P352X 3-5 AA
Attainment Math: Look at Math
2025-26

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

Look at Math (aka Hands-On Math 2) is a language-rich curriculum that integrates picture-based and hands-on support for students to master grade-level math concepts.

Marking Period 2 will cover **Chapter 3: POSITIVE AND NEGATIVE NUMBERS**, and **Chapter 4: ALGEBRA**.

Each topic/lesson within a chapter begins with a problem that should be modeled by the teacher. At the teacher's discretion, additional problems can be modeled. The lesson should progress with the teacher providing systematic guidance for the remainder of the problems. Each topic/lesson throughout the chapter will end with a quiz.

Lessons can be taught in small group and/or one-on-one instruction. Lessons within each chapter progress in difficulty. The Concrete, Representational, and Abstract (**CRA**) options provide a high-to-low sequence of instructional support. Follow the CRA sequence to introduce and teach a lesson. Your goal is for all students become Abstract learners. Teach multiple trials of a lesson; make additional examples of the math problems, adjust the materials presented or change the values in the problems to meet the instructional needs of your students at their present levels of performance. For added support, you may utilize graphic organizers and manipulatives to demonstrate the steps to solve a problem.

At the end of Marking Period 2 (by January 9, 2026), you will submit a **Look at Math Progress Monitoring Form** (online - Google Forms) for each student. **Use the link on the P352X coaching website.** Refer back to students' performance on Topic Quizzes when completing the Progress Monitoring Form.

Attainment Math: Look at Math Pacing Calendar 2025-26

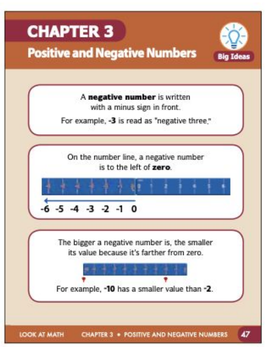
Marking Period 2: November 17 - January 9 (6 weeks)

Numbers

Look at Math (aka Hands-On Math 2) is a language-rich curriculum that integrates picture-based and hands-on support for students to master grade-level math concepts.
There are eleven chapters, organized into 3 units:

- Numbers
- Measurement
- Fractions

Lessons within each chapter progress in difficulty. The Concrete, Representational, and Abstract (**CRA**) options provide a high-to-low sequence of instructional support. Follow the CRA sequence to introduce and teach a lesson. Your goal is for all students become Abstract learners. Teach multiple trials of a lesson; make additional examples of the math problems, adjust the materials presented or change the values in the problems. For added support, utilize graphic organizers and manipulatives to demonstrate the steps to solve the problem.
Lessons can be taught in small group and/or one-on-one instruction.



Pacing

NOV. 17 **Lesson 23** Identify 3 Big Ideas with Positive and Negative Numbers TG p. 44 SB p. 47	**NOV. 18** **Lesson 24** Review Key Positive and Negative Number Vocabulary TG p. 44 SB p. 48-49	**NOV. 19** **Lesson 25** Identify Positive and Negative Numbers TG p. 45 SB p. 50-51	**NOV. 20** **Lesson 25** Identify Positive and Negative Numbers TG p. 45 SB p. 50-51	**NOV. 21** **Lesson 26** Understand the Distance from Zero Concept TG p. 46 SB p. 52
NOV. 24 **Lesson 26** Understand the Distance from Zero Concept TG p. 46 SB p. 52	**NOV. 25** **Topic Quiz** TG p. 46 SB p. 53	**NOV. 26** **Lesson 27** Compare Positive and Negative Numbers TG p. 47 SB p. 54-55		
DEC. 1 **Lesson 27** Compare Positive and Negative Numbers TG p. 47 SB p. 54-55	**DEC. 2** **Lesson 28** Identify Absolute Value TG p. 48 SB p. 56	**DEC. 3** **Lesson 28** Identify Absolute Value TG p. 48 SB p. 56	**DEC. 4** **Topic Quiz** TG p. 48 SB p. 57	**DEC. 5** **Lesson 34** Identify 3 Big Ideas in Algebra TG p. 58 SB p. 69

Objectives

Students will learn how to write a negative number, where negative numbers are located on a number line, and a measurement of the size of a negative number.

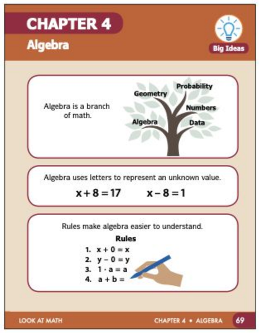
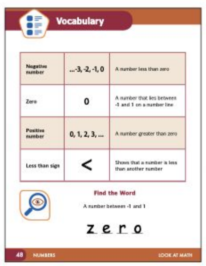
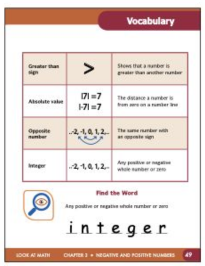
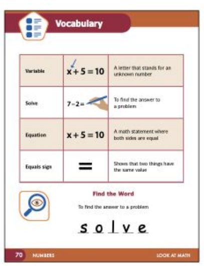
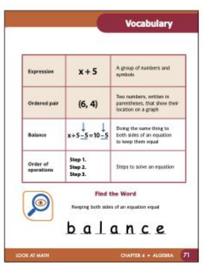
Students will learn terms that apply to positive and negative numbers.

Students will identify positive and negative numbers on a number line.

Students will be introduced at a basic level to the idea of absolute value in this lesson.

Students will use the symbols < and > to compare and evaluate numbers.

Students will learn that algebra is one part of mathematics that can be used to describe how numbers are related to each other; students will be introduced to using a variable to represent an unknown quantity in an equation.

Numbers	Pacing					Objectives
	**DEC. 8** **Lesson 35** Review Key Algebra Vocabulary TG p. 58 SB p. 70-71	**DEC. 9** **Lesson 36** Identify Variables TG p. 59 SB p. 72-73	**DEC. 10** **Lesson 37** Complete Examples of Addition Rules TG p. 60 SB p. 74	**DEC. 11** **Topic Quiz** TG p. 60 SB p. 75	**DEC. 12** **REVIEW** 3 Big Ideas in Addition and Subtraction TG p. 16 SB p. 3	Students will learn that algebra is one part of mathematics that can be used to describe how numbers are related to each other; students will be introduced to using a variable to represent an unknown quantity in an equation. Students will learn terms that apply to algebra. Students will identify the value of the unknown quantity.
	DEC. 15 **REVIEW** Key Addition and Subtraction Vocabulary TG p. 16 SB p. 4-5	**DEC. 16** **REVIEW** **Topic Quiz** TG p. 18 SB p. 9	**DEC. 17** **REVIEW** **Topic Quiz** TG p. 20 SB p. 13	**DEC. 18** **REVIEW** **Topic Quiz** TG p. 22 SB p. 17	**DEC. 19** **REVIEW** **Topic Quiz** TG p. 24 SB p. 21	
 	**DEC. 22** **REVIEW** 3 Big Ideas in Multiplication and Division TG p. 30 SB p. 25	**DEC. 23** **REVIEW** Key Multiplication and Division Vocabulary TG p. 30 SB p. 26-27				
 	**JAN. 5** **REVIEW** **Topic Quiz** TG p. 32 SB p. 31	**JAN. 6** **REVIEW** **Topic Quiz** TG p. 34 SB p. 35	**JAN. 7** **REVIEW** **Topic Quiz** TG p. 36 SB p. 39	**JAN. 8** **REVIEW** **Topic Quiz** TG p. 38 SB p. 43	**JAN. 9** Submit a **Look at Math Progress Monitoring Form** for each student (online) **Vocabulary Review** TG p. 44 SB p. 48-49 TG p. 58 SB p. 70-71	

Look at Math Progress Monitoring Form: MP2

November 17, 2025 - January 9, 2026

Chapter 3: POSITIVE AND NEGATIVE NUMBERS
Chapter 4: ALGEBRA

Site: P352X@______

Class: ____________

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 (**+**) at that level. If your student is not able to demonstrate the skill, requires prompting, or does not attend, choose (**-**).

CHAPTER 1 (REVIEW)	**-** **(incorrect, prompted, or no response)**	**+** **CONCRETE (correct, independent response)**	**+** **REPRESENTATIONAL (correct, independent response)**	**+** **ABSTRACT (correct, independent response)**
Add within 10	O	O	O	O
Subtract within 10	O	O	O	O
Determine if math problems are addition or subtraction; select plus or minus sign	O	O	O	O
Add within 20	O	O	O	O
Subtract within 20	O	O	O	O
Check subtraction with addition	O	O	O	O
Add and subtract with three terms	O	O	O	O
Add within 100	O	O	O	O
Subtract within 100	O	O	O	O
Determine place values for ones and tens	O	O	O	O

Look at Math Progress Monitoring Form: MP2
November 17, 2025 - January 9, 2026
Chapter 3: POSITIVE AND NEGATIVE NUMBERS
Chapter 4: ALGEBRA

Student Name: ___________________________________

Site: P352X@______

Class: ____________

Grade: ____________

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

CHAPTER 2 (REVIEW)	**-** **(incorrect, prompted, or no response)**	**+** **CONCRETE (correct, independent response)**	**+** **REPRESENTATIONAL (correct, independent response)**	**+** **ABSTRACT (correct, independent response)**
Skip count by 2's	O	O	O	O
Skip count by 5's	O	O	O	O
Skip count by 10's	O	O	O	O
Complete patterns (ABAB, AABB)	O	O	O	O
Solve multiplication problems	O	O	O	O
Solve division problems (without a remainder)	O	O	O	O
Solve division problems (with a remainder)	O	O	O	O

Look at Math Progress Monitoring Form: MP2
November 17, 2025 - January 9, 2026
Chapter 3: POSITIVE AND NEGATIVE NUMBERS
Chapter 4: ALGEBRA

Site: P352X@______

Class: ____________

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 (**+**) at that level. If your student is not able to demonstrate the skill, requires prompting, or does not attend, choose (**-**).

CHAPTER 3 & CHAPTER 4	**-** **(incorrect, prompted, or no response)**	**+** **CONCRETE (correct, independent response)**	**+** **REPRESENTATIONAL (correct, independent response)**	**+** **ABSTRACT (correct, independent response)**
Identify positive and negative numbers on a number line.	O	O	O	O
Use inequity signs (< and >) to compare positive and negative numbers.	O	O	O	O
Identify the absolute value (distance from 0) of positive and negative numbers.	O	O	O	O
Identify the **variable** in an equation.	O	O	O	O
Identify the value of the unknown quantity (i.e., identify the value of the **variable**).	O	O	O	O