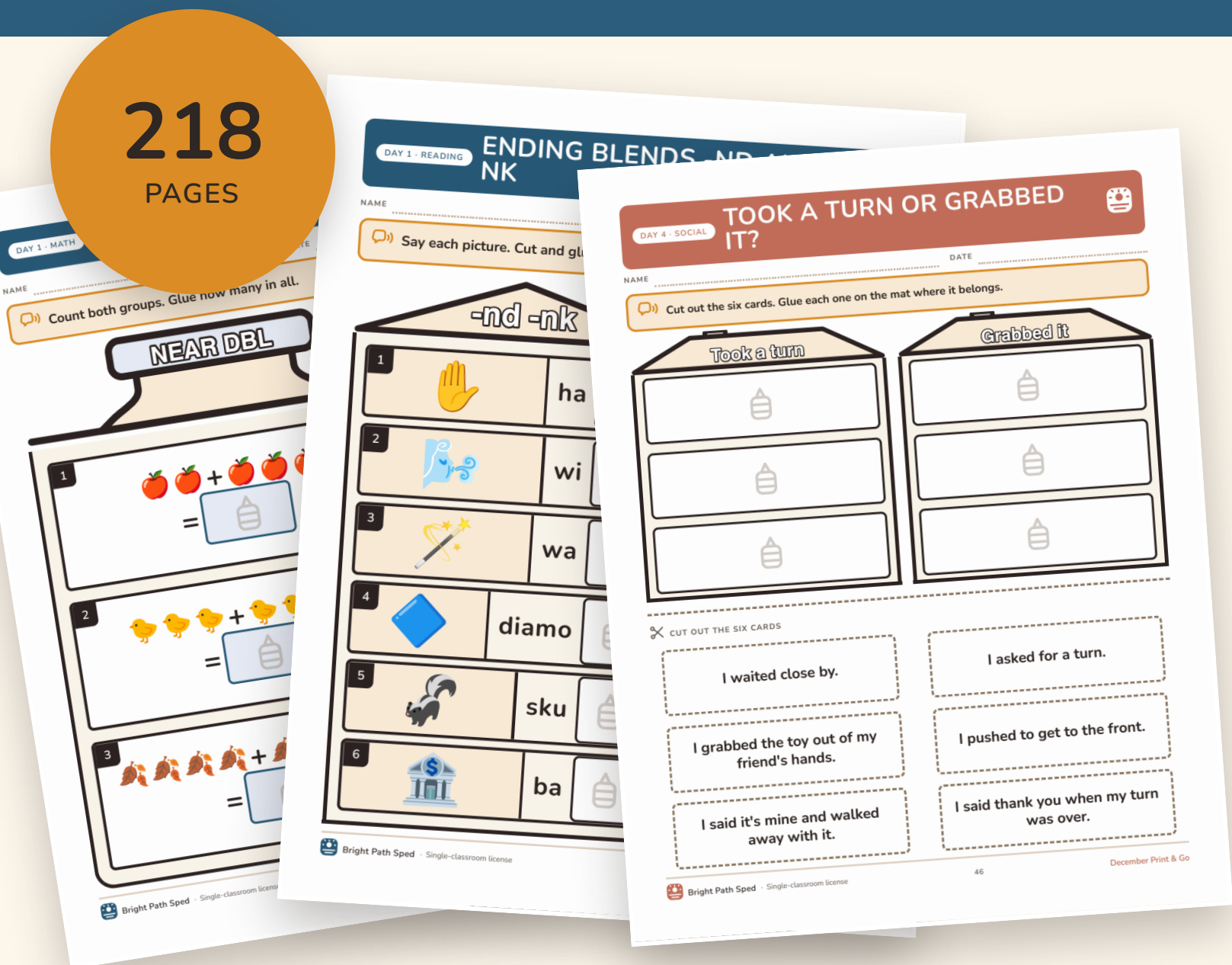


DECEMBER PRINT & GO

Month 4 — Math, Reading and Social Skills

218
PAGES



BRIGHT PATH SPED

PreK-2 · Special Education



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 is errorless: there is no wrong piece to pick up. Level 2 adds one piece that belongs to nothing. Level 3 takes the supports away. The three pages look the same on the desk, so nobody's paper is obviously the easy one.

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, 15 and 20 are review days you can use as a baseline.

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

Nothing here is tied to a calendar date. Day 1 is the first day you teach it. If your students did Months 1, 2 and 3, this picks up exactly where they stopped. If they did not, week 1 of each block re-teaches what it needs before it asks for anything new.

If you only do one thing

Teach the math lesson. Month 4 is where the geometry half of the kindergarten standard shows up — naming a circle, square, triangle and rectangle, meeting the hexagon, counting a shape's own sides and corners, sorting by shape, and the positional words above/below, left/right and in front of/behind — and it is the one strand this store does not teach anywhere else. It is harder to catch up on later than anything else in this packet.





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

WEEK 1 Near Doubles, Making Ten and Fact Families

Using a known double to solve a neighbor fact, finding the missing part of ten, tying addition and subtraction together as a fact family, and taking turns and sharing.

MATH

1. Doubles Plus One
2. Doubles Minus One
3. Ways to Make Ten
4. Fact Families to Ten
5. Fluency Review

READING

1. Ending Blends -nd and -nk
2. Ending Blends -mp and -st
3. Which Ending Blend?
4. Reading Ending Blend Words
5. Ending Blend Words Review

SOCIAL

1. Taking Turns on the Swing
2. Sharing the Blocks
3. Waiting for My Turn
4. Took a Turn or Grabbed It?
5. Turn-Taking Review

WEEK 2 2D Shapes

Naming circles, squares, triangles and rectangles, meeting the hexagon, and being a good sport when a game does not go my way.

MATH

1. Circles and Squares
2. Triangles and Rectangles
3. Which Shape?
4. Hexagons: A Shape With Six Sides
5. Shape Words Review

READING

1. Words That Take -es
2. More Words That Take -es
3. -s or -es?
4. Reading -es Words
5. Plurals Review

SOCIAL

1. When the Game Ends
2. Good Sport or Not?
3. Trying It a Different Way
4. What Do I Say?
5. Being Flexible Review

WEEK 3 Shape Attributes and Sorting

Counting sides and corners, sorting by shape, seeing that a shape stays the same shape at a different size, asking for help, and getting a body ready to listen.

MATH

1. How Many Sides?
2. How Many Corners?
3. Sort by Shape
4. Same Shape, Different Size
5. Shape Attributes Review

READING

1. Add -ed
2. Yesterday I...
3. Today or Yesterday?
4. Five New Sight Words
5. -ed Words Review

SOCIAL

1. Raising My Hand for Help
2. Asked or Gave Up?
3. Getting Ready to Listen
4. Ready Body or Not?
5. Asking and Listening Review

WEEK 4 Positional Words

Above and below, left and right, in front of and behind, and joining, talking and cheering in a group.

MATH

1. Above and Below
2. Left and Right
3. In Front and Behind
4. Which Position?
5. December Math Check

READING

1. Sight Words in Sentences, Part Two
2. Answer From Two Sentences
3. Match the Sentence to the Picture
4. Week Four Review
5. December Reading Check

SOCIAL

1. Joining a Group
2. Taking a Turn to Talk
3. Listening to Everyone's Idea
4. Cheering for a Friend
5. December Social Check



 WEEK 1

NEAR DOUBLES, MAKING TEN AND FACT FAMILIES

Using a known double to solve a neighbor fact, finding the missing part of ten, tying addition and subtraction together as a fact family, and taking turns and sharing.

DAY	MATH	READING	SOCIAL SKILLS
1	Doubles Plus One	Ending Blends -nd and -nk	Taking Turns on the Swing
2	Doubles Minus One	Ending Blends -mp and -st	Sharing the Blocks
3	Ways to Make Ten	Which Ending Blend?	Waiting for My Turn
4	Fact Families to Ten	Reading Ending Blend Words	Took a Turn or Grabbed It?
5	Fluency Review	Ending Blend Words Review	Turn-Taking Review





Teach · 5 min

Work · 10 min

Print & go

OBJECTIVE

Given two groups of pictures where one group has exactly one more than the other, the student will add them and glue the total, using a known double, with 80% accuracy across 3 sessions.

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

SAY THIS

"Today one group is one more than a group the same size as the other -- a near double."

Point to the first group of apples, then the second group of apples.

"If both groups were 2 and 2, that would be a double we already know. One group has one more, so we add one more to the double."

"2 and 3 make 5. [Glue the 5.]"

"Your turn. Find the double first, then adjust by one."

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

"Level 1: Count both groups. Glue how many in all."

"Level 2: Count both groups. Glue how many in all."

"Level 3: Count both groups. Cut and glue how many in all."

THE THREE LEVELS



Three near-double pairs (one group has one more than the other). Three pieces for three boxes.



Four near-double pairs, five numbers. The spare is 6.



Six near-double pairs, the groups scattered, two totals repeat.

IF A STUDENT IS STUCK

- If they count both groups from one instead of using the double, circle the smaller group and ask "what double is this close to?"
- If they lose track of the extra one, have them count the double first, out loud, before adding the extra picture.
- If the two groups blur together, trace a line between them before counting either one.

TRY IT IN THE ROOM TODAY

Set out a small pile of the same snack, then one more, and ask how many in all, both piles together.

DATA

STUDENT

CORRECT

OUT OF

DATE

HOW MUCH HELP

☐ Independent ☐ Verbal prompt ☐ Model ☐ Hand over hand

WHAT I NOTICED TODAY





NAME

DATE

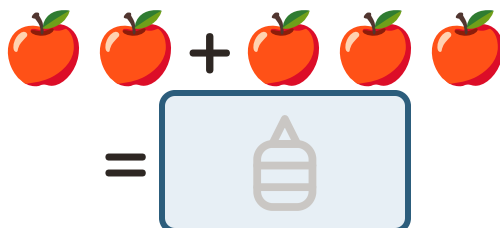


Count both groups. Glue how many in all.

NEAR DBL

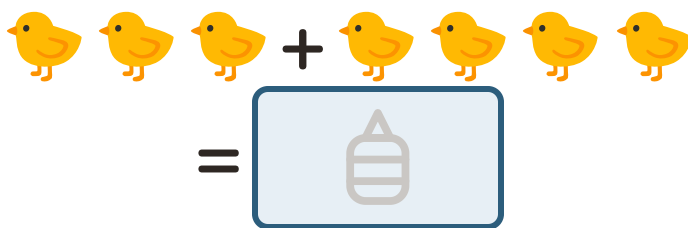
✂ CUT OUT THE
THREE NUMBERS

1



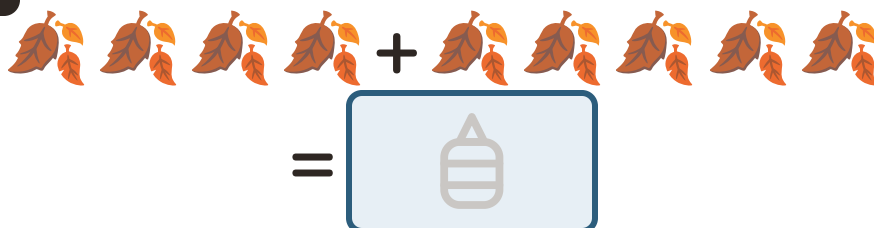
7

2



5

3



9





Teach · 5 min

Work · 10 min

Print & go

OBJECTIVE

Given a picture and the beginning of its word printed, the student will glue the two-letter blend that ENDS the word (-nd or -nk), with 80% accuracy across 3 sessions.

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

SAY THIS

"Today's sound is at the very END of the word, not the front: two letters said together."

Point to the first picture, hand, and say the whole word slowly, stretching out the very end of it.

"hand. Say just the ending with me, the part right before your mouth closes."

Move to the next picture the same way: whole word first, then the ending alone.

"Your turn. Say the picture's name out loud first. Then find the two letters that FINISH it."

THE THREE LEVELS



Three pictures, the beginning of each word printed, the two-letter box tinted.



Four pictures, five cards. The spare is mp, unproductive on every beginning here.



Six pictures, -nd and -nk mixed, nothing tinted.

IF A STUDENT IS STUCK

- If they say only the beginning and stop, wait for the ending -- a whole word needs both parts.
- If they guess by the picture alone, cover it and ask for the ending sound with the word said out loud instead.
- If the two letters are glued in the wrong order, hold the card up the right way once and say the sound as you do.

TRY IT IN THE ROOM TODAY

Point out one hand word somewhere else today and ask what two letters finish it.

DATA

STUDENT

CORRECT

OUT OF

DATE

HOW MUCH HELP

☐ Independent ☐ Verbal prompt ☐ Model ☐ Hand over hand

WHAT I NOTICED TODAY





NAME

DATE



Say the picture. Glue the two letters that end it.

-nd -nk

1



ha



2



sku



3



ba



CUT OUT THE THREE CARDS

nk

nd

nk



Teach · 5 min

Work · 10 min

Print & go

OBJECTIVE

Given the order cards for “Taking Turns on the Swing,” the student will place every card correctly, in 4 out of 5 opportunities.

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

SAY THIS

“Today’s four steps happen in ONE order, every time: Taking Turns on the Swing.”

Say all four steps out loud, in the order they really happen, before any card is touched.

“First, I watch my friend on the swing. Then, I wait close by. Next, I say, can I have a turn? Last, I get on the swing when my friend is done.”

Now say two of the steps in the WRONG order on purpose and ask which one sounds wrong.

“If a step is out of order, the whole thing does not work the way it is supposed to — that is how you know it is wrong, not just because a card says so.”

“Your turn. Read all four cards first. Decide the order in your head. Then glue them 1 to 4.”

The answer key, in order:

“1. I watch my friend on the swing.”

“2. I wait close by.”

“3. I say, can I have a turn?”

“4. I get on the swing when my friend is done.”

IF A STUDENT IS STUCK

- If they glue the steps out of order, do not correct the glue — ask them to say all four steps out loud first, then check the page against what they just said.
- If one step keeps landing in the wrong place, isolate just that step: which step comes right before it, and which comes right after?
- If four steps is too many at once, cover all but the first two cards and build the order two steps at a time.

TRY IT IN THE ROOM TODAY

Walk through today’s real steps once at home or in the classroom, out loud, in order, with nothing to glue.

DATA

STUDENT

CORRECT

OUT OF

DATE

HOW MUCH HELP

☐ Independent ☐ Verbal prompt ☐ Model ☐ Hand over hand

WHAT I NOTICED TODAY



TAKING TURNS ON THE SWING



NAME

DATE



Taking Turns on the Swing. Cut out the four steps and glue them in order, 1 to 4.



CUT OUT THE FOUR STEPS

1



2



3



4



I watch my friend
on the swing.

I wait close by.

I get on the swing
when my friend is
done.

I say, can I have a
turn?

