

**West Carroll Special School District
Instructional Plan/Pacing Guide, 2016-2017**

| Teacher: Daralyn Martin | | Co-Teacher: Brittany Foster | | | |
|--------------------------------|--|---|--|--|--|
| Subject: Mathematics | | Grade Level: Pre-K | | | |
| Unit Title | TN Standard # ACT Standard # (When Applicable) | Major Topics and Concepts Addressed | Major Activities Assignments Field Trips | Assessing Student Mastery What student generated product will demonstrate that he/she has met the learning expectation? | Pacing (Beginning and ending dates of instruction) |
| - | PK.CC.1. Listen to and say the names of numbers in many contexts. | -Number Talks: what a number is, getting to know the difference in what numbers and letters look like -games, hands on activities, books and songs -small group and whole group sessions -numbers in our daily routine/daily lives | Students will know what a number looks like and that there is a difference in letters and numbers. -Students will say names of numbers. | - Students will be able to distinguish that a number is not a letter. -Students will listen to and be able to repeat the names of numbers. | Aug. 15 Will cover this exclusively for 2 weeks. |
| 1 | PK.CC.4. Understand the relationship between numbers and quantities with concrete objects up to 10. PK.CC.4b. Understand that the last number name said tells the number of objects counted, up to ten. | Activity 1: counting a set or sets of objects from 1-3. One on one correspondence -Cardinal number names -Counting 1-3 -Asking students how many | Students will be able to count sets of objects from 1-3 | Students will be given objects and will be ask to count how many objects they have. The teacher will proceed to ask the students how many objects are there. | Aug. 22 Will add to this and cover these 3 standards through Aug 31 |
| 1 | PK.CC.2. Verbally count forward in sequence from 1-30. | Activity 1: counting a set or sets of objects from 1-7, 1-15 and 1-30. One on One correspondence -Cardinal number names -Counting sets 1-7, 1-15, 1-30 -Counting | Students will be able to count sets of objects from 1-7, 1-15 and 1-30 | Students will be given objects and will be ask to count how many objects they have. The teacher will proceed to ask the students how many objects are there. | Aug. 24 Will cover these 3 standards through Aug 31 |

| | | | | | |
|---|---|---|---|---|---------------------------------------|
| | | -Observe how children construct their sets | | | |
| 1 | PK.CC.5. With guidance and support count to answer "how many?" questions about as many as 10 things arranged in a line or as many as 5 things in a scattered configuration; given a number from 1-10, count out that many objects. | Activity 2: Constructing a set of objects From 1-3, 1-7 and 1-15 -Cardinal number names -Counting sets 1-7, 1-15, 1-30 -Counting -Observe how children construct their sets | Students will make a set of objects when given a cardinal number. | Students will be given a group of objects the teacher will proceed to ask if the student can make a set when given a cardinal number. | Sept. 1 Will cover this for 2 days |
| 1 | PK.CC.5. With guidance and support count to answer "how many?" questions about as many as 10 things arranged in a line or as many as 5 things in a scattered configuration; given a number from 1-10, count out that many objects. | Activity 3:Using Ordinal Numbers 1-5 -Ordinal number names -first, second, third, fourth, fifth -Observe students identifying the correct order and usage of ordinal numbers | Students will learn to use ordinal number names to identify the position of objects through 5 | Students will line up bears in a row. The teacher will proceed to ask different positions of the bears. | Sept. 6 |
| 1 | PK.CC.4a. Use one-to-one correspondence to accurately count up to 10 objects in a scattered configuration. | Activity 4: One on One Correspondence -One-on-One correspondence to a given number -Numerical match between two sets -Observe if students can match a number and correctly match one-on-one correspondence with the number. | Students will learn to make a numerical match between two sets using one to one correspondence. | With the usage of plastic eggs and an egg carton of 3 and 4 the student will be ask to place the egg in the carton | Sept. 8 Will cover for 2 days |

| | | | | | |
|---|---|---|---|--|---|
| 1 | <p>PK.CC.4a. Use one-to-one correspondence to accurately count up to 10 objects in a scattered configuration.</p> | <p>Activity 5: One on One Correspondence-One-on-One correspondence to a given number -Numerical match between two sets -Observe if students can match a number and correctly match one-on-one correspondence with the number.</p> | <p>This activity will continue using larger numbers, 5, 6, and 7</p> | <p>With the usage of plastic eggs and an egg carton of 5, 6, and 7 the student will be ask to place the egg in the carton.</p> | <p>Sept. 12-13</p> |
| 1 | <p>PK.CC.3. Understand the relationships between numerals, names of numbers and quantities up to 10 (includes subitizing—the ability to look at a quantity and say the quantity [1-4] quickly, just by looking).</p> | <p>Activity 7: Counting Practice -Counting numbers on a sot -Move game pieces to the correct number -Ordinal number names first and second -Observe students ability to move game pieces.</p> | <p>Students will count as well as learn social problems solving within the context of a game.</p> | <p>With the usage of a game board the teacher will tell a story about a hen. Students will be divided into two teams. With the usage of a dice the students will move game pieces according to the dots on the dice.</p> | <p>Sept. 14-16 Will cover for 3 days</p> |
| 1 | <p>PK.CC.6. Use comparative language, such as <i>more/less than</i> or <i>equal to</i>, to compare and describe collections of objects by matching.</p> | <p>Activity6: Numerical Comparison with 2 sets -Comparing two sets -The quantitative terms more than and less than. -Observe students ability to compare two sets</p> | <p>Help students learn to compare two sets of objects numerically and to use the terms same number, more than and less than.</p> | <p>Using a math board with items on the board the students will compare which board has more, less or the same amount on it.</p> | <p>Sept. 20-23</p> |
| 6 | <p>PK.MD.1.Recognize the attributes of length(how long, tall, short), area (how much it covers) weight (how heavy or light) and volume or capacity (how much it holds) everyday objects using appropriate vocabulary</p> | <p>Activity 1: Direct Comparison of Length -Compare same or different lengths</p> | <p>Students will learn to directly compare objects of the same or different length and use comparative terms to describe the relative lengths of objects.</p> | <p>Students will compare equal lengths of sticks and unequal lengths of sticks</p> | <p>Sept. 26</p> |

| | | | | | |
|---|---|---|--|---|--|
| | | (longer, shorter, same length) -Observe the ability to compare length | | | |
| 6 | PK.MD.1. Recognize the attributes of length(how long, tall, short), area (how much it covers) weight (how heavy or light) and volume or capacity (how much it holds) everyday objects using appropriate vocabulary | Activity 4: Length Measurement -Measuring length between two points -Comparing lengths -Observe the ability to compare measurements of different lengths | Students will learn to measure the distance between two points and compare lengths. | Students will use an activity board with a street on the board the student will measure the street and compare the length of each street. | Sept. 28 |
| 6 | S.PK.3. Record and organize data using graphs, charts science journals to communicate conclusion regarding experiments and explorations | Activity 5: Data Representation -Arranging objects in a graph -Observe the ability to graph objects and understanding of a graph | Students will learn to organize and represent concrete data. | With the usage of a graph the students will be asked What is their favorite Ice-Cream? The students will proceed to make a graph in accordance with the question. | Sept. 29-30 Will cover for 2 days |
| 6 | PK.MD.2. Explore the concept of measurement to compare the attributes of two or more concrete objects and use words to define attributes of the objects | Activity 2:Direct Comparison of Weight -Comparing Weight -Comparative terms (same, heavier, and lighter) -Observe the ability to compare weight | This activity will help the students learn to directly compare objects that are equal and unequal in weight. | With the usage of a pair of socks containing an equal amount of weight and compare a pair of socks with unequal amount of weight. | Oct. 17 |
| 6 | PK.MD.2. Explore the concept of measurement to compare the attributes of two or more concrete objects and use words to define attributes of the objects | Activity 3: Direct Comparison of Capacity -Comparing the capacity in a cup that are equal and unequal -Comparative terms (same amount, less or more) | Students will directly compare cups that are equal and unequal in capacity. | Students will be given opaque cups of equal capacity and a container of popcorn. The students will fill each cup and compare if it's the same capacity. Different size cups will be given and they will | Oct. 19 |

| | | | | | |
|---|--|---|---|--|--------------------------------------|
| | | -Observe the understanding of equal and unequal capacity. | | compare unequal amounts of capacity. | |
| 7 | PK.MD.3 Sort, categorize and classify objects by more than one attribute | Activity 1: Hierarchical Classification -Classifying objects -Sorting objects at multiple levels (basic, subordinate, and superordinate) -Using logical reasoning -Observe students classifying objects | Students will learn to classify objects at different levels (basic, subordinate, superordinate) | With the usage of a sheet of paper with a line drawn down the middle, the students will be given two types of cards dogs, cars dinosaur, and animals mixed up. The students will separate the two groups of cards. | Oct. 24-25 Will cover for 2 days |
| 7 | PK.MD.3 Sort, categorize and classify objects by more than one attribute | Activity 2: All, Some, and None --Learning terms all, some, and none with sets of objects -Using logical reasoning. -Observe students' knowledge of all, some and none. | The student will learn the logical terms all, some, and none. | With the usage of a board of a pond, some green grass, and ducks. Students will be ask to determine the amount of ducks that are in the pond or on the grass. | Oct. 27-28 Will cover for 2 days |
| 7 | PK.MD.3 Sort, categorize and classify objects by more than one attribute | Activity3: Ordering by Size -Order objects by size and number (littlest, biggest, and smallest number or largest number) -Putting objects in a line -Observe students' knowledge of size and number of objects | Students will learn to order a set of objects by size and by number. | With the usage of an activity board and pictures of a chick, pig, cow and horse the student will line up the set according to size littlest to biggest and by smallest number and largest. | Nov. 2 Will cover this for 2 days |
| 3 | PK.G.2. Identify several basic shapes. | Activity 2: Shape Naming and Matching -Recognize shapes and shape names -Analyze shapes | Students will analyze and verbally describe shapes. | With the usage of a bingo board of shapes the students will find geometric shapes and match the shapes. | Jan. 4-6 Will cover for 3 days |

| | | | | | |
|---|--|--|--|--|--|
| | | <ul style="list-style-type: none"> -Describe features such as (number of size, and angles, relative size, and the orientation of sides) -Observe students' knowledge of shapes | | | |
| 3 | <p>PK.G.6. With guidance and support, create and name new shapes formed when putting two shapes together (i.e. two right triangles of the same size put together would make a rectangle).</p> | <p>Activity 4: Composition of Shapes with tangram pictures</p> <ul style="list-style-type: none"> -Recognize shapes in multiple orientations -Using tangram cards and tangram pieces -Observe students' understanding of a tangram card and it's usage. | <p>Student will be able to compose shapes and to help recognize shapes in multiple orientations.</p> | <p>With the usage of tangram cards the students will make a picture out of shapes.</p> | <p>Jan 9-10 Will cover for 2 days</p> |
| 3 | <p>PK.G.6. With guidance and support, create and name new shapes formed when putting two shapes together (i.e. two right triangles of the same size put together would make a rectangle).</p> | <p>Activity 5: Completion of Rotated Figures</p> <ul style="list-style-type: none"> -Be able to mental rotate a shape in order to complete the partial geometric figure that is given. - Observe the understanding of rotating shape. | <p>Students will use a model to complete a rotated geometric figure.</p> | <p>With the usage of shape boards displaying a model of a triangle, rectangle and square the students will use straws to complete the model shape then they will make the model shape by rotating the shape upside down.</p> | <p>Jan. 12-13 Will cover for 2 days</p> |
| 3 | <p>PK.G.1. Identify relative positions of objects in space, and use appropriate language (e.g., <i>beside, inside, next to, close to, above, below, apart</i>).</p> | <p>Activity 6: Spatial Location within a Grid</p> <ul style="list-style-type: none"> -Spatial location of terms left and right, above and below -Learn how to use a grid -Observe the students' ability to use a grid properly. | <p>Students will have knowledge of spatial location terms in a 2 dimensional space as a grid.</p> | <p>Students will use mental imagery to infer the position of a hidden object when using a 2 animal grid card.</p> | <p>Jan. 17-18 Will cover for 2 days</p> |

| | | | | | |
|---|---|---|---|--|---|
| 3 | <p>PK.G.5. Identify shapes in the real world environment.</p> | <p>Activity 3: Using Coordinates -How to use a grid -Learn how to use rows with shapes and columns -Neighborhood connection with a grid -Observe the students ability to use a grid properly.</p> | <p>Students will learn the concept of a grid and learn how to use rows, and columns on a grid.</p> | <p>With the usage of a game board and cards the students will learn how to use the finger –pointing strategy to find the correct place for each colored shape on the grid.</p> | <p>Jan. 19 Will cover for 3 days</p> |
| 3 | <p>PK.G.2. Identify several basic shapes. PK.G.3. With guidance and support, explore the attributes of two- and three-dimensional shapes. PK.G.4. With guidance and support, compare and contrast the attributes of two- and three- dimensional shapes of different sizes and orientations, identifying shapes that are ___ and shapes that are not___.</p> | <p>Activity 1: Constructing 2-D and 3-D Shapes -Using objects to make 2 and 3- dimensional shapes. -Play dough and toothpicks will be used to model shape. -Count the number of component parts of each shape. -Observe the students ability to make a 2-D and 3-D shape.</p> | <p>Students will construct 2 and 3 dimensional shapes from a model and analyze them into their component parts</p> | <p>With the usage of play-dough and toothpicks students will construct a 2-D model of a triangle and square and a 3-D model of a tetrahedron and a cube.</p> | <p>Jan. 30 Will cover for 2 days</p> |
| 2 | <p>PK.OA.1. Represent real-world addition (putting together), and subtraction (taking from) problems up through five with concrete objects or by acting out situations.</p> | <p>Activity 1: Addition and Subtraction with Objects -Addition and Subtraction with objects using story problems. -Knowledge of how many are there altogether -How many are left - Counting skills -Observe students' understanding of simple addition and subtraction. Activity 1 and 2</p> | <p>The students will listen for numerical information in addition and subtraction story problems and perform the actions described in the problems.</p> | <p>With the usage of a story board the students will listen to a story about dinosaurs using the addition problems of (4+2) (6+1) and the subtraction of (5-1) and (7-3)</p> | <p>Feb. 6 Will cover this for 1 week</p> |

| | | | | | |
|---|---|--|--|--|---|
| 2 | PK.OA.2. Solve addition and subtraction problems using objects for problems up through five. | Activity 2: Addition and Subtraction with Objects -Addition and Subtraction with objects using story problems. -Knowledge of how many are there altogether -How many are left - Counting skills | The students will perform the actions described in multistep addition and subtraction story problems. | With the usage of fish the teacher will provide a story using addition and subtractions with the numbers 4,5,and 6 | Feb. 13- Mar. 3 Will cover this for 3 weeks |
| 2 | PK.OA.3. Compose and decompose numbers to five by using objects or drawings (may be an extension activity after reading a book). | Activity 3: Divison -Sharing a set of objects -Understanding the skill of one-half and whole numbers of an object.. -Equally dividing an object in parts -Observe students ability to divide equally | The students will learn a concrete understanding of division by sharing a set of objects equally between two recipients. | The students will play a sharing game with dividing of objects with the number 6, 8, 7 and 9. | Mar. 20-24 Will cover for 1 week |
| 5 | PK. OA.3. Compose and decompose numbers to five by using objects or drawings | Activity 1: Decomposition of Numbers -Decompose sets of 4 and 5 objects -Using objects to separate and put together -cardinal number names | The students will use concrete sets and numerals in representing and decomposing small numbers. | With the usage of a story board the students will be able to decompose sets of 4 and 5 objects | Apr. 3-7 Will cover for 1 week |

