



Month: October Week: 1 Subject: Mathematics

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| Day 1 | Topic(s) | Foundation(s) |
| | Theme: Pumpkin Palooza Number: 10 Letter: Dd Color: Orange Shape: Circle | M1.1 Demonstrate strong sense of counting |
| Indicators | Younger Infants | Older Infants |
| | May watch as the teacher touches each pumpkin and counts slowly. | May pat, point, or vocalize while the teacher counts. |

Activity: **Counting Pumpkins**

Teachers will use 3-5 small pumpkins or pumpkin toys, lining them up and pointing as they count. Younger infants may simply observe and listen to the counting rhythm. Older infants may try to pat each pumpkin as it's counted, beginning to connect quantity with words. Teachers will repeat the activity often, emphasizing numbers 1-3 for consistency.

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| Resources/Materials <ul style="list-style-type: none"> 3-5 small pumpkins (real or toy) | Key Vocabulary: one, two, three, pumpkin, count | Support: |
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| Day 2 | Topic(s) | Foundation(s) |
| | Theme: Pumpkin Palooza Number: 10 Letter: Dd Color: Orange Shape: Circle | M5.2 Understand measurement through description and comparison |
| Indicators | Younger Infants | Older Infants |
| | May look at or reach toward a large pumpkin. | May hold a small pumpkin and notice the difference. |

Activity: Big and Small Pumpkins

Teachers will present one large pumpkin and one small pumpkin. Younger infants may reach or touch the pumpkins as the teacher says “big” and “small.” Older infants may try to hold or push the small pumpkin and compare it to the large one. Teachers will encourage repetition by asking, “Which one is big?” and “Which one is small?” while pointing and naming.

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| Resources/Materials <ul style="list-style-type: none"> • 1 large pumpkin • 1-2 small pumpkins | Key Vocabulary: big, small, pumpkin | Support: |
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| Day 3 | Topic(s) | Foundation(s) |
| | Theme: Pumpkin Palooza Number: 10 Letter: Dd Color: Orange Shape: Circle | M1.3 Recognition of number relations |
| Indicators | Younger Infants | Older Infants |
| | May watch pumpkins roll and follow with their eyes. | May crawl, scoot, or reach to chase after a rolling pumpkin. |

Activity: Rolling Pumpkins

Teachers will roll pumpkins gently across the floor while counting aloud: “1, 2, 3, roll!” Younger infants may visually track the pumpkin or reach toward it. Older infants may chase, crawl after, or push the pumpkin back to the teacher. This helps build number sense through rhythm and repetition, while also supporting gross motor development.

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| Resources/Materials <ul style="list-style-type: none"> 1-2 medium pumpkins (light enough to roll) | Key Vocabulary: roll, go, one, two, three | Support: |
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| Day 4 | Topic(s) | Foundation(s) |
| | Theme: Pumpkin Palooza Number: 10 Letter: Dd Color: Orange Shape: Circle | M1.1 Demonstrate strong sense of counting M1.2 Demonstrate understanding of written numerals (exposure level) |
| Indicators | Younger Infants | Older Infants |
| | May pat or squish the bag to explore textures. | May point to or move seeds in the bag while the teacher counts. |

Activity: Pumpkin Sensory Bag

Teachers will prepare a sealed sensory bag filled with pumpkin seeds, pulp, and a few pumpkin stickers or drawings of numbers. Younger infants will pat and squeeze the bag, feeling the textures. Older infants may notice and move seeds around while teachers count slowly. Teachers can point to the number stickers and say, “One, two, three,” for repeated exposure.

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| Resources/Materials <ul style="list-style-type: none"> Sensory bag (sealed with pumpkin seeds, pulp, stickers) | Key Vocabulary: seed, squish, one, two, three | Support: |
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| Day 5 | Topic(s) | Foundation(s) |
| | Theme: Pumpkin Palooza Number: 10 Letter: Dd Color: Orange Shape: Circle | M1.1 Demonstrate strong sense of counting M1.3 Recognition of number relations |
| Indicators | Younger Infants | Older Infants |
| | May knock over stacked cups and watch them fall. | May try stacking cups independently, listening to the teacher count. |
| <p>Activity: Stacking Cups</p> <p>Teachers will provide colorful stacking cups and model building a tower. Younger infants may enjoy knocking the tower down, while older infants will attempt to stack. Teachers will count aloud as each cup is added (“1, 2, 3”), reinforcing number relations. Repetition of stacking and knocking down keeps the activity engaging while building math and motor skills.</p> | | |
| Resources/Materials | Key Vocabulary: | Support: |
| <ul style="list-style-type: none"> Stacking cups | stack, up, down, one, two, three | |