

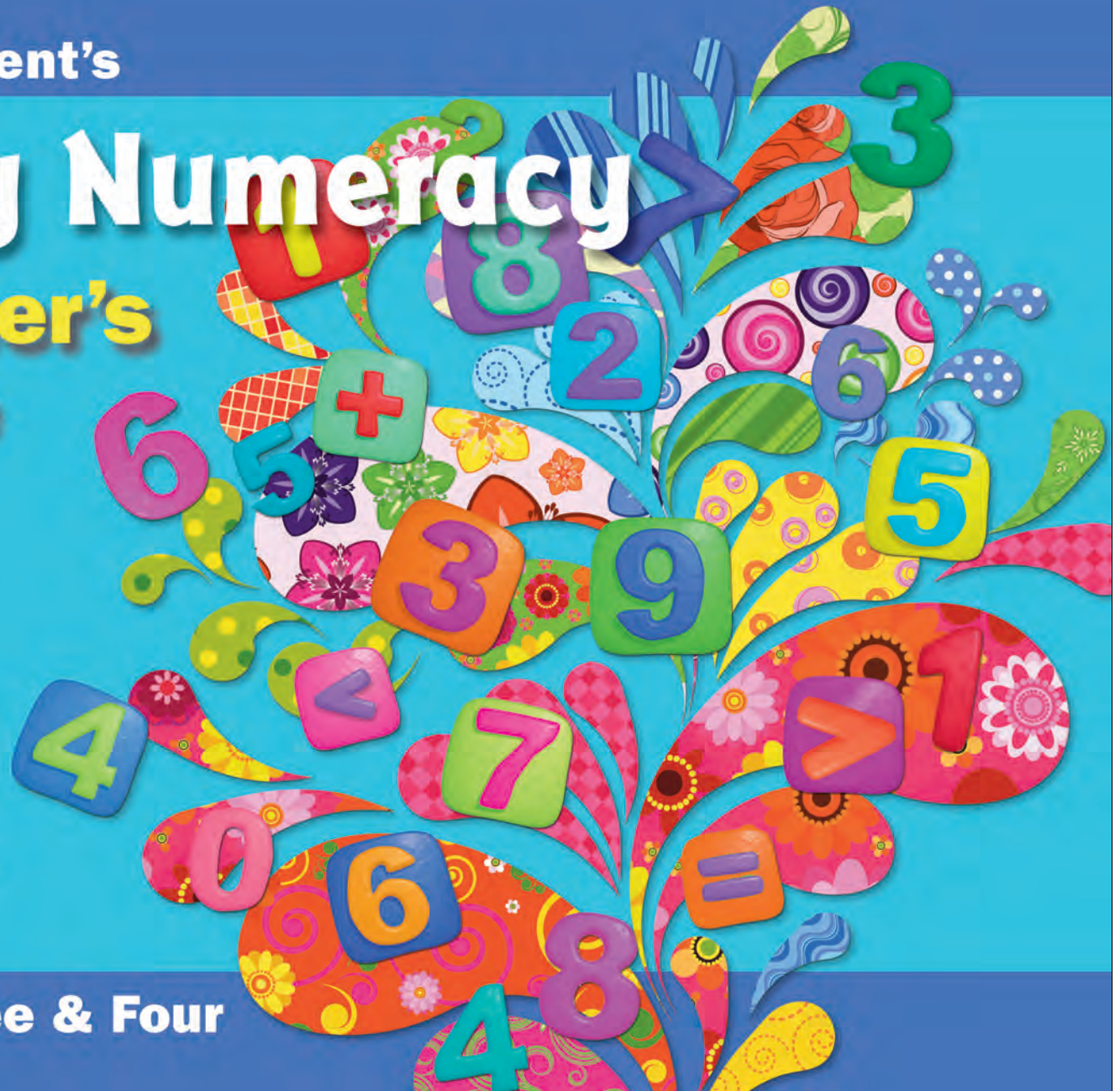
**Attainment's**

# **Early Numeracy**

## **Teacher's Guide**

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**Units Three & Four**



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# HOW TO USE

The **Early Numeracy** curriculum is designed to be used with small groups of two to four students. The lessons are repeated over 4–5 days to allow students to build fluency. Lessons should be taught at a brisk pace with rapid opportunities for student responses.

