Crest Memorial School Curriculum and Pacing Guide

All activities correspond with marking period essential questions. Activity goes with question as do the the corresponding standards, modifications, accommodations, assessments and 21st century learning skills.

Grade: Pre-K 4

Subject: Math

Adoption Date: 1/16/17

Revision Date: 4/6/2022

	MP1	MP2	MP3	MP4
Pacing Guide	1. How can we read a bar graph and make predictions based on the data on the graph? (9 weeks) 2 How can I apply counting concepts to my everyday life? (9 weeks) 3. How can we identify and understand numbers? (9 weeks) 4.. How can I categorize shapes based on their characteristics? (4 weeks)	1. How can I apply counting concepts to my everyday life(9 Weeks) 2. How can we identify and understand numbers?(9 weeks) 3. How are geometric shapes and objects classified? (5 weeks) 4. What is a pattern and how do I describe it? (6 weeks)	1. How can I apply counting concepts to my everyday life (9 weeks) 2. How can we identify and understand numbers? (9 weeks) 3 Why do we measure things and what do we use to measure? (4 weeks) 4. How can patterns be used to make predictions? (9 weeks)	1. How can we identify and understand numbers? (4 weeks) 2. Why is it important to compare numbers? (8 weeks) 3. How does a number change if I increase or decrease the amount? (4 weeks)
Instructional Materials	Smartboard Teacher made games & materials Geo boards Shape blocks Flash cards Shape puzzles Shape books	Smartboard Classroom blocks Boxes 3 dimensional shape blocks Counting bears Wikki sticks Pattern blocks Toothpicks/gumdrops Mini erasers	Smartboard Teacher made games & materials Connecting cubes Linking chains Pattern cards Pattern blocks Daily calendar/pattern page rulers	Unifix cubes Smartboard Beads Number cards Jelly beans Two sided counters Graph paper Post it notes Math stories

Activities	1. reading a bar graph during circle time to track daily weather - bar graph counting and comparing members in family - creating a bar graph to record class favorite pets 2. Counting daily during calendar time -Daily counting during classroom transitions -Counting through songs and fingerplays at circle time 3. Daily calendar activities -Small group center matching numbers -Circle time activities recognizing numbers on rug -Flash cards 4. Shape stews -Finding shapes in classroom -Finding objects in the classroom and on walk to playground that have different attributes of different shapes -I have Who Has shape game	1. Counting daily during calendar time -Counting number of students present each day -Counting bears to match a given number -Morning work circle the corresponding number to amount of objects -Counting letters in students' names 2. Daily calendar activities -Small group center matching numbers -Circle time activities -recognizing numbers on rug -Sequence numbers to 10 3. comparing/contrasting different boxes -Sorting 3 dimensional shapes -Looking for 3 dimensional shapes in the classroom -Use wikki stix, and pattern blocks to build 2 & 3D shapes -Build shapes with toothpicks and gumdrops -Magnetic building shape blocks 4.smartboard pattern activity -mini eraser pattern cards -CD with movement pattern songs	1. Counting daily during calendar time -Counting bears to match a given number -Morning work -circle the corresponding number to amount of objects 2. Daily calendar activities -Small group center matching numbers -Circle time activities -Sequence numbers to 12 3. Measure objects by using cubes (long/short) -Make a prediction of a peer's height and then measure using linking chains. -Measure and estimate using connecting cubes, links, paper shapes as non-standards units -Visit the nurse and get weighed and measured 4. Smartboard activity with monthly calendar -Students match and continue teacher made pattern with shape blocks and colored bears -Students complete pattern through cut and paste worksheet	1. Daily circle time activities -Sequencing numbers to 15 -Matching number to amount up to 15 2. Comparing sets up unifix cubes -Comparing columns on weather graph -Counting and comparing jelly bean graph numbers 3. Join two groups to show the meaning of addition using connecting cubes -Separate two groups to show the meaning of subtraction using connecting Cubes -subtraction mat using two sided counters -Use songs and fingerplays that involve changing amounts (5 Little Apples, 4 Green and Speckled Frogs) -Use number cards and linking beads - students take away or add amount according to numbers on cards
Standards	**1. MA.PK.4.3** **MA. PK.4.3.1** **2. MA.PK.4.1** **MA.PK.4.1.1** **3.MA.PK.4.1.2** **4.MA.PK.4.4.2**	**1. MA.PK.4.1** **MA.PK.4.1.1** **2. MA.PK.4.1.2** **3. MA.PK.4.4.2** **4. MA.PK.4.4.3**	**1. MA.PK.4.1** **MA.PK.4.1.1** **2. MA.PK.4.1.2** **3. MA.PK.4.3.1** **MA.PK.4.3.2** **4.MA.PK.4.3.1**	**1. MA.PK.4.1.1** **MA.PK.4.1.2** **2. MA.PK.4.1.4** **MA.PK.4.1.5** **MA.PK.4.1.6** **3. MA.PK.4.2**

				MA.PK.4.2.1 **MA.PK.4.2.1.b**
Accommodations and Modifications	English language learners: Use pictures and other visual aides to advance language acquisition. At Risk of School Failure: Provide added scaffolding with guided practice. Improve self monitoring with reward charts and other positive reinforcement. Implement classroom strategies to improve and maintain student focus (frequent breaks, preferential seating. Gifted and Talented Students: Provide more advanced practice. Allow reciprocal teaching (teacher helper, line leader, ect.) Students with 504 plans: Provide added teacher support, extra time and preferential seating. Special Education Modifications: Provide number lines and manipulatives. Differentiate work or limit the number of problems a student is required to do.	English language learners: Use pictures and other visual aides to advance language acquisition. At Risk of School Failure: Provide added scaffolding with guided practice. Improve self monitoring with reward charts and other positive reinforcement. Implement classroom strategies to improve and maintain student focus (frequent breaks, preferential seating. Gifted and Talented Students: Provide more advanced practice. Allow reciprocal teaching (teacher helper, line leader, ect.) Students with 504 plans: Provide added teacher support, extra time and preferential seating. Special Education Modifications: Provide number lines and manipulatives. Differentiate work or limit the number of problems a student is required to do.	English language learners: Use pictures and other visual aides to advance language acquisition. At Risk of School Failure: Provide added scaffolding with guided practice. Improve self monitoring with reward charts and other positive reinforcement. Implement classroom strategies to improve and maintain student focus (frequent breaks, preferential seating. Gifted and Talented Students: Provide more advanced practice. Allow reciprocal teaching (teacher helper, line leader, ect.) Students with 504 plans: Provide added teacher support, extra time and preferential seating. Special Education Modifications: Provide number lines and manipulatives. Differentiate work or limit the number of problems a student is required to do.	English language learners: Use pictures and other visual aides to advance language acquisition. At Risk of School Failure: Provide added scaffolding with guided practice. Improve self monitoring with reward charts and other positive reinforcement. Implement classroom strategies to improve and maintain student focus (frequent breaks, preferential seating. Gifted and Talented Students: Provide more advanced practice. Allow reciprocal teaching (teacher helper, line leader, ect.) Students with 504 plans: Provide added teacher support, extra time and preferential seating. Special Education Modifications: Provide number lines and manipulatives. Differentiate work or limit the number of problems a student is required to do.
Interdisciplinary Connections	-Students will develop gross motor skills through daily jumping/hopping and counting activities -School and classroom shape	-Students will develop gross motor skills through daily jumping/hopping and counting activities -Building activities	-Making predictions about measurement reflects making predictions and comparing/contrasting in Language Arts	-Fingerplays and songs help develop Literacy skills such as rhyming -Increasing and decreasing numbers help develop

	walk develops familiarity with student's environment	(toothpicks, gumdrops, wikki sticks) develop fine motor skills -Magnetic shape blocks teach students about magnetic poles (Science)	-predicting what comes next in a pattern helps students with sequencing story events and predicting story evens.	scientific development skills
Assessments	Formative assessments teacher observation Summative assessments GOLD Standards	Formative assessments teacher observation Summative assessments GOLD Standards	Formative assessments teacher observation Summative assessments GOLD Standards	Formative assessments teacher observation Summative assessments GOLD Standards
21st Century Themes and Skills	**CRP1** **CRP4**	**CRP1** **CRP4**	**CRP1** **CRP4**	**CRP1** **CRP4**