



P352X K-2 AA

Attainment Math: Early Numeracy

2025-26

Marking Period 5: May 4 - June 26 (7 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 5 will review concepts from Units 1-4, addressing the following domains:
Counting, Sets, Symbol Use, Patterns, Measurement, Calendar, Numeral Identification.


Theme-based lessons 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 using the **EOY Early Numeracy Assessment Form**. On June 3, 2026, you will submit an **EOY Early Numeracy Assessment 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 5: May 4 - June 26 (7 weeks)


EOY: Review & Assessment	Pacing					Objectives
	<p><u>MAY 4</u></p> <p>Unit 1, Lesson 1 (Review Concepts) Math at the Speedway - MATH FUN: Math Activity Page</p>	<p><u>MAY 5</u></p> <p>Unit 1, Lesson 2 (Review Concepts) Math Treasures - MATH FUN: Math Activity Page</p>	<p><u>MAY 6</u></p> <p>Unit 1, Lesson 3 (Review Concepts) Gardening with Math- MATH FUN: Math Activity Page</p>	<p><u>MAY 7</u></p> <p>Unit 1, Lesson 4 (Review Concepts) Beach Math- MATH FUN: Math Activity Page</p>	<p><u>MAY 8</u></p> <p>Unit 1, Lesson 5 (Review Concepts) Math Class Trip- MATH FUN: Math Activity Page</p>	<ol style="list-style-type: none"> 1. Count 1-5 moveable objects in a line. 2. Count 1-5 non-moveable objects in a line. 3. Rote count from 1-5. 4. Make sets of 1-3. 5. Add premade sets with sums to 5. 6. Compare sets for the same/equal. 7. Identify the symbol for equals (=). 8. Identify an ABAB pattern. 9. Use a non-standard unit of measurement to measure 1-5. 10. Identify dates from 1st to 5th on a calendar. 11. Identify 1-5 days later in a week using a calendar. 12. Identify numerals 1-5.


Review & Assessment	Pacing					Objectives
	<p><u>MAY 11</u></p> <p>Unit 2, Lesson 1 (Review Concepts) <i>Mardi Gras Math</i>- MATH FUN: Math Activity Page</p>	<p><u>MAY 12</u></p> <p>Unit 2, Lesson 2 (Review Concepts) <i>Math in the New Year</i>- MATH FUN: Math Activity Page</p>	<p><u>MAY 13</u></p> <p>Unit 2, Lesson 3 (Review Concepts) <i>Math at the Fiesta</i>- MATH FUN: Math Activity Page</p>	<p><u>MAY 14</u></p> <p>Unit 2, Lesson 4 (Review Concepts) <i>Math at the Family Feast</i>- MATH FUN: Math Activity Page</p>	<p><u>MAY 15</u></p> <p>Unit 2, Lesson 5 (Review Concepts) <i>Going to a Pow Wow</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.


Review & Assessment	Pacing					Objectives
	<p><u>MAY 18</u></p> <p>Unit 3, Lesson 1 (Review Concepts) <i>Math in the Flower Garden-</i> MATH FUN: Math Activity Page</p>	<p><u>MAY 19</u></p> <p>Unit 3, Lesson 2 (Review Concepts) <i>Backyard Buggy Math-</i> MATH FUN: Math Activity Page</p>	<p><u>MAY 20</u></p> <p>Unit 3, Lesson 3 (Review Concepts) <i>Fishing for Numbers-</i> MATH FUN: Math Activity Page</p>	<p><u>MAY 21</u></p> <p>Unit 3, Lesson 4 (Review Concepts) <i>Math at the Aquarium-</i> MATH FUN: Math Activity Page</p>	<p><u>MAY 22</u></p> <p>Unit 3, Lesson 5 (Review Concepts) <i>Froggy Math-</i> MATH FUN: Math Activity Page</p>	<ol style="list-style-type: none"> 1. Count 1-10 moveable objects in a line. 2. Count 1-10, non-moveable objects in a line. 3. Rote count from 1-15. 4. Make sets of 1-9. 5. Add sets with sums to 10. 6. Compare sets for less than. 7. Identify the symbol for less than (<). 8. Create an ABAB pattern. 9. Use a standard unit of measurement to measure 1-10 inches. 10. Name dates from 1st to 5th on a calendar. 11. Identify 1-10 days later across 2 weeks using a calendar. 12. Name numerals 1-5.

Review & Assessment	Pacing			Objectives		
		<p><u>MAY 26</u></p> <p>Unit 4, Lesson 1 (Review Concepts) <i>Butterfly Math</i>- MATH FUN: Math Activity Page</p>		<p><u>MAY 28</u></p> <p>Unit 4, Lesson 2 (Review Concepts) <i>Math at the Ballgame</i>- MATH FUN: Math Activity Page</p>	<p><u>MAY 29</u></p> <p>Unit 4, Lesson 3 (Review Concepts) <i>Math in the Desert</i>- MATH FUN: Math Activity Page</p>	<ol style="list-style-type: none"> 1. Count 1-10 moveable objects from a group. 2. Count 1-10 scattered, non-moveable objects. 3. Rote count from 1-20. 4. Make sets of 1-9. 5. In context, add sets with sums to 10. 6. Compare sets for equal, greater than, and less than. 7. Use symbols for equals, greater than, and less than (=, >, <). 8. Complete an ABAB pattern with missing components. 9. Convert inches to feet. 10. Name dates from 1st to 10th on a calendar. 11. Identify 1-10 days later across 3 weeks using a calendar. 12. Name numerals 1-10.