For some students, the lessons alone may not provide enough exposure to master the content, so additional and intense practice during one-on-one instruction with you or a paraprofessional will be required. For more information on grouping students and how to teach the lessons, refer to the **Implementation Guide**.

## Lesson Materials

All lessons list the materials you need to begin teaching. It is important to gather all materials needed for a lesson before teaching, so the lesson remains fast paced. The materials provided with this curriculum are pictured in the **Implementation Guide**. In addition, manipulatives that support the theme of the lesson are included, and an inventory of these materials is provided in Appendix B for your reference.

Note that for ease in locating and organizing items related to a unit, a color-coding system is used. The code is as follows:

Unit One  Unit Two  Unit Three  Unit Four 

The Early Numeracy curriculum also includes a CD containing PDFs of **Math Stories**, **Math Fun**, and the **Student Response Book**. These PDFs can be projected onto a SMARTBoard™ for full group viewing, or can be used for printing individual pages for students. These files are also provided so adaptations can be made for individual students who may need materials enlarged or cut apart for eye gazing, etc.

## Lesson Format

Each lesson is scripted to make it easier to teach and to minimize lesson preparation. The scripts are provided in color. In the scripts, S refers to student. The following steps are embedded in each lesson:

- 1 Anticipatory Set.** Introduce the day's theme with an anticipatory set. Show students the manipulatives for the lesson. Give students time to touch and view the materials before moving on in the lesson.
- 2 Rote Counting Warm-up.** Review rote counting for the unit. Count with the students in chorus and then choose a student to count individually. Do this step quickly to encourage rote learning.
- 3 Time Delay for Numeral Recognition.** Use the time-delay procedure to teach numeral identification (1–10). Students use their Work Boards with their number lines and number tiles. Refer to the Implementation Guide for a full description of this procedure. A script for time delay is provided in Appendix A. Print and laminate for easy reference while you are teaching.
- 4 Math Story.** Read the Math Story for the lesson aloud and with interest and animation. Numeric text in the story can be changed to focus on different numbers (e.g., any numbers from 1 to 5 for Unit One). This text is presented with a **red font** as a reminder to substitute other numbers you wish to focus on when repeating lessons. Refer to the Implementation Guide for more information on the Math Stories.
- 5 Application of Numeracy Objective to the Math Story.** After the story is read, read parts of it again but pause to integrate and teach the numeracy objective. The story parts are provided in the teaching guide and are **highlighted with**

**a colored background.** Teach these objectives using a system of least intrusive prompts. Wait for the student to respond independently, and then provide praise if correct. If the student responds incorrectly or doesn't respond, model the correct response and give the student another opportunity. Some students may need additional physical guidance to make the correct response. To fade prompting, provide enthusiastic praise when a student makes the response with less prompting than had occurred on the prior day. Also, interrupt errors and move to a more intrusive prompt if the student begins to respond incorrectly. Procedures for using the system of least intrusive prompts are listed in charts within the lessons. Text in red font is a reminder to substitute other numbers/text you wish to focus on when repeating lessons. For more information on the prompting hierarchy, see the Implementation Guide.

Prompts can be modified for students with sensory impairments. For students who are deaf, use a gesture instead of a verbal prompt. For students who have visual impairments, use additional verbal prompting prior to physical guidance (omitting the model). Modify your wording (e.g., point to, find, look at, grasp) as needed for individual students.

- 6 Math Fun.** At the end of each lesson, students practice the specific objectives of the lesson using a math activity page found in their Math Fun books. Because lessons are repeated up to five times, three activity pages are provided for each lesson, but additional activity pages can be printed from the CD if you want students to have additional activity pages for the 4th and 5th day of teaching a lesson. Some students may be able to do these activity pages independently. Other students may need you to prompt each response on the activity page. Use the system of least prompts to help students complete the activity. Note that when students are asked to draw dots, carrots, etc., any form of drawing is acceptable (e.g., carrots can be simple lines).

- 7 Embedded Instruction.** This curriculum is intended to help students become fluent in early numeracy skills to better prepare them for participation in the general education math curriculum. How to embed instruction and monitor student progress in the general education math class is discussed in more detail in the Implementation Guide. Forms are provided in Appendixes E, F, and G to plan for and record student responses during embedded instruction in a general education math class.

## Review Lesson

The final lesson—Lesson 6—is a review lesson. Instead of a math story, students receive quick trials for each math objective in a game format. They keep score of their correct answers using a game board and game cards. Correct independent responses earn more points than correct prompted responses. These review lessons help students gain the level of independence in responding that will be needed to show mastery when assessed at the end of the unit.

## Monitoring Progress

It is very important to monitor each student's progress in each unit to see if the curriculum is promoting learning and mastery for the students. A Progress Monitoring Form for each unit is provided so you can collect data on student responses during the lesson for each objective. These forms are provided in Appendix C and on the CD for convenient printing. Because the form is broken down objective by objective, it is easy to see on which skills students may need extra practice or one-on-one instruction.

The Early Numeracy Assessment can be used to determine if students have reached mastery on unit objectives before moving on to the next unit of instruction. For more information on assessment and monitoring progress, see the Implementation Guide.

## Adapting Materials

The materials for the Early Numeracy curriculum can be adapted for any student's individual response mode. The Student Response Book, Math Fun, and Math Stories are provided on the CD for convenient printing. Pages from these items can be enlarged, laminated, Brailled, cut apart and attached to eye gaze boards (e.g., Plexiglas® boards), or used with augmentative/alternative devices.

See the Implementation Guide for a full description of how to adapt materials for students who are nonverbal or those who have physical challenges or sensory impairments, etc.

When any changes are made to the instructional cues to fit a student's response mode, they need to be made consistently throughout the scripted lessons, during assessment procedures, and during inclusionary lessons in general education math classes.

# UNIT THREE: Math in Nature





## LESSON 1

# Math in the Flower Garden

### Objectives

- 1 Count 1–10 movable objects in a line.
- 2 Count 1–10 nonmovable objects in a line.
- 3 Rote count from 1–15.
- 4 Make sets of 1–9.
- 5 Add sets with sums to 10.
- 6 Compare sets for less than.
- 7 Identify the symbol for less than ( $<$ ).
- 8 Create an ABAB pattern.
- 9 Use a standard unit of measurement to measure 1–10 inches.
- 10 Name dates from 1st to 5th on a calendar.
- 11 Identify 1–10 days later across 2 weeks using a calendar.
- 12 Name numerals 1–5.

**Incidental learning:** Understanding and using ordinal numbers, subitizing

### Materials

- 10 roses in 2 colors
- Work Board (1 per S)
- Number line (1 per S)
- Number tiles 1–10 (1 set per S and T)
- **Math Stories**, *Flowers for Mother*, pp. 52–54
- 1 butterfly
- Set Maker poster
- Set Maker overlay (1 per S)

- Counting cubes (6 green and 6 yellow per S)
- Comparison poster
- Symbol tiles:  $+$ ,  $=$ ,  $<$  (1 set per S and T)
- Water-based marker
- Pattern Maker poster
- Pattern Maker overlay
- **Student Response Book**, pp. 78–86
- Calendar 3 overlay (1 per S)
- Green magnetic stars
- Ruler (1 per S)
- **Math Fun**, pp. 71–76
- Embedded Instruction Planning Form (Appendix E)
- Optional: AAC device, flower vases

### Prepare Ahead

- Preprogram an AAC device to help nonverbal Ss count 1–15 aloud and say numbers 1–10.
- Add the word *May* to the calendar overlays.

### Repeated Lessons

- When teaching this lesson the first time, model each objective before requesting Ss to perform it. Fade use of your model across days 2–4 of instruction, so by the 5th day you have taught the lesson, no model is provided and Ss respond independently.
- To build generalization, vary the numbers (1–10) you focus on when you repeat the lesson.



# Lesson Plan

- 1 Provide an anticipatory set. Say, **Today we're going to talk about a little girl named Alisha who picks flowers for her mother. Before we find out about Alisha and the flowers, let's warm up our numbers.**
- 2 Provide a warm-up with rote counting. **Let's count to 15 to let our numbers know it is time to come to math class. Ready?** Clap as you say each number 1–15. (Optional: Use the manual sign for each number.) Count again to 15; this time quickly. Then choose a S to count to 15. For example, **Nelson, it's your turn. You count to 15 to get us ready for picking flowers.** Have everyone say, **It's time for math in the flower garden!**
- 3 Use the time-delay procedure to review numeral recognition. **Before we learn about picking flowers, we need to get our numbers ready.** Give each S a Work Board, number line, and number tiles 1–10. Have Ss place the number line and number tiles on their Work Boards.

**Round 1 (0-second delay).** Now when I say a number, find that number on your number line. If you are not sure, look at the number I am holding. Ready? Hold up a number tile while saying the number. Have Ss point to the number on their number line at the same time. Repeat for numerals 1–10 in random order.

Give praise to Ss who touch the correct number quickly and without help. For example, **Yes. Margie remembers the number**

4. Go through numbers 1–10 as a very rapid drill. Be sure to name the number and hold it up at the same time to use 0-second delay prompting. OPTION: Skip Round 1 when Ss begin to recognize the numerals.

Prompt: If the S does not point, or points to an incorrect number, provide a prompt (see Appendix A).

**Round 2 (4-second delay).** Do you think these numbers are ready to pick flowers? Well, let's get them ready for Alisha and her mother. When I say a number, pick up the number tile and show it to me. If you are not sure which number to hold up, wait and I will show you. Ready? Say numbers 1–10 in random order and have each S hold up the number tile. Give praise to the Ss who find the number with no help by saying for example, **Matt's number 8 is ready.**

Prompt: If the S does not hold up the correct number tile, or holds up an incorrect number tile, provide a prompt (see Appendix A).

- 4 Read the math story.** Before reading the story, decide which numbers (1–10) you will focus on for the lesson and insert the numbers where the red text occurs in the story. Vary the numbers in repeated readings.

Say, **Now that we have our numbers ready, it's time to read our story for today. Let's go pick flowers with Alisha.** Let each S choose a flower to hold while you read the story, Flowers for Mother.

- 5** Apply numeracy objectives to the math story. **That was a great story. Now let's give our numbers a chance to be part of our story. I'll read the story again and this time we'll use our numbers to follow along.** Read parts of the story and practice the numeracy skill.



## Objective 3

Rote count from 1–15.

Alisha wants something special for her mother. She decides to pick her mother some flowers. What a beautiful day to be in the garden. She sees a butterfly land on a flower. She wonders how

long it will sit there. Alisha watches and counts: “1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15.”

Alisha counted to 15. Let’s count with her. (S), now you count to 15. Give different Ss the opportunity to count daily.

Cue	Materials needed	Wait for independent response	Provide a model	Assist and correct
<p><b>Count to ____.</b></p> <p><i>Note: Vary counting from 5–15.</i></p>	<ul style="list-style-type: none"> <li>■ Butterfly</li> <li>■ Optional: AAC device preprogrammed for counting</li> </ul>	<p>S says the numbers in order without skipping a number.</p> <p>If correct, give praise, <b>Wow! You counted to 15 by yourself!</b></p> <p>If no response or an error, provide a model.</p>	<p>Model counting: <b>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15. Now you say it.</b></p> <p><i>Note: If a S starts counting and stops in the middle of the sequence, or skips a number, have him or her start over from the beginning.</i></p> <p>If correct, give praise, the S, <b>Terrific counting to 15.</b></p> <p>If no response or an error, assist and correct.</p>	<p>If an error, say, <b>Next time, wait, and I will help if you are not sure. Don’t guess.</b></p> <p>Help the S activate an AAC device if needed.</p> <p><b>Count like this: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15.</b></p>

# Objective 1

Count 1–10 movable objects in a line.

She sees roses. She decides to pick some of them.

**Let's count the flowers Alisha picked.** Place roses on the line counter of your Set Maker poster. As you count aloud, push each rose above the line. Have all Ss count aloud with you, use an AAC device to count, or tap as you count the roses on the line.

Have the Ss place the Set Maker overlay on their Work Boards. Line up roses on the line counter of a S's Set Maker. Say, **Now you count the roses on this line counter.**

Repeat for each S, having the S push each rose above the line as he or she is counting. If a S is nonverbal, say the number aloud as the S moves the roses.

Cue	Materials needed	Wait for independent response	Provide a model	Assist and correct
<p><b>Count the roses on your line counter.</b></p> <p><i>Note: Vary the number (1–10) of roses you put on each S's line counter to prevent Ss from repeating answers from other Ss and to promote generalization across repeated lessons.</i></p>	<ul style="list-style-type: none"> <li>■ T: Set Maker poster</li> <li>■ For each S: Work Board, Set Maker overlay</li> <li>■ 10 roses</li> <li>■ Optional: AAC device preprogrammed for counting</li> </ul>	<p>S counts and moves each rose (or points as you count).</p> <p>If correct, give praise, <b>Awesome counting by yourself.</b></p> <p>If no response or an error, provide a model.</p>	<p><b>Count like this: 1, 2, 3, 4, 5, 6, 7.</b> Touch and move each item as you count. Count them all and then say, <b>Your turn to count.</b></p> <p><i>Note: Don't prompt flower by flower. Instead, if the S does not respond or begins to make an error, model counting and moving all roses and then have the S try again.</i></p> <p>If correct, give praise, <b>Good counting with some help! You counted 7 roses.</b></p> <p>If no response or an error, assist and correct.</p>	<p>If an error, say, <b>Next time, wait, and I will help if you are not sure. Don't guess.</b></p> <p>Guide the S's hand, <b>This is how you count: 1, 2, 3, 4, 5, 6, 7.</b></p>

## Objective 12

Name numerals 1–5.

**Now let's name the numbers.** Have the Ss arrange numbers 1–5 on their Work Boards. Point to a number and ask, **What number is this?** Review all numbers 1–5.

Cue	Materials needed	Wait for independent response	Provide a model	Assist and correct
<b>What number is this?</b> <i>Note: Vary the numbers (1–5).</i>	<ul style="list-style-type: none"> <li>■ Work Board, number tiles</li> <li>■ Optional: AAC device preprogrammed with numbers 1–5</li> </ul>	<p>S names the number.</p> <p>If correct, give praise, <b>Wow! Terrific naming the number by yourself!</b></p> <p>If no response or an error, provide a model.</p>	<p>Hold up the number.</p> <p>Say, <b>This is 5. Your turn. What number is this?</b></p> <p>If correct, give praise, <b>Terrific naming the number with some help!</b></p> <p>If no response or an error, assist and correct.</p>	<p>If needed, guide the S's hand to activate an AAC device and say, <b>This is 5. Now say 5.</b></p>



## Objective 4

Make sets of 1–9.

Alisha picks some more roses. She picks 4 red roses and 3 white ones. Alisha counts to see how many flowers she has.

I wonder how many she had altogether. Let's use my Set Maker to find out. Let's make a set of 4 roses in the first circle and a set of 3 roses in the second circle. The first day teaching this lesson, model putting the roses in the circles of your Set Maker

poster. For repeated lessons, let a S place the roses in your Set Maker.

Distribute the Set Maker overlays and counting cubes. Once Ss have a good understanding of making and adding sets, move through the next two skills quickly and fluently, as if it were all one skill. Say, **Now you make a set of 4 in the first circle of your Set Maker and a set of 3 in the second circle. Pretend your counters are roses.**

Cue	Materials needed	Wait for independent response	Provide a model	Assist and correct
<p><b>Make a set of ____ in the first circle of your Set Maker.</b></p> <p><b>Make a set of ____ in the second circle.</b></p> <p><i>Note: Vary the numbers (1–9) you use for the blanks each time you teach the lesson, but keep sum of sets at 10 or less.</i></p>	<ul style="list-style-type: none"> <li>■ T: Set Maker poster, roses</li> <li>■ For each S: Work Board, Set Maker overlay, 12 counting cubes</li> </ul>	<p>S puts correct number of counting cubes in the circles.</p> <p>If correct, give praise, <b>That's it! You made a set of ____ in the first circle and ____ in the second circle.</b></p> <p>If no response or an error, provide a model.</p>	<p><b>Put 3 counters in the circle like this: 1, 2, 3. Now you try.</b></p> <p>Repeat for the second circle.</p> <p>If correct, give praise, <b>You got it with some help!</b></p> <p>If no response or an error, assist and correct.</p>	<p>If an error, say, <b>Next time, wait, and I will help if you are not sure. Don't guess.</b></p> <p>Guide the S's hand, <b>Let's put 3 counters in the circle: 1, 2, 3.</b></p> <p>Repeat for the second circle.</p>

## Objective 5

Add sets with sums to 10.

Awesome, Alisha has a lot of roses for her mother's bouquet. Using your Set Maker poster, point to each set and say, **Alisha picked 4 roses and then 3 more roses.** Write **4** below the first

set and **3** below the second set. **How many roses did Cindy pick altogether? Use your Set Maker to find out.**

At the cue, *how many altogether*, Ss should independently move all of their counting cubes into the last circle on their Set Maker and then count them.

Cue	Materials needed	Wait for independent response	Provide a model	Assist and correct
<b>How many roses did Alisha pick altogether?</b>	<ul style="list-style-type: none"> <li>■ T: Set Maker poster, roses</li> <li>■ For each S: Work Board, Set Maker overlay, 12 counting cubes</li> <li>■ Water-based marker</li> <li>■ Optional: AAC device preprogrammed with numbers 1–10</li> </ul>	<p>S moves counting cubes to the last circle and counts them (or points as you say the numbers to count).</p> <p>If correct, give praise, <b>That's it! You added ____ + ____ roses. There are ____ altogether.</b></p> <p>If no response or an error, provide a model.</p>	<p>Push all the counting cubes into the last circle (or to the line counter). <b>Let's count to add like this: 1, 2, 3, 4, 5, 6, 7.</b></p> <p><i>Note: Don't say plus. Just count the items.</i></p> <p><b>Now you try.</b></p> <p><i>Note: As the S counts, do not prompt between numbers. If a S makes a mistake, stop the counting, and demonstrate fluent counting. Have the S try again.</i></p> <p>If correct, give praise, <b>You added sets with some help!</b></p> <p>If no response or an error, assist and correct.</p>	<p>If an error, say, <b>Next time, wait, and I will help if you are not sure. Don't guess.</b></p> <p>Push the counting cubes into the last circle. Guide the S's hand, <b>We count to add like this: 1, 2, 3, 4, 5, 6, 7.</b></p>

**How many roses did Alisha pick altogether?** If a S answers, give praise: **You got it. Yes, it's 7.** If no Ss answer, count the roses on your Set Maker. Write the answer below the last set to complete the

addition sentence, then read it: **4 + 3 = 7. Alisha picked 7 roses altogether.**

## Objective 6

Compare sets for less than.

I wonder which color Alisha picked less of, the red roses or the white roses. She picked 4 red roses and 3 white roses. Place 4

red roses in the first circle of your Comparison poster and write a 4 below the circle. Place 3 white roses in the second circle of your Comparison poster and write number 3 below the circle. Which group is less, smaller? Which group is less than the other?

Cue	Materials needed	Wait for independent response	Provide a model	Assist and correct
<p><b>Which group is less than the other?</b></p> <p><i>Note: Vary the quantities (1–9) each time you teach the lesson.</i></p>	<ul style="list-style-type: none"> <li>■ Comparison poster</li> <li>■ 10 roses in 2 colors</li> <li>■ Water-based marker</li> </ul>	<p>S points to the set that is less than the other.</p> <p>If correct, give praise, <b>Yes. This group has less than the other. 3 is less than 4.</b></p> <p>If no response or an error, provide a model.</p>	<p><b>This group has less roses than this group. This set is less than the other.</b> Point to the sets on the Comparison poster.</p> <p><b>Your turn. Show me which set is less than the other.</b></p> <p>If correct, give praise, <b>Yes, with some help you showed me the group that is less than the other.</b></p> <p>If no response or an error, assist and correct.</p>	<p>If an error, say, <b>Next time, wait, and I will help if you are not sure. Don't guess.</b></p> <p>Point to the set that has less than the other. <b>This group is less than. It has less than this group. 3 is less than 4. Point with me. This set is less than this one.</b></p>



## Objective 7

Identify the symbol for less than ( $<$ ).

Demonstrate inserting the symbol in the square between the sets.  
Now let's add the symbol for less than to the Comparison poster to show which group is less than the other, which group

is smaller. The pointed end of the symbol points toward the smaller group like this. Now you try.

Distribute the symbol tiles to each S to place on their Work Boards.  
Show me the symbol that means less than on your Work Board.  
Now put it on my Comparison poster.

Cue	Materials needed	Wait for independent response	Provide a model	Assist and correct
Show me the symbol that means less than.	<ul style="list-style-type: none"> <li>For each S: Work Board, 3 symbol tiles (+, =, &lt;)</li> </ul>	<p>S finds <math>&lt;</math> symbol and places it on the Comparison poster.</p> <p>If correct, give praise, <b>Wow! You found the less than symbol by yourself!</b></p> <p>If no response or an error, provide a model.</p>	<p>Point to the <math>&lt;</math> symbol and say, <b>Less than. This means less than or smaller. Now you show me less than.</b></p> <p>If correct, give praise, <b>Terrific finding the less than symbol with some help!</b></p> <p>If no response or an error, assist and correct.</p>	<p>If an error, say, <b>Next time, wait, and I will help if you are not sure. Don't guess.</b></p> <p>Point to the <math>&lt;</math> symbol and say, <b>Less than. This means less than. Point with me.</b></p>

## Objective 8

Create an ABAB pattern.

Alisha places the roses on the ground. For fun, she makes an ABAB pattern.

Some of her roses are red and some are white. Alisha put them in an ABAB pattern. Let's make an ABAB pattern with these

roses. Using your Pattern Maker poster and the red and white roses, have a S make an ABAB pattern. Then Distribute a Pattern Maker overlay and 3 green and 3 yellow counting cubes to each S. **Now it's your turn. Pretend these cubes are roses. Make an ABAB pattern on your Pattern Maker.**

Cue	Materials needed	Wait for independent response	Provide a model	Assist and correct
<b>Make an ABAB pattern.</b>	<ul style="list-style-type: none"> <li>■ T: Pattern Maker poster, 2 red and 2 white roses</li> <li>■ S: Pattern Maker overlay, 3 green cubes, 3 yellow cubes</li> </ul> <p><i>Note: Vary the items provided for creating an ABAB pattern (e.g., rose, butterfly, rose, butterfly) in repeated lessons.</i></p>	<p>S creates an ABAB pattern.</p> <p>If correct, give praise, <b>That's it! You made an ABAB pattern by yourself.</b></p> <p>If no response or an error, provide a model.</p>	<p><b>Watch me make an ABAB pattern.</b> Place roses in the pattern as you say the colors: <b>red, white, red, white.</b> Place the roses back in a pile and say, <b>Your turn. Make an ABAB pattern.</b></p> <p>If correct, give praise, <b>You made an ABAB pattern with some help.</b></p> <p>If no response or an error, assist and correct.</p>	<p>If an error, say, <b>Next time, wait, and I will help if you are not sure. Don't guess.</b></p> <p>Guide the S's hand to place the objects in an ABAB pattern as you say, <b>red, white, red, white. This is an ABAB pattern.</b></p>

## Objective 2

Count 1–10 nonmovable objects in a line.

Alisha sees more flowers in the garden. She counts daisies, tulips, sunflowers, and more roses.

Open the Student Response Book. On the first day of teaching this lesson, model counting and have Ss count aloud or tap as

you count the flowers in a line. For repeated lessons, let Ss try first. Have nonverbal Ss use an AAC device preprogrammed for counting while you point to each item. Say, **Let's count with Alisha. How many daisies (sunflowers, marigolds) are there?**

Cue	Materials needed	Wait for independent response	Provide a model	Assist and correct
<b>How many daisies are there?</b>	<ul style="list-style-type: none"> <li>Student Response Book, pp. 78–85 <i>Note: The Student Response Book varies the flowers and number of flowers (1–10) on pp. 78–85, so choose a different page for each S.</i></li> <li>Optional: AAC device preprogrammed for counting</li> </ul>	<p>S counts each item.</p> <p>If correct, give praise, <b>Awesome counting by yourself! There are 9 daisies in the garden.</b></p> <p>If no response or an error, provide a model.</p>	<p><b>Count like this: 1, 2, 3, 4, 5, 6, 7, 8, 9.</b> Count each flower aloud while pointing to it. Count them all and then say, <b>Your turn to count.</b></p> <p>If correct, give praise, <b>Good counting with some help!</b></p> <p>If no response or an error, assist and correct.</p>	<p>If an error, say, <b>Next time, wait, and I will help if you are not sure. Don't guess.</b></p> <p>Guide the S's hand, <b>This is how you count: 1, 2, 3, 4, 5, 6, 7, 8, 9.</b></p>



## Objective 10

## Objective 11

Name dates from 1st to 5th on a calendar.

Identify 1–10 days later across 2 weeks using a calendar.

Distribute the stars and the calendar overlay. Say, **Alisha's mother's birthday is coming soon. Let's look at your calendar.** Place a star on May 2nd on each S's calendar and point to it. **This is the date the story starts. What date is this?** Wait for each S to respond. **Now show me 8 days later on the calendar.**

She decides she has plenty of flowers for the bouquet. When she gets home, she looks to see when her mother's special day will be. Today is May 2nd. Mother's special day will be in 6 days.

Cue	Materials needed	Wait for independent response	Provide a model	Assist and correct
<p><b>What date is this?</b>  <b>Show me ____ days later.</b></p> <p><i>Note: Keep the date within 1–5. Vary the number (1–10) of days later each time you teach the lesson.</i></p>	<ul style="list-style-type: none"> <li>For each S: Work Board, May calendar overlay, 1 or 2 magnetic stars</li> <li>Optional: AAC device preprogrammed with numbers 1–5</li> </ul> <p><i>Note: S can use fingers or a star to count forward.</i></p>	<p>S responds May 2 or May 2nd then counts forward designated number of days.</p> <p>If correct, give praise, <b>Wow! Very good naming the day and counting forward. Yes, Mother's birthday is on May 8th.</b></p> <p>If no response or an error, provide a model.</p>	<p>Point to May 2nd. <b>This is May 2. Say May 2. Now count 8 days like this: 1, 2, 3, 4, 5, 6, 7, 8.</b> Move the star forward 8 days. <b>Now you do it.</b></p> <p>If correct, give praise, <b>Terrific naming the date and counting forward with some help.</b></p> <p>If no response or an error, assist and correct.</p>	<p>If an error, say, <b>Next time, wait, and I will help if you are not sure. Don't guess.</b></p> <p><b>Here's May 2.</b> Help the S activate an AAC device to say 2. Guide the S's hand, <b>Now count 8 days like this: 1, 2, 3, 4, 5, 6, 7, 8.</b> Move the star forward 8 days. <b>This is 8 days later.</b></p>

## Objective 9

Use a standard unit of measurement to measure 1–10 inches.

Alisha finds a vase to put her bouquet in, but she wonders if it's tall enough. She measures it with her ruler.

Let's help Alisha measure her vase. Open the Student Response Book. The vase is so pretty! Here is a picture of it. Let's measure it to see how many inches tall it is. Watch me first! I put the end

of the ruler with 0 on one end of the vase. I hold the ruler there with my finger. Then I move another finger all the way up the vase to the end. I look to see what number the vase ends at. The vase stops at 4. The vase is 4 inches tall.

Your turn to measure. How many inches tall is the vase? Very good. The vase is 4 inches tall. For repeated lessons, let the Ss try first.

Cue	Materials needed	Wait for independent response	Provide a model	Assist and correct
How many inches tall is the vase?	<ul style="list-style-type: none"> <li>■ Student Response Book, p. 86</li> <li>■ Ruler</li> <li>■ Optional: Real flower vase</li> </ul> <p><i>Note: Alternate between measuring the vase in the Student Response Book and different real vases each time you teach the lesson.</i></p>	<p>S uses a ruler to measure the vase correctly.</p> <p>If correct, give praise, <b>Awesome job measuring! The vase is ____ inches tall.</b></p> <p>If no response or an error, provide a model.</p>	<p>Demonstrate measuring. Say, <b>Measure like this.</b> Put the end of the ruler on one end of the vase, drag your finger up the vase until it stops. Look at the ruler where the vase stops and say, <b>What number do you see? 4, the vase is 4 inches tall.</b></p> <p><b>Your turn to try.</b></p> <p>If correct, give praise, <b>Good measuring with some help!</b></p> <p>If no response or an error, provide a model.</p>	<p>If an error, say, <b>Next time, wait, and I will help if you are not sure. Don't guess.</b></p> <p><b>This is how you measure.</b> Demonstrate measuring. <b>See? The vase stops at 4 on the ruler. The vase is 4 inches tall.</b></p>



## Review Concepts

She put the flowers in the vase. On the special day, Alisha asks her mother to close her eyes [close your eyes and count aloud to 15 with the S]. She yells, “Surprise!” [open your eyes and act surprised] and her mother is surprised.

Have Ss practice their new skills by completing one math activity page for this lesson in their Math Fun workbooks. Say, **The flower bouquet was a wonderful surprise. It’s time to do our math activity page. Open your Math Fun workbook. Follow the directions as I read the math page with you.**

Read the directions on the activity page as needed to help Ss complete it. Complete a new activity page for repeated lessons. (Print additional pages from the CD as needed.)



## Embed Instruction

Use the Embedded Instruction Planning Form to plan for the skills that will be embedded in a general education math lesson for each S.