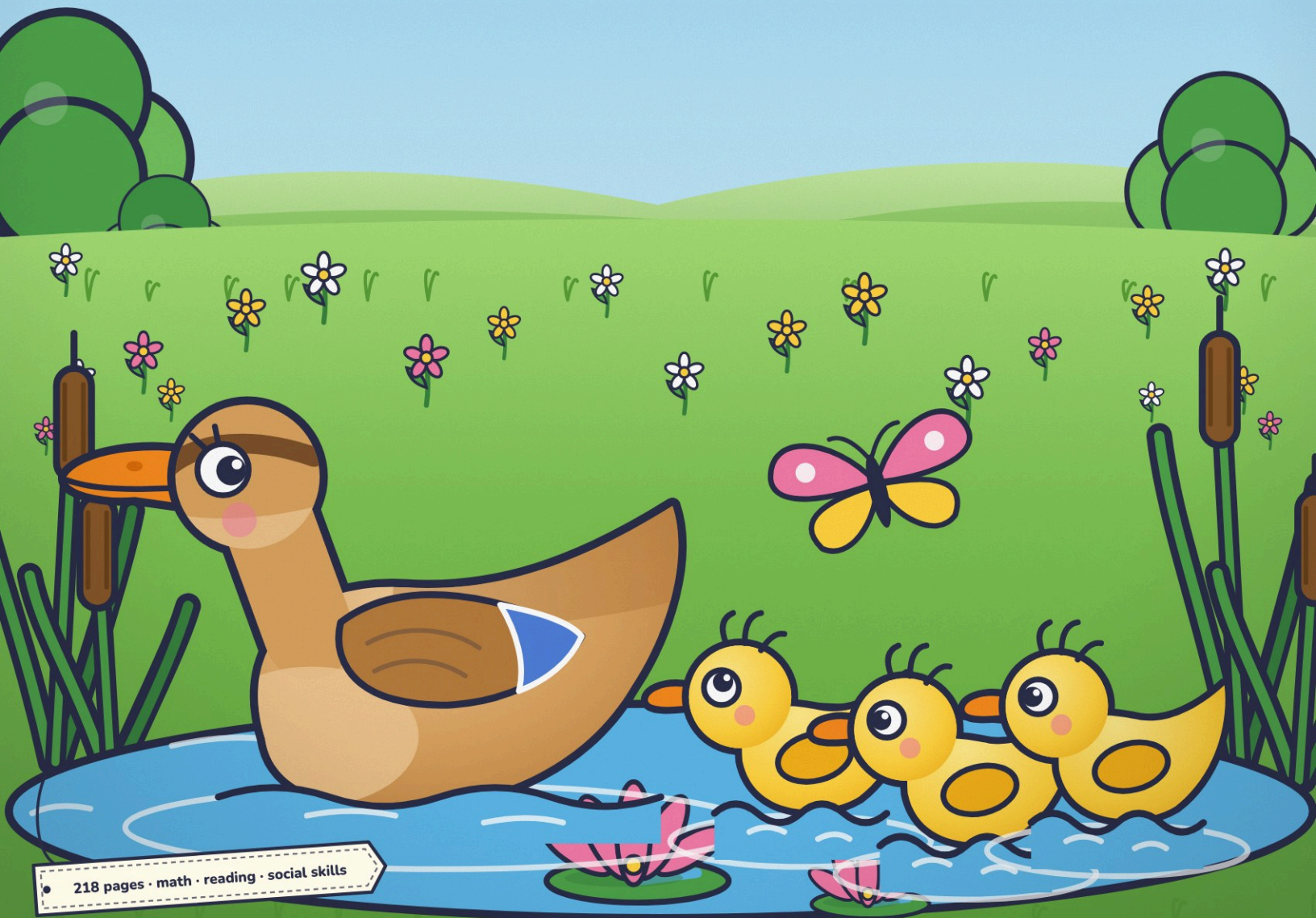


May



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 19 are review days and Day 20 is a check on the whole month, so any of them can show you where a student is.

5 Start on whatever date you like, and you do not need Months 1, 2, 3, 4, 5, 6, 7 or 8

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 9’s story problems tell one change to one group: some more came, some went away, or some more were added. The question asks for the number the story does not say: how many came, how many went away, or how many there were at first. In the last week the three kinds are mixed, so a child has to read the whole story, not just pick out the numbers. Every group is 20 or fewer.



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

WEEK 1 Change Story Problems: How Many Came?

Story problems where some more come to a group and the question asks how many came; reading and spelling long I words (IGH, IE and Y); and asking before I borrow something.

MATH

1. Some More Came: How Many Came?
2. More Stories: How Many Came?
3. How Many Came? Practice
4. Getting to 20: How Many Came?
5. How Many Came? Review

READING

1. Reading IGH and IE Words
2. Reading Y Words: Long I at the End
3. Which Long I Spelling? IGH, IE or Y
4. Reading Long I Words (Printed Word to Picture)
5. Long I Words Review

SOCIAL

1. Asking to Borrow Something
2. Giving It Back
3. A Toy That Is Not Mine
4. Ask First or Just Take It?
5. Asking Before I Borrow Review

WEEK 2 Change Story Problems: How Many Went Away?

Story problems where some go away and the question asks how many went away; reading and spelling OO words, the sound in moon; and doing my part in a group.

MATH

1. Some Went Away: How Many Went?
2. More Stories: How Many Went Away?
3. How Many Went Away? Practice
4. Getting to 20: How Many Went Away?
5. How Many Went Away? Review

READING

1. Reading OO Words: The Moon Sound
2. More OO Words
3. Which OO Ending Is It?
4. Reading OO Words (Printed Word to Picture)
5. OO and Long I Review

SOCIAL

1. Making a Poster Together
2. When a Friend Is Not Helping
3. Doing My Part or Not?
4. Group Job Practice
5. Working in a Group Review

WEEK 3 Change Story Problems: How Many at First?

Story problems where some more were added and the question asks how many there were at first; reading UE and EW words in sentences and questions, reviewed with OO and long I; and behaving at special places.

MATH

1. How Many Were There at First?
2. More Stories: How Many at First?
3. How Many at First? Practice
4. Getting to 20: How Many at First?
5. How Many at First? Review

READING

1. Reading UE and EW Words in Sentences
2. Which UE or EW Word Answers It?
3. More UE and EW Sentences
4. Answer It with a UE or EW Word
5. UE, EW, OO and Long I Review

SOCIAL

1. At the Assembly
2. In the Library
3. Yes or No in the Library?
4. In the Lunchroom
5. Special Places Review

WEEK 4 Mixed Change Story Problems

Reading the whole story to tell whether it asks how many came, how many went away, or how many there were at first; Fry's eighth ten words and comprehension; and telling the truth, with a month review.

MATH

1. Came or Went? Read the Story
2. Came, Went, or At First?
3. Read the Change Story Carefully
4. Change Stories Week Four Review
5. May Math Check

READING

1. Fry's Eighth Ten Sight Words
2. Fry's Eighth Ten: The Second Five
3. Read Both Sentences and Answer
4. Long I, OO, UE and EW Sentences
5. May Reading Check

SOCIAL

1. Telling the Truth or Not?
2. Owning Up Practice
3. Telling My Teacher What Happened
4. May Mixed Review
5. May Social Check





WEEK 1

CHANGE STORY PROBLEMS: HOW MANY CAME?

Story problems where some more come to a group and the question asks how many came; reading and spelling long I words (IGH, IE and Y); and asking before I borrow something.

DAY	MATH	READING	SOCIAL SKILLS
1	Some More Came: How Many Came?	Reading IGH and IE Words	Asking to Borrow Something
2	More Stories: How Many Came?	Reading Y Words: Long I at the End	Giving It Back
3	How Many Came? Practice	Which Long I Spelling? IGH, IE or Y	A Toy That Is Not Mine
4	Getting to 20: How Many Came?	Reading Long I Words (Printed Word to Picture)	Ask First or Just Take It?
5	How Many Came? Review	Long I Words Review	Asking Before I Borrow Review



SOME MORE CAME: HOW MANY CAME?



Teach · 5 min

Work · 10 min

Print & go

OBJECTIVE

Given a story problem where some more are added and the total is told, the student will glue the number that tells how many were added, with 80% accuracy across 3 sessions.

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

SAY THIS

“Today’s stories tell about one group. Some more come to it, and the last sentence asks how many more came.”

Read story 1 out loud: “Mia had 8 chicks. Some more chicks hatched. Now Mia has 12 chicks. How many more chicks hatched?”

“Mia had 8 and now has 12. To find how many more came, start at 8 and count up to 12, holding up one finger for each count: 9, 10, 11, 12. That is 4 fingers. So 4 more chicks hatched.”

Glue the 4.

“Your turn. Read the whole story, all four sentences, before you look for the answer.”

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 how many came.”

“Level 2: Read each story all the way through. Glue how many came.”

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

THE THREE LEVELS



Three story problems. Each story changes ONE group -- read all the way through and find the number you cannot see. Five numbers on the strip; the two spares are 9 and 6, not the answer to any story here.



Four story problems, five numbers. The spare is 11, not the answer to any story here.



Six story problems, every one changing one group.

IF A STUDENT IS STUCK

- If they glue how many there are now, reread the last sentence: it asks how many more came.
- If they glue a number the story already tells, ask: “Is this the number you cannot see?”
- If counting up loses them, start again from the smaller number and hold up one finger for each count, out loud, together.

TRY IT IN THE ROOM TODAY

Tell a short story about a group in the room that gets some more, and ask how many came.

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 how many came.

CAME

1



Mia had 8 chicks. Some more chicks hatched. Now Mia has 12 chicks. How many more chicks hatched?



2



Sam had 9 baskets. Some more baskets were carried in. Now Sam has 11 baskets. How many more baskets were carried in?



3



Ben had 6 apples. Some more apples were picked. Now Ben has 13 apples. How many more apples were picked?

 CUT OUT THE FIVE NUMBERS — TWO ARE LEFT OVER

6

7

2

9

4





Teach · 5 min

Work · 10 min

Print & go

OBJECTIVE

Given a picture and its igh or ie 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 we read two spellings that say long i: igh and ie. Long i says the name of the letter, i.”

Write igh and ie where the student can see them. In igh, the g and h are quiet; the three letters together say long i.

Point to the first picture and say the whole word slowly, stretching the long i. The first picture is night on Level 1, light on Level 2 and night on Level 3.

“Say just the long i with me.”

Do the next picture the same way: the whole word first, then the sound alone.

Show that the first part of each word is already printed beside the box, so only the ending is left to glue.

The cards that finish a word today: ight, ie, ies. Level 1 also has two cards left over and Level 2 has one; they finish none of the pictures.

“Your turn. Say the picture aloud. Find the letters that finish the word.”

THE THREE LEVELS



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



Four pictures, five cards. The spare is ur, which finishes none of these words.



Six pictures, one of the five words shown twice.

IF A STUDENT IS STUCK

- If they say a short i, say the word slowly with them and stretch the long i.
- If they grab a card before saying the picture, cover the cards and ask for the word aloud first.
- If they cannot find the card, say the word one more time and listen with them for the sounds after the long i.
- If they name the picture with a different word, tell them the word we want and say it together once.

TRY IT IN THE ROOM TODAY

Later today, say one of the long i words aloud with nothing printed and ask which letters come after the long i.

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 letters that finish the word.

-igh -ie

1



n



2



p



3



fr



CUT OUT THE FIVE CARDS — TWO ARE LEFT OVER

ies

ie

ai

ight

oa



Teach · 5 min

Work · 10 min

Print & go

OBJECTIVE

Students put five steps in order to show how to ask to borrow a crayon: ask, hear yes, say thank you, use it, and give it back.

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

SAY THIS

“Sometimes I want to use something that is not mine, like a crayon. Today we learn how to ask, and what to do after.”

“Today's story has five steps. Each step follows from the step before it.”

Read the five cards out loud in story order (the answer key is below). Point to each card as you read it.

Ask the group why the order matters, then say:

“Why do I give the crayon back last? Because I am finished coloring with it. I asked, my friend said yes, I said thank you, and I colored until I was done.”

“Your turn. Read all five cards. Which one happens first? Glue it in box 1. Then find what happens next.”

Answer key, in box order:

1. I want to color, but I do not have a red crayon. 2. My friend has a red crayon, so I ask, may I use it? 3. My friend hears my question and says yes. 4. I have the crayon, so I say thank you and color. 5. I finish coloring, so I give the crayon back.

IF A STUDENT IS STUCK

- If the steps get glued out of order, do not move the cards for them. Ask them to read the cards out loud, in the order they glued, and listen for the step that sounds wrong.
- If one step will not go anywhere, ask what has to happen right before it and what happens right after it.
- If five cards is too many at once, hide all but the first two. Glue those, then show the next card.

TRY IT IN THE ROOM TODAY

At a natural moment today, show asking to borrow: “May I use your pencil?” Wait for the answer, say thank you, and give it back. Then let a student try the same words with a classmate.

DATA

STUDENT

CORRECT

OUT OF

DATE

HOW MUCH HELP

☐ Independent ☐ Verbal prompt ☐ Model ☐ Hand over hand

WHAT I NOTICED TODAY



ASKING TO BORROW SOMETHING



MY NAME

DATE



Cut out the five steps. Glue them in order, 1 to 5.

1		2	
3		4	
5			

✂ CUT OUT THE FIVE STEPS

I finish coloring, so I
give the crayon back.

My friend hears my
question and says yes.

I want to color, but I
do not have a red
crayon.

My friend has a red
crayon, so I ask, may I
use it?

I have the crayon, so I
say thank you and
color.

