



# P352X 3-5 AA

## Attainment Math: Look at Math

### 2025-26

Marking Period 3: January 12 - March 6 (7 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 3 will cover **Chapter 6: TIME**, and **Chapter 7: MONEY**.

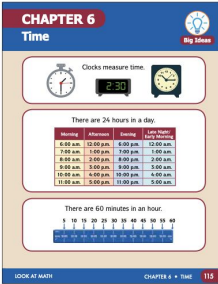
Each topic/lesson within a chapter begins with a problem that should be modeled by the teacher. At the teacher's discretion, additional problems can be modeled. The lesson should progress with the teacher providing systematic guidance for the remainder of the problems. Each topic/lesson throughout the 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 3 (by March 6, 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 3: January 12 - March 6 (7 weeks)

Measurement: Time	Pacing					Objectives
<p><b>Look at Math (aka Hands-On Math 2)</b> is a language-rich curriculum that integrates picture-based and hands-on support for students to master grade-level math concepts.</p> <p>There are eleven chapters, organized into 3 units:</p> <ul style="list-style-type: none"> <li>• Numbers</li> <li>• Measurement</li> <li>• Fractions</li> </ul> <p>Lessons within each chapter progress in difficulty. The Concrete, Representational, and Abstract (<b>CRA</b>) 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.</p> <p>Lessons can be taught in small group and/or one-on-one instruction.</p> 	<p><b>JAN. 12</b></p> <p><b>Lesson 56</b> Identify 3 Big Ideas in Time Measurement TG p. 88 SB p. 115</p>	<p><b>JAN. 13</b></p> <p><b>Lesson 57</b> Review Key Time Measurement Vocabulary TG p. 88 SB p. 116-117</p>	<p><b>JAN. 14</b></p> <p><b>Lesson 58</b> Compare Digital and Analog Clocks TG p. 89 SB p. 118-119</p>	<p><b>JAN. 15</b></p> <p><b>Lesson 59</b> Skip Count by Fives TG p. 90 SB p. 120</p>	<p><b>JAN. 16</b></p> <p><b>Topic Quiz</b> TG p. 90 SB p. 121</p>	<p>Students will explore how time is measured.</p> <p>Students will learn terms that apply to measuring time.</p> <p>Students will measure time on an analog clock to the nearest quarter hour or half hour.</p> <p>Students will use skip counting by 5s as a method for measuring time to the nearest 5 minutes.</p>
		<p><b>JAN. 20</b></p> <p><b>Lesson 60</b> Add and Subtract Minutes TG p. 91 SB p. 122-123</p>	<p><b>JAN. 21</b></p> <p><b>Lesson 61</b> Use a Timer TG p. 92 SB p. 124</p>	<p><b>JAN. 22</b></p> <p><b>Topic Quiz</b> TG p. 92 SB p. 125</p>	<p><b>JAN. 23</b></p> <p><b>Lesson 62</b> Identify Minutes as Fractions of an Hour TG p. 93 SB p. 126-127</p>	<p>Students will use number lines marked with time values to add minutes and examine elapsed time.</p> <p>Students will use a timer to solve subtraction of minutes problems.</p> <p>Using both fraction and time number lines, students will equate portions of an hour as fractions.</p>
	<p><b>JAN. 26</b></p> <p><b>Lesson 63</b> Understand the Terms <i>To and Past the Hour</i> TG p. 94 SB p. 128</p>	<p><b>JAN. 27</b></p> <p><b>Topic Quiz</b> TG p. 94 SB p. 129</p>	<p><b>JAN. 28</b></p> <p><b>Lesson 67</b> Identify 3 Big Ideas in Measurement TG p. 102 SB p. 137</p>	<p><b>JAN. 29</b></p> <p><b>Lesson 68</b> Review Key Measurement Vocabulary TG p. 102 SB p. 138-139</p>	<p><b>JAN. 30</b></p> <p><b>Lesson 69</b> Count Coins TG p. 103 SB p. 140-141</p>	<p>Students will explore word descriptions of time to minutes passed.</p> <p>Students will be introduced to the values of American coins and bills.</p> <p>Students will learn terms that apply to measuring money.</p> <p>Students will use coins and number lines to determine the total value of money.</p>

# Measurement: Money

# Pacing

# Objectives

**CHAPTER 7**  
**Money**

American coins have a value of one dollar or less.

American bills have a value of one dollar or more.

There are 100 cents to a dollar.

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**Vocabulary**

Digital clock: **8:15** Choose the time in numbers.

Analog clock: Choose the time by the position of moving hands on a round clock.

Sequence: The order of steps in an activity or event.

Half past: 30 minutes past an hour.

Find the Word: 30 minutes past an hour.  
**half past**

134 MEASUREMENTS LOOK AT MATH

**Vocabulary**

Quarter to: 15 minutes before an hour.

a.m.: The 12 hours from midnight to noon.

p.m.: The 12 hours from noon to midnight.

Time zone: An area of a country that follows the same time.

Find the Word: 15 minutes before an hour.  
**quarter to**

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**Vocabulary**

Cent sign: **¢** Used when values are less than a dollar.

