

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 3

Subject: Math

Adoption Date: 12/01/18

Revision Date: 12/01/18

	MP1	MP2	MP3	MP4
Scope and Sequence	<p>1. How can I understand shapes? (9 weeks)</p> <p>2. How do shapes compare and contrast in our classroom and beyond? (2 weeks)</p> <p>3. How can I categorize shapes based on their characteristics? (2 weeks)</p> <p>4. How can I apply counting concepts to my everyday life? (9 weeks)</p>	<p>1. How can I apply positional words in our everyday life? (9 weeks)</p> <p>2. How can I apply nursery rhymes to help us understand positional words? (2 weeks)</p> <p>3. How can I refine gross motor skills by demonstrating positional actions? (9 weeks)</p> <p>4. How can I apply counting concepts to my everyday life? (9 weeks)</p>	<p>1. How can I identify numbers? (9 weeks)</p> <p>2. How can I understand counting? (10 weeks)</p> <p>3. How can I arrange numbers from smallest to largest? (4 weeks)</p> <p>4.. How can I apply counting concepts to my everyday life? (10 weeks)</p>	<p>1. How can I identify a pattern? (9 weeks)</p> <p>2. How will patterns help us predict what happens next? (2 weeks)</p> <p>3. Where can we discover patterns? (2 weeks)</p> <p>4. How can I apply counting concepts to my everyday life? (9 weeks)</p>
Instructional Materials	<ul style="list-style-type: none"> -Pattern shape blocks -Shape sponges -Smartboard -Wood building blocks -Magnetic shapes -Shape tracing sheets -Shape puzzles -Number magnets -Peg boards -Wikki sticks -Shape cards 	<ul style="list-style-type: none"> -Maple Leaf Learning Video <i>In Front of, Behind, Between</i> -Nursery Rhymes -Variety of gross motor materials (ex. Balance beam, tunnel, hoola hoops, etc...) -Smartboard -Positional cards 	<ul style="list-style-type: none"> -Flash Cards -Smartboard -Classroom blocks -Counting bears -Songs/Rhymes (ex. "One Two, Buckle My Shoe") -Trouble (Game) -Chutes and Ladders (Game) -Books -Chalk -Calendar 	<ul style="list-style-type: none"> -Flash Cards -Smartboard -Calendar -Pattern Blocks -Beads -Connecting Cubes -Links -Counting Bears -Worksheet -Legos

Activities	<ol style="list-style-type: none"> 1. Sort shapes in large and small group activity 2. Shape hunt around the classroom 3. Shape hunt around the school 4. Art activities using shapes to create pictures 5. Daily activity of making patterns using shapes at circle time 6. Make shapes with a variety of materials 7. Counting students in class 8. Counting during gross motor activities 9. Counting during every day circle time activities 	<ol style="list-style-type: none"> 1. Nursery rhymes (ex. Humpty Dumpty) to reinforce positional words 2. Sing and act out positional rhyme using hand gestures and other objects 3. Treasure hunt preschool activity using positional words 4. Obstacle course using positional actions 5. Counting students in class 6. Counting during gross motor activities 7. Counting during every day circle time activities 	<ol style="list-style-type: none"> 1. Small group center matching numbers 2. Counting daily during calendar time 3. Daily counting during classroom transitions 4. Counting through songs and fingerplays at circle time 5. Number puzzles 6. ABCYA.com counting fish game and fuzzy bugs 7. Dice games (ex. Trouble, Chutes and Ladders) 8. Hopscotch 	<ol style="list-style-type: none"> 1. Circle time activities 2. Make necklaces/bracelets using colored patterns with beads 3. Make pattern snakes with connecting cubes 4. Copy and create shape patterns using pattern blocks 5. Students will complete the pattern by circling the object which comes next 6. Students will create a tower using LEGOS to make a pattern 7. Counting during every day circle time activities
Standards	<p>MA.PK.4.4 MA.PK.4.4.3.A MA.PK.4.4.3.B MA.PK.4.3.1 MA.PK.4.1 MA.PK. 4.1.1</p>	<p>MA.PK.4.4.1 HPE.PK.2.4.1 HPE.PK.2.4.2 HPE.PK.2.4.3 LA.PK.3.3.C.3 LA.PK.3.3.C.2</p>	<p>MA.PK.4.1 MA.PK.4.1.1 MA.PK.4.1.2 HPE.PK.2.4.1 LA.PK.3.2.8</p>	<p>MA.PK.4.3.1 MA.PK.4.1 MA.PK.4.1.1 MA.PK.4.3.2</p>
Accommodations and Modifications	<p>English language learners: Use pictures and other visual aides to advance language acquisition.</p> <p>At Risk of School Failure: Provide Provide added scaffolding with guided practice. Improve self monitoring with reward charts and other positive reinforcement.</p> <p>Gifted and Talented Students: Provide more advanced practice. Allow reciprocal teaching (teacher helper, line</p>	<p>English language learners: Use pictures and other visual aides to advance language acquisition.</p> <p>At Risk of School Failure: Provide Provide added scaffolding with guided practice. Improve self monitoring with reward charts and other positive reinforcement.</p> <p>Gifted and Talented Students: Provide more advanced practice. Allow reciprocal teaching (teacher helper, line</p>	<p>English language learners: Use pictures and other visual aides to advance language acquisition.</p> <p>At Risk of School Failure: Provide Provide added scaffolding with guided practice. Improve self monitoring with reward charts and other positive reinforcement.</p> <p>Gifted and Talented Students: Provide more advanced practice. Allow reciprocal teaching (teacher helper, line</p>	<p>English language learners: Use pictures and other visual aides to advance language acquisition.</p> <p>At Risk of School Failure: Provide Provide added scaffolding with guided practice. Improve self monitoring with reward charts and other positive reinforcement.</p> <p>Gifted and Talented Students: Provide more advanced practice. Allow reciprocal</p>

	leader, ect.) Students with 504 plans: Provide added teacher support, extra time and preferential seating.	leader, ect.) Students with 504 plans: Provide added teacher support, extra time and preferential seating.	leader, ect.) Students with 504 plans: Provide added teacher support, extra time and preferential seating.	teaching (teacher helper, line leader, ect.) Students with 504 plans: Provide added teacher support, extra time and preferential seating.
Interdisciplinary Connections	1. School and classroom shape walk develops familiarity with student's environment 2. Art activities with shapes develop fine motor skills	1. Gross motor activities develop awareness of positional actions 2. Rhyming activities help develop phonemic awareness and positional words	1. Students will develop gross motor skills through daily jumping/hopping and counting activities 2. Rhyming activities help develop mathematical awareness	1. Students will refine their fine motor skills through manipulating objects and coloring, in order to create patterns 2. Predicting what comes next in a pattern will enable students to sequence a story
Assessments	Formative assessments observation Summative assessments GOLD Standards	Formative assessments observation Summative assessments GOLD Standards	Formative assessments observation Summative assessments GOLD Standards	Formative assessments observation Summative assessments GOLD Standards
21st Century Themes and Skills	CRP1 CRP4	CRP1 CRP4	CRP1 CRP4	CRP1 CRP4