

Montana 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	Montana
Grade	K (Early Childhood)
Subject	Mathematics
Course category	Core
Standards family	Mathematics
Framework	Montana PK-12 Mathematics Content Standards (adopted 2025, implemented 2026)
Issuing agency	Montana Office of Public Instruction
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	Naming Shapes in Any Orientation -> MT.K.G.2 Geometry (G) — Correctly name shapes regardless of their orientations 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: MT.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: MT.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: MT.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: MT.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: MT.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

- 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.
- Standards were transcribed from the official source.
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Pages use a minimum 8-point type size, high-contrast text, wide writing areas, print-safe margins, numbered pages and a bookmarked navigation outline. Colour and ink-friendly versions are supplied, and no information is conveyed by colour alone.

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Source citation

Montana Office of Public Instruction. Montana PK-12 Mathematics Content Standards (adopted 2025, implemented 2026). Codes and statements are transcribed from the MONTANA PK-12 MATHEMATICS CONTENT STANDARDS, whose own cover reads "MONTANA OFFICE OF PUBLIC INSTRUCTION (OPI) ADOPTED 2025 IMPLEMENTED 2026". THIS IS A RECENT CHANGE OF EDITION AND IT MATTERS: OPI's mathematics standards page records the previous 2011 Montana mathematics standards as effective UNTIL JUNE 2026 and this edition as effective FROM JULY 2026, so this is the framework in force for the 2026-27 school year and the 2011 codes are superseded. Codes take the form MT.GRADE.DOMAIN.NUMBER -- the document explains its own scheme, with kindergarten indicated by "K", grades 1-8 by their number and high school by "HS" -- and domains are abbreviated, among them CC counting and cardinality, OA operations and algebraic thinking, NBT number and operations in base ten, MD measurement and data and G geometry. MANY STANDARDS CARRY MONTANA INDIAN EDUCATION FOR ALL CONTENT INSIDE THE STANDARD ITSELF, in the recurring form "This standard should incorporate cultural context relating to Montana Indigenous Peoples and local communities". That sentence is part of the standard as printed and is transcribed with it; trimming it to the national Common Core wording would misrepresent what Montana adopted. THIS ENTRY IS THE KINDERGARTEN SECTION of the Montana PK-12 Mathematics Content Standards, printed page 35-36 under the heading KINDERGARTEN MATHEMATICS CONTENT STANDARDS, and it registers ALL TWENTY-FIVE KINDERGARTEN STANDARDS: seven Counting and Cardinality, six Operations and Algebraic Thinking, one Number and Operations in Base Ten, five Measurement and Data and six Geometry. THE DOCUMENT QUOTES SOME CODES BEFORE IT REACHES THE STANDARDS THEMSELVES -- the coding-system explanation and the four-point proficiency-scale example both discuss MT.K.CC.1 and paraphrase it across several sentences -- so only text under a grade's CONTENT STANDARDS heading was read, and an explanatory paraphrase can never have been registered in place of the standard. FOUR

KINDERGARTEN STANDARDS CARRY MONTANA INDIAN EDUCATION FOR ALL CONTENT written into the standard itself, each ending "This standard should incorporate cultural context relating to Montana Indigenous Peoples and local communities" -- MT.K.OA.2, MT.K.G.1, MT.K.G.5 and MT.K.MD.3 -- and that sentence is part of the standard and is transcribed with it rather than trimmed away. THE EDITION MATTERS AND IT CHANGED RECENTLY. The document's own cover reads "ADOPTED 2025 IMPLEMENTED 2026", and OPI's mathematics standards page records the previous 2011 mathematics standards as effective only until JUNE 2026 and this edition as effective from JULY 2026. This edition is therefore the one in force for the 2026-27 school year and is what is registered; a planner citing the 2011 mathematics codes would be citing a superseded framework. Retrieved 2026-07-27 from https://opifiles.mt.gov/Portals/182/Page%20Files/K-12%20Content%20Standards%20%26%20Revision/Math/PK-12%20Montana%20Math%20Standards_PUBLIC.pdf