



P352X K-2 AA

Attainment Math: Early Numeracy

2025-26

Marking Period 2: November 17 - January 9 (6 weeks)

The **Early Numeracy** curriculum is designed to build number sense in elementary-aged students with disabilities, which includes students with moderate-to-severe intellectual disabilities and/or autism. The curriculum was designed for students who lack a solid foundation, or need additional practice to build fluency with their early numeracy skills.

Marking Period 2 will cover Unit Two and address the following domains: Counting, Sets, Symbol Use, Patterns, Measurement, Calendar, Numeral Identification. The theme of Unit Two is ***Math at Celebrations***.


Six theme-based lessons per unit provide strategies to improve twelve early numeracy skills; and these skills build in difficulty across each unit. Lessons are repeated to allow students to build fluency. Lessons should be taught at a brisk pace with rapid opportunities for student responses. While the **Early Numeracy** curriculum is designed to be used in small groups, some students may require additional practice and/or 1:1 instruction to master the content.


The overarching goal of the Early Numeracy curriculum is to better prepare students to participate in general curriculum math lessons, or lessons aligned to grade-level mathematics content that require students to have mastery of basic numeracy skills.


Students' progress should be recorded three times during Marking Period 2, using the Early Numeracy Progress Monitoring Form for Unit Two, as outlined in the Pacing Calendar. (November 24, December 12, and January 8)
At the end of Marking Period 2, (by January 9, 2026), you will submit an **Early Numeracy Progress Monitoring Form** (online - Google Forms) for each student. **Use the link on the P352X coaching website.**


Attainment Math: Early Numeracy Pacing Calendar 2025-26


Marking Period 2: November 17 - January 9 (6 weeks)


UNIT TWO: Math at Celebrations	Pacing					Objectives
<p>The Early Numeracy curriculum is designed to be used in small groups. Lessons are repeated to allow students to build fluency. Lessons should be taught at a brisk pace with rapid opportunities for student responses.</p> <p>Some students may require additional practice (1:1 instruction) to master the content.</p> 	<p>NOV. 17</p> <p>Lesson 1 <i>Mardi Gras Math</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: <p>Objectives 1-3</p>	<p>NOV. 18</p> <p>Lesson 1 <i>Mardi Gras Math</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: <p>Objectives 4-5</p>	<p>NOV. 19</p> <p>Lesson 1 <i>Mardi Gras Math</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: <p>Objectives 6-7</p>	<p>NOV. 20</p> <p>Lesson 1 <i>Mardi Gras Math</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: <p>Objectives 8-9</p>	<p>NOV. 21</p> <p>Lesson 1 <i>Mardi Gras Math</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: <p>Objectives 10-12</p>	<ol style="list-style-type: none"> 1. Count 1-5 moveable objects from a group. 2. Count 1-5 scattered, non-moveable objects. 3. Rote count from 1-10. 4. Make sets of 1-4. 5. Add premade sets with sums to 5. 6. Compare sets for greater than. 7. Identify the symbol for greater than (>). 8. Identify an ABAB pattern. 9. Use a non-standard unit of measurement to measure 1-5. 10. Identify dates from 1st to 10th on a calendar. 11. Identify 1-5 days later across 2 weeks using a calendar. 12. Identify numerals 1-10.


UNIT TWO: Math at Celebrations	Pacing				Objectives
	<p>NOV. 24</p> <p>Lesson 1 (Review Concepts) <i>Mardi Gras Math</i>- MATH FUN: Math Activity Page</p> <p>Early Numeracy Progress Monitoring Form: Unit Two Complete for each student.</p>	<p>NOV. 25</p> <p>Lesson 2 <i>Math in the New Year</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: <p>Objectives 1-3</p>	<p>NOV. 26</p> <p>Lesson 2 <i>Math in the New Year</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: <p>Objectives 4-5</p>		<ol style="list-style-type: none"> 1. Count 1-5 moveable objects from a group. 2. Count 1-5 scattered, non-moveable objects. 3. Rote count from 1-10. 4. Make sets of 1-4. 5. Add premade sets with sums to 5. 6. Compare sets for greater than. 7. Identify the symbol for greater than (>). 8. Identify an ABAB pattern. 9. Use a non-standard unit of measurement to measure 1-5. 10. Identify dates from 1st to 10th on a calendar. 11. Identify 1-5 days later across 2 weeks using a calendar. 12. Identify numerals 1-10.

UNIT TWO: Math at Celebrations	Pacing					Objectives
	<p><u>DEC. 1</u></p> <p>Lesson 2 <i>Math in the New Year</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: <p>Objectives 6-7</p>	<p><u>DEC. 2</u></p> <p>Lesson 2 <i>Math in the New Year</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: <p>Objectives 8-9</p>	<p><u>DEC. 3</u></p> <p>Lesson 2 <i>Math in the New Year</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: <p>Objectives 10-12</p>	<p><u>DEC. 4</u></p> <p>Lesson 2 (Review Concepts) <i>Math in the New Year-</i> MATH FUN: Math Activity Page</p>	<p><u>DEC. 5</u></p> <p>Lesson 3 <i>Math at the Fiesta</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: <p>Objectives 1-3</p>	<ol style="list-style-type: none"> 1. Count 1-5 moveable objects from a group. 2. Count 1-5 scattered, non-moveable objects. 3. Rote count from 1-10. 4. Make sets of 1-4. 5. Add premade sets with sums to 5. 6. Compare sets for greater than. 7. Identify the symbol for greater than (>). 8. Identify an ABAB pattern. 9. Use a non-standard unit of measurement to measure 1-5. 10. Identify dates from 1st to 10th on a calendar. 11. Identify 1-5 days later across 2 weeks using a calendar. 12. Identify numerals 1-10.

UNIT TWO: Math at Celebrations	Pacing					Objectives
	<p><u>DEC. 8</u></p> <p>Lesson 3 <i>Math at the Fiesta</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: <p>Objectives 4-5</p>	<p><u>DEC. 9</u></p> <p>Lesson 3 <i>Math at the Fiesta</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: <p>Objectives 6-7</p>	<p><u>DEC. 10</u></p> <p>Lesson 3 <i>Math at the Fiesta</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: <p>Objectives 8-9</p>	<p><u>DEC. 11</u></p> <p>Lesson 3 <i>Math at the Fiesta</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: <p>Objectives 10-12</p>	<p><u>DEC. 12</u></p> <p>Lesson 3 (Review Concepts) <i>Math at the Fiesta- MATH FUN: Math Activity Page</i></p> <p>Early Numeracy Progress Monitoring Form: Unit Two Complete for each student.</p>	<ol style="list-style-type: none"> 1. Count 1-5 moveable objects from a group. 2. Count 1-5 scattered, non-moveable objects. 3. Rote count from 1-10. 4. Make sets of 1-4. 5. Add premade sets with sums to 5. 6. Compare sets for greater than. 7. Identify the symbol for greater than (>). 8. Identify an ABAB pattern. 9. Use a non-standard unit of measurement to measure 1-5. 10. Identify dates from 1st to 10th on a calendar. 11. Identify 1-5 days later across 2 weeks using a calendar. 12. Identify numerals 1-10.

UNIT TWO: Math at Celebrations	Pacing					Objectives
	<p><u>DEC. 15</u></p> <p>Lesson 4 <i>Math at the Family Feast</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: <p>Objectives 1-3</p>	<p><u>DEC. 16</u></p> <p>Lesson 4 <i>Math at the Family Feast</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: <p>Objectives 4-7</p>	<p><u>DEC. 17</u></p> <p>Lesson 4 <i>Math at the Family Feast</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: <p>Objectives 8-9</p>	<p><u>DEC. 18</u></p> <p>Lesson 4 <i>Math at the Family Feast</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: <p>Objectives 10-12</p>	<p><u>DEC. 19</u></p> <p>Lesson 4 (Review Concepts) <i>Math at the Family Feast-</i> MATH FUN: Math Activity Page</p>	<ol style="list-style-type: none"> 1. Count 1-5 moveable objects from a group. 2. Count 1-5 scattered, non-moveable objects. 3. Rote count from 1-10. 4. Make sets of 1-4. 5. Add premade sets with sums to 5. 6. Compare sets for greater than. 7. Identify the symbol for greater than (>). 8. Identify an ABAB pattern. 9. Use a non-standard unit of measurement to measure 1-5. 10. Identify dates from 1st to 10th on a calendar. 11. Identify 1-5 days later across 2 weeks using a calendar. 12. Identify numerals 1-10.

UNIT TWO: Math at Celebrations	Pacing			Objectives
	<p>DEC. 22</p> <p>Lesson 5 <i>Going to a Pow Wow</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: <p>Objectives 1-3</p>	<p>DEC. 23</p> <p>Lesson 5 <i>Going to a Pow Wow</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: <p>Objectives 4-5</p>		<ol style="list-style-type: none"> 1. Count 1-5 moveable objects from a group. 2. Count 1-5 scattered, non-moveable objects. 3. Rote count from 1-10. 4. Make sets of 1-4. 5. Add premade sets with sums to 5. 6. Compare sets for greater than. 7. Identify the symbol for greater than (>). 8. Identify an ABAB pattern. 9. Use a non-standard unit of measurement to measure 1-5. 10. Identify dates from 1st to 10th on a calendar. 11. Identify 1-5 days later across 2 weeks using a calendar. 12. Identify numerals 1-10.

UNIT TWO: Math at Celebrations	Pacing					Objectives
	<p><u>JAN. 5</u></p> <p>Lesson 5 <i>Going to a Pow Wow</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: <p>Objectives 6-7</p>	<p><u>JAN. 6</u></p> <p>Lesson 5 <i>Going to a Pow Wow</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: <p>Objectives 8-9</p>	<p><u>JAN. 7</u></p> <p>Lesson 5 <i>Going to a Pow Wow</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: <p>Objectives 10-12</p>	<p><u>JAN. 8</u></p> <p>Lesson 5 (Review Concepts) <i>Going to a Pow Wow-</i> MATH FUN: Math Activity Page</p> <p>Early Numeracy Progress Monitoring Form: Unit Two Complete for each student.</p>	<p><u>JAN. 9</u></p> <p>Lesson 6 <i>Basketball Review</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Play the Olympic review game. <p>Submit an Early Numeracy Progress Monitoring Form for each student (online)</p>	<ol style="list-style-type: none"> 1. Count 1-5 moveable objects from a group. 2. Count 1-5 scattered, non-moveable objects. 3. Rote count from 1-10. 4. Make sets of 1-4. 5. Add premade sets with sums to 5. 6. Compare sets for greater than. 7. Identify the symbol for greater than (>). 8. Identify an ABAB pattern. 9. Use a non-standard unit of measurement to measure 1-5. 10. Identify dates from 1st to 10th on a calendar. 11. Identify 1-5 days later across 2 weeks using a calendar. 12. Identify numerals 1-10.

Early Numeracy Progress Monitoring Form: MP2

November 17, 2025 - January 9, 2026

Site: P352X@_____

Grade: _____

Student Name: _____

Directions: Take data on each objective. If your student is able to demonstrate the skill **independently** at the CONCRETE, REPRESENTATIONAL, or ABSTRACT level, choose (+). If your student is not able to demonstrate the skill, requires prompting, or does not attend, choose (-).

DOMAIN	Objective	November 24, 2025		December 12, 2025		January 8, 2026	
		- (incorrect, prompted, or no response)	+ (correct, independent response)	- (incorrect, prompted, or no response)	+ (correct, independent response)	- (incorrect, prompted, or no response)	+ (correct, independent response)
Counting	Count 1-5 moveable objects in a line	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Count 1-5 moveable objects from a group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Count 1-5 non-movable objects in a line.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Count 1-5 scattered, non-movable objects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Rote count from 1-5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Rote count from 1-10.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sets	Make sets of 1-3.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Make sets of 1-4.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Add premade sets with sums to 5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Add sets with sums to 5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Early Numeracy Progress Monitoring Form: MP2 (continued)

DOMAIN	Objective	November 24, 2025		December 12, 2025		January 8, 2026	
		- (incorrect, prompted, or no response)	+ (correct, independent response)	- (incorrect, prompted, or no response)	+ (correct, independent response)	- (incorrect, prompted, or no response)	+ (correct, independent response)
Symbol Use	Compare sets for same/equal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Compare sets for greater than.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Identify the symbol for equals (=).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Identify the symbol for greater than (>).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Patterns	Identify an ABAB pattern.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Extend an ABAB pattern.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Measurement	Use a non-standard unit of measurement to measure 1-5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Use a standard unit of measurement to measure 1-5 inches.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Calendar	Identify dates from 1st to 5th on a calendar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Identify dates from 1st to 10th on a calendar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Identify 1-5 days later in a week using a calendar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Identify 1-5 days later across 2 weeks using a calendar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Numeral Identification	Identify numerals 1-5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Identify numerals 1-10.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>