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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. |