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| Hayat Universal Bilingual School Year Plan  **Subject: Mathematics Grade Level: KG2** | | | | | | | |
| **Unit**  **1**  **September 10-27**  **3 weeks** | **BC Big Ideas (Understand)** | **BC Curricular Competencies (Do)** | **BC Content (Know)** | **Instructional Strategies/ Learning Activities** | **Materials & Resources** | **Assessment Methods/Assessment Date** | **Key Vocabulary** |
|  | One-to-one correspondence and a sense of 5 and 10 are essential for fluency with numbers.  Numbers represent quantities that can be decomposed into smaller parts. | * Use reasoning to explore and make connections. * Develop mental math strategies and abilities to make sense of quantities. * Visualize to explore mathematical concepts. * Communicate mathematical thinking in many ways. * Use mathematical vocabulary and language to contribute to mathematical discussions. | * Number concepts to 5. * Ways to make 5. | * Count groups of 1, 2, 3, 4 and 5 objects arranged in a line. * Identify the last number counted as the number of objects in the group. * Read and write 1, 2, 3, 4, and 5 in numeral form and recognize their number forms. * Count up to 5 objects arranged in different ways (line, 5 frame, array, circular, scattered) * State the number of objects in a counted set of up to 5 objects without counting. * Count out a given number of up to 5 objects from a larger set of up to 8 objects. | * Connecting cubes * bags * Card paper * Strips of paper * Cups * Counters * Paper clips (different colours) * Envelopes * Chart paper * Sticky notes * Paper * Pencils * Double sided tape * Number dot cards (TR 1.1, 1.2, 1.3, 1.4, 1.5) * 5 Frame (TR 1.6) * Picture Cards (TR 1.7, 1.8, 1.9, 1.10) * Number Cards (TR 1.11) * Prime Mathematics student book (SB) A pp. 1-24 * Prime Mathematics Teachers’ Guide (TG) A pp. 2-25 | Diagnostic   * Observe students during counting activities, games and songs   Formative   * Observe students and make anecdotal notes based on classroom activities   Summative:   * Quiz 1: 1-3– **Sept. 13** * Quiz 2: 4, 5 – **Sept. 20** * Quiz 3: 1-5, **Sept. 27** * Checklists and Rubrics – Week of **Sept 23-27** | * “one”/1 * “two”/2 * “three”/3 * “four”/4 * “five”/5 * Count * Group * Identify * Number * Circle * Write |

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| Hayat Universal Bilingual School Year Plan  **Subject: Mathematics Grade Level: KG2** | | | | | | | |
| **Unit**  **2**  **September 10-27**  **4 weeks** | **BC Big Ideas (Understand)** | **BC Curricular Competencies (Do)** | **BC Content (Know)** | **Instructional Strategies/ Learning Activities** | **Materials & Resources** | **Assessment Methods/Assessment Date** | **Key Vocabulary** |
| **Number Concepts 0 to 10** | One-to-one correspondence and a sense of 5 and 10 are essential for fluency with numbers.  Numbers represent quantities that can be decomposed into smaller parts. | * Use reasoning to explore and make connections. * Develop mental math strategies and abilities to make sense of quantities. * Visualize to explore mathematical concepts. * Communicate mathematical thinking in many ways. * Use mathematical vocabulary and language to contribute to mathematical discussions. | * Number concepts to 10. * Change in quantity to 10. * Decomposition of numbers to 10. | * Count groups of 6, 7, 8, 9, and 10 objects arranged in a line. * Identify the last number counted as the number of objects in the group. * Read and write 6, 7, 8, 9, and 10 in numeral form and recognize their number forms. * Count on from 5 to count groups of up to 10 objects arranged in a 10 frame. * Awareness of 0 * Count groups of 1 to 10 objects. * Read and write 0 in numeral form. * Count up to 10 objects (in a line, 10-frame, array, circular, scattered) * Count out a group of up to 10 objects from a larger group of up to 15 objects. * State without recounting the number of objects in a group of up to 10 objects. * Write a numeral (0-10) to represent a number of objects (0-10) * Compare 2 groups of up to 10 objects each. * Make comparisons using “the same as”, “more than” and “fewer than.” * Understanding that the number that comes next is 1 more. * Use “before”, “after” and “in between” to talk about number sequence. * Identify the number that comes before, after, and in between other number (s) | * Connecting cubes * bags * Card paper * Strips of paper * Cups * Counters * Envelopes * Chart paper * Construction Paper * Pencils * Dice * Masking tape * 10 frames (TR 2.1) * 5 Frames (TR 1.6) * Prime Mathematics student book (SB) A pp. 25-52 * Prime Mathematics Teachers’ Guide (TG) A pp. 26-53 * Number-Dot cards (TR 2.2, 2.3, 2.4, 25. 2.5, 2.6, 2.7) * Number-Dot cards from previous unit * Snaking game board (TR 2.8) | Diagnostic   * Observe students during counting activities, games and songs   Formative   * Observe students and make anecdotal notes based on classroom activities   Summative:   * Quiz 1: 1-3– **Oct 4** * Quiz 2: 4, 5 – **Oct 11** * Quiz 3: 1-5, **Oct 3** * Quiz 4 Counting On, Comparing numbers, 1 more, 1 fewer – **Oct. 24** * Checklists and Rubrics – Week of **Sept 23-27** | * “one”/1 * “two”/2 * “three”/3 * “four”/4 * “five”/5 * “six”/6 * “seven”/7 * “eight”/8 * “nine”/9 * “ten”/10 * “zero”/0 * Count * Group * Identify * Number * Circle * Write * Compare * The same as * More than * Fewer than |

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| Hayat Universal Bilingual School Year Plan  **Subject: Mathematics Grade Level: KG2** | | | | | | | |
| **Unit**  **3**  **October 28 – November 8**  **2 weeks** | **BC Big Ideas (Understand)** | **BC Curricular Competencies (Do)** | **BC Content (Know)** | **Instructional Strategies/ Learning Activities** | **Materials & Resources** | **Assessment Methods/Assessment Date** | **Key Vocabulary** |
| **Sorting and Surveys** | Familiar Events can be described as likely or unlikely and compared. | * Visualize to explore mathematical concepts. * Communicate mathematical thinking in many ways. * Use mathematical vocabulary to contribute to mathematical discussions. * Explain and justify mathematical ideas and decisions. * Represent mathematical ideas in concrete, pictorial and symbolic forms. * Connect mathematical concepts to each other and other areas and personal interests. | * Concrete or pictorial graphs as visual tools | * Sort and group up to 10 objects by colour or pattern. * Count and state the total number of objects in each group of up to 10 objects. * Compare 2 sets of up 10 objects each by matching and counting. * Use “the same as”, “more than” and “fewer than” to describe comparisons. * Participate in whole group quantitative surveys to collect data. * Sort, count and state the total in each group of up to 10 objects by creating 3-column picture graphs * Sort, count and state the total in each group of up to 10 objects by creating 3-row picture graphs * Visually compare items in picture graphs. | * Prime Mathematics student book (SB) A pp. 53-61 * Prime Mathematics Teachers’ Guide (TG) A pp. 54-65 * Connecting cubes * Cups * Chart paper * Pictures of a red apple, an orange and a banana (TR 3.1) * Ice cream cut-outs (TR 3.3) * Crayons (red, orange, yellow, brown, pink, white) * Bags * Coloured pencils (blue, red, yellow) * Drinks at Emily’s Party Graph (TR 3.4) * Drinks Cards Cut-outs (TR 3.5) | Diagnostic   * Give each child a bag with cubes. Have them sort them and talk about it. Make anecdotal notes.   Formative   * Observe students and make anecdotal notes based on classroom activities   Summative:   * Quiz 1: Sorting – **Nov 1** * Quiz 2: Picture Graph– **Nov 8** * Checklists and Rubrics – Week of **Nov 4-8** | * Sort * Group * Colour * Count * Set * Match * The same as * More than * Fewer than * Data * Collect * Total * Column * Picture graphs * Row * Compare * Pattern |

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| Hayat Universal Bilingual School Year Plan  **Subject: Mathematics Grade Level: KG2** | | | | | | | |
| **Unit**  **4**  **November 11-29**  **3 Weeks** | **BC Big Ideas (Understand)** | **BC Curricular Competencies (Do)** | **BC Content (Know)** | **Instructional Strategies/ Learning Activities** | **Materials & Resources** | **Assessment Methods/Assessment Date** | **Key Vocabulary** |
| **Breaking Apart and Making 4 and 5** | One-to-one correspondence and a sense of 5 and 10 are essential for fluency with numbers.  Numbers represent quantities that can be decomposed into smaller parts. | * Use reasoning to explore and make connections. * Develop mental math strategies and abilities to make sense of quantities. * Visualize to explore mathematical concepts. * Communicate mathematical thinking in many ways. * Use mathematical vocabulary and language to contribute to mathematical discussions. * Explain and justify mathematical ideas and decisions * Represent mathematical ideas in concrete pictorial and symbolic forms. | * Number concepts to 10. * Ways to make 5. * Decomposition of numbers 0-10. | * Break apart 4 and 5 objects into two parts in more than one way. * Make 4 and 5 with two parts. * Write number bonds for 4 and 5. * Name the missing parts to make 4 and 5. * Use a numeral (0-5) to show the number of objects in each part when decomposing. * Represent composing and decomposing sets of 4 and 5 objects with drawings and connect to number bond diagrams. | * Prime Mathematics student book (SB) A pp. 62-78 * Prime Mathematics Teachers’ Guide (TG) A pp. 66-84 * Bags * 2-colour counters * Cups * Chart paper * Crayons (red, yellow) * Connecting cubes * Rows of squares (TR 4.1) * Part-Part-Whole Work Mat (TR 4.2) * Connecting links (or coloured paper clips) * Number Bond Recording Sheet (TR 4.3) * Break Apart 5 Cut-outs (TR 4.4) | Diagnostic   * Observations * Anecdotal notes   Formative   * Observe students and make anecdotal notes based on classroom activities   Summative:   * Quiz 1: Breaking Apart & Making 4 – **Nov 15** * Quiz 2: Breaking Apart & Making 5 – **Nov 22** * Quiz 3: Breaking Apart & Making 4 & 5 - **Nov 28** * Checklists and Rubrics – Week of **Nov 25-28** | * Break apart * Part * Whole * Make * Number bond |

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| Hayat Universal Bilingual School Year Plan  **Subject: Mathematics Grade Level: KG2** | | | | | | | |
| **Unit**  **5**  **December 2- 20**  **3 weeks** | **BC Big Ideas (Understand)** | **BC Curricular Competencies (Do)** | **BC Content (Know)** | **Instructional Strategies/ Learning Activities** | **Materials & Resources** | **Assessment Methods/Assessment Date** | **Key Vocabulary** |
| **Making 4 and 5** | One-to-one correspondence and a sense of 5 and 10 are essential for fluency with numbers.  Numbers represent quantities that can be decomposed into smaller parts. | * Use reasoning to explore and make connections. * Develop mental math strategies and abilities to make sense of quantities. * Visualize to explore mathematical concepts. * Communicate mathematical thinking in many ways. * Use mathematical vocabulary and language to contribute to mathematical discussions. * Develop and use multiple strategies to engage in problem solving | * Number concepts to 5. * Ways to make 5. | * Acting out Part-Part-Whole addition stories. * Make part-part-whole addition stories. * Count all to add two quantities within 5. * Illustrate part-part-whole addition stories with number bonds. * Use drawings to represent part-part whole addition stories. * Count on to add two numbers within 5. | * Connecting Prime Mathematics student book (SB) A pp. 82-93 (Lessons 1 & 2) * Prime Mathematics Teachers’ Guide (TG) A pp. 88-103 (Lessons 1 and 2) * Child pictures (TR 5.1) * Chart paper * Sticky notes * Connecting cubes * Markers (1 yellow and 3 red) * (Put together Part-part-whole work mat (TT 5.2) * Drawing paper * Cups | Diagnostic   * Observe students during counting activities, games and songs   Formative   * Observe students and make anecdotal notes based on classroom activities   Summative:   * Quiz 1: Put together– **Dec 9** * Quiz 2: Add – **Dec. 17** * Checklists and Rubrics – Week of **Dec 16-20** | * part * whole * altogether * in all * number bond * more * add to * addition * count on |

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| Hayat Universal Bilingual School Year Plan  **Subject: Mathematics Grade Level: KG2** | | | | | | | |
| **Unit**  **6**  **January 6 – 24**  **3 weeks** | **BC Big Ideas (Understand)** | **BC Curricular Competencies (Do)** | **BC Content (Know)** | **Instructional Strategies/ Learning Activities** | **Materials & Resources** | **Assessment Methods/Assessment Date** | **Key Vocabulary** |
| **Measurement** | Objects have attributes that can be described, measured and compared | * Develop mental math strategies and abilities to make sense of quantities. * Debelop, demonstrate and apply mathematical understanding through play, inquiry and problem solving * Visualize to explore mathematical concepts * Develop and use multiple strategies to engage in problem solving * Communicate mathematical thinking in many ways * Use mathematical vocabulary and language to contribute to mathematical discussions | * Direct comparative measurement (e.g., linear, mass, capacity) | * Describe the measurable attributes of an object using “big”, “small”, “long”, “tall”, “short”, “heavy”, and “light”. * Compare objects based on size and use “big” and “small” to describe comparisons. * Compare and arrange up to 3 objects according to size and describe that relationship. * Compare 2 objects using “bigger than” and “smaller than”. * Compare up to 3 objects and order them by length or height and describe their relationship. * Compare the length of 2 objects by placing them side by side. * Compare 2 objects using measurement and comparison language. * Measure the length and height of objects using 10 or less common nonstandard units of the same size. * Compare the volume of a liquid in 2 identical containers and describe them. * Explore the mass of 2 similar objects by hefting and describe these comparisons * Measure how much an object eights on a pan balance using 10 or less everyday objects. * Explore estimation of weight. * Explore that a big objects is not necessarily heavier than a small object. | * Prime Mathematics student book (SB) A pp. 118-143 * Prime Mathematics Teachers’ Guide (TG) A pp. 134-159 * 2 containers (tall, short) * Short eraser * Long ruler * Thin (light) book * Thick (heavy) book * Collection of pairs of big/small, light/heavy, short/tall/long objects found in the classroom * Chart paper * Attribute blocks (triangles, circles) * Sticky notes * 3 boxes of different sizes * 3 labels: big, bigger, biggest * 3 erasers of different sizes * 3 labels: small, smaller, smallest * Pencils * Paper clips * Connecting cubes * 3 objects that can be ordered by length * 3 objects that can be ordered by height * Markers * Pipe cleaners * Container * String or yarn * Labels: A and B * Buckets of Water * Number cubes (1-6) * Small cups * Large cups * pan balance * pebble/stone size of palm * fresh/plastic flower * student’s school bag * chart paper * bag of feathers * small heavy object * scissors * spoon * teddy bear counters * 3 Dot Cards (TR 5.4) * 4 Dot Cards (TR 5.5) * Number Cards 1-10 (TR 2.9) * Balancing Objects Sheet (TR 7.1) * Estimating Weights Sheet (TR 7.1) | Diagnostic   * Observe students during counting activities, games and songs   Formative   * Observe students and make anecdotal notes based on classroom activities   Summative:   * Quiz 1: Comparing Size (L1-2) – **Jan 10** * Quiz Length & Height – **Jan 17** * Quiz 3: Volume & Weight - **Jan 24** * Checklists and Rubrics – Week of  **Jan 20-24** | * Big * Bigger * biggest * Small * Smaller * smallest * Long * Tall * Short * Heavy * Light * Compare * Measure * Bigger than * Smaller than * Height * Length * Weight * Volume * Mass * Lighter * Heavier * Same * Pan balance * Balance * about |

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| Hayat Universal Bilingual School Year Plan  **Subject: Mathematics Grade Level: KG2** | | | | | | | |
| **Unit**  **7**  **January 28 –February 14**  **3 weeks** | **BC Big Ideas (Understand)** | **BC Curricular Competencies (Do)** | **BC Content (Know)** | **Instructional Strategies/ Learning Activities** | **Materials & Resources** | **Assessment Methods/Assessment Date** | **Key Vocabulary** |
| **Flat Shapes** | Objects have attributes that can be described, measured and compared | * Use reasoning to explore and make connections * Model mathematics in contextualized experiences * Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving * Visualize to explore mathematical concepts * Develop and use multiple strategies in problem solving * Connect mathematical concepts to each other and to other areas and personal interests | * Single attributes of 2D shapes | * Name basic plane shapes: circle, square, rectangle, triangle. * Describe plane shapes as “flat.” * Analyze and compare plane shapes and explain how they are similar or different using informal language. * Explain the difference between a square and a rectangle; acknowl3edge and explain how a square is a special rectangle. * Introduce hexagon. * Build awareness of attributes: colour, shape, and size. * Match objects and pictures based on attributes in one-to-one correspondence (object-object, object-picture, picture-picture.) * Sort and group up to 10 objects by colour, shape, size. * Sort and group objects by 2 attributes: colour, shape or size. * Sort and re-sort shapes and explain the rule for each sort. * Describe the location of plane shapes in the classroom using positional and directional words. * Identify plane shapes on real-world objects. | * Prime Mathematics student book (SB) B pp. 1-23 * Prime Mathematics Teachers’ Guide (TG) B pp. 2-27 * Attribute blocks * Chart paper * Drawing paper * Construction paper shapes (square, rectangle, circle, triangle, hexagon) * Ruler * Bags * Pattern blocks * Small and big books * Labels: blue, triangles, red, circles * Geobands * Geoboards * Cardboard * Large envelopes * Solid real-world objects with flat faces (i.e., soup can, cereal box, etc) * Magnifying glasses * Pencils * Dot cards (TR 12.5- 12.7) * Cloud worksheets (TR 10.1) * Shape finders (TR 10.2-10.3) | Diagnostic   * Observe students during counting activities, games and songs   Formative   * Observe students and make anecdotal notes based on classroom activities   Summative:   * Quiz 1: Colour, Count, compare– **January 31** * Quiz 2: Match Shapes to real-world objects - **Feb 14** * Checklists and Rubrics:   + Sorting– Week of **Feb 7**   + Positional Words – week of **Feb 14** | * Shape * Circle * Square * Rectangle * Triangle * Flat * Curved * Straight * Side * Corner * Hexagon * Same * Alike * Different * Attributes * Colour * Shape * Size * Sort * Group * Match * Rule * More * Fewer * Above * Below * In * On * Over * Under * Top * Bottom * Beside * In front of * Behind * Next to * Near * Far * Fowards * Backwards * towards |

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| Hayat Universal Bilingual School Year Plan  **Subject: Mathematics Grade Level: KG2** | | | | | | | |
| **Unit**  **8**  **February 18-28**  **2 weeks** | **BC Big Ideas (Understand)** | **BC Curricular Competencies (Do)** | **BC Content (Know)** | **Instructional Strategies/ Learning Activities** | **Materials & Resources** | **Assessment Methods/Assessment Date** | **Key Vocabulary** |
| **Patterns** | Repeating elements in patterns can be identified.  Objects have attributes that can be described, measured, and compared. | * Visualize to explore mathematical concepts. * Communicate mathematical thinking in many ways. * Use mathematical vocabulary to contribute to mathematical discussions. * Reflect on mathematical thinking. * Connect mathematical concepts to other areas and personal interests. | * Repeating patterns with two or three elements. | * Identify visual patterns in the environment. * Describe, copy and extend simple sound and action patterns (e.g. a repeated AB pattern – snap, clap) * Describe, copy and extend simple repeating AB and ABC patterns. * Describe, copy and extend simple repeating AB and ABC patterns * Describe, copy and extend more difficult repeating patterns (e.g. AAB, AABB) * Describe, copy and extend difficult sound and action patterns (e.g.. AAB, AABB) * Transfer patterns into a different format (e.g. a sound pattern into a shape pattern) | * Prime Mathematics student book B (SB) pp. 24-36 * Prime Mathematics Teachers’ Guide (TG) B pp 28-43 * Patern Cards (TR 11.1) * Chart Paper * Sticky notes (1 colour) * Pictures of patterns in nature, at home, outside * Markers * Pencils unsharpened * Crayons * Bags * Pattern blocks * Card paper * Shapes cutouts (TR 11.2-11.5) * My pattern Worksheet (TR 11.6) * Connecting cubes * Attribute blocks * Pattern playing cards (TR 11.7-11.8) | Diagnostic   * Observe students during counting activities, games and songs   Formative   * Observe students and make anecdotal notes based on classroom activities   Summative:   * Quiz 1: Make a Pattern (AB, ABC, AAB, AABB)– **Feb 28** * Checklists and Rubrics – * Use oral language to describe pattern in nature/repeat sound and action pattern - **Feb 21** * Create/extend patterns using manipulatives – **Feb 28** | * Pattern * Repeat * Next * Sound * Shape * Circle * Triangle * Square * Rectangle * Hexagon |

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| Hayat Universal Bilingual School Year Plan  **Subject: Mathematics Grade Level: KG2** | | | | | | | |
| **Unit**  **9**  **March 3-28**  **4 weeks** | **BC Big Ideas (Understand)** | **BC Curricular Competencies (Do)** | **BC Content (Know)** | **Instructional Strategies/ Learning Activities** | **Materials & Resources** | **Assessment Methods/Assessment Date** | **Key Vocabulary** |
| **Breaking Apart and Making 6-9** | Numbers represent quantities that can be decomposed into a smaller parts.  1:1 Correspondence and a sense of 5 and 10 are essential for fluency with numbers. | * Use reasoning to explore and make connections. * Estimate reasonably. * Develop mental math strategies and abilities to make sense of quantities. * Develop, demonstrate, and apply mathematical understanding through play, inquiry and problem solving. * Visualize to explore mathematical concepts. * Develop and use multiple strategies to engage in problem solving. * Communicate mathematical thinking in many ways. * Use mathematical vocabulary and language to contribute to mathematical discussions. * Explain and justify mathematical ideas and decisions. * Represent mathematical ideas in concrete, pictorial and symbolic forms. * Reflect on mathematical thinking. * Connect mathematical concepts to each other and to other areas of personal interests. | * Number concepts to 10. * Decomposition of numbers to 10. * Change in quantity to 10, using concrete materials. | * Break apart groups of 6, 7, 8 or 9 objects into parts in more than one way. * Make 6 with two parts * Use a numeral 0-9 to show the number of objects in each part when decomposing. * Write number bonds for 6, 7, 8 and 9. * Name the missing part to make 6, 7, 8 or 9. | * Prime Mathematics student book B(SB) 37 pp. 37-66 * Prime Mathematics Teachers’ Guide (TG) B pp. 44-75 * Pencils * Bags * 2-colour counters * Cups * Crayons * Chart paper * Connecting cubes * Rows of 6 and 7 squares (TR 12.1) * Part-Part-Whole work mat (TR 12.2) * Part-Part-whole recording sheet (TR 12.4) * Break apart recording sheet (TR 12.4) * Dot cards (TR 12.4-12.8) * Rows of 8 and 8 squares (TR 12.9) * Part-Part-whole 8 Dot Game Board (TR 12.10) * Part-Part whole Dot cards 0-10 (TR 12.11) * A4 paper * Domino cards (TR 12.12) * Number Bond recording sheet (TR 12.13) * Part Part Whole 9 Dot game board (TR 12.14) | Diagnostic   * Observe students during counting activities, games and songs   Formative   * Observe students and make anecdotal notes based on classroom activities   Summative:   * Quiz 1: Breaking Apart and making 6 to 7 – **March 14** * Quiz 2: * Breaking apart and making 6-9 – **March 28** * Checklists and Rubrics – Week of  **March 24-28** | * Break apart * Part * Whole * Make |

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| Hayat Universal Bilingual School Year Plan  **Subject: Mathematics Grade Level: KG2** | | | | | | | |
| **Unit**  **10**  **April 1-4**  **and April 14-18**  **2 weeks** | **BC Big Ideas (Understand)** | **BC Curricular Competencies (Do)** | **BC Content (Know)** | **Instructional Strategies/ Learning Activities** | **Materials & Resources** | **Assessment Methods/Assessment Date** | **Key Vocabulary** |
| **Breaking Apart and Making 10** | Numbers represent quantities that can be decomposed into smaller parts.  1:1 Correspondence and a sense of 6 and 10 are essential for fluency with numbers. | * Estimate reasonably. * Develop mental math strategies and abilities to make sense of quantities. * Model mathematics in contextgualized experiences. * Visualize to explore mathematical concepts. * Develop and use multiple strategies to engage in problem solving. | * Decomposition of numbers to 10. | * Break apart 10 objects into 2 parts in more than one way. * Use a numeral (0-10) to represent the number of objects in each part whe4n decomposing 10. * Represent the results of decomposing 10 objects with number bonds. * Name the missing part to make 10 when added to a given number. | * Prime Mathematics student book (SB) B pp. 67-80 * Prime Mathematics Teachers’ Guide (TG) B pp. 76-89 * 2-colour counters * Cups * Crayons * Chart paper * 5 and 6 Dot cards (TR 12.7-12.8) * Rows of squares (TR 13.1 * Connecting cubes * Part-part-whole dot cards 0-10 (TR 12.11) * Number Bond recording sheet (TR 13.2) * 10 Frame cards (TR 13.3) * Making 10 Recording Sheet (TR 13.4) * Number bond cards (TR 13.5) * Missing Parts Cards (TR 13.6) * Bags | Diagnostic   * Observe students during counting activities, games and songs   Formative   * Observe students and make anecdotal notes based on classroom activities   Summative:   * Quiz 1:– **April 4** * Quiz 2:– **April 18** * Checklists and Rubrics – Week of **April 14-18** | * Break apart * Part * whole |

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| Hayat Universal Bilingual School Year Plan  **Subject: Mathematics Grade Level: KG2** | | | | | | | |
| **Unit**  **11**  **April 21-May 2**  **2 weeks** | **BC Big Ideas (Understand)** | **BC Curricular Competencies (Do)** | **BC Content (Know)** | **Instructional Strategies/ Learning Activities** | **Materials & Resources** | **Assessment Methods/Assessment Date** | **Key Vocabulary** |
| **Solid Shapes** | Objects have attributes that can be described, measured and compared | * Use reasoning to explore and make connections. * Model mathematics in contextualized experiences. * Develop, demonstrate and apply mathematical understanding through play, inquiry and problem solving. * Visualize to explore mathematical concepts. * Develop and use multiple strategies to engage in problem solving. * Reflect on mathematical thinking. * Connect mathematical concepts to each other and to other areas and personal interests. | * Single attributes of 2D and 3D shapes. | * Name basic solid shapes: sphere, cylinder, cone and cube. * Describe solid shapes as “solid”. * Describe the attributes of solid shapes. * Identify real world objects as solids. * Describe the location of solid shapes or objects in the classroom using positional and directional words. * Identify flat shapes on the surfaces of solid shapes. * Analyze and compare solid shapes and explain how the shapes are similar or different using informal language. * Sort and re-sort shapes and explain the rule for each sort. | * Prime Mathematics student book (SB) B pp. 123-136 * Prime Mathematics Teachers’ Guide (TG) B pp. 132-137 * Attribute blocks * Solid shapes * Chart paper * Opaque bag * Dot Cards (TR 12.5-12.8) * 10 Frame cards (TR 13.3) * 8 similar small objects * Clear jar * Solid shapes * Solid real-world objects * Labels: sphere, cone, cube, cylinder * Paper * Envelopes * Globe (or large ball) * Drawing paper * Cardboard folder * Stickers * Sticky notes * Construction paper * Coloured pencils * Bags * Card paper * Paper clips * Pencils | Diagnostic   * Observe students during counting activities, games and songs   Formative   * Observe students and make anecdotal notes based on classroom activities   Summative:   * Quiz 1: **April 25** * Quiz 2: **May 2** * Checklists and Rubrics – Week of **April 28-May 2** | * Sphere * Cone * Cube * Cylinder * Solid * Roll * Stack * Slide * Surface * Above * Below * In * On * Over * Under * Top * Bottom * Beside * In front of * Behind * Next to * Near * Far * Between * Forwards * Backwards * Towards * Sort * Re-sort * Rule * Flat * Sides * Corners |

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| Hayat Universal Bilingual School Year Plan  **Subject: Mathematics Grade Level: KG2** | | | | | | | |
| **Unit**  **12**  **May 19-30**  **and June 9-20**  **4 weeks** | **BC Big Ideas (Understand)** | **BC Curricular Competencies (Do)** | **BC Content (Know)** | **Instructional Strategies/ Learning Activities** | **Materials & Resources** | **Assessment Methods/Assessment Date** | **Key Vocabulary** |
| **Review and extension** |  |  |  | Review and extension based on needs of students. | Resources used throughout the year. | Diagnostic   * Observe students during counting activities, games and songs   Formative   * Observe students and make anecdotal notes based on classroom activities | Vocabulary as used throughout the year. |