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# Pennsylvania 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            | Pennsylvania                                              |
| Grade            | K (Early Childhood)                                       |
| Subject          | Mathematics                                               |
| Course category  | Core                                                      |
| Standards family | Mathematics                                               |
| Framework        | Mathematics                                               |
| Issuing agency   | Pennsylvania Department of Education                      |
| 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; CC.2.3.K.A.2 Geometry</b> — Analyze compare create and compose two- and three-dimensional shapes |
| 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: CC.2.3.K.A.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: CC.2.3.K.A.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: CC.2.3.K.A.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: CC.2.3.K.A.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: CC.2.3.K.A.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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