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# Alaska K Mathematics

**FREE PREVIEW**

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

|                  |                                                           |
|------------------|-----------------------------------------------------------|
| State            | Alaska                                                    |
| Grade            | K (Early Childhood)                                       |
| Subject          | Mathematics                                               |
| Course category  | Core                                                      |
| Standards family | Mathematics                                               |
| Framework        | Alaska Mathematics Standards                              |
| Issuing agency   | Alaska Department of Education and Early Development      |
| Scope            | 36 instructional weeks · 180 instructional days · 9 units |

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

## What you get

| Folder                  | Contents                                                                                          |
|-------------------------|---------------------------------------------------------------------------------------------------|
| 01 START HERE           | Read-me, contents, printing and digital instructions, standards verification guide, this preview  |
| 02 FILLED FULL YEAR     | Completed planner in colour and ink-friendly PDF, plus editable DOCX                              |
| 03 BLANK EDITABLE       | Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX                        |
| 04 ASSESSMENTS AND DATA | Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist                     |
| 05 SCHOOL SUBMISSION    | Submission covers, alignment summary, evidence checklist, observation, reflection, signature page |
| 06 LICENSE AND CREDITS  | Terms of use, credits and licences, copyright notice                                              |

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

## Week 9 — Shapes I Can Name

### Unit 3: Shapes All Around Me · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                               |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | What are these shapes called?                                                                                                                                 |
| Standards          | <b>Naming Shapes in Any Orientation -&gt; K.G.2 Alaska Mathematics Standards / Geometry —</b><br>Name shapes regardless of their orientation or overall size. |
| Learning target    | "I can name a shape even if it is big or small."                                                                                                              |
| Local dates        | _____ (enter your school dates)                                                                                                                               |

#### Measurable objectives

- Students will correctly name squares, circles, triangles, rectangles and hexagons.
- Students will name shapes regardless of size.

#### Success criteria (student-friendly)

- "I look at the sides."
- "I count the corners."
- "I say the shape name."

#### Academic vocabulary

square, circle, triangle, rectangle, hexagon

#### Materials and technology

- Shape cards in varied sizes
- Pattern blocks
- Geoboards
- Shape sorting mats
- Shape hunt sheets

#### Differentiation and supports

| Support area            | This week's plan                                                                                                                                                                                       |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Special education / IEP | Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.                               |
| Section 504             | Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.                                                                 |
| Multilingual learners   | Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language. |
| Advanced / extension    | Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.                                                                                 |

| Support area           | This week's plan                                                                                                                    |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Intervention / reteach | Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps. |
| Enrichment             | Extend into an open-ended centre or project connected to the essential question.                                                    |

**Assessment and evidence**

Shape naming check: five shapes named in varied sizes.

**Family communication**

Find a circle and a rectangle in your kitchen together.

# Day 41 — Circles and Squares

## Week 9, Day 1 · Unit 3 · Standards: K.G.2

|                   |                                                  |
|-------------------|--------------------------------------------------|
| Focus             | The two most familiar shapes.                    |
| Learning target   | "I can name a shape even if it is big or small." |
| Vocabulary in use | square, circle, triangle                         |
| Local date        | _____                                            |

### Learning sequence

Warm-up: number of the day. Model: teacher names circles and squares. Guided: class sorts. Practice: children sort shape cards. Close: shape wall started.

### Check for understanding

Student names a circle and a square correctly.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 42 — Triangles Have Three

Week 9, Day 2 · Unit 3 · Standards: K.G.2

|                   |                                                  |
|-------------------|--------------------------------------------------|
| Focus             | Defining a triangle by its sides.                |
| Learning target   | "I can name a shape even if it is big or small." |
| Vocabulary in use | square, circle, triangle                         |
| Local date        | _____                                            |

### Learning sequence

Warm-up: shape wall. Model: teacher counts three sides and corners. Guided: class counts. Practice: children make triangles on geoboards. Close: triangle chart.

### Check for understanding

Student states that a triangle has three sides.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 43 — Rectangles and Squares

Week 9, Day 3 · Unit 3 · Standards: K.G.2

|                   |                                                  |
|-------------------|--------------------------------------------------|
| Focus             | Distinguishing related shapes.                   |
| Learning target   | "I can name a shape even if it is big or small." |
| Vocabulary in use | square, circle, triangle                         |
| Local date        | _____                                            |

### Learning sequence

Warm-up: triangles. Model: teacher compares a rectangle and a square. Guided: class compares. Practice: children sort. Close: comparison chart.

### Check for understanding

Student distinguishes a rectangle from a square.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 44 — Six-Sided Hexagons

Week 9, Day 4 · Unit 3 · Standards: K.G.2

|                   |                                                  |
|-------------------|--------------------------------------------------|
| Focus             | Introducing the hexagon.                         |
| Learning target   | "I can name a shape even if it is big or small." |
| Vocabulary in use | square, circle, triangle                         |
| Local date        | _____                                            |

### Learning sequence

Warm-up: rectangles. Model: teacher counts six sides. Guided: class counts. Practice: children find hexagons in pattern blocks. Close: shape wall complete.

### Check for understanding

Student names a hexagon and counts its sides.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 45 — Big Shapes and Small Shapes

Week 9, Day 5 • Unit 3 • Standards: K.G.2

|                   |                                                  |
|-------------------|--------------------------------------------------|
| Focus             | Size does not change the name.                   |
| Learning target   | "I can name a shape even if it is big or small." |
| Vocabulary in use | square, circle, triangle                         |
| Local date        | _____                                            |

### Learning sequence

Warm-up: shape wall. Model: teacher shows a tiny and a huge triangle. Guided: class names both. Practice: children sort by name not size. Close: rule stated.

### Check for understanding

Student names a shape correctly regardless of its size.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Important before you buy

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- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
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## Source citation

Alaska Department of Education and Early Development. Alaska Mathematics Standards. Adopted June 2012. LIKE THE ENGLISH/LANGUAGE ARTS STANDARDS THESE ARE PRINTED THREE GRADES TO A PAGE, in a table headed "Grade K", "Grade 1" and "Grade 2", so every statement here was taken from the Grade K column of the actual table cells. MATHEMATICS IS EASIER TO VERIFY THAN ENGLISH/LANGUAGE ARTS FOR ONE REASON: ITS CODES CARRY THEIR OWN GRADE. "K.CC.5" says Kindergarten in the code itself, where an ELA statement numbered "5" says only "the fifth standard in whichever column this is". The column position and the code prefix are therefore two INDEPENDENT witnesses, and the extractor requires them to agree on every statement -- a non-K code inside the Grade K column, or a K code outside it, aborts the extraction rather than being registered. TWENTY-SIX STANDARDS ARE REGISTERED: Counting and Cardinality 7, Operations and Algebraic Thinking 6, Number and Operations in Base Ten 1, Measurement and Data 6, and Geometry 6. CLUSTER HEADINGS ARE PRINTED INSIDE THE SAME TABLE CELL AS THE STANDARDS, so the last standard before a new cluster arrives with that heading glued to its end; the headings were harvested from the document's own overview page and stripped, which makes the strip list evidence from the source rather than a judgement about wording. ALASKA IS NOT IDENTICAL TO THE COMMON CORE HERE and the differences are real: it publishes SIX Operations and Algebraic Thinking standards rather than five, adding K.OA.6 on recognising and continuing patterns, and SIX Measurement and Data standards rather than three, adding K.MD.4 days of the week, K.MD.5 time to the hour on analog and digital clocks, and K.MD.6 identifying coins by name. THOSE LAST THREE ARE ALASKA'S "WORK WITH TIME AND MONEY" CLUSTER AND THE PLAN'S CANONICAL STRAND LIST HAS NO TIME-AND-MONEY STRAND, because it was written against a framework that publishes none at this grade; all three are registered and taught, attached to the classifying-and-data strand as the nearest real fit rather than left out or given an invented code. Retrieved 2026-07-27 from [https://education.alaska.gov/akstandards/math/adopted\\_math.pdf](https://education.alaska.gov/akstandards/math/adopted_math.pdf)