P352X 3-5 AA
Attainment Math: Look at Math
2026-27
Marking Period 1: September 10 - November 6 (8 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 1 will cover **Chapter 1: ADD AND SUBTRACT**, and **Chapter 2: MULTIPLY AND DIVIDE**.

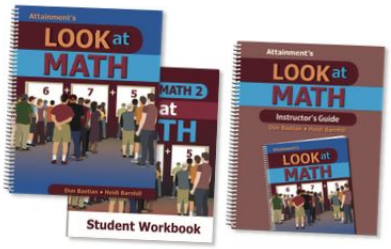
Each topic/lesson within a chapter begins with a problem that should be modeled by the teacher. At the teacher's discretion, additional problems can be modeled. The lesson should progress with the teacher providing systematic guidance for the remainder of the problems. Each topic/lesson throughout the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

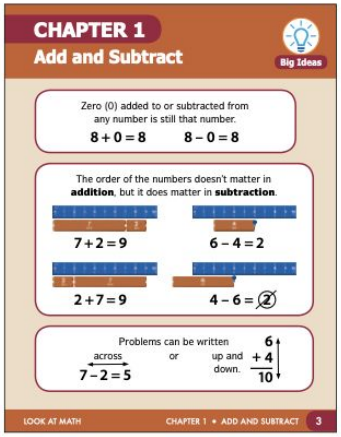
Lessons can be taught in small group and/or one-on-one instruction. Lessons within each chapter progress in difficulty. The Concrete, Representational, and Abstract (**CRA**) options provide a high-to-low sequence of instructional support. Follow the CRA sequence to introduce and teach a lesson. Your 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.

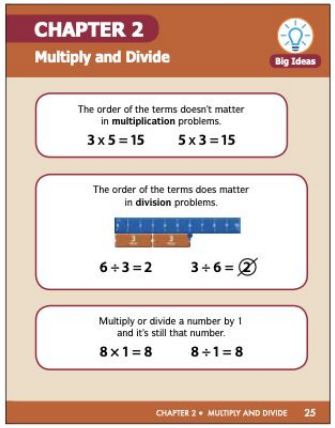
At the beginning and end of Marking Period 1, you will submit a **Look at Math Progress Monitoring Form** (online - Google Forms) for each student. Refer back to students' performance on Topic Quizzes when completing the Progress Monitoring Form at the end of the marking period.

Attainment Math: Look at Math Pacing Calendar 2026-27

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

Numbers	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. 				**SEPT. 10** **Lesson 1** Identify 3 Big Ideas in Addition and Subtraction TG p. 16 SB p. 3	**SEPT. 11** **Lesson 2** Review Key Addition and Subtraction Vocabulary TG p. 16 SB p. 4-5	Students will learn about two fundamental mathematical properties for addition and subtraction. Students will learn terms that apply to the operations of addition and subtraction.

Numbers	Pacing					Objectives
	**SEPT. 14** **Lesson 3** Add and Subtract within 10 TG p. 17 SB p. 6-7	**SEPT. 15** **Lesson 3** Add and Subtract within 10 TG p. 17 SB p. 6-7	**SEPT. 16** **Lesson 4** Select Plus or Minus Sign TG p. 18 SB p. 8	**SEPT. 17** **Topic Quiz** TG p. 18 SB p. 9	**SEPT. 18** **Lesson 5** Add and Subtract within 20 TG p. 19 SB p. 10-11	Students will be able to perform addition and subtraction math facts practice; students will check solutions by using the opposite operation. Students will determine if the math problems presented are addition or subtraction. Students will learn that addition problems are represented with a plus sign while subtraction problems are shown with a minus sign. Students will learn that you can check your answer to a subtraction problem by using addition. Students will learn to consider which arithmetic operation should be taken care of first when evaluating a math expression.
	SEPT. 21 Yom Kippur, schools closed	**SEPT. 22** **Lesson 6** Check Subtraction with Addition TG p. 20 SB p. 12	**SEPT. 23** **Lesson 6** Check Subtraction with Addition TG p. 20 SB p. 12	**SEPT. 24** **Topic Quiz** TG p. 20 SB p. 13	**SEPT. 25** **Lesson 7** Add and Subtract with Three Terms TG p. 21 SB p. 14-15 Submit a Look at Math **Progress Monitoring Form: BOY Baseline** (online - Google Form) for each student to serve as a baseline	
	SEPT. 28 **Lesson 7** Add and Subtract with Three Terms TG p. 21 SB p. 14-15	**SEPT. 29** **Lesson 8** Subtract the Last Term TG p. 22 SB p. 16	**SEPT. 30** **Lesson 8** Subtract the Last Term TG p. 22 SB p. 16	**OCT. 1** **Topic Quiz** TG p. 22 SB p. 17	**OCT. 2** **Lesson 9** Add and Subtract within 100 TG p. 23 SB p. 18-19	

Numbers	Pacing					Objectives
	**OCT. 5** **Lesson 9** Add and Subtract within 100 TG p. 23 SB p. 18-19	**OCT 6.** **Lesson 10** Determine Place Values for Ones and Tens TG p. 24 SB p. 20	**OCT. 7** **Lesson 10** Determine Place Values for Ones and Tens TG p. 24 SB p. 20	**OCT. 8** **Topic Quiz** TG p. 24 SB p. 21	**OCT. 9** **Lesson 12** Identify 3 Big Ideas in Multiplication and Division TG p. 30 SB p. 25	Students will learn that place value is the amount a digit is worth because of its position. Students will learn two fundamental mathematical properties for multiplication and division. Students will learn terms that apply to multiplication and division practices. Students will learn to count by 2s, 5s, and 10s using the number line and visual clues; students will reinforce the concept of skip counting by looking for sequence patterns. Students will be able to perform multiplication math facts practice; students will check solutions by using the opposite operation. Students will examine 3 forms of multiplication problems using a variety of symbols; students will recognize that although the symbol is different, the operation is the same.
	OCT. 12 Italian Heritage/ Indigenous Peoples' Day, schools closed	**OCT. 13** **Lesson 13** Review Key Multiplication and Division Vocabulary TG p. 30 SB p. 26-27	**OCT. 14** **Lesson 14** Skip Count TG p. 31 SB p. 28-29	**OCT. 15** **Lesson 15** Complete Patterns TG p. 32 SB p. 30	**OCT. 16** **Topic Quiz** TG p. 32 SB p. 31	
	OCT. 19 **Lesson 16** Multiplication TG p. 33 SB p. 32-33	**OCT. 20** **Lesson 17** Identify Three Ways to Write Multiplication TG p. 34 SB p. 34	**OCT. 21** **Lesson 17** Identify Three Ways to Write Multiplication TG p. 34 SB p. 34	**OCT. 22** **Topic Quiz** TG p. 34 SB p. 35	**OCT. 23** **Lesson 18** Division TG p. 35 SB p. 36-37	
	OCT. 26 **Lesson 18** Division TG p. 35 SB p. 36-37	**OCT. 27** **Lesson 19** Identify Three Ways to Write Division TG p. 36 SB p. 38	**OCT. 28** **Topic Quiz** TG p. 36 SB p. 39	**OCT. 29** **Lesson 20** Division w/ a Remainder TG p. 37 SB p. 40-41	**OCT. 30** **Lesson 20** Division w/ a Remainder TG p. 37 SB p. 40-41	

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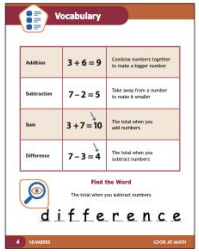 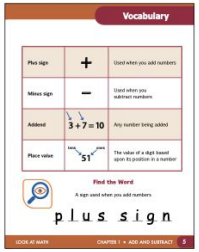 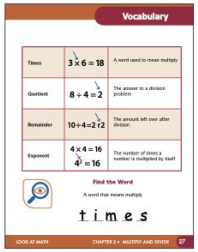	**NOV. 2** **Lesson 21** Check Division with Multiplication TG p. 38 SB p. 42	**NOV. 3** Italian Heritage/ Indigenous Peoples' Day, schools closed	**NOV. 4** **Topic Quiz** TG p. 38 SB p. 43	**NOV. 5** **Vocabulary Review** TG p. 16 SB p. 4-5 TG p. 30 SB p. 26-27	**NOV. 6** Submit a **Look at Math Progress Monitoring Form: MP1** (online - Google Form) for each student	Students will practice the concept of division with a remainder in the solution using grouping. Students are developing their math practice facts as a method to check solutions; students will consider the order of operations to perform so that appropriate solutions are found.

Look at Math Progress Monitoring Form: BOY Baseline

Keep this copy for your records; submit data online (Google Form) by September 25, 2026.
To access the Google Form, use the link on the P352X coaching website.

Chapter 1: ADD AND SUBTRACT
Chapter 2: MULTIPLY AND DIVIDE

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	**-** **(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

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Chapter 2: MULTIPLY AND DIVIDE

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CHAPTER 2	**-** **(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

Look at Math Progress Monitoring Form: MP1 **Site: P352X@_____**

September 10 - November 6, 2026

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Chapter 1: ADD AND SUBTRACT; Chapter 2: MULTIPLY AND DIVIDE

Grade: _____

Student Name: _____

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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

Look at Math Progress Monitoring Form: MP1 **Site: P352X@_____**

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Grade: _____

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CHAPTER 2	**-** **(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