

PRE-K MATH STANDARDS

ARCHDIOCESE OF MIAMI

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2025

Number Sense Learning Crosswalk

Age Range	Standards	Instructional Strategies/Methods	Religion Standards Alignment	Crosswalk / Integration Examples
0–8 months	MT.NS.8.1 Attends to objects in play, such as reaching or looking for more than one object MT.NS.8.2 Observes songs and finger plays that involve numbers and quantity	Infant watches as teacher moves toys one at a time during play	Christian Anthropology: God made me and all things; God loves me.	During diaper changes: “Look, one sock, now two! God made your little feet!”
8–18 months	MT.NS.18.1 Attends to quantities when interacting with objects MT.NS.18.2 Communicates using gestures and/or basic words to refer to a change in the amount of objects, such as asking for “more” or “saying all gone	Counting with fingers and visual aids	Doctrine: God provides for our needs. Morality: Gratitude for God’s gifts	Count snacks: “You have two crackers! Thank you, God, for our food.”
18–24 months	MT.NS.24.1 Uses number words or sign language to identify small amounts, referring to quantity MT.NS.24.2 Begins to count groups of one and two objects in the daily routine	Child points or gestures for more crackers	Sacred Scripture: Jesus loves all people.	Use nativity figures: “One Mary, one Joseph, one Baby Jesus. Jesus loves everyone.”
24–36 months	MT.NS.36.1 Subitizes (immediately recognizes without counting) up to two objects. MT.NS.36.2 Begins to count groups of one to five objects in the daily routine	Child counts stuffed animals while cleaning up	Doctrine: God is three persons—the Holy Trinity.	Light 3 candles for the Trinity: “Father, Son, Holy Spirit. Three persons, one God.”
36–48 months	MT.NS.48.1 Subitizes (immediately recognizes without counting) the number of objects in a set of four objects. MT.NS.48.2 Counts and identifies the number sequence “1 to 10” MT.NS.48.3 Begins to demonstrate one-to-one correspondence up to 10 during daily routines. MT.NS.48.4 Identifies the last number spoken, tells “how many” up to five (cardinality) MT.NS.48.5. Counts sets constructed by the teacher to five and beyond MT.NS.48.6 Constructs and counts sets of one to five and beyond.	Teacher: “How many blocks do you have?” Child: “Three!”	Doctrine: God gave us rules to live by.	Count 10 Commandments with fingers/cards: “Let’s count the 10 rules God gave Moses.”
48–60 months	MT.NS.60.1 Subitizes (immediately recognizes without counting) up to five objects MT.NS.60.2 Counts and identifies the number sequence “1 to 31” MT.NS.60.3 Demonstrates one-to- one correspondence when counting objects placed in a row (one to 15 and beyond) MT.NS.60.4 Identifies the last number spoken tells “how many” up to 10 (cardinality) MT.NS.60.5 Constructs and counts sets of objects (one to 10 and beyond) MT.NS.60.6 Uses counting and matching strategies to find which is more, less than, or equal to 10 MT.NS.60.7 Reads and writes some numerals from one to 10 using appropriate activities	Children count toy animals as they place them in a barn.	Liturgy: Liturgical calendar and Church seasons.	Use Advent or Lent calendar to count days: “Let’s count 24 days until Jesus’ birthday!”
Bridge to B.E.S.T. Kindergarten	MA.K.NSO.1.1 – Count objects MA.K.NSO.2.1 – Compare numbers MA.K.NSO.1.2 – Write numbers MA.K.NSO.1.4 – Identify numerals MA.K.NSO.2.3 – Count forward/backward	Kindergarten readiness activities using daily routines, games, and numeral writing	Aligns with all previous standards; prepares child for formal religious instruction and academic skills	

