
Virginia 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	Virginia
Grade	PreK (Early Childhood)
Subject	Mathematics
Course category	Early Learning Domain
Standards family	Mathematics
Framework	Virginia Early Learning Standards / Virginia Standards of Learning
Issuing agency	Virginia 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 — 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 -> CD3.1 strand — text CD3.4 strand — text Number Relationships and Quantity -> CD3.1 strand — text
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.
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

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: CD3.1, CD3.4

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: CD3.1, CD3.4

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: CD3.1, CD3.4

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: CD3.1, CD3.4

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: CD3.1, CD3.4

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

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