FUNCTIONAL READING

CURRICULUM FLOW CHART

ASSESSMENT PLOP LEVELS		CURRICULUM LESSONS

Identifies Letters/Sounds
PLOP Level 1a → **NO** → **Functional Reading A**
—Letter/Sound Identification—

AND/OR

Identifies Name
PLOP Level 1b → **NO** → **Functional Reading B**
—Name Identification—

YES

Reads Sight Words from Lists 1-6
PLOP Level 2 → **NO** → **Functional Reading C**
—Sight Words (Phase I)—

YES

Reads Sight Words from Lists A–E
PLOP Level 3 → **NO** → **Functional Reading D**
Sight Words (Phase II)—

YES

Answers *WH* Questions
Where, When, and Who
PLOP Level 4 → **NO** → **Functional Reading E**
—Reading Comprehension—   *

YES

Answers All *WH* Questions
Where, When, Who, What, and *Why*
PLOP Level 5 → **YES/NO** → **Functional Reading E**
—Reading Comprehension—
and
Functional Reading F
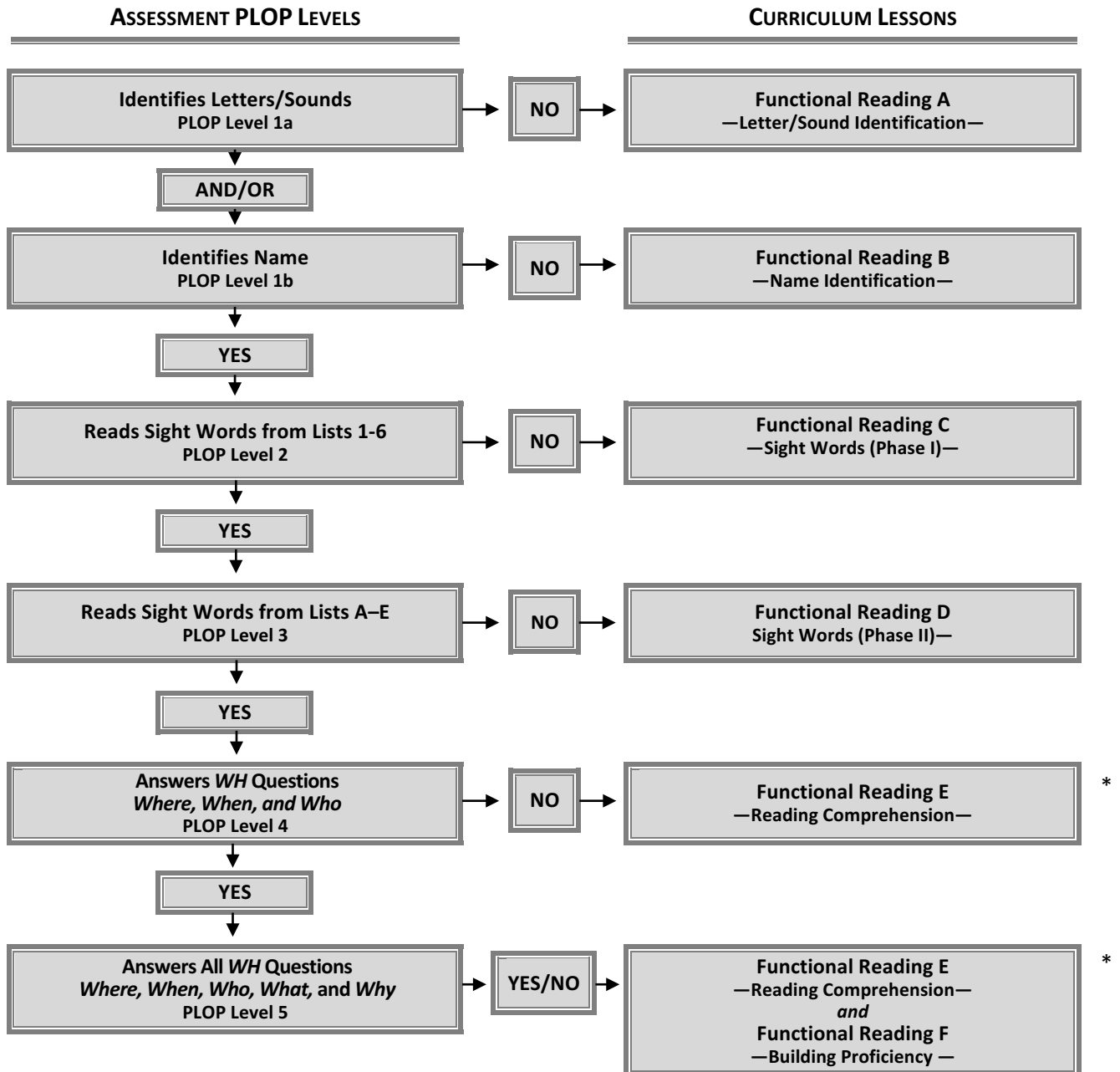—Building Proficiency —   *

*Refer to the Reading Comprehension Schedule in the Functional Reading section of the *Teaching Materials Kit* or on the *Reproducible Materials* flash drive for information about when to introduce new words and stories.

IMPORTANT! Teach these lessons in conjunction with **Community-Based Training** programs for Transportation Prep, Community Safety, Shopping, Eating Out, etc.

SKILL SEQUENCE

1. Identify letters and sounds.
2. Identify name.
3. Read sight words.
4. Read and comprehend short stories.

GOALS AND OBJECTIVES

	Long-Term Goal Student will:	Short-Term Objective Student will:
A—Letter/Sound Identification	Read sight words.	Identify ___ (e.g., 10) letters and make/recognize the corresponding sound.
B—Name Identification	Identify his or her name in a variety of settings.	Identify or match his or her name when it is written in different ways.
C—Sight Words (Phase I)	Read words in a variety of settings and read short stories.	Read ___ (e.g., 10) sight words from list ___ (e.g., 1—Core Words).
D—Sight Words (Phase II)	Read words in a variety of settings and read short stories.	Read ___ (e.g., 10) sight words from list ___ (e.g., A—School).
E—Reading Comprehension	Read short stories and answer comprehension questions.	Answer *where, when, who, what,* and *why* questions.
F—Building Proficiency	Use various media to answer comprehension questions.	Answer *where, when, who, what,* and w*hy* questions.

INSTRUCTIONAL GUIDELINES AND TEACHING MATERIALS

ALL LESSONS

When teaching Functional Reading, consider also subscribing to one or more reading websites or apps adapted for special education. Many of these reading programs present information in a format that uses both words and pictures. Some articles include questions and activities you can use to test your student's comprehension. Additional supplemental program recommendations can be found on the Styer-Fitzgerald website. These programs complement the Styer-Fitzgerald lessons and can be introduced at any level in the Functional Reading section when you feel the student is ready.
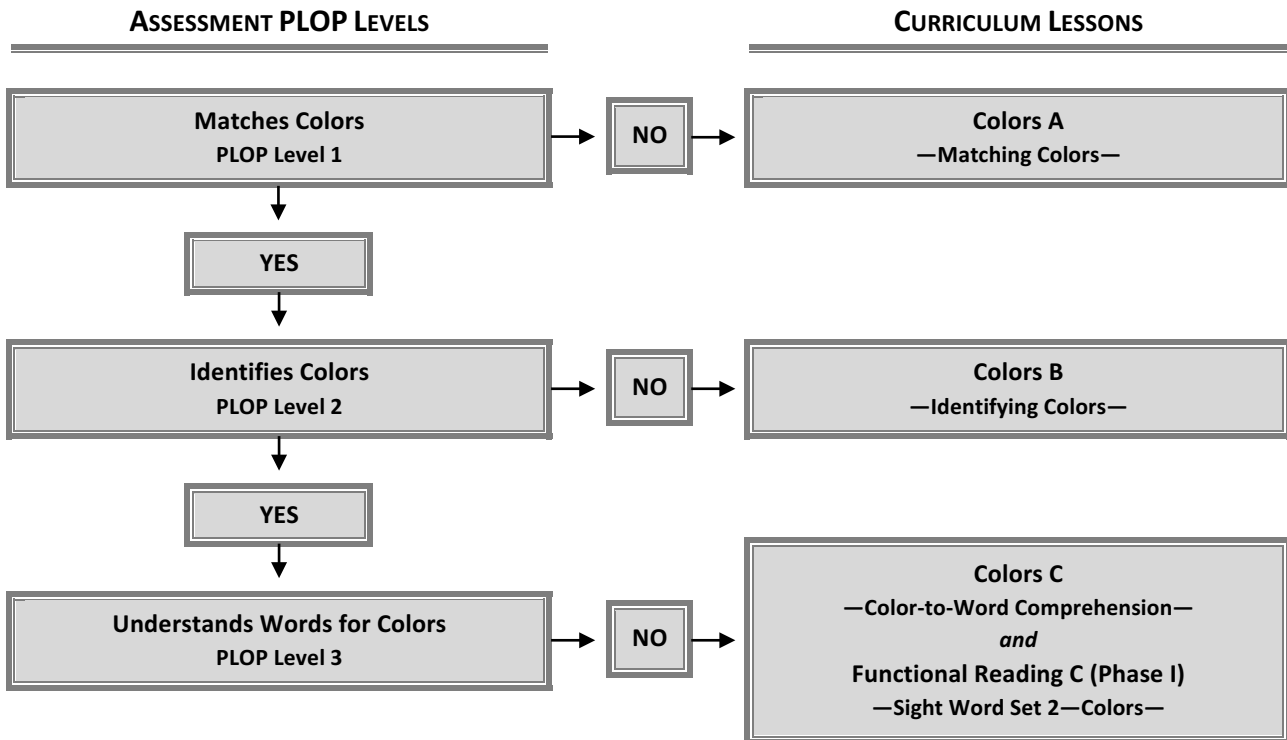
LETTER/SOUND IDENTIFICATION

Many of you already have a method for teaching letter/sound identification. Feel free to present the letters/sounds in the way you typically would.

Because students may have memorized *The Alphabet Song,* randomize the order in which you present the letter cards. Be sure students are not guessing, using context clues or process of elimination.
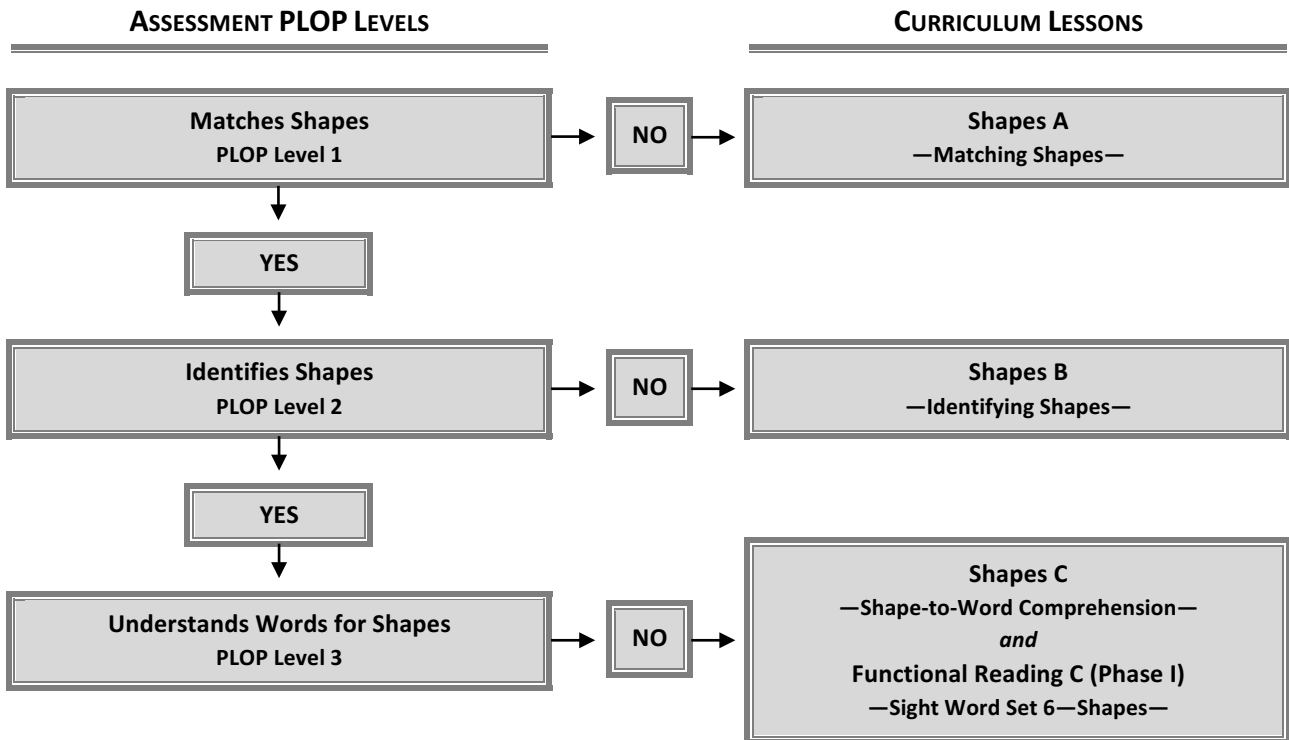
SHAPES

CURRICULUM FLOW CHART

ASSESSMENT PLOP LEVELS		CURRICULUM LESSONS

Matches Shapes
PLOP Level 1 → **NO** → **Shapes A**
—Matching Shapes—

↓ **YES** ↓

Identifies Shapes
PLOP Level 2 → **NO** → **Shapes B**
—Identifying Shapes—

↓ **YES** ↓

Understands Words for Shapes
PLOP Level 3 → **NO** → **Shapes C**
—Shape-to-Word Comprehension—
and
Functional Reading C (Phase I)
—Sight Word Set 6—Shapes—

SKILL SEQUENCE

1. Match shapes.
2. Identify shapes.
3. Comprehend words for shapes.

GOALS AND OBJECTIVES

	Long-Term Goal Student will:	Short-Term Objective Student will:
A—Matching Shapes	Identify common shapes.	Match ___ (e.g., 5) common shapes to the same shape.
B—Identifying Shapes	Identify shapes.	Identify ___ (e.g., 5) shapes.
C—Shape-to-Word Comprehension	Comprehend words for shapes.	Connect ___ (e.g., 5) words to shapes.

LOCATION CONCEPTS

CURRICULUM FLOW CHART

ASSESSMENT PLOP LEVELS		CURRICULUM LESSONS

Understands Tier 1 Concepts
PLOP Level 1 → **NO** → **Location Concepts A**
—Tier 1—

YES

Understands Tier 2 Concepts
PLOP Level 2 → **NO** → **Location Concepts A**
—Tiers 1 and 2—

YES

Understands Tier 3 Concepts
PLOP Level 3 → **NO** → **Location Concepts A**
—Tiers 1, 2, and 3—

YES

Understands Tier 4 Concepts
PLOP Level 4 → **NO** → **Location Concepts A**
—Tiers 1, 2, 3, and 4—

YES

Understands Words for Locations
PLOP Level 5 → **YES/NO** → **Location Concepts A**
—All Tiers*—
and
Location Concepts B
—Concept-to-Word Comprehension—
and
Functional Reading C (Phase I)
—Sight Word Set 5—Locations—

* For students at this level, introduce additional concepts as needed. Practice and embed throughout the day.

SKILL SEQUENCE

1. Identify and understand Location Concepts Tiers 1–4.
2. Comprehend words for location concepts.

GOALS AND OBJECTIVES

	Long-Term Goal Student will:	Short-Term Objective Student will:
A—Tiers 1-4	Identify and understand location concepts.	Identify ____ (e.g., 5) concepts from Tier ____ (e.g., 1).
B—Concept-to-Word Comprehension	Comprehend words for locations.	Connect ____ (e.g., 5) words to location concepts.

INSTRUCTIONAL GUIDELINES AND TEACHING MATERIALS

ALL LESSONS

Basic concepts are the foundation of a child's education and should be embedded throughout the day as often as possible. They are the building blocks that children need in order to perform daily tasks like following directions, participating in classroom routines, problem solving, literacy, and engaging in conversation. They help students comprehend and achieve success in performing everyday activities.

Basic concepts include terms that describe location/position, time, equality, quantity and comparisons. Because most of these concepts are included throughout the other sections of the curriculum, we are focusing on the basic location concepts that are not addressed in other areas. That being said, it is critical you have a good understanding of *all* basic concepts your students should know. Be sure to add to the tiers we have provided as you discover concepts your students are missing.

Alternate Data Sheets: You will find alternate data sheets for Location Concepts A and B that include lines for listing the specific location concepts your student is working on. Samples of both data sheets are provided after each lesson plan. Use these samples to determine which one you prefer. Full data sheets of both are included in the Program Masters.
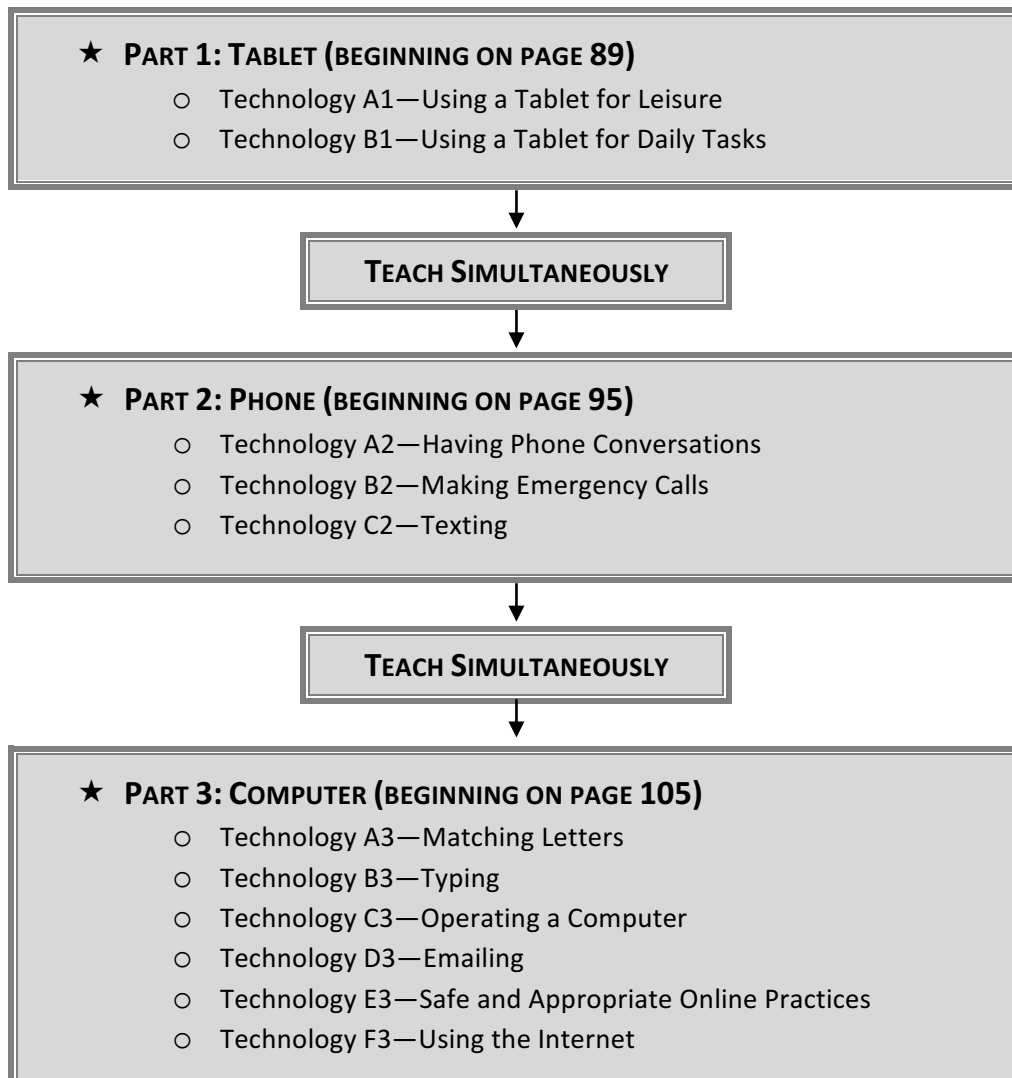
TIERS 1-4

The location concepts are divided into four tiers based on typical concept development milestones and general sequencing from easiest to hardest. Use the lesson plan in this section with the Location Concepts Tier Chart to determine the order in which to teach.

You want to determine whether the student can identify the location both in a picture/card and in the natural environment. Present the student with similar cards (e.g., banana *in* the bowl, banana *beside* the bowl, banana *over* the bowl). Presenting inconsistent card topics such as the banana *in* the bowl, the train *through* the tunnel, and the baseball *next* to the mitt, encourages the student to attend to the familiar object on the card rather than to the location concept you want to teach. Remember that this can occur with any pattern the student might be able to create from the manner in which you present the materials.

TECHNOLOGY

TECHNOLOGY HAS 3 DIFFERENT SECTIONS

(TEACH PROGRAMS FROM ALL SECTIONS SIMULTANEOUSLY)

MANAGING ACCESSIBILITY OPTIONS should be embedded and taught with *all* Technology programs.

★ **PART 1: TABLET (BEGINNING ON PAGE 89)**
  - ○ Technology A1—Using a Tablet for Leisure
  - ○ Technology B1—Using a Tablet for Daily Tasks

TEACH SIMULTANEOUSLY

★ **PART 2: PHONE (BEGINNING ON PAGE 95)**
  - ○ Technology A2—Having Phone Conversations
  - ○ Technology B2—Making Emergency Calls
  - ○ Technology C2—Texting

TEACH SIMULTANEOUSLY

★ **PART 3: COMPUTER (BEGINNING ON PAGE 105)**
  - ○ Technology A3—Matching Letters
  - ○ Technology B3—Typing
  - ○ Technology C3—Operating a Computer
  - ○ Technology D3—Emailing
  - ○ Technology E3—Safe and Appropriate Online Practices
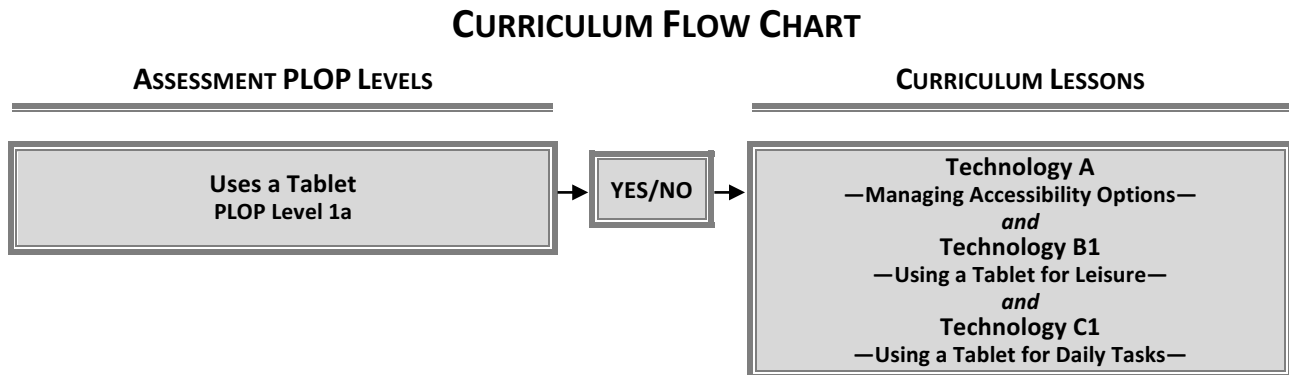 - ○ Technology F3—Using the Internet

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IMPORTANT! Teach these lessons in conjunction with Community-Based Training programs for Community Safety, Shopping with a Calculator, Transportation Prep, etc.

GOALS AND OBJECTIVES

	Long-Term Goal Student will:	Short-Term Objective Student will:
ALL—Managing Accessibility Options	Access and use accessibility options to independently accomplish tasks on a tablet or computer.	Given a model and a task analysis, access _____ (e.g., 3 apps) and use the _____ (e.g., Zoom) function independently.

TECHNOLOGY – FLOW CHART 1: TABLET

CURRICULUM FLOW CHART

ASSESSMENT PLOP LEVELS		CURRICULUM LESSONS
Uses a Tablet PLOP Level 1a	YES/NO	**Technology A** —**Managing Accessibility Options**— *and* **Technology B1** —**Using a Tablet for Leisure**— *and* **Technology C1** —**Using a Tablet for Daily Tasks**—

SKILL SEQUENCE

1. Use a tablet for leisure.
2. Use a tablet for daily tasks.

GOALS AND OBJECTIVES

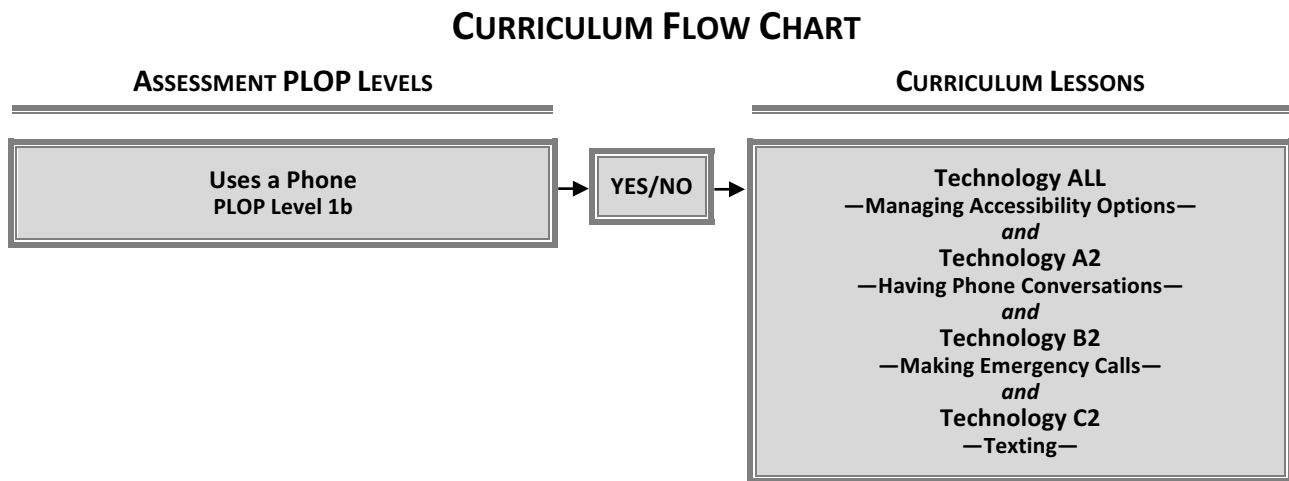|	Long-Term Goal Student will:	Short-Term Objective Student will:
A1—Using a Tablet for Leisure	Use a tablet for leisure and to access useful applications and tools.	Learn to use ___ (e.g., 3) new leisure apps on a tablet.
B1—Using a Tablet for Daily Tasks	Use a tablet for leisure and to access useful applications and tools.	Learn to use ___ (e.g., 3) new functional apps on a tablet.

INSTRUCTIONAL GUIDELINES AND TEACHING MATERIALS

USING A TABLET FOR LEISURE AND DAILY TASKS

The use of tablets in classrooms has become a common occurrence in most special education settings; however, when the iPad was first launched in 2010, no one foresaw the magnitude of apps that would be created to enhance the quality of life for so many individuals with disabilities. There are now hundreds of applications from complex assistive communication apps, to simple scheduling apps, all specifically designed for people with disabilities. For the purposes of this program, we chose to focus on using apps for leisure and daily tasks.

The use of apps for communication is revolutionary and critical. However, we do not have a program specifically for teaching students to use a tablet to communicate because communication systems *must* be available and embedded *throughout the day* and not just during a teaching session as the programs in Styer-Fitzgerald are designed to do.

TECHNOLOGY – FLOW CHART 2: PHONE

CURRICULUM FLOW CHART

ASSESSMENT PLOP LEVELS		CURRICULUM LESSONS
Uses a Phone **PLOP Level 1b**	YES/NO	**Technology ALL** **—Managing Accessibility Options—** *and* **Technology A2** **—Having Phone Conversations—** *and* **Technology B2** **—Making Emergency Calls—** *and* **Technology C2** **—Texting—**

SKILL SEQUENCE

1. Use a phone to answer and make personal calls.
2. Use a phone to make emergency calls.
3. Use a phone to text.

GOALS AND OBJECTIVES

	Long-Term Goal Student will:	Short-Term Objective Student will:
A2—Having Phone Conversations	Use the phone to have a conversation with a family member or peer.	Use the phone to call a friend.
B2—Making Emergency Calls	Learn to call 9-1-1 and provide appropriate information.	Give information—address, phone number, and situation details with a model.
C2—Texting	Use a cell phone to text.	Text ___ (e.g., 3) scripted messages to _____ (e.g., Mom).

INSTRUCTIONAL GUIDELINES AND TEACHING MATERIALS

ALL PHONE LESSONS

Prioritize the lessons according to the individualized goals for each student. Although these skills are more apt to be used by older students, it is never too early to start. The more skills on which your younger students have to build, the easier it will be for them to transition into middle and high school programs with higher levels of independence. These skills will also greatly increase your students' chances of having active and integrated social lives as they mature.

TECHNOLOGY – FLOW CHART 3: COMPUTER

CURRICULUM FLOW CHART

ASSESSMENT PLOP LEVELS **CURRICULUM LESSONS**

Matches Letters
PLOP Levels 1c and 1d

NO →

Technology ALL
—Managing Accessibility Options—
and
Technology A3
—Matching Letters—

YES

Types with a Model
PLOP Level 2

NO →

Technology ALL
—Managing Accessibility Options—
and
Technology B3
—Typing—

YES

Operates a Computer
PLOP Level 3

NO →

Technology ALL
—Managing Accessibility Options—
and
Technology C3
—Operating a Computer—
and
Technology D3
—Emailing—

YES

Uses the Internet
PLOP Level 4

YES/NO →

Technology ALL
—Managing Accessibility Options—
and
Technology D3
—Emailing—
and
Technology E3
—Safe and Appropriate Online Practices—
and
Technology F3
—Using the Internet—

SKILL SEQUENCE

1. Match uppercase and lowercase letters.
2. Type with a model.
3. Operate a computer.
4. Use an email program to send and receive an email.
5. Use the Internet safely.

GOALS AND OBJECTIVES

	Long-Term Goal Student will:	Short-Term Objective Student will:
A3—Matching Letters	Use a computer, tablet, and/or smartphone to type with a model.	Match _____ (e.g., 10 uppercase letters) to keys on a keyboard.
B3—Typing	Type on a computer/tablet, search the Internet, and write an email.	Write an email using a model.
C3—Operating a Computer	Use a computer at a job and/or for leisure.	Turn on a computer, open a word-processing program, type information, print, and save work.
D3—Emailing	Use email to communicate with friends and family.	Use an email program to send and receive messages.
E3—Safe and Appropriate Online Practices	Use the Internet and social media safely for social skills, vocational networking, and to gather information.	Learn who is safe to connect with and who isn't on _____ (e.g., Facebook).
F3—Using the Internet	Use the Internet on a tablet and/or computer.	Learn to navigate ____ (e.g., 3) new websites on the Internet.

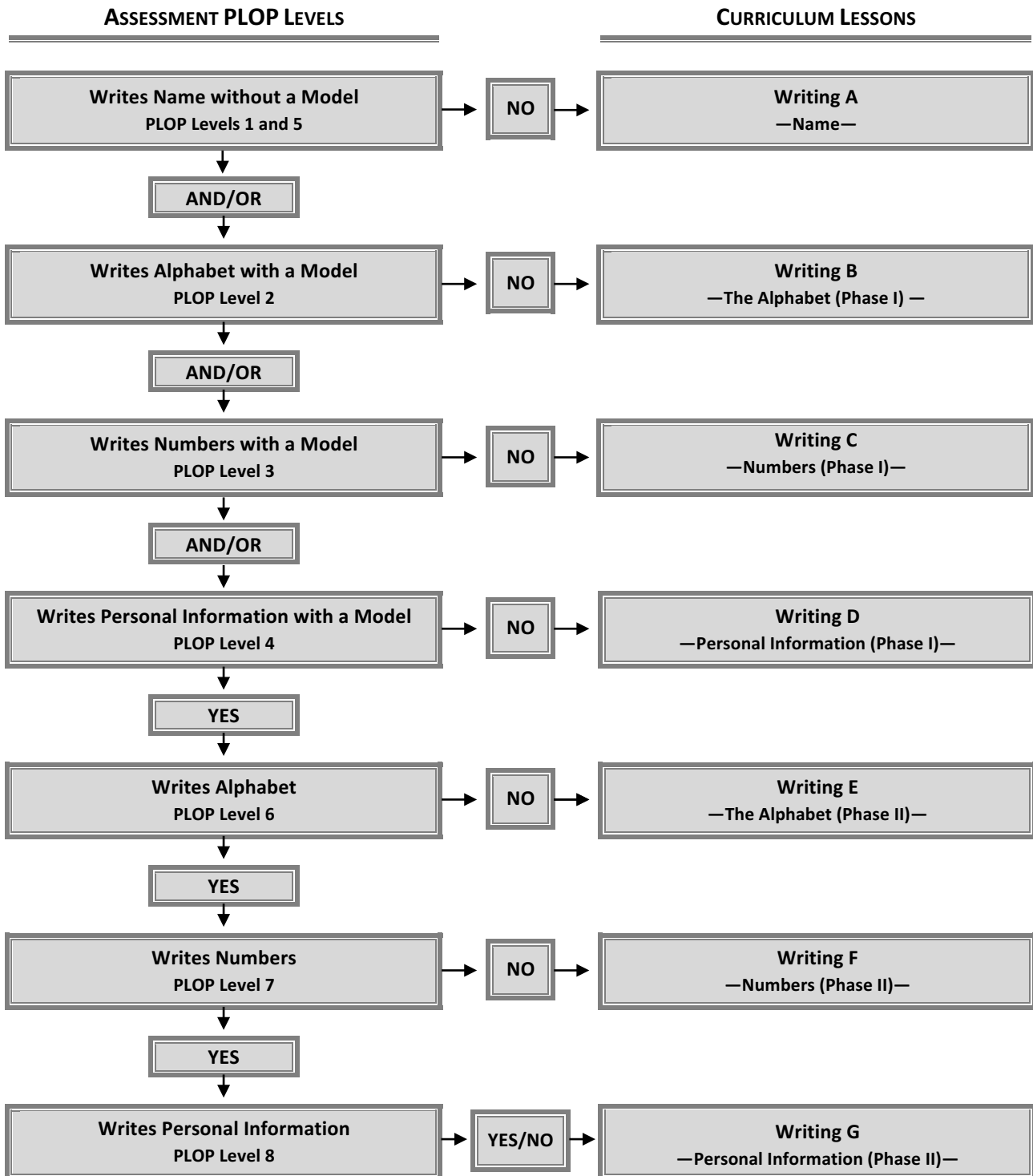## INSTRUCTIONAL GUIDELINES AND TEACHING MATERIALS

MATCHING LETTERS

Three sets of cards with letters *A* through *Z* in uppercase, lowercase, and a combination of the two are provided in the Technology section of the *Teaching Materials Kit* or you can create them from the templates provided on the *Reproducible Materials* flash drive.

Begin with uppercase letters as they match the keyboard exactly. For students who struggle with the recognition of the lowercase equivalent, transition to a combination of both uppercase and lowercase letter cards, eventually fading to only lowercase. The combination cards allow students to become accustomed to seeing less familiar lowercase letters paired with more familiar uppercase letters which helps with the transition.

Matching letters to a keyboard is a great way to reinforce and practice letter recognition. Teach in conjunction with Functional Reading A—Letter/Sound Identification.

WRITING

CURRICULUM FLOW CHART

ASSESSMENT PLOP LEVELS		CURRICULUM LESSONS

Writes Name without a Model
PLOP Levels 1 and 5

→ **NO** →

Writing A
—Name—

↓ **AND/OR** ↓

Writes Alphabet with a Model
PLOP Level 2

→ **NO** →

Writing B
—The Alphabet (Phase I) —

↓ **AND/OR** ↓

Writes Numbers with a Model
PLOP Level 3

→ **NO** →

Writing C
—Numbers (Phase I)—

↓ **AND/OR** ↓

Writes Personal Information with a Model
PLOP Level 4

→ **NO** →

Writing D
—Personal Information (Phase I)—

↓ **YES** ↓

Writes Alphabet
PLOP Level 6

→ **NO** →

Writing E
—The Alphabet (Phase II)—

↓ **YES** ↓

Writes Numbers
PLOP Level 7

→ **NO** →

Writing F
—Numbers (Phase II)—

↓ **YES** ↓

Writes Personal Information
PLOP Level 8

→ **YES/NO** →

Writing G
—Personal Information (Phase II)—

SKILL SEQUENCE

1. Writes name.
2. Writes alphabet.
3. Writes numbers 0 – 9.
4. Writes personal information.

GOALS AND OBJECTIVES

	Long-Term Goal Student will:	Short-Term Objective Student will:
A—Name	Write his or her full name.	Write his or her first and last name with a model.
B—The Alphabet (Phase I)	Write letters of the alphabet with a model.	Trace uppercase and lowercase letters A through Z.
C—Numbers (Phase I)	Write numbers 0 through 9 with a model.	Trace numbers 0 through 9.
D—Personal Information (Phase I)	Write address and phone number with a model.	Trace address and phone number.
E—The Alphabet (Phase II)	Write letters of the alphabet.	Write uppercase and lowercase letters A through Z using Individual Practice Sheets.
F—Numbers (Phase II)	Write numbers 0 through 9.	Write numbers 0 through 9 using Number Practice Sheets.
G—Personal Information (Phase II)	Write name, address, and phone number in context.	Write name, address, and phone number in context with a model.

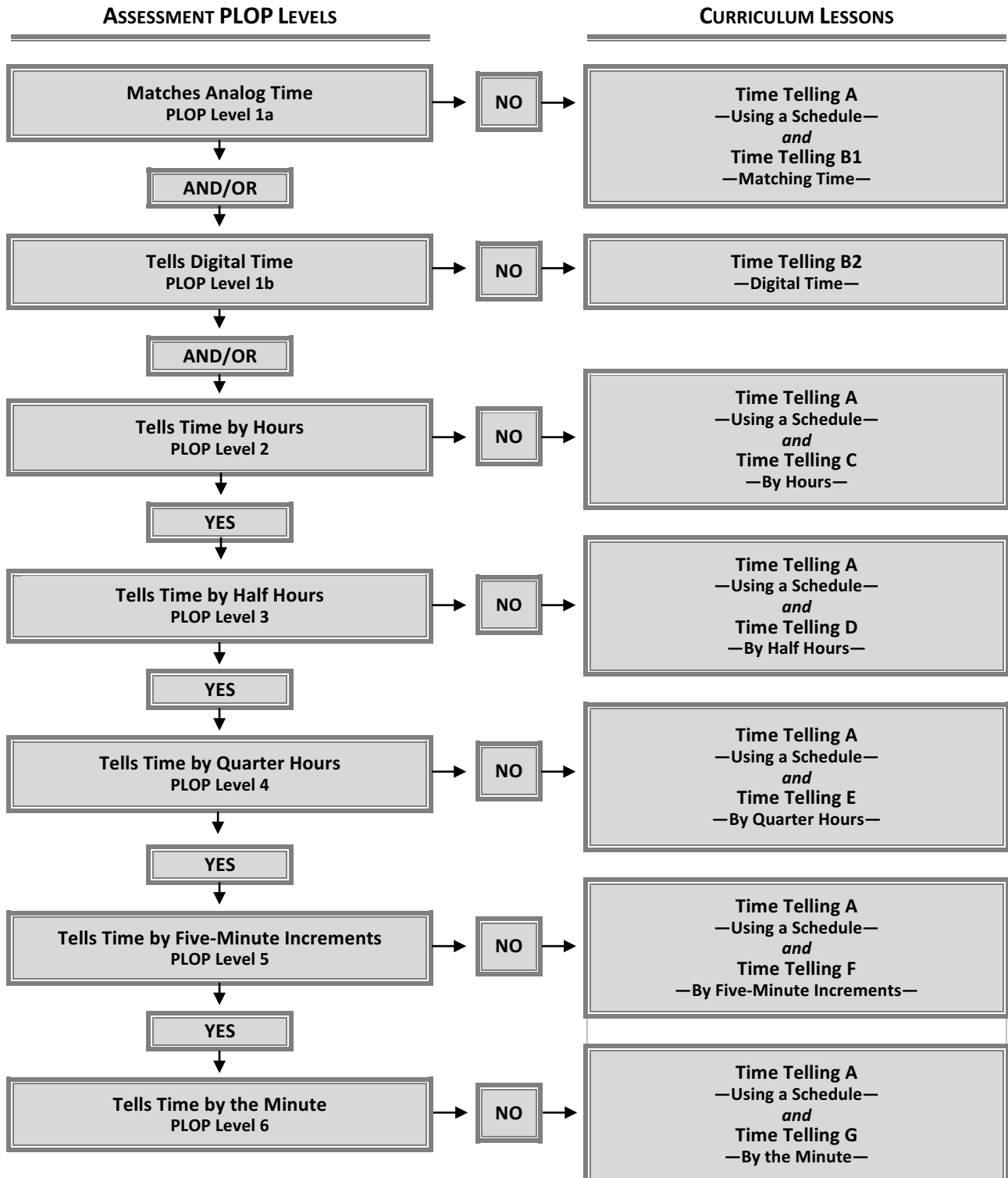## INSTRUCTIONAL GUIDELINES AND TEACHING MATERIALS

ALL LESSONS

If a student has disabilities that prevent him or her from holding a pencil, you should not be working on physically writing. However, before deciding not to teach the lessons in this section, consider combining Writing with Technology and accomplishing the task on a computer with accessibility options instead. Instead of focusing on the physical skill of writing, look at the content of the lesson plan and determine how best to apply it to your individual student.

Also, keep in mind that an early elementary school student may eventually learn to hold a pencil or use an adaptive device to write.

Correction Procedures: Many of the correction procedures in this section direct you to erase a mistake and have the student try again. It is okay for either you or the student to erase the mistake.

TIME TELLING

CURRICULUM FLOW CHART

ASSESSMENT PLOP LEVELS		CURRICULUM LESSONS

Matches Analog Time
PLOP Level 1a → **NO** → **Time Telling A**
—Using a Schedule—
and
Time Telling B1
—Matching Time—

AND/OR

Tells Digital Time
PLOP Level 1b → **NO** → **Time Telling B2**
—Digital Time—

AND/OR

Tells Time by Hours
PLOP Level 2 → **NO** → **Time Telling A**
—Using a Schedule—
and
Time Telling C
—By Hours—

YES

Tells Time by Half Hours
PLOP Level 3 → **NO** → **Time Telling A**
—Using a Schedule—
and
Time Telling D
—By Half Hours—

YES

Tells Time by Quarter Hours
PLOP Level 4 → **NO** → **Time Telling A**
—Using a Schedule—
and
Time Telling E
—By Quarter Hours—

YES

Tells Time by Five-Minute Increments
PLOP Level 5 → **NO** → **Time Telling A**
—Using a Schedule—
and
Time Telling F
—By Five-Minute Increments—

YES

Tells Time by the Minute
PLOP Level 6 → **NO** → **Time Telling A**
—Using a Schedule—
and
Time Telling G
—By the Minute—

SKILL SEQUENCE

1. Match clock face to clocks on daily schedule.
2. Match time (clock face to cards with clock faces).
3. Tell digital time.
4. Tell analog time by hours (00).
5. Tell analog time by hours and half hours (00, 30).
6. Tell analog time by hours, half hours, and quarter hours (00, 15, 30, 45).
7. Tell analog time by five-minute increments (05-55).
8. Tell analog time by minutes (01-59).

GOALS AND OBJECTIVES

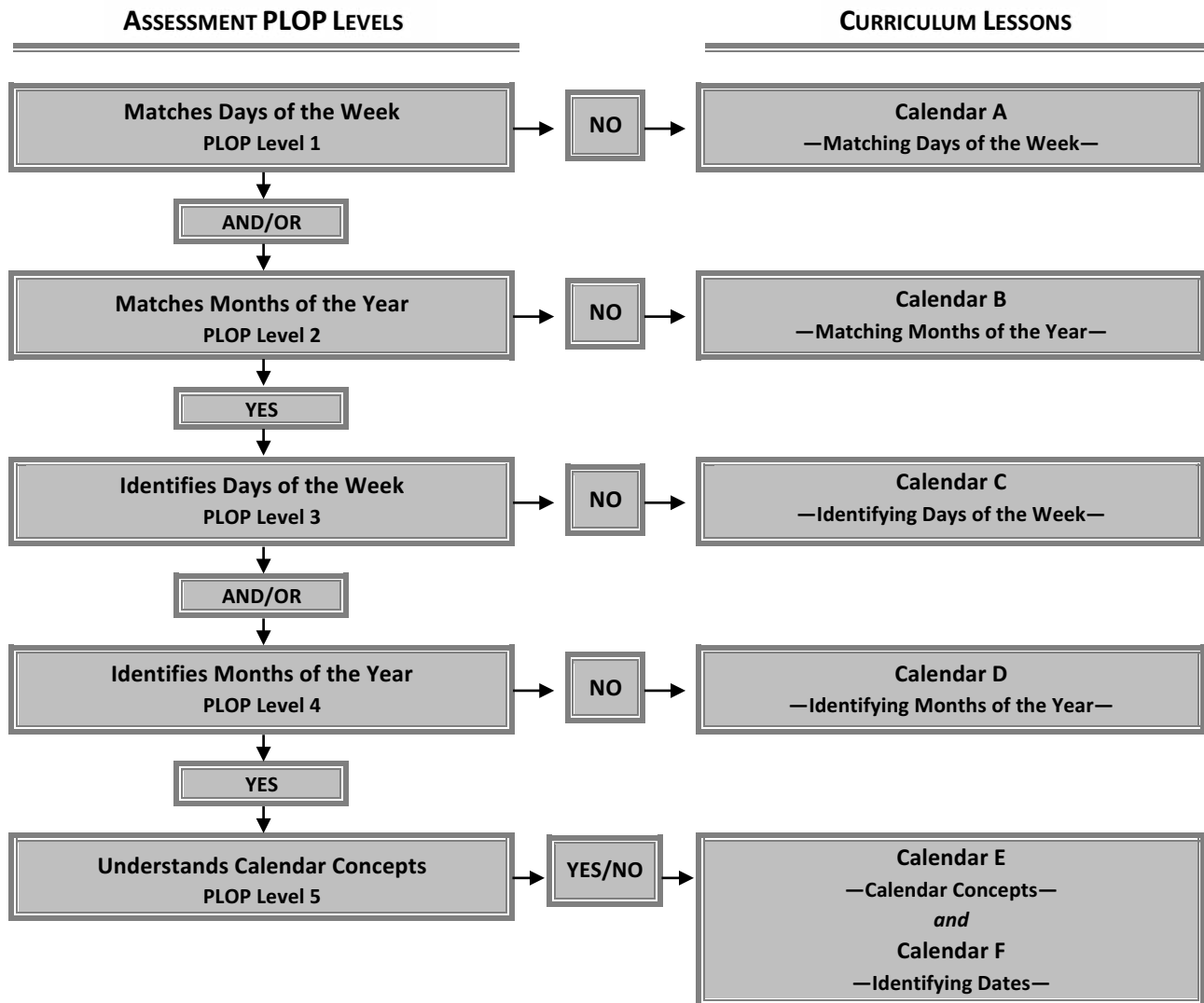|	Long-Term Goal Student will:	Short-Term Objective Student will:
A—Using a Schedule	Use a schedule to go through daily activities.	Match the time on an analog clock to a schedule and identify the activity.
B1—Matching Time (Analog)	Use a schedule to go through daily activities.	Match pictures of clock faces to a real clock.
B2—Digital Time	Tell digital time.	Tell digital time with ___ (e.g., 50%) accuracy.
C—By Hours (Analog)	Tell time on an analog clock.	Tell time by one-hour increments.
D—By Half Hours (Analog)	Tell time on an analog clock.	Tell time by half-hour increments.
E—By Quarter Hours (Analog)	Tell time on an analog clock.	Tell time by quarter-hour increments.
F—By Five-Minute Increments (Analog)	Tell time on an analog clock.	Tell time by five-minute increments.
G—By the Minute (Analog)	Tell time on an analog clock.	Tell time by the minute.

INSTRUCTIONAL GUIDELINES AND TEACHING MATERIALS

ALL LESSONS

The Time Telling section teaches students to tell time on both analog and digital clocks with an emphasis on telling analog time, because analog time is more concrete while digital time tends to be abstract. Students can see time pass on an analog clock which begins to teach a concept of time, whereas digital clocks are lost in space. With an analog clock, you are able to draw attention to the hands on the clock and explain what it means when the hand moves from one number to another. With digital time, the time is there and then it's gone.

CALENDAR

CURRICULUM FLOW CHART

ASSESSMENT PLOP LEVELS		CURRICULUM LESSONS

Matches Days of the Week
PLOP Level 1 → **NO** → **Calendar A**
—Matching Days of the Week—

↓
AND/OR
↓

Matches Months of the Year
PLOP Level 2 → **NO** → **Calendar B**
—Matching Months of the Year—

↓
YES
↓

Identifies Days of the Week
PLOP Level 3 → **NO** → **Calendar C**
—Identifying Days of the Week—

↓
AND/OR
↓

Identifies Months of the Year
PLOP Level 4 → **NO** → **Calendar D**
—Identifying Months of the Year—

↓
YES
↓

Understands Calendar Concepts
PLOP Level 5 → **YES/NO** → **Calendar E**
—Calendar Concepts—
and
Calendar F
—Identifying Dates—

SKILL SEQUENCE

1. Match days and months.
2. Identify days and months.
3. Identify and understand calendar concepts.
4. Identify dates.

GOALS AND OBJECTIVES

	Long-Term Goal Student will:	Short-Term Objective Student will:
A—Matching Days of the Week	Use a calendar.	Match days of the week.
B—Matching Months of the Year	Use a calendar.	Match months of the year.
C—Identifying Days of the Week	Manage a calendar and time sheet.	Identify days of the week.
D—Identifying Months of the Year	Manage a calendar and time sheet.	Identify months of the year.
E—Calendar Concepts	Identify and understand common calendar concepts.	Identify ___ (e.g., 5) calendar concepts.
F—Identifying Dates	Manage a calendar and a time sheet, and schedule appointments.	Identify dates on a weekly/monthly calendar.

INSTRUCTIONAL GUIDELINES AND TEACHING MATERIALS

ALL LESSONS

The skills in this section range from simple matching to more complex concepts like *tomorrow* and *yesterday*. Even if a student masters only matching, as an adult he or she will still be able to use a time sheet and calendar.

Incorporate all of the Calendar skills into your daily circle or calendar time (if you have one).

To get started, use the weekly and monthly calendars found in the Calendar section and Sight Word Set 4—Calendar found in the Functional Reading section of the *Teaching Materials Kit* or create them from the templates provided on the *Reproducible Materials* flash drive.

Because the days of the week and months of the year are always capitalized, you will find the sight word cards presented in all uppercase and initial capitals (e.g., MONDAY, Monday). However, in place of all lowercase, the word is italicized instead (e.g., *Monday*). Use all forms of the words to ensure generalization.

You are also encouraged to use calendars you have in your classroom as well as apps found on devices.

Alternate Data Sheets: You will find alternate data sheets for Calendar A-E that include lines for listing the specific days, months, and calendar concepts your student is working on. Samples of both data sheets are provided after each lesson plan. Use these samples to determine which one you prefer. Full data sheets of both are included in the Program Masters.

MATCHING AND IDENTIFYING DAYS AND MONTHS

After a student is able to identify the days and months during instructional time, have him or her identify them throughout the classroom and school environment. For example, ask the student,

MONEY MATH

MONEY MATH HAS 3 DIFFERENT SECTIONS

(TEACH PROGRAMS FROM ALL SECTIONS SIMULTANEOUSLY)

★ **PART 1: CALCULATOR (BEGINNING ON PAGE 185)**
- ○ Money Math A1—Entering Numbers
- ○ Money Math B1—Adding and Subtracting Numbers
- ○ Money Math C1—Entering Prices
- ○ Money Math D1—Adding Prices
- ○ Money Math E1—Subtracting Prices

TEACH SIMULTANEOUSLY

★ **PART 2: BILLS (BEGINNING ON PAGE 205)**
- ○ Money Math A2—Number Identification
- ○ Money Math B2—One-to-One Correspondence
- ○ Money Math C2—Rote Counting
- ○ Money Math D2—Comparing Numbers
- ○ Money Math E2—Next-Dollar Strategy (Phase I)
- ○ Money Math F2—Next-Dollar Strategy (Phase II)
- ○ Money Math G2—Next-Dollar Strategy (Phase III)
- ○ Money Math H2—Next-Dollar Strategy (Phase IV)
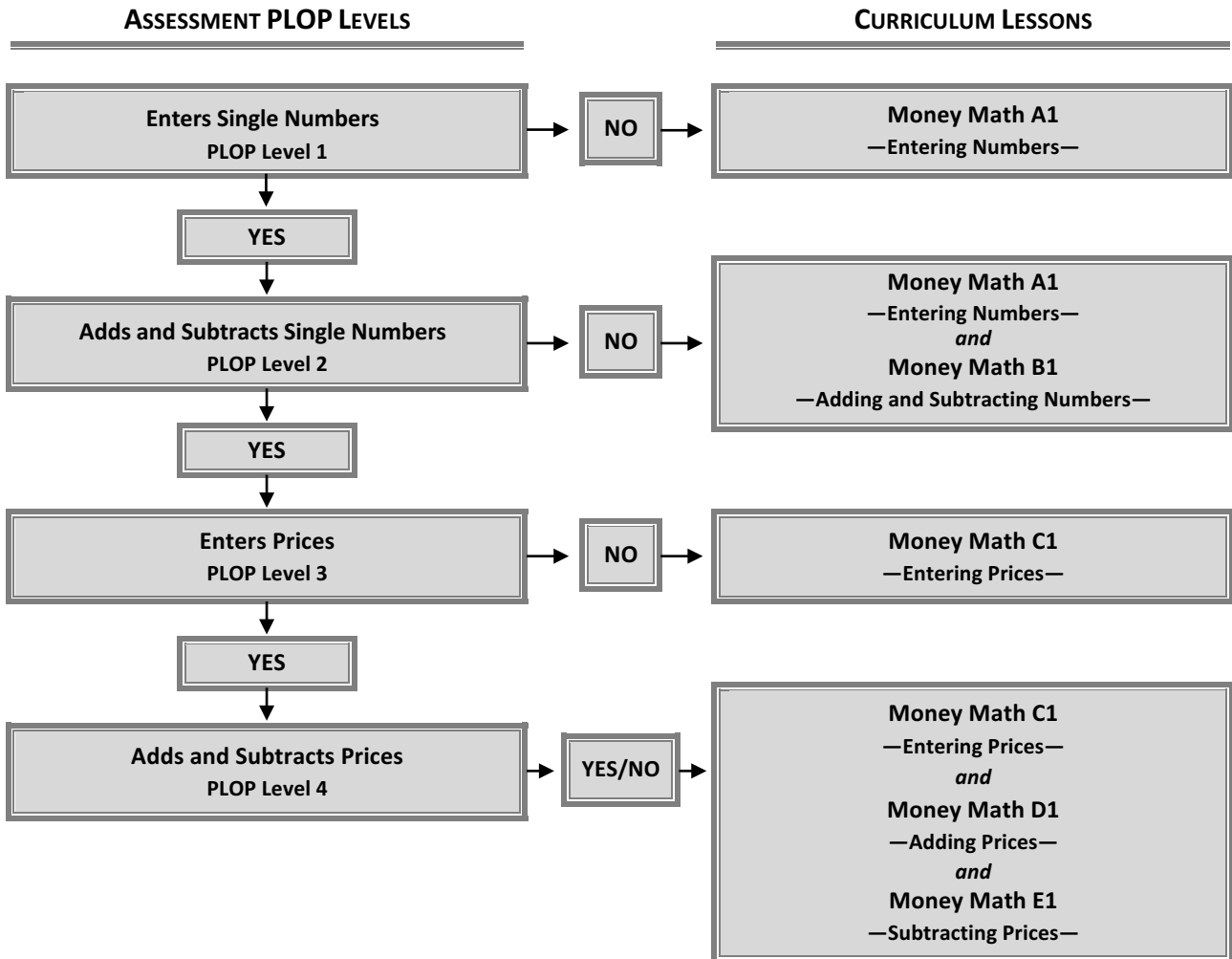- ○ Money Math I2—Over-the-Amount

TEACH SIMULTANEOUSLY

★ **PART 3: COINS (BEGINNING ON PAGE 231)**
- ○ Money Math A3—Matching and Counting Coins (Phase I)
- ○ Money Math B3— Matching and Counting Coins (Phase II)
- ○ Money Math C3—Counting Coins
- ○ Money Math D3—Counting Coin Combinations
- ○ Money Math E3—Counting Exact Change
- ○ Money Math F3—Counting Over-the-Amount

MONEY MATH – FLOW CHART 1: CALCULATOR

CURRICULUM FLOW CHART

ASSESSMENT PLOP LEVELS		CURRICULUM LESSONS

Enters Single Numbers
PLOP Level 1

→ **NO** →

Money Math A1
—Entering Numbers—

↓ **YES**

Adds and Subtracts Single Numbers
PLOP Level 2

→ **NO** →

Money Math A1
—Entering Numbers—
and
Money Math B1
—Adding and Subtracting Numbers—

↓ **YES**

Enters Prices
PLOP Level 3

→ **NO** →

Money Math C1
—Entering Prices—

↓ **YES**

Adds and Subtracts Prices
PLOP Level 4

→ **YES/NO** →

Money Math C1
—Entering Prices—
and
Money Math D1
—Adding Prices—
and
Money Math E1
—Subtracting Prices—

IMPORTANT! Teach these lessons in conjunction with Community-Based Training programs for Shopping with a Calculator, Eating Out (Restaurant), Eating Out (Fast Food), etc.

SKILL SEQUENCE

1. Enter numbers.
2. Use a calculator to add and subtract numbers.
3. Enter prices.
4. Use a calculator to add and subtract prices.

GOALS AND OBJECTIVES

	Long-Term Goal Student will:	Short-Term Objective Student will:
A1—Entering Numbers	Use a calculator when shopping to determine the total.	Enter numbers ___ (e.g., 0–9) into the calculator.
B1—Adding and Subtracting Numbers	Use a calculator to add and subtract prices of items.	Use a calculator to add and subtract up to ___ (e.g., 5) single-digit numbers.
C1—Entering Prices	Use a calculator when shopping.	Enter prices of items from $0.01 to $99.99.
D1—Adding Prices	Use a calculator to add and subtract prices of items.	Use a calculator to add ___ (e.g., 5) prices.
E1—Subtracting Prices	Use a calculator to add and subtract prices of items.	Use a calculator to subtract ___ (e.g., 5) prices.

INSTRUCTIONAL GUIDELINES AND TEACHING MATERIALS

ALL CALCULATOR LESSONS

For these lessons, you will want to encourage students who have a device to use the calculator function or a calculator app. There are many great apps that will be beneficial for your students now and into the future.

For example, talking calculator apps, such as First Calculator, are simplified with larger buttons and display and include only the most basic math functions, perfect for students who are initially learning to use a calculator. Another example is the Tip Calculator. To use this app a student only needs to know how to enter the price from his or her bill in order to determine the appropriate amount to tip.

