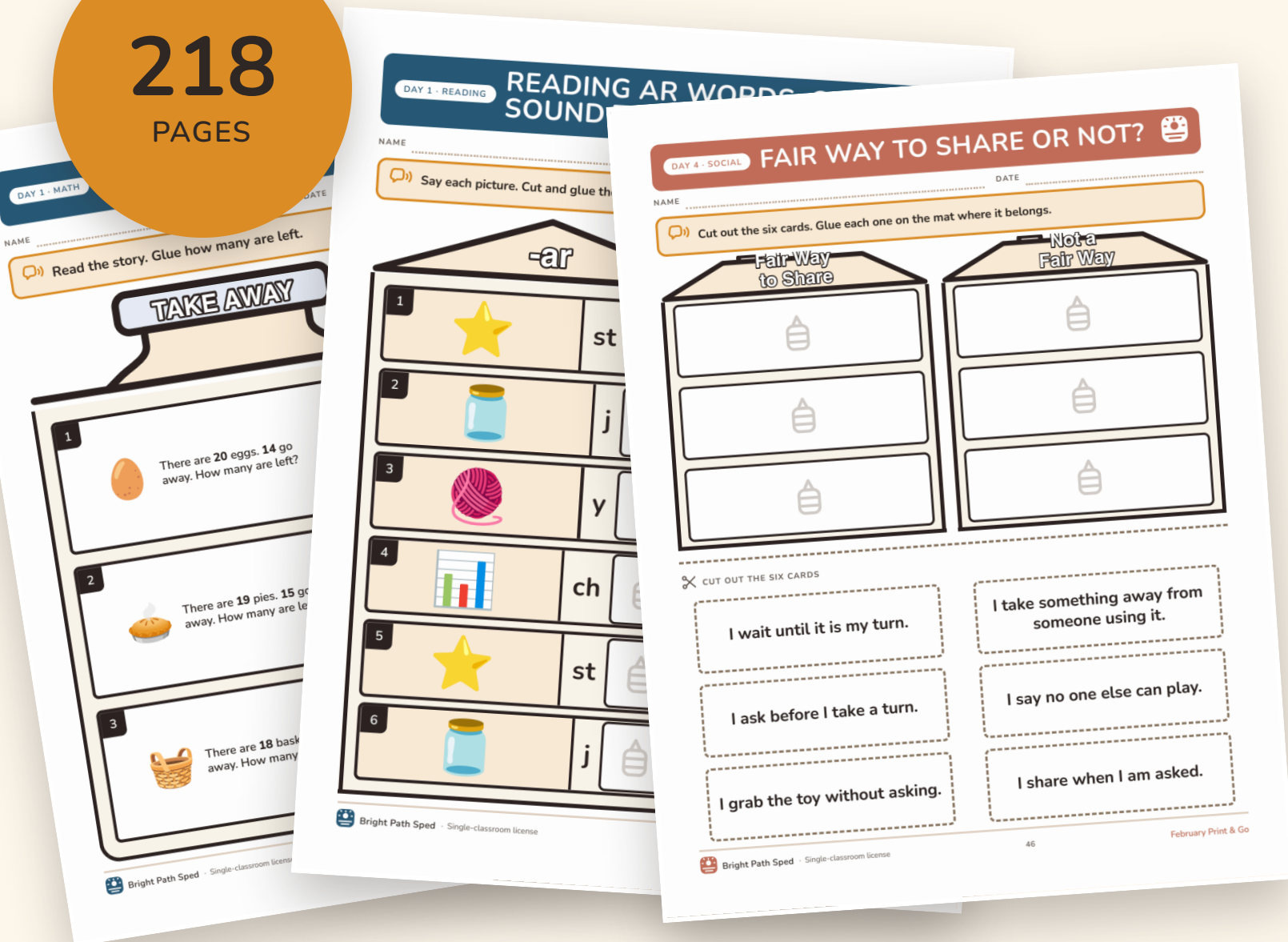


FEBRUARY PRINT & GO

Month 6 — Math, Reading and Social Skills

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PAGES





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, 3, 4 or 5

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, 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 6 is the first time a story problem in this store asks about a teen number — an amount taken away, an amount added, or a missing part, always crossing back through ten. It puts Month 4's own crossing-ten strategies (near doubles, making ten, fact families) to work in a sentence a student has to read and reason through, rather than a bare number sentence, and that combination does not show up anywhere else in this packet.





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

WEEK 1 Take-Away Story Problems, Crossing Ten

Story problems where an amount is taken away from a teen-number total, reading and spelling AR words, and sharing something two people both want.

MATH

1. Story Problems: Take Away From a Teen Total
2. More Take-Away Story Problems
3. Take-Away Practice
4. Bigger Take-Away Story Problems
5. Take-Away Review

READING

1. Reading AR Words: One Sound Together
2. More AR Words
3. Which AR Word Is It?
4. Reading AR Words (A)
5. AR Words Review

SOCIAL

1. Waiting for a Turn With Something I Want
2. Sharing a Book
3. When Someone Will Not Share Yet
4. Fair Way to Share or Not?
5. Sharing Review

WEEK 2 Add-To Story Problems

Story problems where an amount is added to make a teen-number total, reading and spelling OR words, and using words instead of grabbing to solve a problem.

MATH

1. Adding Up to a Teen Number
2. More Add-To Story Problems
3. Add-To Practice
4. Bigger Add-To Story Problems
5. Add-To Review

READING

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

SOCIAL

1. Using Words When Something Bothers Me
2. Picking a Game Together
3. Using My Words or Not?
4. Words to Solve a Problem
5. Using Words Review

WEEK 3 Finding the Missing Part

Story problems where the whole and one part are known and the other part is missing, reading and spelling words where er, ir and ur all make one sound, and disagreeing with a friend without an argument.

MATH

1. Finding the Missing Part
2. More Missing-Part Story Problems
3. Missing-Part Practice
4. Bigger Missing-Part Story Problems
5. Missing-Part Review

READING

1. Reading IR Words: One Sound Together
2. UR and ER Words: Same Sound, Different Spelling
3. Which Spelling Is It? IR, UR or ER
4. Reading IR/UR/ER Words (Printed Word to Picture)
5. IR, UR and ER Review

SOCIAL

1. Listening to a Different Idea
2. When My Idea Is Not Picked
3. Kind Disagreeing or Not?
4. Taking Turns Being First
5. Disagreeing Kindly Review

WEEK 4 Mixed Story Problems

Reading the story to tell which of the three shapes -- take away, add to, or missing part -- it is, Fry's fifth ten words and comprehension, and making up after a disagreement.

MATH

1. Take Away or Add To? Read the Story
2. Three Kinds of Story Problems
3. Read the Story Problem Carefully
4. Story Problems Week Four Review
5. February Math Check

READING

1. Fry's Next Five Sight Words
2. Five More Sight Words to Learn
3. Two Sentences, One Question
4. Read It, Then Glue the Picture
5. February Reading Check

SOCIAL

1. Telling a Friend I Am Sorry
2. Cooling Off and Talking
3. Making Up or Staying Upset?
4. A Grown-Up Helps Us Talk It Out
5. February Social Check





TAKE-AWAY STORY PROBLEMS, CROSSING TEN

Story problems where an amount is taken away from a teen-number total, reading and spelling AR words, and sharing something two people both want.

DAY	MATH	READING	SOCIAL SKILLS
1	Story Problems: Take Away From a Teen Total	Reading AR Words: One Sound Together	Waiting for a Turn With Something I Want
2	More Take-Away Story Problems	More AR Words	Sharing a Book
3	Take-Away Practice	Which AR Word Is It?	When Someone Will Not Share Yet
4	Bigger Take-Away Story Problems	Reading AR Words (A)	Fair Way to Share or Not?
5	Take-Away Review	AR Words Review	Sharing Review



STORY PROBLEMS: TAKE AWAY FROM A TEEN TOTAL



Teach · 5 min

Work · 10 min

Print & go

OBJECTIVE

Given a story problem with a teen-number total and an amount taken away, the student will glue the number that tells how many are left, with 80% accuracy across 3 sessions.

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

SAY THIS

"Today's stories start with a teen number and take some away."

Point to the picture, then read the story out loud: "There are 20 eggs. 14 go away. How many are left?"

"We started with 20 eggs. 14 went away. 20 take away 14 is 6."

Glue the 6.

"Your turn. Read the story before you glue."

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 story. Glue how many are left."

"Level 2: Read each story. Glue how many are left."

"Level 3: Read each story. Cut and glue how many are left."

THE THREE LEVELS



Three story problems. A total is given, then some are taken away. Glue how many are left.



Four story problems, five numbers. The spare is 7, not the answer to any story here.



Six story problems, every total a teen number.

IF A STUDENT IS STUCK

- If they answer before the story is finished, cover the page and read it out loud again, slowly, pointing to each number as you say it.
- If subtracting from a teen number loses them, let them use fingers or small objects for the ones past ten while a ten-frame or number line stands in for the rest.
- If they glue a number that was never in the story, point to the total and the amount that went away and count each one out loud before trying again.

TRY IT IN THE ROOM TODAY

Tell a quick take-away story about a snack or a toy tonight and ask how many are left.

DATA

STUDENT

CORRECT

OUT OF

DATE

HOW MUCH HELP

☐ Independent ☐ Verbal prompt ☐ Model ☐ Hand over hand

WHAT I NOTICED TODAY





NAME

DATE



Read the story. Glue how many are left.

TAKE AWAY

1

There are **20** eggs. **14** go
away. How many are left?

9

2

There are **19** pies. **15** go
away. How many are left?

4

3

There are **18** baskets. **9** go
away. How many are left?

6

CUT OUT THE
THREE NUMBERS

READING AR WORDS: ONE SOUND TOGETHER



Teach · 5 min

Work · 10 min

Print & go

OBJECTIVE

Given a picture and its word missing the ar team, the student will glue the ar that finishes the word, with 80% accuracy across 3 sessions.

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

SAY THIS

"Today's team is two letters after a vowel, ar -- said together as one sound, not a short a plus an r."

Point to the picture, star, and say the whole word slowly, stretching out the ar in the middle or at the end.

"star. Say just the ar with me."

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

"Your turn. Say the picture's name out loud. Find the letters that finish it."

THE THREE LEVELS



Three pictures, the word missing only its ar team, the letter box tinted.



Four pictures, five cards. The spare is or, a different r-controlled team, unproductive here.



Six pictures, two of the four words shown twice.

IF A STUDENT IS STUCK

- If they read a short vowel instead of ar, cover everything but the ar and ask them to say just that part.
- If they guess by the picture alone, cover it and ask for the word said out loud instead.
- If they cannot find the ar card, put it next to a different team and ask which one matches the sound.

TRY IT IN THE ROOM TODAY

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

DATA

STUDENT

CORRECT

OUT OF

DATE

HOW MUCH HELP

☐ Independent ☐ Verbal prompt ☐ Model ☐ Hand over hand

WHAT I NOTICED TODAY



READING AR WORDS: ONE
SOUND TOGETHER

NAME

DATE



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

-ar

1  **st** 

2  **j** 

3  **y** 

CUT OUT THE THREE
CARDS

ar

arn

ar



WAITING FOR A TURN WITH SOMETHING I WANT



Teach · 5 min

Work · 10 min

Print & go

OBJECTIVE

Given the order cards for “Waiting for a Turn With Something I Want,” 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: Waiting for a Turn With Something I Want.”

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

“First, I want the toy someone else has. Then, I ask, can I have a turn when you are done? Next, I wait until they are done. Last, I say thank you when I get a turn.”

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 want the toy someone else has.”

“2. I ask, can I have a turn when you are done?”

“3. I wait until they are done.”

“4. I say thank you when I get a turn.”

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



WAITING FOR A TURN WITH SOMETHING I WANT



NAME

DATE



Waiting for a Turn With Something I Want. Cut out the four steps and glue them in order, 1 to 4.

1



2



3



4



CUT OUT THE FOUR STEPS

I want the toy
someone else has.

I wait until they are
done.

I say thank you when
I get a turn.

I ask, can I have a
turn when you are
done?

