P352X K-2 AA

# Attainment Math: Early Numeracy

2026-27

Marking Period 2: November 9 - January 8 (7 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 2 will cover Unit Two and address the following domains: Counting, Sets, Symbol Use, Patterns, Measurement, Calendar, Numeral Identification. The theme of Unit Two is ***Math at Celebrations***.

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 one time during Marking Period 2, using the **Early Numeracy Progress Monitoring Form** for Unit Two, (online - Google Forms) for each student, as outlined in the Pacing Calendar.
(End of MP2: January 8, 2027.)

# Attainment Math: Early Numeracy Pacing Calendar 2026-27

## Marking Period 2: November 9 - January 8 (7 weeks)

| UNIT TWO: Math at Celebrations | Pacing | | | | | Objectives |
|---|---|---|---|---|---|---|
| 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.<br><br>Some students may require additional practice (1:1 instruction) to master the content.<br><br> | **NOV. 9**<br><br>**Lesson 1**<br>*Mardi Gras Math*<br>1. Provide an anticipatory set.<br>2. Provide a warm-up with rote counting.<br>3. Use the time-delay procedure to review numeral recognition<br>4. Read the math story.<br>5. Apply numeracy objectives to the math story: **Objectives 1-3** | **NOV. 10**<br><br>**Lesson 1**<br>*Mardi Gras Math*<br>1. Provide an anticipatory set.<br>2. Provide a warm-up with rote counting.<br>3. Use the time-delay procedure to review numeral recognition<br>4. Read the math story.<br>5. Apply numeracy objectives to the math story: **Objectives 4-5** | Veterans Day, schools closed | Afternoon and Evening Parent-Teacher Conferences | **NOV. 13**<br><br>**Lesson 1**<br>*Mardi Gras Math*<br>1. Provide an anticipatory set.<br>2. Provide a warm-up with rote counting.<br>3. Use the time-delay procedure to review numeral recognition<br>4. Read the math story.<br>5. Apply numeracy objectives to the math story: **Objectives 6-7** | 1. Count 1-5 moveable objects from a group.<br>2. Count 1-5 scattered, non-moveable objects.<br>3. Rote count from 1-10.<br>4. Make sets of 1-4.<br>5. Add premade sets with sums to 5.<br>6. Compare sets for greater than.<br>7. Identify the symbol for greater than (>).<br>8. Identify an ABAB pattern.<br>9. Use a non-standard unit of measurement to measure 1-5.<br>10. Identify dates from 1st to 10th on a calendar.<br>11. Identify 1-5 days later across 2 weeks using a calendar.<br>12. Identify numerals 1-10. |

| UNIT TWO: Math at Celebrations | Pacing | | | | | Objectives |
|---|---|---|---|---|---|---|
| | **NOV. 16**<br><br>**Lesson 1**<br>*Mardi Gras Math*<br>1. Provide an anticipatory set.<br>2. Provide a warm-up with rote counting.<br>3. Use the time-delay procedure to review numeral recognition<br>4. Read the math story.<br>5. Apply numeracy objectives to the math story: **Objectives 8-9** | **NOV. 17**<br><br>**Lesson 1**<br>*Mardi Gras Math*<br>1. Provide an anticipatory set.<br>2. Provide a warm-up with rote counting.<br>3. Use the time-delay procedure to review numeral recognition<br>4. Read the math story.<br>5. Apply numeracy objectives to the math story: **Objectives 10-12** | **NOV. 18**<br><br>**Lesson 1**<br>(Review Concepts)<br>*Mardi Gras Math*- MATH FUN: Math Activity Page | **NOV. 19**<br><br>**Lesson 2**<br>*Math in the New Year*<br>1. Provide an anticipatory set.<br>2. Provide a warm-up with rote counting.<br>3. Use the time-delay procedure to review numeral recognition<br>4. Read the math story.<br>5. Apply numeracy objectives to the math story: **Objectives 1-3** | **NOV. 20**<br><br>**Lesson 2**<br>*Math in the New Year*<br>1. Provide an anticipatory set.<br>2. Provide a warm-up with rote counting.<br>3. Use the time-delay procedure to review numeral recognition<br>4. Read the math story.<br>5. Apply numeracy objectives to the math story: **Objectives 4-5** | 1. Count 1-5 moveable objects from a group.<br>2. Count 1-5 scattered, non-moveable objects.<br>3. Rote count from 1-10.<br>4. Make sets of 1-4.<br>5. Add premade sets with sums to 5.<br>6. Compare sets for greater than.<br>7. Identify the symbol for greater than (>).<br>8. Identify an ABAB pattern.<br>9. Use a non-standard unit of measurement to measure 1-5.<br>10. Identify dates from 1st to 10th on a calendar.<br>11. Identify 1-5 days later across 2 weeks using a calendar.<br>12. Identify numerals 1-10. |

| UNIT TWO: Math at Celebrations | Pacing | | | | | Objectives |
|---|---|---|---|---|---|---|
| | **NOV. 23**<br><br>**Lesson 2**<br>*Math in the New Year*<br>1. Provide an anticipatory set.<br>2. Provide a warm-up with rote counting.<br>3. Use the time-delay procedure to review numeral recognition<br>4. Read the math story.<br>5. Apply numeracy objectives to the math story: **Objectives 6-7** | **NOV. 24**<br><br>**Lesson 2**<br>*Math in the New Year*<br>1. Provide an anticipatory set.<br>2. Provide a warm-up with rote counting.<br>3. Use the time-delay procedure to review numeral recognition<br>4. Read the math story.<br>5. Apply numeracy objectives to the math story: **Objectives 8-9** | **NOV. 25**<br><br>**Lesson 2**<br>*Math in the New Year*<br>1. Provide an anticipatory set.<br>2. Provide a warm-up with rote counting.<br>3. Use the time-delay procedure to review numeral recognition<br>4. Read the math story.<br>5. Apply numeracy objectives to the math story: **Objectives 10-12** | Thanksgiving Recess, schools closed | Thanksgiving Recess, schools closed | 1. Count 1-5 moveable objects from a group.<br>2. Count 1-5 scattered, non-moveable objects.<br>3. Rote count from 1-10.<br>4. Make sets of 1-4.<br>5. Add premade sets with sums to 5.<br>6. Compare sets for greater than.<br>7. Identify the symbol for greater than (>).<br>8. Identify an ABAB pattern.<br>9. Use a non-standard unit of measurement to measure 1-5.<br>10. Identify dates from 1st to 10th on a calendar.<br>11. Identify 1-5 days later across 2 weeks using a calendar.<br>12. Identify numerals 1-10. |

| UNIT TWO: Math at Celebrations | Pacing | | | | | Objectives |
|---|---|---|---|---|---|---|
| | **NOV. 30**<br><br>**Lesson 2**<br>(Review Concepts)<br>*Math in the New Year*-<br>MATH FUN: Math Activity Page | **DEC. 1**<br><br>**Lesson 3**<br>*Math at the Fiesta*<br>1. Provide an anticipatory set.<br>2. Provide a warm-up with rote counting.<br>3. Use the time-delay procedure to review numeral recognition<br>4. Read the math story.<br>5. Apply numeracy objectives to the math story: **Objectives 1-3** | **DEC. 2**<br><br>**Lesson 3**<br>*Math at the Fiesta*<br>1. Provide an anticipatory set.<br>2. Provide a warm-up with rote counting.<br>3. Use the time-delay procedure to review numeral recognition<br>4. Read the math story.<br>5. Apply numeracy objectives to the math story: **Objectives 4-5** | **DEC. 3**<br><br>**Lesson 3**<br>*Math at the Fiesta*<br>1. Provide an anticipatory set.<br>2. Provide a warm-up with rote counting.<br>3. Use the time-delay procedure to review numeral recognition<br>4. Read the math story.<br>5. Apply numeracy objectives to the math story: **Objectives 6-7** | **DEC. 4**<br><br>**Lesson 3**<br>*Math at the Fiesta*<br>1. Provide an anticipatory set.<br>2. Provide a warm-up with rote counting.<br>3. Use the time-delay procedure to review numeral recognition<br>4. Read the math story.<br>5. Apply numeracy objectives to the math story: **Objectives 8** | 1. Count 1-5 moveable objects from a group.<br>2. Count 1-5 scattered, non-moveable objects.<br>3. Rote count from 1-10.<br>4. Make sets of 1-4.<br>5. Add premade sets with sums to 5.<br>6. Compare sets for greater than.<br>7. Identify the symbol for greater than (>).<br>8. Identify an ABAB pattern.<br>9. Use a non-standard unit of measurement to measure 1-5.<br>10. Identify dates from 1st to 10th on a calendar.<br>11. Identify 1-5 days later across 2 weeks using a calendar.<br>12. Identify numerals 1-10. |

| UNIT TWO: Math at Celebrations | Pacing | | | | | Objectives |
|---|---|---|---|---|---|---|
| | **DEC. 7**<br><br>**Lesson 3**<br>*Math at the Fiesta*<br>1. Provide an anticipatory set.<br>2. Provide a warm-up with rote counting.<br>3. Use the time-delay procedure to review numeral recognition<br>4. Read the math story.<br>5. Apply numeracy objectives to the math story: **Objectives 9** | **DEC. 8**<br><br>**Lesson 3**<br>*Math at the Fiesta*<br>1. Provide an anticipatory set.<br>2. Provide a warm-up with rote counting.<br>3. Use the time-delay procedure to review numeral recognition<br>4. Read the math story.<br>5. Apply numeracy objectives to the math story: **Objectives 10-12** | **DEC. 9**<br><br>**Lesson 3**<br>(Review Concepts)<br>*Math at the Fiesta*- MATH FUN: Math Activity Page | **DEC. 10**<br><br>**Lesson 4**<br>*Math at the Family Feast*<br>1. Provide an anticipatory set.<br>2. Provide a warm-up with rote counting.<br>3. Use the time-delay procedure to review numeral recognition<br>4. Read the math story.<br>5. Apply numeracy objectives to the math story: **Objectives 1-3** | **DEC. 11**<br><br>**Lesson 4**<br>*Math at the Family Feast*<br>1. Provide an anticipatory set.<br>2. Provide a warm-up with rote counting.<br>3. Use the time-delay procedure to review numeral recognition<br>4. Read the math story.<br>5. Apply numeracy objectives to the math story: **Objectives 4-7** | 1. Count 1-5 moveable objects from a group.<br>2. Count 1-5 scattered, non-moveable objects.<br>3. Rote count from 1-10.<br>4. Make sets of 1-4.<br>5. Add premade sets with sums to 5.<br>6. Compare sets for greater than.<br>7. Identify the symbol for greater than (>).<br>8. Identify an ABAB pattern.<br>9. Use a non-standard unit of measurement to measure 1-5.<br>10. Identify dates from 1st to 10th on a calendar.<br>11. Identify 1-5 days later across 2 weeks using a calendar.<br>12. Identify numerals 1-10. |

| UNIT TWO: Math at Celebrations | Pacing | | | | | Objectives |
|---|---|---|---|---|---|---|
| | **DEC. 14**<br><br>**Lesson 4**<br>*Math at the Family Feast*<br>1. Provide an anticipatory set.<br>2. Provide a warm-up with rote counting.<br>3. Use the time-delay procedure to review numeral recognition<br>4. Read the math story.<br>5. Apply numeracy objectives to the math story:<br>**Objectives 8-9** | **DEC. 15**<br><br>**Lesson 4**<br>*Math at the Family Feast*<br>1. Provide an anticipatory set.<br>2. Provide a warm-up with rote counting.<br>3. Use the time-delay procedure to review numeral recognition<br>4. Read the math story.<br>5. Apply numeracy objectives to the math story:<br>**Objectives 10-12** | **DEC. 16**<br><br>**Lesson 4**<br>(Review Concepts)<br>*Math at the Family Feast*- MATH FUN: Math Activity Page | **DEC. 17**<br><br>**Lesson 5**<br>*Going to a Pow Wow*<br>1. Provide an anticipatory set.<br>2. Provide a warm-up with rote counting.<br>3. Use the time-delay procedure to review numeral recognition<br>4. Read the math story.<br>5. Apply numeracy objectives to the math story:<br>**Objectives 1-2** | **DEC. 18**<br><br>**Lesson 5**<br>*Going to a Pow Wow*<br>1. Provide an anticipatory set.<br>2. Provide a warm-up with rote counting.<br>3. Use the time-delay procedure to review numeral recognition<br>4. Read the math story.<br>5. Apply numeracy objectives to the math story:<br>**Objectives 3** | 1. Count 1-5 moveable objects from a group.<br>2. Count 1-5 scattered, non-moveable objects.<br>3. Rote count from 1-10.<br>4. Make sets of 1-4.<br>5. Add premade sets with sums to 5.<br>6. Compare sets for greater than.<br>7. Identify the symbol for greater than (>).<br>8. Identify an ABAB pattern.<br>9. Use a non-standard unit of measurement to measure 1-5.<br>10. Identify dates from 1st to 10th on a calendar.<br>11. Identify 1-5 days later across 2 weeks using a calendar.<br>12. Identify numerals 1-10. |

| UNIT TWO: Math at Celebrations | Pacing | | | | | Objectives |
|---|---|---|---|---|---|---|
| | **DEC. 21**<br><br>**Lesson 5**<br>*Going to a Pow Wow*<br>1. Provide an anticipatory set.<br>2. Provide a warm-up with rote counting.<br>3. Use the time-delay procedure to review numeral recognition<br>4. Read the math story.<br>5. Apply numeracy objectives to the math story: **Objectives 4** | **DEC. 22**<br><br>**Lesson 5**<br>*Going to a Pow Wow*<br>1. Provide an anticipatory set.<br>2. Provide a warm-up with rote counting.<br>3. Use the time-delay procedure to review numeral recognition<br>4. Read the math story.<br>5. Apply numeracy objectives to the math story: **Objectives 5** | **DEC. 23**<br><br>**Lesson 5**<br>*Going to a Pow Wow*<br>1. Provide an anticipatory set.<br>2. Provide a warm-up with rote counting.<br>3. Use the time-delay procedure to review numeral recognition<br>4. Read the math story.<br>5. Apply numeracy objectives to the math story: **Objectives 6-7** | | | 1. Count 1-5 moveable objects from a group.<br>2. Count 1-5 scattered, non-moveable objects.<br>3. Rote count from 1-10.<br>4. Make sets of 1-4.<br>5. Add premade sets with sums to 5.<br>6. Compare sets for greater than.<br>7. Identify the symbol for greater than (>).<br>8. Identify an ABAB pattern.<br>9. Use a non-standard unit of measurement to measure 1-5.<br>10. Identify dates from 1st to 10th on a calendar.<br>11. Identify 1-5 days later across 2 weeks using a calendar.<br>12. Identify numerals 1-10. |

| UNIT TWO: Math at Celebrations | Pacing | | | | | Objectives |
|---|---|---|---|---|---|---|
| | **JAN. 4**<br><br>**Lesson 5**<br>*Going to a Pow Wow*<br>1. Provide an anticipatory set.<br>2. Provide a warm-up with rote counting.<br>3. Use the time-delay procedure to review numeral recognition<br>4. Read the math story.<br>5. Apply numeracy objectives to the math story:<br>**Objectives 8** | **JAN. 5**<br><br>**Lesson 5**<br>*Going to a Pow Wow*<br>1. Provide an anticipatory set.<br>2. Provide a warm-up with rote counting.<br>3. Use the time-delay procedure to review numeral recognition<br>4. Read the math story.<br>5. Apply numeracy objectives to the math story:<br>**Objectives 9** | **JAN. 6**<br><br>**Lesson 5**<br>*Going to a Pow Wow*<br>1. Provide an anticipatory set.<br>2. Provide a warm-up with rote counting.<br>3. Use the time-delay procedure to review numeral recognition<br>4. Read the math story.<br>5. Apply numeracy objectives to the math story:<br>**Objectives 10-12** | **JAN. 7**<br><br>**Lesson 5**<br>(Review Concepts)<br>*Going to a Pow Wow*-<br>MATH FUN: Math Activity Page | **JAN. 8**<br><br>**Lesson 6**<br>*Basketball Review*<br>1. Provide an anticipatory set.<br>2. Play the Olympic review game.<br><br>Submit an **Early Numeracy Progress Monitoring Form** for each student (online) | 1. Count 1-5 moveable objects from a group.<br>2. Count 1-5 scattered, non-moveable objects.<br>3. Rote count from 1-10.<br>4. Make sets of 1-4.<br>5. Add premade sets with sums to 5.<br>6. Compare sets for greater than.<br>7. Identify the symbol for greater than (>).<br>8. Identify an ABAB pattern.<br>9. Use a non-standard unit of measurement to measure 1-5.<br>10. Identify dates from 1st to 10th on a calendar.<br>11. Identify 1-5 days later across 2 weeks using a calendar.<br>12. Identify numerals 1-10. |

**Early Numeracy Progress Monitoring Form: MP2**

**Site: P352X@_____**

November 9 - January 8

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

| DOMAIN | Objective | January 8, 2027 | |
|---|---|---|---|
| | | **-** **(incorrect, prompted, or no response)** | **+** **(correct, independent response)** |
| Counting | Count 1-5 moveable objects in a line | O | O |
| | Count 1-5 moveable objects from a group | O | O |
| | Count 1-5 non-movable objects in a line. | O | O |
| | Count 1-5 scattered, non-movable objects. | O | O |
| | Rote count from 1-5. | O | O |
| | Rote count from 1-10. | O | O |
| Sets | Make sets of 1-3. | O | O |
| | Make sets of 1-4. | O | O |
| | Add premade sets with sums to 5. | O | O |
| | Add sets with sums to 5. | O | O |

**Early Numeracy Progress Monitoring Form: MP2** (continued)

| DOMAIN | Objective | January 8, 2027 | |
|---|---|---|---|
| | | **-** **(incorrect, prompted, or no response)** | **+** **(correct, independent response)** |
| Symbol Use | Compare sets for same/equal. | O | O |
| | Compare sets for greater than. | O | O |
| | Identify the symbol for equals (=). | O | O |
| | Identify the symbol for greater than (>). | O | O |
| Patterns | Identify an ABAB pattern. | O | O |
| | Extend an ABAB pattern. | O | O |
| Measurement | Use a non-standard unit of measurement to measure 1-5. | O | O |
| | Use a standard unit of measurement to measure 1-5 inches. | O | O |
| Calendar | Identify dates from 1st to 5th on a calendar. | O | O |
| | Identify dates from 1st to 10th on a calendar. | O | O |
| | Identify 1-5 days later in a week using a calendar. | O | O |
| | Identify 1-5 days later across 2 weeks using a calendar. | O | O |
| Numeral Identification | Identify numerals 1-5. | O | O |
| | Identify numerals 1-10. | O | O |