When using a calculator app, refer to the lesson plan and data sheet from Technology B1—Using a Tablet for Daily Tasks.
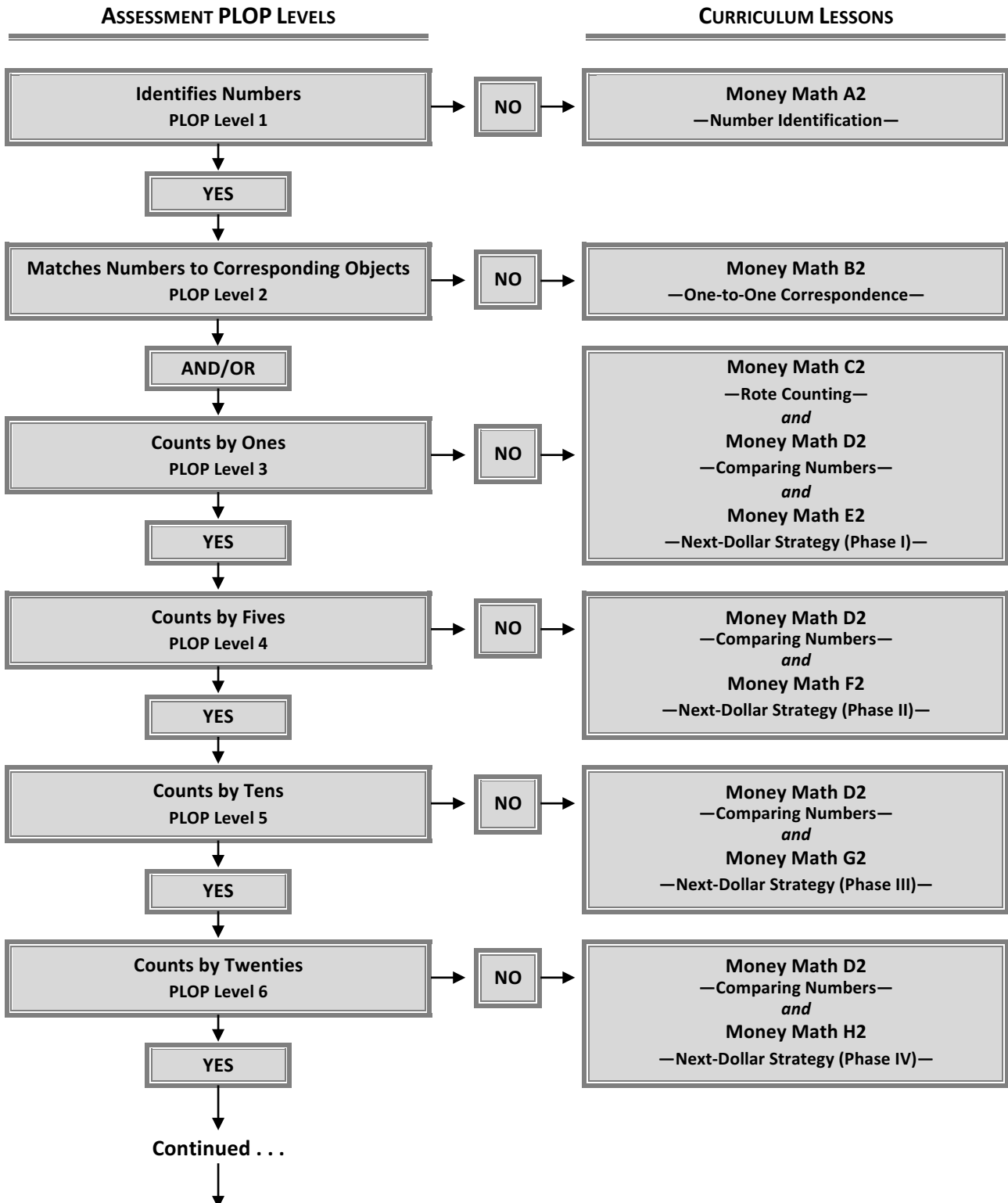
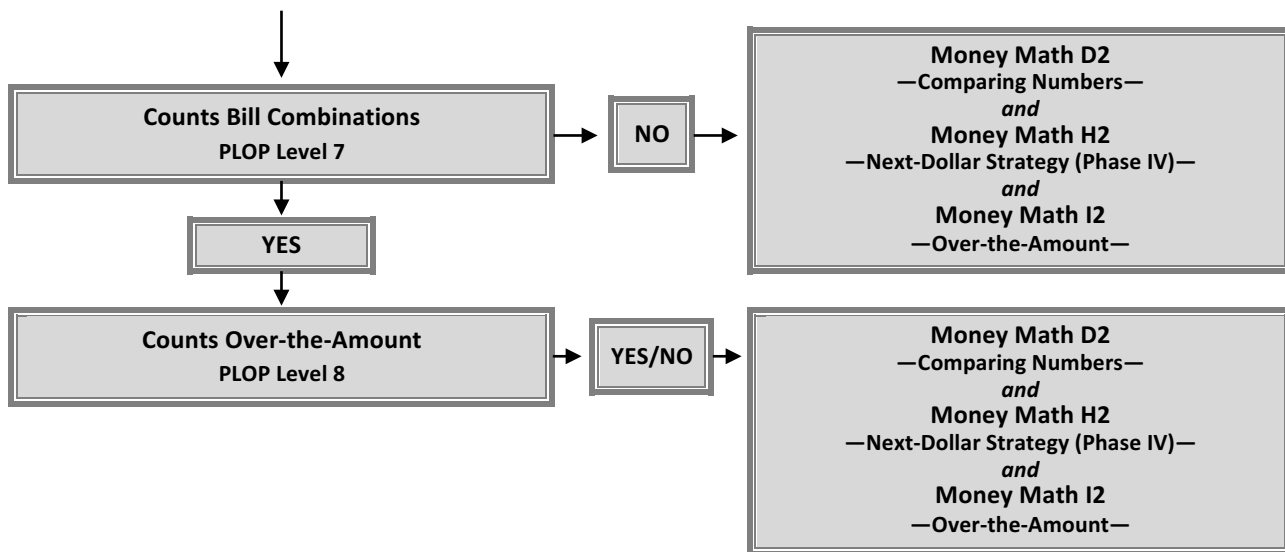### ENTERING, ADDING, AND SUBTRACTING NUMBERS

Use the Number Cards provided in the Money Math section of the *Teaching Materials Kit* or create them from the templates provided on the *Reproducible Materials* flash drive to get started. These cards can be used for entering numbers as well as addition and subtraction. You can easily create additional two-digit number cards by cutting index cards in half and writing various numbers on both sides of the card. The thickness of the index card makes them last longer without needing to laminate.

Using the Data Sheets: You want to begin by teaching students to enter, add, and subtract single-digit numbers, adding double-digits once a student has met criteria. When entering numbers, the data sheets are designed to be able to track both single- and double-digits on one page. You can track single using one graph and double using the other graph to complete a total of 20 trials, or you can track both single- and double-digits on the same graph for a total of 10 trials.

MONEY MATH – FLOW CHART 2: BILLS

CURRICULUM FLOW CHART

ASSESSMENT PLOP LEVELS	CURRICULUM LESSONS

Identifies Numbers
PLOP Level 1

→ **NO** →

Money Math A2
—Number Identification—

YES

Matches Numbers to Corresponding Objects
PLOP Level 2

→ **NO** →

Money Math B2
—One-to-One Correspondence—

AND/OR

Counts by Ones
PLOP Level 3

→ **NO** →

Money Math C2
—Rote Counting—
and
Money Math D2
—Comparing Numbers—
and
Money Math E2
—Next-Dollar Strategy (Phase I)—

YES

Counts by Fives
PLOP Level 4

→ **NO** →

Money Math D2
—Comparing Numbers—
and
Money Math F2
—Next-Dollar Strategy (Phase II)—

YES

Counts by Tens
PLOP Level 5

→ **NO** →

Money Math D2
—Comparing Numbers—
and
Money Math G2
—Next-Dollar Strategy (Phase III)—

YES

Counts by Twenties
PLOP Level 6

→ **NO** →

Money Math D2
—Comparing Numbers—
and
Money Math H2
—Next-Dollar Strategy (Phase IV)—

YES

Continued . . .

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                    │
                    ▼
┌────────────────────────────────┐          ┌──────────────────────────────────────┐
│   Counts Bill Combinations     │          │          Money Math D2                │
│         PLOP Level 7           │──▶ ┌────┐ │      —Comparing Numbers—              │
│                                │    │ NO │─▶│             and                      │
└────────────────────────────────┘    └────┘ │          Money Math H2                │
                    │                         │   —Next-Dollar Strategy (Phase IV)—  │
              ┌──────────┐                    │             and                      │
              │   YES    │                    │          Money Math I2                │
              └──────────┘                    │        —Over-the-Amount—              │
                    │                         └──────────────────────────────────────┘
                    ▼
┌────────────────────────────────┐          ┌──────────────────────────────────────┐
│   Counts Over-the-Amount       │          │          Money Math D2                │
│         PLOP Level 8           │──▶┌──────┐│      —Comparing Numbers—              │
│                                │   │YES/NO│▶│             and                      │
└────────────────────────────────┘   └──────┘│          Money Math H2                │
                                             │   —Next-Dollar Strategy (Phase IV)—  │
                                             │             and                      │
                                             │          Money Math I2                │
                                             │        —Over-the-Amount—              │
                                             └──────────────────────────────────────┘
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IMPORTANT! Teach these lessons in conjunction with **Community-Based Training** programs for Shopping with a Calculator, Eating Out (Restaurant), Eating Out (Fast Food), etc.

SKILL SEQUENCE

1. Identify numbers.
2. Match numbers 1–10 with corresponding number of objects (one-to-one correspondence).
3. Rote counting (1–10).
4. Compare numbers (greater than, less than).
5. Count bills using next-dollar strategy with ones to $5.
6. Count bills using next-dollar strategy with ones and fives to $10.
7. Count bills using next-dollar strategy with ones, fives, and tens to $20.
8. Count bills using next-dollar strategy with ones, fives, tens, and twenties to $40.
9. Count combinations of bills over-the-amount with fives, tens, and twenties to $40.

GOALS AND OBJECTIVES

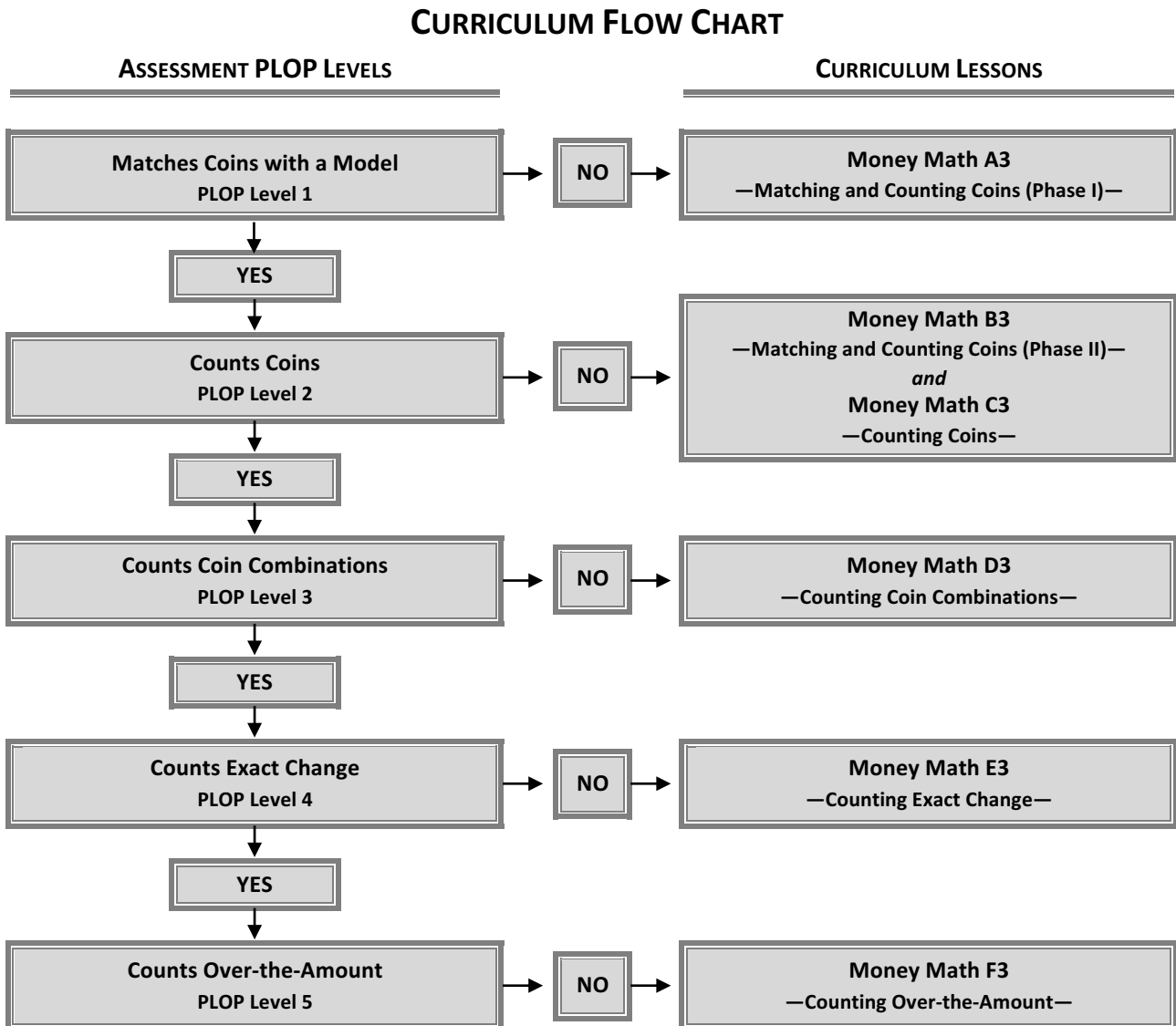|	Long-Term Goal Student will:	Short-Term Objective Student will:
A2—Number Identification	Identify numbers and count from 0 to 10.	Identify numbers ___ (e.g., 1–5) and will count from ___ (e.g., 1–5).
B2—One-to-One Correspondence	Understand the relationship between numbers and quantities.	Match numbers ___ (e.g., 1–5) to the corresponding number of objects.
C2—Rote Counting	Count to 20.	Rote count to ___ (e.g., 5).
D2—Comparing Numbers	Identify the cheapest price of items to purchase at a grocery store.	Compare ___ (e.g., 2) numbers between ___ (e.g., 1 and 10) presented as written numerals.
E2—Next-Dollar Strategy (Phase I)	Use money in the community to purchase items up to $5.00.	Count from $0.01 to $5.00 using ones.
F2—Next-Dollar Strategy (Phase II)	Use money in the community to purchase items up to $10.00.	Count from $0.01 to $10.00 using ones and fives.
G2—Next-Dollar Strategy (Phase III)	Use money in the community to purchase items up to $20.00.	Count from $0.01 to $20.00 using ones, fives, and tens.
H2—Next-Dollar Strategy (Phase IV)	Use money in the community to purchase items up to $40.00.	Count from $0.01 to $40.00 using a combination of ones, fives, tens, and twenties.
I2—Over-the-Amount	Use money in the community to purchase items up to $40.00.	Pay over-the-amount using a combination of bills when he or she does not have the exact amount or next dollar up.

