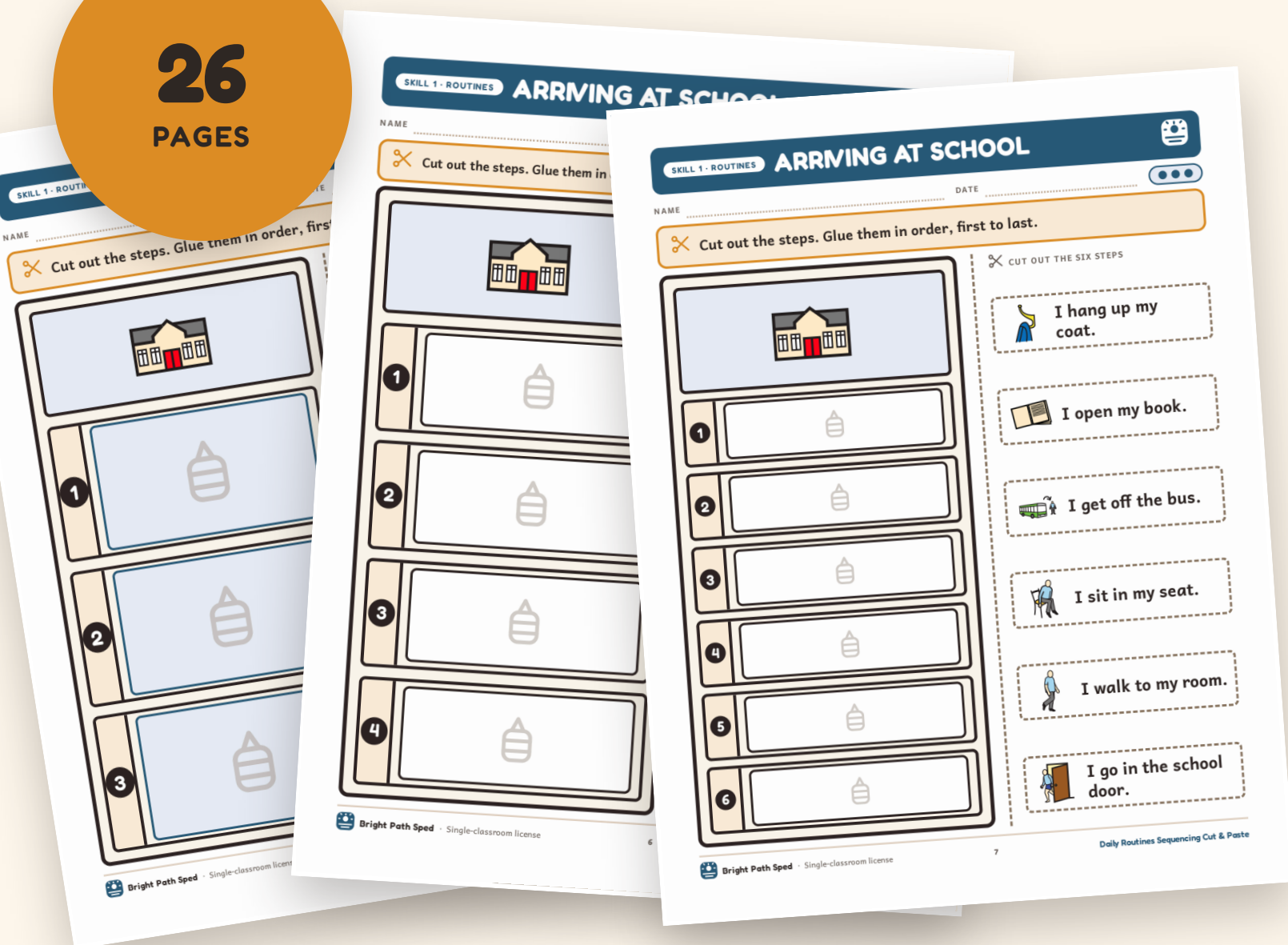


DAILY ROUTINES

Sequencing Cut and Paste, 3 Levels

26
PAGES



BRIGHT PATH SPED

PreK-2 · Special Education · Life Skills



Five skills, one ordering job each. Every skill is a scripted plan page and three student levels — print the plan once for yourself and only the level each student needs.

1 Read the plan page cold if you have to

The SAY THIS box is a script. Words in quotation marks are meant to be read out loud exactly as written — a substitute or a paraprofessional who has never seen the lesson can pick it up and run it. The stage directions in the lighter type are for you, not for the class.

2 Pick a level per student, not per class

Level 1 is three steps, a tinted box showing exactly where a piece goes, and no spare piece. Level 2 is four steps and one extra card from a routine that is not on the page, and the page says so: one is left over. Level 3 is six steps with no tint, or, on the last skill, two routines of three steps each on two boards. No student page prints the word Level: the three dots on the name line are the level code, and they are there for you.

3 What is printed on a student page, exactly

Every step is a picture with its sentence printed beside it, and every picture is a Mulberry symbol printed exactly as that set draws it. The board carries one big picture on its sign — a school for arriving at school, a sink for washing hands, a house for going home, a sandwich and a drink for eating lunch, a mouth of teeth for brushing teeth and a house with someone standing outside for going outside — and the sign picture is never a step. The boxes are numbered from 1 to 6 at most. The only other print is the direction line under the name line and the scissors label on the strip.

4 Say every step out loud before anything is cut

A student who orders the cards silently is matching shapes to numbers. Saying each step is the part you can hear, correct and take data on, and the question that does the teaching is always the same one: what has to happen before this? If a student gives a picture a different name, let it stand: faucet for the tap, hook for hanging up the coat, backpack or book bag for the bag all name the same step.

5 Write the data on the plan page

The data box sits at the bottom of every plan page rather than on a separate sheet, because a separate sheet does not get filled in.

If you only do one thing

Do Arriving at School first, out loud, with the whole group, before anyone cuts anything. A student who cannot yet tell you that the bus comes before the coat hook will not get anything out of the six-step pages, and five minutes of saying a routine out loud tells you which students those are. Teeth and Outside, the last skill, is the one to come back to in a month.





Teach · 5 min

Work · 10 min

Print & go

OBJECTIVE

Given the steps of arriving at school, each a picture with its sentence, the student will cut them out and glue them on the numbered board in order from first to last, with 80% accuracy across 3 sessions.

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

SAY THIS

“A routine is something you do the same way every time, and the steps go in an order. Think about shoes: sock, then shoe, then tie the laces. Laces before the sock does not work.”

Point to the big picture on the sign at the top of the board, then run a finger down the numbers.

“The big picture on the sign tells you which routine this is. Each step is a small picture with its sentence next to it. Say what the picture shows, then ask: what happens first? That step goes in box 1.”

“Then ask: what happens next? Keep going until every box has a step.”

Level 2 only: one card on the strip is a step from a different routine. It belongs in no box and stays on the strip; say so before anyone cuts.

“When you are done, read your board from the top and listen to it. If it sounds wrong, look again.”

Read the direction line once, then let them work.

THE THREE LEVELS



Three steps, tinted boxes, no spare: off the bus, coat on the hook, sit down.



Four steps, no tint, and one spare — a toothbrush, which is no part of arriving at school, so a student who uses every card up has put one somewhere wrong.



Six steps, no tint and no spare: the whole routine from the bus to the open book.

IF A STUDENT IS STUCK

- If a student glues the strip in the order it was cut — using the cards up rather than deciding — cover the strip and hand over one card at a time, asking where in the day it happens.
- If a student cannot say what a picture shows — a step nobody can name cannot be ordered — read its sentence together, then ask what happens right before it.
- If a pair of steps keep swapping — the middle of a routine is the hard part — ask which one is impossible before the other: you cannot hang a coat on a hook you have not walked to.

TRY IT IN THE ROOM TODAY

Act out arriving at school with the whole group, one step at a time, and freeze after each one. Ask what has to happen next before anyone moves.

DATA

STUDENT

CORRECT

OUT OF

DATE

HOW MUCH HELP

☐ Independent ☐ Verbal prompt ☐ Model ☐ Hand over hand

WHAT I NOTICED TODAY





NAME

DATE



Cut out the steps. Glue them in order, first to last.



1



2



3



CUT OUT THE THREE STEPS

I hang up
my coat.I sit in my
seat.I get off
the bus.



NAME

DATE



Cut out the steps. Glue them in order, first to last. One is left over.



1



2



3



4



CUT OUT THE FIVE STEPS — ONE IS LEFT OVER



I sit in my seat.



I get off the bus.



I get my toothbrush.



I hang up my coat.



I go in the school door.





NAME

DATE



Cut out the steps. Glue them in order, first to last.



1



2



3



4



5



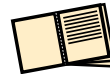
6



CUT OUT THE SIX STEPS



I hang up my coat.



I open my book.



I get off the bus.



I sit in my seat.



I walk to my room.



I go in the school door.



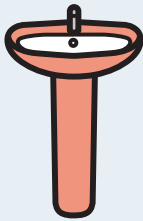


NAME

DATE



Cut out the steps. Glue them in order, first to last.



1



2



3



CUT OUT THE THREE STEPS

I dry my
hands.

I get soap.

I wash my
hands.

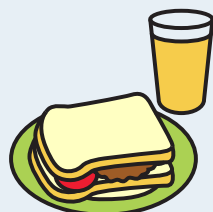


NAME

DATE



Cut out the steps. Glue them in order, first to last.



1



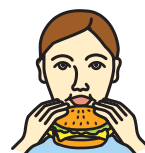
2



3



CUT OUT THE THREE STEPS

I eat my
lunch.I throw
away my
trash.I get my
lunch box.



Teach · 6 min

Work · 12 min

Print & go

OBJECTIVE

Given the steps of one or two familiar routines, each a picture with its sentence, the student will cut them out and glue each routine on its own numbered board in order from first to last, with 80% accuracy across 3 sessions.

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

SAY THIS

“All week you have put routines in order. Today the routines are new, but the job is the same: say the step, find what has to come first, and build the board from the top.”

Point to the sign on each board. On the two-board page there are two signs, and the strip holds both routines' steps mixed together.

“Look at the sign first. The sign tells you which routine a board is for. A step that matches the sign goes on that board, and on some pages there is a card that matches no sign at all.”

Level 2 only: one card is a step from a different routine and belongs in no box. Say so before they cut.

Level 3 only: sort first. Put each card under the sign it matches, and only then put each board in order.

“When a board is full, read it from the top. If a step comes before the thing it needs, swap them.”

Read the direction line once, then let them work.

THE THREE LEVELS



Brushing teeth: three steps, tinted boxes, no spare.



Going outside: four steps, no tint, and one spare — opening a book, which is no part of getting dressed for the cold.



Two routines on one strip, brushing teeth and going outside, three steps each, no tint and no spare: sort the six cards onto two signed boards, then order each board.

IF A STUDENT IS STUCK

- If a student puts a step on the wrong board — the coat card and the toothbrush card are each a single small object on a plain background — point to the sign and ask whether that step happens at that place.
- If a student fills one board with four cards — the first board is the nearest one — count the boxes with them: three boxes, three steps, and the rest belong on the other board.
- If a student sorts correctly and then orders the board by which card was nearest — two jobs in one page is a lot — cover one board and do the other with them out loud.

TRY IT IN THE ROOM TODAY

Name a routine the class does that is not on any page — lining up for the bus, packing up for art — and have them say the steps in order with no pictures at all.

DATA

STUDENT

CORRECT

OUT OF

DATE

HOW MUCH HELP

☐ Independent ☐ Verbal prompt ☐ Model ☐ Hand over hand

WHAT I NOTICED TODAY





NAME

DATE



Two routines on one strip. Glue each step under its picture, in order.



1



2



3



1



2



3



✂ CUT OUT THE SIX STEPS



I put on my gloves.



I brush my teeth.



I put on my coat.



I get my toothbrush.



I go outside.



I put on toothpaste.





Each level is listed box by box: the number, then the sentence of the step that goes there. Every answer was recomputed from the same data that draws the page, not typed in by hand.

Arriving at School

- Level 1** 1 I get off the bus. 2 I hang up my coat. 3 I sit in my seat.
-
- Level 2** 1 I get off the bus. 2 I go in the school door. 3 I hang up my coat. 4 I sit in my seat. (left over: I get my toothbrush.)
-
- Level 3** 1 I get off the bus. 2 I go in the school door. 3 I walk to my room. 4 I hang up my coat. 5 I sit in my seat. 6 I open my book.
-

Washing Hands

- Level 1** 1 I get soap. 2 I wash my hands. 3 I dry my hands.
-
- Level 2** 1 I turn on the water. 2 I get soap. 3 I wash my hands. 4 I dry my hands. (left over: I put on my coat.)
-
- Level 3** 1 I turn on the water. 2 I get soap. 3 I wash my hands. 4 I get a paper towel. 5 I dry my hands. 6 I throw it away.
-

Going Home

- Level 1** 1 I put on my coat. 2 I put on my backpack. 3 I get on the bus.
-
- Level 2** 1 I put on my coat. 2 I put on my backpack. 3 I line up. 4 I get on the bus. (left over: I get soap.)
-
- Level 3** 1 I put on my coat. 2 I put on my backpack. 3 I line up. 4 I walk to the bus. 5 I get on the bus. 6 I sit down on the bus.
-

Why the order is the only order

Every routine in this pack was chosen so that no two of its steps could honestly swap: each step makes the next one possible, and a student who puts them the other way round has built something that cannot happen. That is what makes the key a key and not an opinion.





THANK YOU FOR USING THIS RESOURCE

Everything here was built for the teacher who has thirty minutes of planning time and twelve students who each need something different. If it saved you an hour, it worked.

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