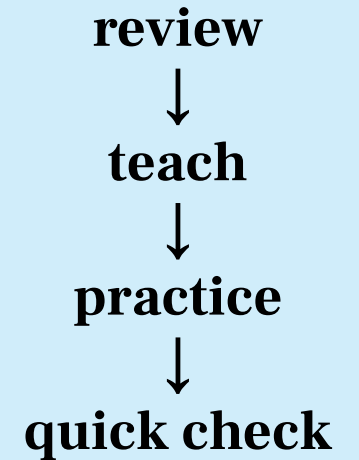


Special Education pull-out sessions

Teacher plans · student activities · exact language · differentiation · data

Illustrative Grade 1-2 group of three students
Kaylen M. Brignall, M.A.



Use one predictable structure across both subjects

LITERACY: blend and read CVC words
MATHS: add within 10

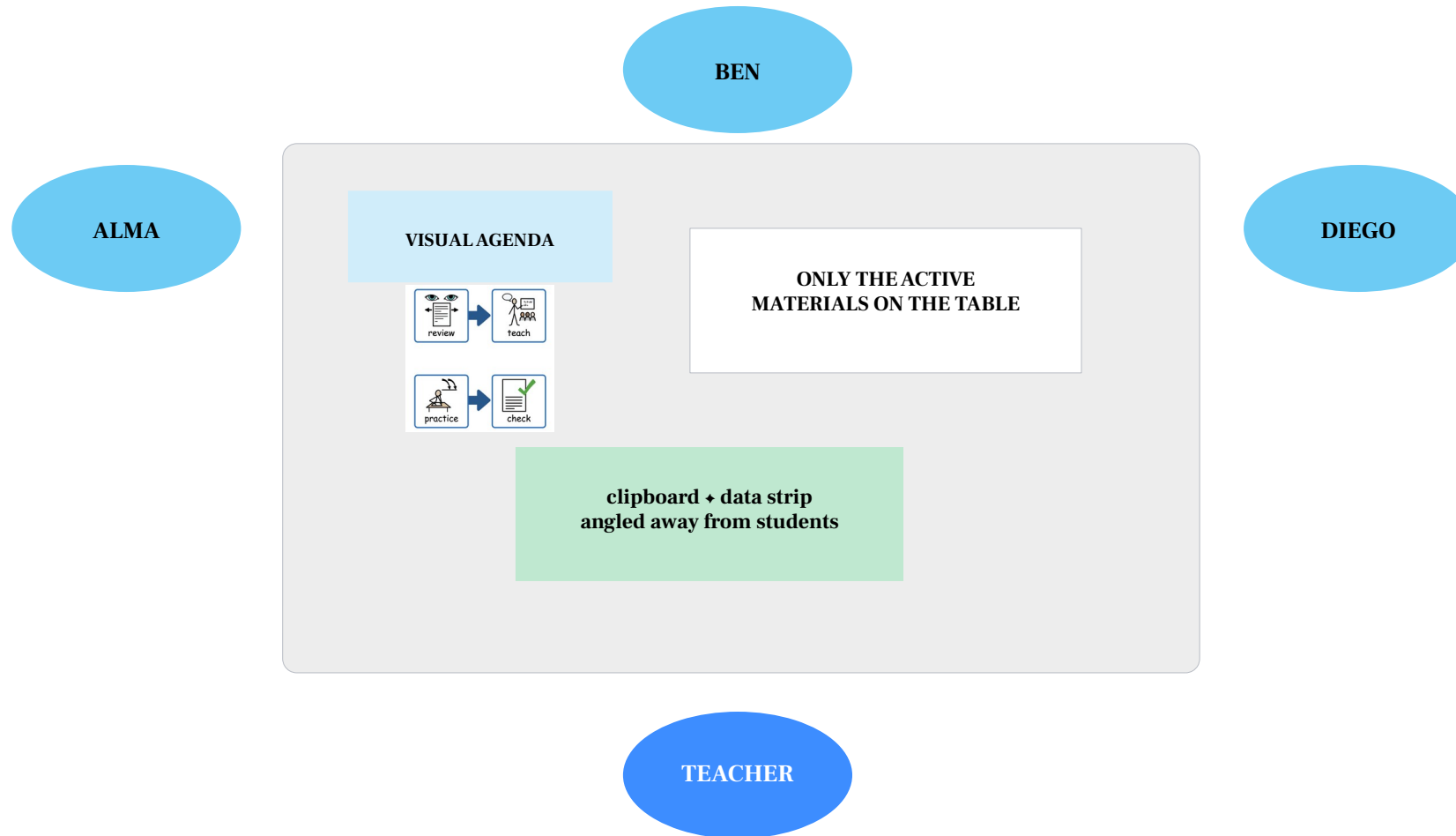
The subject changes, but the teaching rhythm stays familiar: regulate, review, model, practice, apply independently, then take a brief data point.

Success = accurate responses with support faded

Fictional group snapshot

- Alma · G1 · visual and language support
- Ben · G1 · one-step directions
- Diego · G2 · ready for extension
- Grouped by current need—not diagnosis

Set up the table before students arrive

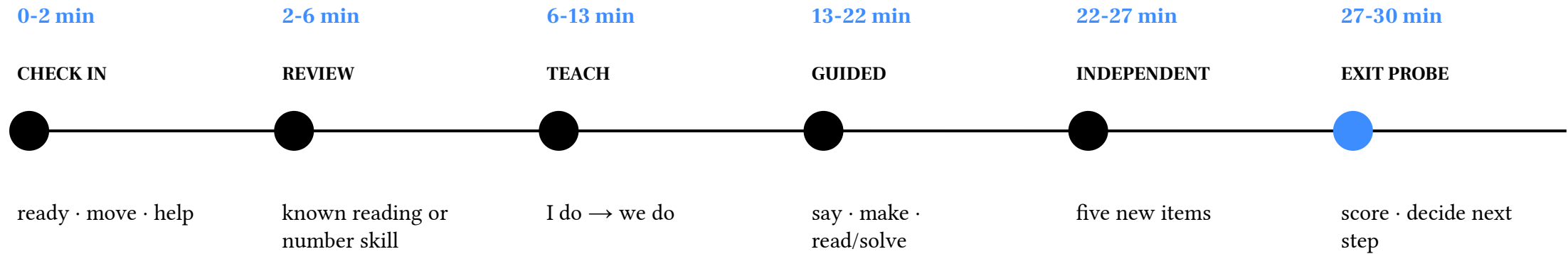


Within reach—not in view

- literacy card deck
- maths tub + manipulatives
- quiet known task
- AAC/communication supports
- timer + finished tray

Choose one subject per session. Keep the other materials covered.

Fade support to reveal independence



High support early → deliberately faded support → clean independent measure

Literacy target: blend and read CVC words

Students will read
map • sit • fog • hen • cup

Target the blending process, not memorization. Students say each sound, sweep through the word, then read it as a whole word.

Measure: unfamiliar CVC words read independently

Prepare

- sound cards
- magnetic letters
- continuous-blending strip
- word/picture cards
- five-word exit probe

Settle students and retrieve known sounds

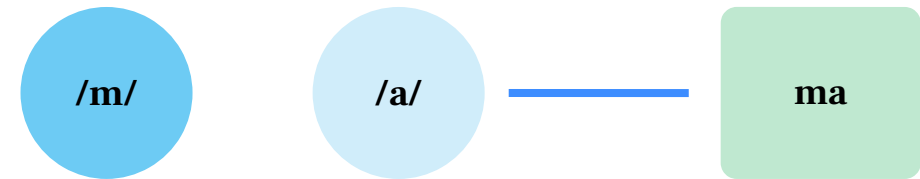
0:00-2:00 • regulation check

YOU SAY

“First sounds, then words, and finally a quick read. Are you ready, do you need movement, or do you need help?”

- Student points to one choice
- 30-second strategy if needed
- Student names the first agenda item

2:00-6:00 • rapid review



“Listen: /m/ ... /a/. Touch, slide, say: ma. Now add /p/: map.”

5 quick trials: + independent P prompted – incorrect

Model continuous blending without guessing

I DO

WE DO

YOU DO

Model two words

Blend together three times

Give one individual turn

map

sit

fog

hen

cup

Teacher script: “Watch my finger: /m/ /a/ /p/, map. I keep the sounds connected. My turn. Together. Your turn.”

Guided literacy practice keeps every student responding

1

BUILD

m · a · p

Build with magnetic letters

2

BLEND

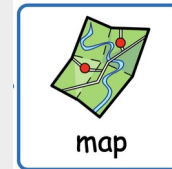
map

Sweep and blend the sounds

3

READ

map →



Read, then match

4

TRANSFER

sit

Try a new word with less help

Correction: “My turn → together → your turn” — then revisit with a different word

Can students decode without teaching help?

“Read each word. Use your sound-and-sweep strategy.”

Present five new-but-similar words. Allow normal IEP access supports.
Observe quietly and save reteaching until the set is finished.

Record: independent correct ÷ 5 + support used

Student task strip

1. map ☐
2. sit ☐
3. fog ☐
4. hen ☐
5. cup ☐

The literacy probe tells you what to teach next

Probe words

jam · net · lip · hot · bus

Give the same direction and wait time. Do not correct between probe items. Record the exact response when it explains the error.

Probe = brief measurement, not another lesson

Fictional results

- Alma 4/5 · reteach short e
- Ben 3/5 · fade pointing cue
- Diego 5/5 · move to phrases
- Next lesson follows the error pattern

Maths target: add within 10 using representations

Students will solve

$$5 + 2 = 7$$

Students build the quantities, combine them, explain what changed, then connect the model to the number sentence.

Measure: correct answer + representation + strategy

Prepare

- two-color counters
- ten frames
- number cards
- dry-erase boards
- five-item exit probe

Settle students and retrieve number facts

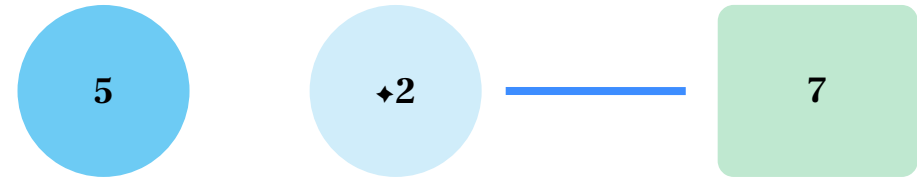
0:00-2:00 · regulation check

YOU SAY

“First numbers, then building, and finally a quick solve. Are you ready, do you need movement, or do you need help?”

- Student points to one choice
- 30-second strategy if needed
- Student names the first agenda item

2:00-6:00 · rapid review



“Show five. Add two more. Count on: five...six, seven.”

5 quick trials: + independent P prompted – incorrect

Connect concrete materials to the number sentence

I DO

WE DO

YOU DO

Build and think aloud



make 5

Build together twice



add 2

count on

Give one individual turn

$5 + 2$

$= 7$

Teacher script: “I have five. I add two more. Five...six, seven. The total is seven, so $5 + 2 = 7$.”

Move maths practice from objects to symbols

1

BUILD



$$6 + 2$$

Build both parts with counters

2

SAY



$$\text{total} = 8$$

Explain: six and two make eight

3

DRAW



Sketch the ten-frame

4

WRITE

$$6 + 2 = 8$$

Write and read the equation

Correction: rebuild the quantities → count on together → give a fresh problem independently

Can students solve with support faded?

“Build or draw each problem, then write the total.”

Give five new-but-similar problems. Students may use their normal manipulatives or visual supports, but teaching prompts are recorded separately.

Record: independent correct ÷ 5 + representation used

Student task strip

1. $4 + 2 = \underline{\quad}$
2. $6 + 1 = \underline{\quad}$
3. $5 + 3 = \underline{\quad}$
4. $7 + 2 = \underline{\quad}$
5. $3 + 4 = \underline{\quad}$

The maths probe identifies the next instructional step

Probe items

2♦5 · 4♦3 · 6♦2 · 5♦4 · 7♦1

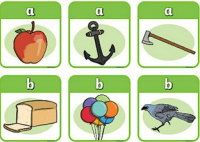
Use the same direction and wait time. Record accuracy, representation, and whether the student counted all, counted on, or recalled the fact.

Measure the goal—not speed or compliance

Fictional results

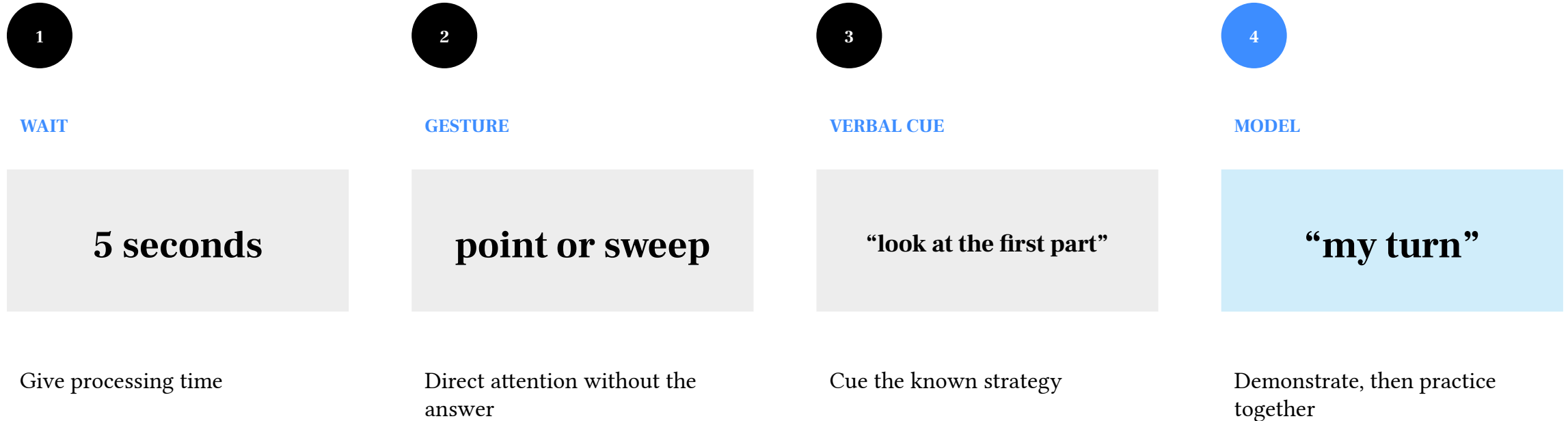
- Alma 4/5 · count on from larger
- Ben 3/5 · fade ten-frame cue
- Diego 5/5 · explain two strategies
- Next lesson follows strategy data

Keep the target; vary how each student accesses it

ALMA		BEN		DIEGO	
Visual choices ♦ reduced field		First-then ♦ brief movement break		Word-to-sentence or equation explanation	
					
sound cards	counters	AAC	one-step cue	extension	

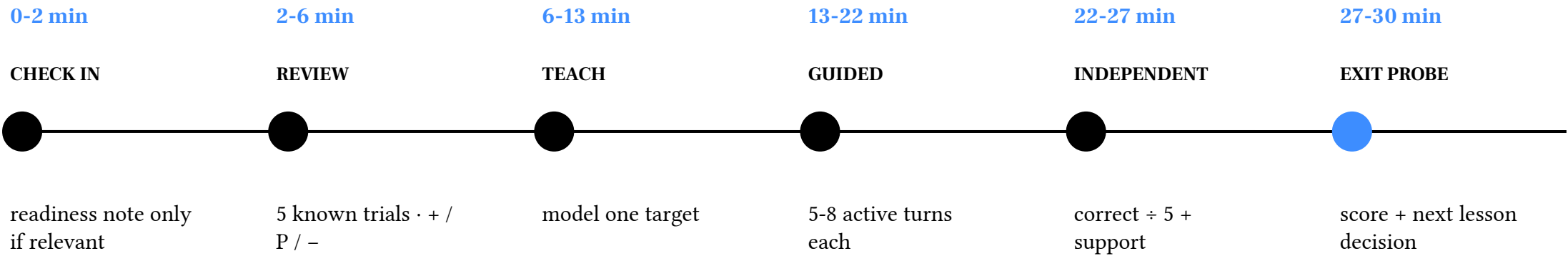
Change the response mode, visual field, language load, item count, regulation support, or extension—not the core target.

Prompt, fade, then test independence



After a prompted success, give a fresh item independently—otherwise you only know the prompt worked

Use the same run sheet; change the target and materials



After the group: What will I keep, reteach, extend, or fade tomorrow?