

Level 4- Numeracy- Levels at a Glance Teaching Guide

Week 1

TESTING

Students often trickle into school during the first week in small numbers. Use this as a time to test and place them into their correct levels. Do not wait for everyone to show up, do them one by one until you have captured them all. Teachers should familiarize themselves with the curriculum by reading pg.

OBJECTIVES

1. Students will be able to identify, write and count up to 500
2. Students will be able to use a number line to chart number sequence and identify missing numbers
3. Students will be able to identify the place value of digits in three- digit numbers
4. Students will be able to use place value to help them compare numbers using $<$, $>$ and $=$

Materials Needed: Slate, chalk, counters (pebbles, bottlecaps, straws, etc.), mango leones

Week 2

Monday	Tuesday	Wednesday	Thursday	Friday
Review: 1-100	Review: 1-5	Review: 1-10	Review: 1- 15	Review: 1-500
Teach: 100- 200	Teach: 201- 300	Teach: 301- 400	Teach: 401- 500	Teach: 1- 500
Activity: NS	Activity: GPV 2	Activity: CN	Activity: GPV	Activity: NS
Word Problem: Who is right?	Word Problem: Who is right?	Word Problem: Who has less or more?	Word Problem: Who has less or more?	Word Problem: Who has less or more?
Reference: 1. Teach; pg 2. Activity; pg. 14 3. Word Problem;	Reference: 1. Teach; pg 2. Activity; 3. Word Problem;	Reference: 1. Teach; pg 2. Activity; 3. Word Problem;	Reference: 1. Teach; pg 2. Activity; 3. Word Problem;	Reference: 1. Teach; pg 2. Activity; 3. Word Problem;

ASSESSMENT

1. Write five numbers on the board, ask students to identify the numbers and draw that number of objects
2. Write a number line with 3 or 4 digits missing and ask students to fill in the missing places.
3. Write three pairs of numbers and have students compare them using $<$, $>$ or $=$

Week 3

OBJECTIVES

1. Students will be able to identify, write and count up to 1000
2. Students will be able to use a number line to chart number sequence and identify missing numbers
3. Students will be able to identify the place value of digits in three- digit numbers
4. Students will be able to use place value to help them compare numbers using $<$, $>$ and $=$

Materials Needed: Slate, chalk, counters (pebbles, bottlecaps, straws, etc.)

Monday	Tuesday	Wednesday	Thursday	Friday
Review: 1- 500	Review: 500- 650	Review: 500- 800	Review: 500- 900	Review: 500- 1000
Teach: 500- 650	Teach: 651- 800	Teach: 801- 900	Teach: 900- 1000	Teach: 500- 1000
Activity: GPV 2	Activity: NS	Activity: CN	Activity: GPV 2	Activity: CN
Word Problem: Who is right?	Word Problem: Who has more or less?	Word Problem: Who is right?	Word Problem: Who has more or less?	Word Problem: Who is right?
Reference: 1. Teach; pg 2. Activity; 3. Word Problem;	Reference: 1. Teach; pg 2. Activity; 3. Word Problem;	Reference: 1. Teach; pg 2. Activity; 3. Word Problem;	Reference: 1. Teach; pg 2. Activity; 3. Word Problem;	Reference: 1. Teach; pg 2. Activity; 3. Word Problem;

Assessment (Can be done on slates or in exercise books)

1. Write three numbers on the board, ask students to identify the numbers and draw that number of objects
2. Write a number line with 3 or 4 digits missing and ask students to fill in the missing places.
3. Write a number and ask students to identify the digit in the tens place and the digit in the ones place
4. Write three pairs of numbers and have students compare them using $<$, $>$ or $=$

Week 4

OBJECTIVES

1. Students will be able to identify, write and count up to 3000
2. Students will be able to use a number line to chart number sequence and identify missing numbers
3. Students will be able to identify the place value of digits in four- digit numbers
4. Students will be able to use place value to help them compare numbers using $<$, $>$ and $=$

Materials Needed: Slate, chalk, counters (pebbles, bottlecaps, straws, etc.), mango leones

