



Daily Schedule/Time

Morning Meeting



Standards Covered

ELA	Math	Science	Social Studies
SL.K.1, SL.K.4, SL.K.5, SL.1.1, SL.1.3, SL.2.3, L.K.5, L.1.5	1.MD.3, 2.MD.7		HS.K.1, HS.1.2, GVT.1.8 (common goals)



Vocabulary

N/A



Text Set

Booklist Kit Time



Materials

Materials for these lessons will be linked within the daily outline



Teaching All Learners Center



Instructional Outline

Week 1: Managing Your Time

Day 1 - Pre-assess time to the hour and half hour

Introduce/prime schedule words (present new time vocabulary) (whole class and each student gets card ring or communication board with new words)

Day 2 – School Day Schedule/Time Introduction:

1. Display daily schedule in a visible and accessible (low enough for students to point to and manipulate) location in the room
2. Name the day of the week
3. Use Velcro or magnets on daily schedule events to easily move and manipulate from day to day
4. With the help of a student/class select and organize the day's events into time order
5. Match each daily event with the time (clockface with time set by students) it will occur
6. Reference the schedule and time with each transition throughout the day – students may create and manipulate individual schedules as well – including removing scheduled events once complete

Note: a morning and afternoon schedule may be needed separately if the full day is too overwhelming!

Telling Time in Detail:

7. Reference the numbers on the face as representing the hour. The hour hand can be taught using the phrase "short ladies first" in reference to the length of the hour hand and also as an etiquette reminder
8. Once time telling to the hour is covered - Add 5-minute cues around the clock face at each number interval representing 60 minutes in an hour. (i.e. 1-5 minutes, 2-10 minutes, 3-15 minutes, etc.) Reinforce counting by 5s to get to the minute hand. Teach that the long hand is reaching out beyond the hour to the 5-minute intervals between each number 1-12. Begin time to the minute with half hour, then quarter hours (use visual cues on the clock face to divide the clock in half/fourths with color/texture coding as a visual reminder of 15 and 30 minutes)

Repeat Day 2 steps daily to gain updates and provide supports for executive functioning.



**Sometimes breakdown tasks within the daily schedule are needed to task analyze and provide additional supports for executive functioning.

See: First Then, Reminder Cue Card and Sequence chart template Some can be found [here](#) and [here](#).

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 activities and practice can be added each week.

See additional resources including:

- Time book list and OCALI's Time curriculum kit
- Clock graphic organizer for hands-on practice
- Schedule icons and Schedule sequence manipulatives





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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