Number Operations Learning Crosswalk

Age Range	Standards	Instructional Strategies/Methods	Religion Standards Alignment	Crosswalk / Integration Examples
0–8 months	MT.N.8.1 Explores objects in hands.	Infant reacts when a toy is hidden or revealed in peek-a-boo	Christian Anthropology: God cares for us in all things. God made the world in love and order.	Caregiver narrates counting actions with a loving tone to show God’s presence.
8–18 months	MT.N.18.1 Notices changes in quantity or missing objects (e.g., looks for a specific toy when noticing that one of three toys is missing)	Child notices when a snack is taken away or given	Morality: God’s provision and generosity. God provides and surprises us.	Discuss “more” and “less” when sharing toys or food, connecting generosity with God’s love.
18–24 months	MT.N.24.1 Demonstrates an understanding that “adding to” increases the number of objects in the group	Count toys, use song and rhythm; child adds two toy animals to one and counts together	Morality: We share and help others. Jesus welcomes all.	While playing with toys: “You had 3 blocks, gave 1 to a friend. How many do you have now?” Encourages math and generosity. Use biblical stories of sharing for addition and subtraction.
24–36 months	MT.N.36.1 Changes size of a set of objects (up to three) by adding and subtracting with adult assistance	Child says, “I had 2 blocks, now I have 3” while adding a block	Morality: We care for others. God grows our blessings.	While sharing snack: “I have 5 crackers, you have 2. Let’s make it fair!” Teach about loaves and fishes miracle, fairness, and early operations.
36–48 months	MT.N.48.1 Explores quantities up to five using objects, fingers and dramatic play to solve real-world joining and separating problems. MT.N.48.2 Changes size of a set of up to five objects by combining and taking away	Use concrete objects for addition/subtraction; child uses fingers to add during a song (“One plus one is two.”)	Doctrine: God’s blessings increase.	Talk about God blessing us more and sharing blessings. Use story problems on sharing food or toys for operations and kindness. Role play giving/taking items fairly.
48–60 months	MT.N.60.1 Explores quantities up to eight using objects, fingers and dramatic play to solve real-world joining and separating problems. MT.N.60.2 Begins to demonstrate how to compose and decompose (build and take apart) sets up to eight using objects, fingers and acting out.	Child solves, “If you have 4 apples and give 1 away, how many do you have left?”	Morality: Love and fairness in action. God helps us solve problems; sharing and kindness.	“God gave us brains to figure out problems, just like you’re doing now!” Solve problems involving fairness. Use Good Samaritan story to discuss helping others.
Bridge to B.E.S.T. Kindergarten	MA.K.NSO.2; MA.K.NSO.3; MA.K.AR.1; MA.K.AR.2 and related standards for operations	Kindergarten readiness using story problems, concrete objects, role play, and problem-solving activities	Morality: We make choices and help others. Parables teach sharing and kindness. Catholic Social Doctrine: Justice and fairness.	Solve math problems involving fairness (sharing equally) to highlight God’s call to justice. Use small figures to add: “2 people at church, 3 more come—how many?” Discuss helping others and sharing.

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Patterns Learning Crosswalk

Age Range	Standards	Instructional Strategies/Methods	Religion Standards Alignment	Crosswalk / Integration Examples
0–8 months	MT.PR.8.1 Explores objects with different characteristics	Infant calms when hearing the repeated sound of a lullaby.	Liturgy: Repetitive prayers and rituals.	Use repeated prayers or songs to connect recognition of patterns with faith practices.
8–18 months	MT.PR.18.1 Matches objects that have a singular attribute (e.g., color, shape, size) MT.PR.18.2 Explores two objects by making direct comparisons	Sort blocks by color, simple clapping patterns; child imitates repeated claps and stomps in music time.	Morality: Recognizing God’s order in creation.	Matching socks of the same color, using colored cups, or toy chalices in color sorting. Link daily routines like meal or prayer time to God’s order and disciplined life.
18–24 months	MT.PR.24.1 Begins to recognize patterns in the environment (e.g., clap two times) MT.PR.24.2 Begins to order three to five objects using one attribute through trial and error	Child arranges colored blocks in AB patterns (red, blue, red, blue).	Doctrine: God’s creation follows a divine plan.	Encourage children to create patterns while discussing God’s perfect creation. Point out patterns in nature as signs of God’s design.
24–36 months	MT.PR.36.1 Recognizes patterns in the environment MT.PR.36.2 Recognizes a simple AB pattern (e.g., clap/snap, clap/snap, clap/snap)	Sorting, pattern creation with blocks; child completes a pattern string of beads (circle, square, circle).	Liturgy: Recognize repeated prayers and routines. God’s creation follows patterns. Sacred Scripture: Biblical stories with repeated themes.	Clap a rhythm: “Clap, tap, clap, tap. Like we kneel, sit, stand at Mass!” Highlights patterns and liturgical actions. “Patterns in nature remind us of God’s careful design.” Use repeated phrases or events in Bible stories to teach patterns.
36–48 months	MT.PR.48.1 Notices a pattern with a missing object and completes the pattern by filling in the missing object MT.PR.48.2 Begins to duplicate a pattern from a model	Pattern games, use of beads and blocks; child identifies patterns in songs or daily routines.	Liturgy: Recognize symbols and cycles in seasonal Church patterns and feasts. God’s plan unfolds step by step.	Create color patterns with liturgical colors (purple, green, white). Teaches Church seasons and pattern recognition. Discuss liturgical calendar patterns and their meanings as children recognize and predict cycles. “Each day follows God’s plan, like the pattern of morning and night.”
48–60 months	MT.PR.60.1 Identifies and extends a simple AB repeating pattern. MT.PR.60.2 Duplicates a simple AB pattern using different objects. MT.PR.60.3 Recognizes the unit of repeat of a more complex pattern and extends the pattern (e.g., ABB or ABC)	Sorting, pattern recognition activities; child creates patterns with shapes and explains them.	Liturgy: Participate in repeated church practices. God teaches us through stories and cycles. Morality: Understanding cause and effect in God’s plan.	Sing repetitive hymns with movement, “Alleluia, clap, Alleluia, clap.” Builds rhythm and faith association. “Just like your patterns, the seasons change in God’s timing.” Use cause-effect relationships in Bible stories to relate to patterns and problem solving.
Bridge to B.E.S.T. Kindergarten		Continued practice extending and explaining more complex patterns with objects, rhythm, and movement	Builds on all previous religious standards integrating understanding of God’s order, creation, and liturgical cycles	

Geometry Learning Crosswalk

Age Range	Standards	Instructional Strategies/Methods	Religion Standards Alignment	Crosswalk / Integration Examples
0–8 months	MT.G.8.1 Begins to notice shapes in the environment	Infant visually follows shapes like circles and squares on toys	Christian Anthropology: Each person is created in God’s image. God created all shapes and forms.	Provide infant-safe toys in various shapes representing God’s world (e.g., sun, fish, star). “God made all the shapes we see: circles, squares, and more.”
8–18 months	MT.G.18.1 Notice shapes in the environment	Child holds and feels blocks shaped like circles, squares	Doctrine: Use shape-based mobiles with faces to talk about God creating all people uniquely. God’s handiwork is perfect and beautiful.	Introduce cloth books with pictures of religious objects, stained glass, and cross shapes. “God’s creation is beautiful, like these shapes you hold.”
18–24 months	MT.G.24.1 Begins to match basic shapes MT.G.24.2 Begins to sort familiar objects into two groups based on size	Sort shapes, play with shape puzzles; child names shapes in puzzles or books	Sacred Scripture: Noah’s Ark and creation stories.	Identify shapes in Bible story illustrations (e.g., round sun, square Ark windows). “God designed the world with shapes that fit together in harmony.”
24–36 months	MT.G.36.1 Matches basic shapes (circle, square) non-verbally	Shape matching, drawing shapes; child sorts shape blocks into groups	Sacred Scripture: God made all things to work together. Liturgy: Symbols used in Church (e.g., cross, circle for host).	Shape exploration with religious storybooks (Noah’s Ark, creation story). “Each shape has a place in God’s creation, working together.” Point out and sort liturgical symbols by shape.
36–48 months	MT.G.48.1 Recognizes and names typical shapes (circle, square, triangle) MT.G.48.2 Matches a wider variety of shapes and orientations MT.G.48.3 Explores three-dimensional shapes in the environment through play	Shape sorting, drawing shapes, building; child counts corners on squares or triangles	Liturgy: Recognizing sacred shapes and symbols. God’s world is full of patterns and designs.	Build simple churches with blocks; sort items by shape used in Mass (e.g., ciborium = circle). Explore cross, fish, host shapes connected to stories and rituals.
48–60 months	MT.G.60.1 Recognizes and names typical shapes (circle, square, triangle) MT.G.60.2 Matches a wider variety of shapes and orientations MT.G.60.3 Explores three-dimensional shapes in the environment through play	Child sorts flat shapes and 3D objects like spheres and cubes	Doctrine: Order and beauty in God’s creation. God created both seen and unseen worlds.	Encourage building altars, churches, stained glass windows using various shapes. Discuss importance of shapes in religious symbols and buildings. “God made the world we see and the world beyond, with many shapes all around.”
Bridge to B.E.S.T. Kindergarten	MA.K.GR.1; MA.K.GR.1.1; MA.K.GR.1.2; MA.K.GR.1.3; MA.K.GR.1.4; MA.K.GR.1.5 – Recognize, name, compare, and explore shapes and spatial relationships	Kindergarten activities including shape identification, sorting, and 3D shape exploration	Integration of all prior faith standards; prepares children for formal religious symbolism and geometric understanding in school	Use blocks to build churches or Bible story scenes while discussing geometric design in creation and faith spaces.

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Spatial Relations Learning Crosswalk

Age Range	Standards	Instructional Strategies/Methods	Religion Standards Alignment	Crosswalk / Integration Examples
0–8 months	MT.SR.8.1 Explores the properties of objects and watches how they move. MT.SR.8.2 Explores and experiments with objects and attends to events in the environment (e.g., shaking a rattle or ring of keys)	Use toys in various positions, tummy time activities; infant reaches for toys near or far	Christian Anthropology: God created the world for me to explore. God created the world with space and order.	As baby reaches for toys, say, “God made your hands to reach and play!” Connects early spatial understanding to Christian identity. “God made room for everything in the world, just like you reach out for your toys.”
8–18 months	MT.SR.18.1 . Begins to use the body to demonstrate an understanding of basic spatial directions (up, down, in, out, around, and under) MT.SR.18.2 Explores objects with different shapes	Child places toy in, on, or under a box	Christian Anthropology: My body is a gift from God. Doctrine: God’s presence everywhere.	While crawling under furniture: “God made your strong body to move under and over!” Use positional words and relate to God’s presence everywhere. “God is with us everywhere: above, below, and all around.”
18–24 months	MT.SR.24.1 Uses body to demonstrate an understanding of basic spatial directions through songs, finger plays, and games MT.SR.24.2 Begins to manipulate objects by flipping, sliding, and rotating to make them fit	Child says “ball is under the chair.”	Doctrine: God is with us everywhere. God watches over us from above. Morality: Respecting personal space and others.	Hide toy “in” box: “God is here when we go ‘in’ or ‘out’ . God is always with us!” “God watches over you from above, just like you watch the ball under the chair.” Teach sharing space and respect as part of God’s love.
24–36 months	MT.SR.36.1 Begins to demonstrate an understanding of basic spatial directions through songs, finger plays, and games. MT.SR.36.2 Manipulates objects by flipping, sliding and rotating to make them fit	Child sorts blocks by shape and stacks them	Christian Anthropology: God gave us minds to think and build. God’s creation has order and beauty. Liturgy: Processions and movement in Church.	Stack blocks and say, “You are a builder like God made you to be!” “God made all shapes and sizes to fit together perfectly.” Relate spatial terms to movements in Mass or Church processions.
36–48 months	MT.SR.48.1 Demonstrates an understanding of basic spatial directions through songs, finger plays and games MT.SR.48.2 Demonstrates directionality, order and position of objects by following simple directions	Hide an object and say, “It’s behind the book!”	Christian Anthropology: God created a world full of wonder and order. God guides our path. Doctrine: God’s order and beauty in creation.	“God gave us clues to explore!” “God guides your steps, just like you follow a map to find treasures.” Explore shapes and symmetry in nature as signs of God’s beauty.
48–60 months	MT.SR.60.1 Describes relationships between objects and locations with words and gestures by constructing models to demonstrate an understanding of proximity (beside, next to, between, below, over and under) MT.SR.60.2 Uses directions to move through space and find places in space.	Child follows a simple map to find hidden objects	Sacred Scripture: Journey stories. God is always near us. Catholic Social Doctrine: Building community with cooperation.	Use simple map to retell Israelites’ journey: “They walked across the desert this way!” “God is beside you always.” Use blocks and spatial reasoning to model cooperation and community building.
Bridge to B.E.S.T. Kindergarten	MA.K.NSO.1; MA.K.NSO.1.3 – Understand spatial properties and directions	Kindergarten readiness spatial activities; map skills; model building	Integrates previous standards; prepares children for formal spatial reasoning and faith integration	

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Measurement and Data Learning Crosswalk

Age Range	Standards	Instructional Strategies/Methods	Religion Standards Alignment	Crosswalk / Integration Examples
0–8 months	MT.MD.8.1 Explores objects in various ways	Infant notices when a toy is closer or farther away	Christian Anthropology: Each person is created in God's image. God created all shapes and forms.	Comment on size difference during play: "God made each thing different, some big, some small, just like you!"
8–18 months	MT.MD.18.1 Explores and shows awareness of the size and weight of object with adult assistance	Child compares two balls—one big, one small	Doctrine: Use shape-based mobiles with faces to talk about God creating all people uniquely. God's handiwork is perfect and beautiful.	Explore different sized objects naming God's diversity: "God loves the big and the small, just like these balls."
18–24 months	MT.MD.24.1 Uses appropriate size words or gestures (small, big) to describe objects accurately	Compare block sizes, hands-on measurement; child says "big block" or "heavy rock"	Sacred Scripture: Noah's Ark and creation stories.	Teach respect for order through measuring: "God gives us many things, some heavy, some light."
24–36 months	MT.MD.36.1 Uses increasingly complex size words to accurately describe objects MT.MD.36.2 Compares sets of objects by one attribute (e.g., sort by size)	Measure using hands and blocks	Sacred Scripture: God made all things to work together.	Discuss caring for things of different sizes: "Just like you measured the table, God measures the sky."
36–48 months	MT.MD.48.1 Uses size words to label objects MT.MD.48.2 Explores two objects by making direct comparisons in length, weight, and size using a single attribute MT.MD.48.3 Measures object attributes using a variety of standard and nonstandard tools with adult guidance MT.MD.48.4 Participates in group sorting and data collection	Child uses blocks to measure table length; sorts leaves by color/size	Liturgy: Symbols used in Church (e.g., cross, circle for host).	Measure plant growth: "God helps things grow tall!" Connect math and care for nature. Use charts for classroom activity planning linked to Church events.
48–60 months	MT.MD.60.1 Measures object attributes using a variety of standard and nonstandard tools. MT.MD.60.2 Identifies measurable attributes such as length and weight and solves problems by making direct comparisons of objects MT.MD.60.3 Seriates (places objects in sequence) up to six objects in order by height or length (e.g., cube towers or unit blocks) MT.MD.60.4 Represents, analyzes and discusses data (e.g. charts, graphs and tallies). Begins to predict the results of data collection MT.MD.60.5 Begins to predict the results of data collection	Use rulers, measuring cups, strings in activities; child uses ruler to measure paper length	Liturgy: Recognizing sacred shapes and symbols. Doctrine: Order and beauty in God's creation. God created both seen and unseen worlds.	Measure rainfall with rain gauge: "Let's see how much rain God sent!" Measure growth/time in Bible stories like Noah's. Encourages scientific thinking and gratitude.
Bridge to B.E.S.T. Kindergarten	MA.K.M.1.1; MA.K.M.1.2; MA.K.M.1.3; MA.K.DP.1.1 – Measurement and data readiness standards	Measurement activities using standard/nonstandard tools, sorting, data collection, and problem-solving	Aligns with all previous standards; prepares child for formal religious instruction and academic skills	

