



The Calendar

Morning Meeting



Standards Covered

ELA	Math	Science	Social Studies
SL.K.1, SL.K.4, SL.K.5, SL.1.1, SL.1.4, SL.1.5, SL.1.3, SL.2.3, L.K.5, L.1.5	K.CC.6 (more or less), 1.NBT.3, 1. MD.3, 1.MD.4, SL.K.1, SL.1.1, SL.K.4, SL.1.4, SL.K.5, SL.1.5, L.K.5, L.1.5, SL.1.3, SL.2.3	HS.K.1, K.ESS.2, HS.1.2, HS.1.1 (past present future), HS.2.1	GVT.1.9 (collaboration)



Vocabulary

Coreboard Basic

Coreboard Location MJ

Core Vocabulary Frequent Words

Core Word Poster

Core Word Board (High Contrast Copy Included)



Text Set

[CKS Sun, Moon, and Stars](#)



Materials

Materials for these lessons will be linked within the daily outline



Teaching All Learners Center



Instructional Outline

Week 1: The Calendar: A Schedule & Timeline

Day 1 - Pre-assess weather vocabulary. Introduce/prime weather words (whole class and each student gets card ring or communication board with weather words)

Day 2 – As a group, begin calendar time by identifying (choosing or pointing to each) the year, the month, then the day of the week and finally locate the number representing the day of the month. Technology can be used to display calendar activities on a white board or static calendar display can be used. Communication and participation supports should always be available to students to aid in engagement and active participation. (see images of visual and tactile calendar systems and assistive technology)

Core and fringe vocabulary boards can be used throughout every activity during morning meeting/circle time. Learn about day and night and how a day is measured in *CKLA Book Chapter 2* only. Also explore how the sun moon and stars contribute to our calendar.

With each step build the date: week-day, month, day, year (i.e. Tuesday, October, 25th, 2026)

Are there any special holidays, birthdays or special events today? If so, what specifically? Use icons/pictures to label the calendar with special events.

Follow with calendar money activity. See Plan 4

Repeat Day 2 steps daily

******Sometimes a breakdown of tasks within the daily schedule is needed to task analyze and provide additional supports for executive functioning during this section of the whole group meeting time. For example, the calendar portion of the meeting could be broken down with visual symbols including: month, week, day, number, write/construct the date

Repeat these plans during Morning Meeting/Circle Time throughout the school year.

Formative Assessment Checkpoints once a week or at least benchmark every quarter. Days of the week, months, numbers 1-31, etc.

(Student progress monitoring using the learning progressions rubric data sheet)





Pre and Post Assessment

Included in the unit plans:

- ☐ Work sample with checklist, rubric, or notes
- ☐ Learning progressions (task analysis) rubric
- ☐ Diagnostic data – specific skill set:
- ☐ Project with rubric

Could be added to the unit plans:

- ☐ Captioned photos
- ☐ Test or quiz in accessible format
- ☐ Audio or video recording with data sheet
- ☐ Benchmark assessment formatted like alternate assessment
- ☐ Other






Providing All Students Access

When planning tools and supports, consider adapting and expanding teaching materials, student materials, technology, and curricular resources.

Student specific supports and services across the tier aligned to this lesson should be pulled from the IEP, RIMP, gifted, 504 plan, behavior plan, EL plan, diversity profile, etc. Consider assistive technology, instructional strategies, and environmental adaptations.

Designing to the Edges (Tip to Tip)

Universal Tools and Supports	Activity Specific Multiple Means & Differentiated Tools	 Student Specific Supports & AT (*add student initials or code to note individual student supports or SDI)
Examples include: <ul style="list-style-type: none">• Learning Progression rubric to track own skill development• Test format like AA• Manipulatives• chunking of tasks/items• access to sensory breaks• cues to refocus attention to task• instructions and/or text read aloud	Examples include: <ul style="list-style-type: none">• social stories• verbal and/or visual models with appropriate social and transition skills (ex. hands to self, sit in seat, wait in line)• preferential/flexible seating in the classroom to minimize distraction while working on academic tasks• verbal and/or picture prompting to task	Examples include: L- <ul style="list-style-type: none">• flexible seating choice• deep pressure touch i.e. weighted blanket and/or weighted vest as needed, heavy work activities• sensory chew toys T- <ul style="list-style-type: none">• customized seating



<ul style="list-style-type: none"> • goods and services T chart with sorting cards with pictures and words on each card 	<ul style="list-style-type: none"> • instructions and/or texts read aloud • Pictures, visual cues for reading • Boardmaker picture cues 	<ul style="list-style-type: none"> • presentation of communication symbols on the left in a vertical array • choice making with voice output single message switches
<ul style="list-style-type: none"> • videos with CC • music • map of Ohio • transition supports music, movement, objects/materials 	<ul style="list-style-type: none"> • multiple choice selection from an array of word or word+picture choices • manipulatives • flexible seating options • tactile/object choices • sensory supports • reteaching as needed • redirection as needed 	
<ul style="list-style-type: none"> • repetition of instruction • verbal and/or visual cues • visual/auditory timer • Manipulatives • Modeling • information broken down, segmented • chunking of tasks • access to sensory breaks • cues to refocus attention to task • instructions and/or text read aloud 	<ul style="list-style-type: none"> • social stories • verbal and/or visual models with appropriate social and transition skills (ex. hands to self, sit in seat, wait in line) • preferential seating in the classroom to minimize distraction while working on academic tasks • verbal and/or picture prompting • instructions and/or texts read aloud • Pictures, visual cues for reading • Boardmaker picture cues 	<p>C-</p> <ul style="list-style-type: none"> • flexible seating choice • deep pressure touch i.e. weighted blanket and/or weighted vest as needed, heavy work activities <p>D-</p> <ul style="list-style-type: none"> • Wiggle cushion <p>R-</p> <ul style="list-style-type: none"> • reinforcers <p>J-</p>



<ul style="list-style-type: none"> ● adult support to increase independence in the school environment and during classroom tasks ● Paraprofessional to model appropriate behavior, facilitate academic tasks, implement de-escalation strategies 		<ul style="list-style-type: none"> ● adult/peer modeling of appropriate behavior/ appropriate social communication ● adult/peer modeling/facilitation for calming strategies ● Personal communication device ● LAMP- Words for Life program for communication <p>T-</p> <ul style="list-style-type: none"> ● visual models for correct way to form letters and numbers ● picture cues to aide in comprehension <p>W-</p> <ul style="list-style-type: none"> ● visual model for writing
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