



Month: October Week: 3 Subject: Mathematics

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| Day 1 | Topic(s) | Foundation(s) |
| | Theme: Under Construction; Learning In Progress Number: 12 Letter: Ff Color: Black Shape: Triangle | M1.1 Demonstrate strong sense of counting M5.2 Understand measurement through description and comparison |
| Indicators | Younger Infants | Older Infants |
| | May watch and reach for stacked blocks. | May help stack one or two blocks before knocking them down. |

Activity: **Stack & Knock Soft Blocks**

Teachers will stack soft blocks slowly, counting aloud “1, 2, 3” as infants watch. Younger infants will track movement and reach toward the tower. Older infants will help add a block or knock it over, hearing the teacher repeat the numbers each time. Teachers will emphasize repetition and excitement: “We stacked three blocks... and down they go!”

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| Resources/Materials <ul style="list-style-type: none"> Soft foam or cloth blocks | Key Vocabulary: stack, up, down, big, tall | Support: |
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| Day 2 | <table><tr><th>Topic(s)</th><th>Foundation(s)</th></tr><tr><td>Theme: Under Construction; Learning In Progress Number: 12 Letter: Ff Color: Black Shape: Triangle</td><td>M4.2 Exhibit ability to identify, describe, analyze, compare, and create shapes</td></tr></table> | | Topic(s) | Foundation(s) | Theme: Under Construction; Learning In Progress Number: 12 Letter: Ff Color: Black Shape: Triangle | M4.2 Exhibit ability to identify, describe, analyze, compare, and create shapes |
|--|--|---------------|-----------------|---------------|--|--|
| | Topic(s) | Foundation(s) | | | | |
| Theme: Under Construction; Learning In Progress Number: 12 Letter: Ff Color: Black Shape: Triangle | M4.2 Exhibit ability to identify, describe, analyze, compare, and create shapes | | | | | |
| Indicators | <table><tr><th>Younger Infants</th><th>Older Infants</th></tr><tr><td>May touch or look at the triangle shape on a mat or card.</td><td>May pat or point to triangles when prompted.</td></tr></table> | | Younger Infants | Older Infants | May touch or look at the triangle shape on a mat or card. | May pat or point to triangles when prompted. |
| | Younger Infants | Older Infants | | | | |
| May touch or look at the triangle shape on a mat or card. | May pat or point to triangles when prompted. | | | | | |

Activity: Triangle Shape Mat Exploration

Teachers will present triangle mats, textured triangle cutouts, or black-and-yellow triangle cards. Younger infants will explore through touch and visual focus. Older infants will be encouraged to pat or tap triangles as the teacher repeats “triangle, three sides.” Teachers can sing a short shape song to reinforce learning through rhythm.

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| Resources/Materials <ul style="list-style-type: none"> Triangle-shaped mats or soft cutouts Black and yellow paper (theme colors) | Key Vocabulary: triangle, sides, point, shape | Support: |
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| Day 3 | Topic(s) Theme: Under Construction; Learning In Progress Number: 12 Letter: Ff Color: Black Shape: Triangle | Foundation(s) M1.1 Demonstrate strong sense of counting M2.2 Demonstrate awareness of patterning |
| Indicators | Younger Infants | Older Infants |
| | May look toward the teacher during clapping or sound rhythm. | May imitate clapping or kicking along to the beat. |
| Activity: Count with Claps (1-3) Teachers will gently clap and count “1, 2, 3” while smiling and maintaining eye contact. Younger infants will listen and watch for rhythm. Older infants may begin to clap or move their arms in imitation. Teachers can vary the pattern (clap–pause–clap–pause) to show rhythm and turn-taking through sound and movement. | | |
| Resources/Materials <ul style="list-style-type: none"> Optional: soft drum or tambourine | Key Vocabulary: one, two, three, clap, sound | Support: |



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| Day 4 | Topic(s) | | Foundation(s) | |
| | Theme: Under Construction; Learning In Progress Number: 12 Letter: Ff Color: Black Shape: Triangle | | M3.1 Demonstrate understanding of classifying M5.2 Understand measurement through description and comparison | |
| Indicators | | | | |
| | Younger Infants | | Older Infants | |
| | May watch or track toy trucks moving back and forth. | | May push or pull a toy truck across the floor. | |
| Activity: Push & Pull Truck Play | | | | |
| Teachers will model pushing and pulling toy trucks while describing actions (“The truck goes far!” “The truck comes close!”). Younger infants will visually track the motion. Older infants will be encouraged to push or pull the truck themselves, building early comparison awareness (fast/slow, near/far). | | | | |
| Resources/Materials <ul style="list-style-type: none">Toy trucks | | Key Vocabulary: push, pull, go, stop, truck | | Support: |



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| Day 5 | Topic(s) Theme: Under Construction; Learning In Progress Number: 12 Letter: Ff Color: Black Shape: Triangle | Foundation(s) M3.1 Demonstrate understanding of classifying M4.1 Demonstrate recognition of colors and shapes |
| Indicators | Younger Infants | Older Infants |
| | May look at or reach for colorful toys. | May place yellow and black toys into separate baskets with help. |
| <p>Activity: Sort by Color - Yellow vs. Black Toys</p> <p>Teachers will present two baskets, one with yellow toys, one with black. Younger infants will explore visually, focusing on the bright color contrast. Older infants will be guided to place toys into matching baskets. Teachers will describe the toys aloud: “This one is yellow. This one is black.” Repetition builds early color recognition and sorting awareness.</p> | | |
| Resources/Materials <ul style="list-style-type: none"> Yellow and black toys (safe for mouthing) | Key Vocabulary: yellow, black, same, different, color | Support: |