




Month: October Week: 5 Subject: Mathematics

Day 1	Topic(s)	Foundation(s)
	Review Week	M1.1 Demonstrate strong sense of counting M1.2 Demonstrate understanding of written numerals
Indicators	Younger Toddlers	Older Toddlers
	May count 1-3 objects with one-to-one touches and park each truck on a spot.	May count up to 5, say “how many,” and match or point to a numeral.

Activity: **Count & Park Trucks (1-5)**

Place 1-5 tape “parking spots” on the floor. Roll out a small set of trucks; model touching and counting each one, then parking in the matching spot. Invite children to help count aloud, then try their own turn with 2-5 trucks.

Resources/Materials <ul style="list-style-type: none"> 5 toy trucks 	Key Vocabulary:	Support: 
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Day 2	Topic(s)	Foundation(s)
	Review Week	M4.2 Exhibit ability to identify, describe, analyze, compare, and create shapes M3.1 Demonstrate understanding of classifying
Indicators	Younger Toddlers	Older Toddlers
	May match an item to the same shape (circle/rectangle/triangle/oval).	May name a shape and tell how items are alike/different.
Activity: Shape Sort Path Make four taped “shape stations.” Children pick a card or object, name or echo the shape, and walk it to the matching station. End by choosing one station and drawing two examples from that group.		
Resources/Materials <ul style="list-style-type: none"> Shape cards or objects (circle/rectangle/triangle/oval) 	Key Vocabulary: circle, triangle, match	Support:



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Day 3	Topic(s)	Foundation(s)
	Review Week	M1.3 Recognition of number relations
Indicators	Younger Toddlers	Older Toddlers
	May build a small tower and say which is “tall” or “short.”	May compare two towers and tell which has more/fewer blocks.
Activity: Stack & Compare Towers Give pairs of children a small tub of blocks. Build two quick towers together, then ask, “Which is taller? Which has more?” Let children adjust their towers and share their comparisons.		
Resources/Materials <ul style="list-style-type: none"> Interlocking blocks or cubes 	Key Vocabulary: tall, short, more	Support:



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Day 4	Topic(s)	Foundation(s)
	Review Week	M1.1 Demonstrate strong sense of counting M1.2 Demonstrate understanding of written numerals
Indicators	Younger Toddlers	Older Toddlers
	May place 1-3 counters on a ten-frame to match a shown amount.	May represent a number to 5 (and up to 10 as ready) and say the numeral.
Activity: Ten-Frame Dots (to 5/10) Show a number card and model placing that many counters on a large ten-frame. Invite children to build the same amount, then draw quick dots in boxes to show what they made.		
Resources/Materials <ul style="list-style-type: none"> • Large ten-frame (floor or tray) • Counters or stickers • Number cards (0-5, add 6-10 as ready) 	Key Vocabulary: number, frame, dots	Support:



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Day 5	Topic(s)	Foundation(s)
	Review Week	M3.1 Demonstrate understanding of classifying M1.1 Demonstrate strong sense of counting
Indicators	Younger Toddlers	Older Toddlers
	May place a picture/name onto the class graph and say “mine.”	May help count each column and tell which has more/fewer.
<p>Activity: Graph: Favorite Center</p> <p>Post a simple 3-4 column class graph (blocks, dramatic play, art, books). Each child adds their card to a column. Count the columns together and discuss which is more/fewer; children draw the “tall” and “short” columns.</p>		
Resources/Materials <ul style="list-style-type: none"> • Chart paper class graph with 3-4 center pictures • Child name/picture cards • Crayons and paper 	Key Vocabulary: graph, more, fewer	Support: