



Month: January Week: 4

Subject: Mathematics

Day 1	Topic(s)	Foundation(s)
	<ul style="list-style-type: none">• Theme: Review Week	M1.1: Demonstrate strong sense of counting
Indicators		
	Young Preschool (3s- 4 $\frac{1}{2}$)	Older Preschool (4 $\frac{1}{2}$ to 5s)
	Count the number sequence 1-10	Count the number sequence 1-20

Ministries

www.judahministriesinc.org



Activities

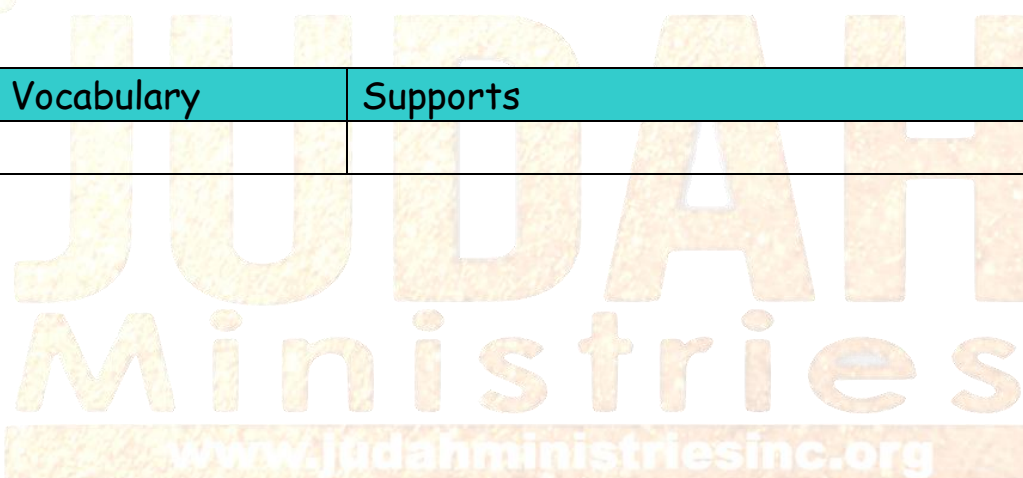
Teachers view the [Build Duplo Tower](#) link by Frugal Fun for Boys and Girls to do Activity 1 on this site. Teachers will need to have either numbered flash cards or create numbered cards for children to learn how to count their blocks. To scaffold this opportunity, teachers can do simple addition problems and have children use their blocks to solve.

Resources and Materials

Tablet or Computer to access link
Legos/ Duplo Blocks
Numbered Cards

Topic Related Language/ Key Vocabulary

Supports





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Day 2	Topic(s)	Foundation(s)
	<ul style="list-style-type: none">• Theme: Review Week	M4.2: Exhibit ability to identify, describe, analyze, compare, and create shapes
Indicators	Young Preschool (3s- 4 $\frac{1}{2}$)	Older Preschool (4 $\frac{1}{2}$ to 5s)
	Start identify the attributes of shapes	Use the attributes of shapes, such as number or length of sides, to distinguish between shapes



Activities

Teachers will help children with drawing and cutting squares and rectangles to build their city. Children will draw a square and rectangles and then cut out these items to glue paper to make their city. Teachers will support children with drawing and cutting if needed. After they have completed this, the children will draw items outside like (snow, people, flowers, etc.) to make their city.

Resources and Materials

- For background: Black or Blue construction paper
- Buildings: Different colored construction paper
- Glue
- Scissors
- Crayons



Topic Related Language/ Key Vocabulary

Supports



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Day 3	Topic(s)	Foundation(s)
	<ul style="list-style-type: none">• Theme: Review Week	M2.2: Demonstrate awareness of patterning
Indicators	Young Preschool (3s- 4 ½)	Older Preschool (4 ½ to 5s)
	Physically extend simple ABAB patterns of concrete objects to other concrete objects	Begin to create and extend a new simple pattern



Activities

Repeating sequence with Magna Tiles: Make the pattern that repeats itself, but leave out tiles at the end and let the children figure out what comes next. To scaffold the learning, have missing tiles in the pattern and have them to solve what comes next.

