



100 Day

Morning Meeting



Standards Covered

ELA	Math	Science	Social Studies
W.K.8, W.1.8, SL.K.1, SL.1.1, SL.K.4, SL.1.4, SL.K.5, SL.1.5	K.CC.1, K.CC.2, K.CC.3, K.CC.4, K.CC.5, K.OA.2, 2.OA.1, 2.NBT.1, 2.MD.5		



Vocabulary

Thirsty, afraid, hungry, choking (trouble breathing), nervous, bully, sleepy, homeless, trouble, injured, junk, have trouble hearing, late, messy house, sad, left out, hurt, lonely, plastic pollution, litter, dirty, dirty water, nervous to join group, city



Text Set

N/A



Materials

Materials for these lessons will be linked within the daily outline





Instructional Outline

Week 1: Celebrating 100 Day

Pre-assess weather vocabulary

Introduce/prime 100 day words (whole class and each student gets communication board with 100 day words)

- This plan is intended to support activities for a single day of the school year. includes ideas that can be used for direct instruction, work groups, small group instruction/guided practice, independent practice, re-teach, Tier's I and II
- Set the stage for 100 day arrival by sending a letter home to families announcing 100 day is approaching and some special things that students can do at home to prepare and participate on 100 day, if interested.

Day begins with a traditional morning meeting where the calendar is reviewed and it is determined that it is the 100th day of school.

Begin 100 Day celebration by handing out 100 day accessories (crown, glasses, etc.)

Read 100 day book for shared reading experience – repeat line “100 day” or make class list of 100 references within the book (100 people, items, places, miles, etc.)

Embed selected activities below into daily schedule.

Centers can be set up to offer self-selected or rotation activities or tasks. Some activities may be better suited for whole group and students will also need some calm time with individual tasks. Plan to include all types in a rotation throughout the day.

Optional activity: Classes can plan trips or visits to/from local assisted living or care centers to meet and mingle with residents who have been blessed with 100 years or more of living. (this activity will require quite a bit of planning weeks before the visits)

Culminate the day with 100 day certificates.

Formative Assessment Checkpoints once a week or at least benchmark every quarter. (Student progress monitoring using the learning progressions rubric data sheet)



100 Day Activities

100 Day Literacy Activities:

- 100 adjectives
- 100 day books read aloud
- Descriptive sentences using the number 100
- Interview/engage with someone who is 100 years or older
- Find 100 words
- 100 Day Writing prompts:
- 100 memories this school year so far
- As a group write a 100 word story with a beginning, middle, and end.
- When I am 100...
- Picture with 100 year old during interview – captioned photo – What I learned about being 100 is...
- 100 day events captioned pictures step book
- Fill a bulletin board with sticky notes filled with 100 acts of kindness or 100 things students are grateful for
- If I had 100 (items)...
- If I had \$100...
- I am 100 days smarter because now I know...

100 Day Numeracy Activities include:

- Roll dice to 100
- I can write the number 100 in a place value chart
- 100 cereal/bead necklace
- 100 block, cups or marshmallow tower/structure
- Counting by ones to 100
- Counting by twos to 100
- Counting by fives to 100
- Counting by tens to 100
- Number before/after 100
- Ten frames to 100
- Addition number sentences = 100
- Subtraction number sentences = 100
- Tally to 100



- What does 100 look like? Baggies with cubes, counters, dominoes, popsicle sticks, pencils, crayons, students, cards, etc...

100 Day Extras:

- 100 crown
- 100 item snack mix -
(M & M's, Skittles, pretzels, cereal, chocolate chips, Goldfish crackers, mini marshmallows, Cheeze-its, gummy candies, gummy candies, popcorn, cheese balls, small crackers, small candies, dried fruit pieces, etc.) - counting out 10 items from 10 different snack foods then adding together into a baggie to mix.
- Design 100 day shirts with fabric markers
- 100 coloring page
- 100 day glasses
- 100th Day Certificate





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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