

# BPS Building Blocks PK Instructional Guide

| The New York State PK Learning Standards<br>for Mathematical Practices define what students should understand and be able to do.   |   |  |  |   |   |
|--|---|--|--|---|---|
| 1. Know number names and the count sequence.<br>2. Counts to tell the number of objects.<br>3. Compares numbers.<br>4. Understands addition as adding to and understands subtraction as taking from. |   |  | 5. Use appropriate tools strategically.<br>6. Attend to precision.<br>7. Look for and make use of structure.<br>8. Look for and express regularity in repeated reasoning.  |   |   |
|  | BIG IDEAS   | COMMON CORE  | <u>Synchronous/Asynchronous Modifications for Virtual Learning</u>   | INSTRUCTIONAL ACTIVITIES                                  | Vocabulary  |
| <b>Instructional Procedures</b>  | ROUTINES & PROCEDURES <ul style="list-style-type: none"> <li>ATTENDANCE ROUTINES</li> <li>DAILY CALENDAR</li> <li>DAILY WEATHER</li> <li>DAILY SCHEDULE</li> <li>PHYSICAL ACTIVITIES (COUNTING MOTIONS, SPATIAL RELATIONS)</li> </ul> | Pre-K Teachers will work with students to establish routines and procedures virtually during distance learning. Teachers will start each lesson with a focus on the day of the week, date and weather. They will go over their schedule for the day with students.   |  |   | calendar<br>day<br>week<br>month<br>noon<br>on<br>under<br>absent<br>weather<br>morning |
| <b>WEEK 1:</b><br><u>9/21- 9/25</u>  | <ul style="list-style-type: none"> <li>MATH IS NUMBERS, SHAPES, AND PATTERNS</li> <li>COUNTING TELLS HOW MANY</li> <li>MATH CAN BE EXPLORED THROUGH MATERIALS</li> <li>GROUPS CAN BE NAMED WITH NUMBERS</li> </ul>                    | <b><u>COUNTING AND CARDINALITY</u></b><br><b><i>Counts to tell the number of objects</i></b><br><br>PK.MATH.3. [NY-PK.CC.3.] Understands the relationship between numbers and quantities to 10, connects counting to cardinality<br><br>PK.MATH.3 a. [NY-PK.CC.3a.] When counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (1:1 correspondence)<br><br>PK.MATH.3b. [NY-PK.CC.3b.] Explores and develops the concept that the last number name said tells the number of objects counted, (cardinality). The | <b>Synchronous/Asynchronous Modifications for Virtual Learning</b><br><br>During the first week of instruction, Pre-K teachers will start to introduce numbers and shapes to students. In both synchronous/asynchronous instruction.<br><br>As teachers plan for instruction, they will need to think of items that the student may be able to use from home, example: 10 pennies to use as a manipulative.<br><br>Help parents create <i>Math throughout the Year Routines</i> at home. | Count and Move<br><br>Count and Race<br><br>Counting Wand | group<br>collection<br>less<br>more<br>count<br>number<br>shapes                        |

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|                                       |   | <p>number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>PK.MATH.4a. [NY-PK.CC.4a.] Answers counting questions using as many as 10 objects arranged in a line, a rectangular array, and a circle. Answers counting questions using as many as 5 objects in a scattered configuration (e.g., “How many ____ are there?”)</p>  | <p>Counting Wand , I See Numbers, Find the Math.</p> <p>Model counting routines visually or through prerecorded lessons.</p>   |   |  |
| <p><b>WEEK 2:</b><br/>9/28- 10/ 2</p> | <ul style="list-style-type: none"> <li>• INTRODUCTORY COUNTING</li> <li>• RECOGNIZING AND MAKING SMALL GROUPS</li> <li>• EXPLORING NUMBERS</li> </ul> | <p><b><u>COUNTING AND CARDINALITY</u></b><br/><b><i>Know the number names and the count sequence</i></b></p> <p>PK.MATH.2. [NY-PK.CC.2.] Represents a number of objects (0-5), with a written numeral 0-5 (with 0 representing a count of no objects) Note: Students can select the corresponding number card and/or write the numeral. Counts to tell the number of objects</p> <p><b><i>Counts to tell the number of objects</i></b></p> <p>PK.MATH.3. [NY-PK.CC.3.] Understands the relationship between numbers and quantities to 10, connects counting to cardinality</p> <p>PK MATH.3a. [NY-PK.CC.3a.] When counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (1:1 correspondence) PK. MATH.3b. [NY-PK.CC.3b.] Explores and develops the concept that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> | <p><b>Synchronous/Asynchronous Modifications for Virtual Learning</b></p> <p>Continue to use <i>Math throughout the Year Routines</i> at home.</p> <p>Counting Jar, Counting Wand , I See Numbers.</p> <p>Ask children to create a small collection of items (no more than 4, usually up to 3) to share with group.</p> <p>Model counting visually or through prerecorded lessons.</p> | <p>Count and Move</p> <p>Count and Race</p> <p>Kitchen Counter</p> <p>Number Me</p> <p>Counting Jar</p> | <p>count</p> <p>group</p> <p>collection</p> <p>shape</p> <p>triangle</p> <p>square</p> <p>sort</p> |

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|                                     |  | <p>PK.MATH.4a. [NY-PK.CC.4a.] Answers counting questions using as many as 10 objects arranged in a line, a rectangular array, and a circle. Answers counting questions using as many as 5 objects in a scattered configuration (e.g., “How many ____ are there?”)</p> <p><b><i>Compares numbers</i></b></p> <p>PK MATH.6. [NY-PK.CC.5.] Recognizes whether the number of objects in one group is more than, fewer than, or equal to (the same as) the number of objects in another group (e.g., using matching and counting strategies Note: Include groups with up to five objects</p>  |   |   |  |
| <p><b>WEEK 3:</b><br/>10/5-10/9</p> | <ul style="list-style-type: none"> <li>• COUNTING AND PRODUCING SMALL GROUPS</li> <li>• RECOGNIZING EQUAL GROUPS</li> <li>• DUPLICATING RHYTHMIC PATTERNS</li> </ul> | <p><b><u>COUNTING AND CARDINALITY</u></b><br/><b><i>Know the number names and the count sequence</i></b></p> <p>PK.MATH.2. [NY-PK.CC.2.] Represents a number of objects (0-5), with a written numeral 0-5 (with 0 representing a count of no objects) Note: Students can select the corresponding number card and/or write the numeral. Counts to tell the number of objects</p> <p><b><i>Counts to tell the number of objects</i></b></p> <p>PK.MATH.3. [NY-PK.CC.3.] Understands the relationship between numbers and quantities to 10, connects counting to cardinality</p> <p>PK.MATH.3a. [NY-PK.CC.3a.] When counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (1:1 correspondence)</p> | <p><b>Synchronous/Asynchronous Modifications for Virtual Learning</b></p> <p>Continue to use <i>Math throughout the Year Routines</i> at home.</p> <p>Counting Wand , Simon Says Numbers, Snack Time.<br/>Make Groups:<br/>Ask children to create a small collection of items (no more than 4, usually up to 3) to share with group. How many would you have if you added/deleted an object?</p> <p>Model routines visually or through prerecorded lessons.</p> | <p>Count and Move in Patterns</p> <p>Make Number Pizzas</p> <p>Pizza Pizzas 1</p> | <p>count<br/>produce<br/>group<br/>collection<br/>more<br/>less<br/>number<br/>same<br/>next<br/>behind<br/>below<br/>size</p> |

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|                                       |  | <p>PK.MATH.3b. [NY-PK.CC.3b.] Explores and develops the concept that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>PK.MATH.4a. [NY-PK.CC.4a.] Answers counting questions using as many as 10 objects arranged in a line, a rectangular array, and a circle. Answers counting questions using as many as 5 objects in a scattered configuration (e.g., “How many ____ are there?”)</p> <p><b><i>Compares numbers</i></b></p> <p>PK.MATH.6. [NY-PK.CC.5.] Recognizes whether the number of objects in one group is more than, fewer than, or equal to (the same as) the number of objects in another group (e.g., using matching and counting strategies Note: Include groups with up to five objects</p> |  |   |   |
| <p><b>WEEK 4:</b><br/>10/13-10/16</p> | <ul style="list-style-type: none"> <li>• MATCHING SHAPES</li> <li>• SHAPE RECOGNITION</li> <li>• COUNTING</li> </ul> | <p><b><u>COUNTING AND CARDINALITY</u></b><br/><b><i>Know the number names and the count sequence</i></b></p> <p>PK MATH.2. [NY-PK.CC.2.] Represents a number of objects (0-5), with a written numeral 0-5 (with 0 representing a count of no objects) Note: Students can select the corresponding number card and/or write the numeral. Counts to tell the number of objects</p> <p><b><i>Counts to tell the number of objects</i></b></p> <p>PK.MATH.3. [NY-PK.CC.3.] Understands the relationship between numbers and quantities to 10, connects counting to cardinality</p>  | <p><b>Synchronous/Asynchronous Modifications for Virtual Learning</b></p> <p>Help parents create <i>Math throughout the Year Routines</i> at home.</p> <p>Counting Wand , Simon Says Numbers, Snack Time.</p> <p>Make Groups:<br/>Ask children to create a small collection of items (no more than 4, usually up to 3) to share with group. How many would you have if you added/deleted an object?</p> <p>Model routines visually or through prerecorded lessons.</p> | <p>Match and Name Shapes</p> <p>Mystery Pictures 1</p> <p>Light Tables:<br/>Make groups up to five using manipulatives.</p> | <p>match shape different same longer shorter triangle square circle rectangle</p> |

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|  |  | <p>PK.MATH.3a. [NY-PK.CC.3a.] When counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (1:1 correspondence)</p> <p>PK.MATH.3b. [NY-PK.CC.3b.] Explores and develops the concept that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted</p> <p>PK.MATH.4a. [NY-PK.CC.4a.] Answers counting questions using as many as 10 objects arranged in a line, a rectangular array, and a circle. Answers counting questions using as many as 5 objects in a scattered configuration (e.g., “How many ____ are there?”)</p> <p><b><u>GEOMETRY</u></b><br/> <b><i>Identifies and describes shapes (squares, circles, triangles and rectangles</i></b></p> <p>PK.MATH.12. [NY-PK.G.1.] Describes objects in the environment using names of shapes and describes the relative positions of these objects using terms such as top, bottom, up, down, above, below, in front of, behind, over, under, next to</p> <p>PK.MATH.13. [NY-PK.G.2.] Names shapes regardless of size Explores and creates two and three-dimensional objects<br/> <b><i>Explores and creates two and three-dimensional objects</i></b></p> <p>PK.MATH.14. [NY-PK.G.3.] Explores two-and three-dimensional objects and uses informal language to describe their similarities, differences, and other attributes</p> |  |  |  |
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|                                |  | PK.MATH.15. [NY-PK.G.4.] Creates and builds shapes from components (e.g., sticks, blocks, clay)   |  |   |   |
| <b>WEEK 5:</b><br>10/19- 10/23 | <ul style="list-style-type: none"> <li>RECOGNIZING TWO-DIMENSIONAL SHAPES</li> <li>DISTINGUISHING AMONG TWO-DIMENSIONAL SHAPES</li> <li>SUBITIZING</li> </ul>                                    | <p><b>GEOMETRY</b><br/><i>Identifies and describes shapes (squares, circles, triangles and rectangles)</i></p> <p>PK.MATH.12. [NY-PK.G.1.] Describes objects in the environment using names of shapes and describes the relative positions of these objects using terms such as top, bottom, up, down, above, below, in front of, behind, over, under, next to</p> <p>PK.MATH.13. [NY-PK.G.2.] Names shapes regardless of size</p>  | <p><b>Synchronous/Asynchronous Modifications for Virtual Learning</b></p> <p>Continue to use <i>Math throughout the Year Routines</i> at home.</p> <p>Ex: Names faces of Blocks, Shape Walk I Spy Shapes: describe the shape and have students locate that shape in thier home.</p> <p>Model these routines visually or through prerecorded lessons.</p>   | <p>Shape Show</p> <p>Mystery Pictures 2</p> <p>Shape Hunt</p> <p>Number Snapshots 1</p> <p>Is it or Not?</p> <p>five using manipulatives.</p> | <p>angle</p> <p>triangle</p> <p>rectangle</p> <p>right angle</p> <p>square</p>                    |
| <b>WEEK 6:</b><br>11/2-11/6    | <ul style="list-style-type: none"> <li>COUNTING SMALL GROUPS OF OBJECTS</li> <li>PRODUCING GROUPS OF SPECIFIC AMOUNT</li> <li>COMPARING AND ORDERING SMALL GROUPS</li> <li>SUBITIZING</li> </ul> | <p><b>COUNTING AND CARDINALITY</b><br/><i>Know the number names and the count sequence</i></p> <p>PK.MATH.2. [NY-PK.CC.2.] Represents a number of objects (0-5), with a written numeral 0-5 (with 0 representing a count of no objects) Note: Students can select the corresponding number card and/or write the numeral. Counts to tell the number of objects</p> <p><b>Counts to tell the number of objects</b></p> <p>PK.MATH.3. [NY-PK.CC.3.] Understands the relationship between numbers and quantities to 10, connects counting to cardinality</p> <p>PK.MATH.3a. [NY-PK.CC.3a.] When counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (1:1 correspondence)</p> | <p><b>Synchronous/Asynchronous Modifications for Virtual Learning</b></p> <p>Continue to use <i>Math throughout the Year Routines</i> at home.</p> <p>Ex: Simon Says Numbers, Snack Time</p> <p>Snapshots: Instantly recognizes collections of up to 4, and verbally names the number of items.</p> <p>Snack Time: children count out a certain amount of snack etc.</p> <p>I Spy Numbers</p> <p>Make Number Pizzas • Put five counters on a paper plate, and then have children do the same. • Ask children how they know there are five “toppings” on their “pizzas.” Help them discuss their different arrangements of five. If children are able, repeat the activity with numbers greater than 5.</p> | <p>Count and Move in Patterns</p> <p>Number Me</p> <p>Pizza Game 1</p> <p>Make Number Pizzas</p> <p>Pizza Pizzazz 2</p>                       | <p>more</p> <p>less</p> <p>fewer</p> <p>greater than</p> <p>pair</p> <p>larger</p> <p>smaller</p> |

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|                                      |   | <p>PK.MATH.3b. [NY-PK.CC.3b.] Explores and develops the concept that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted</p> <p>PK.MATH.4a. [NY-PK.CC.4a.] Answers counting questions using as many as 10 objects arranged in a line, a rectangular array, and a circle. Answers counting questions using as many as 5 objects in a scattered configuration (e.g., “How many ____ are there?”)</p> <p><b><i>Compares numbers</i></b></p> <p>PK.MATH.6. [NY-PK.CC.5.] Recognizes whether the number of objects in one group is more than, fewer than, or equal to (the same as) the number of objects in another group (e.g., using matching and counting strategies Note: Include groups with up to five objects</p> | <p>Model these routines visually or through prerecorded lessons.</p>   |   |  |
| <p><b>WEEK 7:</b><br/>11/9-11/13</p> | <ul style="list-style-type: none"> <li>• COUNTING TO FIND OUT “How Many?”</li> <li>• COMPARING USING ONE-TO-ONE CORRESPONDENCE</li> <li>• SUBITIZING</li> </ul> | <p><b><u>COUNTING AND CARDINALITY</u></b><br/><b><i>Know the number names and the count sequence</i></b></p> <p>PK.MATH.2. [NY-PK.CC.2.] Represents a number of objects (0-5), with a written numeral 0-5 (with 0 representing a count of no objects) Note: Students can select the corresponding number card and/or write the numeral. Counts to tell the number of objects</p> <p><b><i>Counts to tell the number of objects</i></b></p> <p>PK.MATH.3. [NY-PK.CC.3.] Understands the relationship between numbers and quantities to 10, connects counting to cardinality</p>   | <p><b>Synchronous/Asynchronous Modifications for Virtual Learning</b></p> <p>Continue to use <i>Math throughout the Year Routines</i> at home.</p> <p>Ex: Numerals Everyday, Set the Table Get Just Enough</p> <p>Tell the story: Goldilocks and the Three Bears</p> <p>Use number poems:<br/>Visually form numbers and use descriptive language to help children learn the numbers parts, how the parts fit together, left and right.</p> | <p>Number Jump</p> <p>Party Time 1</p> <p>Compare Snapshots</p> <p>Numerals 1-5</p> | <p>subitize</p> <p>compare</p> <p>vertical</p> <p>horizontal</p> <p>pair</p> <p>shape</p> <p>up</p> <p>down</p> <p>top</p> <p>bottom</p> <p>same</p> |

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| <p><b>WEEK 8:</b><br/>11/16-11/20</p> | <ul style="list-style-type: none"> <li>• COUNTING</li> <li>• ONE-TO-ONE CORRESPONDENCE</li> <li>• COMPARING NUMBERS</li> <li>• SUBITIZING</li> </ul> | <p><b><u>COUNTING AND CARDINALITY</u></b><br/><b><i>Counts to tell the number of objects</i></b></p> <p>PK.MATH.3. [NY-PK.CC.3.] Understands the relationship between numbers and quantities to 10, connects counting to cardinality</p> <p>PK.MATH.3a. [NY-PK.CC.3a.] When counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (1:1 correspondence)</p>   | <p><b>Synchronous/Asynchronous Modifications for Virtual Learning</b></p> <p>Continue to use <i>Math throughout the Year Routines</i> at home.</p> <p>Coutning Jar, Numerals Everyday</p> <p>Copy Me: Add 3 pepperonis onto a pizza (circle shape). Ask children</p>   | <p>Listen and Count</p> <p>Pizza Pizzazz 3</p> <p>Listen and Copy</p> <p>Number Jump</p> <p>Numeral 6</p> <p>Numeral Train Game</p> | <p>length<br/>weight<br/>small<br/>big<br/>tall<br/>short<br/>empty<br/>heavy<br/>light</p> |

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| <p><b>WEEK 9:</b><br/>11/23-11/25</p> | <ul style="list-style-type: none"> <li>● NAMING, DESCRIBING, AND MATCHING SHAPES</li> <li>● COUNTING</li> <li>● COMPARING NUMBERS</li> <li>● READING NUMERALS</li> </ul> | <p><b><u>GEOMETRY</u></b><br/><b><i>Identifies and describes shapes (squares, circles, triangles and rectangles)</i></b></p> <p>PK.MATH.12. [NY-PK.G.1.] Describes objects in the environment using names of shapes and describes the relative positions of these objects using terms such as top, bottom, up, down, above, below, in front of, behind, over, under, next to</p> <p>PK.MATH.13. [NY-PK.G.2.] Names shapes regardless of size<br/>Explores and creates two and three-dimensional objects</p> <p>PK.MATH.14. [NY-PK.G.3.] Explores two-and three-dimensional objects and uses informal language to</p>   | <p><b>Synchronous/Asynchronous Modifications for Virtual Learning</b></p> <p><i>Math throughout the Year Routines</i></p> <p>Counting Jar, Name Faces of Blocks, Numerals Everyday, Shape Walk</p> <p>Is it or Not?<br/>Tell children you are going to try to fool them. Name and show a Shape Set triangle, and ask: Is this a triangle? Why or why not? Draw “foolers,” shapes that look like but are not triangles, and draw unusually-shaped triangles. Ask which are true triangles. Summarize by reviewing triangle</p>                                      | <p>Memory Geometry 1</p> <p>Number Snapshots 2</p> <p>Listen and Count</p> <p>Number Jump</p> | <p>shapes<br/>circle<br/>square<br/>rectangle<br/>rhombus<br/>triangle<br/>compare<br/>sides</p> |

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|---------------------------------------|--|---|--|--|--|
|                                       |  | <p>describe their similarities, differences, and other attributes</p> <p><b>COUNTING AND CARDINALITY</b><br/><i>Counts to tell the number of objects</i></p> <p>PK.MATH.3. [NY-PK.CC.3.] Understands the relationship between numbers and quantities to 10, connects counting to cardinality</p> <p>PK.MATH.3a. [NY-PK.CC.3a.] When counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (1:1 correspondence)</p> <p>PK.MATH.3b. [NY-PK.CC.3b.] Explores and develops the concept that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted</p> <p>PK.MATH.4a. [NY-PK.CC.4a.] Answers counting questions using as many as 10 objects arranged in a line, a rectangular array, and a circle. Answers counting questions using as many as 5 objects in a scattered configuration (e.g., “How many ____ are there?”)</p> | <p>attributes (or sing “Three Straight Sides” again). Repeat with other, more difficult shapes as children are able.</p> <p><u>3 Straight Sides ( tune 3 blind mice)</u><br/>Three straight sides, three straight sides, See how they meet, see how they meet, They follow the path that a triangle makes. Three straight sides and there’s no mistakes. Three sides and three corners, that’s all it takes. Three straight sides.</p> |  |  |
| <p><b>WEEK 10:</b><br/>11/30-12/4</p> | <ul style="list-style-type: none"> <li>• RECOGNIZING NAMING, AND SORTING SHAPES</li> <li>• PUTTING TOGETHER SHAPES</li> <li>• COUNTING</li> <li>• COMPARING SMALL NUMBERS</li> </ul> | <p><b>GEOMETRY</b><br/><i>Identifies and describes shapes (squares, circles, triangles and rectangles)</i></p> <p>PK.MATH.12. [NY-PK.G.1.] Describes objects in the environment using names of shapes and describes the relative positions of these objects using terms such as top, bottom, up, down, above, below, in front of, behind, over, under, next to</p> <p>PK.MATH.13. [NY-PK.G.2.] Names shapes regardless</p>  | <p><b>Synchronous/Asynchronous Modifications for Virtual Learning</b></p> <p><i>Math throughout the Year Routines</i></p> <p>Counting Jar, Numerals Everyday, Shape Walk</p> <p><u>Guess My Rule:</u><br/>Tell children to watch carefully as you sort Shape Set shapes into piles based on</p>  | <p>Mystery Pictures 2</p> <p>Memory Geometry 2</p> <p>Shape Step</p> <p>Guess My Rule</p> <p>I Spy</p> | <p>square<br/>circle<br/>triangle<br/>top<br/>bottom<br/>up<br/>down</p> |

## BPS Building Blocks PK Instructional Guide

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|  |  | <p>of size<br/>Explores and creates two and three-dimensional objects</p> <p>PK.MATH.14. [NY-PK.G.3.] Explores two-and three-dimensional objects and uses informal language to describe their similarities, differences, and other attributes</p>  | <p>something that makes them alike. Ask children to guess your sorting rule, such as circles versus squares or four-sided shapes versus other shapes. Pick up a new shape. With a look of confusion, gesture to children to encourage all of them to “Think, Pair, Share” and then point to the pile where the shape belongs. Place the shape in its pile.</p>   |  |  |
| <p><b>WEEK 11:</b><br/>12/14-12/18</p> | <ul style="list-style-type: none"> <li>• COUNTING</li> <li>• READING NUMERALS</li> <li>• CONNECTING NUMERALS TO QUANTITIES</li> <li>• COMPARING AMOUNTS AND NUMBERS</li> </ul> | <p><b>COUNTING AND CARDINALITY</b><br/><i>Know number names and the count sequence</i></p> <p>PK.MATH.1. [NY-PK.CC.1.] Counts to 20</p> <p>PK.MATH.2. [NY-PK.CC.2.] Represents a number of objects (0-5), with a written numeral 0-5 (with 0 representing a count of no objects) Note: Students can select the corresponding number card and/or write the numeral. Counts to tell the number of objects</p> <p><b>Counts to tell the number of objects</b></p> <p>PK.MATH.3. [NY-PK.CC.3.] Understands the relationship between numbers and quantities to 10, connects counting to cardinality</p> <p>PK.MATH.3a. [NY-PK.CC.3a.] When counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (1:1 correspondence)</p> <p>PK.MATH.3b. [NY-PK.CC.3b.] Explores and develops the concept that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted</p> <p>PK.MATH.4a. [NY-PK.CC.4a.] Answers counting</p> | <p><b>Synchronous/Asynchronous Modifications for Virtual Learning</b></p> <p><i>Math throughout the Year Routines</i></p> <p>Clean Up (Pick a Number), Counting Jar, Numeral Jar</p> <p>Copy Me: Add 3 pepperonis onto a pizza (circle shape). Ask children</p> <p>Snapshots: Instantly recognizes collections of up to 5, and verbally names the number of items</p> <p>Listen and Count: Tell children you are going to drop items into a can for them to count. Ask children to listen quietly as you slowly drop marbles (or counters) into a empty coffee can. When you finish, have children hold up their fingers to show how many marbles they think are in the can. After you have observed their responses, ask children to say the number. Spill the items out of the can and count them as a whole group to check.</p> | <p>Party Time 2</p> <p>Memory Number 1</p> <p>How Many Now?</p> <p>Numerals 7-8</p> <p>Number Jump</p> | <p>ordinal<br/>less<br/>greater than<br/>fewer<br/>equal</p> |

## BPS Building Blocks PK Instructional Guide

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|                                    |   | <p>questions using as many as 10 objects arranged in a line, a rectangular array, and a circle. Answers counting questions using as many as 5 objects in a scattered configuration (e.g., “How many ____ are there?”)</p> <p><b><i>Compares numbers</i></b></p> <p>PK.MATH.6. [NY-PK.CC.5.] Recognizes whether the number of objects in one group is more than, fewer than, or equal to (the same as) the number of objects in another group (e.g., using matching and counting strategies Note: Include groups with up to five objects</p>   |  |  |   |
| <p><b>WEEK 12:</b><br/>1/4-1/8</p> | <ul style="list-style-type: none"> <li>COUNTING OBJECTS TO 10</li> <li>NUMERAL RECOGNITION</li> </ul> | <p><b>COUNTING AND CARDINALITY</b><br/><b><i>Know number names and the count sequence</i></b></p> <p>PK.MATH.1. [NY-PK.CC.1.] Counts to 20</p> <p>PK.MATH.2. [NY-PK.CC.2.] Represents a number of objects (0-5), with a written numeral 0-5 (with 0 representing a count of no objects) Note: Students can select the corresponding number card and/or write the numeral. Counts to tell the number of objects</p> <p><b><i>Counts to tell the number of objects</i></b></p> <p>PK.MATH.3. [NY-PK.CC.3.] Understands the relationship between numbers and quantities to 10, connects counting to cardinality</p> <p>PK.MATH.3a. [NY-PK.CC.3a.] When counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (1:1 correspondence)</p> <p>PK.MATH.3b. [NY-PK.CC.3b.] Explores and develops the concept that the last number name said tells the number of objects counted, (cardinality). The</p> | <p><b>Synchronous/Asynchronous Modifications for Virtual Learning</b></p> <p><i>Math throughout the Year Routines</i></p> <p>Dough Numerals, Dino Shop, Numerals Everyday</p> <p>Make a collage of numerals found in magazines and newspapers.</p> <p>Dino Shop.<br/>Discuss stores, shopping, labels, prices, signs, and the like. Lead pairs of children, or (child and caregiver) through this activity; one is a customer, the other is a salesperson. Each dinosaur (stuffed animal) costs one dollar.<br/>The customer orders two types of dinosaurs (stuffed animals). The salesperson asks for the corresponding amount of money, and the customer pays with play money. To check, the</p> | <p>Dinosaur Shop 1</p> <p>Mr. Mix-up</p> <p>Numerals 9-10</p> <p>Number Jump</p> | <p>same different compare color shape</p> |

## BPS Building Blocks PK Instructional Guide

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|                                      |  | <p>number of objects is the same regardless of their arrangement or the order in which they were counted</p> <p>PK.MATH.4a. [NY-PK.CC.4a.] Answers counting questions using as many as 10 objects arranged in a line, a rectangular array, and a circle. Answers counting questions using as many as 5 objects in a scattered configuration (e.g., “How many ____ are there?”)</p> <p><b><i>Compares numbers</i></b></p> <p>PK.MATH.6. [NY-PK.CC.5.] Recognizes whether the number of objects in one group is more than, fewer than, or equal to (the same as) the number of objects in another group (e.g., using matching and counting strategies Note: Include groups with up to five objects</p>   | <p>salesperson counts the money, and the customer counts the dinosaurs.<br/>Children should get to play each role.</p>   |   |   |
| <p><b>WEEK 13:</b><br/>1/11-1/15</p> | <ul style="list-style-type: none"> <li>• COUNTING</li> <li>• ORDERING NUMBERS</li> </ul> | <p><b><u>COUNTING AND CARDINALITY</u></b><br/><b><i>Know number names and the count sequence</i></b></p> <p>PK.MATH.1. [NY-PK.CC.1.] Counts to 20</p> <p><b><i>Counts to tell the number of objects</i></b></p> <p>PK.MATH.3. [NY-PK.CC.3.] Understands the relationship between numbers and quantities to 10, connects counting to cardinality</p> <p>PK.MATH.3a. [NY-PK.CC.3a.] When counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (1:1 correspondence)</p> <p>PK.MATH.3b. [NY-PK.CC.3b.] Explores and develops the concept that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were</p> | <p><b>Synchronous/Asynchronous Modifications for Virtual Learning</b></p> <p><i>Math throughout the Year Routines</i></p> <p>Clean Up, Dino Shop, Numerals Everyday</p> <p>Number Jump<br/>Hold up a Numeral Card 1–9, and have all children first say that numeral, safely jump that number of times, and then, together, count the jumps. Repeat with a different numeral. Change jumping to another movement the children would enjoy, such as twirling, clapping, or squatting</p> <p>Dino Shop.<br/>Discuss stores, shopping, labels, prices,</p> | <p>Count and Move (Forward and Back)</p> <p>Build Stairs 1</p> <p>Build Stairs 2</p> <p>How Many Now</p> <p>Order Cards</p> | <p>horizontal<br/>vertical<br/>pattern<br/>heavy<br/>light<br/>less than<br/>greater than</p> |

## BPS Building Blocks PK Instructional Guide

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|                                      |  | <p>counted</p> <p>PK.MATH.4a. [NY-PK.CC.4a.] Answers counting questions using as many as 10 objects arranged in a line, a rectangular array, and a circle. Answers counting questions using as many as 5 objects in a scattered configuration (e.g., “How many ____ are there?”)</p>  | <p>signs, and the like. Lead pairs of children, or (child and caregiver) through this activity; one is a customer, the other is a salesperson. Each dinosaur (stuffed animal) costs one dollar.</p> <p>The customer orders two types of dinosaurs (stuffed animals). The salesperson asks for the corresponding amount of money, and the customer pays with play money. To check, the salesperson counts the money, and the customer counts the dinosaurs. Children should get to play each role.</p>   |  |  |
| <p><b>WEEK 14:</b><br/>1/19-1/22</p> | <ul style="list-style-type: none"> <li>• SHAPE IDENTIFICATION</li> <li>• SHAPE MATCHING</li> <li>• SHAPES IN THE ENVIRONMENT</li> </ul>            | <p><b>GEOMETRY</b><br/><i>Identifies and describes shapes (squares, circles, triangles and rectangles)</i></p> <p>PK.MATH.12. [NY-PK.G.1.] Describes objects in the environment using names of shapes and describes the relative positions of these objects using terms such as top, bottom, up, down, above, below, in front of, behind, over, under, next to</p> <p>PK.MATH.13. [NY-PK.G.2.] Names shapes regardless of size<br/>Explores and creates two and three-dimensional objects</p> | <p><b>Synchronous/Asynchronous Modifications for Virtual Learning</b></p> <p><i>Math throughout the Year Routines</i></p> <p>Counting Jar, Guessing Bag, Dino Shop, Shape Walk</p> <p><u>Guess My Rule:</u><br/>Tell children to watch carefully as you sort Shape Set shapes into piles based on something that makes them alike. Ask children to guess your sorting rule, such as circles versus squares or four-sided shapes versus other shapes. Pick up a new shape. With a look of confusion, gesture to children to encourage all of them to “Think, Pair, Share” and then point to the pile where the shape belongs. Place the shape in its pile.</p> | <p>Mystery Pictures 3</p> <p>Memory Geometry 3</p> <p>Feely Box</p> <p>Count and Move (Forward and Back)</p> <p>Shape Step</p> | <p>orientation behind over under next to</p> |
| <p><b>WEEK 15:</b><br/>1/25-1/29</p> | <ul style="list-style-type: none"> <li>• SHAPE MATCHING</li> <li>• SHAPE IDENTIFICATION</li> <li>• ADDING AND SUBTRACTING SMALL NUMBERS</li> </ul> | <p><b>GEOMETRY</b><br/><i>Identifies and describes shapes (squares, circles, triangles and rectangles)</i></p>  | <p><b>Synchronous/Asynchronous Modifications for Virtual Learning</b></p> <p><i>Math throughout the Year Routines</i></p>   | <p>Mystery Pictures 4</p>  | <p>top bottom up down</p>                    |

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|  |  | <p>PK.MATH.12. [NY-PK.G.1.] Describes objects in the environment using names of shapes and describes the relative positions of these objects using terms such as top, bottom, up, down, above, below, in front of, behind, over, under, next to</p> <p>PK.MATH.13. [NY-PK.G.2.] Names shapes regardless of size<br/>Explores and creates two and three-dimensional objects</p> <p>PK.MATH.14. [NY-PK.G.3.] Explores two-and three-dimensional objects and uses informal language to describe their similarities, differences, and other attributes</p> <p><b><u>OPERATIONS AND ALGEBRAIC THINKING</u></b><br/><i>Understands addition as adding to, and understand subtraction as taking from</i></p> <p>PK.MATH.8. [NY-PK.OA.1.] Explores addition and subtraction by using objects, fingers, and responding to real world situations (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?)</p> | <p>Counting Jar, Shape Book, Shape Walk</p> <p>Is it or Not?<br/>Tell children you are going to try to fool them. Name and show a Shape Set square, and ask: Is this a square? Why or why not? Draw “foolers,” shapes that look like but are not squares. Ask which are true squares. Summarize by reviewing square attributes. Repeat with other, more difficult shapes as children are able.</p> | <p>Memory Geometry 4</p> <p>Memory Geometry 5</p> <p>Shape Step</p> <p>Guess My Rule</p> <p>How Many Now?</p> <p>Count and Move</p> <p>(Forward and Back)<br/>Mr. Mix-Up</p> | <p>behind</p>                              |
| <p><b><u>WEEK 16:</u></b><br/>2/8-2/12</p> | <ul style="list-style-type: none"> <li>• PATTERNING</li> <li>• COUNTING</li> </ul> | <p><b><u>OPERATIONS AND ALGEBRAIC THINKING</u></b><br/><i>Understands addition as adding to, and understand subtraction as taking from</i></p> <p>PK.MATH.8. [NY-PK.OA.1.] Explores addition and subtraction by using objects, fingers, and responding to real world situations (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?)</p> <p><b><u>COUNTING AND CARDINALITY</u></b><br/><i>Know number names and the count sequence</i></p>  | <p><b>Synchronous/Asynchronous Modifications for Virtual Learning</b><br/><i>Math throughout the Year Routines</i></p> <p>Clothes Patterns:<br/>Work with children to find repeating patterns on their clothes. Have children describe the patterns and encourage them to wear clothes with patterns all week.</p> <p>Musical Patterns:<br/>Sing with children the lyrics below to</p>             | <p>Pattern Planes 1</p> <p>Marching Patterns 1</p> <p>Pattern Strips</p> <p>Listen and Copy</p> <p>Count and Move in Patterns</p> <p>Stringing Beads</p>                     | <p>horizontal<br/>vertical<br/>pattern</p> |

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|                              |  | PK.MATH.1. [NY-PK.CC.1.] Counts to 20   | the tune of “Oh Dear, What Can the Matter Be?” Oh dear, what can the pattern be? (Repeat two more times.)<br>Display a pattern and see if children can predict what will come next.   |   |   |
| <b>WEEK 17:</b><br>2/22-2/26 | <ul style="list-style-type: none"> <li>PATTERNING</li> <li>CORE UNITS OF PATTERNS</li> <li>COUNTING</li> </ul>   | <p><b><u>OPERATIONS AND ALGEBRAIC THINKING</u></b><br/><i>Understands addition as adding to, and understand subtraction as taking from</i></p> <p>PK.MATH.9. [NY-PK.OA.2.] Duplicates and extends simple patterns using concrete objects (e.g., what comes next?)</p> <p><b><u>COUNTING AND CARDINALITY</u></b><br/><i>Know number names and the count sequence</i></p> <p>PK.MATH.1. [NY-PK.CC.1.] Counts to 20</p>  | <p><b>Synchronous/Asynchronous Modifications for Virtual Learning</b></p> <p><i>Math throughout the Year Routines</i></p> <p>Clothes Pattern, Pattern Walk</p> <p>It is always beneficial to model for children three complete repetitions of a pattern’s core unit. Advance to other, more difficult patterns as children are able, such as toe/toe/heel, an AAB pattern.</p>  | <p>Pattern Planes 2</p> <p>Marching Patterns 2</p> <p>Cube Patterns</p> <p>Count and Move in Patterns</p> <p>Listen and Copy</p> <p>Pattern Strips</p> <p>Stringing Beads</p> | <p>core unit</p> <p>horizontal</p> <p>vertical</p>        |
| <b>WEEK 18:</b><br>3/1-3/5   | <ul style="list-style-type: none"> <li>PRODUCING (COUNTING OUT) ITEMS</li> <li>NAMING QUICKLY AN AMOUNT OF ITEMS</li> <li>RECOGNIZING SHAPES AND THEIR ATTRIBUTES</li> </ul> | <p><b><u>COUNTING AND CARDINALITY</u></b><br/><i>Know number names and the count sequence</i></p> <p>PK.MATH.1. [NY-PK.CC.1.] Counts to 20</p> <p><b><i>Counts to tell the number of objects</i></b></p> <p>PK.MATH.3. [NY-PK.CC.3.] Understands the relationship between numbers and quantities to 10, connects counting to cardinality</p> <p>PK.MATH.3a. [NY-PK.CC.3a.] When counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (1:1 correspondence)</p> <p>PK.MATH.3b. [NY-PK.CC.3b.] Explores and develops the concept that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their</p> | <p><b>Synchronous/Asynchronous Modifications for Virtual Learning</b></p> <p><i>Math throughout the Year Routines</i></p> <p>Counting, Jar, Numerals Everyday, Shape Walk</p> <p>Is it or Not?</p> <p>Tell children you are going to try to fool them. Name and show a Shape Set square, and ask: Is this a square? Why or why not? Draw “foolers,” shapes that look like but are not squares. Ask which are true squares. Summarize by reviewing square attributes. Repeat with other, more difficult shapes as children are able.</p> | <p>Party Time 3</p> <p>Memory Number 2</p> <p>Snapshots</p> <p>Number Jump</p> <p>Guess My Rule</p> <p>Listen and Copy</p> <p>Mr. Mix-Up</p>                                  | <p>compare</p> <p>sort</p> <p>pairing</p> <p>in order</p> |

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|  |   | <p>arrangement or the order in which they were counted</p> <p>PK.MATH.4a. [NY-PK.CC.4a.] Answers counting questions using as many as 10 objects arranged in a line, a rectangular array, and a circle. Answers counting questions using as many as 5 objects in a scattered configuration (e.g., “How many ____ are there?”)</p> <p><b><u>GEOMETRY</u></b><br/><b><i>Identifies and describes shapes (squares, circles, triangles and rectangles)</i></b></p> <p>PK.MATH.12. [NY-PK.G.1.] Describes objects in the environment using names of shapes and describes the relative positions of these objects using terms such as top, bottom, up, down, above, below, in front of, behind, over, under, next to</p> <p>PK.MATH.13. [NY-PK.G.2.] Names shapes regardless of size<br/>Explores and creates two and three-dimensional objects</p> <p>PK.MATH.14. [NY-PK.G.3.] Explores two-and three-dimensional objects and uses informal language to describe their similarities, differences, and other attributes</p> | <p>Do not perform so many AB patterns that children begin to think only that way about patterning. Introduce AABB patterns as children are able.</p> <p>Have children share a pattern found in their home (on furniture, clothing etc.)</p> <p>Count aloud with children to 20 (or more as appropriate) in patterns of 4, such as 1 (clap), 2 (clap), 3 (clap), 4 (hop), 5 (clap), 6 (clap), 7 (clap), 8 (hop), and so on. Repeat with other motions if you choose and, when possible, apply or incorporate class themes.</p> |   |   |
| <p><b>WEEK 19:</b><br/><b>3/8-3/12</b></p> | <ul style="list-style-type: none"> <li>• COUNTING</li> <li>• PRODUCING (COUNTING OUT) ITEMS</li> <li>• COMPARING AMOUNTS BY COUNTING</li> <li>• ORDERING NUMBERS</li> </ul> | <p><b><u>COUNTING AND CARDINALITY</u></b><br/><b><i>Know number names and the count sequence</i></b></p> <p>PK.MATH.1. [NY-PK.CC.1.] Counts to 20</p> <p><b><i>Counts to tell the number of objects</i></b></p> <p>PK.MATH.3. [NY-PK.CC.3.] Understands the relationship between numbers and quantities to 10, connects counting to cardinality</p>  | <p><b>Synchronous/Asynchronous Modifications for Virtual Learning</b></p> <p><i>Math throughout the Year Routines</i></p> <p>Counting Wand (Counting Up), Dino Shop</p> <p>Dino Shop.<br/>Discuss stores, shopping, labels, prices,</p>   | <p>Dinosaur Shop 2</p> <p>Pizza Pizzazz 3</p> <p>X-Ray Vision 1</p> <p>Count and Move in Patterns</p> <p>Mr. Mix-Up</p> | <p>less<br/>more<br/>fewer<br/>greater than</p> |

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|                                      |   | <p>PK.MATH.3a. [NY-PK.CC.3a.] When counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (1:1 correspondence)</p> <p>PK.MATH.3b. [NY-PK.CC.3b.] Explores and develops the concept that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted</p> <p>PK.MATH.4a. [NY-PK.CC.4a.] Answers counting questions using as many as 10 objects arranged in a line, a rectangular array, and a circle. Answers counting questions using as many as 5 objects in a scattered configuration (e.g., “How many ____ are there?”)</p> <p><b><i>Compares numbers</i></b></p> <p>PK.MATH.6. [NY-PK.CC.5.] Recognizes whether the number of objects in one group is more than, fewer than, or equal to (the same as) the number of objects in another group (e.g., using matching and counting strategies Note: Include groups with up to five objects</p> <p>PK.MATH.7. [NY-PK.CC.6.] Identifies first and last related to order or position</p> | <p>signs, and the like. Lead pairs of children, or (child and caregiver) through this activity; one is a customer, the other is a salesperson. Each dinosaur (stuffed animal) costs one dollar.</p> <p>The customer orders two types of dinosaurs (stuffed animals). The salesperson asks for the corresponding amount of money, and the customer pays with play money. To check, the salesperson counts the money, and the customer counts the dinosaurs. Children should get to play each role.</p> |   |  |
| <p><b>WEEK 20:</b><br/>3/15-3/19</p> | <ul style="list-style-type: none"> <li>• COMPARING AMOUNTS</li> <li>• COUNTING</li> </ul> | <p><b><u>COUNTING AND CARDINALITY</u></b><br/><b><i>Know number names and the count sequence</i></b></p> <p>PK.MATH.1. [NY-PK.CC.1.] Counts to 20</p> <p><b><i>Counts to tell the number of objects</i></b></p>   | <p><b>Synchronous/Asynchronous Modifications for Virtual Learning</b></p> <p><i>Math throughout the Year Routines</i></p> <p>Compare Lengths, Line Up Height, Weigh Blocks</p>  | <p>Comparisons</p> <p>Deep Sea Compare How Many Now?</p> <p>X-Ray Vision 1</p> <p>Snapshots</p> | <p>length<br/>distance<br/>area<br/>weight<br/>capacity<br/>volume</p> |

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|                                     |  | <p>PK.MATH.3. [NY-PK.CC.3.] Understands the relationship between numbers and quantities to 10, connects counting to cardinality</p> <p>PK.MATH.3a. [NY-PK.CC.3a.] When counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (1:1 correspondence)</p> <p>PK.MATH.3b. [NY-PK.CC.3b.] Explores and develops the concept that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted</p> <p>PK.MATH.4a. [NY-PK.CC.4a.] Answers counting questions using as many as 10 objects arranged in a line, a rectangular array, and a circle. Answers counting questions using as many as 5 objects in a scattered configuration (e.g., “How many ____ are there?”)</p> | <p><b>Weigh Blocks</b><br/>Display a balance scale along with some square and triangular building blocks.<br/>Ask children to predict which set of blocks weighs more and discuss their reasoning. Repeat with additional items.</p> <p><b>Line Up by Height:</b><br/>As an adult coordinates, have children line up by toys by height. When done in groups of 5, the activity also provides a visual representation of ordering by length</p> <p><b>Compare Length:</b><br/>Extending the comparisons of heights, encourage children to compare lengths when possible. For example, the length or height of cube or block towers (or the cubes or blocks themselves), the length of roads children build, the height of furniture, and so on.</p> | <p>Listen and Copy</p> <p>Count and Move (Forward and Back )</p> <p>As Long As My Arm</p>                              |   |
| <p><b>WEEK 21:</b><br/>3/29-4/1</p> | <ul style="list-style-type: none"> <li>• COMPARING AMOUNTS</li> <li>• MEASURING</li> <li>• COUNTING</li> </ul> | <p><b><u>COUNTING AND CARDINALITY</u></b><br/><b><i>Know number names and the count sequence</i></b></p> <p>PK.MATH.1. [NY-PK.CC.1.] Counts to 20</p> <p><b><i>Counts to tell the number of objects</i></b></p> <p>PK.MATH.3. [NY-PK.CC.3.] Understands the relationship between numbers and quantities to 10, connects counting to cardinality</p> <p>PK.MATH.3a. [NY-PK.CC.3a.] When counting objects, says the number names in the standard</p>   | <p><b><u>Synchronous/Asynchronous Modifications for Virtual Learning</u></b></p> <p><a href="#"><u><i>Math throughout the Year Routines</i></u></a></p> <p><b>Line Up by Height</b><br/>As an adult coordinates, have children line up by toys by height. When done in groups of 5, the activity also provides a visual representation of ordering by length</p>   | <p>Build Stairs 3</p> <p>Working on the Railroad</p> <p>What’s the Missing Step?</p> <p>Count and Move in Patterns</p> | <p>more<br/>less<br/>big<br/>tall<br/>small<br/>empty</p> |

## BPS Building Blocks PK Instructional Guide

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|                                      |  | <p>order, pairing each object with one and only one number name and each number name with one and only one object. (1:1 correspondence)</p> <p>PK.MATH.3b. [NY-PK.CC.3b.] Explores and develops the concept that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted</p> <p>PK.MATH.4a. [NY-PK.CC.4a.] Answers counting questions using as many as 10 objects arranged in a line, a rectangular array, and a circle. Answers counting questions using as many as 5 objects in a scattered configuration (e.g., “How many ____ are there?”)</p> <p><b><u>MEASUREMENT AND DATA</u></b><br/><i>Describes and compares measurable attributes</i></p> <p>PK.MATH.10. [NY-PK.MD.1.] Identifies measurable attributes of objects, such as length or weight, and describes them using appropriate vocabulary (e.g., small, big, short, tall, empty, full, heavy, light) Sorts objects and counts the number of objects in each category</p> | <p>Count and Move (Forward and Back)<br/>Everyone starts in a crouched position, and slowly rises to standing while counting aloud to 11. Then, counting backward from 10, everyone slowly sinks down. Repeat as time permits with different motions if you prefer.</p>   |   |   |
| <p><b>WEEK 22:</b><br/>4/12-4/16</p> | <ul style="list-style-type: none"> <li>• COMPARING AMOUNTS</li> <li>• MEASURING</li> <li>• COUNTING</li> </ul> | <p><b><u>COUNTING AND CARDINALITY</u></b><br/><i>Know number names and the count sequence</i></p> <p>PK.MATH.1. [NY-PK.CC.1.] Counts to 20</p> <p><i>Counts to tell the number of objects</i></p> <p>PK.MATH.3. [NY-PK.CC.3.] Understands the relationship between numbers and quantities to 10, connects counting to cardinality</p>   | <p><b>Synchronous/Asynchronous Modifications for Virtual Learning</b></p> <p><i>Math throughout the Year Routines</i></p> <p>Measure Capacities:<br/>Display three half-gallon containers (labeled A, B, and C in different colors) cut to hold two, four, and eight cups of a pourable material, a one-cup</p> | <p>Reptile Ruler</p> <p>Number Compare 1</p> <p>Blast Off</p> <p>X-Ray Vision 2</p> <p>I’m Thinking of a Number</p> <p>Measure Length</p> | <p>length<br/>weight<br/>count<br/>amount<br/>ruler</p> |

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|                                      |   | <p>PK.MATH.3a. [NY-PK.CC.3a.] When counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (1:1 correspondence)</p> <p>PK.MATH.3b. [NY-PK.CC.3b.] Explores and develops the concept that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted</p> <p>PK.MATH.4a. [NY-PK.CC.4a.] Answers counting questions using as many as 10 objects arranged in a line, a rectangular array, and a circle. Answers counting questions using as many as 5 objects in a scattered configuration (e.g., “How many ___ are there?”)</p> <p style="text-align: center;"><b><u>MEASUREMENT AND DATA</u></b><br/><i>Describes and compares measurable attributes</i></p> <p>PK.MATH.10. [NY-PK.MD.1.] Identifies measurable attributes of objects, such as length or weight, and describes them using appropriate vocabulary (e.g., small, big, short, tall, empty, full, heavy, light) Sorts objects and counts the number of objects in each category</p> | <p>measuring cup, and water or sand. Show the materials to children and ask them which container holds only four cups; help children discuss how they know.</p> <p>Weigh Blocks:<br/>Display a balance scale along with some square and triangular building blocks.<br/>Ask children to predict which set of blocks weighs more and discuss their reasoning. Repeat with additional items</p> <p>Display a magazine, pencil book, toy car, key and scissors.<br/>Use the following riddles or adapt them to match items of your choice and their cube lengths: I am 12 cubes long. I have a soft cover, articles, and photos. What am I? (magazine)<br/>I am 7 cubes long. You use me to write and erase. What am I? (pencil) I am 5 cubes long. I have four tires, and you can put me in a race. What am I? (toy car) I am 9 cubes long. I have words and a hard or soft cover. What am I? (book) I am 4 cubes long. I can lock and unlock things. What am I? (key) I am 8 cubes long. You use me to cut paper and string. What am I? (scissors)</p> |   |  |
| <p><b>WEEK 23:</b><br/>4/19-4/23</p> | <ul style="list-style-type: none"> <li>• SHAPE RECOGNITION AND COMPOSITION</li> <li>• COUNTING</li> <li>• COMPARING AND ORDERING</li> </ul> | <p style="text-align: center;"><b><u>COUNTING AND CARDINALITY</u></b><br/><i>Know number names and the count sequence</i></p>  | <p style="text-align: center;"><b>Synchronous/Asynchronous Modifications for Virtual Learning</b></p>   | <p>Piece Puzzler 1</p> <p>Piece Puzzler 2</p> | <p>more than<br/>less than<br/>equal<br/>smaller</p> |

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|                                     | <p>NUMBERS</p> <ul style="list-style-type: none"> <li>SOLVING PROBLEMS</li> </ul>  | <p>PK.MATH.1. [NY-PK.CC.1.] Counts to 20</p> <p><b>Counts to tell the number of objects</b></p> <p>PK.MATH.3. [NY-PK.CC.3.] Understands the relationship between numbers and quantities to 10, connects counting to cardinality</p> <p>PK.MATH.3a. [NY-PK.CC.3a.] When counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (1:1 correspondence)</p> <p>PK.MATH.3b. [NY-PK.CC.3b.] Explores and develops the concept that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted</p> <p>PK.MATH.4a. [NY-PK.CC.4a.] Answers counting questions using as many as 10 objects arranged in a line, a rectangular array, and a circle. Answers counting questions using as many as 5 objects in a scattered configuration (e.g., “How many ____ are there?”)</p> <p><b>Compares numbers</b></p> <p>PK.MATH.6. [NY-PK.CC.5.] Recognizes whether the number of objects in one group is more than, fewer than, or equal to (the same as) the number of objects in another group (e.g., using matching and counting strategies Note: Include groups with up to five objects</p> | <p><i>Math throughout the Year Routines</i></p> <p>Counting Jar</p> <p>Listen and Count: Tell children you are going to drop items into a can for them to count. Ask children to listen quietly as you slowly drop marbles (or counters) into a empty coffee can. When you finish, have children hold up their fingers to show how many marbles they think are in the can. After you have observed their responses, ask children to say the number. Spill the items out of the can and count them as a whole group to check.</p> <p>Count aloud with children to 20 (or more as appropriate) in patterns of 4, such as 1 (clap), 2 (clap), 3 (clap), 4 (hop), 5 (clap), 6 (clap), 7 (clap), 8 (hop), and so on. Repeat with other motions if you choose and, when possible, apply or incorporate class themes</p> | <p>Pattern Block Puzzles</p> <p>What’s the Missing Card</p> <p>I Spy</p> <p>Blast Off</p> | <p>matching pattern</p>  |
| <p><b>WEEK 24:</b><br/>4/26-5/7</p> | <ul style="list-style-type: none"> <li>COUNTING</li> <li>ADDING</li> <li>SUBITIZING (2 GROUPS)</li> <li>SHAPE COMPOSITION</li> </ul> | <p><b>COUNTING AND CARDINALITY</b></p> <p><b>Know number names and the count sequence</b></p>   | <p><b>Synchronous/Asynchronous Modifications for Virtual Learning</b></p>   | <p>Pizza Pizzazz 4</p> <p>Dinosaur Shop 3</p>   | <p>parallelogram</p> <p>triangle</p> <p>rectangle</p> <p>add</p> |

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|  | <p>PK.MATH.1. [NY-PK.CC.1.] Counts to 20</p> <p><b><i>Counts to tell the number of objects</i></b></p> <p>PK.MATH.3. [NY-PK.CC.3.] Understands the relationship between numbers and quantities to 10, connects counting to cardinality</p> <p>PK.MATH.3a. [NY-PK.CC.3a.] When counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (1:1 correspondence)</p> <p>PK.MATH.3b. [NY-PK.CC.3b.] Explores and develops the concept that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted</p> <p>PK.MATH.4a. [NY-PK.CC.4a.] Answers counting questions using as many as 10 objects arranged in a line, a rectangular array, and a circle. Answers counting questions using as many as 5 objects in a scattered configuration (e.g., “How many ____ are there?”)</p> <p><b><u>OPERATIONS AND ALGEBRAIC THINKING</u></b><br/> <b><i>Understands addition as adding to, and understand subtraction as taking from</i></b></p> <p>PK.MATH.8. [NY-PK.OA.1.] Explores addition and subtraction by using objects, fingers, and responding to real world situations (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?)</p> <p><b><u>MEASUREMENT AND DATA</u></b><br/> <b><i>Sorts objects and counts the number of</i></b></p> | <p><i>Math throughout the Year Routines</i></p> <p>Snapshots Adding: children see up to two items in each of your hands and must figure out how many items there are in all. Most children can learn to do this, if the numbers are small, by forming mental images of the items and then “seeing” how many there are total. Gradually increase the numbers as children strengthen their skills</p> <p>Help children solve simple addition problems with their fingers. They should place their hands in their laps between each problem. Tell children you want to buy four toy triceratops and three toy tyrannosauruses. Ask how many dinosaurs that is altogether. Guide children in showing four fingers on one hand and three fingers on the other, and reiterate: How many is that altogether? Ask children how they got their answer and repeat with other problems.</p> | <p>Finger Word</p> <p>Problems<br/>Snapshots</p> <p>How Many Now?</p> | <p>circle<br/>subtract</p> |
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|                                      |   | <p><b>objects in each category</b></p> <p>PK.MATH.11. [NY-PK.MD.2.] Sorts objects and shapes into categories; counts the objects in each category. Note: Limit category counts to be less than or equal to 10</p>   |  |  |  |
| <p><b>WEEK 25:</b><br/>5/10-5/21</p> | <ul style="list-style-type: none"> <li>• ADDING</li> <li>• COUNTING</li> <li>• SHAPE COMPOSITION</li> </ul> | <p><b>COUNTING AND CARDINALITY</b><br/><i>Know number names and the count sequence</i></p> <p>PK.MATH.1. [NY-PK.CC.1.] Counts to 20</p> <p><b>Counts to tell the number of objects</b></p> <p>PK.MATH.3. [NY-PK.CC.3.] Understands the relationship between numbers and quantities to 10, connects counting to cardinality</p> <p>PK.MATH.3a. [NY-PK.CC.3a.] When counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (1:1 correspondence)</p> <p>PK.MATH.3b. [NY-PK.CC.3b.] Explores and develops the concept that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted</p> <p>PK.MATH.4a. [NY-PK.CC.4a.] Answers counting questions using as many as 10 objects arranged in a line, a rectangular array, and a circle. Answers counting questions using as many as 5 objects in a scattered configuration (e.g., “How many ____ are there?”)</p> <p><b>OPERATIONS AND ALGEBRAIC THINKING</b><br/><i>Understands addition as adding to, and</i></p> | <p><b>Synchronous/Asynchronous Modifications for Virtual Learning</b></p> <p><i>Math throughout the Year Routines</i></p> <p>Dino Shop.<br/>Discuss stores, shopping, labels, prices, signs, and the like. Lead pairs of children, or (child and caregiver) through this activity; one is a customer, the other is a salesperson. Each dinosaur (stuffed animal) costs one dollar.<br/>The customer orders two types of dinosaurs (stuffed animals). The salesperson asks for the corresponding amount of money, and the customer pays with play money. To check, the salesperson counts the money, and the customer counts the dinosaurs. Children should get to play each role.</p> <p>Is it or Not?<br/>Tell children you are going to try to fool them. Name and show a Shape Set square, and ask: Is this a square? Why or why not? Draw “foolers,” shapes that look like but are not squares. Ask which are true squares. Summarize by reviewing square attributes. Repeat with other, more difficult shapes as children are able.</p> | <p>Dinosaur Shop 3</p> <p>Finger Word Problems</p> <p>Snapshots (Adding)</p> <p>X-Ray Vision 2</p> <p>Count and Move (Forward and Back)</p> <p>I’m Thinking of a Number (Length)</p> | <p>triangle</p> <p>rectangle</p> <p>square</p> <p>add</p> <p>subtract</p> <p>forward</p> <p>number</p> <p>length</p> |

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|                                      |   | <p><b><i>understand subtraction as taking from</i></b></p> <p>PK.MATH.8. [NY-PK.OA.1.] Explores addition and subtraction by using objects, fingers, and responding to real world situations (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?)</p>   | <p>Count aloud with children to 20 (or more as appropriate) in patterns of 4, such as 1 (clap), 2 (clap), 3 (clap), 4 (hop), 5 (clap), 6 (clap), 7 (clap), 8 (hop), and so on. Repeat with other motions if you choose and, when possible, apply or incorporate class themes</p>   |   |  |
| <p><b>WEEK 26:</b><br/>5/24-5/28</p> | <ul style="list-style-type: none"> <li>• ADDING</li> <li>• COUNTING</li> <li>• ORDINAL NUMBERS</li> </ul> | <p><b><u>OPERATIONS AND ALGEBRAIC THINKING</u></b><br/><b><i>Understands addition as adding to, and understand subtraction as taking from</i></b></p> <p>PK.MATH.8. [NY-PK.OA.1.] Explores addition and subtraction by using objects, fingers, and responding to real world situations (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?)</p> <p><b><u>COUNTING AND CARDINALITY</u></b><br/><b><i>Know number names and the count sequence</i></b></p> <p>PK.MATH.1. [NY-PK.CC.1.] Counts to 20</p> <p><b><i>Counts to tell the number of objects</i></b></p> <p>PK.MATH.3. [NY-PK.CC.3.] Understands the relationship between numbers and quantities to 10, connects counting to cardinality</p> <p>PK.MATH.3a. [NY-PK.CC.3a.] When counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (1:1 correspondence)</p> <p>PK.MATH.3b. [NY-PK.CC.3b.] Explores and develops the concept that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were</p> | <p><b>Synchronous/Asynchronous Modifications for Virtual Learning</b></p> <p><i>Math throughout the Year Routines</i></p> <p>Variation of Counting jar: fill jar ahead of time and have children guess how many are inside. Record answers. Count the items as a group to discover who was closest.</p> <p>Count aloud with children to 20 (or more as appropriate) in patterns of 4, such as 1 (clap), 2 (clap), 3 (clap), 4 (hop), 5 (clap), 6 (clap), 7 (clap), 8 (hop), and so on. Repeat with other motions if you choose and, when possible, apply or incorporate class themes</p> <p>Line Up—Who’s First?</p> <p>Ordinal Line Up;<br/>Place 4-5 different items in a line.<br/>Emphasis vocabulary: first, second, third etc.<br/>Ask if anyone knows the next position’s name (number), such as first, third, and so on. Have children collect items in their home to practice with you.</p> | <p>Dinosaur Shop 4</p> <p>Ordinal Construction Company</p> <p>Countdown Crazy</p> <p>Line Up- Who’s First</p> <p>Gone Fishing</p> | <p>first<br/>last<br/>addition<br/>subtraction<br/>fewer<br/>equal<br/>ordinal</p> |

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|  |   | <p>counted<br/>PK.MATH.4a. [NY-PK.CC.4a.] Answers counting questions using as many as 10 objects arranged in a line, a rectangular array, and a circle. Answers counting questions using as many as 5 objects in a scattered configuration (e.g., “How many ____ are there?”)</p> <p><b><i>Compares numbers</i></b></p> <p>PK.MATH.6. [NY-PK.CC.5.] Recognizes whether the number of objects in one group is more than, fewer than, or equal to (the same as) the number of objects in another group (e.g., using matching and counting strategies Note: Include groups with up to five objects</p> <p>PK.MATH.7. [NY-PK.CC.6.] Identifies first and last related to order or position</p> |   |   |  |
| <p><b><u>WEEK 27</u></b><br/>5/31-6/18</p> | <ul style="list-style-type: none"> <li>● SHAPE PARTS</li> <li>● SHAPE RECOGNITION</li> <li>● SHAPE COMPOSITION</li> </ul> | <p><b><u>GEOMETRY</u></b><br/><b><i>Identifies and describes shapes (squares, circles, triangles and rectangles)</i></b></p> <p>PK.MATH.12. [NY-PK.G.1.] Describes objects in the environment using names of shapes and describes the relative positions of these objects using terms such as top, bottom, up, down, above, below, in front of, behind, over, under, next to</p> <p>PK.MATH.13. [NY-PK.G.2.] Names shapes regardless of size Explores and creates two and three-dimensional objects</p> <p>PK.MATH.14. [NY-PK.G.3.] Explores two-and three-dimensional objects and uses informal language to describe their similarities, differences, and other attributes</p>            | <p><b>Synchronous/Asynchronous Modifications for Virtual Learning</b></p> <p><i>Math throughout the Year Routines</i></p> <p>Is it or Not?<br/>Tell children you are going to try to fool them. Name and show a Shape Set square, and ask: Is this a square? Why or why not? Draw “foolers,” shapes that look like but are not squares. Ask which are true squares. Summarize by reviewing square attributes. Repeat with other, more difficult shapes as children are able.</p> <p><u>3 Straight Sides ( tune 3 blind mice)</u><br/>Three straight sides, three straight sides,<br/>See how they meet, see how they meet,<br/>They follow the path that a triangle makes.<br/>Three straight sides and there’s no mistakes. Three sides and three corners,</p> | <p>Shape Parts 1</p> <p>Piece Puzzler 2</p> <p>Feely Box</p> <p>I Spy</p> <p>Shape Steps</p> <p>Tangram Puzzles</p> | <p>triangle<br/>subtract<br/>add<br/>circle<br/>square</p> |

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|   |   |   | <p>that's all it takes. Three straight sides.</p> <p><u>Guess My Rule:</u><br/>Tell children to watch carefully as you sort Shape Set shapes into piles based on something that makes them alike. Ask children to guess your sorting rule, such as circles versus squares or four-sided shapes versus other shapes. Pick up a new shape. With a look of confusion, gesture to children to encourage all of them to “Think, Pair, Share” and then point to the pile where the shape belongs. Place the shape in its pile.</p> |  |                                   |
| <p><b>Week 28</b><br/>As student ability allows</p> | <ul style="list-style-type: none"> <li>• SHAPE COMPOSITION</li> <li>• SHAPE PROPERTIES (ATTRIBUTES)</li> <li>• SHAPE PARTS</li> </ul> | <p><b>GEOMETRY</b><br/><i>Identifies and describes shapes (squares, circles, triangles and rectangles)</i></p> <p>PK.MATH.12. [NY-PK.G.1.] Describes objects in the environment using names of shapes and describes the relative positions of these objects using terms such as top, bottom, up, down, above, below, in front of, behind, over, under, next to</p> <p>PK.MATH.13. [NY-PK.G.2.] Names shapes regardless of size Explores and creates two and three-dimensional objects</p> <p><i>Explores and creates two and three-dimensional objects</i></p> <p>PK.MATH.15. [NY-PK.G.4.] Creates and builds shapes from components (e.g., sticks, blocks, clay)</p> | <p><b>Synchronous/Asynchronous Modifications for Virtual Learning</b></p> <p><i>Math throughout the Year Routines</i></p> <p>Review routines that are appropriate for your group and their learning needs.</p> <p>Differentiate for your students and review skills that still need practice.</p>  | <p>Shape Parts 2</p> <p>Piece Puzzler 3</p> <p>Building Shapes</p> <p>Feely Box</p> <p>Shape Step</p> <p>Tangram Puzzles</p> | <p>add<br/>subtract<br/>count</p> |

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| <p><b>Week 29</b><br/>As student ability allows</p> | <ul style="list-style-type: none"> <li>• ADDING</li> <li>• NUMBER COMPOSITION</li> </ul> | <p><b><u>COUNTING AND CARDINALITY</u></b><br/><i>Know number names and the count sequence</i></p> <p>PK.MATH.1. [NY-PK.CC.1.] Counts to 20</p> <p><b><i>Counts to tell the number of objects</i></b></p> <p>PK.MATH.3. [NY-PK.CC.3.] Understands the relationship between numbers and quantities to 10, connects counting to cardinality</p> <p>PK.MATH.3a. [NY-PK.CC.3a.] When counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (1:1 correspondence)</p> <p>PK.MATH.3b. [NY-PK.CC.3b.] Explores and develops the concept that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted</p> <p>PK.MATH.4a. [NY-PK.CC.4a.] Answers counting questions using as many as 10 objects arranged in a line, a rectangular array, and a circle. Answers counting questions using as many as 5 objects in a scattered configuration (e.g., “How many ____ are there?”)</p> <p><b><u>OPERATIONS AND ALGEBRAIC THINKING</u></b><br/><i>Understands addition as adding to, and understand subtraction as taking from</i></p> <p>PK.MATH.8. [NY-PK.OA.1.] Explores addition and subtraction by using objects, fingers, and responding to real world situations (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?)</p> | <p><b>Synchronous/Asynchronous Modifications for Virtual Learning</b></p> <p><i>Math throughout the Year Routines</i></p> <p>Review routines that are appropriate for your group and their learning needs.</p> <p>Differentiate for your students and review skills that still need practice.</p> | <p>Piece Puzzler 4</p> <p>Number Snapshots 3</p> <p>Pattern Block Puzzles</p> <p>Finger Games</p> <p>Compare Game</p> | <p>compare addition subtraction</p> |
|   | <ul style="list-style-type: none"> <li>• ADDING</li> </ul>                               | <p><b><u>COUNTING AND CARDINALITY</u></b></p>  | <p><b>Synchronous/Asynchronous</b></p>  | <p>Number Compare 2</p>   | <p>adding</p>                       |

# BPS Building Blocks PK Instructional Guide

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| <p><b>Week 30</b><br/>As student ability allows</p> | <ul style="list-style-type: none"> <li>NUMBER COMPOSITION</li> <li>SHAPE COMPOSITION</li> </ul> | <p><b><i>Know number names and the count sequence</i></b></p> <p>PK.MATH.1. [NY-PK.CC.1.] Counts to 20</p> <p><b><i>Counts to tell the number of objects</i></b></p> <p>PK.MATH.3. [NY-PK.CC.3.] Understands the relationship between numbers and quantities to 10, connects counting to cardinality</p> <p>PK.MATH.3a. [NY-PK.CC.3a.] When counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (1:1 correspondence)</p> <p>PK.MATH.3b. [NY-PK.CC.3b.] Explores and develops the concept that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted</p> <p>PK.MATH.4a. [NY-PK.CC.4a.] Answers counting questions using as many as 10 objects arranged in a line, a rectangular array, and a circle. Answers counting questions using as many as 5 objects in a scattered configuration (e.g., “How many ____ are there?”)</p> <p><b><u>GEOMETRY</u></b><br/><b><i>Identifies and describes shapes (squares, circles, triangles and rectangles)</i></b></p> <p>PK.MATH.13. [NY-PK.G.2.] Names shapes regardless of size Explores and creates two and three-dimensional objects</p> | <p><b>Modifications for Virtual Learning</b></p> <p><i>Math throughout the Year Routines</i></p> <p>Review routines that are appropriate for your group and their learning needs.</p> <p>Differentiate for your students and review skills that still need practice.</p> | <p>Number Snapshots 4</p> <p>Number Snapshots 5</p> <p>Compare Game</p> <p>I’m Thinking of a Number</p> <p>Finger Games</p> <p>Gone Fishing 2</p> | <p>subtracting<br/>circle<br/>square<br/>rectangle<br/>triangle</p> |
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