Monday	Tuesday	Wednesday	Thursday	Friday
<i>Review:</i> 1-1000	<i>Review:</i> 1000- 1500	<i>Review:</i> 1000- 2000	<i>Review:</i> 1000- 2500	<i>Review:</i> 1000- 3000
<i>Teach:</i> 1000- 1500	<i>Teach:</i> 1500- 2000	<i>Teach:</i> 2000- 2500	<i>Teach:</i> 2500- 3000	<i>Teach:</i> 1- 3000
<i>Activity:</i> GPV 2	<i>Activity:</i> CN	<i>Activity:</i> NS	<i>Activity:</i> CN	<i>Activity:</i> GPV 2
<i>Word Problem:</i> Who is Right?	<i>Word Problem:</i> Who has less or more?	<i>Word Problem:</i> Who is right?	<i>Word Problem:</i> Who has more or less?	<i>Word Problem:</i> Who is right?
<i>Reference:</i> 1. Teach; pg. 2. Activity; 3. Word Problem;	<i>Reference:</i> 1. Teach; pg 2. Activity; 3. Word Problem;	<i>Reference:</i> 1. Teach; pg 2. Activity; 3. Word Problem;	<i>Reference:</i> 1. Teach; pg 2. Activity; 3. Word Problem;	<i>Reference:</i> 1. Teach; pg 2. Activity; 3. Word Problem;

ASSESSMENT

1. Write three numbers on the board, ask students to count that number of mango leones
2. Write a number line with 3 or 4 numbers missing and ask students to fill in the missing places.
3. Write a number and ask students to identify the digit in the tens place and the digit in the ones place
4. Write three pairs of numbers and have students compare them using $<$, $>$ or $=$

OBJECTIVES

1. Students will be able to perform basic addition and subtraction without carryover using one and two digit numbers
2. Students will be able to use a number line to perform basic addition and subtraction without carryover using one and two digit numbers
3. Students will be able to identify the place value of the sum or difference in addition/ subtraction problems
4. Students will be able to use place value to help them compare numbers using $<$, $>$ and $=$

Materials Needed: Slate, chalk, counters (pebbles, bottlecaps, straws, etc.), Mango Leones

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Review: 1-3000</p> <p>Teach: Addition- No Carryover (0- 100)</p> <p>Activity: Addition Drills 1</p> <p>Word Problem: Addition Drills 3</p> <p>Reference: 1. Teach; pg 2. Activity; 3. Word Problem;</p>	<p>Review: Addition (0- 100)</p> <p>Teach: Addition- No Carryover (0- 100)</p> <p>Activity: Addition Drill 2</p> <p>Word Problem: Addition Drills 3</p> <p>Reference: 1. Teach; pg 2. Activity; 3. Word Problem;</p>	<p>Review: Addition- No Carryover (0- 100)</p> <p>Teach: Subtraction No Borrowing (0- 100)</p> <p>Activity:</p> <p>Word Problem: Addition Drills 3</p> <p>Reference: 1. Teach; pg 2. Activity; 3. Word Problem;</p>	<p>Review: Subtraction No Borrowing (0- 100)</p> <p>Teach: Subtraction No Borrowing (0- 100)</p> <p>Activity:</p> <p>Word Problem:</p> <p>Reference: 1. Teach; pg 2. Activity; 3. Word Problem;</p>	<p>Review: Subtraction No Borrowing (0- 100)</p> <p>Teach: Addition/ Subtraction (0- 100) No borrowing/ carryover</p> <p>Activity:</p> <p>Word Problem:</p> <p>Reference: 1. Teach; pg 2. Activity; 3. Word Problem;</p>

ASSESSMENT

1. Write three numbers on the board, ask students to count that number of mango leones
2. Write a number line with 3 or 4 digits missing and ask students to fill in the missing places.
3. Write a number and ask students to identify the numbers in the hundreds, tens and one's place
4. Write three pairs of numbers and have students compare them using $<$, $>$ or $=$

Week 6

OBJECTIVES

1. Students will be able to perform basic addition and subtraction without carryover using one and two digit numbers
2. Students will be able to use a number line to perform basic addition and subtraction without carryover using one and two digit numbers
3. Students will be able to identify the place value of the sum or difference in addition/ subtraction problems
4. Students will be able to use place value to help them compare numbers using $<$, $>$ and $=$

Monday	Tuesday	Wednesday	Thursday	Friday
Review: 1-500	Review: Addition (0- 10)	Review: Addition (0- 50)	Review: Subtraction (0- 10)	Review: Subtraction (0- 10)
Teach: Addition (0- 10)	Teach: Addition- No Carryover (0- 50)	Teach: Subtraction (0- 10)	Teach: Subtraction- No Borrowing (0- 50)	Teach: Addition/ Subtraction- No Carryover (0- 50)
Activity:	Activity:	Activity:	Activity:	Activity:
Word Problem:	Word Problem:	Word Problem:	Word Problem:	Word Problem:
Reference: 1. Teach; pg 2. Activity; 3. Word Problem;	Reference: 1. Teach; pg 2. Activity; 3. Word Problem;	Reference: 1. Teach; pg 2. Activity; 3. Word Problem;	Reference: 1. Teach; pg 2. Activity; 3. Word Problem;	Reference: 1. Teach; pg 2. Activity; 3. Word Problem;

ASSESSMENT

1. Ask students to solve three basic addition and subtraction problems without carryover using one and two digit numbers
2. Ask students to use a number line to show how they arrived at their answers for the three basic addition and subtraction without carryover using one and two digit numbers
3. Ask students to identify the place value of each of the digits in the sum or difference in the three addition/ subtraction problems
4. Students will be able to use place value to help them compare numbers using $<$, $>$ and $=$

Week 7

OBJECTIVE

1. Students will be able to count in multiples of two
2. Students will be able to perform multiplication problems with 2's
3. Students will be able to identify the place value of the sum or difference in addition/ subtraction problems
4. Students will be able to use place value to help them compare numbers using $<$, $>$ and $=$

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Review: Rhyme; cat, lip, one, fly, him, all, was, yes, did</p> <p>Teach: in, on</p> <p>Vocab (Tools): axe, brush, tyre, hoe, tractor</p> <p>Story: The Greedy Clouds</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p>Review: in, on</p> <p>Teach: in, on, under, over</p> <p>Vocab (Tools): telephone, lamp, camera, pump, needle</p> <p>Story: The Greedy Clouds</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p>Review: in, on, under, over</p> <p>Teach: in, on, under, over, behind, between</p> <p>Vocab(Tools): engine, net, lock, handle</p> <p>Story: The Greedy Clouds</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p>Review: in, on, under, over, behind, between</p> <p>Teach: in, on, under, over, behind, between, far, near</p> <p>Vocab (Tools): axe, brush, tyre, hoe, tractor, pump, lamp</p> <p>Story: The Greedy Clouds</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p>Review: in, on, under, over, behind, between, far, near</p> <p>Teach: in, on, under, over, behind, between, out, far, near, beside</p> <p>Vocab (Tools): engine, net, lock, handle, telephone, camera</p> <p>Story: The Greedy Clouds</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>

ASSESSMENT

1. Ask students to spell and read at least six prepositions
2. Ask students to rhyme at least six two/three/four letter words.
3. Ask students to read, write, spell and identify at least five tools
4. Ask students to identify two prepositions words in a story

Week 8

OBJECTIVE

1. Students will be able to use sight words, prepositions and vocabulary to form 3- 5 word sentences using sentence stems
2. Students will be able to read, write, spell and identify at least ten vocabulary words
3. Students will be able read simple sentences in short poems

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Review: in, on, under, over, behind, between, out, far, near, beside</p> <p>Topic: I am, You are, We are</p> <p>Vocab: Expressions and Prepositions (I am behind, I am in, etc.)</p> <p>Story: Little Tiger, Big Tiger</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p>Review: I am, You are, We are</p> <p>Topic: can/ like</p> <p>Vocab: Cooking Terms/ Food Items</p> <p>Story: Little Tiger, Big Tiger</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p>Review: I am, You are, We are, I can, I like</p> <p>Topic: like to</p> <p>Vocab: Verbs</p> <p>Story: Little Tiger, Big Tiger</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p>Review: I am, You are, We Are, Can, Like, Like to</p> <p>Topic: Have/ want</p> <p>Vocab: ANY (Tools/ Vegetables/ Fruits/ Cooking Items)</p> <p>Story: Little Tiger, Big Tiger</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p>Review: I am, You are, We Are, Can, Like, Like to, Have/ want</p> <p>Topic: I am, You are, We Are, Can, Like, Like to, Have/ want</p> <p>Vocab: ANY (Verbs/ Expressions/ Tools/ Fruits/ Cooking Items)</p> <p>Story: Little Tiger, Big Tiger</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>

