P352X 3-5 AA
Attainment Math: Look at Math
2025-26
Marking Period 5: May 4 - June 26 (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 5 will cover **Chapter 9: Compare Fractions**;
with the option to extend learning with lessons from
Chapter 10: Add and Subtract Fractions, and **Chapter 11: Working with Fractions**.

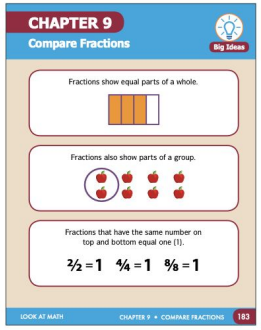
Each topic/lesson within a chapter begins with a problem that should be modeled by the teacher. At the teacher's discretion, additional problems can be modeled. The lesson should progress with the teacher providing systematic guidance for the remainder of the problems. Each topic/lesson throughout the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

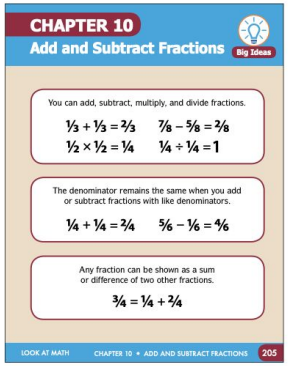
May 29, 2026, you will submit a **EOY Look at Math Assessment Form** (online - Google Forms) for each student. **Use the link on the P352X coaching website.**

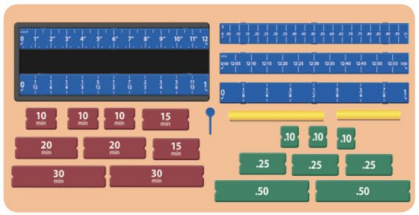
Attainment Math: Look at Math Pacing Calendar 2025-26

Marking Period 5: May 4 - June 26 (7 weeks)

Fractions	Pacing					Objectives
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.  	**MAY 4** **Lesson 89** Identify 3 Big Ideas to Compare Fractions TG p. 132 SB p. 183	**MAY 5** **Lesson 90** Review Key Vocabulary to Compare Fractions TG p.132 SB p. 184-185	**MAY 6** **Lesson 91** Identify Fractions TG p. 133 SB p. 186-187	**MAY 7** **Lesson 92** Write a Whole Number as a Fraction TG p. 134 SB p. 188	**MAY 8** **Topic Quiz** TG p. 134 SB p. 189	Students will investigate equivalent fractions. Students will learn terms that apply to comparing fractions. Students will identify fractions marked on a number line or by using a chart. Students will turn a whole number into a fraction by dividing by 1. Students will use fraction charts and number lines to identify fractions that have different numerators and denominators but reflect the same portion of the whole. Students will examine having all of the pieces combine together to make a whole.
	MAY 11 **Lesson 93** Identify Equivalent Fractions TG p. 135 SB p. 190-191	**MAY 12** **Lesson 94** Identify 1 as a Fraction TG p. 136 SB p. 192	**MAY 13** **Topic Quiz** TG p. 136 SB p. 193	**MAY 14** Review Chapter 1 Vocabulary & Topic 1-4 Quizzes	**MAY 15** Review Chapter 2 Vocabulary & Topic 1-4 Quizzes	
	MAY 18 Review Chapter 3 Vocabulary & Topic 1-2 Quizzes	**MAY 19** Review Chapter 4 Vocabulary & Topic 1 Quiz	**MAY 20** Review Chapter 6 Vocabulary & Topic 1-3 Quizzes	**MAY 21** Review Chapter 7 Vocabulary & Topic 1-3 Quizzes	**MAY 22** Review Chapter 5 Vocabulary & Topic 1-2 Quizzes	

Fractions





Pacing

	MAY 26 Review Chapter 8 Vocabulary & Topic 1-3 Quizzes		**MAY 28** Review Chapter 9 Vocabulary & Topic 1-2 Quizzes	**MAY 29** **EOY Look at Math Assessment Form** - Score skills from Chapters 1-9
JUNE 1 **Lesson 100** Identify 3 Big Ideas to Add and Subtract Fractions TG p. 146 SB p. 205	**JUNE 2** **Lesson 101** Review Key Vocabulary to Add and Subtract Fractions TG p. 146 SB p. 206-207	**JUNE 3** **Lesson 102** Add and Subtract Fractions with Common Denominators TG p. 147 SB p. 208-209 Submit an **EOY Look at Math Assessment Form** for each student (online)	After completing the **EOY *Look at Math* Assessment Form**, one for each student, review / re-teach specific lessons to address any skill gaps… Or, if your students are ready to move on, extend learning with Lessons from Chapter 10: Adding and Subtracting Fractions & Chapter 11: Working with Fractions	
JUNE 8 **Lesson 103** Identify Mixed Numbers, Improper Fractions TG p. 148 SB p. 210	**JUNE 9** **Topic Quiz** TG p. 148 SB p. 211	**JUNE 10** **Lesson 104** Multiply Fractions by a Whole Number TG p. 149 SB p. 212-213	**JUNE 11** **Lesson 105** Change Improper Fractions to Mixed Numbers TG p. 150 SB p. 214	**JUNE 12** **Topic Quiz** TG p. 150 SB p. 215

Objectives

Students will investigate adding and subtracting fractions.

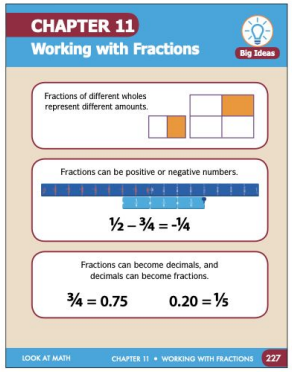
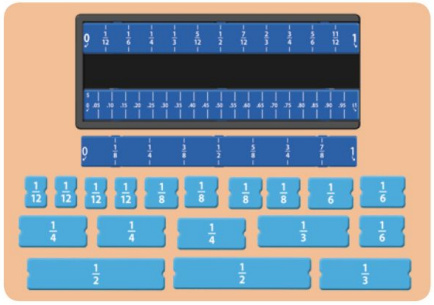
Students will learn terms that apply to adding and subtracting fractions.

Students will add and subtract fractions with common denominators.

Students will investigate mixed numbers and improper fractions.

Students will develop a technique for rewriting or simplifying a fraction.

Students will change mixed numbers to improper fractions.

Fractions	Pacing					Objectives
 	**JUNE 15** **Lesson 111** Identify 3 Big Ideas in Working with Fractions TG p. 160 SB p. 227	**JUNE 16** **Lesson 112** Review Key Vocabulary to Working with Fractions TG p. 160 SB p. 228-229	**JUNE 17** **Lesson 113** Compare Fractions from Different Systems TG p. 161 SB p. 230-231	**JUNE 18** **Lesson 114** Multiply Numbers by 10 or 100 TG p. 162 SB p. 232		Students will investigate a variety of fraction concepts. Students will learn terms that apply to working with fractions. Students will compare fractions from different systems. Students will investigate multiplying by 10 or 100 and how the place value changes with the multiplication.
	JUNE 22 **Topic Quiz** TG p. 162 SB p. 233	**JUNE 23** **Lesson 115** Compare Fraction and Decimal Values TG p. 163 SB p. 234-235	**JUNE 24** **Lesson 116** Convert a Fraction to a Decimal TG p. 164 SB p. 236	**JUNE 25** **Topic Quiz** TG p. 164 SB p. 237	**JUNE 26** LAST DAY OF SCHOOL! Celebrate a Year of Learning!	Students will investigate how fractions and decimals are equivalent. Students will change fractions into decimals.

EOY Look at Math Assessment Form: MP5 **Site: P352X@_____**

Submit online May 29, 2026

Class: _____

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tudent Name: _____ **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 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

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

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.	O	O	O	O
Use inequality 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

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.	O	O	O	O
Add and subtract minutes.	O	O	O	O
Identify minutes as fractions of an hour.	O	O	O	O
Count coins.	O	O	O	O
Add and subtract within $10.00.	O	O	O	O
Identify place values for decimals.	O	O	O	O
Add and subtract within $100.00.	O	O	O	O
Identify percent.	O	O	O	O

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

CHAPTER 9	**-** **(incorrect, prompted, or no response)**	**+** **CONCRETE** **(correct, independent response)**	**+** **REPRESENTATIONAL** **(correct, independent response)**	**+** **ABSTRACT** **(correct, independent response)**
Identify fractions	O	O	O	O
Write a whole number as a fraction	O	O	O	O
Identify equivalent fractions	O	O	O	O
Identify 1 as a fraction	O	O	O	O

EXTENDED LEARNING
Chapter 10: Adding and Subtracting Fractions
Chapter 11: Working with Fractions

CHAPTER 10 and CHAPTER 11	**-** **(incorrect, prompted, or no response)**	**+** **CONCRETE (correct, independent response)**	**+** **REPRESENTATIONAL (correct, independent response)**	**+** **ABSTRACT (correct, independent response)**
Add and subtract fractions with common denominators	O	O	O	O
Identify mixed numbers, improper fractions	O	O	O	O
Multiply fractions by a whole number	O	O	O	O
Change improper fractions to mixed numbers	O	O	O	O
Compares fractions from different systems	O	O	O	O
Multiplies numbers by 10 or 100	O	O	O	O
Compares fractions and decimal values	O	O	O	O
Converts a fraction to a decimal	O	O	O	O