

Five days of learning

One fictional learner. Five main subjects. Eight activities per day.

WHAT YOU CAN SEE IN THIS SAMPLE

Use pages 2-3 as a daily plan, or all five days as a five-day plan. Each day has a short overview, materials, subject sections, eight actionable activities, and room for a learning note. These are authored examples using fictional goals, not a plan generated for a real child.

Fictional source goals

- Art and music: arrange a picture, create straight and curved marks, copy a short rhythm, and use agreed start/stop signals.
- Math: count, compare, combine, and take away quantities within five; order numerals, recognize a simple pattern, and compare lengths with equal units.
- Science: predict an observable change, compare properties, and communicate what happened.
- English: retell a short story; recognize familiar labels and rhymes; dictate or select words and symbols for a useful message.
- Places and people: use spatial directions and simple maps; connect helpers with places and compare a place across two time points.
- Communication and access: express choices, comments, or requests through the established method, with familiar AAC, positioning, and other access supports available.

Quick, customizable, and manual options

Quick: use a readable IEP to create a daily or five-day plan, then edit activities if needed. Customizable: review the plan above the editor as dates, supports, timing, and other choices change. Manual: start from a parent-entered learning goal without an IEP.

Example edit: change “use a crayon” to “select a line shape and direct a partner to place it” while retaining the activity goal. All tools are free, with saving, optional lesson autosave, printing, and downloads. Samples use fictional information and stay separate from your family records.

A garden of sounds

Main focus: Art & music

Alex will create a garden picture and lead a short music activity. Supporting lessons connect the garden theme with counting, a short story, and making a choice. Keep established communication, positioning, and access supports available.

Gather: Large paper shapes, flower pictures, paper, an accessible drawing tool, adhesive, five large pretend garden items, and a quiet instrument or sound switch.

ART & MUSIC

☐ 1. Build a garden collage

Goal: Choose and arrange shapes for an original picture.

Offer large paper shapes in two colors and a sheet for a garden picture. Have Alex choose and arrange the shapes, or direct a partner to place them. Invite Alex to indicate one part to keep and one part to move before attaching the pieces.

☐ 2. Give the sun different rays

Goal: Create or select straight and curved lines.

Show a large sun outline with space around it. Have Alex add straight rays on one side and curved rays on the other, using an accessible drawing tool or pre-cut line shapes. Ask Alex to identify one ray of each kind.

☐ 3. Echo a four-beat pattern

Goal: Copy a short musical pattern.

Use a comfortable-volume instrument or accessible sound switch to model tap, tap, pause, tap. Have Alex copy the pattern with the established support or by directing a partner. Play the model once more and compare the order of sounds and silence.

☐ 4. Conduct a garden song

Goal: Use start and stop signals during music.

Agree on accessible start and stop signals before playing a familiar song. Have Alex use the signals to conduct a short performance by a partner. Follow each signal promptly and let Alex decide when the performance is finished.

A garden of sounds

Supporting subjects: Math, English & communication

MATH, ENGLISH & COMMUNICATION

☐ 5. Count a garden collection

Goal: Count a set of up to five objects one to one.

Set out five large pretend garden items in a small collection. Have Alex count or direct the counting of each item while moving it to an empty mat. Check the final quantity against the collection using Alex's established communication method.

☐ 6. Fill the numbered flowerpots

Goal: Match numerals to quantities within five.

Label two paper flowerpots with the numerals 2 and 4. Have Alex select the matching number of large flower pictures for each pot. Check the finished pots against their numeral labels and correct any mismatch together.

☐ 7. Tell the plant story

Goal: Retell a beginning and an ending.

Read this short story: Ari saw a dry plant. Ari watered it, and its leaves stood upright. Have Alex choose or describe a picture for the beginning and another for the ending. Use the two pictures to retell what changed.

☐ 8. Choose how to share the garden

Goal: Communicate a preference using the usual method.

Offer two available ways to share the finished work: show the garden picture or perform the garden song. Have Alex communicate a choice with speech, signs, pointing, or the established AAC system. Honor the choice and help Alex share it with a familiar person.

Learning note - optional

What did Alex do? What support helped? What is one next step?

Our little number workshop

Main focus: Math

Alex will compare collections and explore how small quantities change. Other activities connect numbers to a pretend invitation, surface properties, and a repeated visual pattern. Keep the pace flexible and use the established communication method.

Gather: Large picture counters, numeral cards 1-5, two mats, a card for an invitation, two familiar textured objects, and large colored paper strips.

MATH

☐ 1. Compare two collections

Goal: Compare quantities within five.

Place three large picture counters on one mat and five on another. Ask Alex to indicate which collection has more using the established response method. Pair counters across the mats to check the comparison.

☐ 2. Welcome one more visitor

Goal: Combine small sets within five.

