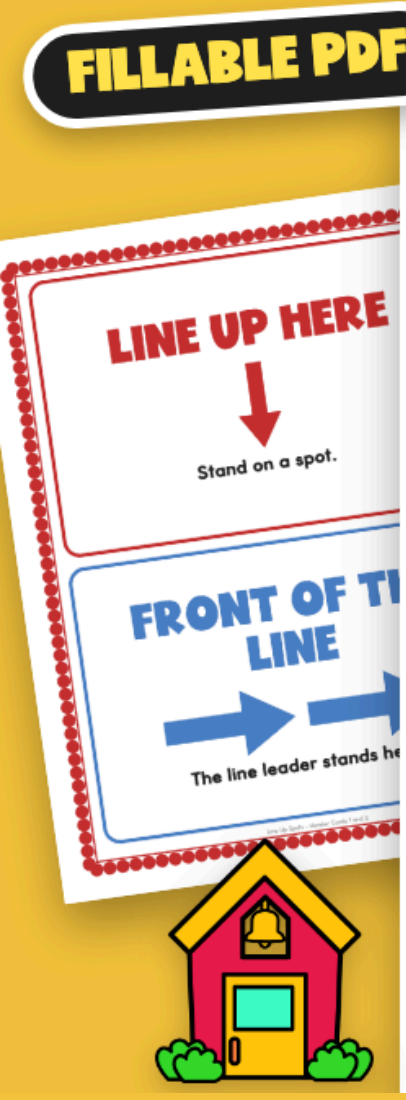
Bright Path Sped

LINE UP SPOTS

Floor Markers and Hallway Cards

FILLABLE PDF

20 SPOTS







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- This file is for one classroom: one teacher, one group of students.
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This is a fillable PDF

- Open it in a PDF reader (Adobe Acrobat Reader, Preview, or your browser), click into a line or a box, type, and Save As.
- The name strips, the line-up chart, the tally, the roll-up, the home note and every notes area are type-in fields. The spots, header cards and cue cards are print pages. You can also print any page and write by hand.
- It works offline. No account, no subscription, no internet connection needed after you download it.

Print at 100 percent

Turn off fit to page and shrink to fit so the spots keep their size. Every page is readable in black and white, and the spots and the cue cards come in a color set and an ink-saver set. Spots last longest on cardstock, laminated; pages children cut are fine on copy paper.

Need help?

If a field will not behave or a page will not print the way you expect, use Ask a Question on the product page before leaving a review. Every question is read, and a fix to the file ships as a free update.

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PREVIEW

How to Set Up and Laminate

One way to build it. Your room, your hallway, your choices.



Five steps

- **Print at 100 percent.** Use cardstock for the big spots. Choose the color set, or the ink-saver set and color it with markers.
- **Make them last.** Laminate the page, or cover it with clear contact paper, then trim around each circle. Leave a thin clear edge so the layers stay sealed.
- **Tape them down.** Use floor tape or masking tape on all the edges so nobody trips. Peel one up after a few weeks to check it still sticks.
- **Choose the spacing.** Put the spots in a straight line along a wall, one after another. Use the space your hallway and your class need.
- **Add the signs.** Hang "Line Up Here" where the line starts and "Front of the Line" at spot 1 (pages 18 to 20).

Our line-up plan

Where our line forms _____

Our signal to line up _____

Line leader this week _____

Door helper this week _____

How many spots we use _____

Where the spare spots live _____

Our school's own steps (in your school's words)

Your school decides how classes move through the halls and what happens when a child needs more support. Write it here.

_____

_____

PREVIEW

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PREVIEW









PREVIEW

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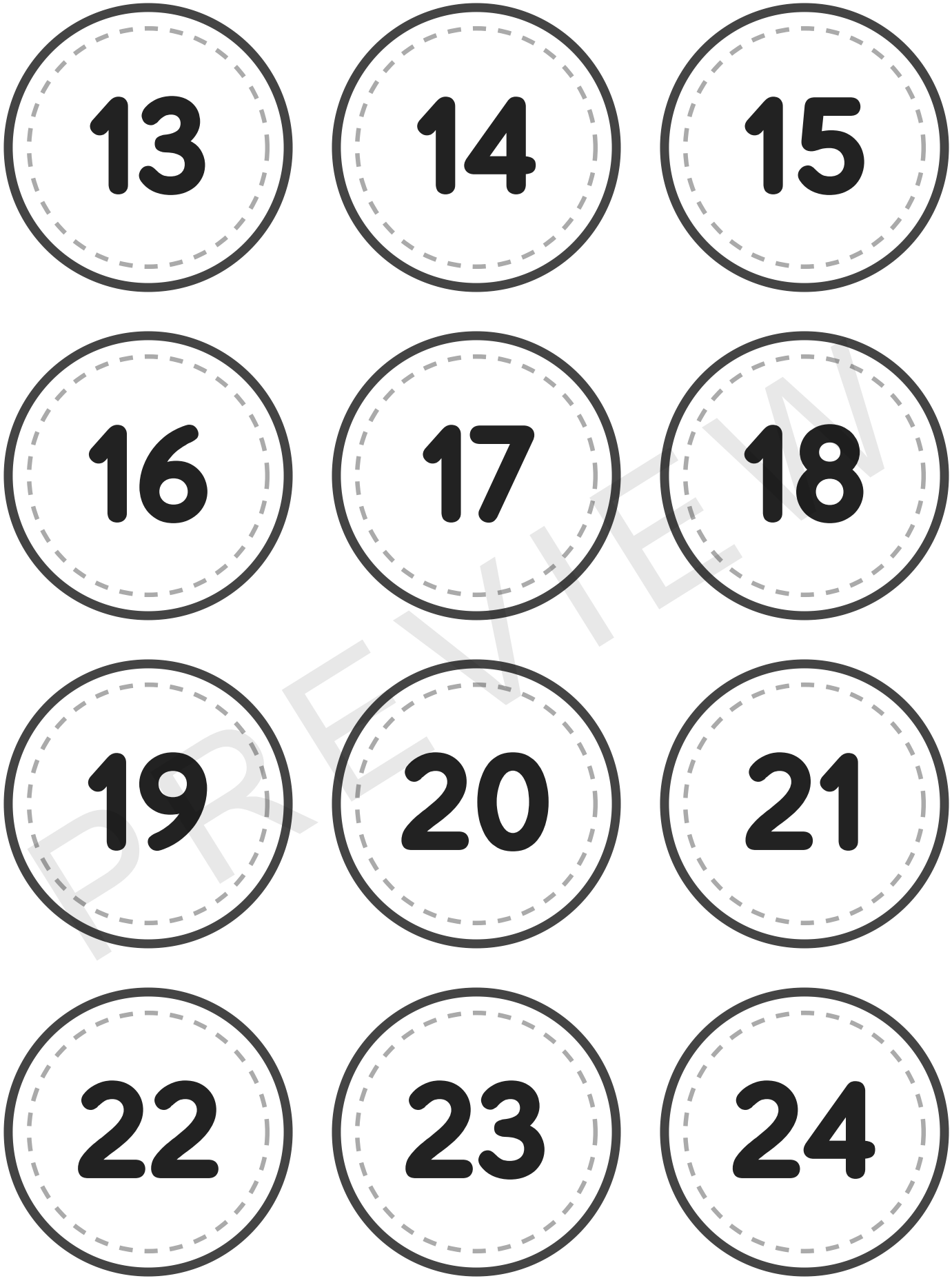




PREVIEW



PREVIEW



PREVIEW



Name _____



Name _____



Name _____



Name _____



Name _____



Name _____



Name _____

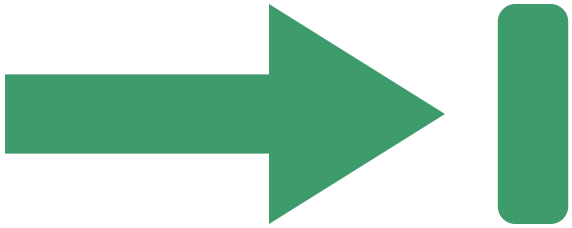


Name _____

PREVIEW

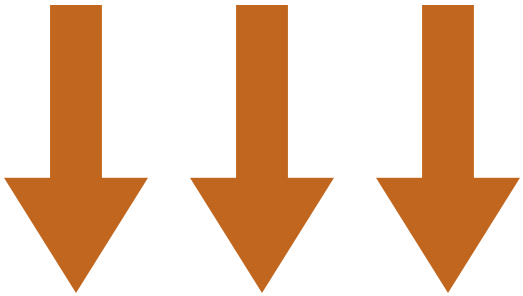
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END OF THE LINE



The last friend stands here.

WAIT HERE



Stay on my spot.

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Cut the cards. Hold one up.

Walking feet

I walk. I do not run.

Quiet voice

My voice is off in the hall.

Hands at my sides

My hands stay by me.

Eyes forward

I look ahead of me.

Stay on my spot

I stand on my number.

Face the front

My body faces the door.

Stay in line

I stay with my class.

Wait at the door

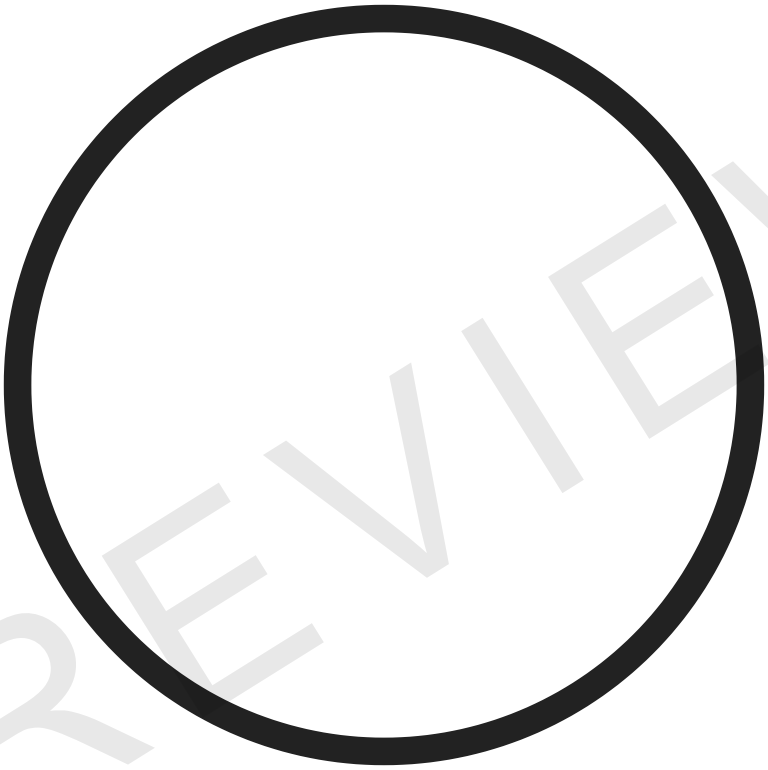
I stop and wait for the signal.

PREVIEW

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My name _____

Write my number. Color my spot.



PREVIEW

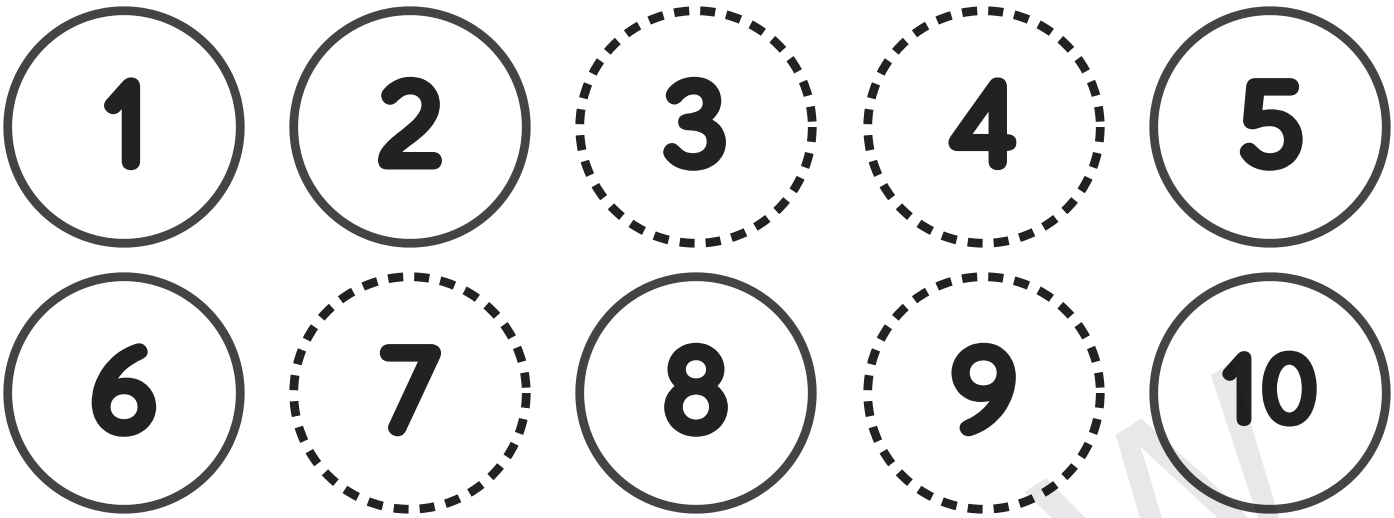
I stand behind _____

I stand in front of _____

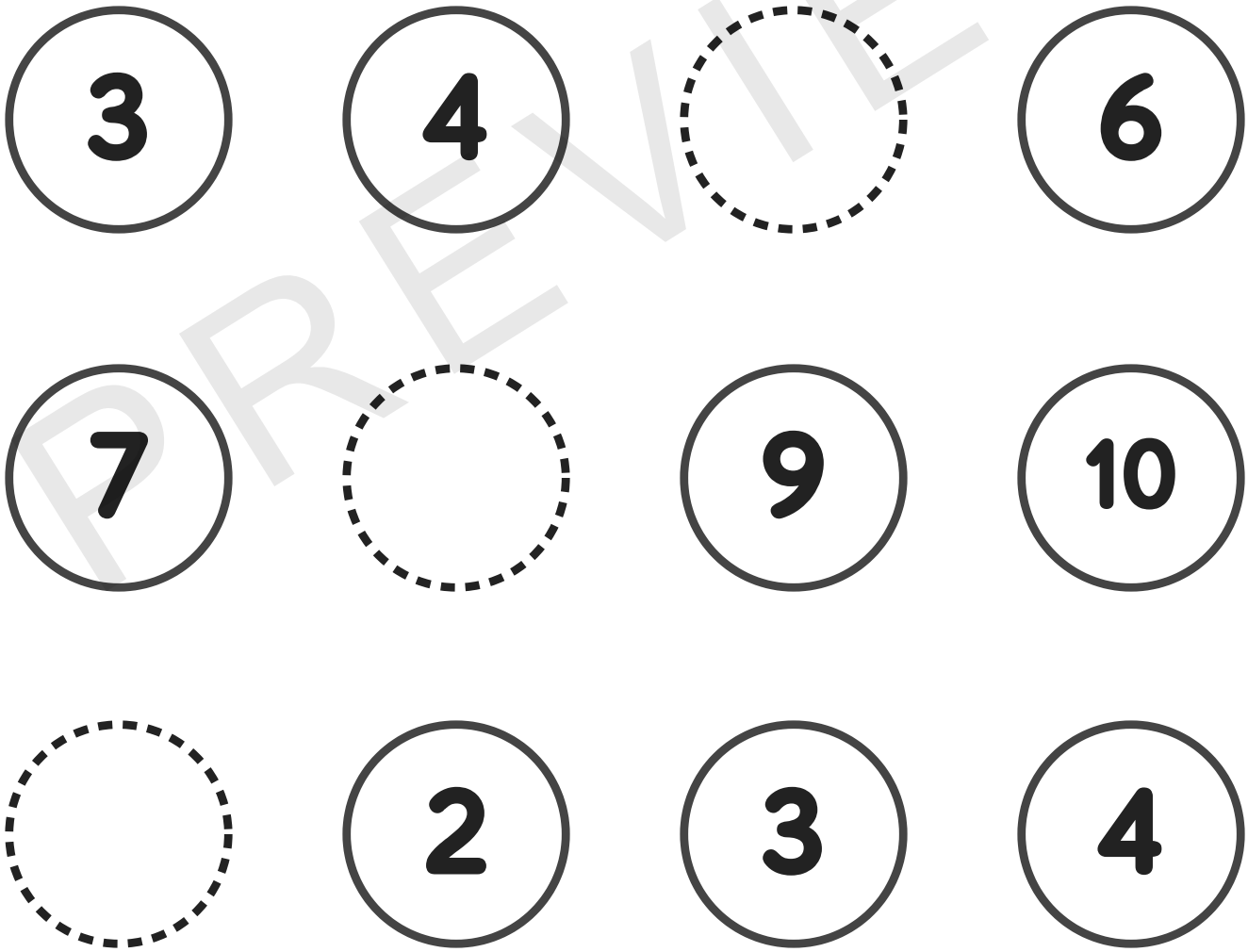
Preview - Bright Path Sped

My name _____

Write the missing numbers.



What number comes next to it?



PREVIEW

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My name _____

Cut out the words.

seventh	third	ninth	first	fifth
tenth	second	eighth	fourth	sixth

Glue each word under its number.

1	2	3	4	5

6	7	8	9	10

PREVIEW

Our Line-Up Chart

Write who stands on each spot. Change it as often as you like.

Class _____ Teacher _____ Date _____

Spot	Name	Line job or note
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		

PREVIEW

Weekly Roll-Up: Reminders by Line-Up

Copy each day's reminder counts from the tally. Add across and down.

Class _____ Teacher _____ Week of _____

Where we lined up	Mon	Tue	Wed	Thu	Fri	Total
To lunch						
Back from recess						
To specials						
To the library						
Going home						
Total						

The line-up with the most reminders

_____

_____

What I will teach again

_____

_____

Compare to last week

_____

_____

_____

PREVIEW

Answer Key

For the number pages and the cut-and-glue page. The other student pages have no wrong answers.

Page 24: Number the Line 1 to 10

The missing numbers in the two rows are 3, 4, 7, 9. The numbers that come next to the blank in each short row are: 5, 8, 1.

Page 25: Number the Line 1 to 20

The missing numbers in the four rows are 2, 5, 7, 8, 11, 13, 16, 17, 19. Counting back: 8 in the first row; 19 and 16 in the second.

Page 26: First to Tenth

- 1: first
- 2: second
- 3: third
- 4: fourth
- 5: fifth
- 6: sixth
- 7: seventh
- 8: eighth
- 9: ninth
- 10: tenth

Pages 23 and 27

The child writes the name of the friend behind and in front on page 23. Page 27 is a self-check; talk about each line together and let the child decide.

Notes on how the children did

PREVIEW

A Note Home: Lining Up

One page to send home when you start the spots.

Date _____ Class _____ Teacher _____

Dear families,

Our class lines up on numbered spots each day. Every child has a number, so everyone knows where to stand. We practice together, when everyone is calm. Here are our hallway cues:

- **Walking feet**: I walk. I do not run.
- **Quiet voice**: My voice is off in the hall.
- **Hands at my sides**: My hands stay by me.
- **Eyes forward**: I look ahead of me.
- **Stay on my spot**: I stand on my number.
- **Face the front**: My body faces the door.
- **Stay in line**: I stay with my class.
- **Wait at the door**: I stop and wait for the signal.

This week we are practicing

_____

You can try this at home

Count the steps to the door together, or take turns going first. Notice it when you see it and say what you saw: "I saw you wait for your turn."

_____

_____

A note from me (your words)

_____

_____

Thank you, (teacher) _____ Family signature, if your school asks for one _____

PREVIEW

Phrase Bank

Fill each blank with what you really saw.

Noticing a good line

- "I see you standing on your spot. Thank you."
- "Your feet are walking. That keeps everyone safe."
- "Your voice is off, so we can all hear the hall."
- "You are facing the front. That helps us go."

A calm reminder

- "Check your number. Where is your spot?"
- "Show me walking feet, then we will go."
- "Let's go back to our spots and try again."
- "Hands at your sides, please. Thank you."

Teaching the line

- "Who is first in line? Who is behind ____ (a child)?"
- "Show me what ____ (quiet voice) looks like in the hall."
- "Let's try it the not-quite-right way, then the right way."
- "Our school's next step is ____ (your school's own words)."

Sentence starters for children

- My spot is number ____.
- I stand behind ____.
- In the hall I ____.
- Next time I will ____.

For the note home

- This week we are practicing ____ (the hallway cue).
- Your child ____ (what they did well) in line.
- At home you can try ____ (taking turns going first, counting steps).
- Thank you for ____ (what the family did to help).

PREVIEW