



# P352X 3-5 AA

## Attainment Math: Look at Math

### 2025-26

Marking Period 4: March 9 - May 1 (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 4 will cover **Chapter 5: STANDARD AND METRIC MEASURES**, and **Chapter 8: Measure Geometric Shapes**.

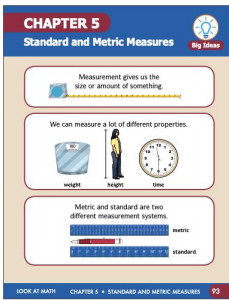
Each topic/lesson within a chapter begins with a problem that should be modeled by the teacher. At the teacher's discretion, additional problems can be modeled. The lesson should progress with the teacher providing systematic guidance for the remainder of the problems. Each topic/lesson throughout the 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 4 (by May 1, 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

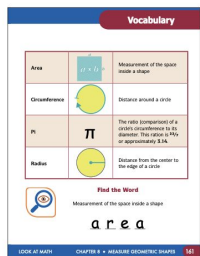
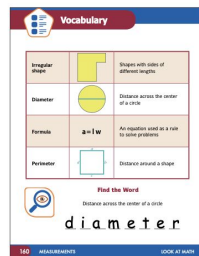
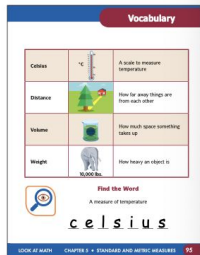
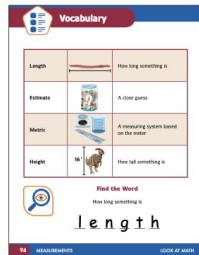
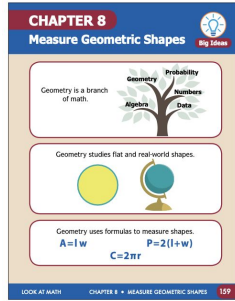
## Marking Period 4: March 9 - May 1 (7 weeks)

Measurement: Standard and Metric Measures	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. 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. Lessons can be taught in small group and/or one-on-one instruction.</p> 	<p><b><u>MARCH 9</u></b></p> <p><b>Lesson 45</b> Identify 3 Big Ideas in Measurement TG p. 74 SB p. 93</p>	<p><b><u>MARCH 10</u></b></p> <p><b>Lesson 46</b> Review Key Measurement Vocabulary TG p. 74 SB p. 94-95</p>	<p><b><u>MARCH 11</u></b></p> <p><b>Lesson 47</b> Measure Common Objects in Inches TG p. 75 SB p. 96-97</p>	<p><b><u>MARCH 12</u></b></p> <p><b>Lesson 48</b> Use a Measurement Comparison Table TG p. 76 SB p. 98</p>	<p><b><u>MARCH 13</u></b></p> <p><b>Topic Quiz</b> TG p. 76 SB p. 99</p>	<p>Students will learn about making measurements for a variety of properties.</p> <p>Students will learn that terms apply to measurement.</p> <p>Students will use estimation to give measurements to common objects to the nearest inch.</p>
	<p><b><u>MARCH 16</u></b></p> <p><b>Lesson 49</b> Compare Standard and Metric Linear Measurements TG p. 77 SB p. 100-101</p>	<p><b><u>MARCH 17</u></b></p> <p><b>Lesson 50</b> Compare Celsius and Fahrenheit Scales TG p. 78 SB p. 102</p>	<p><b><u>MARCH 18</u></b></p> <p><b>Topic Quiz</b> TG p. 50 SB p. 103</p>	<p><b><u>MARCH 19</u></b></p> <p><b>Lesson 78</b> Identify 3 Big Ideas in Measurement of Geometric Shapes TG p. 116 SB p. 159</p>		<p>Students will learn that the standard and metric units of measure can be converted or compared to each other.</p> <p>Students will use both measurement systems to determine lengths of objects to the nearest inch or centimeter.</p>
	<p><b><u>MARCH 23</u></b></p> <p><b>Lesson 79</b> Review Key Vocabulary for Measurement of Geometric Shapes TG p. 116 SB p. 160-161</p>	<p><b><u>MARCH 24</u></b></p> <p><b>Lesson 80</b> Measure Sides and Diameter TG p. 117 SB p. 162-163</p>	<p><b><u>MARCH 25</u></b></p> <p><b>Lesson 81</b> Match Shapes TG p. 118 SB p. 164</p>	<p><b><u>MARCH 26</u></b></p> <p><b>Topic Quiz</b> TG p. 118 SB p. 165</p>	<p><b><u>MARCH 27</u></b></p> <p><b>Lesson 82</b> Measure Perimeters of Shapes TG p. 119 SB p. 166-167</p>	<p>Students will measure temperatures in both Celsius and Fahrenheit temperature scales.</p> <p>Students will investigate measuring geometric shapes.</p> <p>Students will learn terms that apply to measuring geometric shapes.</p>

# Measurement: Measure Geometric Shapes

# Pacing

# Objectives



## MARCH 30

**Lesson 83**  
Use Perimeter Formulas  
TG p. 120  
SB p. 168

## MARCH 31

**Topic Quiz**  
TG p. 120  
SB p. 169

## APRIL 1

**Lesson 84**  
Measure Areas of Shapes  
TG p. 121  
SB p. 170-171

## APRIL 13

**Lesson 85** Use Area Formulas  
TG p. 122  
SB p. 172

## APRIL 14

**Topic Quiz**  
TG p. 122  
SB p. 173

## APRIL 15

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

## APRIL 16

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

## APRIL 17

**REVIEW**  
**Topic Quiz**  
TG p. 24  
SB p. 21

## APRIL 20

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

## APRIL 21

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

## APRIL 22

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

## APRIL 23

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

## APRIL 24

**REVIEW**  
3 Big Ideas in Time Measurement  
TG p. 88  
SB p. 115

## APRIL 27

**REVIEW**  
**Topic Quiz**  
TG p. 90  
SB p. 121

## APRIL 28

**REVIEW**  
3 Big Ideas in Measurement  
TG p. 102  
SB p. 137

## APRIL 29

**REVIEW**  
**Topic Quiz**  
TG p. 104  
SB p. 143

## APRIL 30

**REVIEW**  
**Topic Quiz**  
TG p. 106  
SB p. 147

## MAY 1

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

## **Vocabulary Review**

TG p. 74  
SB p. 94-95  
TG p. 116  
SB p. 160-161

Students will measure the sides of polygons and the diameter of a circle.

Students will match two- and three-dimensional shapes to the names of the shapes.

Students will add the sides of a shape together to determine the perimeter of the shape.

Students will use perimeter formulas for squares and rectangles to calculate the distance around a shape.

Students will determine the area of polygons using square units.

Students will use area formulas for squares and rectangles to calculate the coverage of a shape.

# Look at Math Progress Monitoring Form: MP4

March 9, 2026 - May 1, 2026

## Chapter 5: STANDARD AND METRIC MEASURES

## Chapter 8: Measure Geometric Shapes

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: MP4

March 9, 2026 - May 1, 2026

## Chapter 5: STANDARD AND METRIC MEASURES

## Chapter 8: Measure Geometric Shapes

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: MP4

March 9, 2026 - May 1, 2026

## Chapter 5: STANDARD AND METRIC MEASURES

## Chapter 8: Measure Geometric Shapes

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: MP4

March 9, 2026 - May 1, 2026

## Chapter 5: STANDARD AND METRIC MEASURES

## Chapter 8: Measure Geometric Shapes

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 (REVIEW)	- (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"/>

# Look at Math Progress Monitoring Form: MP4

March 9, 2026 - May 1, 2026

## Chapter 5: STANDARD AND METRIC MEASURES

## Chapter 8: Measure Geometric Shapes

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 5 & CHAPTER 8	- (incorrect, prompted, or no response)	+ CONCRETE (correct, independent response)	+ REPRESENTATIONAL (correct, independent response)	+ ABSTRACT (correct, independent response)
Measure common objects in inches.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare standard and metric linear measurements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare celsius and fahrenheit scales.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Measure sides and diameter of geometric shapes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Measure perimeters of shapes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use perimeter formulas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Measure areas of shapes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use area formulas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>