P352X K-2 AA

Attainment Math: Early Numeracy

2026-27

Marking Period 1: September 10 - November 6 (8 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 1 will cover Unit One and address the following domains: Counting, Sets, Symbol Use, Patterns, Measurement, Calendar, Numeral Identification. The theme of Unit One is ***Math is Everywhere***.

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 two times during Marking Period 1, using the **Early Numeracy Progress Monitoring Form** for Unit One, (online - Google Forms) for each student, as outlined in the Pacing Calendar. (Baseline: September 25, and End of MP1: November 6, 2026.)

Attainment Math: Early Numeracy Pacing Calendar 2026-27

Marking Period 1: September 10 - November 6 (8 weeks)

UNIT ONE: Math is Everywhere	Pacing					Learning Targets
The **Early Numeracy** curriculum is designed to be used in small groups. Lessons are repeated to allow students to build fluency. Lessons should be taught at a brisk pace with rapid opportunities for student responses. Some students may require additional practice (1:1 instruction) to master the content. 				**SEPT. 10** **Lesson 1** *Math at the Speedway* 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: **Objective 1-2**	**SEPT. 11** **Lesson 1** *Math at the Speedway* 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: **Objectives 3-5**	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.

UNIT ONE: Math is Everywhere	Pacing					Learning Targets
	SEPT. 14 **Lesson 1** *Math at the Speedway* 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: **Objectives 6-7**	**SEPT. 15** **Lesson 1** *Math at the Speedway* 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: **Objective 8**	**SEPT. 16** **Lesson 1** *Math at the Speedway* 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: **Objective 9**	**SEPT. 17** **Lesson 1** *Math at the Speedway* 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: **Objectives 10-12**	**SEPT. 18** **Lesson 1** (Review Concepts) Math at the Speedway - MATH FUN: Math Activity Page	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.

UNIT ONE: Math is Everywhere	Pacing					Learning Targets
	SEPT. 21 Yom Kippur, schools closed	**SEPT. 22** **Lesson 2** *Math Treasures* 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: **Objective 1-2**	**SEPT. 23** **Lesson 2** *Math Treasures* 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: **Objective 3-5**	**SEPT. 24** **Lesson 2** *Math Treasures* 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: **Objectives 6-7**	**SEPT. 25** **Lesson 2** *Math Treasures* 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: **Objective 8** Submit an **Early Numeracy Progress Monitoring Form: BOY Baseline** (online - Google Form) for each student to serve as a baseline	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.

UNIT ONE: Math is Everywhere	Pacing					Learning Targets
	SEPT. 28 **Lesson 2** *Math Treasures* 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: **Objective 9**	**SEPT. 29** **Lesson 2** *Math Treasures* 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: **Objectives 10-12**	**SEPT. 30** **Lesson 2** (Review Concepts) Math Treasures - MATH FUN: Math Activity Page	**OCT 1.** **Lesson 3** *Gardening with Math* 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: **Objective 1-2**	**OCT. 2** **Lesson 3** *Gardening with Math* 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: **Objectives 3-5**	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.

UNIT ONE: Math is Everywhere	Pacing					Learning Targets
	OCT. 5 **Lesson 3** *Gardening with Math* 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: **Objectives 6-7**	**OCT. 6** **Lesson 3** *Gardening with Math* 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: **Objective 8**	**OCT. 7** **Lesson 3** *Gardening with Math* 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: **Objective 9**	**OCT. 8** **Lesson 3** *Gardening with Math* 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: **Objectives 10-12**	**OCT. 9** **Lesson 3** (Review Concepts) Gardening with Math-MATH FUN: Math Activity Page	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.

UNIT ONE: Math is Everywhere	Pacing					Learning Targets
	OCT. 12 Italian Heritage/ Indigenous Peoples' Day, schools closed	**OCT. 13** **Lesson 4** *Beach Math* 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: **Objectives 1-2**	**OCT. 14** **Lesson 4** *Beach Math* 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: **Objectives 3-5**	**OCT. 15** **Lesson 4** *Beach Math* 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: **Objectives 6-7**	**OCT. 16** **Lesson 4** *Beach Math* 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: **Objective 8**	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.

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	OCT. 19 **Lesson 4** *Beach Math* 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: **Objective 9**	**OCT. 20** **Lesson 4** *Beach Math* 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: **Objectives 10-12**	**OCT. 21** **Lesson 4** (Review Concepts) Beach Math-MATH FUN: Math Activity Page	**OCT. 22** **Lesson 5** *Math Class Trip* 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: **Objectives 1-2**	**OCT. 23** **Lesson 5** *Math Class Trip* 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: **Objectives 3-5**	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.

UNIT ONE: Math is Everywhere	Pacing					Learning Targets
	OCT. 26 **Lesson 5** *Math Class Trip* 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: **Objectives 6-7**	**OCT. 27** **Lesson 5** *Math Class Trip* 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: **Objectives 8**	**OCT. 28** **Lesson 5** *Math Class Trip* 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: **Objectives 9**	**OCT. 29** **Lesson 5** *Math Class Trip* 1. Provide an anticipatory set. 2. Provide a warm-up with rote counting. 3. Use the time-delay procedure to review numeral recognition 4. Read the math story. 5. Apply numeracy objectives to the math story: **Objectives 10-12**	**OCT. 30** **Lesson 5** (Review Concepts) Math Class Trip- MATH FUN: Math Activity Page	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.

UNIT ONE: Math is Everywhere	Pacing					Learning Targets
	NOV. 2 **Lesson 6** *Soccer Review* 1.Provide an anticipatory set. 2.Play the Olympic review game	**NOV. 3** Election Day, remote day for all students	**NOV. 4** **Lesson 6** *Soccer Review* 1.Provide an anticipatory set. 2.Play the Olympic review game	**NOV. 5** **Progress Monitoring**	**NOV. 6** Submit an **Early Numeracy Progress Monitoring Form: MP1** (online - Google Form) for each student	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.

Early Numeracy Progress Monitoring Form: BOY Baseline

Site: P352X@_____

Keep this copy for your records; submit data online (Google Form) by September 25, 2026.

To access the Google Form, scan the QR code on page 1, or use the link on the P352X coaching website.

Class: _____

Student Name: _____

Grade: _____

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

DOMAIN	Learning Target	September 25, 2026	
		- **(incorrect, prompted, or no response)**	**+** **(correct, independent response)**
Counting	Count 1-5 moveable objects in a line	O	O
	Count 1-5 non-movable objects in a line.	O	O
	Rote count from 1-5.	O	O
Sets	Make sets of 1-3.	O	O
	Add premade sets with sums to 5.	O	O
Symbol Use	Compare sets for same/equal.	O	O
	Identify the symbol for equals (=).	O	O
Patterns	Identify an ABAB pattern.	O	O
Measurement	Use a non-standard unit of measurement to measure 1-5.	O	O
Calendar	Identify dates from 1st to 5th on a calendar.	O	O
	Identify 1-5 days later in a week using a calendar.	O	O
Numeral Identification	Identify numerals 1-5.	O	O

Early Numeracy Progress Monitoring Form: MP1

Site: P352X@_____

September 10 - November 6, 2026

Keep this copy for your records; submit data online (Google Form) by November 6, 2026.

Class: _____

To access the Google Form use the link on the P352X coaching website.

Student Name: _____

Grade: _____

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

DOMAIN	Learning Target	November 6, 2026	
		- **(incorrect, prompted, or no response)**	**+** **(correct, independent response)**
Counting	Count 1-5 moveable objects in a line	O	O
	Count 1-5 non-movable objects in a line.	O	O
	Rote count from 1-5.	O	O
Sets	Make sets of 1-3.	O	O
	Add premade sets with sums to 5.	O	O
Symbol Use	Compare sets for same/equal.	O	O
	Identify the symbol for equals (=).	O	O
Patterns	Identify an ABAB pattern.	O	O
Measurement	Use a non-standard unit of measurement to measure 1-5.	O	O
Calendar	Identify dates from 1st to 5th on a calendar.	O	O
	Identify 1-5 days later in a week using a calendar.	O	O
Numeral Identification	Identify numerals 1-5.	O	O