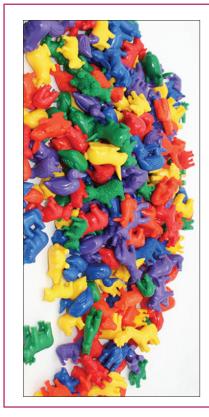*Box 2: Lesson 171*

Numbers & Counting: How Many? 1-10

Student will learn to count objects in a group and correctly answer:
"How many?"

✦ Suggested Materials

✴ **LB12 Language Builder: Stringing Beads & Patterns Kit**

✴ **LB16 Language Builder: Math, Counting & Sorting Kit**

Notes

_____

_____

_____

Student:

Projected activities for: ___ / ___ / ___ to ___ / ___ / ___

Monday	Tuesday	Wednesday	Thursday	Friday

◎ IEP Goals

1. When provided a row of up to 20 identical manipulatives and asked by an instructor to count the objects, [Student] will count the objects using 1:1 correspondence and then state the final number of objects without recounting when asked How many? by the instructor, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

Numbers & Counting: How Many? 1-10

🔍 Lesson Focus

Student will learn to count objects in a group and correctly answer: "How many?"

🗂 Lesson Format

The primary lesson is designed for 1:1 instruction with a teacher or therapist.

🧭 Location

This lesson is intended as an indoor activity that requires the teacher and student to be seated across from each other at a table.

✂ Preparation

Pull objects from LB16 Language Builder: Math, Counting & Sorting Kit or LB12 Language Builder: Stringing Beads & Patterns Kit.

📋 Procedures

1. Place a set of manipulatives, such as 6 wooden beads, in front of the student.
2. Ask the student: "How many **Beads** are there?"
3. Prompt if necessary.
4. Wait for the student to respond correctly by pointing to each item as they count. Stop the count when they reach the last item, and without trying to recount the items, say: "There are **6 Beads**."
5. Reinforce the student as appropriate.
6. As the student learns to count a small set, gradually increase the number of manipulatives for the student to count.

☑ Prerequisites

The prerequisite for *How Many? 1-10* is:

★ **Lesson 170**: *1:1 Correspondence Counting*

⭐ Standards

Head Start

★ P-MATH 3

Common Core

★ CCSS,MathContent.K.CC.B.5

ABLLS-R

★ R7

VB MAPP

★ Ma 12M

📠 Record Keeping

Data Sheet

★ *Skills-Based Lessons*

Home Communication Sheet

★ *Emerging & Maintaining Skills*

Teacher Tip

This lesson is when the student develops an understanding of the Principle of Cardinality which states that the last word uttered in a count expresses the number of items in the whole set.

Quick Refresher: Cardinal Numbers vs. Ordinal Numbers

Ordinal Numbers - The position of something in a list:

★ 1st day of Christmas
★ 3rd strike
★ 5th amendment

Cardinal Numbers - How many of something there are:

★ 7 swans a swimming
★ 3 little pigs
★ 100 bottles of beer on the wall

🎵 Lesson Progression

- Start with 3 objects on the table, in a line, spaced about 2-3 inches apart.
    - » For example, find **3 Red Apples** from the LB16 Language Builder: Math, Counting & Sorting Kit.
        - › Make sure all 3 objects are exactly the same.
        - › Ask the student: "How many **Apples** are there?"
        - › Prompt the student to point to each object as they count, saying: "**1, 2, 3**."
            - If they try to keep counting past **3**, stop them: "That's it. There are no more **Apples**."
            - When the student is done counting, reinforce them, and then ask again: "How many **Apples** are there?"
            - The student should respond: "**3**," or, "There are **3 Apples**."
            - If the student tries to start counting again, stop them: "You already counted the **Apples**. How many **Apples** are there?"
            - If needed, prompt them to say: "**3**."
    - » When the student can consistently point to and count the **3 Apples**, and can tell you how many there are without recounting, remove the **Apples** and place **3 Bananas** on the table. Follow the procedure above.
    - » Continue switching out the objects, always using 3 identical objects and always in a similar configuration, until the student can count 3 objects and tell you how many there are, no matter the objects.
- Now, place 4 identical objects on the table, such as **Apples** again, spaced similarly to the 3.
    - » Ask the student: "How many **Apples** are there?" Follow the procedure described above.
    - » Continue switching out the objects, until the student can count 4 objects and tell you how many there are, no matter the objects.
- Gradually increase the number of objects the student can count up to 20, following the procedures above.
- Work toward not having the objects in a perfect line, but don't let the groups get too messy at this point.

⊕ Generalization

As the student gets better at counting objects and identifying how many there are:

- Have the student continue to increase the number of items they are able to count.
- Have the student count throughout the day, such as counting steps during transitions: "How many steps did you take to the lunch room?"
- Have the student play a board game with a peer where they need to count the number of spaces to move. Candyland is a great counting game.
- Use the *Emerging & Maintaining Skills Home Communication Sheet* to share with families how many objects the student is able to count, so they can incorporate counting into activities outside of the classroom. Explain to parents that they may need to remind the student not to start the count again, but to tell them how many items.

◉ Whole-Child Lesson Ideas

Muffin Tin Drop

Place a muffin tin on the table or floor. Grab a handful of the manipulatives you want counted and drop them all at once from about 3 feet above the muffin tin. The items should scatter, with some landing in each section of the muffin tin and some missing the tin altogether. Now, you can ask the student: "How many landed in the first muffin tin section?" Or, you can ask: "How many missed the muffin tin?"

◎ Prompting

Suggested prompt ideas, in general from least to most intrusive:

1. Place only the target manipulatives on the table.
2. Point to the first item in the set to encourage the student to point.
3. Provide a partial verbal prompt to start counting.
4. Guide the student's hand to point to the first object.
5. Model counting each item while pointing to it.
6. Stop the student if they keep counting past the number of objects.
7. Remind the student not to start counting again, but to just say the last number in the count.
    a. Use partial verbal to remind.
    b. Use full verbal to remind.
8. Hand over hand guide the student to point to each item while modelling the verbal counting and the final count.

→ Next Steps

Once the student can count and identify how many objects are in a group, up to about 20 objects, you can introduce:

- ★ **Lesson 172**: *Counting Sets*

Skills-Based Lessons
DATA SHEET

LESSON NUMBER

LESSON TITLE

STUDENT'S NAME   *DATE*

Prompt Codes				Notes
V	Verbal	**FP**	Full Physical	
PV	Partial Verbal	**PP**	Partial Physical	
M	Model	**G**	Gesture	
PM	Partial Model	**L**	Location	

Command: _____

Desired Response: _____

Circle + (correct), - (incorrect), NR (no response), or P (prompted) and fill in Prompt Code.

Date: _____ Staff Initials: _____ Notes:
Time Started: _____
Time Finished: _____ % Correct: _____

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ − NR P	+ − NR P	+ − NR P	+ − NR P	+ − NR P	+ − NR P	+ − NR P	+ − NR P	+ − NR P	+ − NR P
Prompt Code										

Date: _____ Staff Initials: _____ Notes:
Time Started: _____
Time Finished: _____ % Correct: _____

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ − NR P	+ − NR P	+ − NR P	+ − NR P	+ − NR P	+ − NR P	+ − NR P	+ − NR P	+ − NR P	+ − NR P
Prompt Code										

Date: _____ Staff Initials: _____ Notes:
Time Started: _____
Time Finished: _____ % Correct: _____

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ − NR P	+ − NR P	+ − NR P	+ − NR P	+ − NR P	+ − NR P	+ − NR P	+ − NR P	+ − NR P	+ − NR P
Prompt Code										

Date: _____ Staff Initials: _____ Notes:
Time Started: _____
Time Finished: _____ % Correct: _____

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ − NR P	+ − NR P	+ − NR P	+ − NR P	+ − NR P	+ − NR P	+ − NR P	+ − NR P	+ − NR P	+ − NR P
Prompt Code										