

# Supplies needed for each student:

- Colored copies of [Animals Set 1 and Set 2](#) ,1-5 Number Hunt, 1-9 Number Hunt, Colored Arrows p.20, 1-5 Symbols, 1-9 Symbols, colored words green-black,
- Place in a page protector for each student.
- Dry erase marker
- Always model
- “We will do this together, I will help you.
- “I see you\_, what do you see yourself doing?”
- “Check”
- “If this is \_, then this would be\_”
- HAVE FUN!!! Brain games!
- Do Card games each day to warm up!
- Blink, EM Cards, Spot it,



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Number Hunt 1-6 with Colors

2	1	5	4	1	3
3	4	1	2	5	4
1	4	3	5	2	5
3	1	5	4	3	2
1	3	4	5	2	1
3	1	4	2	5	3
2	4	3	2	1	5
4	1	5	4	3	2

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# Supplies needed for Teacher:

- Colored copies of [Animals Set 1 and 2](#) in a page protector to project on TV. (You may also upload the student book on your iPad in the Notes App in order to project it and be able to write on it.) [Cheat Sheet](#)
- Colored copies of Number Hunt 1-5 with Color [page 28](#) in the student workbook in a page protector to project on TV. (You may also upload the student book on your iPad in the Notes App in order to project it and be able to write on it.)
- [1-5 Symbols, 1-9 Number Hunt, Arrows p.20, colored words green-black](#)
- Dry erase marker, or apple pen
- Equipping Minds Cards
- [EM Cards Large Print](#), Deck of Cards, UNO,
- Blink, Spot it
- [President Slides](#)
- [Aristotle’s Ten Talking Points](#)
- Timer IF you want to work as a class to increase the amount of time it takes to name animals and or go through a deck of cards naming them.

## Stroop Animals

Day 1: Stroop Animals p.13

S1 - name animals left to right

S3 - "I see you putting a circle around the bear" and "I see you putting a box around the snake." What do you see yourself doing?" Remove page protector, ask the animal in the circle and box

**Please note:  
only go as fast as what the kids  
can hold in their head**

Day 2: Stroop Animals p.13

S1 - name animals left to right

S2 - name animals (p. 14)

S4 - adding an x on the fish

Day 3: Stroop Animals p.13

S1 - name animals left to right

S5 - add triangle on cat (only if they can remember the first 3 animals and symbols)

## Number Hunt

Day 1:

Read the numbers, Find the match. "I see two green 1's"

Day 2:

S1 - Read the numbers. Next, "I see you putting a circle around the 1's. "What do you see yourself doing?" Then, "I see you placing a green cube on the 1's. "What do you see yourself doing?" "I see green on 1". (circle the bear (1) If you don't have cubes, say "I see a circle around the green one."

Day 3:

S2 - Circle the 1's, then "X" the 2's or you can place a green cube on the 1's and a blue cube on the 2's. (add an x on the fish (2))

## Presidents / 10 Categories

Day 1: none

I spend a lot of time on the first 3 pictures looking at all the details using the 10 categories. Students can share with a partner what they notice and come back as a whole group to discuss. Say full name.

Day 3:

S1 - George Washington, green grass, circle

S2 - John Adams blue water, X's

\*Look at Code Card for  
Green, 1, Bear, Circle, Washington  
Blue, 2, Fish, X, Adams

## Stroop Animals

**Day 4:** Stroop Animals p.13

S1 - name animals left to right  
Can we name the animals faster than we did the first day? Have a student volunteer to say them as fast as they can. You can tell them that the time to beat is 5 seconds.

S6 - Do animals bear-cat. Do them going backwards

**Day 5:** Stroop Animals p.13 and

S6 - Do animals bear-cat. Do them going backwards

## Day 4: 1-5 Number Hunt

S3 - Review. Place symbols on 1 and 2. Remove page protector, read symbols say 1 for the circle .2 for the X. "What color is the 1?" "What color is the 2?" "What animal did I see you putting a circle around?" "What animal did I see you putting an X on?" "Who is the 1st president, 2nd president?"

### Day 5:

S4 - Review. Add a box on the 3's. Add the red cube on the 3's. (box on the snake (3))

S5 - Remove page protector and read symbols: circle, 1, green, bear, Washington, ; X, 2, blue, fish, Adams ; box, 3, red, snake, Jefferson. Also, place cubes on numbers, ask what is hiding under green? blue? red?

## Presidents / 10 Categories

### Day 4:

Before showing Washington's picture, ask what they can remember about the picture. Show picture to confirm what they could visualize.

Before moving to Adam's page, ask what from Washington's picture moves over to Adam's page. Can they tell you anything about the picture before you turn the page?

S3 - Jefferson (red hair/box on apron)

**\*Look at Code Card for Red, 3, box, snake, Jefferson**

**Day 5:** Begin the same as Day 4

S4 - Madison Yellow, under grill

S5 - Monroe Black mouth, above the water

## Stroop Animals

Day 6: Stroop Animals p.13

S7 - add line under elephant

S8- add line above the turtle

Remove sheet protector asking the animal with each symbol, circle(bear,green,1,Washington) box(snake,red,3,Jefferson) X (fish,blue, 2, Adams) triangle (cat)underline (elephant,yellow,4, Madison) line above(turtle,black,5, Monroe)

Day 7:

S9 - read Set 1 and 2 review backwards and forwards

Day 8:

S11- Alternate saying the picture and the wrong word using Set2

Draw all symbols on blank grid

Please note:

only go as fast as what the kids can hold in their head

Day 6:

Review **1-5 Number Hunt**

Review numbers or do +1

Day 7:

S6 - Review and add "I see a line under on the 4's. (Line under the elephant)

S7 - Review and add "I see a yellow cube on the 4's. Read symbols underline 4, elephant, yellow, Madison and who's hiding under the yellow cube

Day 8:

S8 - Review and add "I see a line above the 5's. (line above the turtle)

S9 - Add, "I see a black cube on the 5's. Read symbols line above 5,turtle,black,Monroe and hiding under black cube

## Presidents / 10 Categories

Day 6;

Review 1-5

Day 7:

You could begin using the 10 categories with any picture: [Here are some you could use.](#)

Day 8:

Review 1-5

\*Look at Code Card for yellow, 4, elephant, Madison, underline And black, 5,turtle, Monroe, line above

## Stroop Animals

Day 9:

S12 - add smiley face on penguins belly

Day 10:

S13 - review forwards and backwards. Read Set 1, Set 2  
Alternate Set 2 picture and word

Day 11:

S14- add nest under the bird

**Students can do hand symbols for the animals!**

## 1-5 Number Hunt

Day 9: **1-5 Number Hunt**

Review symbols/ Use symbols page  
S10 - Read #, color. Put your symbol/trace the number and colored cube on the color or say the color. You can use the Colored 1-5 page as well.

Day 10: **Colored Arrows p.20**

**S 1** Say color for 4 rows,

**S 2** Say the direction for 4 rows

**S 3** Alternate saying color, direction

**S 11** Write the number for the color

Day 11: **Colored 1-5 page**

Review symbols and numbers

S11 - Read the numbers. Read the colors, Alternate saying the number, the color.

## Presidents / 10 Categories

Day 9:

S6- Add John Quincy Adams  
Orange, diagonal oars

S7- if ready, add Andrew Jackson  
Brown dam, fish tail (

Day 10:

Review 1-7

Review picture from Day 7- before showing the picture have them tell you what they see in their minds from Day 7

What's Happening In this Picture?

Day 11:

Review presidents and add  
S8 - Martin Van Buren white clouds ( ) shape

## Stroop Animals

Day 12:

[S17](#) - review, say backwards, remove page protector and read symbols.

Day 13:

[S16](#) - add unicorn on the horse diagonal symbol

S 17 - do animals on blank grid

Day 14:

[S18](#) - add claws on the tiger

## Number Hunt

Day 12:

[S12](#) - Read the numbers by adding +1 (5 is 6, 3 is 4).

1-9 Number Hunt

S1 Read numbers, find match

S2 Read by adding +1 (8 is 9)

Day 13:

1-9 Number Hunt

S 3- Alternate reading =, +1

[S12](#) - Read the numbers by subtracting (-1). (5 is 4, 3 is 2)

Day 14:

1-9 Number Hunt

S 8, 9 & 10 Put symbols on 1-6 Number Hunt 1-5

[S13](#) - Alternate reading the number, color, +1

## Presidents / 10 Categories

Day 12:

Choose a president picture and write a sentence telling what the picture is about.

Day 13:

[S9](#) - add William Henry Harrison Van is in the middle of the hair

Day 14:

Choose a new picture from What's Happening in the Picture?

Look at Code Card for 6, orange, horse, /, Adams

## Stroop Animals

Day 15:

S19 & 20 - review, say backwards, remove page protector and read symbols. Add web ( ) around the spider

## Number Hunt

Day 15:

**1-5 Number Hunt**

S13 - Alternate reading the number, color, -1

S 14 Alternate tracing number, color with cube or say, symbol for animal "2, green, turtles"

**1-9 Number Hunt**

S 7 Alternate =, +1, -1

S11 & 12 ( 7 and (8)

**EM Cards, Blink, Uno/Deck of Cards**

## Presidents / 10 Categories

Day 15:

Review Presidents and picture from Day 14

**Look at Code Cards for 7, brown, ( Jackson and 8, white, ( ), spider**

## Deck of Cards / Uno / Blink

### Day 1: Deck of Playing Cards

S1 - say numbers

S2 - say color, say suit

S3 - say number, color, suit

### Day 2: Uno Cards and/or Day1 deck

S1 - say numbers (same as Day 1)

S2 - say colors

S3 - say color, number

S4 - say number, +1

### Day 3: Blink Cards

S1 - say number

S3 - say color

S5 - say shape

S7 - say number, color, shape

### Day 4: Deck of Playing Cards

You can always do a quick start-up having them name numbers for a bit and change to naming colors and then change to naming symbols.

S4 - +1 (if your students are not ready for this, repeat day 1)

S5 - =, +1

### Day 5: Uno Cards Repeat of Day 4

### Day 8: EM Cards

Say number, say color, say letter, say animal

### Day 9: Blink

S 8 Place two cards and discard same number, color, shape saying "green on green" "one on one" "star on star"

Day 10: Blink S 9 "two red triangles"

### Day 6: Spot It

S1-3 - Spot It with Constant card  
Make sure to note which constant card you use. This will be the constant card you use throughout the year. You will be adding constant cards to use along with this one.

### Day 7: Spot It

Recall items on constant card from Day 6  
Play again with the same constant card.

You could begin Blink Cards or Equipping Mind Cards in the same way as you introduced cards on Day 1