

Counting and Cardinality for Children Who are Non-Speaking or Limited Speaking: Lessons for Soma®RPM and Choice Based Systems

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CC Lesson 9: Count by Tens to 100 (*It is appropriate to present the student with a 1-100 chart and show how the last numbers of each of the ten rows shows a group of twenty.*)

STATE: Sometimes it is faster to count out in groups.

ASK: So sometimes it is faster to count out in (FLOWERS or GROUPS.)?

"That's right, groups!"

STATE: For this reason, we will learn how to skip count by tens.

ASK: We are learning how to (DIVIDE or SKIP COUNT.) today?

"Yes, it is called skip count, because we skip some numbers when we count."

ASK: And we will skip count in groups of (10. or 15)?

"Yes, groups of 10."

STATE: We begin with 10. See, look I have ten little circles (*Draw ten circles or present 1-100 chart*)

ASK: So, we start with what number? (TEN. or EIGHT)?

"Yeah, we start with 10."

EXPAND: Now let's think, what do you think will be ten more? (11 or 20.)?

"Yes, 20— 11 is only 1 more than 10."

EXPAND: Yes, so you see how 20 (*point to the 0*) ends with 0? (YES. or NO)? (*If student picks no you might hold the page up so the student can see.*)

CC Lesson 14: Equal To

STATE: When two groups have the same amount...

ASK: We are talking about when two groups have the (SAME. or SIDE) amount?

"Yep, same amount is what we are talking about."

STATE: Then it is called equal to.

ASK: We will call the groups with the same (EQUAL. to or SMALL to)?

"Yes, equal to."

EXPAND: If one hand has (*put 2 pieces of tape in each hand as you say it*) 2 tapes and the other has 2 tapes the amount of tape in both hands is (SLOW to or EQUAL. to)?

"That's right! Equal to."

STATE: Ok how about numbers.

ASK: Now we are looking at (COLORS or NUMBERS.)?

"We are looking at numbers, yes!"

EXPAND: If I have (*draw as you say*) 5 in one box and 5 in another box are these boxes (EQUAL. to or LESS THAN)?

"Yes, 5 is the same as 5."

WNW Lesson 2: Number Words (1-10) (STORY LESSON)

STATE: Let's see...have you ever heard of the boy named Solomon?... Well, Solomon was at the beach one day when he saw a nice stick, perfect for writing in the sand.

ASK: Where was Solomon? At the (BEACH. or CASTLE)?

"Where a person is at in the story is called the setting."

ASK: And what did Solomon find for writing in the sand? (CRABS or STICK.)?

"Yep, he found a stick to write with."

EXPAND: Do you think it would be (is) fun to write in the sand and draw pictures? (YEP or NOPE)?

"I can see why you think that."

EXPAND: Tell me a word that goes with 'sand'? (TUNA or PLAY.)? What else? (POUR. or ROCK)?

"Yes, those are some good words to go with the word 'sand.'"

STATE: He picked the stick up and drew a fish (*draw a fish*). Then he rubbed the sand (*have the student rub hand over picture like bushing it away*) with his hands to clear the fish picture and drew a whale (*Draw a whale*).

ASK: What did he do to a fish? (ATE or DREW.)?

"Yep, he drew fish."

ASK: After he cleared the picture of the fish, what did he draw? (WHALE. or COW)?

"Yep, a whale. Whales are the largest mammals in the world. Mammals have hair or fur."

EXPAND: When he cleared the pictures away in the sand this is like (GROWING or ERASING.)?

"Yes, erasing. What else do we erase with? (PENCIL. or BONE)?"

CC Lesson 3: Continue Counting Starting from Any Number 1-10 (MOTOR LESSON)

SKILL OBJECTIVE: Tapping hand for three numbers—starting and stopping.

STATE: Today I am going to tell you a number. Then, we will tap our hand one time for the next three numbers while I say them (*If the student has some speaking skills, he/she might count with you and you can change the instruction accordingly.*)

ASK: Now, what will we do after I tell you a number? (TAP. or SING) three times while I say the three numbers?