

# How to Use MATHEMATICS THEIR WAY at Various Grade Levels

All teachers, whether working with preschool or second graders, can follow the sequence outlined in this book. Obviously, kindergarteners will not go as far or as quickly through the sequence as will first or second graders. Each teacher must use his or her professional judgment as to the appropriateness of various activities and concepts, but the following chart outlines roughly how to implement the program at various grade levels.

SKILLS AND CONCEPTS	KINDERGARTEN	NO. OF WEEKS	FIRST GRADE	NO. OF WEEKS	SECOND GRADE	NO. OF WEEKS
Free Exploration and Counting	Sept. Oct.	5	Sept.	2-4	Sept.	3
Pattern One	Oct.	4	Sept. Oct.	3-4	Sept. Oct.	2-3
Sorting and Classifying	Nov.	4	Oct. Nov.	3-4	Oct.	3
Comparing	Nov. Dec.	3-4	Nov. Dec.	2-3	Nov.	2
Number	Jan, Feb., Mar., Apr., May	4-5 months	Dec., Jan., Feb., Mar.	3 months	Nov., Dec., Jan.	2-3 months
Place Value			Mar., Apr., May	3 months	Feb., Mar., Apr., May	3-4 months
Pattern Two	Mar., Apr., May	3 months	Mar., Apr., May	3 months	Mar., Apr., May	3 months

All teachers, regardless of the ages of the children they work with, should be familiar with the informal assessment devices on pages 92, 100, 113 and 187. These assessments, along with the observation sheets (Worksheets I-IX) the assessment of skills (Worksheets A1-A16) and the Guide to Facilitate Classroom Planning (pp. 367-384) will guide the teacher further in planning an appropriate program.



























	Say it Fast (p. 196) (DO NOT switch groups until tomorrow)	<input type="checkbox"/>
<b>53</b> Count 1-8-1 People sorting (p. 61)	Switch groups from yesterday.	Real graph: Picture graph (2) Real flowers: draw a picture of the kind you choose.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>54</b> Count 1-9-1 People sorting (p. 61)	Half the class: number stations (p. 168) Half the class: the Whale Game (p. 188) Subtraction cards (p. 193) Say it Fast (p. 196) (DO NOT switch groups until tomorrow)	*Body measurements (p. 120) Sorting walk (metal) (p. 72)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>55</b> Count 1-9-1 Word problems with children and props (p. 204)	Switch groups from yesterday.	Picture graph (2) Boy or girl? (paste down Xeroxed pictures)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>56</b> Count 1-9-1 Word problems with children and props (p. 204)	Symbolic level of the Three Games (p. 237) (Children work in pairs recording combinations at the three stations. When finished they have free choice of math activities.)	Picture graph (2) Handedness: right or left?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>57</b> Count 1-9-1 Word problems with children and props (p. 204)	Half the class: number stations (p. 168) Half the class: Listen and Count (p. 190) Subtraction cards (p. 193) Concentration (p. 191) (DO NOT switch groups until tomorrow)	*A bag from home (p. 226) Sorting walk (wood) (p. 72)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>58</b> Count 1-9-1 Word problems with children and props (p. 204)	Switch groups from yesterday.	A bag from home Picture graph (2) Eyes: brown or other
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>59</b> Count 1-9-1 Body measurement (p. 120)	Half the class: number stations (p. 168) Half the class: Listen and Count (p. 188) Subtraction cards (p. 193) Word problems (p. 204) DO NOT switch groups until tomorrow)	A bag from home (p. 226) Picture graph (3) Buy, bring, go home for lunch
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p><b>60</b></p> <p>Count 1-9-1 Intervals of time (p. 133) Descriptions (p. 74)</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Switch groups from yesterday.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>A bag from home (p. 226) Picture graph (3) Ice cream: chocolate, vanilla, strawberry</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p><b>61</b></p> <p>Count 1-9-1 People row patterns (p. 29) Intervals of time (p. 133)</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Symbolic level of the Three Games (p. 237–238) (Children work in pairs recording combinations at the three stations. When finished they have free choice of math activities.)</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>A bag from home (p. 226) Picture graph (3) Transportation to school today: walk, bus, car</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p><b>62</b></p> <p>Count 1-9-1 Word problems with children and props (p. 204)</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Half the class: number stations (p. 168) Half the class: Word problems (p. 204) Presto Change-O (p. 197) Say it Fast (p. 196) (DO NOT switch groups until tomorrow)</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Capture (p. 195) Picture graph (3) Candy: Did you eat a red, yellow, or orange life saver?</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p><b>63</b></p> <p>Count 1-9-1 Duration (p. 124)</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Switch groups from yesterday.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Number books (p. 219) Real graph (4) Shoes: brown, black, two-tone, other</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p><b>64</b></p> <p>Count 1-10-1 Word problems with children and props (p. 204)</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Half the class: number stations (p. 168) Half the class: Word problems (p. 204) Subtraction cards (p. 193) Whale Game (p. 188) (DO NOT switch groups until tomorrow)</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Interpreting symbols (p. 217)</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p><b>65</b></p> <p>Count 1-10-1 Read my mind (p. 70)</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Switch groups from yesterday.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Interpreting symbols (p. 217) Real graph (4) Crackers: four kinds</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p><b>66</b></p> <p>Count 1-10-1 Body measurement (p. 120)</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Symbolic level of the Three Games (p. 237–238) (Children work in pairs recording combinations at the three stations. When finished they have free choice of math activities.)</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Number books (p. 219) Sorting walk (p. 72) (things that move)</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p><b>67</b></p> <p>Count 1-10-1 Body measurement (p. 120)</p>	<p>Half the class: number stations (p. 168)</p>	<p>Interpreting symbols (p. 217) Real graph (4)</p>

	Half the class: the Cave Game (p. 192) Word problems (p. 204) My Turn-Your Turn (p. 231) (DO NOT switch groups until tomorrow)	Crayons: choose one color from these four and draw something.
<b>68</b> Count 1-10-1 Word problems with children and props (p. 204)	Switch groups from yesterday.	Number books (p. 219) Real graph (4) Fruit: Did you bring an apple, an orange, a banana or grapes?
Read Chapter 8 (Number at the Connecting Level, p. 214) and Chapter 9 (Number at the Symbolic Level, p. 234).		
<b>69</b> Count 1-10-1 Body measurement (p. 120)	Half the class: number stations (p. 168) Half the class: Say it Fast (p. 196) Donut Game (p. 224) (with equations) Subtraction cards (193) (DO NOT switch groups until tomorrow)	Interpreting symbols Picture graph (4) What do you like best: hot dogs, hamburger, tuna fish, or spaghetti?
<b>70</b> Count 1-10-1 Duration (p. 124)	Switch groups from yesterday.	Interpreting symbols (p. 217) Grow and shrink balloon game (p. 229)
<b>71</b> Count 1-10-1 Interpreting symbols (p. 217) Read my mind (p. 70)	Symbolic level of the Three Games (p. 237) (Children work in pairs recording combinations at the three stations. When finished they have free choice of math activities.)	Teacher records crazy mixed up number strips (p. 228)
<b>72</b> Count 1-10-1 Sorting on the overhead (p. 59)	Half the class: number stations (p. 168) Half the class: Subtraction race (p. 227) Number Squares (p. 243) Number sequences (p. 248) (DO NOT switch groups until tomorrow)	Capture (p. 195)
<b>73</b> Count 1-10-1 People sorting (p. 61)	Switch groups from yesterday.	Teacher records crazy mixed up number strips (p. 228) Sorting walk (groups of three) (p. 72)



<p><b>74</b></p> <p>Count by tens to 50 Descriptions (p. 74)</p> <p><input type="checkbox"/></p>	<p>Half the class: number stations (p. 168)</p> <p>Half the class: Crazy Mixed Up Numbers (p. 228) Addition with unifix cubes (p. 246) (DO NOT switch groups until tomorrow)</p> <p><input type="checkbox"/></p>	<p>Real graph: Picture graph (4) Nuts: almonds, peanuts, walnuts, pecans (Eat, draw a picture of what you ate, and label your drawing.)</p> <p><input type="checkbox"/></p>
<p><b>75</b></p> <p>Count by tens to 50 Duration (p. 124)</p> <p><input type="checkbox"/></p>	<p>Switch groups from yesterday.</p> <p><input type="checkbox"/></p>	<p>Real graph (4) Money: choose a penny, nickel, dime or quarter.</p> <p><input type="checkbox"/></p>
<p><b>76</b></p> <p>Count 1-11-1 Count by tens to 50 Rhythmic clapping (p. 21)</p> <p><input type="checkbox"/></p>	<p>Symbolic level of the Three Games (p. 237) (Children work in pairs recording combinations at the three stations. When finished they have free choice of math activities.)</p> <p><input type="checkbox"/></p>	<p>Picture graph (4) TV: What do you like to watch best: Zoom, Star Trek, Electric Company, or Mickey Mouse Club?</p> <p><input type="checkbox"/></p>
<p><b>77</b></p> <p>Count by tens to 100 People row patterns (p. 29) Matrix patterns (p. 258)</p> <p><input type="checkbox"/></p>	<p>Half the class: number stations (p. 168)</p> <p>Half the class: Magic box (p. 248) Say it Fast (symbolic level) (DO NOT switch groups until tomorrow)</p> <p><input type="checkbox"/></p>	<p>Picture graph (4) Sports: Do you like baseball, football, basketball or hockey best?</p> <p><input type="checkbox"/></p>
<p><b>78</b></p> <p>Count 1-12-1 Count by tens to 100 Duration (p. 124)</p> <p><input type="checkbox"/></p>	<p>Switch groups from yesterday.</p> <p><input type="checkbox"/></p>	<p>Grow and Shrink Balloon Game (p. 229) Picture graph (4) How do you feel today: happy, mad, sad</p> <p><input type="checkbox"/></p>
<p><b>79</b></p> <p>Count 1-13-1 Count by tens to 100 Interpreting symbols (p. 217)</p> <p><input type="checkbox"/></p>	<p>Half the class: number stations (p. 168)</p> <p>Half the class: Listen and Count (p. 190) Subtraction Race (p. 227) Presto-Change-O (p. 197) (DO NOT switch groups until tomorrow)</p> <p><input type="checkbox"/></p>	<p>Real graph: Symbolic graph (2) Shoes: one or two-tone shoes</p> <p><input type="checkbox"/></p>
<p><b>80</b></p> <p>Count by tens to 100 Matrix patterns (p. 258)</p> <p><input type="checkbox"/></p>	<p>Switch groups from yesterday.</p> <p><input type="checkbox"/></p>	<p>Sorting walk (groups of four) (p. 72)</p> <p><input type="checkbox"/></p>
<p><b>81</b></p> <p>Count 1-14-1 Count by tens to 100</p>	<p>Symbolic level of the Three Games (p. 237)</p>	<p>Capture (p. 195) Symbolic graph (2)</p>



