

NOVEMBER PRINT & GO

Month 3 — 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 or 2

Nothing here is tied to a calendar date. Day 1 is the first day you teach it. If your students did Months 1 and 2, 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 3 is where fluency strategies (counting on, counting back, doubles) and the measurement-and-data half of the kindergarten standard start — longer/shorter, taller/shorter, heavier/lighter, and a picture graph — and it is the one strand this store does not teach anywhere else. It is harder to catch up on later than anything else in this packet.





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

WEEK 1 Count On to Add

Adding by counting on from a number, doubles, turn-around facts, and helping at home.

MATH

1. Count On 1 and 2
2. Count On 3
3. Doubles
4. Turn It Around
5. Adding Review

READING

1. The sh Sound
2. The ch Sound
3. The th Sound
4. Which Sound? sh, ch or th
5. Digraph Words Review

SOCIAL

1. Setting the Table
2. Clearing the Table
3. Helping With the Laundry
4. My Job or a Grown-Up's Job
5. Helping Without Being Asked

WEEK 2 Count Back to Take Away

Subtracting by counting back, the hidden part, the first story problems, and being out and about in the community.

MATH

1. Count Back 1 and 2
2. Count Back 3
3. How Many Are Hiding?
4. Story Problems
5. Count Back Review

READING

1. Blends That Start With s
2. Blends That End With r
3. Blends That End With l
4. Which Blend?
5. Blend Words Review

SOCIAL

1. Crossing the Street
2. Going to the Store
3. Where Do I Go?
4. Asking for What I Need
5. Riding in the Car

WEEK 3 Measure and Compare

Longer and shorter, taller and shorter, measuring with cubes, heavier and lighter, and keeping a healthy body.

MATH

1. Longer or Shorter
2. Taller or Shorter
3. How Many Cubes Long?
4. Heavier or Lighter
5. Measuring Review

READING

1. One or More Than One
2. Two Words Make One
3. Add -ing
4. Five More Words You Just Know
5. Longer Words Review

SOCIAL

1. Covering a Cough or Sneeze
2. Dressing for the Weather
3. Going to the Dentist
4. Getting Ready for Bed
5. Keeping Germs to Myself

WEEK 4 Sort, Count and Graph

Sorting and counting, reading and making a picture graph, number words, and family, thanks and a plan that changes.

MATH

1. Sort and Count
2. Read the Graph
3. Make the Graph
4. Number Words to Ten
5. November Math Check

READING

1. Five Sight Words in a Sentence
2. Who? What? Answer the Question
3. Which Word Fits?
4. First, Next, Last: Put the Story in Order
5. November Reading Check

SOCIAL

1. Table Manners
2. Making a Thank-You Card
3. Saying I Am Sorry
4. When the Plan Changes
5. What I Learned in November



 WEEK 1

COUNT ON TO ADD

Adding by counting on from a number, doubles, turn-around facts, and helping at home.

DAY	MATH	READING	SOCIAL SKILLS
1	Count On 1 and 2	The sh Sound	Setting the Table
2	Count On 3	The ch Sound	Clearing the Table
3	Doubles	The th Sound	Helping With the Laundry
4	Turn It Around	Which Sound? sh, ch or th	My Job or a Grown-Up's Job
5	Adding Review	Digraph Words Review	Helping Without Being Asked





Teach · 5 min

Work · 10 min

Print & go

OBJECTIVE

Given a start number on a 0-10 number line and 1 or 2 hops, the student will count on and glue the number landed on, with 80% accuracy across 3 sessions.

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

SAY THIS

"Today the number line does the counting for us. We start on a number and hop on."

Put your finger on the dot at 4. Point right along the line as you say each hop.

"Watch my finger. Hop one. ."

"We started at 4 and hopped one times forward. We land on 5."

Glue the 5. Reset your finger on the dot for the next line.

"Your turn. Finger on the dot first, every time. Then hop, then 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: Put your finger on the dot. Hop. Glue the number you land on."

"Level 2: Put your finger on the dot. Hop. Glue the number you land on."

"Level 3: Hop from the dot. Cut and glue the number you land on."

THE THREE LEVELS



Three lines, one or two hops, the landing number printed faintly under the line. Three pieces for three boxes.



Four lines, nothing printed under them, five numbers. The spare is 6.



Six lines in a grid, two answers repeat, nothing printed to copy.

IF A STUDENT IS STUCK

- If they count the starting number as the first hop, cover the dot and say "that one is already counted -- start your hops after it."
- If they lose track mid-hop, have them tap the line once per hop while they say the count out loud.
- If hopping in the air is hard, let them slide a finger along the printed line instead of lifting it between hops.

TRY IT IN THE ROOM TODAY

Count on from a number on the stairs tonight: start on a step, say its number, then hop up one or two and say the new number.

DATA

STUDENT

CORRECT

OUT OF

DATE

HOW MUCH HELP

☐ Independent ☐ Verbal prompt ☐ Model ☐ Hand over hand

WHAT I NOTICED TODAY





NAME

DATE



Put your finger on the dot. Hop. Glue the number you land on.

COUNT ON

1

0 1 2 3 4 5 6 7 8 9 10



LANDS ON 5

LAND



2

0 1 2 3 4 5 6 7 8 9 10



LANDS ON 7

LAND



3

0 1 2 3 4 5 6 7 8 9 10



LANDS ON 5

LAND

CUT OUT THE
THREE NUMBERS

7

5

5





Teach · 5 min

Work · 10 min

Print & go

OBJECTIVE

Given a picture and a printed word ending, the student will glue the sh that starts 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 sound is two letters making ONE sound: sh. Every word on this page starts with it."

Point to the first picture, 1f41a, and say the whole word slowly, stretching the front of it.

"1f41a. Did you hear sh at the front? Say just that part with me: sh."

Move to the next picture. Whole word first, then the sound alone, the same way every time.

"Your turn. Say the picture's name out loud first. Then find the two letters that start it -- do not guess from the shape of the box."

"Level 3 also asks you to say some words with no picture on the page: shop, shut."

THE THREE LEVELS



Three pictures, the rest of each word printed, the two-letter box tinted. Three pieces, all sh.



Four pictures, five cards, no tint. The spare is th — dropped in front of ell, ip, ark or eep it makes no real word.



Four pictures and two words built from dictation (shop, shut), six pieces. Only four sh words have an honest color picture, so the last two are heard, not seen.

IF A STUDENT IS STUCK

- If they say the letters separately, model the blended sound a few times before asking again.
- If they guess by the picture alone, cover it and ask for the sound with the word said out loud instead.
- If the two-letter box is glued upside down or backward, hold the card up the right way once and say the sound as you do.

TRY IT IN THE ROOM TODAY

Catch the sound outside this page: point out one sh word somewhere else today and ask what it starts with.

DATA

STUDENT

CORRECT

OUT OF

DATE

HOW MUCH HELP

☐ Independent ☐ Verbal prompt ☐ Model ☐ Hand over hand

WHAT I NOTICED TODAY





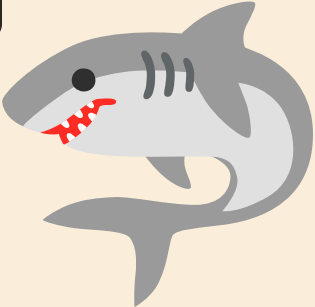
NAME

DATE



Say the picture. Glue the two letters that start it.

-ell
-ark -ip

1 	 ell
2 	 ark
3 	 ip



CUT OUT THE THREE CARDS

sh

sh

sh





Teach · 5 min

Work · 10 min

Print & go

OBJECTIVE

Given the order cards for “Setting the Table,” 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: Setting the Table.”

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

“First, I put the mat on the table. Then, I put the plate on the mat. Next, I put the fork next to the plate. Last, I put the cup at the top.”

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 put the mat on the table.”

“2. I put the plate on the mat.”

“3. I put the fork next to the plate.”

“4. I put the cup at the top.”

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



Setting the table, in order. Cut out the four steps and glue them in order, 1 to 4.



CUT OUT THE FOUR STEPS

1



I put the fork next
to the plate.

2



I put the mat on
the table.

3



I put the cup at the
top.

4



I put the plate on
the mat.

