

JANUARY PRINT & GO

Month 5 — 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, 3 or 4

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 5 opens two kindergarten standards this store has not taught before — comparing two already-counted groups to say which has more, which has fewer, or whether they are the same, without ever subtracting to find a difference, and predicting what comes next in a repeating pattern of shapes, first two shapes at a time and then three. Both build straight toward first-grade number sense and algebraic thinking, and neither shows up anywhere else in this packet.





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

WEEK 1 Comparing Groups

Which group has more, which has fewer, and whether two groups are the same size, and trying something new at the start of a new term.

MATH

1. Which Group Has More?
2. Which Group Has Fewer?
3. More or Fewer?
4. Same or Not the Same?
5. Comparing Review

READING

1. Silent E Makes A Say Its Name
2. More Silent E Words
3. Which Silent E Word Is It?
4. Reading Silent E Words (A)
5. Silent E Review (A)

SOCIAL

1. Trying Something New
2. Practicing a New Skill
3. When It Feels Hard at First
4. Tried My Best or Gave Up First Try?
5. New Year Goals Review

WEEK 2 AB Patterns

Predicting what comes next in a two-shape repeating pattern, and giving a friend space.

MATH

1. What Comes Next? Circles and Squares
2. What Comes Next? Triangles and Rectangles
3. Which Shapes Make the Pattern?
4. Longer AB Patterns
5. AB Patterns Review

READING

1. Silent E Makes I Say Its Name
2. More Silent E Words
3. Which Silent E Word Is It?
4. Reading Silent E Words (I)
5. Silent E Review (I)

SOCIAL

1. Giving My Friend Space
2. Walking in Line
3. Good Space or Too Close?
4. Using My Words for Space
5. Personal Space Review

WEEK 3 ABC and AAB Patterns

Predicting what comes next in a three-shape repeating pattern, and a calm-body, calm-voice routine for when something feels hard.

MATH

1. What Comes Next? Three Shapes in a Row
2. More Three-Shape Patterns
3. AAB Patterns
4. Which Pattern Is It?
5. Patterns Review

READING

1. Silent E Makes O Say Its Name
2. More Silent E Words
3. Which Silent E Word Is It?
4. Reading Silent E Words (O)
5. Silent E Review (O)

SOCIAL

1. Taking a Breath When Something Feels Hard
2. Needing a Break
3. Calm Body or Not Yet?
4. Using a Calm Voice
5. Calm Body Review

WEEK 4 Comparing and Patterns Together

Reading the box to tell a comparing question from a pattern question, Fry's next ten words, and indoor-recess choices.

MATH

1. Compare or Pattern? Read the Box
2. More Mixed Practice
3. Compare and Pattern Challenge
4. Week Four Review
5. January Math Check

READING

1. Five New Sight Words: Set One
2. Five More New Sight Words
3. Read Two Sentences, Answer the Question
4. Read the Sentence, Glue the Picture
5. January Reading Check

SOCIAL

1. Choosing a Quiet Activity
2. Taking Turns Indoors
3. Indoor Voice or Outdoor Voice?
4. Cleaning Up Before the Bell
5. January Social Check



 WEEK 1

COMPARING GROUPS

Which group has more, which has fewer, and whether two groups are the same size, and trying something new at the start of a new term.

DAY	MATH	READING	SOCIAL SKILLS
1	Which Group Has More?	Silent E Makes A Say Its Name	Trying Something New
2	Which Group Has Fewer?	More Silent E Words	Practicing a New Skill
3	More or Fewer?	Which Silent E Word Is It?	When It Feels Hard at First
4	Same or Not the Same?	Reading Silent E Words (A)	Tried My Best or Gave Up First Try?
5	Comparing Review	Silent E Review (A)	New Year Goals Review





Teach · 5 min

Work · 10 min

Print & go

OBJECTIVE

Given two counted groups of pictures, the student will glue the number that tells how many are in the group with MORE, with 80% accuracy across 3 sessions.

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

SAY THIS

"Today we compare two counted groups and glue how many are in the group with MORE."

Point to the first group of 4 apple, then the second group of 2 chick.

"Count each group out loud. 4 and 2 -- which group has more?"

Glue the number from the group with more.

"Your turn. Count both groups 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: Count both groups. Glue how many are in the group with MORE."

"Level 2: Count both groups. Glue how many are in the group with MORE."

