

# April



## Print & Go

20 DAYS • 60 LESSONS



218 pages • math • reading • social skills

PreK • Kindergarten • 1st • 2nd Grade • Special Ed

by Bright Path Sped



This packet is one month of lessons with the planning already done. There is nothing to prepare on a Sunday. Open to today, print what is behind the plan page, and teach it.

## 1 Print the day, not the packet

Each day is ten pages: three lessons, and for math and reading a student page at each of three levels. You print the plan page once for yourself and then only the level each student needs.

## 2 Read the plan page cold if you have to

The SAY THIS box is a script. The words in quotation marks are meant to be read out loud exactly as they are written. A substitute or a paraprofessional who has never seen the lesson can pick it up and run it.

## 3 Pick a level per student, not per class

Level 1 has three items and the most support, with two extra pieces that belong to no box. Level 2 has four items and one extra piece. Level 3 takes the supports away. No page says “easy” or “hard” in words a child reads: each carries only a row of dots.

## 4 Write the data on the plan page

The data box is at the bottom of every plan page rather than on a separate sheet, because a separate sheet does not get filled in. Days 5, 10 and 15 are review days and Day 20 is a check on the whole month, so any of them can show you where a student is.

## 5 Start on whatever date you like, and you do not need Months 1, 2, 3, 4, 5, 6 or 7

Nothing here is tied to a calendar date. Day 1 is the first day you teach it. If your students did the earlier months, this picks up exactly where they stopped. If they did not, start on Day 1 and go from there.

### If you only do one thing

Teach the math lesson. Month 8's story problems compare two groups and ask how many more one group has, how many fewer, or how many more it needs to match the other. The same two numbers can be asked all three ways, so by the last week a child has to read the question, not just the numbers. Every group is 20 or fewer.





Twenty days. Sixty lessons. Every one of them planned.

### WEEK 1 Compare Story Problems: How Many More?

Story problems that compare two groups and ask how many more one group has; reading and spelling AI words; and making a mistake and trying again.

#### MATH

1. How Many More? Comparing Two Groups
2. More Compare Problems: How Many More?
3. How Many More? Practice
4. Bigger Groups: How Many More?
5. How Many More? Review

#### READING

1. Reading AI Words: One Sound Together
2. More AI Words
3. Which AI Word Is It?
4. Reading AI Words (Printed Word to Picture)
5. AI Words Review

#### SOCIAL

1. Oops! I Made a Mistake
2. Fixing My Mistake
3. Trying Again When It Is Hard
4. Try Again or Give Up?
5. Making a Mistake Review

### WEEK 2 Compare Story Problems: How Many Fewer?

Story problems that compare two groups and ask how many fewer one group has; reading AY words in sentences and questions; and hearing no or not right now.

#### MATH

1. How Many Fewer? Comparing Two Groups
2. More Compare Problems: How Many Fewer?
3. How Many Fewer? Practice
4. Bigger Groups: How Many Fewer?
5. How Many Fewer? Review

#### READING

1. Reading AY Words in Sentences
2. Which AY Word Answers It?
3. More AY Sentences
4. Answer It with an AY Word
5. AI and AY Review

#### SOCIAL

1. When My Teacher Says No
2. Hearing Not Now
3. Say Okay or Push Back?
4. Hearing No Calmly
5. Hearing No Review

### WEEK 3 Compare Story Problems: Making Groups Match

Story problems that ask how many more one group needs to have as many as the other; reading and spelling OA and OW words, reviewed with AI and AY; and waiting for a turn and for help.

#### MATH

1. How Many More to Make Them Match?
2. More Make-Them-Match Problems
3. Making Groups Match: Practice
4. Bigger Groups: How Many More to Match?
5. Making Groups Match Review

#### READING

1. Reading OA Words: One Sound Together
2. Reading OW Words: One Sound Together
3. Which Spelling Is It? AI, OA or OW
4. Reading AI, OA and OW Words (Printed Word to Picture)
5. AI, AY, OA and OW Review

#### SOCIAL

1. Waiting Behind My Friends
2. Waiting for Help
3. Waiting Calmly or Not?
4. Asking for Help the Right Way
5. Waiting and Asking for Help Review

### WEEK 4 Mixed Compare Story Problems

Reading the question to tell whether a story asks how many more, how many fewer, or how many more are needed; Fry's seventh ten words and comprehension; and being a good listener, using kind words, and a month review.

#### MATH

1. Which Compare Question? More or Fewer
2. Compare Story Problems, All Three Kinds
3. Read the Compare Question Carefully
4. Compare Problems Week Four Review
5. April Math Check

#### READING

1. Fry's Seventh Ten Sight Words
2. Five More Sight Words to Read
3. Read Two Sentences, Then Answer
4. Long A and Long O Sentences
5. April Reading Check

#### SOCIAL

1. Good Listening or Not?
2. Kind Words and Good Listening
3. Fixing It and Saying Thanks
4. Listening and Kind Words Review
5. April Social Check





WEEK 1

# COMPARE STORY PROBLEMS: HOW MANY MORE?

Story problems that compare two groups and ask how many more one group has; reading and spelling AI words; and making a mistake and trying again.

| DAY | MATH                                  | READING                                    | SOCIAL SKILLS                |
|-----|---------------------------------------|--------------------------------------------|------------------------------|
| 1   | How Many More? Comparing Two Groups   | Reading AI Words: One Sound Together       | Oops! I Made a Mistake       |
| 2   | More Compare Problems: How Many More? | More AI Words                              | Fixing My Mistake            |
| 3   | How Many More? Practice               | Which AI Word Is It?                       | Trying Again When It Is Hard |
| 4   | Bigger Groups: How Many More?         | Reading AI Words (Printed Word to Picture) | Try Again or Give Up?        |
| 5   | How Many More? Review                 | AI Words Review                            | Making a Mistake Review      |



# HOW MANY MORE? COMPARING TWO GROUPS



Teach · 5 min

Work · 10 min

Print &amp; go

## OBJECTIVE

Given a story problem that compares two groups and asks how many more one group has, the student will glue the number that tells the difference, with 80% accuracy across 3 sessions.

**You need:** the pages behind this one, scissors, a glue stick. Nothing else.

## SAY THIS

“Today’s stories compare two groups. Each one asks how many more one group has.”

“The picture shows what the groups are made of; the numbers are in the words.”

Read the first story out loud: “Mia has 12 apples. Sam has 7 apples. How many more apples does Mia have than Sam?”

“Mia has 12 and Sam has 7. Who has more? Mia. To find how many more, start at 7 and count up to 12. Hold up one finger for each count: 8, 9, 10, 11, 12. That is 5 fingers. So Mia has 5 more apples than Sam.”

Glue the 5.

“Your turn. Read the whole story, then find the difference.”

Once they are working alone, read the line below straight off their level -- it is the same words printed on their page.

“Level 1: Read the whole story. Glue how many more.”

“Level 2: Read each story all the way through. Glue how many more.”

“Level 3: Read each story all the way through. Cut and glue the answer.”

## THE THREE LEVELS



Three story problems. Every story compares two groups -- read all the way through and find the difference. Five numbers on the strip; the two spares are 9 and 10, not the answer to any story here.



Four story problems, five numbers. The spare is 9, not the answer to any story here.



Six story problems, every one comparing two groups.

## IF A STUDENT IS STUCK

- If they glue the total of both groups, read the last sentence again. It does not ask how many there are altogether.
- If they glue one of the story's numbers, ask: “Is this how many more, or how many the group has?”
- If counting up loses them, start again from the smaller number and hold up one finger for each count, out loud, together.

## TRY IT IN THE ROOM TODAY

Ask a real compare question about two groups in the room (two rows of chairs, two cups of pencils): how many more does one have than the other?

## DATA

STUDENT

CORRECT

OUT OF

DATE

HOW MUCH HELP

☐ Independent ☐ Verbal prompt ☐ Model ☐ Hand over hand

## WHAT I NOTICED TODAY





NAME .....

DATE .....



Read the whole story. Glue how many more.

**MORE**

1



Mia has 12 apples. Sam has 7 apples.  
How many more apples does Mia have  
than Sam?



2



Ben has 8 chicks. Zoe has 11 chicks. How  
many more chicks does Zoe have than  
Ben?



3



Max has 13 leaves. Ana has 9 leaves.  
How many more leaves does Max have  
than Ana?



CUT OUT THE FIVE NUMBERS — TWO ARE LEFT OVER

10

5

4

9

3



# READING AI WORDS: ONE SOUND TOGETHER



Teach · 5 min

Work · 10 min

Print &amp; go

## OBJECTIVE

Given a picture and its ai word with the ending letters missing, the student will glue the letters that finish the word, with 80% accuracy across 3 sessions.

**You need:** the pages behind this one, scissors, a glue stick. Nothing else.

## SAY THIS

“Today we read the team ai. The two letters work together and say one long a sound.”

Point to the first picture and say the whole word slowly, stretching the long a. The first picture is rain.

“Say just the long a with me.”

Do the next picture the same way: the whole word first, then the long a alone.

Point to the cards on the page. The cards that finish a word today all have ai in them; a card without ai finishes nothing.

“Your turn. Say the picture aloud. Find the letters that finish the word.”

## THE THREE LEVELS



Three pictures, the word missing its ending letters, the letter box tinted. Five cards: two spares, ee and or, that no picture uses.



Four pictures, five cards. The spare is ar, which finishes none of these words.



All five words this family uses. Five items, not six.

## IF A STUDENT IS STUCK

- If they say a short a, say the word slowly with them and stretch the long a in the middle.
- If they grab a card before saying the picture, cover the cards and ask for the word aloud first.
- If they cannot find the card, say the word one more time and listen with them for the sounds after the long a.
- If they name the picture with a different word, tell them the word we want and say it together once.

## TRY IT IN THE ROOM TODAY

Later today, say one of the ai words aloud with nothing printed and ask which letters come after the long a.

## DATA

STUDENT

CORRECT

OUT OF

DATE

HOW MUCH HELP

☐ Independent ☐ Verbal prompt ☐ Model ☐ Hand over hand

## WHAT I NOTICED TODAY



READING AI WORDS: ONE  
SOUND TOGETHER

NAME .....

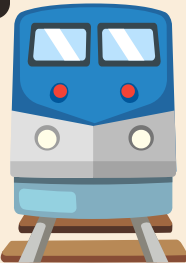
DATE .....



 Say the picture. Glue the letters that finish the word.

**-ai**

1  **r** 

2  **tr** 

3  **br** 

 CUT OUT THE FIVE CARDS — TWO ARE LEFT OVER

|            |            |
|------------|------------|
| <b>ain</b> | <b>or</b>  |
| <b>ain</b> | <b>ain</b> |
| <b>ee</b>  |            |



Teach · 5 min

Work · 10 min

Print &amp; go

## OBJECTIVE

Students put five steps in order to show what to do after a mistake when a tower falls down: take a slow breath, then try again.

**You need:** the pages behind this one, scissors, a glue stick. Nothing else.

## SAY THIS

“Sometimes a tower falls down. That is a mistake, and mistakes happen to everybody. Today we learn what to do next.”

“Today's story has five steps. Each step happens because of the step before it.”

Read the five cards out loud in story order (the answer key is below). Point to each card as you read it.

Ask the group why the order matters, then say:

“Why can I not build the tower again first? Because the breath comes first. It helps me feel calm, and then I am ready to try again.”

“Your turn. Read all five cards. Which one happens first? Glue it in box 1. Then find what happens next.”

Answer key, in box order:

1. I am building a tall tower with blocks. 2. Oops! My tower falls down. 3. My tower fell, so I feel upset. I stop and take a slow breath. 4. The breath helps me feel calm, so I pick up my blocks. 5. Now I have my blocks, so I build my tower again.

## IF A STUDENT IS STUCK

- If the steps get glued out of order, do not move the cards for them. Ask them to read the cards out loud, in the order they glued, and listen for the step that sounds wrong.
- If one step will not go anywhere, ask what happens right before it and what happens right after it.
- If five cards is too many at once, hide all but the first two. Glue those, then show the next card.

## TRY IT IN THE ROOM TODAY

The next time something small goes wrong in the room, like a dropped crayon or a wrong answer, say “Oops! I can try again,” and try again out loud together.

## DATA

STUDENT

CORRECT

OUT OF

DATE

HOW MUCH HELP

☐ Independent ☐ Verbal prompt ☐ Model ☐ Hand over hand

## WHAT I NOTICED TODAY





MY NAME .....

DATE .....



Cut out the five steps. Glue them in order, 1 to 5.

|   |  |   |  |
|---|--|---|--|
| 1 |  | 2 |  |
| 3 |  | 4 |  |
| 5 |  |   |  |

✂ CUT OUT THE FIVE STEPS

The breath helps me  
feel calm, so I pick up  
my blocks.

I am building a tall  
tower with blocks.

Oops! My tower falls  
down.

My tower fell, so I  
feel upset. I stop and  
take a slow breath.

Now I have my  
blocks, so I build my  
tower again.

