

Check List for Early DISE Lessons

Presenting

1. Did the teacher point first, then ask?
2. Did the teacher tap for each word?
3. Did the teacher model and lead and test at the same rate?
4. Did the teacher use multiple models?
5. Did the teacher use body language to let students know how they did and when to respond?

Correcting

6. Did the teacher use a basic correction?
 - Did the teacher say the correct word as soon as students made a mistake?
 - Did the teacher model, lead, and test on the sound?
 - Did the teacher model, lead, and test on the word?
 - Did the teacher end the correction after about seven trials?
7. Did the teacher focus on the rate of response and adjust the rate?

Note: Name tags will be needed for Exercises 1 and 5.

EXERCISE 1

MY NAME IS

Note: Name tags will be needed for this exercise.

1

my name is _____

- a. (Pass out name tags.)
 - (Point to your name tag and say your name.)
 - (Prompt students to say your name.)
- b. (Point to each student's name tag and say the name.)
 - (Prompt class to say each name.)
- c. (Point to words **my name is**.)
(Tap for each word as you say:)
My ... name ... is ... [teacher's name].

- d. (Point to word **my**.) **My.**
 - (Point to students.) (Tap as you and students say:) **My ... my ... my.**

Repeat step d until firm.

- e. (Point to word **name**.) **Name.**
 - (Point to students.) (Tap as you and students say:) **Name ... name ... name.**

Repeat step e until firm.

- f. (Point to word **is**.) **Is.**
 - (Point to students.) (Tap as you and students say:) **Is ... is ... is.**

Repeat step f until firm.

- g. (Point to yourself.) (Tap for each word as you say:) **My ... name ... is.**
 - (Point to students.) (Tap for each word as you and students say:) **My ... name ... is.**
 - (Call on several students.) (Tap for each word as student says:) **My ... name ... is.**
- h. (Point to yourself.)
My name is [teacher's name].
- i. (Point to a student.) (Tap as you and student say:) **My name is [student's name].**
 - (Repeat steps h and i with several students.)

EXERCISE 2

BOOK CUP



2a

book

cup

- a. (Point to word **book**.) **Book.**
 - (Point to students.) **Say book.**
(Tap as you and students say:) **Book.**
 - (Point to students.) **Say book.** (Tap.) **Book.**
- Repeat step a until firm.**

- b. (Point to word **cup**.) **Cup.**
 - (Point to students.) **Say cup.**
(Tap as you and students say:) **Cup.**
 - (Point to student.) **Say cup.** (Tap.) **Cup.**
- Repeat step b until firm.**

2b



- c. (Point to yourself.)
 - (Touch each book and say:) **Book ... book ... book.**
 - (Point to first book.)
(Touch first book and say:) **Book.**
 - (Point to students.) **Say book.** (Touch each book as you and students say:) **Book ... book ... book.**

Repeat step c until firm.

- d. (Point to yourself.)
 - (Touch each cup and say:) **Cup ... cup.**
 - (Point to students.) **Say cup.** (Touch each cup as you and students say:) **Cup ... cup.**

Repeat step d until firm.

- e. (Touch a book as you and students say:) **Book.**
 - (Touch a cup as you and students say:) **Cup.**
- f. (Touch a cup.) **Cup.**
 - (Touch a book.) **Book.**
 - (Touch a book.) **Book.**
 - (Touch a cup.) **Cup.**
 - (Touch a cup.) **Cup.**

Repeat steps e and f until firm.

Lesson 1

INDIVIDUAL TURNS

(Call on individual students to do one or both of the following tasks:)

- (Touch a book.) *Book.*
- (Touch a cup.) *Cup.*

EXERCISE 3

CLAP NOD

3

clap

nod

- a. (Point to word **clap**.) *Clap.*
- (Point to students.) *Say clap.* (Touch **clap** as you and students say:) *Clap.*
 - *Say clap.* (Tap as you and students say:) *Clap.*
 - *Your turn: Say clap.* (Tap as students say:) *Clap.*

Repeat step a until firm.

- b. (Point to word **nod**.) *Nod.*
- (Point to students.) *Say nod.* (Touch **nod** as you and students say:) *Nod.*
 - *Say nod.* (Tap as you and students say:) *Nod.*
 - *Your turn: Say nod.* (Tap as students say:) *Nod.*

Repeat step b until firm.

- c. (Point to yourself.) *Nod.* (Nod 2 or 3 times.)
- (Point to yourself.) *Nod.* (Nod 2 or 3 times.)
 - d. (Point to students.) *Your turn: Nod.*
(Prompt students if necessary.) [Students nod.]
 - (Point to students.) *Nod.* [Students nod.]

Repeat steps c and d until firm.

INDIVIDUAL TURNS

(Call on individual students to nod.)

- e. (Point to yourself.) *Clap.* (Clap 2 or 3 times.)
- (Point to yourself.) *Clap.* (Clap 2 or 3 times.)
 - f. (Point to students.) *Your turn: Clap.*
(Prompt students if necessary.) [Students clap.]
 - (Point to students.) *Clap.* [Students clap.]

Repeat steps e and f until firm.

- g. *Your turn: Nod.* [Students nod.]
- *Your turn: Nod.* [Students nod.]
 - *Your turn: Clap.* [Students clap.]
 - *Your turn: Nod.* [Students nod.]
 - *Your turn: Clap.* [Students clap.]

Repeat step g until firm.

INDIVIDUAL TURNS

(Call on individual students to do one or both of the following tasks:)

- *Clap.* [Student claps.]
- *Nod.* [Student nods.]

EXERCISE 4

COUNT 1-4

4a

1

2

3

4

- a. (Point to numeral **1**.) (Touch **1**.) *One.*
- (Face students.)
 - (Hold up 1 finger.) *One.*
 - b. *Say one.* (Tap as you and students say:) *One.*
 - *Say one.* (Tap as you and students say:) *One.*
 - *Your turn: Say one.* (Tap.) *One.*

Repeat steps a and b until firm.

- c. (Point to **2**.) (Touch **2**.) *Two.*
- (Hold up 2 fingers.) *Two.*
 - d. *Say two.* (Tap as you and students say:) *Two.*
 - *Say two.* (Tap as you and students say:) *Two.*
 - *Your turn: Say two.* (Tap.) *Two.*

Repeat steps c and d until firm.

- e. (Point to **3**.) (Touch **3**.) *Three.*
- (Hold up 3 fingers.) *Three.*
 - f. *Say three.* (Tap as you and students say:) *Three.*
 - *Say three.* (Tap as you and students say:) *Three.*
 - *Your turn: Say three.* (Tap.) *Three.*

Repeat steps e and f until firm.

TO CORRECT PRONUNCIATION

- Say *rrreee*. (Tap.) *Rrreee*.
- Say *thrrreee*. (Tap.) *Thrrreee*.
- Say *three*. (Tap.) *Three*.

g. (Point to numbers.) (Touch each number as you say:) *1...2...3*.

- (Point to numbers.) (Touch each number as you say:) *1...2...3*.

h. (Point to students.) Say, *1...2...3*.

- (Touch each number as you and students say:) *1...2...3*.

- (Point to numbers.) Your turn: (Touch each number as students say:) *1...2...3*.

Repeat steps g and h until firm.

i. (Face students.)

- (Hold up 3 fingers.) My turn: Count. (Touch each finger as you say:) *1...2...3*.

- Your turn: Count. (Touch each finger as students say:) *1...2...3*.

Repeat step i until firm.

j. (Hold up 2 fingers.) Your turn: Count.

- (Touch each finger as students say:) *1...2*.

Repeat step j until firm.

k. (Hold up 3 fingers.) Your turn: Count.

- (Touch each finger as students say:) *1...2...3*.

Repeat step k until firm.

INDIVIDUAL TURNS

(Call on individual students to do one or two of the following tasks:)

- (Point to numbers.) (Touch each number as student says:) *1...2...3*.
- (Hold up 2 fingers.) Your turn: Count. (Touch each finger as student says:) *1...2*.
- (Hold up 3 fingers.) Your turn: Count. (Touch each finger as student says:) *1...2...3*.

l. (Point to 4.) (Touch 4.) *Four*.

- (Hold up 4 fingers.) *Four*.

- Say *four*. (Tap as you and students say:) *Four*.

- Your turn: Say *four*. (Tap.) *Four*.

Repeat step l until firm.

m. (Point to numbers.)

- (Touch each number as you say:) *1, 2, 3, 4*.

- Say, *1...2...3...4*. (Touch each number as you and students say:) *1, 2, 3, 4*.

- Your turn. (Touch each number as students say:) *1, 2, 3, 4*.

Repeat step m until firm.

n. (Hold up 4 fingers.) (Point to fingers.)

- Your turn: Count. (Touch each finger as students say:) *1, 2, 3, 4*.

Repeat step n until firm.



o. (Point to picture.) Count. (Touch each object as you say:) *1, 2, 3, 4*.

- Your turn: Count. (Touch each object as students say:) *1, 2, 3, 4*.

p. How many? (Tap as you and students say:) *Four*.

- Your turn: How many? (Tap.) *Four*.

Repeat steps o and p until firm.

INDIVIDUAL TURNS

(Call on individual students to do the following task:)

- (Point to picture.) Your turn: Count. (Touch each object as student says:) *1, 2, 3, 4*.

Lesson 1

EXERCISE 5

A TEACHER

Note: Name tags will be needed for this exercise.

5

my name is _____
a teacher

- (Point to yourself.)
My name is [teacher's name].
- (Point to a student:) (Tap as you and student say:) My name is [student's name].
- (Repeat steps a and b with several students.)

- (Point to word **teacher**.) Teacher.
Say teacher. (Tap as you and students say:) Teacher.
Your turn: Say teacher. (Tap.) Teacher.

Repeat step c until firm.

- (Point to yourself.) Say, a teacher. (Tap for each word as you and students say:) A teacher.
Your turn: Say, a teacher. (Tap for each word.) A teacher.

Repeat step d until firm.

- (Point to yourself.) I am a teacher.
What am I? A teacher.
Your turn: What am I? (Tap for each word.) A teacher. Yes, a teacher.

Repeat step e until firm.

- (Point to yourself.)
My name is [teacher's name].
What is my name? (Tap.) [Students say your name.]
- I am a teacher.
What am I? (Tap for each word.) A teacher.

Repeat steps f and g until firm.

- What is my name? (Tap.) [Students say your name.]
What am I? (Tap for each word.) A teacher.

Repeat step h until firm.

INDIVIDUAL TURNS

(Call on individual students to do one or two of the following tasks:)

- What am I? A teacher.
- What is my name? [Student says your name.]
- Say: My name is [student's name].
My name is ... [student's name].

EXERCISE 6

BOY SHOE



6a

boy

shoe

- (Point to word **boy**.) Boy.
Say boy. (Tap as you and students say:) Boy.
(Point to students.) Your turn: Say boy. (Tap.) Boy.

Repeat step a until firm.

- (Point to word **shoe**.) Shoe.
Say shoe. (Tap as you and students say:) Shoe.
(Point to students.) Your turn: Say shoe. (Tap.) Shoe.

Repeat step b until firm.



6b



- (Point to yourself.)
(Touch each boy and say:) Boy ... boy ... boy.
(Touch first boy and say:) Boy.
- (Point to students.) Say boy. (Touch each boy as students say:) Boy ... boy ... boy.

Repeat steps c and d until firm.

- e. (Point to yourself.)
 - (Touch shoe.) *Shoe.*
 - (Touch other shoe.) *Shoe.*
- f. (Point to students.) *Say shoe.* (Touch each shoe as you and students say:) *Shoe ... shoe.*

Repeat steps e and f until firm.

- e. (Touch boy as you and students say:) *Boy.*
 - (Touch shoe as you and students say:) *Shoe.*
 - (Touch shoe.) *Shoe.*
 - (Touch boy.) *Boy.*
 - (Touch boy.) *Boy.*
 - (Touch shoe.) *Shoe.*
 - (Touch shoe.) *Shoe.*

Repeat step e until firm.

INDIVIDUAL TURNS

(Call on individual students to do one or both of the following tasks:)

- (Touch boy.) *Boy.*
- (Touch shoe.) *Shoe.*

EXERCISE 7

CLAP NOD SMILE

- a. (Point to yourself.) *My turn: Clap.* (Clap.)
 - *My turn: Nod.* (Nod.)
- b. (Point to students.) *Your turn: Nod.* [Students nod.]
 - (Point to students.) *Your turn: Clap.* [Students clap.]

Repeat steps a and b until firm.

- c. (Point to students.) *Say mile.* (Tap as you and students say:) *Mile.*
 - *Your turn: Say mile.* (Tap.) *Mile.*

Repeat step c until firm.

- d. *Say sssmile.* (Tap as you and students say:) *Sssmile.*
 - *Your turn: Say sssmile.* (Tap.) *Sssmile.*

Repeat step d until firm.

- e. *Your turn: Say smile.* (Tap.) *Smile.*

Repeat step e until firm.

- f. (Point to yourself.) *My turn: Smile.* (Smile broadly.)
 - (Point to students.) *Your turn: Smile.* (Prompt students.) [Students smile.]
- g. (Point to yourself.) *My turn: Nod.* (Teacher nods 2 or 3 times.)
 - (Point to students.) *Your turn: Nod.* [Students nod.]

Repeat steps f and g until firm.

- h. (Point to students.) *Smile.* [Students smile.]
 - (Point to students.) *Clap.* [Students clap.]
 - (Point to students.) *Nod.* [Students nod.]
 - (Point to students.) *Smile.* [Students smile.]
 - (Point to students.) *Smile.* [Students smile.]

Repeat step h until firm.

INDIVIDUAL TURNS

(Call on individual students to do one or two of the following tasks:)

- *Clap.* [Student claps.]
- *Smile.* [Student smiles.]
- *Nod.* [Student nods.]

EXERCISE 8

SHOE BOOK CUP BOY



- a. (Point to yourself.) *My turn.*
 - (Touch each object as you say:) *Shoe, book, cup, boy.*
- b. (Point to students.) *Your turn.*
 - (Touch each object as you and students say:) *Shoe, book, cup, boy.*

Repeat steps a and b until firm.

INDIVIDUAL TURNS

(Call on individual students to do one or two of the following tasks:)

- (Touch shoe.) *Shoe.*
- (Touch book.) *Book.*
- (Touch cup.) *Cup.*
- (Touch boy.) *Boy.*

EXERCISE 9

REVIEW

- (Point to yourself.) *What is my name?* (Tap.)
[Students say your name.]
 - *I am a teacher.*
 - *What am I?* (Tap for each word.) *A teacher.*
- What is my name?* (Tap.)
[Students say your name.]
 - *Your turn: Say, my name is.* (Tap for each word.) *My name is.*

Repeat steps a and b until firm.

- (Point to a student.)
 - *Say, my name is [student's name].* (Tap for each word.) *My name is [student's name].*
 - (Repeat step c with several students.)



- My turn:* (Touch each object and say:) *Shoe, book, cup, boy.*
 - (Point to students.) *Your turn:*
(Touch each object as you and students say:) *Shoe, book, cup, boy.*

Repeat step d until firm.