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Assessment Methods by Age Group (Aligned with FELDS Standards)

Age Group	Assessment Method	Why It's Developmentally Appropriate	Research Base & Theoretical Support	Example Tools/Resources
0–8 Months	Observation of Engagement	Infants explore through senses; observation reveals interest and interaction.	Vygotsky: social/environmental interactions foster growth.	Sensory/motor milestone checklists, journaling observations
	Parent & Caregiver Input	Parents provide key insight into social-emotional and physical growth.	Bronfenbrenner: environment's impact on development.	Parent questionnaires
8–18 Months	Developmental Checklists	Tracks key milestones like object permanence, cause-effect, communication.	Piaget: sensorimotor learning through interaction.	Milestone checklists, parent forms
	Portfolios (photos, artifacts)	Non-verbal children benefit from visual documentation.	Reggio Emilia: documentation supports reflection.	Photos of play, observation notes
18–24 Months	Naturalistic Observation	Observing in real settings supports authentic assessment.	Vygotsky: learning occurs in familiar environments.	Language/motor checklists, parent input
	Anecdotal Records	Captures emerging language and autonomy in real-time.	Erikson: autonomy and trust development.	Anecdotal note templates
2–3 Years	Play-Based Assessment	Play reflects cognitive and social skills authentically.	Piaget: symbolic play shows learning.	Play observation tools
	Interactive Language Assessments	Songs/rhymes assess communication in a playful way.	Vygotsky: language development through interaction.	Books, rhymes, parent language surveys
3–4 Years	Work Samples/Portfolios	Shows progression in thinking, problem-solving, creativity.	Gardner: multiple intelligences reflected in work.	Drawings, puzzles, early writing
	Rating Scales	Identifies emerging skills in structured domains.	Erikson: emerging social/emotional regulation.	Language/social checklists, scales
4–5 Years	Structured Observation with Criteria	Supports assessment of refined communication and comprehension.	Vygotsky/Piaget: higher-order thinking/scaffolding.	Teacher-created rubrics, structured tools
	Self-Assessment & Reflection	Encourages metacognition and personal expression.	Montessori/Reggio: self-reflection builds agency.	Child checklists, reflection prompts

Key Principles Across All Ages (Aligned with FELDS Standards)

- **Observation is essential** – captures authentic behavior and development.
- **Non-intrusive, play-based methods** – reduce stress and enhance reliability.
- **Family involvement** – offers deeper insight into development.

Theoretical and Research Foundations of Early Childhood Assessment

Theory/Source	Key Concepts	Influence on Assessment Practices
Jean Piaget’s Cognitive Development Theory	Stages: Sensorimotor, Preoperational, Concrete Operational	Observation and play-based assessments reflect how children learn through interaction and experience.
Lev Vygotsky’s Sociocultural Theory	Zone of Proximal Development (ZPD), Social Interaction, Scaffolding	Emphasizes naturalistic and interactive assessments; adult guidance in social contexts is essential.
Erik Erikson’s Psychosocial Stages	Stages like Trust vs. Mistrust, Autonomy vs. Shame	Anecdotal records and rating scales support observation of social-emotional development and autonomy.
Howard Gardner’s Multiple Intelligences	Multiple intelligences (linguistic, spatial, etc.)	Portfolios and work samples capture diverse expressions of learning and intelligence.
Reggio Emilia Approach	Children as capable learners, Documentation of learning	Emphasis on portfolios, photographs, and play-based assessments to reflect learning processes.
Montessori Method	Self-directed learning, Self-assessment	Encourages children's self-reflection; self-assessment practices included in learning environments.
Bronfenbrenner’s Ecological Systems Theory	Development within layered environmental systems	Supports parent and caregiver input in assessments; values context of the home and community.
NAEYC Standards	Developmentally appropriate practices, Family involvement	Encourages observation, documentation, and including family perspectives in assessment.
Best Practices (Research-Based)	Observation, Work Samples, Parent Input	Promotes multiple tools like observations, portfolios, and surveys to capture holistic development.