ASSESSMENT

1. Ask students to form three 3-5 word sentences using sentence stems with a combination of sight words, prepositions and vocabulary
2. Ask students to read, write, spell and identify at least ten vocabulary words
3. Ask students to read short sentences from a short story or book

Week 9

OBJECTIVES

1. Students will review writing and sounding out all letters in the alphabet
2. Students will review writing and reading at least twenty 2 and 3 letter words and non-words by blending sounds
3. Students will review the writing, reading and rhyming of at least ten sight words.
4. Students will review vocabulary words from previous lessons

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Teach: REVIEW Letters S,A,T,P,I,N, G,O,L,F,U,B,C (s/k),</p> <p>Vocab: REVIEW Food</p> <p>Story: Madam Kuma and Mr. Omari</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p>Teach: REVIEW Letters Q, E, H, R, M, D, J, V,W,X,Y,K, Z</p> <p>Vocab: REVIEW Vegetables/ Fruits</p> <p>Story: The Ship of the Desert</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p>Teach: REVIEW All Letters</p> <p>Vocab: REVIEW Cooking Terms</p> <p>Story: The Ship of the Desert</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p>Teach: REVIEW Sight Words be, in, us, me, no, up, if, do, so, or, my, on, we</p> <p>Vocab: REVIEW Things in Kitchen</p> <p>Story: Helpful Afi</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p>Teach: REVIEW Sight Words cat, lip, one, fly, him, all, was, yes, did</p> <p>Vocab: REVIEW Food, Vegetables/ Fruits/ Cooking Terms/ Things in Kitchen</p> <p>Story:</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>

ASSESSMENT

1. Ask students to identify, write and sound out at least five letters in the alphabet
2. Ask students to form at least five 2 and 3 letter words and non-words by blending sounds
3. Students will review the writing, reading and rhyming of at least ten sight words.
4. Students will review vocabulary words from previous lessons

Week 10

OBJECTIVES

1. Students will be able to spell and read at least six prepositions
2. Students will be able to rhyme at least six two/three/four letter words.
3. Students will be able to use sight words, prepositions and vocabulary to form 3- 5 word sentences using sentence stems
4. Students will be able to read, write, spell and identify at least ten vocabulary words
5. Students will review vocabulary words from previous lessons

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Teach: REVIEW Rhyming; if, do, so, or, my, on, we, be, in, us, me, no, up, cat, lip, one, fly, him, all, was, yes, did</p> <p>Vocab: REVIEW Tools</p> <p>Story: The Ship of the Desert</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p>Teach: REVIEW Prepositions; in, on, under, over, behind, between, far, near</p> <p>Vocab: REVIEW Expressions</p> <p>Story: The Ship of the Desert</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p>Topic: REVIEW Sentences; I am, You are, We Are,</p> <p>Vocab: REVIEW Animals</p> <p>Story: The Ship of the Desert</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p>Topic: REVIEW Sentences; Can, Like, Like to,</p> <p>Vocab: REVIEW Expressions</p> <p>Story: The Ship of the Desert</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p>Topic: REVIEW Sentences; Have, Want</p> <p>Vocab: REVIEW Food</p> <p>Story: The Ship of the Desert</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>

1. Ask students to spell at least six prepositions
2. Ask students to rhyme at least six two/three/four letter words.
3. Ask students to form three 3-5 word sentences using sentence stems with a combination of sight words, prepositions and vocabulary
4. Ask students to read, write, spell and identify at least ten vocabulary words

Week 11- 12

Monday

Tuesday

Wednesday

Thursday

Friday

Literacy and Numeracy Post Tests