

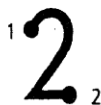
The Teaching Process

When demonstrating the touching/counting process:

1. The one is touched at the top while counting: "One."



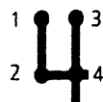
2. The two is touched at the beginning and the end of the numeral while counting: "One, two."



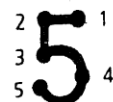
3. The three is touched at the beginning, middle and end of the numeral while counting: "One, two, three."



4. The four is touched and counted from top to bottom on the down strokes while counting: "One, two, three, four."



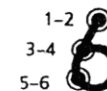
5. The five is touched and counted in the order pictured: "One, two, three, four, five." The fourth Touchpoint may be referred to as the "belly button" to help students remember it.



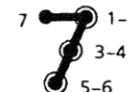
Key Points To Remember

- *Single Touchpoints are touched and counted one time and double Touchpoints (dots and circles) are touched and counted twice.*
- *Students touch with pencil points, count aloud as they touch the Touchpoints, and should consistently follow the correct touching/counting pattern.*

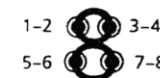
6. The six begins the use of dots with circles. The encircled dots should be touched and counted twice, whenever they appear. Six is touched and counted from top to bottom: "One-two, three-four, five-six."



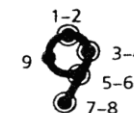
7. The seven is touched and counted from top to bottom: "One-two, three-four, five-six," followed by the single dot: "seven." The single Touchpoint can be thought of as the nose. Teachers sometimes tell young or remedial students to, "punch him in the nose" to help them remember the final Touchpoint.



8. The eight is touched and counted from left to right: "One-two, three-four, five-six, seven-eight." Tell the young or remedial students that the eight looks like a robot. Count his head first, and then his body.



9. The nine is touched and counted from top to bottom: "One-two, three-four, five-six, seven-eight," followed by the single dot: "nine." Again, the single Touchpoint can be thought of as the nose.



Touch Math

Touch math is a quick and easy way to help your child learn his/her math facts. Counting on fingers may work for a time, but as the numbers get larger counting on fingers becomes cumbersome and less accurate. To be able to do "touch math" successfully your child needs to be able to count to ten forwards and backwards with ease (please practice often). Touch math uses dots in a certain pattern on numbers that we touch with a pencil to help keep track of our counting. At first this process takes time because you are putting the dots on the numbers, but as your child memorizes the patterns on each number the counting becomes more automatic and the need for the dots subsides. When completing a math fact we put dots on both numbers and we count until we run out of dots. For subtraction we place the first number in our head and count backward until we run out of dots.

Name: _____

Put the dots on each number and practice counting using the dots.

1 2 3 4 5 6 7 8 9

1 2 3 4 5 6 7 8 9

Name: _____

Put the dots on each number and practice counting using the dots.

1 2 3 4 5 6 7 8 9

1 2 3 4 5 6 7 8 9