Math K for Nonverbal and Minimally Verbal Students: Lesson Plans with Options for Student Responses

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INTRODUCTION

This book is a Kindergarten Math Curriculum for Soma®RPM and other choice based methods. Previously, this book was split into four parts. It is not titled as Kindergarten as students from around 4 to 8 years old may find it helpful. Alternately, those not using Soma®RPM may find it useful for students perceived to be functioning at a 4-8 years old level.

To develop the lessons, I used the Kindergarten Math Common Core State Standards from http://www.corestandards.org/Math/, as well as included a few extra concepts that I thought beneficial.

The lessons are adapted for any nonverbal or minimally verbal student. 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 responses for those using choices, those who do not wish to implement Soma®RPM, may also find the lessons beneficial.

This book does not constitute a 'how to' book on Soma®RPM. 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. (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 or other methods using options, in hopes to build confidence in teaching math, and to help ensure a student received a complete education in Kindergarten level math, I wrote these lessons.

I hope you will find them useful.

Sincerely,

Lenae Crandall
Soma®RPM Certified Provider
www.heedrpm.com

HOW TO USE THIS BOOK

Understanding Lessons

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

CC Lesson 6: Counting—One to One Correspondence (1-10)

Main Cognitive Objective: Students will acquire knowledge and gain understanding of one-to-one correspondence from 1-20.

Materials:

Note: For students with an open visual learning channel, you might draw dots with each sound.

**Students who are able to generate open ended responses by pointing to letters to spell, typing, signing, or speaking, do NOT need to use the options provided.*

STATE: You know what! We count so we know how many things we have.

ASK: Why do we count? Because we want to know (HOW MANY. or HOW PRETTY)?
"Oh yes! There are so many things we want to know how many we have!"

STATE: Today, I want to tap my pencil! It sounds so good to my ears.

ASK: What do I want to do today? (THROW or TAP.) my pencil?
"Yes, tapping can make a cool sound."
EXPAND: I suddenly forgot what I do with my ears. Do I (HEAR. or SEE) with them?
"Thank goodness, for ears to hear!"

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:

The bold section is the title of the lesson. It tells you what category of math it falls under (CC for Counting and Cardinality), the lesson number. After the dash, it gives the concept being taught.
CC Lesson 6: Counting—One to One Correspondence (1-10)

Main Cognitive Objective: Students will acquire knowledge and gain understanding of one-to-one correspondence from 1-20.

Materials: *Materials, other than paper, pencils, stencils, or other common tools used for teaching are listed here.*

Note: For students with an open visual learning channel, you might draw dots with each sound.
Other notes are listed here to be aware of and adapt to different learners
**Students who are able to generate open ended responses by pointing to letters to spell, typing, signing, or speaking, do NOT need to use the options provided.*

This STATE section is what you say/teach. The underlined words are what you spell out as you write them down, as you teach. They are the key words. Writing the key words as you teach is a sensory activity.

STATE: You know what! We count so we know how many things we have.

The ASK section checks for listening and understanding. In () are two choices. The period after one of the choices indicates which is the correct answer.

ASK: Why do we count? Because we want to know (HOW MANY. or HOW PRETTY)?

"Oh yes! There are so many things we want to know how many we have!" These gray words below each question, are possible comments to make, to keep the lesson a conversation. You will need to personalize to each student. You will change them, if the student picks the incorrect choice. See below under "Ways to Handle Incorrect Responses."

STATE: Today, I want to tap my pencil! It sounds so good to my ears.

ASK: What do I want to do today? (THROW or TAP.) my pencil?

"Yes, tapping can make a cool sound."

The EXPAND questions are reasoning, thinking and opinion questions. You may want to add more questions. These are the communication objective.

EXPAND: I suddenly forgot what I do with my ears. Do I (HEAR. or SEE) with them?

"Thank goodness, for ears to hear!"