



## Month: November Week: 4 Subject: Mathematics

Day 1	Topic(s)	Foundation(s)
	Review Week	M1.1 Demonstrate strong sense of counting
Indicators	Younger Toddlers	Older Toddlers
	With adult support, may touch and count 1-3 animals with the teacher, joining in on number words.	May count sets of animals to 5 (or higher as ready) and help say “how many” at the end.

### Activity: “Count the November Animals”

Spread out small turkeys, cows, ducks, and worm figures. Invite children to help you count how many of each animal are in a group. Make small “pens” or circles on the floor and count animals as you move them in: “1, 2, 3 turkeys!” Repeat with different sets and mix animals together to keep it playful.

Resources/Materials <ul style="list-style-type: none"> <li>Small turkey, cow, duck, and worm figures (or picture cards)</li> </ul>	Key Vocabulary: count, how many, animals	Support:
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## Month: November Week: 4 Subject: Mathematics

Day 2	Topic(s)	Foundation(s)
	Review Week	M3.1 Demonstrate understanding of classifying M5.2 Understand measurement through description and comparison
Indicators	Younger Toddlers	Older Toddlers
	With adult support, may match or point to big vs. small animals or worms.	May sort animals into “big” and “small” groups and use words like big, little, tall, short.

### Activity: “Big and Small November Friends”

Use pairs of big and small turkeys, cows, ducks, and worms (or picture cards). Show a pair and name which is big and which is small. Let children help sort all the animals into two baskets or onto two mats labeled “BIG” and “SMALL.” Talk about which group has more or fewer.

Resources/Materials <ul style="list-style-type: none"> <li>• Pairs of <b>big and small</b> animal/worm figures or picture cards</li> <li>• Two baskets or mats labeled “BIG” and “SMALL”</li> </ul>	Key Vocabulary: big, small, more	Support:
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## Month: November Week: 4 Subject: Mathematics

<b>Day 3</b>	<b>Topic(s)</b>	<b>Foundation(s)</b>
	Review Week	M4.1 Understanding of spatial relationships M4.2 Exhibit ability to identify, describe, analyze, compare, and create shapes
<b>Indicators</b>	<b>Younger Toddlers</b>	<b>Older Toddlers</b>
	With adult support, may place hearts, triangles, and cones on a mat and point when asked for a shape.	May help name heart, triangle, and cone, and use them to “build” simple barns, houses, or worm tunnels.

### Activity: “Shape Barns & Tunnels”

Give each child pre-cut hearts, triangles, and cones plus a barn/garden mat. Show how a triangle can be a roof, hearts can be pens, and cones can be haystacks or tunnels. Children place and glue shapes to create their own simple farm or garden picture while you name the shapes together.

<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>• Pre-cut paper hearts, triangles, and cones</li> <li>• Farm/garden background mats or large paper for building shapes</li> <li>• Pictures of barns, pens, and tunnels (optional)</li> </ul>	<b>Key Vocabulary:</b> shape, triangle, heart	<b>Support:</b>
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## Month: November Week: 4 Subject: Mathematics

Day 4	Topic(s)	Foundation(s)
	Review Week	M1.1 Demonstrate strong sense of counting M2.1 Exhibit understanding of mathematical structure
Indicators	Younger Toddlers	Older Toddlers
	With adult support, may stack 2-3 cubes or blocks and join in counting as they build.	May build taller towers (up to 5-8 blocks), count each block as it's added, and notice when one tower is "taller" or "shorter."

### Activity: "Tower Trot: Stack & Count"

Provide cubes or soft blocks. Invite children to build "hay bale" or "barn" towers. Count aloud each time a block is added. Compare two towers: "Which one is tall? Which is small?" Let toddlers gently "trot" toy animals around the towers when finished.

Resources/Materials <ul style="list-style-type: none"> <li>Stacking cubes or soft blocks</li> <li>Small animal figures for "trotting" around towers</li> </ul>	Key Vocabulary: tall, short, tower	Support:
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## Month: November Week: 4 Subject: Mathematics

<b>Day 5</b>	<b>Topic(s)</b>	<b>Foundation(s)</b>
	Review Week	M1.1 Demonstrate strong sense of counting M4.1 Understanding of spatial relationships
<b>Indicators</b>	<b>Younger Toddlers</b>	<b>Older Toddlers</b>
	With adult support, may walk along a short path of numbers 1-3 and place an animal on each spot.	May follow a simple number path 1-5 (or higher as ready), placing animals in order and helping count the steps.
<p><b>Activity: “Number Path Animal Parade”</b></p> <p>Create a floor path using large number cards 1-5 in a line. Children choose an animal and “parade” it along the path, stopping on each number as you count together. Older toddlers can match a second set of number cards or dots to the path, or park one animal on each number and count how many are in the parade.</p>		
<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>Large floor number cards (1-5, or higher as needed)</li> <li>Animal figures for the parade</li> </ul>	<b>Key Vocabulary:</b> number, path, parade	<b>Support:</b>