



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 Preschool	Older Preschool
	May count a small set of objects with one-to-one touches and show the amount with a picture.	May count sets accurately, write or match a numeral, and draw the same quantity.
Activity: Count & Draw Invite children to choose a small set of classroom items (e.g., bears, cubes, leaves) and count them aloud with one-to-one touches. Children then draw what they counted, showing the same amount. Older preschoolers add or trace the matching numeral beside their drawing.		
Resources/Materials • Counting manipulatives (bears, cubes, buttons, leaves)	Key Vocabulary: • count • how many • match • numeral	Support:



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Day 2	Topic(s)	Foundation(s)
	Review Week	M4.2 Identify, describe, analyze, compare, and create shapes M3.1 Demonstrate understanding of classifying
Indicators	Younger Preschool	Older Preschool
	May match and sort everyday items by basic shape with visual models.	May name shapes and explain how items were sorted (alike/different).
<p>Activity: Shape Sort Challenge</p> <p>Place a mix of objects or cards that show circles, rectangles, triangles, and ovals. Children sort the items by shape into labeled areas and then draw a few examples from one group. Invite them to tell how they knew the shapes belonged together (alike) or not (different).</p>		
Resources/Materials • Shape cards or household items (circle/rectangle/triangle/oval)	Key Vocabulary: • circle • rectangle • triangle • oval	Support:



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Day 3	Topic(s)	Foundation(s)
	Review Week	M1.1 Demonstrate strong sense of counting M1.2 Demonstrate understanding of written numerals
Indicators	Younger Preschool	Older Preschool
	May place counters on a ten-frame to match a shown amount up to 5-10.	May represent a number on a ten-frame and write or say the matching numeral.

Activity: Ten Frame Review

Review how a ten-frame shows quantities. Call out or display a number card and have children place that many counters on a ten-frame. Children draw their ten-frame and the amount they made; older preschoolers label with the numeral.

Resources/Materials <ul style="list-style-type: none"> • Large or individual ten frames • Counters, stickers, or dot markers • Number cards (0-10) 	Key Vocabulary: <ul style="list-style-type: none"> • ten frame • quantity • number • numeral 	Support:
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Day 4	Topic(s)	Foundation(s)
	Review Week	M5.2 Understand measurement through description and comparison M1.3 Recognition of number relations
Indicators	Younger Preschool	Older Preschool
	May compare two objects using words like longer/shorter or taller/shorter.	May measure using non-standard units (cubes) and tell which is more/less or longer/shorter.
Activity: Compare & Measure Pairs of children choose two items (e.g., two books, blocks, sticks) and compare them using words like longer/shorter or taller/shorter. Provide cubes or links to measure length and record how many. Children draw the two items and show which is longer or shorter.		
Resources/Materials • Classroom items for comparing (books, blocks, sticks) • Connecting cubes or links for measuring	Key Vocabulary: • longer • shorter • taller • measure • more • less	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 Preschool	Older Preschool
	May place a picture on a simple class graph and talk about more/less.	May help tally or count each category and explain which has more/fewer.
<p>Activity: Graph My Favorite Activity Create a simple class graph (e.g., favorite fall center or activity). Children add their picture/name to a column. Count the columns together and discuss which has more or fewer. Children draw the results (tall and short bars) on their paper.</p>		
Resources/Materials • Class graph chart with categories • Child name cards or pictures • Paper, crayons/pencils	Key Vocabulary: • graph • more • fewer	Support: