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Practical Math Solution

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**Show
Me
Math**

2



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Show Me Math

1-Year Software Subscription
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Picture Cutouts

Dollars & Cents

1-Year Software Subscription
Accommodations & Hands-On Learning
Worksheet Templates
Currency Cutouts
Role-Play Activity

MatchTime

1-Device Software Download
Accommodations & Hands-On Learning
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Clock Cutouts



Welcome to the **PRACTICAL MATH SOLUTION!**

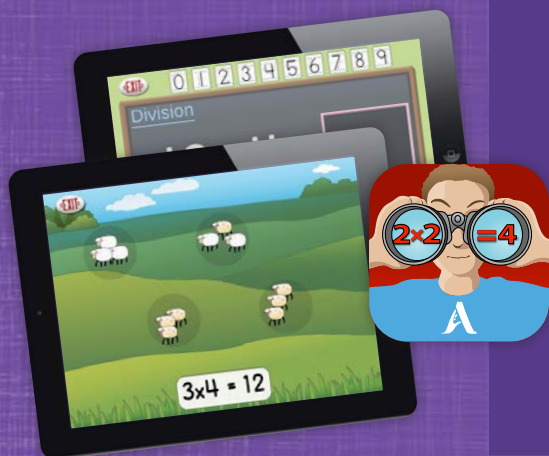
We suggest choosing one of the three math programs to start, providing initial, direct instruction for important concepts, supporting the written activities of the **Workbook**, and progressing to the **Software** for the generalization of skills. Within this packet, we provide a recommended outline for how to get started and how to reinforce concepts by integrating Workbook and Software activities. Depending on your student's mathematical understanding and the level of support they need, manipulatives and direct instruction may be an appropriate complement to a chosen activity to enhance engagement, learning, and achievement.



WORKBOOK + SOFTWARE

GETTING STARTED

1. Assess the type of support needed for your student (auditory, visual, physical, etc.).
2. Use the Time-Delay Procedure to teach the names and values of the numerals and signs.
3. Demonstrate a workbook activity from **Learning Objective: Count and sort groups by value** to your student using Model, Lead, Test.
4. Support your student with the System of Least Prompts as needed.
5. If a skill is difficult for your student, use a Task Analysis to divide a complex skill into individual steps.
6. Once your student meets 80% mastery, progress to **Learning Objective: Use counting to add two groups** workbook activity for generalization of the skill.



RECOMMENDED PLAN












WORKBOOK

SOFTWARE










START
HERE

→ NUMERAL IDENTIFICATION pg. 6








ADDITION pg. 16

| | |
|--|---|
|  Use counting to add two groups. | |
|  Use a number line to complete addition problems. | |
|  Use pictures to complete addition problems. |  Addition with pictures selected |
|  Identify and group addition problems by value. | |
|  Solve word problems using addition. |  Addition |
|  Solve addition problems. |  Addition with Quiz selected |








SUBTRACTION pg. 51

| | |
|---|--|
|  Use counting to compare two groups. | |
|  Use a number line to complete subtraction problems. | |
|  Use pictures to complete subtraction problems. |  Subtraction with pictures selected |
|  Identify and group subtraction problems by value. | |
|  Solve word problems using subtraction. |  Subtraction |
|  Solve subtraction problems. |  Subtraction with Quiz selected |

MULTIPLICATION pg. 86

| | |
|---|---|
|  Use pictures to complete multiplication problems. | |
|  Use drawings to represent and complete multiplication problems. |  Multiplication with pictures selected |
|  Identify and group multiplication problems by value. | |
|  Solve word problems using multiplication. |  Multiplication  Multiplication with Quiz selected |

DIVISION pg. 106

| | |
|---|---|
|  Use pictures to complete division problems. | |
|  Use drawings to represent and complete division problems. |  Division with pictures selected |
|  Identify and group division problems by value. | |
|  Solve word problems using division. |  Division  Division with Quiz selected |

*All Workbook items are listed by Learning Objective with a page number for the start of each section.

GETTING STARTED



1. Assess the type of support needed for your student (auditory, visual, physical, etc.).
2. Use the Time-Delay Procedure to teach the names and values of the coins and bills.
3. Demonstrate a workbook activity from **Learning Objective: Label currency with the appropriate name** to your student using Model, Lead, Test.
4. Support your student with the System of Least Prompts as needed.
5. If a skill is difficult for your student, use a Task Analysis to divide a complex skill into individual steps.
6. Once your student meets 80% mastery, progress to **Counting Coins: Name** software activity for generalization of the skill.



RECOMMENDED PLAN



WORKBOOK

SOFTWARE

START
HERE

→ COUNTING COINS pg. 8

COUNTING COINS pg. 8

Label currency with the appropriate name.

Counting Coins: Name

Label currency with the appropriate value.

Sort coins by their value.

Counting Coins: Sort

Match the value to the coin.

Counting Coins: Match

Add coins for the total.

Counting Coins: Vending

Add coins for the total cost of purchase.

SPENDING MONEY pg. 38

Add coins for the total cost to solve the word problem.

Counting Coins: Vending

Add currency for the total to solve the word problem.

Compare equal values.

Compare equal and unequal values.

Compare values that are equal to, greater than, or less than each other.

Compare values to make a purchase.

Spending Money: Shop

Compare and add values to make a purchase.

Select currency to equal the total cost.

Round up to the nearest dollar.

Spending Money: Quiz

Round the total cost and add money.

Add money for the total.

MAKING CHANGE pg. 97

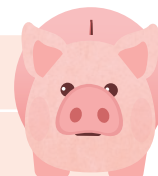
Compare values as a cashier.

Making Change: Start

Compare values and use subtraction to calculate change.

Compare values, use subtraction, and identify each type of money to return.

Making Change: Quiz



*All Workbook items are listed by Learning Objective with a page number for the start of each section.

GETTING STARTED



1. Assess the type of support needed for your student (auditory, visual, physical, etc.).
2. Use the Time-Delay Procedure to teach the names and values of the numbers on the clock and hands of the analog clock.
3. Demonstrate a workbook activity from **Learning Objective: Match time in hours using digital clocks** to your student using Model, Lead, Test.
4. Support your student with the System of Least Prompts as needed.
5. If a skill is difficult for your student, use a Task Analysis to divide a complex skill into individual steps.
6. Once your student meets 80% mastery, progress to **MatchTime: Hours** software activity for generalization of the skill.

RECOMMENDED PLAN

WORKBOOK

SOFTWARE

START
HERE

→ **HOURS** pg. 6

HOURS pg. 6

Match time in hours using digital clocks.

↓ through ↓

Hours

Tell time in hours using an analog clock and write the time.

Tell time in hours using a digital clock and write the time.

Hours with Quiz selected

QUARTER HOURS pg. 32

Match time in quarter hours using digital clocks.

↓ through ↓

Quarter Hours

Tell time in quarter hours using an analog clock and write the time.

Tell time in quarter hours using a digital clock and write the time.

Quarter Hours with Quiz selected

MINUTES pg. 60

Match time in minutes using digital clocks.

↓ through ↓

Minutes

Tell time in minutes using an analog clock and write the time.

Tell time in minutes using a digital clock and write the time.

Minutes with Quiz selected

EARLIER/LATER pg. 88

Tell time earlier or later in hours using a digital clock.

↓ through ↓

Earlier/Later

Tell time earlier or later in quarter hours using a digital and analog clock.

Write the earlier or later time in quarter hours using an analog clock.

Earlier/Later with Quiz selected

Write the earlier or later time in minutes using a digital clock.



*All Workbook items are listed by Learning Objective with a page number for the start of each section.

Recommendations to anticipate students' emotional, mental, and physical needs for a successful day of learning.

ENVIRONMENT

- Designate a physical space that will be the math work area and follow the schedule each day.
- If you find that one of the instructional strategies is most effective with your students, stick with that strategy for a given objective.

ENGAGEMENT

- Use physical objects or paper cutouts of images to represent math problems as an introduction to concepts and to make math more meaningful.
- Consider adjusting problems to include your students' interests.

BREAK

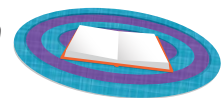
- Outline expectations for how your student should communicate a break request and determine what the break looks like. Consider having a basket of breaktime activities for your student, or a visual choice board of activities and needs (bathroom, water, snack, etc.).
- Prior to the start of the break, determine its length of time with your student and set a timer. Visual timers are especially helpful so your student can see how much time is left. Another option is to alert your child when they have two minutes left, one minute left, and then when time is up.

SCHEDULE

- Create a visual schedule at the start of each day and walk your child through it. Keep it visible throughout the day and cross off items as the day progresses. Do your best to stick with the schedule. If something needs to change, clearly identify the change to your student and update the schedule visually.
- Use a “First, Then” format to help the day feel more manageable and focus the student’s attention on the current task. Consider providing images rather than words for the activity to further support an early reader. For example, First, [picture of math problem]. Then, [picture of art supplies].
- If your student is having trouble with one of the items on the checklist, create a Task Analysis to support them with learning how to be successful step by step for the complex task.
- When creating the schedule, be intentional with alternating between activities your student enjoys and does not enjoy, activities that might be difficult and easy, or stimulating and regulating for your student. Anticipating these needs can help make the day more enjoyable for everyone!
- Establish clear expectations before beginning the lesson and be consistent. Give your student a visual timeline for when their work needs to be completed, as well as when their free time is scheduled.

Monday's Schedule

1. Circle Time



2. Break



3. Math



These quality instructional strategies serve as a best practice toolkit and model for lessons.

TIME-DELAY PROCEDURE

A systematic and errorless instructional strategy in which a prompt is given after an interval of time (e.g., 5 seconds) and naturally fades as the learner begins to respond correctly after the prompt. This strategy is easily used in school and at home for sight word and picture recognition, number identification, social studies skills, science and math vocabulary, food preparation, banking, and purchasing skills.

| EXAMPLE: | Instruction | Targeted Behavior |
|---|--|--|
| <div>Round 1 0-Second Delay</div> | <div>1. Point to the image of a penny while saying “penny.” 2. Verbally prompt a student: Show me the picture of a penny. 3. Pause for student response. If student does not replicate behavior, use System of Least Prompts to support with response accuracy. 4. Repeat steps 1-3 for each student in the group.</div> | <div>Student will replicate teacher’s behavior and point to the appropriate picture.</div> |
| <div>Round 2 5-Second Delay</div> | <div>1. Verbally prompt a student: Show me the picture of a penny. 2. Reinforce correct responses. For incorrect responses, interrupt and demonstrate accurate response for error correction. 3. Shuffle the pictures. 4. Choose another coin. 5. Repeat steps for each student in the group.</div> | <div>Student will point to the appropriate picture.</div> |

MODEL, LEAD, TEST

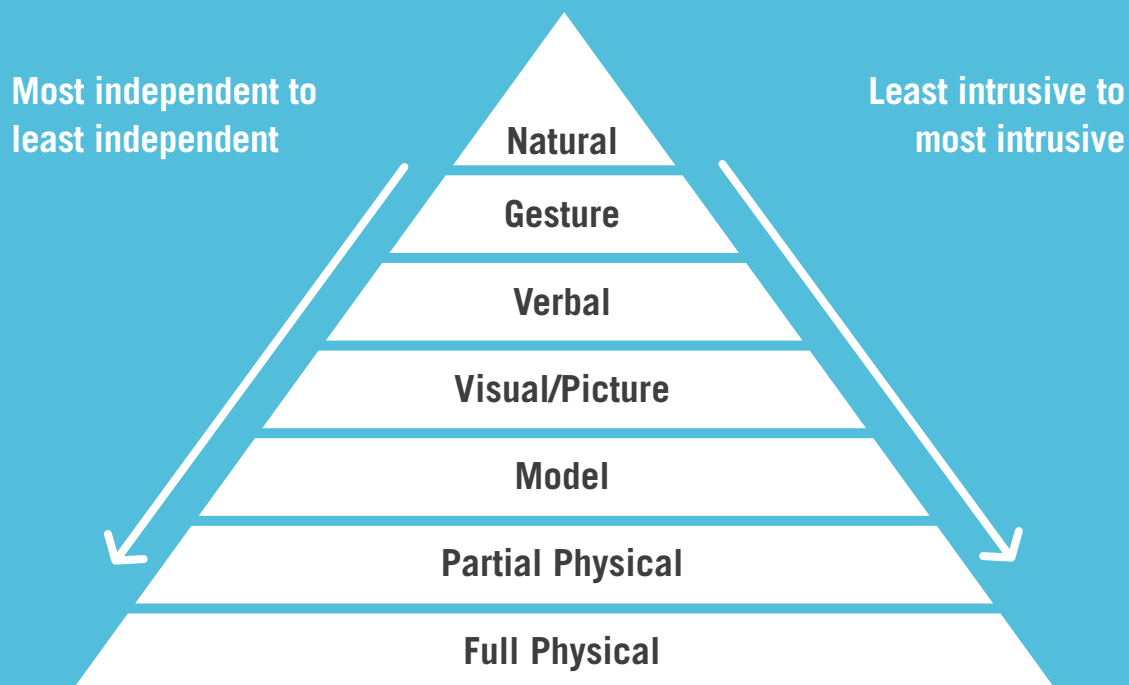
This effective teaching strategy (also known as My Turn-Together-Your Turn or I Do-We Do-You Do) provides students with multiple opportunities to practice a new skill while having direct teacher/adult support. Ideal for introducing new math skills, problem-solving strategies, reading comprehension, color identification, where questions, and language skills.

EXAMPLE:

| | Instruction | | Targeted Behavior |
|------------------------|---|--|--|
| Step 1 Frame | 1. Hold up a clock. 2. Verbally introduce lesson: Today we are going to learn about clocks. Listen again. Today we are going to learn about clocks. What are we going to learn about?... 3. Pause and gesture response from students: Clocks. | | Student will attend to teacher and communicate the word “clocks” when prompted through a verbal response or AAC device. |
| Step 2 Model | 1. Place 3 clocks and 2 non-clocks (a pencil and a notepad) in front of a student. 2. Say, My turn to find a clock first. This is a clock. | 3. Point to the clock. 4. Say, This is a clock. 5. Point to the clock again. | Student will attend to teacher. |
| Step 3 Lead | 1. Keep the 3 clocks and 2 non-clocks in front of the student. 2. Say, Let’s do it together. This is a clock. 3. Point to the clock. | 4. Pause for student response. 5. Say, This is not a clock. 6. Point to a non-clock object. 7. Pause for student response. | Student will point to the clock or non-clock as appropriate or say “clock” or “not a clock” respectively. |
| Step 4 Test | 1. Place 3 non-clocks and 1 clock in front of the student. 2. Say, Now it is your turn. Find the clock. 3. Pause for student response. 4. For correct response: Label the object and give verbal praise. For incorrect response: Point to the clock and say, This is a clock. Now you point to the clock. 5. Pause for student response and guide student using System of Least Prompts to correct response if necessary. | | Student will point to clock and say “clock.” <div> Repeat Lead and Test until the student identifies an example and a non-example with 100% accuracy. </div> |

SYSTEM OF LEAST PROMPTS

A researched, systematic instructional strategy that uses a prompt hierarchy. The student is first given the opportunity to perform the skill independently (Natural) before being provided with the least intrusive level of assistance from a hierarchy until the correct response is given. This strategy is one that can be used across a variety of ages and abilities to teach writing, science, social studies, functional skills, and even pretend play.



TASK ANALYSIS

An evidence-based instructional strategy that uses observational data to break down complex activities. When an activity or skill requires a series of actions to complete it, listing each discrete step and supporting your student to practice these skills, one by one, in the same order leads to success with the larger, complex task. When creating a task analysis for your student consider their skill level, age, communication needs, processing needs, and prior experiences with this task. To assess for the task analysis, the System of Least Prompts can be very effective.

EXAMPLE:

Complex Task: Sorting coins into piles

Action List:

| | |
|----------------------------|--|
| <input type="checkbox"/> 1 | Direct eye gaze to unsorted coin pile. |
| <input type="checkbox"/> 2 | Choose one coin with hand. |
| <input type="checkbox"/> 3 | Feel and look at the coin. |
| <input type="checkbox"/> 4 | Identify the labeled pile in which the coin belongs. |
| <input type="checkbox"/> 5 | Place the coin in the appropriate pile. |





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Printed in the USA

