Sequencing Rationale

 This 1st and 2nd grade special education math unit follows a valid sequence. It is all too common where the math curriculums are not geared to fit students who have significant special needs and ability levels. The math curriculum that my classroom uses has no rationale behind the methods I am supposed to teach and they are too complex and hard to accommodate to the students needs and abilities. It is very hard to differentiate instruction with this curriculum, therefore I created this 1st and 2nd grade special education math unit following and sequencing with Ohio’s K-2 Extended Mathematical Standards. There are four subunits created that sequences with the Extended Mathematical Standards. The four units are; number sequencing and counting, addition and subtraction, concept of bigger and smaller, and money math and time. I kept in mind that each student learns at his or her own pace, so this math curriculum design is geared toward individual learning and teaching along with whole group lessons.

 I chose to create theses four subunits because they align with the way the Extended Standards for grades K-2 are designed. I chose to start with number sequencing and counting subunit because it is important to start with the basics. This is the foundation to all mathematics and a good pre-assessment indicator of what the students already comprehend and understand. Students will start with counting by 1’s to 100 then move on to identifying the next number when given a starting number when the counting to 100 has been mastered. When students work on identifying the next number when given a starting number will help with being able to count forward. This then moves into matching the correct numeral with objects. Matching numerals to objects then connects with identifying numbers on a number line and sequencing numbers in the correct order. Using and identifying numbers on a number line ties into all of the four subunits and is a great manipulative to use with my students for the rest of the subunits. Last, the students will be able to count by 5’s and 10’s to 100.

 The number sequencing and counting subunit will be followed by addition and subtraction subunit. This is where concepts from the previous subunit tie in, such as number lines and counting forward. Students will be able to solve addition and subtraction problems with sums up to 20. Once that is mastered, students will be able to use that concept when solving addition and subtraction word problems with the terms “putting together” and “taking apart/away”. The students will then be introduced to 2 digit addition and subtraction, where “putting together” and “taking apart/away” terminology is repeated and practiced.

 After addition and subtraction, the next subunit will be concept of smaller and bigger subunit. Skills and concepts from the other subunits will flow and scaffold into this one. The students will be able to compare two numerals using greater than or less then. Also, students will be able to identify bigger numbers and smaller numbers.

 The final subunit is money math and time. These are skills learned that are needed for daily functional living when students grow up and move into society on their own if they are able to. Students will also need these skills to help them in school and transitioning to high school/college. Students will be able to tell time to the nearest hour and half-hour intervals on digital and analog clocks. Using clocks and telling time then ties into students being able to identify events that happen in the morning and afternoon/evening. Students will be able to identify coins and their values.

All of these subunits tie into one another in some way by repetition and repeated learning. The four subunits flow together in a way that the concept/skills learned can be carried over and continued to practice. There are very broad subunit topics such as addition and subtraction because it is all about the learner and the best possible way the student learns. I want my students to be successful, reach their goals, and make progress. By creating a curriculum that allows differentiated instruction and repeated practice while teaching the students individually maximizes their learning potential and learning outcomes. Students will be able to apply these concepts and skills learned in this math unit into their every day lives while shopping, cooking, telling time, looking at phone numbers and numerous other daily life situations that include math. This is a valuable math unit to students with special needs in the 1st and 2nd grades.

Reference

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