

BEFORE YOU BEGIN ‘RPM IN 10 MINUTES A DAY’

These lessons are each one page long. There are 14 of them. The function of these lessons is to help you get a consistent, daily routine going with short lessons. Consistency is critical for the success of RPM. Some students can be very challenging at first. Just keep going.

I expect for most students they will be mostly picking from paper choices and spelling 1 to 5 words per lesson depending on the comfort level of the parent/teacher and the skills of the student. Do not rush the process. Most important is to be consistent and master the basics. . .these are for older students 9 and older, but the range is great enough that some will be more appropriate for your student than others.

These lessons do NOT train in RPM. If you want an understanding in RPM you will want to read books by Soma Mukhopadhyay on RPM such as “Understanding Autism Through Rapid Prompting Method” available at www.halo-soma.org or www.amazon.com. Most find it beneficial to talk to a Soma certified or trained provider to get help with specifics with their child or student.

I suggest when doing these lessons that you read them through before you give them. Modify where you need to and change to personalized them. Reading and giving a lesson in someone else’s word patterns and thought process can be a tad challenging even if it is helpful to have them written for you, so keep that in mind.

I created these lessons off the top of my head to show you that in the beginning you don’t have to do massive research to produce a lesson. Yes, you need to plan and prepare them as having a “chat session” like “what is your name?” and “Who is your brother?” is not RPM. To have the most success: Keep sessions academic, new information each time, and away from personal questions. When the student has good board skills, a student will be able to talk about anything. Having said that, there are questions we don’t ask in proper RPM and each student—like anyone else—has his or her own level of privacy and to whom he or she likes to share certain personal information. A student, however, should answer questions in a proper RPM lesson and needs to learn tolerance to all topics. It is not appropriate to just talk about the student’s obsessions and favorite things. Sessions go best when you acknowledge and accept student’s likes and priorities, as you ask the student to respect yours, but stay away from lessons directly about those obsessions.

HOW TO USE THE LESSONS

Each lesson has a bold heading for a topic

EX: **Math: Geometry**

Then there is the word ‘STATE.’ You do not read ‘state’ to your student, but rather the words after it. You will notice some words are underlined. These words you verbally spell out and write on a sheet of paper *as you say them*.

EX: STATE: ‘Geo’ means ‘earth.’ ‘Metry’ means ‘measurement.’

Then you will notice after state is the word ‘ASK.’ Here you are checking for a) listening and b) how the motor skills are working. Students will get 100% on these if a) they are listening b) you have positioned the choices centered to the choosing hand c) you have the right pacing and a few other variables. There are two (CAP LOCKED) words written after the question. These words are the words you spell and write out for the student to pick from. The paper you write these on is separate from the keyword sheet of paper where you wrote the words from the ‘STATE’ line. You will notice that one has a . by it. That is the correct answer.

EX: ASK: What does Geo mean? (EARTH. or TIMELINE)?

Next you will have ‘EXPAND’ and a question. These questions help you see the reasoning and thinking happening. Through these questions a student develops the reasoning, thinking, and expressive skills to help him or her function and be successful in this area of life. If the student is not accurate on the ‘ASK’ portion then you know that you accurately see what the student’s reasoning abilities are, but you can still ask them as there is a correct response and incorrect response. On the ones that are opinions, if your child is not being accurate then change one of the answers so it clearly would not be a logical opinion. You present these the same as the ask section.

EX: EXPAND: So, when we do geometry we are we doing? Are we (MEASURING. things or COUNTING.)?

Lastly, there are some (*italics*). These tell you other things to do or suggestions, like more sensory activities.

***It is also important to note that you will need to add in a bit more commentary after the students picks the answers. It shouldn’t just feel like a list of questions being rattled off, rather it should have more of a feel of a discussion—I have added in commentary on a few lessons to help understand what it looks/sounds like. Commentary can add in new facts on the keywords.

INDIVIDUALIZING

Because RPM is individualized these lessons will not have written the accommodations or best presentation for each student. For example, some verbal students are so anxious it is best not to have them reason at first. It is better for them to be told, for example “The sky is blue. What color is the sky? Spell blue” (and then have them spell blue) verses “Is the sky blue or Piglet?” (and having them pick from a written choice).

You should read over the lesson before presenting it so it can flow and you can write in the appropriate changes needed to make it fit your student and you.

Consult with your RPM teacher or provider for understanding how best to adapt or present the lessons.

Science: Atoms

STATE: We are learning about atoms.

ASK: What are we learning about today? (ATOMS. or SALT)? (possible commentary: “yes, atoms” or “Yes, atoms for our science lesson”)

EXPAND: OK which is how we spell atoms? (O-T-I or A-T-O-M-S.)? (“yes, you can see that the A says /a/ sound and s says /s/ sound at the end” or “yes A-T-O-M-S”)

STATE: Atoms are so small you can't even see them through a microscope.

ASK: Atoms are very (SMALL. or LARGE)? (“Yes, atoms are small” or “yes, atoms are very, very tiny.”)

ASK: Can you see them through a microscope? (YEP or NOPE.)? (“That’s right, you can’t since they are so tiny” or “Yes, they are way too little in size.”)

EXPAND: Can you make an educated guess on what a microscope does to things? Make them look (ENLARGED. or WITHDRAWN)? (“yes, enlarge like a magnifying glass” or “Yes, they are very powerful and let us see very small things”)

STATE: There are three subatomic particles: Protons, Neutrons, and Electrons.
(*might draw an atom*)

ASK: Let me know a subatomic particle? (PROTON. or IDEATON)? (“Yes, a proton is one of the subatomic particles” or “yes a proton.”)

EXPAND: Do you suspect a subatomic particle is (LARGER or SMALLER.) than the atom itself? (*After the student picks, say something like, yes because sub is part.*)

STATE: Every single thing is made up of atoms.

EXPAND: So, then would you be made up of atoms? (SURE AM. or NOT A CHANCE). (“That’s right, all matter is made up of atoms” or “Yes, everything is.” Or “yes, hard to imagine how many make up you and me.”)

Math: Geometry

STATE: We are discussing a type of math called geometry.

ASK: What kind of math are we doing today? (ALPHABET or GEOMETRY.?)? (Possible commentary: “yes geometry, alphabet you already know” or “yes geometry, a very visual math” or “yes geometry”)

STATE: ‘Geo’ means ‘earth.’ ‘Metry’ means ‘measurement.’

ASK: What does Geo mean? (EARTH. or TIMELINE)? (“Yes the earth, like in geology or geography you might have heard” or “yes the earth.”)

EXPAND: So, when we do geometry we are we doing? Are we (MEASURING. things or COUNTING.?)? (“yes measuring things on the earth” or “yes measuring things”)

EXPAND: Do you think we would use geometry to (ADD apples or BUILD. a home)? (“yes, this room was built using geometry” or “Yes, to be an architect you have to use geometry.” Or “Yes build a home!”)

STATE: (*draw a dot or period*) This is a point. It has no dimensions.

ASK: Ok, what is this dot called? (a POINT. or a DIVISOR)? (“Yes here it is called a point not a period.” Or “yes, a point” or “yes a point since it is just a dot.”)

ASK: Does it have dimensions? (YES or NO.) (“yes no dimensions” or “yes no dimensions since you can’t move up/down or side to side”)

STATE: (*Draw a line with arrows on each end*) This is a line. Theoretically it goes on forever and has one dimension.

ASK: This is a? (LINE. or COUPON)? (“yes a line” or “yes a line just like you might draw”)

ASK: Does it end? (YES or NO.?) (“That’s right, it goes on forever in theory.” Or “Yes, forever” or “yes it would continue from this place through the universe”)

ASK: How many dimensions? (ONE. or THREE)? (“yes, one dimension” or “yes it goes one way”)

EXPAND: So this paper is two dimensions because you can move up and down (*Move your hand up and down on the paper as you talk*) and side to side (*Move your hand side to side on the paper*)—two directions. A line is only one dimension because you can only move in (one DIRECTION. or LOOKS like a one)? (“yes, one direction.” Or “Yes one direction because you can only go back and forth.”)

Language Arts: Adjectives

STATE: We are learning about adjectives.

ASK: Our discussion today is about? (ADJECTIVES. or NORMAL WHEAT)?

STATE: If I want to describe your shirt, I would use an adjective.

ASK: What would I use an adjective for? (DESCRIBE. your shirt or WITNESS your pants)?

EXPAND: OK so then an adjective for your shirt would be? (HARD or SOFT.)?

EXPAND: And colors are adjectives so therefore another adjective to describe your shirt would be (*write down and spell color of shirt. or write down and spell a color not on the shirt*)

STATE: Adjectives describe nouns which are a person, place, or thing.

ASK: A person, place or thing is a (FROGLET or NOUN.)?

EXPAND: So, which is a noun? (IPAD. or WALKING)?

STATE: Some adjectives could be cold, blue, furry, dark, etc.

ASK: So state an adjective (COLD. or RUNNING)?

EXPAND: Put an adjective in front of the noun:

The _____ boy ran. (EMACIATED. or IS)?

_____ refugee. (THE or SIMPLE.)?

_____ car. (SMELLY. or THING)?

Philosophy: Love

STATE: We are going to discuss love.

ASK: What did I say we are talking about? (REASON or LOVE.)?

ASK: Help me spell love (L-O-V-E. or L-R-E)?

STATE: Love is a positive feeling of care and concern for others.

ASK: What is love? Feeling of care and (ANGER or CONCERN.) for others?

EXPAND: When we care for others we (HELP. or HINDER) them?

STATE: It is important to love others.

ASK: Who should we love? (TOYS or OTHERS.)

EXPAND: Do you think it is good to love enemies too? (YES. or NOPE)?

EXPAND: If we love enemies does it help the neighborhood have (FEAR or PEACE.)?

STATE: We should love ourselves too.

ASK: It is also important to (LOVE. or PUT DOWN) ourselves?

EXPAND: We should love ourselves because (ALL. are important or we are the BEST)?

Language Arts: Quote

STATE: Today we are analysis this quote: "If you cannot do great things, do small things in a great way." By, Napoleon Hill

ASK: Our quote is "If you cannot do _____ (GREAT. or WHITE) things...

ASK: 'do _____ (SMALL. or SORRY) things in a great way.

STATE: So it says "if you cannot do great things..."

EXPAND: What is a great thing? Something (WEIRD or IMPORTANT).

EXPAND: Great things will (INFLUENCE. others or have NO EFFECT on others)?

EXPAND: What is a great thing? (BLOW your nose or SAVE. a life)?

STATE: Ok so "if you cannot do great things, do small things in a great way."

EXPAND: What do you consider a small thing? (making a CHOICE. to answer a question or EARN a million dollars)?

EXPAND: Give me another example of a small thing? (DEVELOP A LARGE COMPANY or STAY SEATED. during this session)?

EXPAND: What is most important? (To be FAMOUS or DILIGENT. in whatever you are asked to do)?

EXPAND: Do you think diligence is then a small thing done in a great way? (YES. or NO)?

Geography: Continents *(Some continents and countries teach a different amount or names of continents so adapt accordingly)*

STATE: For our geography lesson today we are discussing continents.

ASK: What are we discussing in geography? (SPACELINES or CONTINENTS.)?

EXPAND: Let's check how to spell continent: (C-O-N-T-I-N-E-N-T. or C-O-S-T-L-I-N-E-S-S)?

EXPAND: And remember back to our lesson on geometry. So what is GEOgraphy about? (EARTH. or COUNTING)?

STATE: There are seven continents.

ASK: How many continents? (SEVEN. or NINE)?

STATE: They are: Europe, Asia, Australia, Africa, North America, South America and Antarctica. *(You might get a map and point a few out or draw them...in that case pause and ask which continent you are drawing)*

ASK: Tell me the name of one of the continents (ANTIOXIN or AFRICA)?

STATE: We live on the continent called (*name and write the continent the student lives on*).

ASK: Now which continent did I say we live on? (*list a continent you live on and don't live on*).

EXPAND: And within that continent is the country you live on, which is? (*list a country you live on and one you do not*).

EXPAND: So then, which is larger? (CONTINENTS. or COUNTRIES)?

History: Civil Wars

STATE: We will be discussing civil wars today.

ASK: What kind of wars will we talk about? (CIVIL. or FIFTEEN)?

