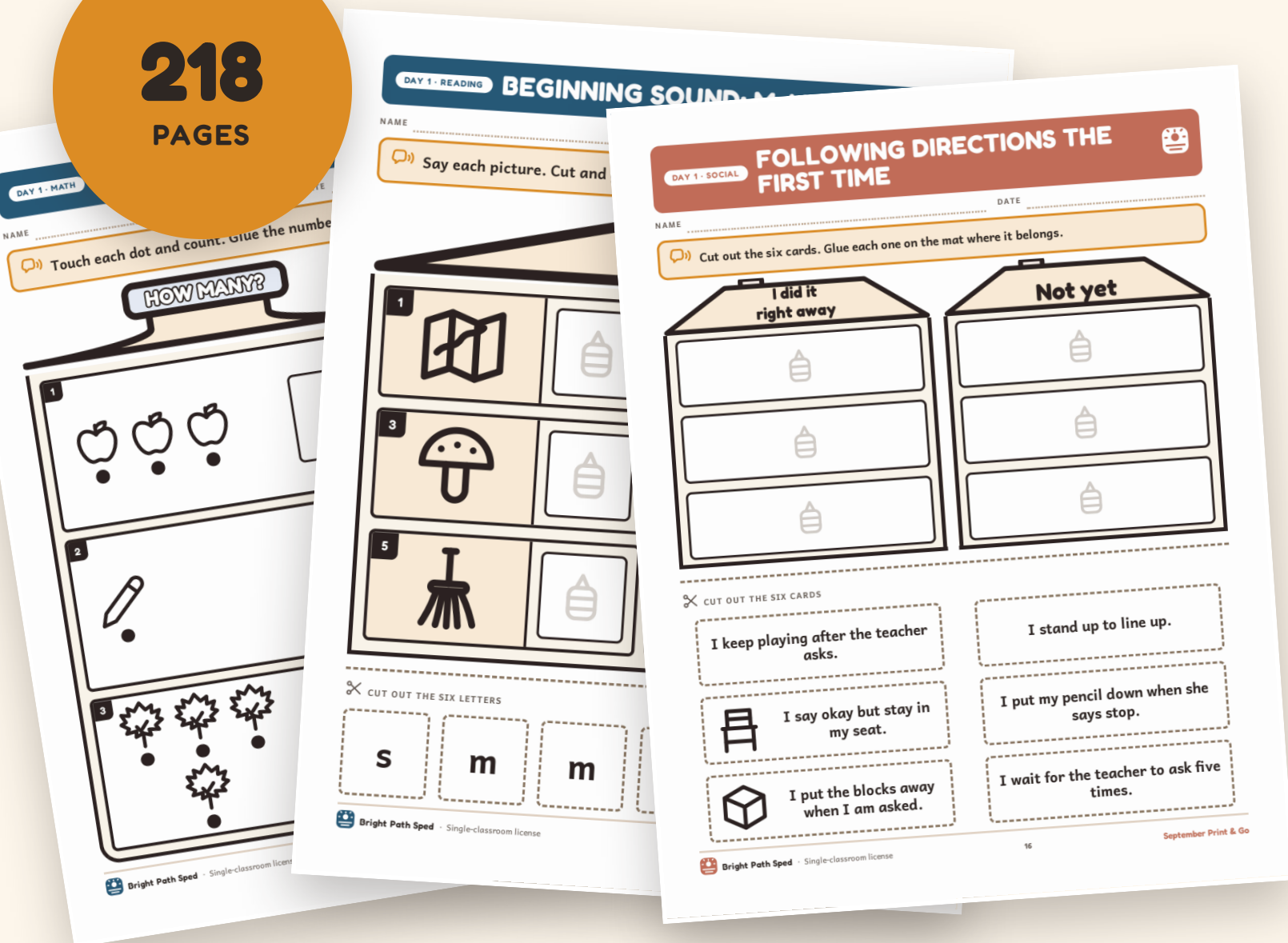


SEPTEMBER PRINT & GO

Month 1 – Math, Reading and Social Skills

218
PAGES



BRIGHT PATH SPED

PreK-2 • Special Education



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

Nothing here is tied to a calendar date. Day 1 is the first day you teach it.

If you only do one thing

Teach the social skills lesson. It is eight minutes, it is the block most likely to get dropped when the day goes sideways, and in September it is the one that makes the other two possible.





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

WEEK 1 Getting Started

Numbers to 5, the first eight beginning sounds, and the routines that have to be in place before anything else can be taught.

MATH

1. Count Sets to 5
2. Match the Number to the Set
3. Put Numbers 1-5 in Order
4. One More, Up to 5
5. Numbers to 5 Review

READING

1. Beginning Sound: m and s
2. Beginning Sound: t and b
3. Beginning Sound: f and p
4. Beginning Sound: c and h
5. Beginning Sounds Review

SOCIAL

1. Following Directions the First Time
2. Personal Space
3. Hands and Feet to Myself
4. My Listening Body
5. Lining Up

WEEK 2 Building the Routine

Numbers to 10, more beginning sounds and the first ending sounds, and the skills for working next to another person.

MATH

1. Count Sets to 10
2. Match the Number to the Set
3. Put Numbers to 10 in Order
4. More and Fewer
5. Numbers to 10 Review

READING

1. Beginning Sound: d and g
2. Beginning Sound: l and n
3. Beginning Sound: r and w
4. Ending Sound: t and p
5. Beginning and Ending Review

SOCIAL

1. Asking for Help
2. Taking Turns
3. Waiting
4. Sharing Materials
5. Inside Voice

WEEK 3 Stretching Further

Numbers to 20, ending sounds and middle vowels, and naming what feelings are and what to do with them.

MATH

1. Count Sets 11 to 15
2. Count Sets 16 to 20
3. Teen Numbers on a Ten-Frame
4. Compare Two Sets
5. Numbers to 20 Review

READING

1. Ending Sound: m and n
2. Ending Sound: g and d
3. Middle Sound: short a
4. Middle Sound: short i
5. Middle Sounds Review

SOCIAL

1. Naming How I Feel
2. What Calm Looks Like
3. When I Feel Frustrated
4. Asking for a Break
5. When I Make a Mistake

WEEK 4 Putting It Together

Joining groups and adding to 10, blending whole CVC words, and the friendship skills that need the first three weeks underneath them.

MATH

1. Put the Groups Together
2. Adding With Pictures, to 5
3. Adding With Pictures, to 10
4. Find the Missing Part
5. September Math Check

READING

1. Middle Sound: short o
2. Build a Word: short a
3. Build a Word: short i and o
4. Read It, Find the Picture
5. September Reading Check

SOCIAL

1. Saying Hello
2. Joining a Game
3. Kind Words
4. Being a Good Partner
5. What I Learned in September





WEEK 1

GETTING STARTED

Numbers to 5, the first eight beginning sounds, and the routines that have to be in place before anything else can be taught.

DAY	MATH	READING	SOCIAL SKILLS
1	Count Sets to 5	Beginning Sound: m and s	Following Directions the First Time
2	Match the Number to the Set	Beginning Sound: t and b	Personal Space
3	Put Numbers 1-5 in Order	Beginning Sound: f and p	Hands and Feet to Myself
4	One More, Up to 5	Beginning Sound: c and h	My Listening Body
5	Numbers to 5 Review	Beginning Sounds Review	Lining Up





Teach · 5 min

Work · 10 min

Print & go

OBJECTIVE

Given a set of up to 5 pictures, the student will count the set and glue the matching numeral, with 80% accuracy across 3 sessions.

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

SAY THIS

“We are going to count. Counting means we say one number for each thing.”

Point to the first set on the page. Touch each picture as you count.

“One. Two. Three. Watch my finger. I touch one apple, I say one number.”

“There are three apples. So I find the three, and I glue it in the box.”

Glue the 3 in the box while they watch. Then slide the page over.

“Your turn. Touch each one and count out loud.”

THE THREE LEVELS



Three sets, each with a dot under every picture to touch while counting. Exactly three number pieces for three boxes, so there is no wrong piece to pick up.



Four sets, no touch dots, and one spare number on the strip that belongs to nothing. The student has to reject a piece.



Six sets, no dots, pictures scattered instead of lined up, and two sets that hold the same number, so they cannot be told apart by shape.

IF A STUDENT IS STUCK

- If they say the numbers faster than they touch, hold their wrist and count together. The one-to-one match matters more than the answer.
- If they lose track halfway, push the counted pictures to one side with your finger as they go.
- If they guess by looking, cover the number strip and ask them to count out loud first, then uncover it.

DATA

STUDENT

CORRECT

OUT OF

DATE

HOW MUCH HELP

☐ Independent ☐ Verbal prompt ☐ Model ☐ Hand over hand

WHAT I NOTICED TODAY





NAME

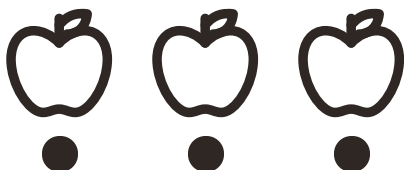
DATE



Touch each dot and count. Glue the number in the box.

HOW MANY?

1



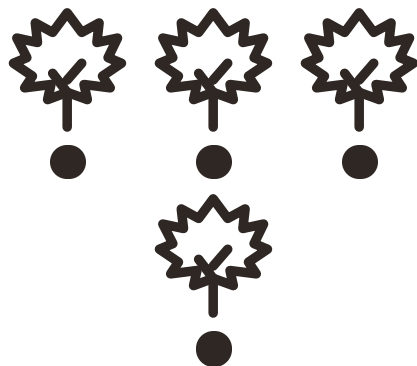
4

2



3

3



1



CUT OUT THE THREE NUMBERS





Teach · 5 min

Work · 10 min

Print & go

OBJECTIVE

Given a picture and two letter choices, the student will glue the letter that matches the beginning sound, with 80% accuracy across 3 sessions.

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

SAY THIS

“Every word starts with a sound. Listen to the very front of the word.”

“Mmmmap. Mmmm. The first sound is mmmm. That is the letter m.”

Hold the m card up. Say the sound, not the letter name.

“Now this one. Ssssun. Sssss. The first sound is sssss. That is s.”

“When you are not sure, say the word slowly and stretch the front of it.”

“Your turn. Say the picture out loud first. Always say it out loud.”

THE THREE LEVELS



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



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



Six pictures and no printed word at all. Just the picture and an empty box, with the m words and the s words alternating.

IF A STUDENT IS STUCK

- If they name the picture wrong, tell them the word. This is a sound task, not a vocabulary test.
- If they cannot hear the first sound, say the word twice and hold the first sound out for two full seconds: mmmmmmap.
- If they pick the letter by shape, cover the pictures and just say the two words aloud. Ask which one starts like mmmm.

DATA

STUDENT

CORRECT

OUT OF

DATE

HOW MUCH HELP

☐ Independent ☐ Verbal prompt ☐ Model ☐ Hand over hand

WHAT I NOTICED TODAY





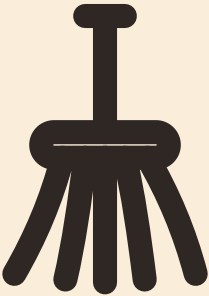
NAME

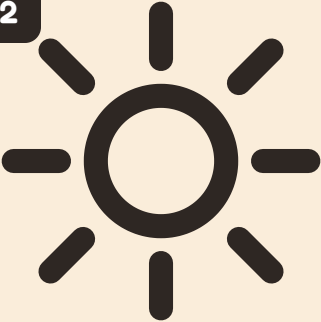
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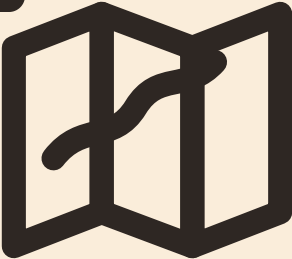


Say the picture. Glue the letter it starts with.

m s

1   o p

2   u n

3   a p



CUT OUT THE THREE LETTERS

s**m****m**



Teach · 6 min

Work · 8 min

Print & go

OBJECTIVE

Given a one-step direction in a group setting, the student will begin the direction within 10 seconds of the first request, in 4 out of 5 opportunities.

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

SAY THIS

“When I give a direction, I want to only have to say it one time.”

Give a real direction to another adult or a volunteer. Have them start it straight away.

“Did you see that? I said it once and she started. She did not finish it. She started.”

“Starting is the part I am watching for. You can be slow after that. Slow is fine.”

Now do it wrong on purpose. Give yourself a direction, then keep sitting and humming.

“That was me not starting. Nobody is in trouble. It just means the direction has to come again.”

“Your turn. I will say one thing, and I want to see a body start moving.”

IF A STUDENT IS STUCK

- If they do not start, check first that they heard it. Say the name, wait two seconds, then give the direction — an instruction thrown at a room is not an instruction given to a child.
- If they always start but always late, count the delay instead of scoring pass or fail. Twelve seconds down to six is progress that a yes/no box throws away.
- If they can say the direction back and still do not move, the difficulty is starting, not listening. Do the first step beside them, then step away.
- A child who says “what?” and then starts has followed the direction. Asking for it again is not a refusal and it does not belong in the Not yet column. Say that out loud while they sort, because most of them assume the opposite.

TRY IT IN THE ROOM TODAY

At clean-up today, give the direction once, count ten seconds under your breath, and mark on this plan who started before you got to ten.

DATA

STUDENT

CORRECT

OUT OF

DATE

HOW MUCH HELP

☐ Independent ☐ Verbal prompt ☐ Model ☐ Hand over hand

WHAT I NOTICED TODAY



FOLLOWING DIRECTIONS THE FIRST TIME



NAME

DATE



Cut out the six cards. Glue each one on the mat where it belongs.

**I did it
right away**



Not yet



✂ CUT OUT THE SIX CARDS

**I keep playing after the teacher
asks.**



**I say okay but stay in
my seat.**



**I put the blocks away
when I am asked.**

I stand up to line up.

**I put my pencil down when she
says stop.**

**I wait for the teacher to ask five
times.**

