

TouchMath TouchPoint Placement

The beginning step of the TouchMath program is to teach the students counting and numeral recognition. TouchPoint placement is then taught using TouchNumerals to easily relate the number or quantity to the numeral or symbol.

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 count and compute correctly, 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."

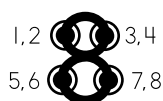
TouchMath TouchPoint Placement continued



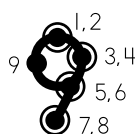
The six begins the use of double TouchPoints (dots with circles). These double TouchPoints should be touched and counted twice whenever they appear. Six is touched and counted from top to bottom: "One-two, three-four, five-six."



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 remedial students 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." You may tell students that the eight looks like a robot. Count his head first and then his body. You may also tell them 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 the correlating body parts with both hands while singing "head, shoulders, knees and toes, touch the nose." (Use just one finger to touch the nose). This will physically show the nine's Touching/Counting Pattern.



Zero has no TouchPoints and no value. Never touch and count the zero. The zero is also used as a place holder in place value.