"Level 3: Count both groups. Cut and glue how many are in the group with MORE."

THE THREE LEVELS



Three pairs of counted groups. Glue how many are in the bigger group.



Four pairs, five numbers. The spare is 9, bigger than any group shown.



Six pairs, the bigger group scattered left or right.

IF A STUDENT IS STUCK

- If they guess without counting, cover both groups and have them count one at a time, out loud.
- If they lose track partway through a group, point to each picture once as they count it.
- If the two groups blur together, trace a line between them before counting either one.

TRY IT IN THE ROOM TODAY

Set out two small piles of the same snack and ask which pile has more.

DATA

STUDENT

CORRECT

OUT OF

DATE

HOW MUCH HELP

☐ Independent ☐ Verbal prompt ☐ Model ☐ Hand over hand

WHAT I NOTICED TODAY





NAME

DATE

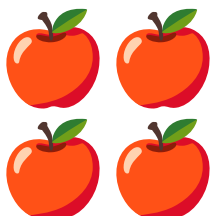


Count both groups. Glue how many are in the group with MORE.

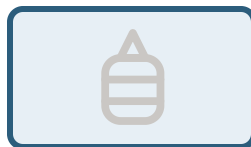
MORE

✂ CUT OUT THE
THREE NUMBERS

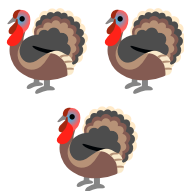
1



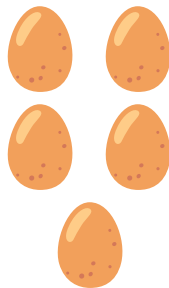
MORE



2



MORE



3



MORE



6

4

5



Teach · 5 min

Work · 10 min

Print & go

OBJECTIVE

Given a picture and its word missing the final e, the student will glue the e that makes the vowel say its own name, with 80% accuracy across 3 sessions.

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

SAY THIS

"Today's rule: a silent e at the end of a word makes the vowel say its own name -- so cake is not cak, it is a whole different word."

Point to the picture, cake, then read the letters printed without the e, then read the whole word once the e is added.

"The e at the end does not make its OWN sound -- it changes the vowel before it."

Move to the next picture the same way: read it without the e, then with it.

"Your turn. Say the picture's name out loud. Find the letter that finishes it."

THE THREE LEVELS



Three pictures, the word missing only its final e, the letter box tinted.



Four pictures, five cards. The spare is s, which never finishes a silent-e word on this page.



Six pictures, two of the four words shown twice.

IF A STUDENT IS STUCK

- If they read the short-vowel word instead, cover the e and ask them to add it back on, then read the whole word again.
- If they guess by the picture alone, cover it and ask for the word said out loud instead.
- If the e is glued in the wrong spot, hold the card up at the end of the word once and say the sound as you do.

TRY IT IN THE ROOM TODAY

Point out one silent-e word somewhere else today and ask what letter finishes it.

DATA

STUDENT

CORRECT

OUT OF

DATE

HOW MUCH HELP

☐ Independent ☐ Verbal prompt ☐ Model ☐ Hand over hand

WHAT I NOTICED TODAY



SILENT E MAKES A SAY ITS
NAME

NAME

DATE



Say the picture. Glue the letter e that finishes the word.

House-shaped graphic with three rooms, each containing a picture, a word, and a dashed box for the letter 'e'.

Room 1: Picture of a cake, word "cak", dashed box for 'e'.

Room 2: Picture of a vase, word "vas", dashed box for 'e'.

Room 3: Picture of a wave, word "wav", dashed box for 'e'.

CUT OUT THE THREE
CARDS

e

e

e



Teach · 5 min

Work · 10 min

Print & go

OBJECTIVE

Given the order cards for “Trying Something New,” 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: Trying Something New.”

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

“First, I see something new to try. Then, I take a breath and give it a try. Next, I keep trying even if it is hard. Last, I feel proud that I tried.”

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 see something new to try.”

“2. I take a breath and give it a try.”

“3. I keep trying even if it is hard.”

“4. I feel proud that I tried.”

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





NAME

DATE



Trying Something New. Cut out the four steps and glue them in order, 1 to 4.

1



2



3



4



CUT OUT THE FOUR STEPS

I feel proud that I
tried.

I see something
new to try.

I keep trying even
if it is hard.

I take a breath and
give it a try.

