

## 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 young students 8 and younger, 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](http://www.halo-soma.org) or [www.amazon.com](http://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: Numbers**

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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: Let’s talk about numbers.

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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.

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### **EX: ASK: What are we going to talk about? (SCIENCE or NUMBERS.)?**

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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.

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### **EX: EXPAND: I was hoping you could help me find the numbers (1,2,3. or x,+)=**

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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 key words.

## **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: Turtles

STATE: Today we are talking about turtles.

ASK: What are we talking about? (SEAHORSES or TURTLES.)? (possible commentary: "Yes, turtles, this will be fun!" or "We saw a turtle at the zoo last week!" or "Yes, turtles")

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STATE: The shell of a turtle is his home. (*draw a turtle*)

ASK: What part of the turtle is his home? (SHELL. or FOOT) (Possible commentary: "Wow! That would be crazy to have your home on you!" or "yes, shell, I wonder what that would be like to have your home on your back!")

EXPAND: Do you carry your home on your back like a turtle? (YES or NO.)? ("That's right, you live in a house!" or "Correct! That would be crazy to have your home on your back!")

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STATE: Turtles are green and can swim.

ASK: What color is a turtle? (BLACK or GREEN.)? (Possible commentary: "yes green!" or "green, that's a good color!")

EXPAND: What else is green? (HOME or PLANT.)? ("Yes a plant, and look you have a green shirt!" or "yes a plant and the grass is green too")

ASK: And what do turtles do? (SWIM. or HIKE)? ("yes swim, just like you!" or "Yes swim, good thing you aren't a turtle since you don't like swimming!" or "yes swimming is fun!")

EXPAND: Can you help me spell swim (S-W-I-M. or F-X-I-L)? ("yes s-w-i-m, since s-w says /sw/" or "Yes, you can hear the /s/ sound and the /m/ sound at the end")

EXPAND: What is something you do? (SPIN WEBS or WALK.)? ("Yes, you walk, spider's spin webs!" or "Yes, walk, just like a turtle!")

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## History: Pilgrims

STATE: Long ago Pilgrims came across the sea.

ASK: Who came across the sea? (PILGRIMS. or FANTASY)? (Possible commentary: "Yes pilgrims! I wonder who they are!" or "yep the pilgrims")

EXPAND: A sea is (WATER. or DIRT)? ("yes, water, sea is part of the ocean, that's water!" or "yes, water")

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STATE: The Pilgrims built homes near the Native Americans. (*draw a house*)

ASK: What did they build homes by? (FRENCH or NATIVE Americans.) ("Yes Native Americans! They came here long ago!" or "Yes, I wonder what that would be like!")

EXPAND: Help me spell Natives. Is it (F-O-R-W-O or N-A-T-I-V-E-S.)? (yes Native starts with the /n/ sound not /f/ sound")

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STATE: Now we call the place they settled the United States.

ASK: What do we call the place they settled? (UNITED STATES. or PILGRIM LAND)? ("Yes, United States, we live here too" or "yes, United States! Far across the sea from us" or "yes United States")

EXPAND: Do you live in the United States? (NO or YES)? ("Yes we do" or "that's right, we don't, we live in \_\_\_\_\_")

EXPAND: What do you think the United states is? (COUNTRY. or ANIMAL)? ("yes, it is a country!" or "yes, a country, countries are big!")

## Math: Numbers

STATE: Let's talk about numbers.

ASK: What are we going to talk about? (SCIENCE or NUMBERS.)?

EXPAND: I was hoping you could help me find the numbers (1,2,3. or x,+)=

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STATE: We use and see numbers all over.

ASK: What is something we do with numbers (USE. or EAT)?

EXPAND: Do you see numbers on a (CLOCK. or GRASS)?

EXPAND: And on a clock do you think the numbers help us (FIDGET or TELL TIME.)?

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STATE: With numbers, we count and solve problems.

ASK: What do we do with numbers (COUNT. or FORGET)?

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STATE: Listen to me count. 1,2,3,4,5,6,7,8,9,10. (*For speaking students you might say: You can count with me if you want.*)

ASK: Let's count. 1,2,3 what comes next, shall we say (23 or 4.)?

ASK: Ok then 5,6,7,8,9 and (10. or 54)?

**Language Arts: /ch/ Sound**

STATE: Today we are going to learn the C-H sound.

ASK: What are we learning? (C H sound. or V T sound)?

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STATE: C-H says /chh/. (*hold up paper (if needed) and point to the ch*)

ASK: What sound does it say? (CH. or MMMM)?

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STATE: Let's find words with /chhh/ in them.

ASK: we are finding (FLOWERS or WORDS.) with /chh/ in them?

EXPAND: Let's see which one has /chh/ (MOUSE or CHURCH.)?

EXPAND: And what word would go with church? (RELIGION. or CAMEL)?

EXPAND: Ok, now which one has /chh/ in it? (CHIN. or FINGER.)?

EXPAND: I wonder where I could find my chin? (STOMACH or FACE.)?

## Language Arts: Nouns

STATE: We get to learn about nouns today.

ASK: We are talking about what? (NOUNS. or FAMILIES)?

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STATE: Nouns are a person, place or thing.

ASK: So what could be a noun? (PERSON. or RUNNING)?

ASK: What else could be a noun? Did we say (AND or THING.)?

ASK: And then there was one more that was a noun (PLACE. or THE)?

EXPAND: ok Let's figure out a noun? (AMY. or JUMPING) *(after student chooses. Yes, Amy because she is a person)*

EXPAND: Next one. Is (WALKING or CITY.) a noun? *(after student picks, yes because a city is a place)*

EXPAND: Which one is a noun? Your favorite (TOY. or THROUGH)? *(After student picks say, yes, a toy is a thing)*

*(you might continue with more examples)*

**Values: Love**

STATE: We are going to discuss love. (*might draw a heart*)

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)?

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STATE: Love is a good 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?

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STATE: We should 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.)?

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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)?



## Social Studies: Neighborhood

STATE: Today we are talking about our neighborhood.

ASK: What did I say we are talking about? (NEIGHBORHOOD. or FRANCES)?

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STATE: A neighborhood is the people in the homes around us.

ASK: So, what is part of our neighborhood? (PEOPLE. or STARS)?

EXPAND: So, are the (*List the names of a person next door*) in our neighborhood?  
(YES. or NO)

EXPAND: How about the (*List a name of someone who lives far away*) are they in  
our neighborhood? (YEP or NOPE.)?

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STATE: We want to keep our neighborhoods clean.

ASK: Ok, we want to keep our neighborhood (HOTTER or CLEAN.)?

EXPAND: How can we keep our neighborhood clean? (LITTER or THROW TRASH  
AWAY.)?

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STATE: We should be kind to our neighbors.

ASK: How should we treat our neighbors? With (KINDNESS. or in ANGER)?

EXPAND: Help me learn how to spell kind. Is it (K-E-N-D or K-I-N-D.)?

**Science: Germs**

STATE: We are talking about germs.

ASK: So, what are we talking about today? (FLIES or GERMS.)?

EXPAND: I need your help spelling germs. Will I spell it (G-O-O-T or G-E-R-M-S.)?

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STATES: Germs make us sick.

ASK: Germs do what? Make us (FAT or SICK.)?

EXPAND: A sickness is like the (FLU. or SHIRT)?

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STATE: We should wash our hands with soap and water to get rid of germs.

ASK: How do we get rid of germs? (WASH HANDS. or HIT)?

ASK: We should use (SOAP. or SAND) when we wash our hands?

EXPAND: If we wash our hands it will help us to stay (THIN or HEALTHY.)?

EXPAND: Water is also used for (DRYING or DRINKING.)?

**Science: Spiders**

STATE: We are talking about spiders.

ASK: What did I say? Are we talking about (SPIDERS. or CANDLESTICKS)?

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STATE: Spiders have eight legs (*draw a spider*)

ASK: How many legs do spiders have? (FORTY or EIGHT.)

EXPAND: I wonder what legs are used for. Would you say (EATING or WALKING.)?

EXPAND: What else do you do with legs? (RUN. or SING)?

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STATE: A spider spins webs.

ASK: What can a spider do? (SPIN. a web or LICK a fan)?

EXPAND: What do you think the web is? Do you think it is the spiders (HOME. or GYM)?

EXPAND: What do can a human spin? (FLOWERS or our BODY.)?

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STATE: Spiders use webs to catch insects to eat.

ASK: What do spiders eat? (INSECT. or HUMANS)?

EXPAND: Do you think the insect taste good? (YEP or NOPE)? (either answer is fine)

EXPAND: Humans like you and me eat (PLASTIC or FOOD.)?

**History: Columbus**

STATE: We are talking about a man named Columbus.

ASK: What are we talking about today? (TRAVIS or COLUMBUS.)

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STATE: Christopher Columbus was an explorer long ago.

ASK: So what was Christopher Columbus? (EXPLORER. or TRAINER)

ASK: And did he live a (SHORT time ago or LONG. time ago)?

EXPAND: I wonder what explore means, do you think it means something like (SEARCH. or DIVIDE)?

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STATE: He lived in the continent of Europe.

ASK: What continent did he live on? (ASIA or EUROPE.)?

Expand: Do you think that you live on a continent? (YEP or NOPE)

Expand: Well, yes you do, it is a bunch of countries together. So, do you live on (LAND. or OCEAN) I wonder?

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STATE: Columbus got three ships and sailed to what we now call the Americas.  
(*draw three simple ships*)

ASK: How many ships did he have? (FOURTEEN or THREE.)?

EXPAND: We sail on (WATER. or LAND)?

EXPAND: Where would you prefer to sail? (*list a country.* or YELLOW)

## Math: Greater Than

STATE: Today we are learning which number is biggest.

ASK: So, what are we learning about? If a number is (BIGGER. or SHORTER) than another number?

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STATE: If a number is bigger than another number it is called 'greater than.'

ASK: What so we call a number bigger than another number? (GREATER THAN. or MINIVAN)?

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STATE: I am looking at numbers 2 and 9. 9 is greater than 2 because it is more.  
(You will want to tap out 2 and then 9 for an example or draw 2 and then 9 to show)

ASK: So which is the bigger number? (9. or 2)?

EXPAND: So then, which is bigger? (3 or 8.)?

EXPAND: Which is greater than? (4 or 45.)?

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STATE: We show greater than by drawing this sign >. The opening is pointed at the bigger number like it wants to eat it (You might draw teeth inside of the > sign.)

ASK: So which is the sign for greater than? (>. or BG)?

EXPAND: If I am hungry, do I want to eat something (BIG. or SMALL)?

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STATE: So now we will write the greater than sign down to show.

ASK: How will we show which is bigger? (putting down >. sign or WIGGLE LINE)

EXPAND: Which is greater, the person with (25. candies or 5 candies).

*(Continue for as long as needed with different situations.)*

## Language Arts: Story of Bug

STATE: Today we will learn about a story of a bug.

ASK: Today we will hear a story about what? (A BUG. or TRAMPLE)?

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STATE: One day, long ago, a bug sat on a rock. (*might draw bug on a rock*)

ASK: What was his size? (SMALL or FAT.)

ASK: So if I was looking for this bug long ago, where would I find him? (ROCK. or SAND)?

EXPAND: I wonder what he was doing on the rock. Do you think he was (THINKING. or ORANGE CAR)?

EXPAND: I wonder what a rock is like. Would you say a rock is (SOFT or HARD.)?

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STATE: The bug was thinking about Summer.

ASK: He was thinking about what season? (WINTER or SUMMER.)

EXPAND: I was wondering if you would tell me another season. Would you say (SPRING. is a season or FIELD DAY)?

EXPAND: Let's see what we would do in the summer. Would you (SWIM. or SKI)?  
(*You might continue with more activities*)

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STATE: The bug was scared of Summer time.

ASK: What did he feel about summer? (TIRED or SCARED.)?

EXPAND: Is summer scary? (NO. or YEP)?

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STATE: Then he decided it wasn't really scary and he stopped worrying. The end.

ASK: So, did he decide it was (SCARY or NOT SCARY.)?

EXPAND: Something you decided to do today was (THIN or to POINT.) to answer?

## Values: Honesty

STATE: Today we will discuss honesty.

ASK: What will we discuss. (WATERING or HONESTY.)?

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STATE: Honest is when you tell the truth.

ASK: What is honest? When you tell the (TRUTH. or FALSE)?

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STATE: It is important to be honest.

ASK: It is \_\_\_\_\_ to be honest (IMPORTANT. or AWFUL)?

EXPAND: If it is important that means (NEED. to do or OK to do)?

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STATE: When we are honest others trust us.

ASK: What will happen if we are honest? People will (RESIGN us or TRUST. us)?

EXPAND: If people can trust me, I will have more (CHOICES. or FEELINGS)?

EXPAND: If people can trust me, I will have more (CLOTHING or FREEDOM.)?

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STATE: Let's pretend you ate your friend's candy without thinking.

ASK: What did you eat? (CANDY or MONEY)?

EXPAND: What is honest to say about eating your friend's candy? Say I (DID NOT do it or I ATE IT.)?

EXPAND: Then what should you say? (SORRY. or YOU'RE LOSS).

EXPAND: How could you make it right? (GIVE. your friend something he/she likes or NOTHING).

**Science: Flowers**

STATE: Today we get to learn about flowers. (*might draw a simple flower*)

ASK: What do we get to learn about? (FLOWERS. or WEDDINGS)?

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STATE: Flowers are a type of plant.

ASK: If someone said what is a flower would you tell them it is a (PLANT. or FLY)?

EXPAND: Plants are usually what color? (ORANGE or GREEN.)?

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STATE: Flowers have pedals and most think they are beautiful.

ASK: What do flowers have? (PEDALS. or SALT)?

EXPAND: Do you think flowers are (BEAUTIFUL. or UGLY)?

EXPAND: Let's think of other beautiful things. Will we say (DIRT or SUNSETS.) are beautiful?

EXPAND: Would we say (AIR or RAINBOWS.) are beautiful?

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STATE: Flowers need water, soil, and sunlight to stay alive.

ASK: what is something flowers need to stay alive? (SUNLIGHT. or CANDY)?

EXPAND: What do you need to stay alive? (FOOD. or an IPAD)? (*If the student picks Ipad you can joke with them about needing the Ipad to stay alive.*)

EXPAND: What else do you need to stay alive? (CANDY or WATER.)?