Review & Assessment	Pacing				Objectives
	<p><u>JUNE 1</u></p> <p>Unit 4, Lesson 4 (Review Concepts) <i>Math at the State Fair</i>- MATH FUN: Math Activity Page</p>	<p><u>JUNE 2</u></p> <p>Unit 4, Lesson 5 (Review Concepts) <i>Math in the Berry Patch</i>- MATH FUN: Math Activity Page</p>	<p><u>JUNE 3</u></p> <p>Submit an EOY Early Numeracy Assessment Form for each student (online)</p> <p>Determine if students have reached mastery on unit objectives; repeat MATH FUN Activity Pages for extra practice as needed.</p>		<ol style="list-style-type: none"> 1. Count 1-10 moveable objects from a group. 2. Count 1-10 scattered, non-moveable objects. 3. Rote count from 1-20. 4. Make sets of 1-9. 5. In context, add sets with sums to 10. 6. Compare sets for equal, greater than, and less than. 7. Use symbols for equals, greater than, and less than (=, >, <). 8. Complete an ABAB pattern with missing components. 9. Convert inches to feet. 10. Name dates from 1st to 10th on a calendar. 11. Identify 1-10 days later across 3 weeks using a calendar. 12. Name numerals 1-10.

Review & Assessment	Pacing					Objectives
	<p><u>JUNE 8</u></p> <p>Unit 1, Lesson 6 <i>Soccer Review</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Play the Olympic review game. 	<p><u>JUNE 9</u></p> <p>Unit 1, Lesson 6 <i>Soccer Review</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Play the Olympic review game. 	<p><u>JUNE 10</u></p> <p>Unit 2, 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><u>JUNE 11</u></p> <p>Unit 2, 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><u>JUNE 12</u></p> <p>Unit 2, Lesson 6 <i>Basketball Review</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Play the Olympic review game. 	<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.

Review & Assessment	Pacing					Objectives
	<p><u>JUNE 15</u></p> <p>Unit 3, Lesson 6 <i>Football Review</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Play the Olympic review game. 	<p><u>JUNE 16</u></p> <p>Unit 3, Lesson 6 <i>Football Review</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Play the Olympic review game. 	<p><u>JUNE 17</u></p> <p>Unit 3, Lesson 6 <i>Football Review</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Play the Olympic review game. 	<p><u>JUNE 18</u></p> <p>Unit 3, Lesson 6 <i>Football Review</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Play the Olympic review game. 		<ol style="list-style-type: none"> 1. Count 1-10 moveable objects in a line. 2. Count 1-10, non-moveable objects in a line. 3. Rote count from 1-15. 4. Make sets of 1-9. 5. Add sets with sums to 10. 6. Compare sets for less than. 7. Identify the symbol for less than (<). 8. Create an ABAB pattern. 9. Use a standard unit of measurement to measure 1-10 inches. 10. Name dates from 1st to 5th on a calendar. 11. Identify 1-10 days later across 2 weeks using a calendar. 12. Name numerals 1-5.

Review & Assessment	Pacing					Objectives
	<p><u>JUNE 22</u></p> <p>Unit 4, Lesson 6 <i>Baseball Review</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Play the Olympic review game. 	<p><u>JUNE 23</u></p> <p>Unit 4, Lesson 6 <i>Baseball Review</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Play the Olympic review game. 	<p><u>JUNE 24</u></p> <p>Unit 4, Lesson 6 <i>Baseball Review</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Play the Olympic review game. 	<p><u>JUNE 25</u></p> <p>Unit 4, Lesson 6 <i>Baseball Review</i></p> <ol style="list-style-type: none"> 1. Provide an anticipatory set. 2. Play the Olympic review game. 	<p><u>JUNE 26</u></p> <p>LAST DAY OF SCHOOL!</p> <p>Celebrate a Year of Learning!</p>	<ol style="list-style-type: none"> 1. Count 1-10 moveable objects from a group. 2. Count 1-10 scattered, non-moveable objects. 3. Rote count from 1-20. 4. Make sets of 1-9. 5. In context, add sets with sums to 10. 6. Compare sets for equal, greater than, and less than. 7. Use symbols for equals, greater than, and less than (=, >, <). 8. Complete an ABAB pattern with missing components. 9. Convert inches to feet. 10. Name dates from 1st to 10th on a calendar. 11. Identify 1-10 days later across 3 weeks using a calendar. 12. Name numerals 1-10.

EOY Early Numeracy Assessment Form: MP5

Submit online June 3, 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	EOY 2026	
		- (incorrect, prompted, or no response)	+ (correct, independent response)
Counting	Count 1-5 moveable objects in a line	<input type="radio"/>	<input type="radio"/>
	Count 1-5 moveable objects from a group	<input type="radio"/>	<input type="radio"/>
	Count 1-10 moveable objects in a line	<input type="radio"/>	<input type="radio"/>
	Count 1-10 movable objects from a group.	<input type="radio"/>	<input type="radio"/>
	Count 1-5 non-movable objects in a line.	<input type="radio"/>	<input type="radio"/>
	Count 1-5 scattered, non-movable objects.	<input type="radio"/>	<input type="radio"/>
	Count 1-10 non-movable objects in a line.	<input type="radio"/>	<input type="radio"/>
	Count 1-10 scattered, non-movable objects.	<input type="radio"/>	<input type="radio"/>
	Rote count from 1-5.	<input type="radio"/>	<input type="radio"/>
	Rote count from 1-10.	<input type="radio"/>	<input type="radio"/>
	Rote count from 1-15.	<input type="radio"/>	<input type="radio"/>
	Rote count from 1-20.	<input type="radio"/>	<input type="radio"/>

EOY Early Numeracy Assessment Form (continued)

DOMAIN	Objective	EOY 2026	
		- (incorrect, prompted, or no response)	+ (correct, independent response)
Sets	Make sets of 1-3.	<input type="radio"/>	<input type="radio"/>
	Make sets of 1-4.	<input type="radio"/>	<input type="radio"/>
	Make sets of 1-9.	<input type="radio"/>	<input type="radio"/>
	In context, make sets of 1-9.	<input type="radio"/>	<input type="radio"/>
	Add premade sets with sums to 5.	<input type="radio"/>	<input type="radio"/>
	Add sets with sums to 5.	<input type="radio"/>	<input type="radio"/>
	Add sets with sums to 10.	<input type="radio"/>	<input type="radio"/>
	In context, add sets with sums to 10.	<input type="radio"/>	<input type="radio"/>
Symbol Use	Compare sets for same/equal.	<input type="radio"/>	<input type="radio"/>
	Compare sets for greater than.	<input type="radio"/>	<input type="radio"/>
	Compare sets for less than.	<input type="radio"/>	<input type="radio"/>
	Compare sets and numbers for equal, greater than, and less than.	<input type="radio"/>	<input type="radio"/>
	Identify the symbol for equals (=).	<input type="radio"/>	<input type="radio"/>
	Identify the symbol for greater than (>).	<input type="radio"/>	<input type="radio"/>
	Identify the symbol for less than (<).	<input type="radio"/>	<input type="radio"/>
	Use symbols for equals, greater than, and less than (= , > , <).	<input type="radio"/>	<input type="radio"/>

EOY Early Numeracy Assessment Form (continued)

DOMAIN	Objective	EOY 2026	
		- (incorrect, prompted, or no response)	+ (correct, independent response)
Patterns	Identify an ABAB pattern.	<input type="radio"/>	<input type="radio"/>
	Extend an ABAB pattern.	<input type="radio"/>	<input type="radio"/>
	Create an ABAB pattern.	<input type="radio"/>	<input type="radio"/>
	Complete an ABAB pattern with missing components.	<input type="radio"/>	<input type="radio"/>
Measurement	Use a non-standard unit of measurement to measure 1-5.	<input type="radio"/>	<input type="radio"/>
	Use a standard unit of measurement to measure 1-5 inches.	<input type="radio"/>	<input type="radio"/>
	Use a standard unit of measurement to measure 1-10 inches.	<input type="radio"/>	<input type="radio"/>
	Convert inches to feet.	<input type="radio"/>	<input type="radio"/>

EOY Early Numeracy Assessment Form (continued)

DOMAIN	Objective	EOY 2026	
		- (incorrect, prompted, or no response)	+ (correct, independent response)
Calendar	Identify dates from 1st to 5th on a calendar.	<input type="radio"/>	<input type="radio"/>
	Identify dates from 1st to 10th on a calendar.	<input type="radio"/>	<input type="radio"/>
	Name dates from 1st to 5th on a calendar.	<input type="radio"/>	<input type="radio"/>
	Name dates from 1st to 10th on a calendar.	<input type="radio"/>	<input type="radio"/>
	Identify 1-5 days later in a week using a calendar.	<input type="radio"/>	<input type="radio"/>
	Identify 1-5 days later across 2 weeks using a calendar.	<input type="radio"/>	<input type="radio"/>
	Identify 1-10 days later across 2 weeks using a calendar.	<input type="radio"/>	<input type="radio"/>
	Identify 1-10 days later across 3 weeks using a calendar.	<input type="radio"/>	<input type="radio"/>
Numeral Identification	Identify numerals 1-5.	<input type="radio"/>	<input type="radio"/>
	Identify numerals 1-10.	<input type="radio"/>	<input type="radio"/>
	Name numerals 1-5.	<input type="radio"/>	<input type="radio"/>
	Name numerals 1-10.	<input type="radio"/>	<input type="radio"/>