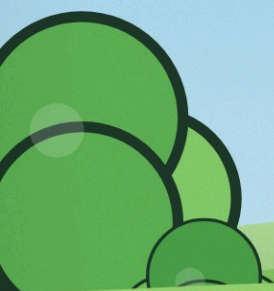
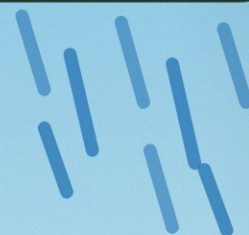
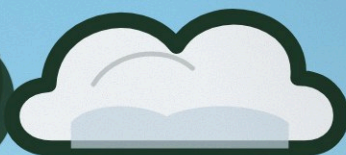
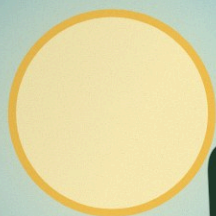


March

Print & Go



20 DAYS • 60 LESSONS



218 pages • math • reading • social skills

PreK • Kindergarten • 1st • 2nd Grade • Special Ed

by Bright Path Sped



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 has three items and the most support, with two extra pieces that belong to no box. Level 2 has four items and one extra piece. Level 3 takes the supports away. No page says “easy” or “hard” in words a child reads: each carries only a row of dots.

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, 5 or 6

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, start on Day 1 and go from there.

If you only do one thing

Teach the math lesson. Month 7 is the first time a Print and Go story problem asks about TWO steps instead of one — an amount added twice, an amount taken away twice, or an amount added and then an amount taken away — every number still inside 1 to 20. It puts Month 6’s own single-step story problems to work a second time in the same sentence, and that combination does not show up anywhere else in this packet.





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

WEEK 1 Two-Step Story Problems: Adding Twice

Story problems where an amount is added, then a second amount is added, to reach a teen-number total; reading and spelling EE words; and handling a change in the plan.

MATH

1. Two-Step Story Problems: Adding Twice
2. More Two-Step Adding
3. Two-Step Adding Practice
4. Bigger Two-Step Adding Problems
5. Two-Step Adding Review

READING

1. Reading EE Words: One Sound Together
2. More EE Words
3. Which EE Word Is It?
4. Reading EE Words
5. EE Words Review

SOCIAL

1. When Today's Plan Changes
2. Trying It a New Way
3. A Surprise During the Day
4. Going With It or Fighting It?
5. Handling a Change Review

WEEK 2 Two-Step Story Problems: Taking Away Twice

Story problems where an amount is taken away, then a second amount is taken away, from a teen-number total; reading and spelling EA words; and moving from one activity to the next.

MATH

1. Two-Step Story Problems: Taking Away Twice
2. More Two-Step Taking Away
3. Two-Step Taking-Away Practice
4. Bigger Two-Step Taking-Away Problems
5. Two-Step Taking-Away Review

READING

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

SOCIAL

1. Cleaning Up to Switch
2. Waiting for the Next Thing
3. Ready to Switch or Not?
4. Switching Activities Calmly
5. Switching Activities Review

WEEK 3 Two-Step Story Problems: Add, Then Take Away

Story problems where an amount is added and then an amount is taken away; reading and spelling words where ee, ea and ey all make one sound; and going along with a change someone else makes.

MATH

1. Two-Step Story Problems: Add, Then Take Away
2. More Add-Then-Take-Away Problems
3. Add-Then-Take-Away Practice
4. Bigger Add-Then-Take-Away Problems
5. Add-Then-Take-Away Review

READING

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

SOCIAL

1. A Different Way to Play
2. The Weather Changes the Plan
3. Working It Out or Not?
4. A New Person Joins the Group
5. Change Together Review

WEEK 4 Mixed Two-Step Story Problems

Reading the story to tell whether it adds twice, takes away twice, or does both, Fry's sixth ten words and comprehension, and staying flexible across the whole month's skills.

MATH

1. Which Two Steps? Adding or Taking Away
2. Two-Step Story Problems, All Three Kinds
3. Read the Two-Step Story Carefully
4. Two-Step Problems Week Four Review
5. March Math Check

READING

1. Fry's Sixth Ten Sight Words
2. Five Sight Words for This Week
3. Listen, Then Answer It
4. Read the Whole Sentence, Find the Picture
5. March Reading Check

SOCIAL

1. Flexible or Not Flexible?
2. Mixed Flexibility Practice
3. Putting It All Together
4. Staying Flexible Review
5. March Social Check





WEEK 1

TWO-STEP STORY PROBLEMS: ADDING TWICE

Story problems where an amount is added, then a second amount is added, to reach a teen-number total; reading and spelling EE words; and handling a change in the plan.

DAY	MATH	READING	SOCIAL SKILLS
1	Two-Step Story Problems: Adding Twice	Reading EE Words: One Sound Together	When Today's Plan Changes
2	More Two-Step Adding	More EE Words	Trying It a New Way
3	Two-Step Adding Practice	Which EE Word Is It?	A Surprise During the Day
4	Bigger Two-Step Adding Problems	Reading EE Words	Going With It or Fighting It?
5	Two-Step Adding Review	EE Words Review	Handling a Change Review



TWO-STEP STORY PROBLEMS: ADDING TWICE



Teach · 5 min

Work · 10 min

Print & go

OBJECTIVE

Given a story problem with two amounts added one after another, the student will glue the number that tells the final total, with 80% accuracy across 3 sessions.

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

SAY THIS

“Today's stories add twice, not once -- both steps happen before there is an answer.”

Point to the picture, then read the story out loud: “There are 4 chicks. 4 more come. Then 3 more come. How many are there now?”

“We started with 4 chicks. 4 more came, then 3 more came, making 11.”

Glue the 11.

“Your turn. Read the whole 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 whole story. Glue the final total.”

“Level 2: Read each story all the way through. Glue the final total.”

“Level 3: Read each story all the way through. Cut and glue the answer.”

THE THREE LEVELS



Three story problems. Two steps happen in every story this week -- read all the way through before you answer. Five numbers on the strip; the two spares are 14 and 16, not the answer to any story here.



Four story problems, five numbers. The spare is 17, not the answer to any story here.



Six story problems, every one two steps.

IF A STUDENT IS STUCK

- If they answer after only the first step, cover the page and read the whole story out loud again, slowly, pointing to each number as you say it.
- If crossing back through ten loses them, count on from the starting number out loud, one at a time, past ten and into the teens.
- If they glue a number that was never in the story, point to each amount that came and count them out loud, one step at a time, before trying again.

TRY IT IN THE ROOM TODAY

Tell a quick story tonight where something is added twice (a snack, then more of it) and ask for the final total.

DATA

STUDENT

CORRECT

OUT OF

DATE

HOW MUCH HELP

☐ Independent ☐ Verbal prompt ☐ Model ☐ Hand over hand

WHAT I NOTICED TODAY





NAME

DATE



Read the whole story. Glue the final total.

ADD ADD

1



There are 4 chicks. 4 more come. Then 3 more come. How many are there now?



2



There are 2 leaves. 9 more come. Then 2 more come. How many are there now?



3



There are 9 turkeys. 1 more comes. Then 9 more come. How many are there now?

 CUT OUT THE FIVE NUMBERS — TWO ARE LEFT OVER

13

11

14

19

16



READING EE WORDS: ONE SOUND TOGETHER



Teach · 5 min

Work · 10 min

Print & go

OBJECTIVE

Given a picture and its ee word with the ending letters missing, the student will glue the letters that finish 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, ee -- said together as one long e sound.”

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

“bee. Say just the ee with me.”

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

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

THE THREE LEVELS



Three pictures, the word missing its ending letters, the letter box tinted. Five cards: two spares, ea and or, that no picture uses.



Four pictures, five cards. The spare is ea, a different vowel team, unproductive here.



Six pictures, all six words this family uses.

IF A STUDENT IS STUCK

- If they read a short vowel instead of ee, cover everything but the ee 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 letters, put the card next to a different one and ask which one matches the sound.

TRY IT IN THE ROOM TODAY

Point out one ee 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 EE WORDS: ONE
SOUND TOGETHER

NAME

DATE



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

-ee

1  **b** 

2  **tr** 

3  **sh** 

 CUT OUT THE FIVE CARDS — TWO ARE LEFT OVER

ee	or
ee	ea
eep	



Teach · 5 min

Work · 10 min

Print & go

OBJECTIVE

Given the order cards for “When Today's Plan Changes,” 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 five steps happen in ONE order, every time: When Today's Plan Changes.”

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

“First, I think we will do one thing today. Then, my teacher says to do something else. Next, I feel upset, so I take a breath. After that, the breath helps me feel calm. Last, I can go along with the new plan.”

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.”

“Your turn. Read all five cards first. Decide the order in your head. Then glue them 1 to 5.”

The answer key, in order:

“1. I think we will do one thing today.”

“2. Then my teacher says to do something else.”

“3. I feel upset, so I take a breath.”

“4. The breath helps me feel calm.”

“5. Now I can go along with the new plan.”

IF A STUDENT IS STUCK

- If they glue the steps out of order, do not correct the glue — ask them to say all five steps out loud first, then check the page against what they just said.
- If one step keeps landing in the wrong place, ask which step comes right before it.
- If five 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



WHEN TODAY'S PLAN CHANGES



NAME

DATE



When Today's Plan Changes. Cut out the five steps and glue them in order, 1 to 5.

1		2	
3		4	
5			

✂ CUT OUT THE FIVE STEPS

I think we will do one thing today.

The breath helps me feel calm.

Then my teacher says to do something else.

Now I can go along with the new plan.

I feel upset, so I take a breath.

