



Calendar Money

Morning Meeting



Standards Covered

ELA	Math	Science	Social Studies
SL.K.1, SL.1.1, SL.K.4, SL.1.4, SL.K.5, SL.1.5, SL.1.3, RI.2.4, SL.2.3	K.CC.1, K.CC.2, K.CC.3, K.CC.4, K.CC.5, K.CC.6 (more or less), K.OA.1 (addition), K.OA.2, K.MD.3, 1.OA.1, 1.NBT.3, 1.MD.3, 2.OA.3, 2.MD.8		GVT.1.8 (common goals)



Vocabulary

penny, nickel, dime, quarter, 100, 100 grid, dollar, 100 dollars, 100th day of school, day, count, every day



Text Set

N/A



Materials

Materials for these lessons will be linked within the daily outline



Teaching All Learners Center



Instructional Outline

Week 1: Daily Money Practice

(this plan may span the entire year during Morning Meeting/Circle – as long as it takes to assess and teach standards outlined above)

Instructional Timeline/Outline (includes planning for direct instruction in whole group)

Day 1 - Pre-assess coins and their values

Introduction/priming (present new money vocabulary)

(whole class and each student gets card ring or communication board with money words)

Day 2 –Calendar Money Introduction:

Display monthly calendar in a pocket chart with movable numbers.

Identify the day (number) of the month – i.e. “Today is March 22nd.” “The number of the day is 22.” Count out coins to match 22 cents. Consider all variations. (22 pennies, 2 dimes and 2 pennies, 4 nickels and 2 pennies, 1 dime 2 nickels and 2 pennies)

****Scaffold** - Use money mat graphic organizers or ten frame to support counting money in place value aligned columns. Determine the easiest way (least amount of coins) to give 22 cents.

Place coins into the pocket with the number 22.

Repeat steps daily for an entire month – begin again at 1 cent with each new month if students need continued practice with coin identification and counting from 1-31

AND/OR

Repeat steps daily for an entire month but continue counting on after the end of the first month to match money amounts to the 100 chart to count each day of the school year.

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

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

Additional money activities and practice can be added each week.

See additional resources including:

Money book list and OCALI money curriculum kit

Money game

Money flashcard making activity

Money practice PPT slides





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
--	--	---