



Month: December Week: 3 Subject: Mathematics

Day 1	Topic(s)		Foundation(s)	
	Theme: Animals in the Winter Number: 19 Letter: Oo Color: Turquoise Shape: Triangle		M4.1 Understand the concept of spatial relationships	
Indicators	Younger Preschool		Older Preschool	
	May follow simple positional directions (on, in, under) when placing animals on a mat.		May use and respond to a wider range of positional words (in front of, behind, next to, above, below) and explain where they placed the animal.	
Activity: “ Positional Math - Animal Mats ”				
Introduce or review positional words by showing a simple winter scene mat (tree, cave, rock, log). Model placing an animal and saying, “The bear is under the tree,” or “The rabbit is on the rock.” Children take turns placing animal pieces on the mat as you give directions using positional words. Invite children to give directions to a friend, using their own sentences with positional words. Finish by having the group describe where the animals are on the mat together.				
Resources/Materials <ul style="list-style-type: none">Winter scene positional matsWinter animal picture cards or manipulatives (bear, rabbit, fox, etc.)Positional word cards (optional)		Key Vocabulary: on, under, in, next to, in front of, behind		Support:



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Day 2	Topic(s)		Foundation(s)	
	Theme: Animals in the Winter Number: 19 Letter: Oo Color: Turquoise Shape: Triangle		M4.1 Understand the concept of spatial relationships	
Indicators	Younger Preschool		Older Preschool	
	May move or place a familiar object in a simple position when prompted (on the chair, under the table).		May follow multi-step directions using positional words and may describe where objects are located using those words.	

Activity: “Positional Math - Classroom Practice”

Review positional words from Day 1 using a quick chant or picture cards. Give each child a small winter animal or bear counter and invite them to move around the room with you. Call out directions such as, “Put your bear **on** the chair,” “Hide your bear **under** the table,” or “Stand **next to** the bookshelf with your bear.” Encourage children who are ready to make up their own positional directions for the group. End by asking a few children to describe where their bear is using a full sentence.

Resources/Materials <ul style="list-style-type: none"> Small winter animal or bear counters (one per child) Positional word picture cards (optional) 	Key Vocabulary: on, under, next to, above, below, between	Support:
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Day 3	Topic(s)		Foundation(s)	
	Theme: Animals in the Winter Number: 19 Letter: Oo Color: Turquoise Shape: Triangle		M4.1 Understand the concept of spatial relationships	
Indicators	Younger Preschool		Older Preschool	
	May move their body to follow a positional direction (stand behind, sit in front of) with adult support.		May use positional words to describe where they and classroom objects are located during play.	

Activity: “Positional Math - Scavenger Hunt”

Explain that the class will go on a “Positional Winter Hunt” around the room. Post a few simple winter pictures (snowflake, mittens, bear den) in different locations. Invite children to find each picture by listening to positional clues such as, “Look **behind** the door,” or “Check **above** the cubbies.” After a few rounds, encourage children to hide a picture and give their own positional clue to the group. Gather back on the carpet and talk about where they found each item using full sentences with positional words.

Resources/Materials <ul style="list-style-type: none"> Winter picture cards (snowflake, mittens, bear den, etc.) 	Key Vocabulary: behind, in front of, above, below, near, far	Support:
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Month: December Week: 3 Subject: Mathematics

Day 4	Topic(s)		Foundation(s)	
	Theme: Animals in the Winter Number: 19 Letter: Oo Color: Turquoise Shape: Triangle		M4.1 Understand the concept of spatial relationships	
Indicators				
	Younger Preschool		Older Preschool	
	May match an animal picture showing a simple position (on/under) to the same positional word with support		May independently match picture cards to positional word cards and explain the position using a sentence.	

Activity: “Animal Match - Positional Cards”

Show a sample card from the positional booklet (for example, “The bat is **below** the branch”) and point out how the picture and words work together. Lay out several picture cards of winter animals in different positions and a set of matching positional word cards. Children work in small groups to match each picture to the correct positional word. When a match is made, have children read or repeat the sentence together (“The bear is **in** the cave”).

Resources/Materials <ul style="list-style-type: none"> Winter animal positional picture cards Positional word cards (on, under, in, above, below, next to, behind, in front of) 	Key Vocabulary: , below, under, on, beside/next to	Support:
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Month: December Week: 3 Subject: Mathematics

Day 5	Topic(s) Theme: Animals in the Winter Number: 19 Letter: Oo Color: Turquoise Shape: Triangle	Foundation(s) M4.1 Understand the concept of spatial relationships
Indicators	Younger Preschool	Older Preschool
	May glue or place animals in the correct spot on a positional page with verbal support and modeling.	May independently place and describe animals in the correct position in the booklet using positional vocabulary in a sentence.
<p>Activity: “Positional Words Booklet”</p> <p>Tell children they will make their own “Hibernation Positional Words” mini-book. Show one page (for example, “The bat is below the branch”) and think aloud about where the animal belongs. Provide pre-cut or cut-and-glue animal pieces for each page and have children place them in the correct position to match the sentence. As they finish, invite children to read their booklet with you or a partner, pointing to each page and using positional words (“The bear is in the cave”).</p>		
Resources/Materials <ul style="list-style-type: none"> Hibernation Positional Words mini-book pages Animal cutouts for each page (bat, bear, etc.) 	Key Vocabulary: positional, hibernation, in, on, under, above	Support: