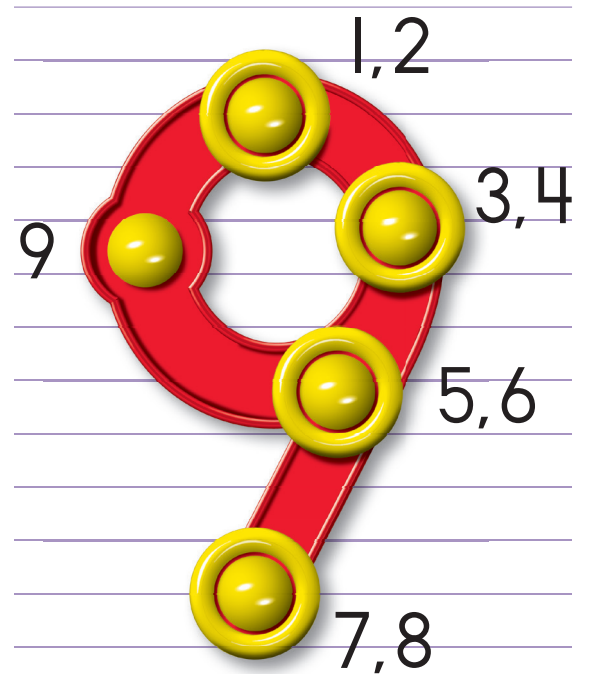
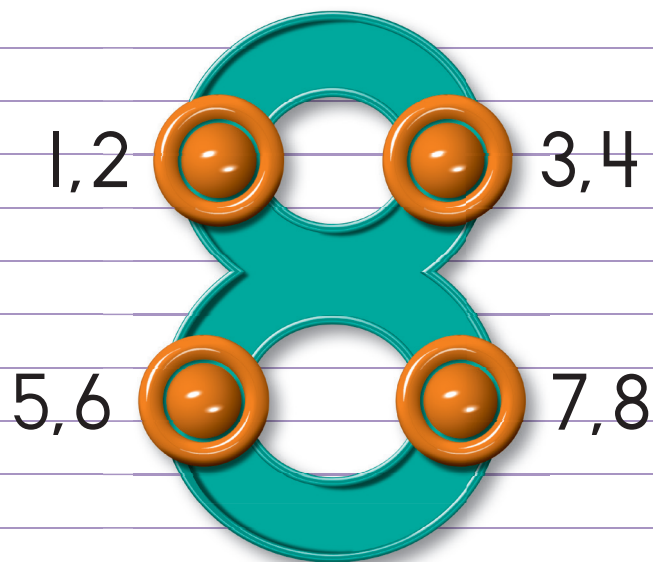
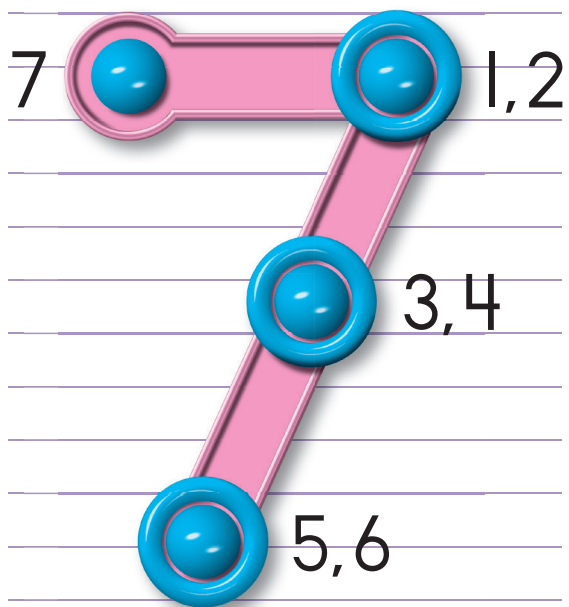
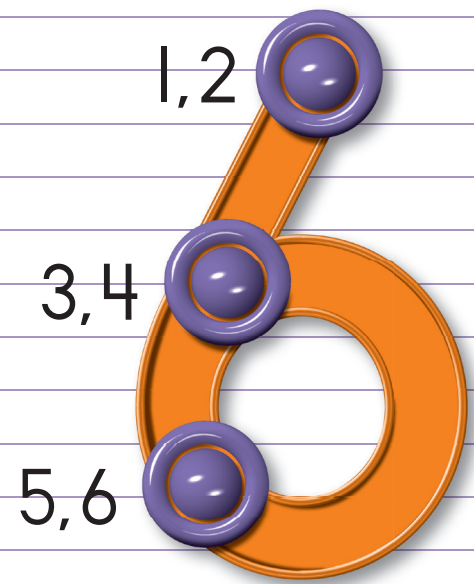
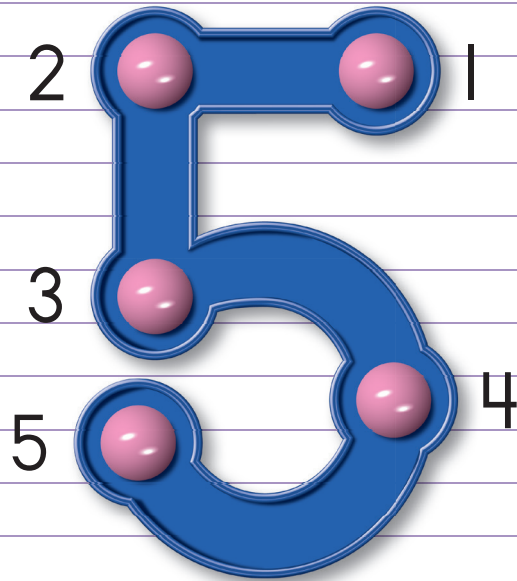
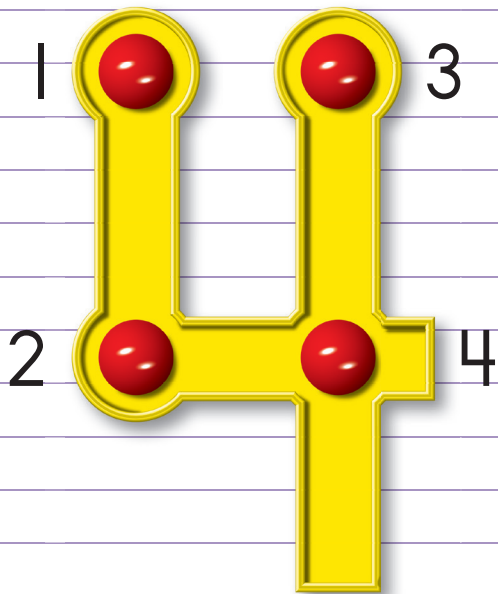
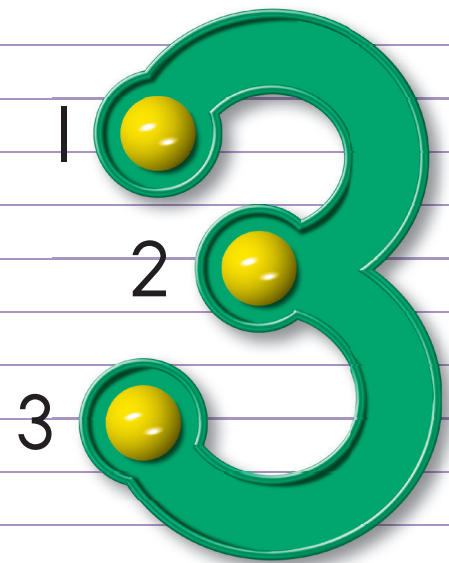
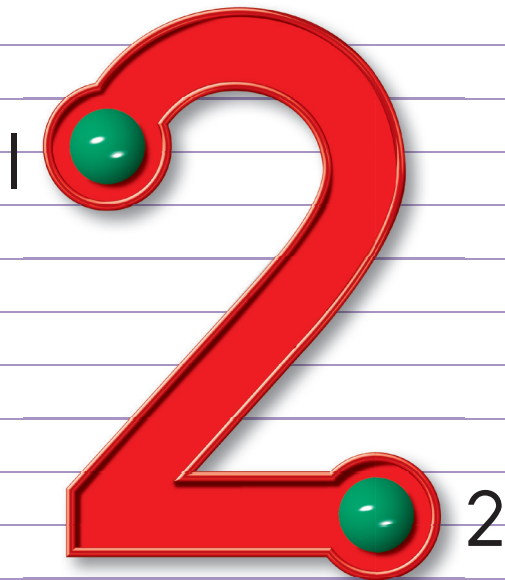
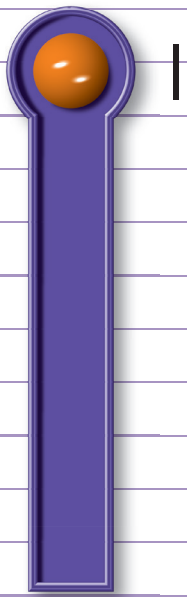


TOUCHMATH[®]



TOUCHMATH®

Each numeral from 1 through 9 has TouchPoints corresponding to the digit's value.

- Numerals 1 through 5 have single TouchPoints.
- Numerals 6 through 9 have double TouchPoints.

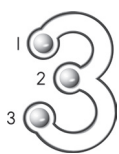
Students count aloud as they touch the single TouchPoints once and double TouchPoints twice. This multisensory approach engages students on auditory, visual, and tactile/kinesthetic levels. To ensure that students arrive at the right answer, it is important that they touch the TouchPoints in the correct Touching/Counting Pattern for each numeral. The Touching/Counting Patterns are shown below.



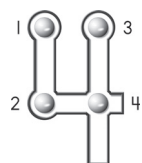
The one is touched at the top while counting: "One."



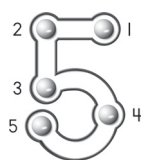
The two is touched at the beginning and the end of the numeral while counting: "One, two."



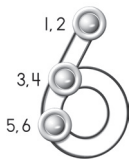
The three is touched at the beginning, middle, and end of the numeral while counting: "One, two, three."



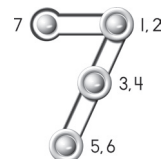
The four is touched and counted from top to bottom on the down strokes while counting: "One, two, three, four." For the closed shaped 4, use the same square counting pattern. To help students remember the first TouchPoint, it may be referred to as being in "outer space."



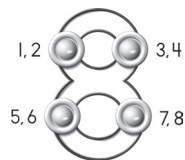
The five is touched and counted in the sequential order pictured: "One, two, three, four, five." To help in remembering the fourth TouchPoint, it may be referred to as the "belly button."



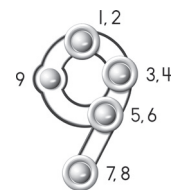
The six begins the use of double TouchPoints which are touched and counted twice. The six is touched and counted from top to bottom: "One-two, three-four, five-six."



The seven is touched and counted from top to bottom, counting the double TouchPoints first: "One-two, three-four, five-six," followed by the single TouchPoint: "seven." The single TouchPoint can be thought of as the nose. Teachers sometimes tell young or students needing intervention to "touch him on the nose" to help them remember the final TouchPoint.



The eight is touched and counted from left to right: "One-two, three-four, five-six, seven-eight." Tell young or students needing intervention that the eight looks like a robot. Count his head first and then his body. You may also tell students the eight is touched in the same pattern as you write the letter Z.



The nine is touched and counted from top to bottom, counting the double TouchPoints first: "One-two, three-four, five-six, seven-eight," followed by the single TouchPoint: "nine." To the tune of "Head, Shoulders, Knees, and Toes," have the students touch these body parts with both hands while singing "head, shoulders, knees, and toes, touch the nose" (with one finger). This will physically show the nine TouchPoint counting pattern.



The zero has no TouchPoints, so you never touch and count zero.

Displaying TouchMath posters in the classroom will help students master the Touching/Counting Patterns. Information on appropriate posters may be found in your current TouchMath catalog or at www.touchmath.com

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