

# Math 1 for Nonverbal and Minimally Verbal Students:

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Thanks to Sue Finnes and Katie Steed gave input on previous math books, making this one more readable and accessible.

A huge thanks to all my students and their parents! You are who inspire me each day and teach me valuable life lessons!

# INTRODUCTION

This book is a first-grade Math Curriculum, that is appropriate for students until about a chronological age 9 years old.

I developed the lessons, from reviewing a few math books which align with the math common core for first grade.

The lessons are adapted for nonverbal or minimally verbal students. However, lessons in this book were specifically written for parents/teachers using Rapid Prompting Method (RPM)—a method of teaching that empowers students, and leads to communication and other functioning skills, developed by Soma Mukhopadhyay. Because lessons accommodate for those who communicate by picking from options, these lessons are for these students as well even if you do not wish to implement Soma®RPM.

This book does not constitute a ‘how to’ book on Soma®RPM. It was written with the idea that those who use these lessons as RPM lessons have read up on how to do RPM and/or have seen a Soma®RPM Provider. To understand Soma®RPM, and better implement and individualize lessons for their student, one may wish to read Soma’s books or booklets, which are rich in understanding Autism as well as Soma®RPM. One may access a list of these books and booklets by visiting [www.halo-soma.org](http://www.halo-soma.org). (For theory and ‘how to’ do RPM read, *Understanding Autism Using Rapid Prompting Method* (2008) by Soma Mukhopadhyay)

I currently travel and teach all over the world using Soma®RPM. I notice that many parents feel lost as to where to start. Often math is not focused on. To help parents (and professionals) feel some stability in implementing Soma®RPM, in hopes to build confidence in teaching math, and to help ensure a student received a complete education in First Grade level math, I wrote these lessons.

I hope you will find them useful.

Sincerely,

Lenae Crandall  
Soma®RPM Certified Provider

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Dear Parents and Teachers,

Math is an important skill. Each child should learn it. It helps one think and also reason. Teaching math is a great joy. I hope you enjoy my math problems.

S. R. (Soumil Rajput)

# HOW TO USE THIS BOOK

## Understanding Lessons

Here is what a lesson looks like without my commentary on how to use it:

### LESSON 3: GREATER THAN > AND LESS THAN <

**Main Cognitive Objective:** Student will learn or review signs for greater than and less than and how to apply to numbers.

**Materials:** If desired, a picture of an elephant and an ant.

STATE: The size of an elephant (*draw an elephant or show a picture*) is greater than the size of an ant (*draw or show a picture*).

ASK: So, an elephant is (GREATER THAN. or LESS THAN) the size of an ant?

*"Yes, the elephant is bigger than an ant so it is greater than the size of an ant."*

EXPAND: Then we could say that an ant is (GREATER THAN or LESS THAN.) the size of an elephant?

*"Yep, the ant is less than the size of an elephant because it is smaller."*

Below is a sample lesson again with my commentary on how to use it. *In this font*, I will indicate how to read these lessons:

*In bold at the top is the lesson number and concept being taught.*

### LESSON 3: GREATER THAN > AND LESS THAN <

*This is the main academic learning point of the lessons. Lessons should have: tolerance, skill, communication and education objectives.*

**Main Cognitive Objective:** Student will learn or review signs for greater than and less than and how to apply to numbers.

**Materials:** If desired, a picture of an elephant and an ant.

*These are the things to prepare for before the lesson.*

*The 'STATE' is what you teach. In () are things to do as you teach. They are different sensory activities. The underlined words are the words you spell verbally and write down as you teach.*

STATE: The size of an elephant (*draw an elephant or show a picture*) is greater than the size of an ant (*draw or show a picture*).

*The ASK checks for listening, but also indicates if there needs to be changes to how the teacher is delivering the contact. The capital words in () are the two choices you can give the student. The italic gray words are suggested words to make it conversational. The word with the dot is the correct option.*

ASK: So, an elephant is (GREATER THAN. or LESS THAN) the size of an ant?

*"Yes, the elephant is bigger than an ant so it is greater than the size of an ant."*

EXPAND: Then we could say that an ant is (GREATER THAN or LESS THAN.) the size of an elephant? *These are thinking questions. The answer with the period is the correct one.*

*"Yep, the ant is less than the size of an elephant because it is smaller."*

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