Sources

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- Vygotsky, L. (1978). Mind in Society: The Development of Higher Psychological Processes.
- Erikson, E. (1950). Childhood and Society.
- Gardner, H. (1983). Frames of Mind: The Theory of Multiple Intelligences.
- The NAEYC (National Association for the Education of Young Children) Position Statement on Early Childhood Assessment (2003).
- Bronfenbrenner, U. (1979). The Ecology of Human Development.
- 2023 ADOM Catechesis and Religion Standards

Materials & Resources

- Children's Bibles with pictures for counting and comparing.
- Real-life religious items: small/large crosses, candles, shells, prayer cards.
- Graphing boards, measurement tools (scales, nonstandard blocks).
- Liturgical calendars and seasonal visual aids.
- Songs and fingerplays with faith-based measurement concepts.
- 2023 ADOM Catechesis and Religion Standards

Sample Opportunities to Integrate Mathematical Thinking in the Daily Schedule and Learning Environment

TIME	ACTIVITY	MATHEMATICAL THINKING SUPPORT	RELIGIOUS CONNECTION	PHYSICAL LEARNING ENVIRONMENT SUPPORT
8:00 AM - 8:30 AM	Arrival and Free Play	Early number sense and spatial exploration through toys and manipulatives	Morning Prayer: Starting the day with a short prayer to thank God for the new day	Accessible areas for self-directed play with math and religious materials, soft area for prayer
8:30 AM - 9:00 AM	Circle Time	Counting, identifying shapes, recognizing patterns	God's Creation Story: Bible story related to creation (e.g., Genesis) and simple number concepts	Sit together in a circle with number cards and small religious symbols
9:00 AM - 9:30 AM	Math Exploration Stations	Exploration of numbers, shapes, and measurement with manipulatives (e.g., counting blocks, pattern blocks)	Creation Activity: Explore objects related to God's creation, like counting flowers, animals, etc.	Designated math corner with hands-on materials, shape sorting, and natural items
9:30 AM - 10:00 AM	Snack and Social Time	Opportunity for informal counting, measuring, and patterning during snack (e.g., counting crackers, sorting by color)	Blessing before Snack: Children say a short prayer before eating	Snack table with numbered cups and simple patterning activities during the break
10:00 AM - 10:45 AM	Outdoor Play	Measurement and spatial exploration through physical activities (e.g., jumping, running, comparing heights)	God's Creation Walk: Observing and talking about God's creation during outdoor time	Outdoor space with climbing structures and open areas for free movement, texture-based play materials
10:45 AM - 11:15 AM	Math in Nature	Counting natural objects (leaves, rocks), measuring the length of objects found outdoors	God's Gifts in Nature: Reflecting on the beauty of God's creation during outdoor exploration	Collect nature items for use in measuring and patterning activities
11:15 AM - 12:00 PM	Storytime	Use storybooks that include numbers, shapes, and patterns (e.g., "The Very Hungry Caterpillar")	Bible Story Time: Short Bible story or parable to reinforce religious values	Comfortable, cozy reading space with storybooks incorporating math and faith
12:00 PM - 12:30 PM	Lunch Time	Count and sort: children help with counting lunch items, sorting by color or size	Grace Before Meals: A prayer of thanks before lunch	Lunch area with opportunities for informal counting and sorting activities
12:30 PM - 1:00 PM	Rest/Nap Time	Quiet time, no formal math activity but opportunity for visual interaction with math displays in the room	Silent Prayer Time: Opportunity for personal reflection or short prayer	Soft resting area with math charts and religious imagery subtly incorporated into the environment
1:00 PM - 1:30 PM	Creative Play (Art, Blocks, etc.)	Shape creation, measuring with art supplies, pattern-making with art materials	Creation Art: Encourage creating artwork inspired by God's creation	Art area with plenty of materials for building, creating, and exploring shapes and patterns
1:30 PM - 2:00 PM	Closing Circle Time	Review of the day's math activities, counting objects, reflecting on learning	Closing Prayer: Thank God for the day's experiences and lessons learned	Circle space with visuals of the day's math concepts and religious symbols

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