INSTRUCTIONAL GUIDELINES AND TEACHING MATERIALS

ALL BILL LESSONS

Copies of legal tender bills are provided in the *Teaching Materials Kit* and on the *Reproducible Materials* flash drive in accordance with the reduced size specifications set forth in the U.S. Treasury Department guidelines (*Authority: 18 UNITED STATES CODE; 504: Treasury Directive Number 15-56 FR 48539 (September 15, 1993) 411.1*). The picture of the bill is reduced in size. However, the cut-out templates and dotted lines are actual size. Use these bills in all lessons of this section or use real money.

Teaching Tip: To provide opportunities for generalization, it is recommended you set up a system for students to earn "money" for good behavior and/or performing jobs throughout the day. You can use the copied money in your classroom to pay your students. At the end of the day or week, students can purchase either items from a student store or preferred activities. This is a great way to not only reinforce good behavior and work skills, but also to practice money in a more realistic situation. If you do not have the resources to provide items for a student store, have students purchase time on the computer or iPad, a trip to the gym, or time in a special chair, etc.

MONEY MATH—FLOW CHART 3: COINS (OPTIONAL)

CURRICULUM FLOW CHART

ASSESSMENT PLOP LEVELS		CURRICULUM LESSONS
Matches Coins with a Model PLOP Level 1	→ **NO** →	**Money Math A3** —Matching and Counting Coins (Phase I)—
↓ **YES**		
Counts Coins PLOP Level 2	→ **NO** →	**Money Math B3** —Matching and Counting Coins (Phase II)— *and* **Money Math C3** —Counting Coins—
↓ **YES**		
Counts Coin Combinations PLOP Level 3	→ **NO** →	**Money Math D3** —Counting Coin Combinations—
↓ **YES**		
Counts Exact Change PLOP Level 4	→ **NO** →	**Money Math E3** —Counting Exact Change—
↓ **YES**		
Counts Over-the-Amount PLOP Level 5	→ **NO** →	**Money Math F3** —Counting Over-the-Amount—

Note: The use of coins is becoming obsolete. Therefore, teaching Coins is optional. While learning to count in various denominations is a useful skill, use your judgment to determine whether or not teaching Coins is appropriate and a good use of your student's time.

IMPORTANT! If teaching Coins, teach in conjunction with **Community-Based Training** programs for Shopping with a Calculator, Eating Out (Restaurant), Eating Out (Fast Food), etc.

SKILL SEQUENCE

1. Match pennies.
2. Match and count coins.
3. Count coins.
4. Count coin combinations.
5. Count exact change, any combination, to $1.00.
6. Count coins over-the-amount.

GOALS AND OBJECTIVES

	Long-Term Goal Student will:	Short-Term Objective Student will:
A3— Matching and Counting Coins (Phase I)	Rote count to 10.	Match coins and rote count to ___ (e.g., 5).
B3—Matching and Counting Coins (Phase II)	Count coins.	Count coins with a model.
C3—Counting Coins	Count coins.	Count (e.g., pennies to 10¢, nickels to 25¢, dimes to 50¢, and quarters to 75¢) without a model.
D3—Counting Coin Combinations	Use coins to purchase items up to $2.00.	Count combinations of nickels, dimes, and quarters up to $1.00.
E3—Counting Exact Change	Use coins to purchase items up to $2.00.	Count exact change using pennies, nickels, dimes, and quarters up to $1.00.
F3—Counting Over-the-Amount	Use coins to purchase items up to $2.00.	Count over-the-amount using a combination of coins up to $1.00 without having exact change.

INSTRUCTIONAL GUIDELINES AND TEACHING MATERIALS

ALL COIN LESSONS (OPTIONAL)

As mentioned previously, this section is optional. Use your judgment to determine whether or not teaching Coins is appropriate and a good use of your student's time.

For students who do not learn to count coins, you can teach them to collect all of their coins and ask a family member or care provider to periodically take them to a Coinstar™ or a bank with a coin counting machine to exchange them for bills.

MATCHING AND COUNTING COINS

With the release of specialty coins such as the 50 State Quarters® Program and the Westward Journey Nickel Series™, you may need to begin by teaching students to turn the coin over to find the most

COMMUNITY-BASED TRAINING (CBT)—GENERALIZATION

The Community-Based Training (CBT) programs are designed to teach skills in the student's real environment—in the community—thereby increasing the opportunities for generalization. These programs need not be taught sequentially and can be taught simultaneously. Programs in this section are:

- Street Crossing
- Transportation Prep
- Community Safety
- Using a Vending Machine
- Shopping
- Shopping with a Calculator
- Eating Out (Restaurant)
- Eating Out (Fast Food)

GOALS AND OBJECTIVES

	Long-Term Goal Student will:	Short-Term Objective Student will:
Street Crossing	Cross streets safely in the community.	Cross controlled and uncontrolled streets/intersections safely.
Transportation Prep	Prepare to use public transportation to various locations in order to navigate the community with independence.	Confirm numbers and arrival/departure locations.
Community Safety	Safely navigate the community.	Use the features of a cell phone/ tablet to _____ (e.g., identify and report his or her exact location).
Using a Vending Machine	Use bills or coins to purchase items from different vending machines.	Purchase ___ (e.g., 2) items from a vending machine.
Shopping	Purchase items up to $50.00, with or without a calculator.	Use shopping list/cards to purchase ___ (e.g., 2-4) items at a store.
Shopping with a Calculator	Purchase items and use a calculator to add prices.	Use a calculator to add ___ (e.g., 2-4) items at a store.
Eating Out (Restaurant)	Purchase meals at sit-down restaurants.	Order and pay for a meal in ___ (e.g., 1) sit-down restaurant.
Eating Out (Fast Food)	Purchase meals at take-out/fast-food restaurants.	Order and pay for a meal in ___ (e.g., 1) take-out/fast-food restaurant.

INDEPENDENT SKILLS

This content area provides a framework for generating programs to address independent skills. Rather than using sequential lesson plans and a flow chart, you will refer to the Inventory Summaries completed during the Portfolio assessment.

The Inventory Summaries and sample task analyses cover the following areas:

- Communication
- Social Skills
- Community and Recreation
- Classroom Work Skills/Chores
- Personal Management (Eight common self-help lessons are provided.)

SAMPLE GOALS AND OBJECTIVES

	Long-Term Goal Student will:	Short-Term Objective Student will:
Picture Identification (Communication)	Use pictures to identify staff to work with, students to hang out with, and family to email.	Identify ___ (e.g., 3) staff, students, or family members.
Greeting (Social Skills)	Initiate and respond appropriately to greetings.	Respond with ____ (e.g., a wave or "hi" on his or her device) when greeted with hello.
Break Choices (Community and Recreation)	Independently select age-appropriate items/activities during break time.	Select one of ___ (e.g., 3) predetermined break choices.
Checking a Schedule (Prevocational Skills)	Use a schedule to independently navigate his or her day.	Identify each activity and the person he or she is supposed to work with.

IMPORTANT! Teach these lessons in conjunction with the Community-Based Training content area.

GOALS AND OBJECTIVES (PERSONAL MANAGEMENT—SELF-HELP)

	Long-Term Goal Student will:	Short-Term Objective Student will:
Using the Bathroom	Use the bathroom independently.	Indicate the need to use the bathroom and will take care of his or her personal needs with fewer than ___ (e.g., 5) prompts.
Teeth Brushing	Brush teeth independently.	Perform ___ (e.g., 80%) of the teeth brushing routine with fewer than ___ (e.g., 5) prompts.
Dressing: Pants	Dress himself or herself.	Put on pants, button, and zip.
Dressing: Shirt	Dress himself or herself.	Put on a T-shirt style shirt.
Dressing: Socks	Dress himself or herself.	Put on a pair of socks.
Dressing: Shoes	Dress himself or herself.	Put on a pair of shoes.
Dressing: Ties Shoelaces	Dress himself or herself.	Tie his or her shoelaces.
Hand Washing	Wash his or her hands independently.	Wash his or her hands with fewer than ___ (e.g., 5) prompts.

IMPORTANT! Teach these lessons in conjunction with the Community-Based Training content area.

INSTRUCTIONAL GUIDELINES AND TEACHING MATERIALS

ALL LESSONS

These independent skills are building blocks students will need as they mature. For best results, teach these skills within the natural environment in which they occur. For example, a Physical Education period is an opportune time to work on dressing and brushing hair, and lunch time is optimal for teaching how to properly use utensils and clean up lunch items.

The skills/behaviors in this section are not all-inclusive. You should discuss other important skills with parents and other team members, and add them to your students' inventories.

Begin with the skills identified as the top five priorities from each Inventory Summary. These skills are not taught in a one-to-one instructional format. Rather, they need to be incorporated throughout the student's daily routine.