

**Project Favela Early Childhood Curriculum
MATH Year-at-a-Glance**

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
	February-April	May-July	August-October	November-December
Standard	Number Sense, Properties and Operations <i>"Quantities can be represented and counted"</i>	Shape, Dimension, and Geometric Relationships <i>"Shapes can be observed in the world"</i>	Shape, Dimension, and Geometric Relationships <i>"Measurement is used to compare objects"</i>	Shape, Dimension, and Geometric Relationships <i>"Measurement is used to compare objects"</i>
Student Outcome	Students can . . . 1. Count and represent objects including coins 2. Match a quantity with a numeral	Students can . . . 1. Match, sort, group and name basic shapes found in the natural environment 2. Sort similar groups of objects into simple categories based on attributes 3. Use words to describe attributes of objects 4. Follow directions to arrange, order, or position objects	Students can . . . 1. Describe the order of common events 2. Group objects according to their size using standard and non-standard forms (height, weight, length, or color brightness) of measurement. 3. Sort coins by physical attributes such as color or size.	Students can . . . 1. Describe the order of common events 2. Group objects according to their size using standard and non-standard forms (height, weight, length, etc.) of measurement. 3. Sort coins by physical attributes such as color or size.
Lesson Plan Ideas	*Reference classroom objects with numbers such as clocks, calendars, measuring cups, etc. *Students count a variety of objects in real-life situations.	*Explore and sort objects in various shapes, sizes, textures, etc. *Create shapes with paper, pipe cleaners, play dough, etc. *Locate shapes outside of classroom	*Explore general concepts of time (breakfast, tomorrow) before exploring specific concepts (hours, minutes) *Learning environment has measurement tools (rulers, measuring cups, scales) available *Visual schedules are kept in place for children to refer and update.	*Explore general concepts of time (breakfast, tomorrow) before exploring specific concepts (hours, minutes) *Learning environment has measurement tools (rulers, measuring cups, scales) available *Visual schedules are kept in place for children to refer and update.