



Month: January Week: 2

Subject: Mathematics

|            |                                                                                                                 |  |                                                                                                                          |  |
|------------|-----------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------|--|
| Day 1      | Topic(s)                                                                                                        |  | Foundation(s)                                                                                                            |  |
|            | <b>Theme:</b> Ice & Snow<br><b>Shape:</b> Square<br><b>Number:</b> 2<br><b>Color:</b> Gray<br><b>Letter:</b> Aa |  | <b>M1.1:</b> Demonstrate a strong sense of counting.<br><b>M4.1:</b> Demonstrate understanding of spatial relationships. |  |
| Indicators |                                                                                                                 |  |                                                                                                                          |  |
|            | Younger Toddlers                                                                                                |  | Older Toddlers                                                                                                           |  |
|            | Explores blocks with guidance and begins stacking.                                                              |  | Counts blocks while stacking towers and engages in trial-and-error building.                                             |  |



### Activities

The teacher will guide toddlers in building towers with blocks. Younger toddlers will explore blocks, stacking with teacher assistance. Older toddlers will count blocks as they stack them and explore balance and stability by adding or removing blocks. The teacher will encourage counting aloud during the activity.

### Resources and Materials

- Blocks of various sizes
- Open play space

### Topic Related Language/ Key Vocabulary

Tower, block, stack, count

### Supports





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|            |                                                                                                                 |                                                                                                                                                    |
|------------|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Day 2      | Topic(s)Foundation(s)                                                                                           |                                                                                                                                                    |
|            | <b>Theme:</b> Ice & Snow<br><b>Shape:</b> Square<br><b>Number:</b> 2<br><b>Color:</b> Gray<br><b>Letter:</b> Aa | <b>M3.1:</b> Demonstrate understanding of classifying.<br><b>M4.2:</b> Exhibit ability to identify, describe, analyze, compare, and create shapes. |
| Indicators |                                                                                                                 |                                                                                                                                                    |
|            |                                                                                                                 |                                                                                                                                                    |
|            |                                                                                                                 |                                                                                                                                                    |
|            | Younger Toddlers                                                                                                | Older Toddlers                                                                                                                                     |
|            | Sorts toys with teacher assistance.                                                                             | Independently sorts toys by color or type.                                                                                                         |



## Activities

The teacher will provide gray toys (e.g., cars, blocks, or animals) along with toys in other colors. Younger toddlers will sort toys with teacher guidance, placing gray toys in a designated area. Older toddlers will independently classify gray toys and discuss their choices, such as "This is gray, and this one is not."

## Resources and Materials

- Gray and multicolored toys (blocks, cars, animals)
- Sorting trays or baskets

## Topic Related Language/ Key Vocabulary

Gray, sort, group, toys

## Supports





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|            |                                                                                                                 |  |                                                                                                       |  |
|------------|-----------------------------------------------------------------------------------------------------------------|--|-------------------------------------------------------------------------------------------------------|--|
| Day 3      | Topic(s)                                                                                                        |  | Foundation(s)                                                                                         |  |
|            | <b>Theme:</b> Ice & Snow<br><b>Shape:</b> Square<br><b>Number:</b> 2<br><b>Color:</b> Gray<br><b>Letter:</b> Aa |  | <b>M1.1:</b> Demonstrate a strong sense of counting.<br><b>M1.3:</b> Recognition of number relations. |  |
| Indicators |                                                                                                                 |  |                                                                                                       |  |
|            | Younger Toddlers                                                                                                |  | Older Toddlers                                                                                        |  |
|            | Counts with teacher support while stacking objects.                                                             |  | Counts and recognizes relationships between numbers and objects.                                      |  |



| Activities                                                                                                                                                                                                                                                                                            |                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| The teacher will provide toddlers with square-shaped objects (e.g., foam squares or blocks) to stack and count. Younger toddlers will stack squares and count with teacher assistance. Older toddlers will be encouraged to count independently, discussing concepts like "two squares make a tower." |                                                                                      |
| Resources and Materials                                                                                                                                                                                                                                                                               |                                                                                      |
| <ul style="list-style-type: none"><li>• Square-shaped objects (foam squares, blocks)</li><li>• Sturdy surface for stacking</li></ul>                                                                                                                                                                  |                                                                                      |
| Topic Related Language/ Key Vocabulary                                                                                                                                                                                                                                                                | Supports                                                                             |
| <p>Square-shaped objects (foam squares, blocks)</p> <p>Sturdy surface for stacking</p>                                                                                                                                                                                                                |  |

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|------------|-----------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------|--|
| Day 4      | Topic(s)                                                                                                        |  | Foundation(s)                                                                                                                                 |  |
|            | <b>Theme:</b> Ice & Snow<br><b>Shape:</b> Square<br><b>Number:</b> 2<br><b>Color:</b> Gray<br><b>Letter:</b> Aa |  | <b>M2.2:</b> Demonstrate awareness of patterning.<br><b>M4.2:</b> Exhibit ability to identify, describe, analyze, compare, and create shapes. |  |
| Indicators |                                                                                                                 |  |                                                                                                                                               |  |
|            |                                                                                                                 |  |                                                                                                                                               |  |
|            | Younger Toddlers                                                                                                |  | Older Toddlers                                                                                                                                |  |
|            | Matches shapes with teacher guidance.                                                                           |  | Independently matches and compares different shapes.                                                                                          |  |

## Activities



The teacher will provide shape-matching puzzles or cards, focusing on squares. Younger toddlers will match shapes with teacher prompts, like "Find the square!" Older toddlers will compare and describe the shapes they match, discussing differences like "This is a circle, and this is a square."

### Resources and Materials

- Shape puzzles or matching cards
- Visual aids showing various shapes

### Topic Related Language/ Key Vocabulary

Match, shape, square, puzzle

### Supports

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|            |                                                                                                                 |  |                                                                                                      |  |
|------------|-----------------------------------------------------------------------------------------------------------------|--|------------------------------------------------------------------------------------------------------|--|
| Day 5      | Topic(s)                                                                                                        |  | Foundation(s)                                                                                        |  |
|            | <b>Theme:</b> Ice & Snow<br><b>Shape:</b> Square<br><b>Number:</b> 2<br><b>Color:</b> Gray<br><b>Letter:</b> Aa |  | <b>M1.1:</b> Demonstrate a strong sense of counting.<br><b>M5.1:</b> Understand the concept of time. |  |
| Indicators |                                                                                                                 |  |                                                                                                      |  |
|            | Younger Toddlers                                                                                                |  | Older Toddlers                                                                                       |  |
|            | Counts fingers or toes with teacher assistance.                                                                 |  | Counts fingers or toes independently and understands sequence.                                       |  |

Activities



The teacher will lead toddlers in a counting activity using their fingers and toes. Younger toddlers will point to or hold up fingers as the teacher counts aloud. Older toddlers will count along with the teacher, recognizing the sequence of numbers (e.g., "1, 2, 3, 4, 5"). The teacher will also discuss when we use our hands or feet during the day, linking the concept to time.

### Resources and Materials

- Visual aids for counting fingers and toes
- Small group setting for guided counting

### Topic Related Language/ Key Vocabulary

Count, fingers, toes, number, time

### Supports