Dollar sign: **\$** Used when you write money values.

Decimal: **1.25** A number that includes a value less than 1.

Decimal point: **1.25** A dot that separates the ones place from the tenths place.

Find the Word: A number that includes a value less than 1.  
**decimal**

135 MEASUREMENTS LOOK AT MATH

**Vocabulary**

Percent: **25%** Parts of 100.

Equivalent: **25 = 1/4** The same.

Currency: **€** A type of money.

Ratio: **3:1** A way to compare values.

Find the Word: Parts of 100.  
**percent**

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**FEB. 2**  
**Lesson 70**  
Count by Tens  
TG p. 104  
SB p. 142

**FEB. 3**  
**Topic Quiz**  
TG p. 104  
SB p. 143

**FEB. 4**  
**Lesson 71**  
Add and Subtract within \$10.00  
TG p. 105  
SB p. 144-145

**FEB. 5**  
**Lesson 72**  
Identify Place Values for Decimals  
TG p. 106  
SB p. 146

**FEB. 6**  
**Topic Quiz**  
TG p. 106  
SB p. 147

**FEB. 9**  
**Lesson 73**  
Add and Subtract within \$100.00  
TG p. 107  
SB p. 148-149

**FEB. 10**  
**Lesson 74**  
Identify Percent  
TG p. 108  
SB p. 150

**FEB. 11**  
**Topic Quiz**  
TG p. 108  
SB p. 151

**FEB. 12**  
**REVIEW**  
3 Big Ideas in Addition and Subtraction  
TG p. 16  
SB p. 3

**FEB. 13**  
**REVIEW**  
**Topic Quiz**  
TG p. 20  
SB p. 13

**FEB. 23**  
**REVIEW**  
**Topic Quiz**  
TG p. 22  
SB p. 17

**FEB. 24**  
**REVIEW**  
3 Big Ideas in Multiplication and Division  
TG p. 30  
SB p. 25

**FEB. 25**  
**REVIEW**  
**Topic Quiz**  
TG p. 34  
SB p. 35

**FEB. 26**  
**REVIEW**  
**Topic Quiz**  
TG p. 36  
SB p. 39

**FEB. 27**  
**REVIEW**  
3 Big Ideas with Positive and Negative Numbers  
TG p. 44  
SB p. 47

**MARCH 2**  
**REVIEW**  
**Topic Quiz**  
TG p. 46  
SB p. 53

**MARCH 3**  
**REVIEW**  
**Topic Quiz**  
TG p. 48  
SB p. 57

**MARCH 4**  
**REVIEW**  
3 Big Ideas in Algebra  
TG p. 58  
SB p. 69

**MARCH 5**  
**REVIEW**  
**Topic Quiz**  
TG p. 60  
SB p. 75

**MARCH 6**  
Submit a **Look at Math Progress Monitoring Form** for each student (online)

**Vocabulary Review**  
TG p. 88  
SB p. 116-117  
TG p. 102  
SB p. 138-139

Students will practice the skill of skip counting using tens to count money values.

Students will use number lines to aid in adding dollars and cents.

Students will review place values in the context of counting money.

Students are introduced to writing equivalent fractions, decimals, and percentages.

# Look at Math Progress Monitoring Form: MP3

January 12,, 2026 - March 6, 2025

Chapter 6: TIME

Chapter 7: MONEY

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Subtract within 10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determine if math problems are addition or subtraction; select plus or minus sign	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Add within 20	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Subtract within 20	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Check subtraction with addition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Add and subtract with three terms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Add within 100	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Subtract within 100	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determine place values for ones and tens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Look at Math Progress Monitoring Form: MP3

January 12,, 2026 - March 6, 2025

Chapter 6: TIME

Chapter 7: MONEY

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 2 (REVIEW)	- (incorrect, prompted, or no response)	+ CONCRETE (correct, independent response)	+ REPRESENTATIONAL (correct, independent response)	+ ABSTRACT (correct, independent response)
Skip count by 2's	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skip count by 5's	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skip count by 10's	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Complete patterns (ABAB, AABB)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solve multiplication problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solve division problems (without a remainder)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solve division problems (with a remainder)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Look at Math Progress Monitoring Form: MP3

January 12,, 2026 - March 6, 2025

Chapter 6: TIME

Chapter 7: MONEY

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 (REVIEW)	- (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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use inequality signs (< and >) to compare positive and negative numbers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify the absolute value (distance from 0) of positive and negative numbers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify the <b>variable</b> in an equation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify the value of the unknown quantity (i.e., identify the value of the <b>variable</b> ).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Look at Math Progress Monitoring Form: MP3

January 12,, 2026 - March 6, 2025

Chapter 6: TIME

Chapter 7: MONEY

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 6 & CHAPTER 7	- (incorrect, prompted, or no response)	+ CONCRETE (correct, independent response)	+ REPRESENTATIONAL (correct, independent response)	+ ABSTRACT (correct, independent response)
Compare digital and analog clocks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Add and subtract minutes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify minutes as fractions of an hour.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Count coins.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Add and subtract within \$10.00.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify place values for decimals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Add and subtract within \$100.00.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify percent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>