



Month: May Week: 1 Subject: Mathematics

Day 1	Topic(s) Theme: Blossom Market Number: 13 Letter: Ll Color: Teal Shape: Rhombus	Foundation(s) M3.1 Demonstrate understanding of classifying M4.2 Exhibit ability to identify, describe, analyze, compare, and create shapes
Indicators	Younger Infants	Older Infants
	Infants may explore large shape pieces by touching or mouthing them.	Infants may begin to place or fit large shapes into matching spaces with support.
Activity: Shape Puzzles Infants will explore large, baby-safe shape puzzle pieces made of foam or wood. Teachers will present individual shapes one at a time- especially the rhombus- and name each as infants handle them. For older infants, teachers may offer shape boards and assist with matching pieces. This activity encourages early shape recognition, spatial awareness, and hand-eye coordination through exploration and repetition.		
Resources/Materials <ul style="list-style-type: none"> Oversized shape puzzles (wood or foam, non-choking hazard) 	Key Vocabulary: shape puzzle rhombus	Support:



Month: May Week: 1 Subject: Mathematics

Day 2	Topic(s)	Foundation(s)
	Theme: Blossom Market Number: 13 Letter: Ll Color: Teal Shape: Rhombus	M1.1 Demonstrate strong sense of counting M2.1 Exhibit understanding of mathematical structure
Indicators	Younger Infants	Older Infants
	Infants may listen and react to rhythmic claps or movement.	Infants may imitate claps, bounce, or vocalize along.
<p>Activity: Clap & Count</p> <p>Teachers will guide a rhythmic clapping activity while counting out loud (e.g., “One... two... three!”). Infants will be encouraged to clap along, bounce, or wave. For older infants, teachers may encourage simple hand-over-hand clapping or counting with toys or blocks placed in front of them.</p>		
Resources/Materials	Key Vocabulary:	Support:
<ul style="list-style-type: none"> None 	one two clap	

Month: May Week: 1 Subject: Mathematics



Infant Curriculum

Day 3	Topic(s)		Foundation(s)	
	Theme: Blossom Market Number: 13 Letter: Ll Color: Teal Shape: Rhombus		M1.1 Demonstrate strong sense of counting M4.1 Understanding of spatial relationships	
Indicators				
	Younger Infants		Older Infants	
	Infants may explore scooping tools with help or by mouthing.		Infants may attempt to scoop and release soft balls into containers.	
Activity: Scoop & Drop				
Infants will use large scoops or hands to drop soft, safe objects like fabric balls or scarves into containers. Teachers will narrate the action (“In! Out!”), count each drop, and support exploration of cause-and-effect. This activity also builds spatial awareness and object control.				
Resources/Materials <ul style="list-style-type: none">Large scoopers (safe for infants)Fabric balls or plush objectsBins or bowls		Key Vocabulary: in out drop		Support:

Month: May Week: 1 Subject: Mathematics

Day 4	Topic(s)	Foundation(s)
--------------	-----------------	----------------------



Infant Curriculum

	Theme: Blossom Market Number: 13 Letter: L Color: Teal Shape: Rhombus	M4.2 Exhibit ability to identify, describe, analyze, compare, and create shapes
Indicators	Younger Infants	Older Infants
	Infants may grasp or mouth shape pieces with teacher support.	Infants may place or match shapes with repetition and guidance.
Activity: Shape Board Play Using large, chunky shape puzzle pieces, infants will explore fitting rhombus and other simple shapes into slots. Teachers will name the shapes and guide infants in placing them. Sorting and repetition will support early problem-solving and categorization.		
Resources/Materials <ul style="list-style-type: none"> Large wooden or foam shape puzzle Optional: extra large rhombus for practice 	Key Vocabulary: fit shape match	Support:

Month: May Week: 1 Subject: Mathematics

Day 5	Topic(s)	Foundation(s)
--------------	-----------------	----------------------



Infant Curriculum

	Theme: Blossom Market Number: 13 Letter: Ll Color: Teal Shape: Rhombus	M1.3 Recognition of number relations
Indicators	Younger Infants	Older Infants
	Infants may explore one object at a time by mouthing or grasping.	Infants may show preference or recognize difference in size when prompted.
<p>Activity: Big & Small Toys</p> <p>Infants will be offered pairs of toys in contrasting sizes (e.g., big ball vs. small ball). Teachers will label the sizes clearly (“This one is big! That one is small!”) and allow infants to explore with their hands. Older infants may be prompted to choose “the big one” or sort by size.</p>		
Resources/Materials <ul style="list-style-type: none"> • Matching toy sets in two sizes (e.g., soft blocks or animals) • Floor mat or bin for sorting 	Key Vocabulary: big small size	Support: