
Montana PreK 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	PreK (Early Childhood)
Subject	Mathematics
Course category	Early Learning Domain
Standards family	Mathematics
Framework	Montana Early Learning Standards (2014)
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 — The Last Number Tells How Many

Unit 3: How Many Altogether? • Month 3 • Quarter 1 • Semester 1 • Instructional Days 41–45

Essential question	When I finish counting, how many are there?
Standards	Counting and Number Sense -> Standard 4.10 Core Domain 4: Cognition / Number Sense and Operations — Children develop the ability to think and work with numbers, to understand their uses, and describe numerical relationships through structured and everyday experiences. Number Relationships and Quantity -> Standard 4.10 Core Domain 4: Cognition / Number Sense and Operations — Children develop the ability to think and work with numbers, to understand their uses, and describe numerical relationships through structured and everyday experiences.
Learning target	"I know the last number tells how many."
Local dates	_____ (enter your school dates)

Measurable objectives

- Children will state the total after counting a set.
- Children will recognise that the final count word is the quantity.

Success criteria (student-friendly)

- "I count them all."
- "I say the last number."
- "I answer how many."

Academic vocabulary

how many, altogether, total, last, all

Materials and technology

- Counters
- Number cards
- Counting mats
- Trays
- Chart paper

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.

Support area	This week's plan
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.
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

Child answers 'how many' with the final count word.

Family communication

Ask 'how many?' after the child counts.

Day 41 — How Many Altogether?

Week 9, Day 1 • Unit 3 • Standards: Standard 4.10

Focus	Cardinality.
Learning target	"I know the last number tells how many."
Vocabulary in use	how many, altogether, total
Local date	_____

Learning sequence

Circle: count then ask how many. Model: teacher counts and states the total. Practice: children count and state totals. Play: counting trays.

Check for understanding

Child states the total after counting.

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 — Counting Again Gives the Same Answer

Week 9, Day 2 · Unit 3 · Standards: Standard 4.10

Focus	Order irrelevance.
Learning target	"I know the last number tells how many."
Vocabulary in use	how many, altogether, total
Local date	_____

Learning sequence

Circle: count a set twice, differently. Model: teacher counts two ways. Practice: children recount sets. Play: recounting game.

Check for understanding

Child gets the same total counting a different way.

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 — Matching a Number Card

Week 9, Day 3 · Unit 3 · Standards: Standard 4.10

Focus	Linking quantity to numeral.
Learning target	"I know the last number tells how many."
Vocabulary in use	how many, altogether, total
Local date	_____

Learning sequence

Circle: match a set to a number card. Model: teacher matches three. Practice: children match sets to numerals. Play: matching centre.

Check for understanding

Child matches a set to the correct numeral.

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 — Give Me That Many

Week 9, Day 4 · Unit 3 · Standards: Standard 4.10

Focus	Producing a set of a given size.
Learning target	"I know the last number tells how many."
Vocabulary in use	how many, altogether, total
Local date	_____

Learning sequence

Circle: teacher asks for a number of counters. Model: teacher counts out four. Practice: children count out sets. Play: counting out centre.

Check for understanding

Child counts out a requested quantity.

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 — How Many Are Hiding?

Week 9, Day 5 • Unit 3 • Standards: Standard 4.10

Focus	Applying cardinality.
Learning target	"I know the last number tells how many."
Vocabulary in use	how many, altogether, total
Local date	_____

Learning sequence

Circle: hide some counters. Model: teacher counts what is visible. Practice: children count visible sets. Play: hiding game.

Check for understanding

Child states how many are visible.

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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Source citation

Montana Office of Public Instruction. Montana Early Learning Standards (2014). Codes and statements are transcribed from the 2014 MONTANA EARLY LEARNING STANDARDS, which the document's own cover dates 2014 and which OPI still publishes at the URL above. It carries FORTY-SEVEN NUMBERED STANDARDS running 1.1 to 4.23 across FOUR CORE DOMAINS -- 1 Emotional and Social, 2 Physical, 3 Communication, 4 Cognition -- so a standard number identifies a standard uniquely without needing its domain. THE 2014 DOCUMENT IS THE ONLY MONTANA EARLY LEARNING DOCUMENT THAT CARRIES CODES AT ALL. The document OPI currently links from its K-12 Content Standards page is the MONTANA EARLY LEARNING DEVELOPMENTAL DOMAINS AND CONTENT STANDARDS, ADOPTED APRIL 2024, the standards chapter of Administrative Rules of Montana 10.63 (<https://opifiles.mt.gov/Portals/182/Page%20Files/Early%20Literacy/Ch.%2063%20Early%20Childhood%20Education%20Standards.pdf>). THAT 2024 DOCUMENT CONTAINS NO STANDARD NUMBERS OF ANY KIND -- it states its domains and clusters as running prose and bullets over nine pages -- so no code can be cited from it and none is invented here. The 2024 rule is visibly derived from the 2014 standards, its cluster bullets being near-verbatim rewrites of the 2014 statements with "Children" changed to "students", which is why the 2014 codes remain the honest citation for the same content. THE 2014 DOCUMENT WAS PRODUCED JOINTLY: the Early Childhood Services Bureau of the Montana Department of Public Health and Human Services funded it, Dr. Cindy O'Dell led the revision with the Early Learning Standards Task Force, and the Early Childhood Project at Montana State University Bozeman and OPI are named as partners; OPI is registered as the agency because OPI publishes it and is the agency the school-submission reader will expect. EVERY STANDARD IS PRINTED THREE TIMES in the 2014 document -- in the table of contents, on its sub-domain introduction page, and as the heading of its own developmental-continuum page -- and all three printings are compared here, with the form printed in the MAJORITY of the three registered and every disagreement disclosed on the row that carries it. The PDF's text layer uses typographic ligatures; these are normalised to plain ASCII

letter pairs when transcribing, which changes no words. The per-standard pages carry "Benchmarks", "Indicators" and "Learning Opportunities" columns spanning an Infancy-to-preschool developmental continuum; NONE OF THOSE ARE STANDARDS, they interleave unreliably when the PDF is read as text, and none is registered. THE STANDARD STATEMENT IS WHAT IS REGISTERED. THIS ENTRY IS THE MATHEMATICS AND NUMERACY SUB-DOMAIN OF CORE DOMAIN 4, COGNITION, standards 4.10 through 4.14, printed pages 61-65. The remaining Core Domain 4 standards belong to the Science, Fine Arts, Social Studies and Technology / Approaches to Learning rows and are aligned there instead. Standard 4.10's statement is printed 'to think and work with numbers, to understand their uses' in two printings and without the comma in one; the majority form is registered. Retrieved 2026-07-27 from <https://opi.mt.gov/Portals/182/Page%20Files/Early%20Childhood/Docs/14EarlyLearningStandards.pdf>