

# Measurement & Data: Size Order

Student will learn to order objects by size.

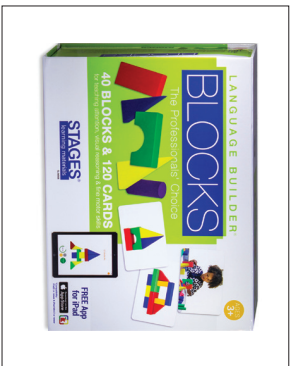
## Suggested Materials

ARIS products that work well for this lesson include:

- ★ **LB6 Language Builder: Blocks**
- ★ **LB16 Language Builder: Math, Counting & Sorting Kit**
- ★ **Various shapes from LB22 Language Builder: Geometry, Measurement & Attributes Kit**

★ **The ARIS Reproducible Activity**

- Sheets also include a set of sheets with multiple sized versions of the same picture. You can cut these out and laminate them to use over and over for this activity. Or you can have the student color them, cut them out for the fine motor lessons, and then use them for this lesson.
- ★ As the student moves on in the lesson, you will bring in other classroom materials that clearly vary in size.



Student:

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

Monday	Tuesday	Wednesday	Thursday	Friday

## IEP Goals

1. When presented a field of 3 identical objects that vary only in size and asked by an instructor to order the objects from smallest to largest, [Student] will correctly order the objects, 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 presented a field of 3 objects differing in size and only 1 other attribute and asked by an instructor to order the objects from smallest to largest, [Student] will correctly order the objects, 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 presented a field of 3 objects differing in size and in multiple other attributes and asked by an instructor to order the objects from smallest to largest, [Student] will correctly order the objects, 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].

## Notes

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# Measurement & Data: Size Order

## Lesson Focus

Student will learn to order objects by size.

## Lesson Format

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

## Location

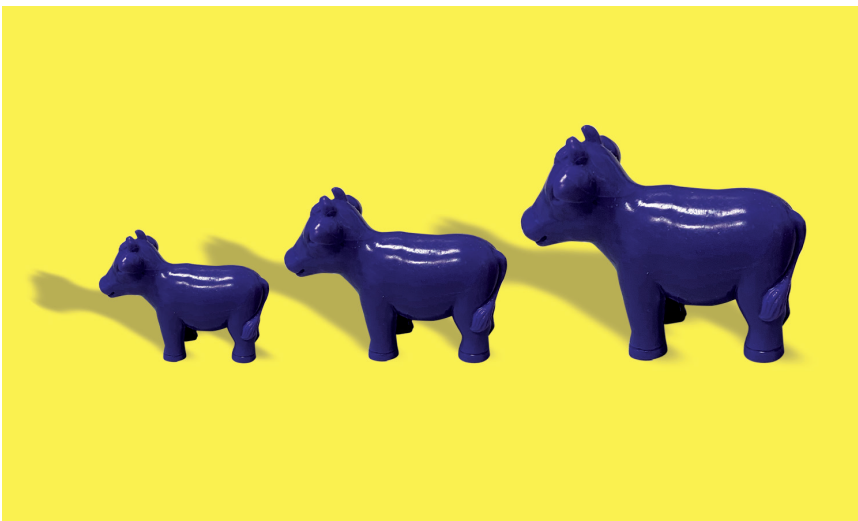
This lesson is intended as an indoor activity that first requires the teacher and student to be seated at a table across from each other before moving on to play areas.

## Preparation

- Gather sets of items that are the same in most ways except for size. ARIS products that work well for this are:
  - » Counters and unit cubes from LB16 Language Builder: Math, Counting & Sorting Kit
  - » Various shapes from LB22 Language Builder: Geometry, Measurement & Attributes Kit
  - » Small rectangle, square, and large rectangle from LB6 Language Builder: Blocks
- Cut out multi-sized pictures from the *Reproducible Activity Sheets* and laminate if desired.
- Gather sets of similar items that vary in size from around the classroom.

## Procedures

1. Place different sized items in front of the student, such as 3 counter objects of various sizes.
2. Give the instruction: "Put these in order from **Smallest to Biggest**."
3. Prompt if necessary.
4. Wait for the student to arrange the items in the correct size order.
5. Reinforce the student appropriately.



## Prerequisites

Although not part of the Mathematics Lessons, the student will do better with *Size Order* if they have mastered:

- ★ **Lesson 92: Sorting by Shape/Color/Size/Style**

The above lesson requires the student to attend to details of an object. In this lesson, the particular detail they should attend to is size.

In terms of Mathematics Lessons, this is the first lesson in the Measurement Subcategory. It is not directly dependent on any of the previous Geometry, Numbers, Counting, or Operations Lessons, so you do not need to complete all of those lessons before beginning *Size Order*. However, some familiarity with the Patterns Lessons would be helpful.