Put two visitor pictures beside a paper house. Introduce one additional visitor and ask Alex to predict the new total. Move the new visitor into the group and check the result together.

☐ 3. Send two passengers home

Goal: Take away from a set within five.

Show a pretend bus holding five large passenger pictures. Have Alex remove or direct a partner to remove two passengers. Find how many remain and describe the change using the usual communication method.

☐ 4. Repair the number path

Goal: Order numerals from one to five.

Lay out numeral cards 1, 3, 2, 4, and 5 as a short path. Ask Alex to locate the part that is out of order. Rearrange the cards together and follow the corrected sequence.

Our little number workshop

Supporting subjects: Science, writing, art & communication

SCIENCE, WRITING, ART & COMMUNICATION

☐ 5. Write a workshop invitation

Goal: Dictate or select words for a useful message.

Offer a blank invitation with spaces for a person and an activity. Have Alex dictate, choose, or write who to invite and what they will do. Read the completed invitation aloud to check that it says what Alex intended.

☐ 6. Describe two surfaces

Goal: Compare an observable property.

Present two familiar objects with different surfaces, such as a smooth card and textured fabric. Offer the established way to indicate smooth or rough without requiring touch. Have Alex identify a difference and connect each description to the appropriate object.

☐ 7. Extend a color border

Goal: Recognize and extend a visual pattern.

Arrange large paper strips in a red-blue-red-blue border. Have Alex select the next two colors or direct a partner to place them. Check the repeating order before adding the border to the invitation.

☐ 8. Clarify a mixed-up message

Goal: Communicate when information is unclear.

During pretend play, let a puppet name two different destinations for its invitation. Ask Alex what the puppet needs to clarify and accept any established way to ask for help or more information. Give the missing information promptly and deliver the pretend invitation.

Learning note - optional

What did Alex do? What support helped? What is one next step?

Light, motion, and materials

Main focus: Science

Alex will make predictions and notice changes during simple investigations. Supporting lessons record an observation and connect textures and places with the discoveries. An adult handles the lamp, ramp, and fan while Alex directs or observes.

Gather: A large rolling toy, a short stable ramp, paper and cloth, a little water on a tray, a cool lamp, a large block, a fan, paper, crayons, and two place pictures.

SCIENCE

☐ 1. Predict what will roll

Goal: Predict and observe movement.

Show a large rolling toy and a flat block beside a short stable ramp. Ask Alex to predict which will roll down when released by an adult. Test each object separately and compare the observation with the prediction.

☐ 2. Compare absorbent materials

Goal: Observe how materials respond to water.

Place a paper piece and a cloth piece on a tray. An adult adds a small amount of water to each while Alex observes. Have Alex indicate what changed and which material took up the water.

☐ 3. Change a shadow

Goal: Observe a change caused by position.

An adult uses a cool lamp and a large block to make a shadow. Have Alex direct the adult to move the block to one of two marked positions. Compare the shadows and indicate which is longer.

☐ 4. Make paper move with air

Goal: Connect moving air with an observable effect.

Place a large sheet of lightweight paper on a clear surface. Ask Alex to predict what will happen when an adult turns on a fan at a comfortable setting. Observe the paper and communicate whether the prediction matched the result.

Light, motion, and materials

Supporting subjects: Math, English, art & geography

MATH, ENGLISH, ART & GEOGRAPHY

☐ 5. Record the investigation result

Goal: Represent an observation on a simple chart.

Prepare a chart with pictures of the rolling toy and the block. Have Alex place or direct one mark in the column showing which object rolled. Read the completed chart together rather than repeating the ramp test.

☐ 6. Finish an observation sentence

Goal: Describe a change using words or symbols.

Show a picture from the shadow investigation with the starter "The shadow became...". Offer appropriate word or symbol choices using the established communication system. Have Alex complete the message and check it against the observation.

☐ 7. Reveal a texture pattern

Goal: Create marks from a surface pattern.

Place textured cardboard under paper and offer an accessible crayon or partner assistance. Have Alex direct a rubbing across one part of the paper. Compare the revealed pattern with the cardboard without requiring a particular grasp.

☐ 8. Locate an investigation place

Goal: Identify places by their features.

Show a picture of a shaded indoor table and a sunny outdoor area. Ask Alex which location matches a described feature, such as a roof overhead. Use the pictures to identify a comfortable place for a future observation.

Learning note - optional

What did Alex do? What support helped? What is one next step?

Messages that mean something

Main focus: English

Alex will use pictures, words, and familiar communication supports to make useful messages. Supporting activities add measurement, sound choices, and a cover for the finished work. Read messages back so Alex can accept or change their meaning.

Gather: A postcard, familiar picture and word labels, rhyme pictures, a sentence strip, equal paper strips, a book, two comfortable-volume sound options, and drawing materials.

ENGLISH

☐ 1. Dictate a postcard

Goal: Compose a short message for a real purpose.

Show a postcard with space for a message and a recipient. Have Alex dictate, select, or write one thing to tell a familiar person. Read it back and make any change Alex requests before adding the recipient.

☐ 2. Match a written label

Goal: Recognize familiar printed words.

Choose three familiar pictures and their large printed word labels. Read the words as needed and invite Alex to place each label beside its picture. Check the matches together while keeping the established response options available.

☐ 3. Find a rhyming partner

Goal: Notice words with a shared ending sound.

Say “cat” and offer familiar pictures for hat and sun. Invite Alex to choose the word that rhymes, using their usual response method. Say the two selected words together and check how their endings sound.

☐ 4. Build a picture sentence

Goal: Combine words or symbols into a message.

Offer a sentence strip and familiar person, action, and object symbols. Have Alex arrange or direct a partner to arrange a meaningful sentence. Read the message back and invite a change if it does not express the intended idea.

Messages that mean something

Supporting subjects: Math, music, art & spatial language

MATH, MUSIC, ART & SPATIAL LANGUAGE

☐ 5. Measure the postcard

Goal: Use equal units to compare length.

Place equal paper strips edge to edge along one side of the postcard. Have Alex count or direct the count of strips without gaps. Compare that length with the side of a familiar book using the same strips.

☐ 6. Give a scene its sound

Goal: Connect a sound with a described event.

Describe a quiet rain scene and offer two comfortable-volume sound options. Have Alex select the sound that best fits the scene. Play the selected sound briefly and invite Alex to explain or indicate the connection.

☐ 7. Design a message cover

Goal: Use a visual symbol to represent a topic.

Show the postcard message and a blank cover. Have Alex choose or draw one symbol that represents the message rather than copying the words. Share the cover with a partner and discuss what the symbol suggests.

☐ 8. Place the message where requested

Goal: Use a familiar spatial direction.

Put a basket beside a book on the work surface. Give one direction, such as "Place the postcard above the book," with the established visual support. Have Alex position it or direct a partner, then check the location together.

Learning note - optional

What did Alex do? What support helped? What is one next step?

Our places and people

Main focus: Geography & social studies

Alex will represent familiar places and use a simple map to make a route. Other activities connect community places with helpers, weather, and changes over time. Use pictures or a tabletop model whenever moving around a room is not the preferred way to participate.

Gather: Paper, familiar room and community pictures, a simple map, a large marker, land and water pictures, weather symbols, and paired older and newer place photographs.

GEOGRAPHY & SOCIAL STUDIES

☐ 1. Draw our learning-space map

Goal: Represent familiar places on a simple map.

Identify the learning table, bookshelf, and doorway in the room or in photographs. Have Alex choose symbols and indicate where to place them on a sheet. Compare the finished map with the familiar space and revise one location if needed.

☐ 2. Trace a route to the books

Goal: Follow a route between map locations.

Use the completed map to mark a starting point at the doorway and an ending point at the bookshelf. Have Alex trace or direct a partner along a route between them. Name the locations passed without requiring physical travel.

☐ 3. Connect a helper with a place

Goal: Relate a community role to a familiar place.

Offer pictures of a librarian, mail carrier, and firefighter with their familiar community places. Have Alex connect each helper to the appropriate place using the established response method. Choose one connection and describe how that helper assists people.

☐ 4. Find land and water

Goal: Identify two features on a simple map.

Show a map with clearly marked land and water. Have Alex point to or select a land area and a water area. Place a large boat picture where it belongs and check the choice against the map key.

Our places and people

Supporting subjects: Math, English, science & history

MATH, ENGLISH, SCIENCE & HISTORY

☐ 5. Make a places picture graph

Goal: Organize choices in a simple representation.

Offer three familiar destination pictures and collect one preference from each available family member. Have Alex place the choice pictures in matching columns. Compare the columns to see which destination received more choices in this small example.

☐ 6. Solve a place clue

Goal: Use a spoken clue to identify a place.

Describe a familiar place without saying its name, such as “where we borrow books.” Offer pictures of two community places using the established response options. Have Alex select the matching place and indicate one clue that helped.

☐ 7. Choose a weather-ready item

Goal: Connect an observation with a useful choice.

Look at a current weather picture or the view through a window. Offer pictures of two relevant items, such as a sun hat and a raincoat. Have Alex choose an item that fits the observation and indicate why it might help.

☐ 8. Compare a place then and now

Goal: Notice change across two time points.

Show an older and a newer picture of the same familiar place. Have Alex identify one feature that changed and one that stayed the same. Label the pictures “then” and “now” using the established response method.

Learning note - optional

What did Alex do? What support helped? What is one next step?