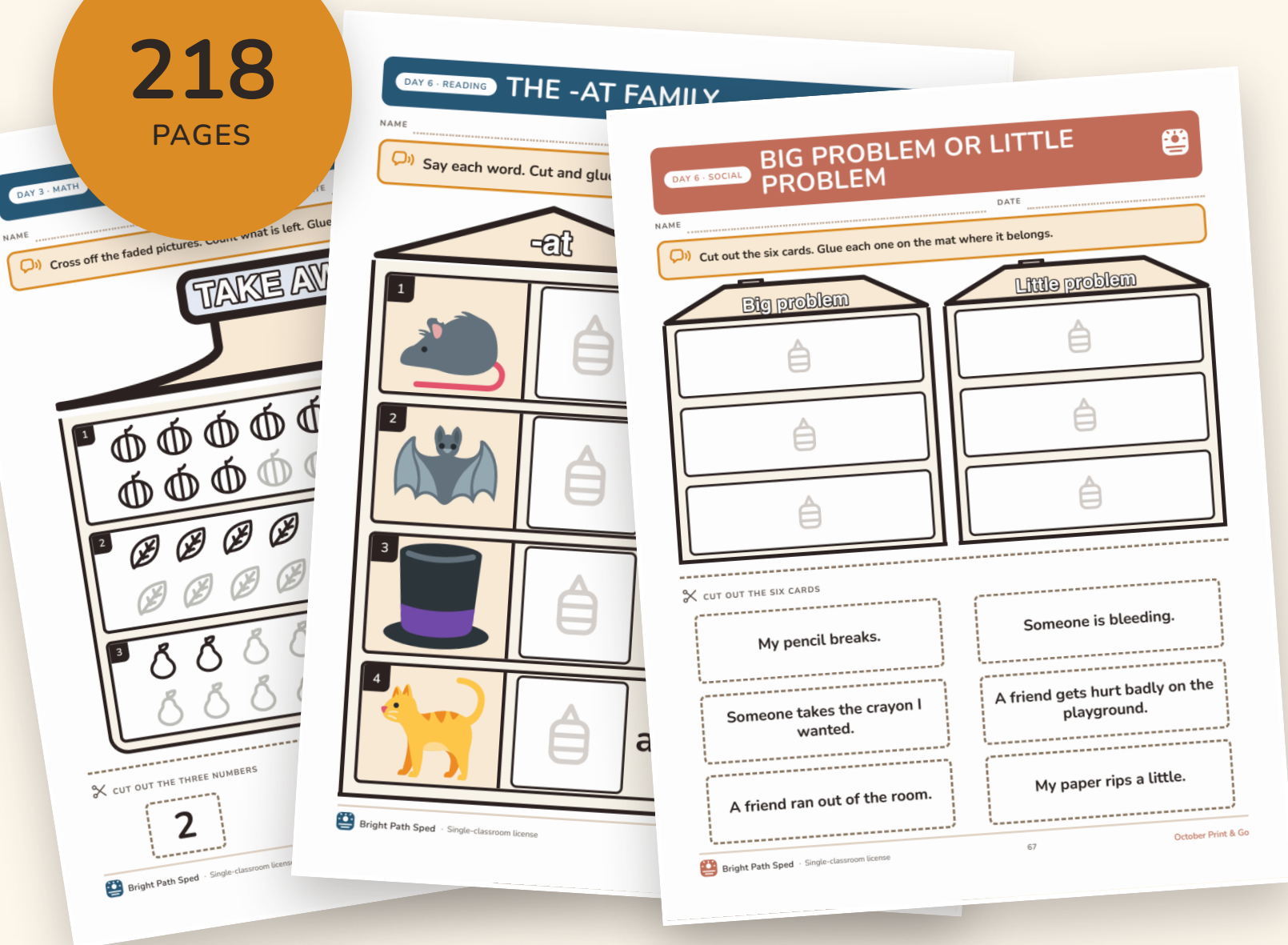


OCTOBER PRINT & GO

Month 2 — Math, Reading and Social Skills

218
PAGES





Read this page once. You will not need it again.

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 Month 1

Nothing here is tied to a calendar date. Day 1 is the first day you teach it. If your students did Month 1, this picks up exactly where it 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 2 is where subtraction starts, and taking away is the piece that most often gets skipped in a year that runs out of time. It is harder to catch up on in the spring than anything else in this packet.



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

WEEK 1 Taking Away

Subtraction as taking away and crossing off, the two rules that catch everyone (take away all, take away none), and the routines for getting your own materials ready.

MATH

1. Take One Away
2. Cross Off and Count
3. Take Away From 10
4. Take Away All, Take Away None
5. Taking Away Review

READING

1. Middle Sound: short e
2. Middle Sound: short u
3. All Five Middle Sounds
4. Build a Word: short e and u
5. Five Vowels Review

SOCIAL

1. Following a Two-Step Direction
2. Getting My Materials Ready
3. Finishing What I Start
4. Cleaning Up My Space
5. My Morning Routine

WEEK 2 Parts and Wholes

Two parts make a whole, the missing part, bonds for ten, and what to do when something goes wrong.

MATH

1. Two Parts Make a Whole
2. Find the Missing Part
3. Number Bonds for 10
4. Add or Take Away?
5. Parts and Wholes Review

READING

1. The -at Family
2. The -an and -ap Families
3. The -it and -ig Families
4. The -op and -ot Families
5. Word Family Review

SOCIAL

1. Big Problem or Little Problem
2. Telling an Adult or Tattling
3. Hearing the Word No
4. Trying Again After a Mistake
5. Stopping One Thing, Starting Another

WEEK 3 Ten and Some More

Teen numbers as a ten and some ones, reading single words by pattern, and being safe in the hallway and the yard.

MATH

1. Build a Ten
2. Ten and Some More
3. Teen Numbers: Tens and Ones
4. Count On From Ten
5. Teen Numbers Review

READING

1. Read It, Find the Picture
2. Read It, Find the Picture
3. Which Word? Two That Look Alike
4. Five Words You Just Know
5. Reading Words Review

SOCIAL

1. A Safe Body in the Hallway
2. Stop and Wait at the Door
3. Who Can Help Me at School
4. Safe and Not Safe Outside
5. Asking Before I Leave My Spot

WEEK 4 Numbers and Sentences to Twenty

Comparing and ordering to 20, reading a whole sentence, and holding a conversation with another person.

MATH

1. Compare Teen Numbers
2. One More, One Less to 20
3. Put Numbers to 20 in Order
4. Take Away From a Teen Number
5. October Math Check

READING

1. Sight Words in a Line
2. Read the Sentence, Find the Picture
3. Build a Sentence
4. Does It Make Sense?
5. October Reading Check

SOCIAL

1. Starting a Conversation
2. Staying on the Topic
3. Listening and Answering Back
4. Asking a Friend to Play
5. What I Learned in October





WEEK 1

TAKING AWAY

Subtraction as taking away and crossing off, the two rules that catch everyone (take away all, take away none), and the routines for getting your own materials ready.

DAY	MATH	READING	SOCIAL SKILLS
1	Take One Away	Middle Sound: short e	Following a Two-Step Direction
2	Cross Off and Count	Middle Sound: short u	Getting My Materials Ready
3	Take Away From 10	All Five Middle Sounds	Finishing What I Start
4	Take Away All, Take Away None	Build a Word: short e and u	Cleaning Up My Space
5	Taking Away Review	Five Vowels Review	My Morning Routine





Teach · 5 min

Work · 10 min

Print & go

OBJECTIVE

Given a set of up to 10 pictures and a direction to take one away, the student will identify the correct remaining amount, with 80% accuracy across 3 sessions.

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

SAY THIS

"We have counted things all month. Today we take one away."

Point to the first row. One picture looks lighter than the others.

"There are three pumpkins. See the light one? That is the one we take away."

"Cross it off. Now count only the dark ones. One, two. Two are left."

Cross it off while they watch. Then slide the page toward them.

"Your turn. Find the light one first. Cross it off. Then count."

THE THREE LEVELS



Three rows, five pictures or fewer, and the one picture to cross off is faded on every row. Three pieces for three boxes.



Four rows, nothing faded, up to eight pictures. The student decides which one to cross off and one number on the strip belongs to nothing.



Six rows scattered in uneven rows, ten pictures at most, and always take away one, so a student who is guessing rather than counting will still miss it.

IF A STUDENT IS STUCK

- If they cross off the wrong picture, do not correct it. Ask them to count what is left and see if the number feels right to them.
- If they cross off and then count everything including the crossed one, cover it with your hand and ask them to count again.
- If they cannot find the faded picture, point to it once. Do not point twice in the same row.

TRY IT IN THE ROOM TODAY

Count the pencils in the cup before work time. Take one away and set it aside, then ask what's left before anyone counts out loud to check.

DATA

STUDENT

CORRECT

OUT OF

DATE

HOW MUCH HELP

☐ Independent ☐ Verbal prompt ☐ Model ☐ Hand over hand

WHAT I NOTICED TODAY





NAME

DATE



Cross off the faded picture. Count what is left. Glue the number.

TAKE AWAY

CUT OUT THE
THREE
NUMBERS

4

3

2

1



TAKE AWAY

1

=



2



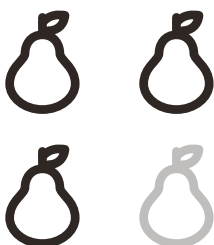
TAKE AWAY

1

=



3



TAKE AWAY

1

=





Teach · 5 min

Work · 10 min

Print & go

OBJECTIVE

Given a picture and two vowel choices, the student will glue the vowel that matches the middle sound in a short-e word, with 80% accuracy across 3 sessions.

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

SAY THIS

"September finished with a, i and o. Today is a new middle sound: e."

Say bed slowly, holding the middle sound.

"Bbbeed. The middle sound is eh. That is the letter e."

"Cover the front and back of the word with your fingers and say only the middle."

"Eh. Eh. That is the sound we are listening for all day."

"Your turn. Say the whole word first, then say just the middle."

THE THREE LEVELS



Three pictures. The rest of the word is printed and the middle box is tinted, so the student can see exactly where the vowel goes. Three pieces for three boxes.



Four pictures, no tint, five pieces. One letter belongs to nothing on the page.



Six pictures and no printed word at all.

IF A STUDENT IS STUCK

- If they cannot hear the middle, cover the first and last letter with two fingers and say only what is left.
- If they guess by shape, say the word slowly and have them repeat just the vowel sound back before they pick anything up.
- If they mix e with i, say both sounds back to back — eh, ih — and ask which one this word has.

TRY IT IN THE ROOM TODAY

Catch the sound outside this page. Some time today when a short-e word comes up on its own — a name on the board, a word in a book, bed at rest time — stop for two seconds and ask "what's the middle sound?" before moving on. No picture, no letters to glue, just the ear. If they can do it cold, the sound is actually learned, not just matched.

DATA

STUDENT

CORRECT

OUT OF

DATE

HOW MUCH HELP

☐ Independent ☐ Verbal prompt ☐ Model ☐ Hand over hand

WHAT I NOTICED TODAY



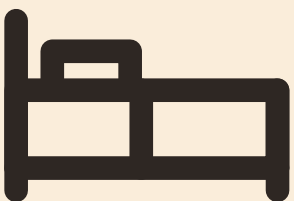


NAME

DATE



Say the picture slowly. Glue the middle sound.

e	
1 	b  d
2 	w  b
3 	b  l t



CUT OUT THE THREE LETTERS

e

e

e





Teach · 6 min

Work · 8 min

Print & go

OBJECTIVE

Given a direction with two parts, the student will complete both parts in order without the direction being repeated in full, in 4 out of 5 opportunities.

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

SAY THIS

“A direction with two parts has an order. The first part happens before the second part.”

Give a real two-part direction to a volunteer: put your crayons away, then line up at the door. Watch her do it in order.

“She put her crayons away first. Then she lined up at the door. If she did it the other way round, it would look strange, and it would not work.”

“The trick is holding both parts in your head at once, so you do not lose the second part while you are doing the first.”

Give yourself the direction and only do the first part. Stand there afterward, doing nothing.

“I stopped after one part. That happens. When it does, I only need the second part said again, not the whole direction.”

“Your turn. Listen for both parts before you move.”

IF A STUDENT IS STUCK

- If they do the first part and stop, say only the second part again. Repeating the whole direction teaches them to wait for it every time instead of holding the second part themselves.
- If they do the parts out of order, say the first part alone, let it finish, then add the second. Rebuild the order before you ask for both together again.
- If they cannot hold two parts at all yet, give one, let it finish, and add the second only once the first is solid. Two parts is the goal, not the starting point.

TRY IT IN THE ROOM TODAY

At the next transition, give one real two-part direction, wait, and only repeat the second part if a student stops after the first.

DATA

STUDENT

CORRECT

OUT OF

DATE

HOW MUCH HELP

☐ Independent ☐ Verbal prompt ☐ Model ☐ Hand over hand

WHAT I NOTICED TODAY



FOLLOWING A TWO-STEP DIRECTION



NAME

DATE



Do it in order. Cut out the four steps and glue them in order, 1 to 4.

1



2



3



4



CUT OUT THE FOUR STEPS

I line up at the door
second.

I listen for both
parts of the
direction.

I check that I did
both parts.

I put my crayons
away first.

