

# Numbers & Counting: Recited Counting 1-10

Student will learn to recite numbers 1 through 10 in order.

## Suggested Materials

★ No specific materials are needed for this activity, unless you are using some sort of a block, toy hammer, or musical instrument as a prompt to encourage the student to tap out the rhythm of the counting.



## Notes

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Student:

Projected activities for: \_\_\_ / \_\_\_ / \_\_\_ to \_\_\_ / \_\_\_ / \_\_\_

Monday	Tuesday	Wednesday	Thursday	Friday

## IEP Goals

1. When provided a verbal model, [Student] will imitate rote counting to 5, 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].
2. When asked by an instructor to count to 5, [Student] will independently count to 5, 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].
3. When asked by an instructor to count to any number from 1-10, [Student] will independently count to the requested number, without going past the number, 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: Recited Counting 1-10

## Lesson Focus

Student will learn to recite numbers 1 through 10 in order.

## 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, but can and should be incorporated into activities throughout the day.

## Preparation

Find a quiet place in the room to work 1:1 with the student. No materials are needed.

## Procedures

1. Sit in a chair or on the floor facing the student.
2. Make sure you have the student's attention.
3. Give the instruction: "Let's count," or "Count to 3."
4. Prompt if necessary.
5. Wait for the student to respond correctly by counting out loud.
6. Reinforce the student as appropriate.

## Prerequisites

*Recited Counting 1-10* is the first lesson in the Numbers & Counting section of the Mathematics Readiness category. Before beginning this lesson, the student only needs to be proficient at:

- ★ **Lesson 9:** *Verbal Imitation*

## Standards

### Head Start

- ★ P-MATH 1

### Common Core

- ★ CCSS.Math.Content.K.CC.A.1

### ABLLS-R

- ★ N/A

### VB MAPP

- ★ Ma 12-d

## Record Keeping

### Data Sheet

- ★ *Skills-Based Lessons*

### Home Communication Sheet

- ★ *Emerging & Maintaining Skills*



## Teacher Tip

Being able to count, say from 1 to 5, is something toddlers can often do. But memorization of a string of number words does not equate to an understanding of numbers. The counting list (1, 2, 3, etc.) is learned with little or no tie to numerical value. It is more like a memorized chant, such as "fee-fi-fo-fum." A child first learns to say the number words, and then later learns to assign meaning to the words. So it is developmentally appropriate for a student to just say the words without assigning them to counted objects. That will come later.

## Lesson Progression

- Start by having the student count to **3** with you.
  - › Say to the student: “Let’s count to **3**.”
  - › Use verbal imitation to get the student to say: “**1, 2, 3**.”
    - › Overemphasize **3** to make it seem really fun to get to the last number.
    - › The student should respond: “**1, 2, 3**.” Give them strong reinforcement and specifically cite “counting” in your verbal praise: “Wow! That was great counting!”
  - › Practice many times, and slowly fade your verbal imitation prompt.
    - › “Let’s count to **3, 1, 2, 3!**” — Student responds: “**1, 2, 3!**”
    - › “Wow! That was great counting!”
    - › “Let’s count to **3** again. **1, 2, 3!**” — Student responds: “**1, 2, 3!**”
    - › “Yes! You are really good at counting!”
    - › “Now, *you* count to **3**.” — (Prompt with just the first sound of **1**) — Student responds: “**1, 2, 3!**”
    - › “Yay! You did it! You can count to **3**.”
  - › Continue practicing counting to **3** until the student can consistently count to **3**, without any prompting from you.
- Move to the next step, and have the student count to **4**.
  - › Say to the student: “Let’s count to **4**.” Emphasize the **4**.
  - › Prompt the first trial right away, so the student has the highest chance of counting to **4**.
    - › Again, overemphasize the **4** in your verbal prompt to make it seem really fun to get to the last number.
    - › The student should respond: “**1, 2, 3, 4**.” Give them strong reinforcement and specifically cite “counting” in your verbal praise: “Wow! You counted to **4!**”
    - › If the student stops at **3**, offer a verbal prompt to remind them to say **4**.
    - › “Let’s count to **4, 1, 2, 3, 4!**” — Student responds: “**1, 2, 3...**”
    - › Immediately prompt with a drawn out “fffff” — Student says: “**4**.”
    - › “Yay! Now you can count all the way to **4!** Let’s try again. Count to **4, 1, 2, 3, 4!**” — Student responds: “**1, 2, 3, 4**.”
  - › If the student has a hard time getting all the way to **4**, continue to prompt with the “ffff” sound, and slowly fade the prompt in volume and length, until the student can count to **4** on their own.
- Continue adding numbers to the student’s recited counting until the student can count all the way to **10**.
  - › Don’t rush this. You can spend many days practicing counting to each number without moving on.
  - › Practice throughout the day, such as at recess, in circle time, and at lunch. Make sure to update the student’s data sheet often to reflect how they have been doing with their counting outside of the formal lesson time.
- When the student can consistently count to **10**, practice getting them to stop at a certain number.
  - › For example, you can ask them to count to **10**, then **6**, then **8**, then **3**, etc.
  - › This will prepare them to move to 1:1 correspondence counting.

## Generalization

As the student’s ability to count to 10 independently grows:

- Have the student count to different rhythms like clapping or marching. Remember, we are not asking them to count the steps, so it is okay if their count doesn’t match up exactly.
- Change up the instruction, sometimes asking: “How high can you count?”
- Have the student practice counting as part of a game such as hide and seek.
- Have the student practice counting throughout the day during transition times.
- Use the *Emerging & Maintaining Skills Home Communication Sheet* to share with families how high the student is able to count, so they can incorporate recited counting into activities outside of the classroom. Make sure the parents know it is just about reciting the number words in order and not about counting actual objects.

## Whole-Child Lesson Ideas

### Counting Songs

Remember that this lesson is about *recited counting*, not *correspondence counting*. The best way to have fun with recited counting is with songs and rhymes. On the ARIS online portal we offer a list of fun number songs. You can find these songs, along with links to the music at [www.stageslearning.com/fun-with-numbers](http://www.stageslearning.com/fun-with-numbers).

## Prompting

Prompting is built into to the Lesson Progression section of this lesson, including:

1. Use a full verbal prompt when you first introduce a new number to the end of the recitation.
2. Use a partial verbal prompt to help the student remember to add the next number.
3. Add inflection to the number you are asking the student to count to.

Be careful to fade these prompts out, so ultimately you can say in an even tone: “Count to **8**.” The student will be able to count to **8** and stop.

## Next Steps

Once the student has mastered *Recited Counting 1-10*, you can move on in parallel tracks to both:

- ★ **Lesson 169:** *Recited Counting 11+*
- ★ **Lesson 170:** *1:1 Correspondence Counting*

You can continue adding numbers to the student’s recited counting list via **Lesson 169: Recited Counting 11+** at the same time you introduce the student to *1:1 Correspondence Counting*, with numbers 1 to 10.



# 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										