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Somerville Public Schools
Preschool Math Pacing Guide
Based on the *Building Blocks* Curriculum

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Somerville Building Blocks Pacing Guide – Movements in the Building Blocks Curriculum

Building Blocks is comprised of headings and movements that are the foundation of the program. Below are the explanations and definitions of each. For the content and activities within each heading and movement, the Pacing Guide lists the most relevant, important activities related to the big ideas and objectives. Please present these first, being sure to cover the concepts and related activities. Throughout the year, professional development related to concepts, activities, and assessment will be presented.

How children…
This refers to the topic for the week. You can read this as: "This week we focus on how children learn to…."

Big Ideas (T18)
This refers to the concepts associated with the prioritized topic for the week.

Objectives
This refers to the specific learning opportunities and skills children will be exposed to in order to meet the standards.

Standards
This refers to the Massachusetts Curriculum Frameworks for Mathematics Pre-K (March 2011. These are derived from the Common Core State Standards for Kindergarten but are specifically tailored for preschool. http://www.doe.mass.edu/frameworks/current.html

Whole Group (T27)
This refers to well-paced whole class participation, almost always on the rug, with explicit instruction, direction, and modeling of an activity by the teacher. Whole Group can include routines, calendar, songs, movement and games. Whole Group lessons build as the week progresses, repeating particular activities based on children's experiences, and building complexity. The Pacing Guide prioritized Whole Group lessons.

Small Group (T27)
This refers to the teachers' work with a specific group to deliver a lesson. Each child receives this lesson according to individual level and ability each week. Small Groups occur while other students are engaged in Hands On self-directed math activities (see below). Small Group lessons can also occur during any center time while math and/or non-math choices are offered. Building Blocks shows Small Group lessons happening twice a week, but could be offered 3-5 times. The Pacing Guide has prioritized key Small Group experiences.

Hands On (T30)
This refers to activities that students can do independently or with minimal support from an adult. The Pacing Guide suggests Hands On centers that best expose children to a particular concept and reinforce learning. In addition teachers can add to the required activities to support a range of learners and create experiences based on what children are interested in.

Math Throughout the Year (T38)
This refers to the recommended routines that build on the mathematical skills highlighted each week. These routines appear throughout the year, are repeated to reinforce concepts, and can be done during transitions, as warm ups during Whole Group time, Small Group, and adapted for Hands On. Many of these are routines you are probably already using each week. See SPS list of activities and descriptions.

Key Reflection Questions (T31)
These questions appear throughout each week and support children's reflections on mathematical content during Small Group and Hands On experiences as children are working, although they can be posed during Whole Group lessons. They are also an important aspect of assessment. The key to reflecting is asking questions. Strategic Key Questions have been chosen to align with the concepts and content for each week. When children talk in own words about what they did during an activity they develop mathematical reasoning and skills such as turn taking, listening, and speaking.

Computers (T28)
Building Blocks has a computer game component. These can be done as a separate center during Hands On time or in a computer lab, if available at your building. The games are useful for supporting a range of learners – giving an added challenge for children who can work at their own pace, and reinforcing skills via constant scaffolding for a child who is struggling with a concept.

Learning Trajectories (T17 & B14)
This refers to observable, natural developmental progressions in learning. There are sequences of activities that best guide children through these progressions related to mathematical thinking. The Building Blocks learning trajectories have labels, descriptions, and related instructional activities that can be found on the Weekly Planner section for each week.

Overview & Weekly Planner (throughout)
Each week begins with a 3-page over view and a 2-page Weekly Planner. We recommend using the Pacing Guide along with these introductory sections to get a sense of the big picture of the week as you plan.

Assessment Guide (T32)
Building Blocks supplies a variety of assessment tools including a Learning Trajectory Record, Small Group Record Sheets, and Weekly Record Sheets. We recommend beginning with the Small Group Record Sheet. This is a separate book.

Resource Guide
The Resource Guide has supplementary activities and ideas for parent-home connections. This is a separate book.

Literature Connections
Each week has particular books that are recommended for Whole Group experiences highlighted in a small box in the pages that introduce the week's lessons. SPS has compiled of list of these and other books. In addition there are four Big Books to use throughout the year.

The Pacing Guide

Week	How Children	BIG IDEA	OBJECTIVE	STND	WHOLE GROUP Build as week progresses.	SMALL GROUP Every child 1x per week.	HANDS ON Daily Centers	MATH THROUGH THE YEAR Routines	Key Daily Reflection Questions
1	**Learn To Count** p. 1	Math is numbers, shapes & patterns Counting tells how many Math can be explored through materials Groups can be named w/numbers	Count verbally Explore the mathematics in manipulatives and materials Recognize and make groups of 2 or more Quickly recognize the number of objects in small groups (subitize)	PK.CC.MA.1 PK.CC.MA.4	Song: This Old Man, When I Was One and other "counting forward songs" Big Book-Where's One? See throughout the week Literature connections: The Very Hungry Caterpillar by Eric Carle etc.	Exploration and Introduction to manipulatives for counting. (p. 8) Assessing: Looking for counting skills	Exploring manipulatives Buildings Collections & Sorting	Counting Wand I See Numbers	Why do we count? What did you do with the cubes? Where do you see numbers?
2	**Learn To Count** p. 17	Introductory counting Recognizing and making small groups Exploring materials	Name # of objects in a group up to 3 Count verbally groups of 2 or more with understanding Recognize & make groups of 1 or more Connect number words to the quantities they represent Quickly recognize # of objects in small groups (subitize) Produce simple rhythmic patterns	PK.CC.MA.1 PK.CC.MA.4	Song: When I was One Count and Move game Number Me Game Snapshots Very Hunger Caterpillar and other counting stories	Find & Make Groups	Exploring manipulatives Construction materials Find & Make Groups with multiple materials Collections & Sorting	Counting Jar I See Numbers	How many? How do you know? How do you know which has more, less?

Week	How Children	BIG IDEA	OBJECTIVE	STND	WHOLE GROUP Build as week progresses.	SMALL GROUP Every child 1x per week.	HANDS ON Daily Centers	MATH THROUGH THE YEAR Routines	Key Daily Reflection Questions
3	**Learn To Count** p. 33	Counting and producing small groups Recognizing equal groups Duplicating rhythmic patterns	Participate in rhythmic patterns Connect number words to the quantities they represent Make groups of up to 5 items Count verbally up to 5 w/understanding Count verbally to 10 w/understanding	PK.CC.MA.1 PK.CC.MA.4	Song: Bakers Truck Demonstrate counting strategies Compare Number Pizzas Count and move in patterns, vocal patterns, physical Continue with counting books Fish Eyes by Lois Ehlert	Make Number Pizzas Demonstrate Counting – Practice Counting	Fill and Spill Exploring manipulatives Buildings Collections & Sorting Counting Jars (Save draw numbers & find the numbers for another week)	Counting Wand – Count All Simon Says Numbers Snack Time (if appropriate) Counting opportunities in the daily routine (center time, clean up)	What kinds of things do you count? What kinds things do you count in your family? In context of an activity: How did you make that? How did you figure that out?
4	**Learn About Shapes** p. 49	Matching shapes Shape recognition Counting	Name familiar 2-dimensional shapes, such as circles and squares Match the face of a 3-dimensional object to its congruent 2-dimensional outline Match congruent shapes Describe why certain figures are or are not circles Verbally count to at least 10	PK.CC.MA.1 PK.G MA.2	Count & Move in Pattern Match & Name Shapes , Match Blocks Basic Intro to Shapes BIG BOOK: The Shape of Things Introduction to JUST CIRCLE Tracing Shapes – introduce Circle or Not (62) Go Away Big Green Monster, 10 Black Dots, The Dot	Shape Matching	Art projects with circles: Tracing shapes – cans, collage Explore foam shape sets -match yellow and blue, match shape sets to the outlines Pattern blocks Teacher Choice: Shape sorting & Counting Adapt Pizza game to add triangle pepperoni, etc.	Dough Shapes – cookie cutter shapes Counting Wand Foam Puzzles – Shape Puzzles	How do you know that this is a circle? What makes this a circle? How do you know they are exactly the same size and shape? What isn't this a circle?

Week	How Children	BIG IDEA	OBJECTIVE	STND	WHOLE GROUP Build as week progresses.	SMALL GROUP Every child 1x per week.	HANDS ON Daily Centers	MATH THROUGH THE YEAR Routines	Key Daily Reflection Questions
5	**Learn About Shapes** p. 65	Recognizing 2-dimensional shapes Distinguish among 2-dimensional shapes Subitizing	Locate, name, and build familiar 2-dimensional shapes, including triangles, rectangles, and squares Children will begin to discriminate among shapes, comparing those that are related but not true members of a class Name the number of objects in a group up to 3	PK.G MA.1 PK.G MA.2 PK.G MA.3	Big Book: Building Shapes. Read page about Triangles (spread out shape introductions over the next few weeks up until weeks 9&10) Song: Three Straight Sides (p. 136) Shape Show Snapshots Is it or not?	Straw Shapes	Shape Hunt (with teacher) Straw Shapes Triangle Collage & art activities with triangles Play Dough – shape cutters Ideas: Magnetic shapes, Magna tiles, pattern blocks, table top blocks, shape sponges at water table, pattern blocks in sensory table with pompoms and finding different shapes Geoboards – circle challenge	Shape Hunt - Hunts (PD) Name the Faces of the Block	How many ____ do you see? How do you know it is a _____?
6	**Learn To Count** p. 81	Counting small groups of objects Producing groups of a specific amount Comparing and ordering small groups Subitizing	Participate in rhythmic patterns Connect number words to the quantities they represent Make groups of up to 5 items Count verbally to 10 with understanding Name the number of objects in a group up to 5	PK.CC MA.3 PK.CC MA. 4 PK.CC MA. 5	Introduce Rectangles Making Number Pizzas – Rectangle Pizza (Sicilian Pizza!) Snapshot (Subitizing) Book: Where's One Song: 5 Dancing Dolphins (need visuals) Rectangles & Boxes	Places Scenes (make larger, use photographs & Objects – also Math Their Way) Pizza Game #1 (enlarge) also Math Their Way	Rectangle Collage Pizza Game #1 Rectangles & Boxes	Simon Says Numbers Snack Time	How did you know the correct number of toppings on the pizza? How many toppings did you count? How do you draw a 5? If someone said, "this is 4 fingers" how could you prove it?

Week	How Children	BIG IDEA	OBJECTIVE	STND	WHOLE GROUP Build as week progresses.	SMALL GROUP Every child 1x per week.	HANDS ON Daily Centers	MATH THROUGH THE YEAR Routines	Key Daily Reflection Questions
7	**Learn About Numbers** p. 98	Counting to find out "how many?" Comparing using 1:1 correspondence Subitizing	Produce a group of 1 to 5 objects Make a group equal in number to another group using 1:1 correspondence Count objects organized in a line up to 5 Compare 2 groups to determine whether or not they have the same small number of objects	PK.CC MA.3 PK.CC MA.4 PK.CC MA.5	Introduce Squares (Building Shapes) Books: The Perfect Square, Goldilocks, Byron Barton version & others The One Hungry Monster NUMERALS 1-5 Compare Snapshots Number Jump	Got Just Enough Compare Game – subitizing & numerals (print on cardstock and laminate)	Square Collage Counting with Squares Props in Dramatic Play to act out Goldilocks, Tape characters on wooden block, flannel boards Pizza Game 1 (needs teacher) Places Scenes (might need teacher)	Pointing out Numerals Set the Table Numeral Hunt	How did you figure out how to get just enough of what you are matching? How did you figure out who had more? What numerals do you see in our classroom?
8	**Learn To Count And Compare** P. 113	Counting 1:1 corr. Comparing numbers Subitizing	Produce a group of 1 to 5 objects Make a group equal in number to another group using 1:1 correspondence Count objects (or "steps" in a path) organized in a line up to 5 Compare 2 groups to determine whether or not they have the same small number of objects Quickly recognize the number of objects in a small group when shown only briefly	PK.CC MA.3 PK.CC MA.5	Listen and Count (use magnets in a metal container) Read: Mouse Count Introducing the number 6 Listen and Copy Number Jump Where's My Number	Number Jump Number Race (need a simple game board & counters, dice or flip the card)	Pizza Game 1 Places Scenes Get Just Enough Compare Game Sorting, Counting, Comparing	Counting Jar Numerals Everyday	What do numerals mean? What do they tell us? What do you count when you play number race? How are you counting when you play number race?

Week	How Children	BIG IDEA	OBJECTIVE	STND	WHOLE GROUP Build as week progresses.	SMALL GROUP Every child 1x per week.	HANDS ON Daily Centers	MATH THROUGH THE YEAR Routines	Key Daily Reflection Questions
9	**Learn About Shapes And Number** p. 129	Naming, describing, and matching shapes Counting Comparing numbers Reading numerals	Name and describe familiar 2-dimensional shapes Distinguish between visually-similar non-examples of familiar 2-dimensional shapes Match congruent shapes by memory Compare small numbers of objects after shown only briefly Produce small numbers of actions	PK.OA MA.1 PK.G MA.2	Listen and Copy Listen and Count Is it or not? Number Jump Song: Three Straight Sides Rectangles & Boxes Book: Not a Box, The Dot, One Hungry Monster	Flip book: (More appropriate a as a set of matching cards rather than a flip book) Memory Geometry 1	Rectangles & Boxes Match Shape Sets Matching/Memory Pattern Block Matching Tangrams Skyscrapers in Block Area	Counting Jar Shape Walk Counting Everyday Name Faces of Blocks	How do you know that is a ___? How is a rectangle different from a triangle?
10	**Learn About Shapes** p. 145	Recognize, naming, and sorting shapes Putting together shapes Counting Comparing small numbers	To name and describe familiar 2-dimensional shapes Distinguish between visually-similar non-examples of familiar 2-dimensional shapes Match congruent shapes by memory Compare small numbers of objects after shown only briefly Produce small numbers of actions	PK.MD MA.3	I – Spy (things in the classroom) Shape Step (use drawer liner/carpet liner) Building Shapes Book Guess My Rule (magnet shapes or smart board – on vertical surface) Finger Play-5 Little Fingers Book: Go Away Big Green Monster	Guess My Rule Shape Step	Good week to repeat or extend Memory Geometry 2 Shape Pictures – Collages, Art Play Dough with Shape Cutters Rectangles & Boxes Extend shape activities from Week #5	Counting Jar Numerals Every Day Shape Walk	How are these shapes different? How did you figure out my sorting rule? What did you learn about shapes this week?

Week	How Children	BIG IDEA	OBJECTIVE	STND	WHOLE GROUP Build as week progresses.	SMALL GROUP Every child 1x per week.	HANDS ON Daily Centers	MATH THROUGH THE YEAR Routines	Key Daily Reflection Questions
11	**Count, Add, & Order** p. 161	Counting Reading numerals Connecting numerals to quantities Comparing amounts and numbers	Count objects up to 5 or 10 Recognize numerals and the quantities they represent Compare small amounts Connect counting to simple addition	PK.CC MA.1 PK.CC MA.3 PK.CC MA.4 PK.CC MA.5	How Many Now? Teaching Numerals 7 & 8 Finger Play: Little Bird Two Ways to Count to Ten	How Many Now?	Connecting Quantity and Symbol Games Places Scenes Compare Game	Clean Up – Pick a Number Count Motions Counting Jar Numerals Everyday	When there were three counters and one was added how did you know the new number? When you have X ___ and you add one more….
12	**To Count & Compare** p. 177	Counting objects to 10 Numeral recognition Sorting and classifying	Recognize numerals and the quantities they represent Compare small amounts Sort and classify small groups Count objects to 10 and beyond	PK.CC MA.1 PK.CC MA.3 PK.CC MA.5 PK.MD MA.3	Big Book: Michael's Magnificent Machine Number Jump Teaching Numerals 9-10 Mr. Mix Up Finger Play: Ten Little Birdies or other Counting Songs (up or down)	Dinosaur Shop – Sort and Label items	Dinosaur Shop – sorting with various materials Multiple Sorting Activities Places Scenes Numeral Sorting	Dinosaur Shop Dough Numerals – cookie cutter numbers Dino Shop in Dramatic Play (if children are interested – incorporate into Dramatic Play)	How do you know Mr. Mix Up made a mistake? Show a numeral – What does this mean? How did you know to sort/put those together? How can you help Mr. Mix Up to count better?

Week	**How Children**	**BIG IDEA**	**OBJECTIVE**	**STND**	**WHOLE GROUP** Build as week progresses.	**SMALL GROUP** Every child 1x per week.	**HANDS ON** Daily Centers	**MATH THROUGH THE YEAR** Routines	**Key Daily Reflection Questions**
13	**To Count And Pattern** p. 193	Counting Ordering numbers and lengths Patterning	Order numbers and lengths To count objects to 10 and beyond To understand the plus 1 pattern in the counting sequence	PK.CC MA.4 PK.CC MA.5	Building Stairs Big Book: Big Red Wagon Count and Move (build and count cube stairs) Order Cards (new material) Counting Down Song: 5 Little Monkeys	Build Stairs: reinforce all week in whole and small group	Building Own Stairs: Unifix Cubes, Colored Unit Cubes Block Challenge – Building Stairs Order Cards (ECIP – needs a model, control cards) Cuisenaire Rods, Sequencing materials, building stairs	Clean Up Dramatic Play Links Numerals Every Day	How did you figure out which step to start with and which came next? When you put cards in order, how do you know what comes next?
14	**Identify Shapes** p. 210	Identify Shapes – Using exact language to describe and define geometric shapes Shape matching Shapes in the environment	Identify and match shapes Find and describe the shape of objects in their environments Count objects to 10 and beyond	PK.G MA.2	Introduction of Polygons: Trapezoid and Rhombus (using exact language) Feely Box Shape Step with new shapes Warm Up: Count and Move	Feely Box	Shape Pictures: Pattern Blocks, Shape Sets, Shape Collage Shape Book Tangrams Geoboards Other Shape Activities (see week 5) Playdough Shape Cutouts	Counting Jar Guessing Bag Dramatic Play Shape Walk	How did you know which shapes matched? How did you know which shape was a rhombus and which was a trapezoid? What is the same, what is different about these shapes? What shapes did you use (on the computer, at the table, in this game)?

Week	How Children	BIG IDEA	OBJECTIVE	STND	WHOLE GROUP Build as week progresses.	SMALL GROUP Every child 1x per week.	HANDS ON Daily Centers	MATH THROUGH THE YEAR Routines	Key Daily Reflection Questions
15	**About Shapes and Numbers** p.. 225	Shape matching Shape identifying Adding and subtracting small numbers	Identify and match shapes Find and describe the shape of objects in their environments Count forward to and backward from 10 Add and subtract small numbers	PK.OA MA.1 PK.MD MA.3 PK.G MA. 2	Guess My Rule (new) Mr. Mixup (shapes) Shape Step How Many Now? (This is a new concept - Move to a later week unless some children are ready - NOW IN WEEK 20 Continue Counting Down Songs	Guess My Rule (See Sorting List A3)	Shape Pictures: Pattern Blocks, Shape Sets, Shape Collage Shape Book Tangrams Geoboards Other Shape Activities Playdough Shape Cutouts	Counting Jar Shape Books (Class and Individual) Shape Walk for Specific Shape	How do you know which shape is ___ and which shape is ___? What shapes did you find today? How did you know the sorting rule?
16	**Create Patterns** p. 241	Patterning Counting	Recognize, duplicate, and extend repeating patterns Count beyond 10	PK.CC MA.1 PK.MD MA.1 PK.MD MA.3	Introduction to What a Pattern Is – Big Visual (book?) Pattern Strip Dancing Patterns Stringing Beads Warm Up: Listen and Copy	Pattern Strips with pattern blocks, other materials such as: Matching materials to a set pattern Building a pattern from a model	Stringing Beads Pattern Strips Unifix Cubes (Vary materials as needed for children to create patterns and continue counting activities – shells, buttons, etc.)	Clothes Patterns Creative Patterns (Art Area) People Patterns	How do you know when something is a pattern? Where do you see patterns? How did you figure out each pattern? Can you hear patterns or just see them? Is there a pattern? How do you know?

Week	How Children	BIG IDEA	OBJECTIVE	STND	WHOLE GROUP Build as week progresses.	SMALL GROUP Every child 1x per week.	HANDS ON Daily Centers	MATH THROUGH THE YEAR Routines	Key Daily Reflection Questions
17	**Create Patterns** p. 257	Patterning Core Units (smallest unit) of patterns Counting	Recognize, duplicate, and extend repeating patterns Recognize the core unit of repeating patterns Count beyond 10	PK.CC MA.1 PK.MD MA.1 PK.MD MA.3	Clothing Patterns Warm up- SONG: Oh Dear What Can the Pattern Be? Pattern Strips (The Core)	Pattern Strips: Building onto the Pattern. Iden tifying a core unit and then adding on. Mostly AB but can add other types for children who need a challenge	Stringing Beads Pattern Strips Unifix Cubes Paint a Pattern at Easel Build Cube Stairs to add one. (Revisit Counting)	Clothes Patterns Pattern Walk People Patterns	How did you figure out the pattern's core unit? How did you finish the pattern? How did you figure out how to make the pattern with ____?
18	**Count & Recogniz e Shapes** p. 273	Producing (counting out) items Naming quickly an amount of items Recognizing shapes and their attributes	Name the number of objects in a group up to 3 Produce a certain number of objects up to 10 Recognize and name a variety of shapes	PK.CC MA.5 PK.MD MA.3	Number Jump (NUMERALS) Good transition game. Snapshots Warm Up: Listen and Copy Mr. Mixup (shapes)	Memory Number (focus on Numerals) Dots Cards and/or Numeral Cards	Places Scenes with objects and numeral cards (develop a way for children to choose the number – mystery bag, box, upside down in basket, spinner, then put that many objects in the scene) Dice with numerals – roll and count, roll and fill. Spinners with numerals – spin and count. Matching/Memory Game with Numeral.	Counting Jar Numerals Every Day Shape Walk (specific shape)	What is this number? How do you know? How did you figure out my sorting rule? How did you remember which cards to choose when you played Memory? How do you know how to copy me during Listen and Copy? How did you know when Mr. Mix Up made a mistake?

Week	How Children	BIG IDEA	OBJECTIVE	STND	WHOLE GROUP Build as week progresses.	SMALL GROUP Every child 1x per week.	HANDS ON Daily Centers	MATH THROUGH THE YEAR Routines	Key Daily Reflection Questions
19	**To Count And Compare** p. 289	Counting Producing (counting out) items Comparing amounts by counting Ordering numbers	Count objects to 10 and beyond Produce a certain number of objects up to 10, keeping track of which objects have been counted even in non-structured arrangements Compare by counting Order numbers	PK.CC MA.1 PK.CC MA.4	X-Ray Vision Mr. Mixup Comparing towers Knock It Down - Towers Direct Teaching of Dramatic Play Skills for "Filling Orders" – buying and exchange of currency for items (If students are not ready to learn this skill it can be moved to week 24)	X-Ray Vision Direct Teaching of Dramatic Play Skills for "Filling Orders" – buying and exchange of currency for items (Could do as small group activity or game)	Dramatic Play Links (Filling Orders) Knock It Down – Towers (Dominoes, wooden blocks) Places Scenes X-Ray Vision	Counting Wand (Counting Up)	How do you keep track of the things you are counting when there is a group of items to count? How did you know when Mr. Mix Up made a mistake? How did you count the correct number of items and money in dramatic play?
20	**Compare And Count (Measurement)** p. 305	Comparing amounts Counting	Directly compare amounts using words like *longer* Order numbers and lengths Count to 10 and beyond, focusing on identifying numbers just before or after a given number	PK.CC MA.1 PK.CC MA.4 PK.CC MA.5	As Long As My Arm Introduction and demonstration (do actual ribbon cutting in a center) Estimating How Many Now? (new game - Move to later week unless some children are ready) Repeat Warm Ups: Snapshots, Count and Move	How Many Now?	As Long As My Arm. Day 1: cut the ribbons Day 2: measure and compare ribbon length to things in room. Put things in height order –grading and sequencing Build unifix cube train as long as their arm Sensory Table exploration – different containers, filling, measuring Rulers, ribbon, tape measure in block area.	Compare Lengths Compare Weights Line Up By Height	How do you know when something is the same length as your arm? How did you find out which container held more? How did you figure out how many counters were under the cloth when you couldn't see them?

Week	How Children	BIG IDEA	OBJECTIVE	STND	WHOLE GROUP Build as week progresses.	SMALL GROUP Every child 1x per week.	HANDS ON Daily Centers	MATH THROUGH THE YEAR Routines	Key Daily Reflection Questions
21	**To Measure** p. 321	Comparing amounts Measuring Counting	Directly compare amounts using words like *bigger* and *longer* Measure by placing units of length end-to-end Order numbers and lengths Count to 10 and beyond, focusing on identifying numbers just before or after a given number	PK.CC MA.1 PK.CC MA.4	What's This Step (Actually an easier skill to What is the missing step?) What's The Missing Step? Which step is missing? Length Riddles (can be complex for some children) Variation - matching Unifix Cube trains to objects of varying length Ten Little Monkeys Inch by Inch - by Leo Lionni	What's the Missing Step?	Compare Length Sensory Table exploration, different containers Length Riddles (can be complex for some children) Variation – matching unifix cube trains to objects of varying length, adding number cards to the trains What's the Missing Step Connecting Cubes	Line Up By Height Sense of Time	How did you figure out: ….which step was missing? …which step I showed? What did you learn about a number right before another number in the steps? …Right after?
22	**About Measuring And Counting** p. 337	Comparing amounts Measuring Counting	Measure by placing units of length end-to-end Order numbers and lengths Count to 10 and beyond, focusing on identifying numbers just before or after a given number	PK.CC MA.2 PK.MD. MA.1	Measure Length Use children's feet *BB introduces rulers but we do not suggest using rulers at this time. You can introduce the concept of an inch, but continue activities with non-standard items. Book: How Big is a Foot? Rolf Myller I'm Thinking of a Number (length)	Length Riddles – measure children's feet with non-standard units of measurement	Measuring our own feet: Tracing feet and measuring with different objects. Measuring Walk – measuring things with cut out traced feet Places Scenes Measuring Dinosaur Train	Weigh Blocks Measure Capacities How Many Seconds?	How did you measure the ___? (On computer or real objects) Why does the number get bigger when the objects get smaller? How do you measure? How do you know which weighs more?

Week	How Children	BIG IDEA	OBJECTIVE	STND	WHOLE GROUP Build as week progresses.	SMALL GROUP Every child 1x per week.	HANDS ON Daily Centers	MATH THROUGH THE YEAR Routines	Key Daily Reflection Questions
23	**About Shapes** p. 353	Shape recognition and composing Counting Comparing and ordering numbers Solving problems	Identify and match shapes Compose shapes to make pictures and designs Count to 10 and back to 0 Add and subtract small numbers	PK.MD. MA.3 PK.G MA.1	Puzzles (new) I-Spy and Guess My Rule Counting Backwards every day. I'm Thinking of a Number Teach Tallying	Pattern Block Puzzles	Challenge: Tangram Puzzles Pattern Block Measuring Capacities How Many Seconds? – Gross Motor in Gym – How many seconds to run from one cone to another.	Counting Jar How Many Seconds? Measure Capacities Line Up – Who's First?	How did you figure out which shapes to use in the puzzles? What numbers come between 2 and 6? How do you know?
24	**About Counting And Shapes** p. 369	Counting Adding Subitizing (2 groups) Shape composing	Compose shapes to make pictures and designs Count to and back from 10 and beyond Add small numbers (sums to 5) Quickly recognize the sum of 2 small groups	PK.CC MA.5 PK.OA MA.2	Filling Orders - See Week 19 – Dramatic Play – Model exchanging items for play currency Finger Word Problems Snapshots (Adding) Warm Up: Five Little Monkeys Places Scenes (Adding)	How Many Now?	Adding Games Places Scenes with Addition Dramatic Play Tangrams Tangram Puzzles (Control Cards)	Estimating Jar Line Up – Who Is First? Snack Time	How did you figure out what your number was altogether? What does it mean when people say, "add"? How much would __ and __ cost, add up to all together?

Week	How Children	BIG IDEA	OBJECTIVE	STND	WHOLE GROUP Build as week progresses.	SMALL GROUP Every child 1x per week.	HANDS ON Daily Centers	MATH THROUGH THE YEAR Routines	Key Daily Reflection Questions
25	**Numbers and shapes** p. 385	Adding Counting Shape composing	Count to and back from 10 and beyond Add small numbers (sums to 5) Quickly recognize the sum of 2 small groups Compose shapes to make pictures and designs	PK.CC MA.2 PK.OA MA.2 PK.OA MA.5	I'm Thinking of a Number (Length) (Explain way to show this so the numbers are isolated)??? Count and Move (forward and back) Finger Word Problems X-Ray Vision 2	X-Ray Vision 2	Roll and Count, Add Games Adding Games Places Scenes with Addition Adding Board Game in Resource Guide Dramatic Play Tangrams Tangram Puzzles (Control Cards)	Estimating Jar Line Up – Who's First? Snack Time	What comes between 2 & 6? How do you know? How did you figure out the amounts during Snapshots? What are your strategies for I'm Thinking of a Number? How did you know what to guess when I said "bigger than ___ but less than"?
26	**Count And Compare** p. 401	Adding Counting Ordinal numbers	Count to and back from 10 and beyond Add small numbers (sums to 5) Quickly recognize the sum of 2 small groups	PK.CC MA.2 PK.CC MA.4 PK.CC MA.5	Finger Word Problems Line Up- Who's First? Snapshots (Adding) Gone Fishing (w/out real food) Count and Move (Forward and Back) Warm Up:5 Little Ducks Dinosaur Shop (Make it Right)	Dinosaur Shop – Make it Right.	Dramatic Play – Dinosaur Shop-Type Game with Adding Board Games Adding Pizza Game 2 Role and Add games	Estimating Jar Snack Time	If you have 4, how can you make it 6? What are some good strategies for ____ (name of game)? How did you figure out how many to add to ___ to get ___?

Week	How Children	BIG IDEA	OBJECTIVE	STND	WHOLE GROUP Build as week progresses.	SMALL GROUP Every child 1x per week.	HANDS ON Daily Centers	MATH THROUGH THE YEAR Routines	Key Daily Reflection Questions
27	**About Shapes** p. 417	Shape recognition Shape composing Shape parts	Compose shapes to make pictures and designs Make shapes from their parts Describe shapes in terms of their attributes	PK.G MA.1	Shape Parts Shape Steps (shelf liner shapes) Feely Box Snapshots (Shapes) I Spy	Building Shapes	Feely Box Pattern Block Puzzles (control cards) Tangram (Control Cards) Pattern Block cut outs – die cut Building Shapes	Estimating Jar I Spy (Properties – Attributes) Tape Shapes	How did you figure out which shapes to use?
28	**About Shapes** p. 433	Shape Composition Shape Properties (attributes) Shape parts	Compose shapes to make pictures and designs Make shapes from their parts Describe shapes in terms of their attributes	PK.G MA. 2	Mr. Mixup (Shapes) Shape Step - Properties Feely Box (describe) Snapshots (Shapes)	Building Shapes	Shape Transparencies Pattern Block Puzzles Tangram Puzzles Pattern Block Cut outs Shape Collage Building Shapes Shape Walk	Estimating Jar I Spy Tape Shapes	How did you figure out which shapes to use? How did you figure out what to use to build your shapes?

Week	How Children	BIG IDEA	OBJECTIVE	STND	WHOLE GROUP Build as week progresses.	SMALL GROUP Every child 1x per week.	HANDS ON Daily Centers	MATH THROUGH THE YEAR Routines	Key Daily Reflection Questions
29	**Compose Numbers** p. 449	Adding Number composing Shape composing	Add numbers Quickly recognize the total number of 2 small groups Compose shapes to make new shapes	K.OA MA.1	Listen and Count (Adding) Gone Fishing 2 (no real food) (BETTER AS SMALL GROUP) Finger Games Hidden Toppings	Pattern Block Puzzles	Places Scenes Adding Shape Transparencies Pattern Block Puzzles Tangram Puzzles Pattern Block Cut outs Shape Collage Building Shapes Shape Walk	Estimating Jar I'm Thinking of a Number Monsters and Raisins	How did you know how many to add when we played ___? (Gone Fishing) How did you keep track of how many ___ there were in Listen & Count? What were your strategies for _____? (multiple games)
30	**Compose Numbers** p. 465	Adding Number composing Shape composing	Compose numbers Quickly recognize the total number of 2 small groups Compose shapes to make new shapes	PK.CC MA.1 PK.OA MA.1	Count and Move in Patterns I'm Thinking of a Number Snapshots Adding Gone Fishing 2 Finger Games	Places Scenes Parts	Pizza Game 2 Pattern Block Puzzles Tangram Puzzles Adding Games	Estimation Jar Monsters and Raisins	How did you decide where to put the toppings? How did you solve the Finger Game problems such as showing the same on each hand for 6? If you had ___ fish but needed ___, how would you figure out how many to add?