Quantifiers &



Ideas for

Intervention

Here you will find resource materials for intervention. These are not programs or recommended methods but are meant to aid you by providing myriad resources and techniques for intervention. We’ve taken the time to research available resources and to offer them for you to consider.

Numerical Terms

Let’s start by defining what quantifiers and numerical terms are:

Quantifiers refer to a single word or phrase that indicates the number or amount of something.

* A child can learn quantitative terms, even if they have not developed the ability to count (Owens, 2014).

Numerical terms utilize a number rather than a phrase to denote meaning.

* Quantifiers and numerical terms are vital in relaying important information to others.
* Quantifiers usually develop before nouns. To describe a large amount of something, quantifiers such as “many,” “much,” and “a lot” are used. Quantifiers including “few” and “little” illustrate small amounts. Finally, for an unknown amount, the term “any” may be used.
* Not only do children have to understand the concept of these types of descriptors, but they need to be able to use them appropriately. For example, the quantifier is determined by the count or noncount noun it is describing. Count nouns are nouns that can be counted and may be singular or plural (e.g., dog, house, shoe). Noncount nouns are nouns that cannot be counted and may not be made plural (e.g., intelligence, clothing, water). Therefore, quantifiers that work for one noun may not work for another. It would be correct to say, “She has a lot of apples” but incorrect to state, “She has much apples.”



Ideas for

Intervention

Here you will find resource materials for intervention. These are not programs or recommended methods but are meant to aid you by providing myriad resources and techniques for intervention. We’ve taken the time to research available resources and to offer them for you to consider.

* A determiner is an element of a noun phrase that distinguishes, identifies, or quantifies said noun or phrase. Moreover, quantifiers fit into the category of determiners. The New York State Common Core initiative states that by grade 1, students should be able to use determiners ([CCSS.ELA-LITERACY.L.1.1.H](http://www.corestandards.org/ELA-Literacy/L/1/1/h/)).

Methods

Quantifiers & Numerical Terms

* Studies have shown that children first master totality quantifiers such as “all” or “none” before the acquisition of partiality quantifiers like “some” (Katsos et al., 2016).
* Owens (2014) recommends first training quantifiers “one” and “more than one”, then “many”, “much”, “some”, and “more”. Late developing quantifiers include “few” and “couple”, “nearly”, “as much”, “half”, etc. (Owens, 2014). Terms “these” and “those” are significantly more complex because they require well-developed perspective taking skills; consider training these words after less-mature forms are mastered.



Ideas for

Intervention

Here you will find resource materials for intervention. These are not programs or recommended methods but are meant to aid you by providing myriad resources and techniques for intervention. We’ve taken the time to research available resources and to offer them for you to consider.

* Seeing as numerical terms (such as fractions and percentages) require mathematical knowledge, Owens (2014) recommends waiting until children are of school age before training these words.
* It has been found that explicit teaching of the grammatical category of quantifiers is beneficial for individuals with English as a second language (ESL) (Subramaniam & Khan, 2013).

Quantifiers are best taught by relating them to the meaning of the noun referent (i.e., one for singular objects, more than one for plural referents).

ESL students also benefit from exposure to language from materials like newspaper or magazines. This is due to the fact that exposure to the use of language in a real context, in addition to explicit teaching, allows them to have a model of how quantifiers are used in written language (Subramaniam & Khan, 2013).

* Vocabulary instruction represents another method that is effective when teaching quantifiers. Introducing contrasting quantifiers will enable students to better visualize the difference between common quantifiers such as “more” versus “less”, “a few” versus “a lot”, “all” versus “none”, and so on. When using quantifier terms, it is best to relate concepts to what students are most familiar with. Teachers should also consider using tangible objects in order to capture student interest and provide a visual that can be physically manipulated.

Resources

Quantifiers & Numerical

Terms

Books

There are many “counting” books available to make learning numbers fun and engaging.

*Olivia Counts by Ian Falconer* - This book features a silly pig named Olivia. Text is sparse as each page simply presents a number and a corresponding image to that number. This book is for children at the preschool to kindergarten reading level and showcases the numbers from 1 - 10.

*Five Creatures by Emily Jenkins and Tomek Bogacki -* In Five Creatures, a little girl describes various scenes in her home using numbers. This is a first-grade reading level book. A great follow-up activity after this read is having the student create her own illustrations of her home life



Ideas for

Intervention

Here you will find resource materials for intervention. These are not programs or recommended methods but are meant to aid you by providing myriad resources and techniques for intervention. We’ve taken the time to research available resources and to offer them for you to consider.

*Click, Clack, Splish, Splash by Doreen Cronin -* This grade 1 level reading book tells the tale of a duck and his friends on a mission. The book features numbers in increasing order. There are illustrations on every page which allow students to count the items along with the teacher.

Games and Activities

* Visuals will help to supplement activities. Visuals can be a physical item (blocks, Legos, etc.) or a picture of item(s).
* Facilitate imaginative play such as working or ordering at a fast-food restaurant (Owens, 2014).
* [Quantifier Board Game](https://www.teacherspayteachers.com/Product/Quantifiers-Board-Game-1848080) - Students roll dice and move their pawns to the corresponding block on the board game. They are tasked with filling in the blank with the right quantifier of the block they land on. A fun, engaging way to practice quantifiers.
* [Tree & Fall Leaves Craft](https://www.youtube.com/watch?v=pNF6dajP-rc) - This is a basic craft project that will be engaging for preschoolers as it calls for coloring a tree and its fall leaves. This activity utilizes the words “some,” “none,” “all,” “one,” and other numbers. The teacher rearranges the leaves on the tree to demonstrate the quantifiers above. The words may be written on an index card to provide further support.
* [Create a Caption](https://drive.google.com/file/d/0B3yn2ApwjylXZ2tpWW8xNEczdDg/view) - Students work in a group setting to create captions for a series of images. Students must use one of the following words to describe the photo: many, much, a few, a little, and a lot. For example, if students are given a photo of a crowded train, the group should write something similar to, “There are a lot of people on the train.”



Ideas for

Intervention

Here you will find resource materials for intervention. These are not programs or recommended methods but are meant to aid you by providing myriad resources and techniques for intervention. We’ve taken the time to research available resources and to offer them for you to consider.



Ideas for

Intervention

Here you will find resource materials for intervention. These are not programs or recommended methods but are meant to aid you by providing myriad resources and techniques for intervention. We’ve taken the time to research available resources and to offer them for you to consider.

Websites

* [*Agenda Web*](https://agendaweb.org/) - The site, Agenda Web, offers lots of printable worksheets on quantifiers. Exercises may request the student to fill in the blank or circle the best answer in terms of quantifier. These worksheets can be used as a pre/post-test or just for extra practice. The website also has guides that list the rules for using quantifiers.
* [*BigLearners.com*](https://www.biglearners.com/common-core) - This website is great for finding worksheets applicable to Common Core standards. Each worksheet category is listed by the Common Core section and code.

Please visit [our Pinterest page](https://www.pinterest.com/sugarlanguage/_saved/) for additional resources and activities:

Pinterest Q&A:

What is Pinterest? Pinterest is a social media platform that serves as an electronic bulletin board. Many SLPs use it as a way to electronically “bookmark” (i.e., save) activities for future sessions.

How much does it cost? It’s free! However, you must create an account in order to access the SUGAR Language boards or use the website in general.

How do I use it? Please check-out the following link for an in-depth explanation of all things [Pinterest.](https://www.lifewire.com/how-to-use-pinterest-3486578)

**References**

Katsos, N., et al. (2016). Cross-linguistic patterns in the acquisition of quantifiers. PNAS.

Retrieved from <http://www.pnas.org/content/pnas/113/33/9244.full.pdf>

National Governors Association Center for Best Practices & Council of Chief State School

Officers. (2019). *Common Core State Standards for English language arts and literacy in*

*history/social studies, science, and technical subjects*. Washington, DC: Authors.

Owens, R. E. (2014). *Language disorders: A functional approach to assessment and*

*intervention* (6th ed.). Boston, MA: Pearson.

Subramaniam, R., & Khan, M. H. (2013). Explicit grammar instruction in communicative language teaching: A study of the use of quantifiers. *Malaysian Journal of ELT Research*, *9*(1), 43–73.