

LT Level	Cognition	Motor	Sensory	Communication	Social Emotional
Volume Senser: Foundations	Model curiosity for the activity and the specific actions you would like to see the child accomplish. Use animated facial expressions and vocal tone.	If a child is not yet reaching independently for items, place the items in the child's hand one at a time.	Provide young children with materials that are safe for them to explore orally. For example, use Cheerios in a sensory bin instead of uncooked rice.	Model and pair verbal language with sign language for key vocabulary, such as "more."	Bring items of interest close to your face to engage the child and encourage joint attention.
Volume Quantity Recognizer	Provide visual modeling and verbal prompts to help children understand how to appropriately use the materials (i.e., dumping and filling instead of throwing and splashing).	If a child is not yet able to grasp or manipulate an object, hold it close to the child or provide hand-over-hand support as tolerated.	Utilize materials that have a stark contrast in color (i.e., black/white or red/yellow) for very young children or for children with a visual impairment.	Provide ample wait time before intervening. Watch for any non-verbal communication attempts, including pointing.	Make sure children have their own defined space and materials to gain uninterrupted, hands-on practice.
Volume Filler	Present children with units of vastly different sizes so their difference is more pronounced during measurement.	Align the items for comparison if the child has fine motor challenges that don't allow them to hold or align the objects independently.	Use less stimulating materials, recognizing children's sensory triggers.	Narrate your actions and child's actions to teach key vocabulary, such as full/empty, more/less, etc.	Give students time to explore new materials before starting the activity, to decrease distraction over their novelty.
Volume Quantifier	Teach children techniques to keep track of the number of units used to fill a space (i.e., use their fingers, ask a peer or teacher for help, tally marks).	Place materials and manipulatives in a bowl or on a paper plate for easier grasping.	Offer appropriate sensory supports, such as noise-cancelling headphones or sensory breaks.	If a child seems overwhelmed by responding, offer simple yes/no questions (verbal, head nod, thumbs up/down) to keep them engaged.	Try the activity one-on-one (if possible) to limit distractions and provide explicit modeling.
Volume Unit Relater and Repeater, Initial Composite 3D Structurer	If children have a hard time mentally repeating the unit of measurement, provide children more than a single unit.	Implement planned, timed movement breaks, such as a "GoNoodle" video.	Provide multisensory learning and response opportunities (i.e., tactile, auditory, visual, etc).	Create a visual word bank of relevant new math terms for children to reference as they work.	Flexibly group children with a range of knowledge on the concept, to promote peer modeling and collaboration.

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	Partially complete a row or column for the child as a starting point.	Make sure children can comfortably reach the materials (both sitting and standing), without hunching over or standing on tiptoes.	Ensure that children with hearing or visual needs sit closest to the teacher. When speaking, face them so they can read your lips (during the pandemic - wear a clear mask).	Use open-ended questions during group discussion to encourage a deeper level of thinking.	Prioritize group activities, encouraging children to discuss their thoughts and collaborate with peers.
3D Row and Column Structurer	Describe and model skip counting strategies (e.g., visuals, number lines, number charts, etc.).	Offer flexible seating options for children to find what suits their needs best.	For visual learners, create a video model of what is expected during the activity.	Allow for nonverbal participation, such as the use of response cards.	Give immediate and specific feedback during. Focus less on the child being "smart" and more on the specific ways they worked hard to achieve their goals.
3D Array Structurer	Encourage children to use units or manipulatives to determine the length, width, or height of the object.	Some children might benefit from a tablet or other technological support, particularly for writing or drawing.	An angled workspace/slant board can help decrease visual glare when working on paper.	Do not answer for a student if they fail to respond immediately. Instead, rephrase the question and give hints as needed.	To help build confidence, prioritize the concepts themselves over "getting the right answer."