yes, a nickel!**
(When the learner can correctly complete this task *without help*, proceed to Step D.)

STEP D

I: **Watch carefully now, or I'll fool you.**
(Point to the penny.)

Is this a nickel?

L: No.

TO CORRECT:

I: **No, this is a penny. What is this?**

L: A penny.

I: No, this is not a nickel.
(Point again to the penny.)

What is this?

L: Penny.

I: That's right, a penny.
(Point to the quarter.)

Is this a nickel?

L: No

I: Of course it's not a nickel!
(Point to the quarter.)

What is this?

L: Quarter.

I: Right, a quarter. I can't fool you!
(Point to the dime.)

How about this? Is this a nickel?

L: No.

No! What is it?

L: Dime.

I. Right, a dime!
(Point to the nickel.)

Is this a nickel?

L: Yes.

I: It certainly is a nickel!
(When the learner can correctly perform this task *without help*, proceed to Step E.)

STEP E

I: (Switch the positions of the coins like this, removing one nickel.)



I: Let's see how well you know your coins.
When I point, you tell me what I'm pointing to. Get ready.
(Point to the nickel.)

L: Nickel.

TO CORRECT:

I: Listen to me say it. This is a nickel. Let's say it together. This is a . . .

I&L: Nickel.
(Say it together.)

I: Now you say it. What is this?

L: Nickel.

I: Good saying "nickel."

Right, nickel.
(Point to the penny.)

L: Penny.

I: Good saying "penny"!
(Point to the quarter.)

L: Quarter.

I: Yes, a quarter.
(Point to the dime.)

L: Dime.

I: Right, a dime.

I: (Switch the positions of the coins and repeat Step E. When the learner can perform this task twice in a row *without help*, proceed to Step F.)

STEP F

I: (Arrange the coins on the table as shown.)



I: It's your turn to point. Point to the penny.

L: (Points to the penny.)

TO CORRECT:

I: **Watch me do it. I point to the penny.**
(Point to the penny.)

Let's point to the penny together.

I&L: (Point to the penny together.)

I: **Now you point to the penny.**

L: (Points to the penny.)

I: You did a good job pointing to the penny!

Point to the quarter.

L: (Points to the quarter.)

I: Yes, that's the quarter. Point to the nickel.

L: (Points to the nickel.)

I: Good job! Point to the dime.

L: (Points to the dime.)

I: You certainly know your coins!

I: (Switch the positions of the coins and repeat Step F.)

NOTE: When the learner can correctly perform this task without help, mark the Instructor's Chart and give him a reward badge. Have him practice identifying the coins in this lesson using the "Trick or Treat" method shown on p. 21. After practicing, go on to Lesson 4.



LESSON 4 *Review*

Getting Ready

MATERIALS:

1. Two pennies
2. Two dimes
3. Two quarters
4. Two nickels
5. Instructor's Chart
6. Learner's Chart
7. Pencil and crayons for marking charts
8. Reward badge

NOTE: Teach Lesson 4 each day until the learner can correctly name and identify each coin *without help*.

STEP A

I: (Place two dimes, two pennies, two quarters, and two nickels on the table in any order.)

I: **Point to a penny.**

L: (Points to a penny.)

TO CORRECT:

I: **Watch me do it. I point to a penny.**

(Point to a penny.)

Let's point to a penny together.

I&L: (Point to a penny together.)

I: **Now you do it. Point to a penny.**

L: (Points to a penny.)

I: **You did a good job pointing to a penny. Can you find another penny?**

L: (Points to the other penny.)

I: **Yes, there's another penny.**
Point to a dime.

L: (Points to a dime.)

I: **Good! Point to another dime.**

L: (Points to the other dime.)

You certainly know your coins! Point to a nickel.

L: (Points to a nickel)

I: **That's it! Now point to a quarter.**

L: (Points to a quarter.)

I: **Good pointing! Point to a nickel.**

L: (Points to a nickel.)

I: **Yes, that's a nickel. Point to a quarter.**

L: (Points to a quarter.)

That's the way!

(Repeat Step A, changing the order of the coins each time, until the learner can correctly perform the task *without help*. When he can, proceed to Step B.)

STEP B

I: (Rearrange the coins. Point to a penny.)

What is this?

L: A penny.

TO CORRECT:

I: (Point to a penny.)

This is a penny. Let's say it together.

This is a . . .

I&L: Penny.
(Say it together.)

I: **What is this?**

L: Penny.

I: Right, a penny.
(Point to a quarter.)

What is this?

L: Quarter.

I: Yes, a quarter.
(Point to the other quarter.)

What is this?

L: Quarter.

I: Right, that's a quarter, too.

I: (Point to a nickel.)

What is this?

L: Nickel.

I: It certainly is!
(Point to a dime.)

What is this?

L: Dime.

I: Right, a dime.
(Point to a penny.;

And what is this?

L: Penny.

I: You certainly know your coins!
(Point to a dime.)

What is this?

L: Dime.

I: You did a good job saying "dime."
(Point to a nickel.)

What is this?

L: Nickel.

I: Right, a nickel. You did it! You named all the coins!

NOTE: Repeat Step B, changing the order of the coins each time, until the learner correctly performs the task without help. When he does, teach him the half-dollar using the same method employed in Lesson 3.

Final Check

1. Place two half-dollars, two quarters, two dimes, two nickels, and two pennies in front of the learner in any order.
2. Have the learner point to each coin on command. For example, say: "Point to the"

NOTE: If the learner *cannot* correctly point to each coin on command, repeat the review in Lesson 4.

3. Next, have the learner say the name of each coin when you point to it. For example, point to the penny, and say: "What is this?"

NOTE: If the learner *cannot* correctly say the name of each coin when you point to it, repeat the review in Lesson 4.

4. If the learner correctly responded in parts (2) and (3) of this check, he has completed this program. Mark the Instructor's Chart and give the learner a reward badge. Allow him to color the remaining uncolored portions of the Learner's Chart.



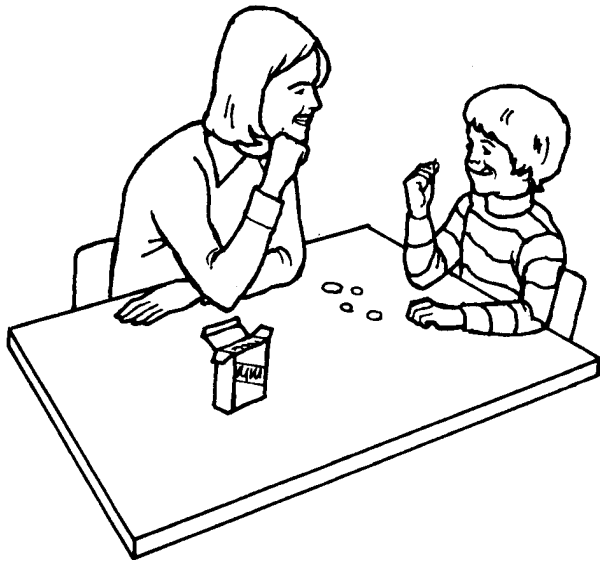
Summary

The learner has been taught to name and identify coins in these lessons; however, the instructor's job is not over! To ensure that he continues to use his new skill, provide the learner with plenty of practice. Also, encourage him to demonstrate his new skill to other adults or members of his family. Not only will this provide practice, but it will also be an excellent source of reinforcement.

Should the learner "lose" or forget his skill, reteach this lesson and provide more practice.

"Trick or Treat" (Suggestions for Practice)

- I: (Place ten treats-raisins, cereal, and so on-on the table. Then randomly place the coins the learner has been taught to identify on the table.)



Let's play Trick or Treat! I'm going to try to trick you. If I do, I get a treat. If I don't, you get a treat!

(Point to a penny.)

This is a dime.

L: No, it isn't.

I: **Oh, I didn't trick you!**
(Pretend to be distressed that you lost.)

I: **You win the treat.**
(Point to the penny again.)

Well, what is this?

NOTE: If the learner doesn't catch your mistake, say

I: **I tricked you. I get the treat. This isn't a dime, it's a penny. What is this?**

L: A penny.

L: A penny.

I: (Repeat this trick with some other coins until all the treats are gone.)

INSTRUCTOR'S CHART

Identification of Coins

1.
2.

SKILL	³ DATE STARTED	⁴ NOTES	⁵ DATE MASTERED
LESSON 1: Quarter and penny			
LESSON 2: Dime			
LESSON 3: Nickel			
LESSON 4: Review and half dollar			
Final Check			

