

Day 1

Topic(s)

Foundation(s)

- Theme: Animals
- Shape: Rhombus
- Number: 10
- Color: Black
- Letter: Dd

M1.2
Demonstrate a strong sense of counting.

Indicators

Young Toddler (1s)	Older Toddler (2s)	Younger Preschool (3s)	Older Preschool (4s)
<p>Imitate verbal counting sequence not necessarily in order</p> <p>Line up or organize objects</p> <p>Identify number as different from letters or other symbols.</p>	<p>Count the number sequence 1-5</p> <p>Begin to apply verbal counting sequence to objects in order to develop one-to-one correspondence</p> <p>Begin to recognize that number symbols indicate quantity.</p> <p>Begin to recognize different number symbols indicate different quantities</p>	<p>Apply one-to-one correspondence with objects and people</p> <p>Count the number sequence 1-15</p> <p>Match number symbols with amount 1-3</p>	<p>Count the number sequence 1-20</p> <p>Count backward from 10</p> <p>Recognize the last number name said tells the number of objects counted</p> <p>Match number symbols with amounts 1-10</p> <p>Write numerals 1-10</p> <p>Name written numerals 1-10</p>

Activities	
<p>Counting Wool</p> <p>Laminate the sheep mats and number cards for each student. Call out a number for students to identify and place in the task box at the top of their sheep mat. Then give students pom poms or cotton balls. Students should match the number in the task box with the correct number of pom poms.</p>	
Resources and Materials	
<p>Pom Poms or Cotton Balls Laminated Sheep Mats Laminated Number Cards</p>	
NAEYC Standards	Supports
<p>1.C.04 (c) Teaching staff assist children in resolving conflicts by helping them try alternative solutions</p>	<p>Teacher will help as necessary.</p>

Day 2

Topic(s)

Foundation(s)

- Theme: Animals
- Shape: Rhombus
- Number: 10
- Color: Black
- Letter: Dd

M5.2

Understand measurement through description and comparison

Indicators

Young Toddler (1s)	Older Toddler (2s)	Younger Preschool (3s)	Older Preschool (4s)
Use any basic measurement word or gesture to express measureable attributes, such as big/little, hot/cold	Sort objects into two categories based on attributes Explore measurement using non-standard tool	Directly compare and describe two objects with a measurable attribute Measure length and volume (capacity) using non-standard measurement tools	Directly compare and describe two or more objects with a measurable attribute Measure length and volume (capacity) using a standard measurement tool K.M.1: Make direct comparisons of the length, capacity, weight, and temperature of objects, and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.

Activities	
<p>Big/Small, Short/Tall</p> <p>Pages 1-2</p> <p>Students will complete both pages in the math packet. Students will put the animals in their appropriate category.</p>	
Resources and Materials	
<p>Scissors Glue Week 4 Math Packet</p>	
NAEYC Standards	Supports
<p>1.C.04 (c) Teaching staff assist children in resolving conflicts by helping them try alternative solutions</p>	<p>Teacher will model with items found in the classroom.</p>

Day 3

Topic(s)

Foundation(s)

- Theme: Animals
- Shape: Rhombus
- Number: 10
- Color: Black
- Letter: Dd

M2.2
Demonstrate a strong sense of counting.

Indicators

Young Toddler (1s)	Older Toddler (2s)	Younger Preschool (3s)	Older Preschool (4s)
<p>Imitate verbal counting sequence not necessarily in order</p> <p>Line up or organize objects</p> <p>Identify number as different from letters or other symbols.</p>	<p>Count the number sequence 1-5</p> <p>Begin to apply verbal counting sequence to objects in order to develop one-to-one correspondence</p> <p>Begin to recognize that number symbols indicate quantity.</p> <p>Begin to recognize different number symbols indicate different quantities</p>	<p>Apply one-to-one correspondence with objects and people</p> <p>Count the number sequence 1-15</p> <p>Match number symbols with amount 1-3</p>	<p>Count the number sequence 1-20</p> <p>Count backward from 10</p> <p>Recognize the last number name said tells the number of objects counted</p> <p>Match number symbols with amounts 1-10</p> <p>Write numerals 1-10</p> <p>Name written numerals 1-10</p>

Activities	
<p>Animal Count Pages 6-7</p> <p>Students will count how many animals there are in each row and record the total number. The Teacher will model then allow student to work independently.</p>	
Resources and Materials	
<p>ELA Math Packet. Pencils</p>	
Topic Related Language / Key Vocabulary	Supports
<p>1.C.04 (c) Teaching staff assist children in resolving conflicts by helping them try alternative solutions</p>	<p>Teacher will help as necessary.</p>

Day 4

Topic(s)

Foundation(s)

- Theme: Animals
- Shape: Rhombus
- Number: 10
- Color: Black
- Letter: Dd

M5.2

Understand measurement through description and comparison

Indicators

Young Toddler (1s)	Older Toddler (2s)	Younger Preschool (3s)	Older Preschool (4s)
Follow along and imitate patterns of sounds and movement	Verbally or non-verbally predict what comes next when shown a simple ABAB pattern of concrete objects	Physically extend simple ABAB patterns of concrete objects to other concrete objects	Begin to create and extend a new simple patterns

Activities	
<p>Finish the pattern Pages 8–9 Students will complete the patterns.</p>	
Resources and Materials	
<p>Week 4 Math Packet Pencils</p>	
Topic Related Language / Key Vocabulary	Supports
<p>1.C.04 (c) Teaching staff assist children in resolving conflicts by helping them try alternative solutions</p>	<p>Teacher will assist by modeling, then by repeating each pattern aloud twice before the student attempts to finish.</p>

Day 5

Topic(s)

Foundation(s)

- Theme: Animals
- Shape: Rhombus
- Number: 10
- Color: Black
- Letter: Dd

M3.1
Understanding of spatial relationships

Indicators

Young Toddler (1s)

Begin to combine shapes to make new shapes

Older Toddler (2s)

Complete basic shape interlocking puzzle with most pieces accurately in place with some assistance

Younger Preschool (3s)

Older Preschool (4s)

Complete lined tangram or pattern block puzzles using basic shapes

Activities	
Animals & Pattern Blocks Students will use pattern blocks to build some of their favorite animals.	
Resources and Materials	
Pattern Blocks Animal Mats	
Topic Related Language / Key Vocabulary	Supports
1.C.04 (c) Teaching staff assist children in resolving conflicts by helping them try alternative solutions	Teacher will help as necessary.