STATE: A civil war is a war that takes place within a country.

ASK: So where does a civil war take place? (WITHIN a country or SEPARATE countries)?

EXPAND: So would a war between France and Chili be a civil war? (NO. or YES)?

EXPAND: If the northern states and the southern states in the US had a war it would be (a SILENT or a CIVIL. war)?

STATE: A civil war happened in the United States connected to slavery.

ASK: Where did a civil war happen? (UNITED STATES. or PACIFICA)?

STATE: Slavery is when someone owned like cattle and forced to work for no pay.

ASK: Slavery is when a person is (PAID to work or OWNED.)?

EXPAND: To be a slave would be (DISGRACEFUL. or DELIGHTFUL).

EXPAND: Sadly, in some parts of the world slavery still exist, what should be done? Should we (FIGHT. against it or ALLOW it)?

Science: Black Holes

STATE: Today we get to learn about black holes.

ASK: We are learning about? (WHITE or BLACK.) holes?

STATE: A black hole is what some stars become at the end of "life."

ASK: Ok, then black holes come from (STARS. or FICTION).

EXPAND: One would you might attach to star would be (SLANT or SHINE.)?

STATE: Gravity is a pulling force.

ASK: What force did I mention? (SERIOUS or GRAVITY.)?

EXPAND: So then if I drop this pencil (*hold pencil up like you are going to drop it*) it will (FLOAT or DROP.)? (*After student picks it, drop the pencil to demonstrate "See how it drops"*)

EXPAND: What do you think pulls on this pencil? (EARTH. or ALIENS)? (*Yes the earth is pulling on it*)

STATE: A black hole is a powerful force of gravity in space, pulling in and crushing things in its path.

ASK: What force does a black hole use? (GRAVITY. or LOVE)?

EXPAND: If you came near a black hole what would happen? You'd be (CRUSHED. or FREED)?

EXPAND: Black holes are enormous, so do you think it could suck in another star? (YES or NO)?

(*Tell the student it can...they can even suck in galaxies.*)

Philosophy: easier to be poor and become rich or rich and become poor

STATE: In philosophy today we are discussing if it is easier to be poor and become rich or rich and become poor.

ASK: What topic are we discussing? Becoming rich and then (POOR. or POWERFUL)?

ASK: And also we are discussing when poor, becoming (RICH. or WILD)?

STATE: Let's define the meaning of poor and rich.

ASK: We are defining the (NAMES or the MEANING.) of rich and poor?

EXPAND: Would you connect the word (WEALTH. or VIRTUE) with rich?

EXPAND: Would we connect (IDEALS or RAGS.) with poor?

STATE: Alright then, let's think about which is easier.

ASK: We are now (DISCUSSING. or DESTROYING)?

EXPAND: Alright, so off the top of your head do you think it is easiest to be poor and then become rich? (YES or NO)

(based off the student's answer pick one of these to ask. If yes, ask the first, if no, ask the second...if your student is still not picking accurately consistently make one obviously wrong.)

EXPAND: OK so then do you think it is easier because you would not have to (STRUGGLE. anymore or it would be FUN forever)?

EXPAND: DO you think it would be harder to be poor then rich because it would be hard to (BELIEVE or LEARN TO MANAGE. wealth)?

Math: Decimal System

STATE: We are discussing the decimal system today.

ASK: What system are we discussing? (FRACTURE or DECIMAL.)?

STATE: 'Deci' means ten.

ASK: What does 'deci' mean? (TEN. or TWELVE)?

EXPAND: So then let's spell ten. (T-E-N or T-I-N)

STATE: Notice that there are ten numbers 0,1,2,3,4,5,6,7,8,9 that make all other numbers.

ASK: We are noticing that there are how many numbers? (TEN. or TWELVE)?

EXPAND: Let's quickly pick out some numbers just for good measure. (+X or 54.)

STATE: Numbers actually show us how many groups of ten we have.

ASK: What do numbers actually show us? How many (FACES or GROUPS.) of ten we have?

EXPAND: Ok so in the number 10, how many groups of ten do we have? (ONE. or FIVE)?

EXPAND: Ok so then in 2-6 twenty-six how many groups of ten total? (2. or 6)? So, then in 26, the six is in the ones or units column on its way to ten. So how many more until ten (4. or 51).

EXPAND: Now the number 3-8, thirty-eight. How many groups of ten total? (TEN. or THREE)? And how many ones? (THREE or EIGHT.)?

Language Arts: Action Verbs

STATE: We are talking about action verbs.

ASK: We will learn about (ACTION. or SIMPLE) verbs?

EXPAND: Actions involve (STILLNESS or MOVEMENT.)?

STATE: Every sentence contains a verb in it so it is important to know verbs.

ASK: Every sentence contains a (VERB. or COLOR WORD)?

EXPAND: What would you say 'contains' means? (HAS IN IT. or FORCED)?

STATE: Action verbs are words such as reason, contemplate, destroy or recite.

ASK: Tell me an action verb? (CONTEMPLATE. or BLUE)?

EXPAND: Look at the sentence and tell me the verb. Paul rationed his food. Is the verb (PAUL or RATIONED.)?

EXPAND: How about in this one. Arjun rejected his calculus textbook. (REJECTED. or CALCULUS).

EXPAND: And in this one. Ping dumped his girlfriend. (PING or DUMPED.)?

Science: Carbon

STATE: We are discussing the element carbon.

ASK: Which element are we discussing? (CARBON. or BARRIOR)

STATE: Carbon is a versatile element found in living or one living things.

ASK: What kind of element? (VERSATILE. or STATIONARY)?

ASK: We can find carbon in (SCATTERED or LIVING.) things?

EXPAND: Which will be living? (FAVOR or PLANKTON)?

STATE: Carbon can be one of the hardest things—diamonds. (*might draw a diamond*)

ASK: One of the hardest things on earth are (DIAMONDS. or DEVELOPMENTS)?

STATE: It can also be the make-up of coal—one of the softest things.

ASK: So, it also makes up things that are? (ROUND or SOFT.) did we say.

STATE: Carbon is also used to date things once living.

ASK: So, we can (DATE. or ARRANGE) things using carbon?

EXPAND: Do you thing when we date things with carbon it is called (RECALLING or CARBON DATING.)?

Architecture: Basics

STATE: We are figuring out some basics about architecture.

ASK: WE are figuring out the basics of what? (ARCHITECTURE. or CONTEMPLATION)?

STATE: One of the most basic forms of architecture is the post and lintel. (*Draw two vertical lines and a line on top*)

ASK: Basic architecture includes the post and (WINTER or LINTEL.)?

EXPAND: What in our environment has a post and lintel look? (FLOOR or DOOR FRAME.)?

EXPAND: A post and lintel would give a person some (SHELTER. or NURISHMENT)?

STATE: The pressure (*push gently on the students shoulder to teach pressure*) goes straight down into the posts. (*Draw arrows from the lintel pointing down*).

ASK: What goes straight down into a post? (DESIRE or PRESSURE.)?

EXPAND: What other types of pressure can we experience? (REGARDED or SOCIAL.) pressure?

EXPAND: We might experience social pressure when we are asked to (PERFORM. or EAT)?

STATE: Then the arch came next from the post and lintel. (*Draw an arch*).

ASK: What came after the post and lintel? (ARCH. or RECOVERY)?

Technology: Social change and technology

STATE: We are talking about how technology influences social change.

ASK: So, we are talking about how technology influences (WISDOM or SOCIETY.)?

EXPAND: Let's name some pieces of technology. (AIR or IPAD)?

STATE: Long ago there were no computers, lpads, or even cars.

ASK: What did we not have long ago? (COMPUTERS. or FRIENDS)?

EXPAND: Let's think of how the world would be without computers? Do you think we would be (MORE or LESS.) connected with people across the world?

EXPAND: What about having no car. Do you think we would live here? (YES or NO)

EXPAND: How do you think you'd get around without a car? (TIME MACHINE or WALKING.)?

STATE: The advancements in technology have allowed for many associations and connections all over the world.

ASK: What is one thing advancement in technology has allowed for (IGNORANCE or CONNECTIONS.)?

EXPAND: How do we connect with more people? (INTERNET. or MIND TRAVEL)?