## Standards

### Head Start

- ★ P-SCI 3

### Common Core

- ★ CCSS.MathContent.K.CC.C.6

### ABLBS-R

- ★ R9
- ★ R10
- ★ C24

### VB MAPP

- ★ Ma 14-b,c,d,e

## Record Keeping

### Data Sheet

- ★ *Skills-Based Lessons*

### Home Communication Sheet

- ★ *Emerging & Maintaining Skills*



## Teacher Tip

Clean up time is a great opportunity to practice ordering by size! For example, you can hand the student a basket and instruct them to clean up their toys from biggest to smallest.

## Lesson Progression

- Start with 3 items that are the same in every way except size.
  - » Select a set of items, such as the **Horse Counters** from LB16 Language Builder: Math, Counting & Sorting Kit.
    - » Place 3 **Horse Counters** of the same color, but different sizes, in front of the student. Place the counters in a messy pile, not in order.
    - » Give the instruction: “Put the **Horses** in order from **Smallest to Biggest**.”
    - » The student should arrange the **Horses** in the correct size order from left to right.
  - » When the student can easily arrange the **Horse Counters** in order from **Smallest to Largest**, several times in a row, without a prompt, introduce a 2nd set of objects, such as the **Boat Counters**.
    - » Follow the procedure above until the student can consistently arrange the **Boat Counters** in order from **Smallest to Largest**, without a prompt.
  - » When the student is able to arrange both the **Boat** and **Horse Counters** consistently, begin random rotation of trials, asking the student to order either the **Boat Counters** or the **Horse Counters**.
  - » When the student can consistently order **Boat Counters** or **Horse Counters** in random rotation, introduce other sets of items that are the same in every way except for size.
  - » Continue until the student can easily arrange any objects placed in front of them that differ only in size.
- Move to objects that are clearly differentiated in size, but vary in 1 other aspect.
  - » For example, choose the **Horse Counters** again, but select a different color for each size.
  - » Follow the above procedure, asking the student to place the items in order, so that they are focused on the size and learn that color does not affect size order.
  - » Continue until the student can order any items by size, even if the items vary in another aspect.
- Move to asking students to place objects that vary in multiple aspects in size order.
  - » For example, choose the **Small Red Circle**, **Medium Blue Triangle**, and **Large Yellow Square** from LB22 Language Builder: Geometry, Measurement & Attributes Kit.
  - » Make sure that the size difference is clearly distinguishable among the 3 objects.
  - » Follow the same procedure, asking the student to place the item in size order, regardless of aspects like color or style.
- Finally, have the student order entirely different items by size. For example, **Boat Counter**, a **Large Block**, and a **Soccer Ball**).
- Work to increase the variety of items the student can order and the number of items in a set they can order.
- When the student can order items from smallest to largest, reverse the order and ask them to order items from largest to smallest. Work toward the student being able to order items in either direction when asked.

## Generalization

Once the student is able to order items by size:

- Have the student practice ordering larger groups of items by size.
- Work size ordering into other aspects of the student’s day, such as organizing toys by size, putting lunch items on the tray in size order, drawing pictures of items ordered by size, etc.
- Have the student build a series of block towers, and order them by size.
- Use the *Size Order Reproducible Activity Sheets*. You can cut out the pictures and laminate them to use over and over for this activity. Or, you can have the student color them, cut them out for the fine motor lessons, and then use them for this lesson.
- Use the *Emerging & Maintaining Skills Home Communication Sheet* to let parents know that the student is working on ordering items by size, so they can practice at home or in other environments outside of school.

## Whole-Child Lesson Ideas

### Five Quick Challenges

Try this quick activity when the student needs a movement break. Come up with small challenges related to size. For example, you can ask the student to sit on an object bigger than them, jump over something smaller than a book, or stand by an object that is the same size as them. Alter the challenges to suit the student’s ability appropriately, but try to find tasks that will get them moving across the room.

## Prompting

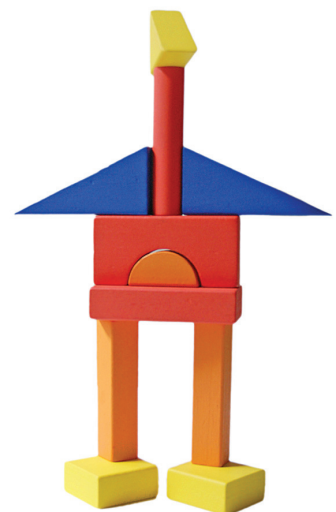
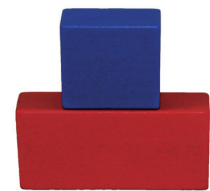
When asking the student to order items by size, you may need to prompt them to pay closer attention to the size of each individual item.

1. Move 2 items closer together, so they can see the size difference.
2. Ask them to find the smallest item and place it 1st, or find the largest item and place it last.
3. Glance toward the next correct item.
4. Point to the next correct item.
5. Place the next correct item closer to the student than the other items.
6. Hand over hand guiding the student and select the next correct item.

## Next Steps

Once student has mastered *Size Order*, move on to:

- ★ **Lesson 190:** *Receptive Mathematical Comparisons*





# 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: \_\_\_\_\_  
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 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										