Resources and Materials

- Magna Tiles

Topic Related Language/ Key Vocabulary

Supports





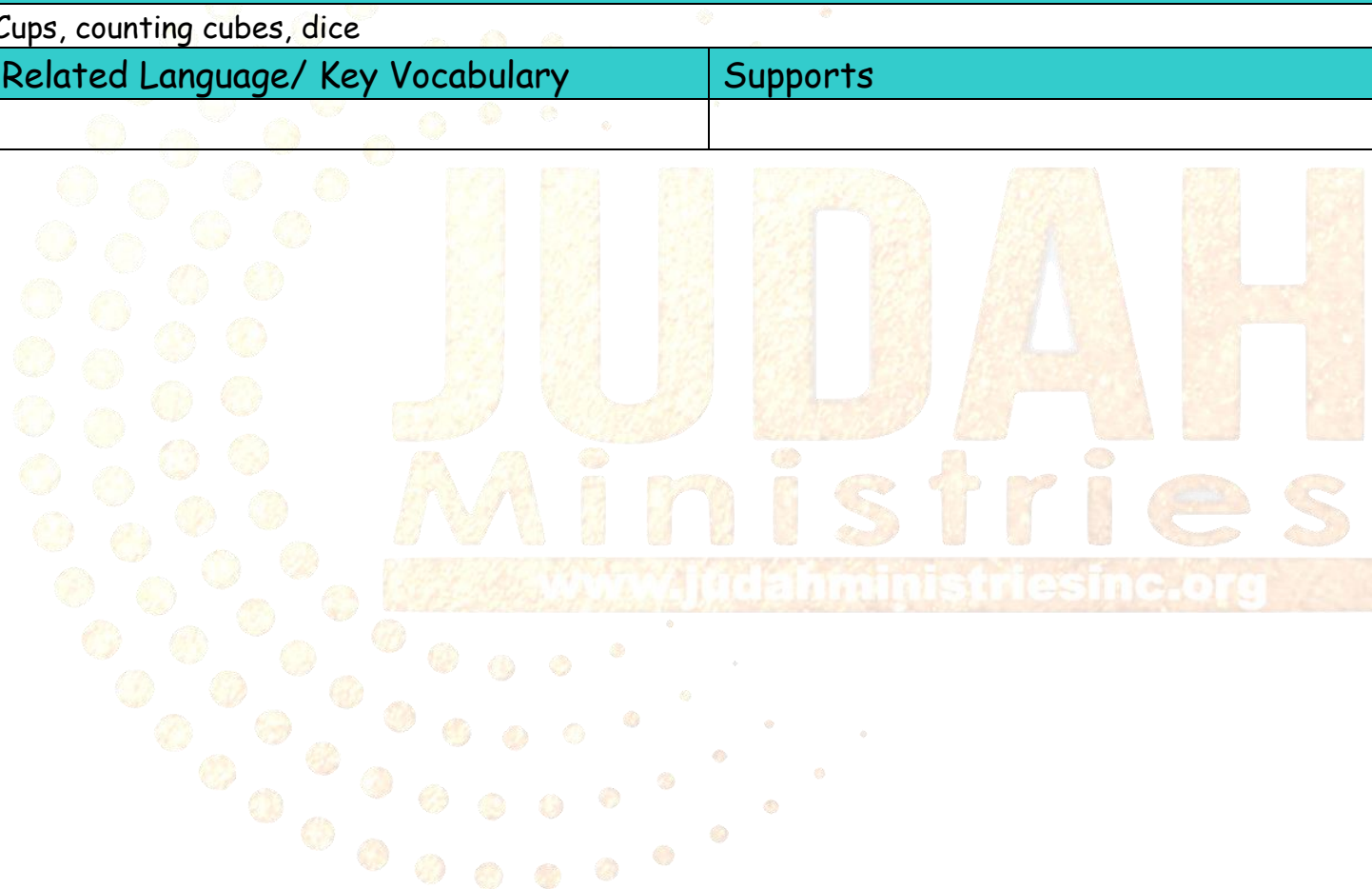
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Day 4	Topic(s)	Foundation(s)
	<ul style="list-style-type: none">• Theme: Review Week	M1.1: Demonstrate strong sense of counting
Indicators	Young Preschool (3s- 4 $\frac{1}{2}$)	Older Preschool (4 $\frac{1}{2}$ to 5s)
	Recognize that the count remains the same regardless of the order or arrangement of the objects	Recognize the last number name said tells the number of objects counted.



Activities	
Teachers will set up the Race to Fill the Cup! Counting Game Activity by Frugal Fun for Boys and Girls. Teachers will explain the rules for the children and do practice rounds for the children to understand.	
Resources and Materials	
<ul style="list-style-type: none">Cups, counting cubes, dice	
Topic Related Language/ Key Vocabulary	Supports





Month: January Week: 4

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Day 5	Topic(s)	Foundation(s)
	<ul style="list-style-type: none">Theme: Review Week	M2.2: Demonstrate awareness of patterning
Indicators	Young Preschool (3s- 4 $\frac{1}{2}$)	Older Preschool (4 $\frac{1}{2}$ to 5s)
	Understand sequence of events when clearly explained	Understand sequence of events when clearly explained



Activities	
Teachers will click on the Duplo Block Pattern link by Frugal Fun for Boys and Girls and complete activity 2 with the children. To scaffold the learning, teachers can have children to finish the pattern.	
Resources and Materials	
<ul style="list-style-type: none">• Legos/ Duplo Blocks• Cards with the patterns	
Topic Related Language/ Key Vocabulary	Supports

