



## Month: July Week: 1 Subject: Mathematics

Day 1	Topic(s)	Foundation(s)
	Theme: Pond Life & Friends Number: 19 Letter: Rr Color: Teal Shape: Rhombus	<b>M1.1</b> Demonstrate strong sense of counting  <b>M3.1</b> Demonstrate understanding of classifying
Indicators	Younger Infants	Older Infants
	May visually track or reach toward objects shown.	May touch or move objects during the counting activity.

### Activity: **Duck Count 1-3**

Place 1 to 3 rubber ducks in front of the infant. As you line them up, slowly count each one aloud: “One... two... three ducks!” Encourage the infant to look at or touch each duck. Repeat this process several times using a cheerful tone to help build familiarity with numbers and object grouping. Older infants may begin to show awareness of quantity by reaching or vocalizing during the count.

Resources/Materials <ul style="list-style-type: none"> <li>3 rubber ducks or similar small toys</li> <li>Soft surface or baby mat</li> </ul>	Key Vocabulary: one, two, duck	Support:
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<b>Day 2</b>	<b>Topic(s)</b>		<b>Foundation(s)</b>	
	Theme: Pond Life & Friends Number: 19 Letter: Rr Color: Teal Shape: Rhombus		<b>M3.1</b> Demonstrate understanding of classifying  <b>M4.2</b> Exhibit ability to identify, describe, analyze, compare, and create shapes	
<b>Indicators</b>	<b>Younger Infants</b>		<b>Older Infants</b>	
	May look at different colored or shaped toys with interest.		May pat or move toys between hands, showing preference.	

### Activity: **Fish Match**

Present two to three fish cards or toys in distinct colors. Say the colors slowly and clearly: “Red fish. Blue fish.” Lay matching colored mats or objects nearby. Help infants observe similarities and differences, and for older infants, guide them to place fish on matching colors with your support.

<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>Colored fish toys or cards</li> <li>Colored felt or matching mats</li> </ul>	<b>Key Vocabulary:</b> fish, red, blue	<b>Support:</b>
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## Month: July Week: 1 Subject: Mathematics

Day 3	Topic(s)		Foundation(s)	
	Theme: Pond Life & Friends Number: 19 Letter: Rr Color: Teal Shape: Rhombus		M3.1 Demonstrate understanding of classifying  M5.2 Understand measurement through description and comparison	
Indicators				
	Younger Infants		Older Infants	
	May visually explore big vs. small objects.		May reach or crawl toward larger items.	
Activity: Big & Small				
Show two toy frogs: one large, one small. Say: “Big frog... small frog,” exaggerating size with your voice and hands. Place them side by side and allow infants to see and touch both. Older infants may begin to recognize or choose one over the other when prompted.				
Resources/Materials <ul style="list-style-type: none"><li>Large and small frog toys</li></ul>		Key Vocabulary: big, small, frog		Support:



## Month: July Week: 1 Subject: Mathematics

Day 4	<b>Topic(s)</b>		<b>Foundation(s)</b>	
	Theme: Pond Life & Friends Number: 19 Letter: Rr Color: Teal Shape: Rhombus		M4.2 Exhibit ability to identify, describe, analyze, compare, and create shapes	
Indicators	<b>Younger Infants</b>		<b>Older Infants</b>	
	May gaze at bold shapes or track the caregiver’s hand.		May swipe or tap shape puzzle pieces.	
Activity: <b>Shape Puzzle</b> Provide a soft, infant-friendly shape puzzle with a rhombus included. Introduce each shape slowly: “This is a rhombus!” and help infants feel or move the pieces. For older infants, offer hand-over-hand support as they attempt to fit a piece into its slot.				
Resources/Materials <ul style="list-style-type: none"><li>Large wooden or foam shape puzzle including a rhombus</li></ul>		Key Vocabulary: shape, rhombus, fit		Support:



## Month: July Week: 1 Subject: Mathematics

Day 5	Topic(s)		Foundation(s)	
	Theme: Pond Life & Friends Number: 19 Letter: Rr Color: Teal Shape: Rhombus		M1.3 Recognition of number relations  M4.1 Understanding of spatial relationships	
Indicators	Younger Infants		Older Infants	
	May observe movements or look at placed items.		May place frogs in a row or imitate positioning.	
Activity: Frog Numbers				
Set out 1, 2, and 3 frog toys in a line. Point and count each frog aloud. Then, move one frog and ask, “Where did frog number two go?” Watch for visual tracking or reaching. Older infants might begin to imitate lining up or touching in order.				
Resources/Materials <ul style="list-style-type: none"><li>3 frog toys</li><li>Number cards (optional visual cue)</li></ul>		Key Vocabulary: frog, number, line		Support: