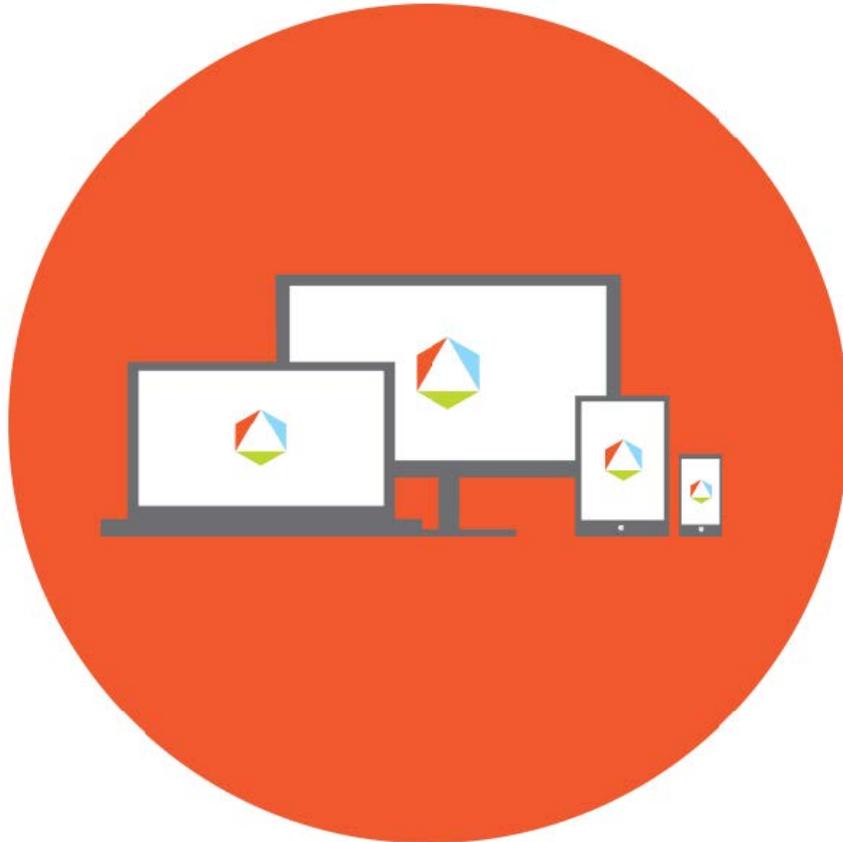




FIRSTPATH
AUTISM



Lesson Guide

67. Number to Quantity Match

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Number to Quantity Match

Overview

<p>Teaches:</p>	<p>This lesson teaches the child the meaning of numerals, and helps them connect the concept of numbers with the concept of quantity.</p>
<p>Before beginning:</p>	<p>Before beginning the child should be at a mastery level with the Number ID lesson, Number Sequencing lesson, and the Rote and Terminal Counting lesson.</p>
<p>Why it's important:</p>	<p>This lesson has great importance for facilitating the teaching of dealing with money, taking inventory of things, following written instructions, shopping with a list, etc. This skill will lead into 1:1 Correspondence.</p>
<p>Materials needed:</p>	<p>Materials needed for this lesson can include, but are not limited to, cards/other media with written numbers, 2D and 3D manipulatives, and dry erase board/pens.</p>
<p>Generalization activities:</p>	<p>There are many generalization activities to help facilitate further application of this lesson such as, but not limited to, games, playing cards, grocery shopping, taking an inventory/making a list of toys, etc.</p>

Steps

Prepare

1. Ensure that the child is ready to "earn and learn": a reinforcer assessment has been recently completed, and identified highly preferred items and activities are ready and available.
2. Have data collection ready, either via tablet or pen/paper.
3. Have lesson materials prepared and available.
4. Sit facing the child, in a quiet place free of distractions.
5. Make sure the child is ready to attend, ideally looking at teacher and not engaging in any other activities.

Teach

1. The teacher puts a card with two objects on it (2D) in front of her and has the deck of cards displaying the numbers 1-10 spread out among the table. The teacher asks the child "which number matches how many objects are on the card?" The child should see 2 objects and match the quantity with a number card that has the number 2 on it; or just say "two".
2. The teacher should wait 3-5 seconds for the child to respond.
3. The teacher should provide feedback to the child's response:
 - **Correct response:** Enthusiastic praise, and/or the child is given the earned reward.
 - **Incorrect or No response:** The teacher should give corrective feedback, and/or demonstrate the correct response.
4. Write down data, and continue to provide positive praise and momentum for the child to gain the motivation to continue the lesson.
5. The teacher should start by having the child identify or match the quantity of 2D objects within her possession, then the teacher should move on to having the child match the number to the quantity of 3D objects. The 1:1 Correspondence lesson should take place immediately after this lesson.

Examples

Correct response	Incorrect response	No response
<p>Teacher: (Puts three blocks in front of her). The teacher asks the child to match the quantity of the blocks to a number (either presented on a card, or the child can vocally say the number).</p> <p>Child: "3" (Or picks up the card with a 3 on it).</p> <p>Teacher: "Good job, I have three blocks and you said three."</p>	<p>Teacher: (Puts three blocks in front of her). The teacher asks the child to match the quantity of the blocks to a number (either presented on a card, or the child can vocally say the number).</p> <p>Child: "5" (Or picks up the number 5 card).</p> <p>Teacher: "Good try, but that is a five, lets count together." (The teacher and child count the teacher's blocks using their index finger to touch each block, and saying the number out loud; the teacher will then start new trial).</p>	<p>Teacher: (Puts three blocks in front of her). The teacher asks the child to match the quantity of the blocks to a number (either presented on a card, or the child can vocally say the number).</p> <p>Child: (No response.)</p> <p>Teacher: "Remember you are earning your reward, if you can tell me how many blocks I have you will earn a ____." (If child still does not respond the teacher and child should count the teacher's blocks using their index finger to touch each block, and saying the number out loud; the teacher will then start new trial).</p>

Typical order of learning targets:

1. Match number to quantity using 2D objects (receptive: with the use of cards).
2. Match number to quantity using 3D objects (receptive: with the use of cards).
3. Match number to quantity using 2D objects (expressive: spoken number).
4. Match number to quantity using 3D objects (expressive: spoken number).
5. Generalization of this lesson should be completed, and then immediately following mastery and generalization 1:1 Correspondence lesson should be introduced to the child.