

SEQUENCING THE DAILY CALENDAR

Grade Level: Pre-k

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Length of Unit: Six Lessons

I. ABSTRACT

The Daily Calendar is an essential component of any quality Pre-K program and should be taught to all beginning teachers as well as teachers of English Language Learners.

It is possible to implement an interactive, dynamic calendar by addressing Core Knowledge Pre-school sequence goals and activities. In addition to reviewing the teaching of traditional calendar activities such as points in time, students will practice refining gross motor skills, identify the location and function of basic organs and identify and describe basic needs. Whole and small group instruction, TPR (Total Physical Response) and SDAIE (Specially Designed Academic Instruction in English) strategies will be used.

II. OVERVIEW

A. Concept Objectives:

1. To develop an awareness of the passage of time.
2. To demonstrate an initial understanding of the living world.
3. Learn basic mathematical concepts (counting, patterning and number identification).

B. Content from the *Core Knowledge Sequence*:

1. Develop and Refine Gross Motor Skills, page 14
2. Understand and use increasingly varied and complex vocabulary and syntax, page 37
3. Quantify Groups of Objects, page 66
4. Understand and Use the Language of Time, page 72
5. Establish Reference Points in Time, page 73
6. Demonstrate an Initial Understanding of the Living World, page 85

C. Skill Objectives:

1. Student will answer questions using appropriate vocabulary and hand gestures.
2. Students will name numerals and recite the appropriate number sequence.
3. Students will correctly use the present, past and future tense and/or verbs in describing day to day occurrences.
4. Students will name the days of the week in sequence.
5. Students will identify and distinguish the days of the week which make up the "weekend".
6. Students will name the day that was "yesterday", the day that is "today" and the day that will be "tomorrow".
7. Students will identify the location and function of the heart and lungs.
8. Students will understand and use appropriate vocabulary to describe day-to-day occurrences.
9. Students will use a year as a division of time.
10. Students will name the current month.
11. Students will locate the date of birth.
12. Students will name holidays and special events marked by symbols on the calendar and whether it has occurred or will occur.
13. Students understand the importance of shelter and protection from temperature and weather.
14. Students will name numerals and recite the appropriate number sequence.
15. Students will organize and read quantitative data in simple bar graphs
16. Students will recite the number sequence 1-10+
17. Students will predict and continue a given pattern

18. Student will move through space without obstacles, without touching or bumping into other individuals or obstacles by walking, hopping (same foot and alternate foot) or jumping.

III. BACKGROUND KNOWLEDGE

A. For Teachers:

1. Garland, C. *Mathematics Their Way Summary Newsletter*. Saratoga, CA: Center for Innovation in Education, 1988. p. 4.1-4.14
2. *Math K: An Incremental Development, Teacher's Manual*. Norman, OK: Saxon Publishers, Inc. 1997. 0-939798-84-0. Available URL:<http://www.saxonpub.com>, P.v-viii
3. *2001 Grolier Multimedia Encyclopedia*. Danbury, CT: Grolier Interactive, Inc. Scholastic, 2000.
4. Recording, *We All Live Together, Volume I* by Greg and Steve. Available URL:<http://www.lakeshorelearning.com>

B. For Students:

1. The students will have a basic knowledge of numbers and counting.
2. Students will have a basic understanding of the passage of time.
3. Students will have an awareness of the location of the lungs and the heart.

IV. RESOURCES

- A. Copy of Appendices A-G.
- B. Anatomy Andy Doll, Lakeshore. LM 528. Available URL:<http://www.lakeshorelearning.com>
- C. Let's Dress Froggy Seasons and Weather Kit, Lakeshore. LM 813. URL:<http://www.lakeshorelearning.com>
- D. Recording, *We All Live Together, Volume I* by Greg and Steve. Available URL:<http://www.lakeshorelearning.com>

V. LESSONS

Lesson One (or Day One): What day is today?

A. Daily Objectives

1. Concept Objectives
 - a. To develop an awareness of the passage of time..
 - b. To demonstrate an initial understanding of the living world.
 - c. Learn basic mathematical concepts (counting, patterning and number identification).
2. Lesson Content
 - a. Understand and use increasingly varied and complex vocabulary and syntax, page 37
 - b. Quantify Groups of Objects, page 66
 - c. Understand and Use the Language of Time, page 72
 - d. Establish Reference Points in Time, page 73
 - e. Demonstrate an Initial Understanding of the Living World, page 85
3. Skill Objectives
 - a. Student will answer questions using appropriate vocabulary and hand gestures.
 - b. Students will name numerals and recite the appropriate number sequence.
 - c. Students will correctly use the present, past and future tense and/or verbs in describing day to day occurrences.
 - d. Students will name the days of the week in sequence.
 - e. Students will identify and distinguish the days of the week, which make up the

“weekend”.

- f. Students will name the day that was “yesterday”, the day that is “today” and the day that will be “tomorrow”.
- g. Students will identify the location and function of the lungs.

B. *Materials*

- 1. Daily Calendar, Appendix A
- 2. Balloons (2 daily)
- 3. Anatomy Andy Doll
- 4. Recording, We All Live Together, by Greg and Steve

C. *Key Vocabulary*

- 1. Yesterday-Today-Tomorrow
- 2. Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday
- 3. Weekend
- 4. Lungs, air, breathe

D. *Procedures/Activities*

- 1. Ideally, the Daily Calendar should be situated in front of the rug area. Introduce the Daily Calendar explaining the activities will become a routine and class will be adding activities as the year progresses.
- 2. Playing and singing a song, such as The Days of the Week, Good Morning or The Months of the Year can do transition to the rug for the Daily Calendar lesson.
- 3. Begin by pointing to Yesterday card and Teacher says, “It says here that today is _____. Is today _____?” Teacher models reply with appropriate hand gesture, such as throwing hands over shoulders and say, “Yesterday was _____. That day is all gone.” Students repeat statement.
- 4. Teacher: “Since that day is all gone, we will pop the balloon.” Note: Encourage students not to react to popping of balloon as this can get out of control.
- 5. Continue by pointing to the Today card. Teacher: “If yesterday was _____, then what day is today?” (Again, teacher should use a hand gesture when pronouncing the underlined word, such as pointing downwards). Teacher models reply, “Today is _____.”
- 6. Teacher: “Since today is _____, we have to blow up a balloon.” Students can name the color of the balloon. Before blowing into balloon, teacher should ask the questions similar to these and model appropriate responses (if possible, use the Anatomy Andy doll or some other visual):
 - T: What will I do with the balloon?
 - S: Blow it up.
 - T: How will I blow it up?
 - S: With air.
 - T: Where will I get the air.
 - S: From your lungs.
 - T: Where are your lungs?
 - S: (Students should hold their fists in the correct position) Here.
 - T: How many lungs do you have?
 - S: Two.
 - T: What are lungs for?
 - S: To breathe.
 - T: How can we take care of our lungs?
 - S: Never smoke!Teacher should blow up balloon, tie it and place it under the Today date card.

- 7. Teacher should turn date card around. Teacher: “This is the date for today. Can

- anyone tell me what number is on the card?”
8. Teacher can model the answer and continue with a quick number lesson by counting up to the specified number, by having the students show the correct number of fingers and by air “writing” the number. If the number is a double digit, cover one number at a time, at end say, “If we put these two numbers together, they become the number _____.”
 9. Continue lesson by saying, “When did we blow up the balloon?”
S: “Today.”
T: “When will we pop it?”
S: “Tomorrow.”
 10. Continue by pointing to the Tomorrow card. Teacher: “If today is _____, then Tomorrow will be _____?” (Again, teacher should use a hand gesture when pronouncing the underlined word, such as rolling hands around each other). Teacher models reply, “Tomorrow will be _____.”
 11. On Fridays and Mondays, include discussion of “Weekend”.
- E. *Assessment/Evaluation*
1. Students will reply with correct vocabulary and hand gestures.
 2. Students will have a basic understanding of the function of the lungs.

Lesson Two (or Day Two): The Twelve Months of the Year

- A. *Daily Objectives*
1. Concept Objectives
 - a. To develop an awareness of the passage of time..
 - b. Learn basic mathematical concepts (counting, patterning and number identification).
 2. Lesson Content
 - a. Understand and use increasingly varied and complex vocabulary and syntax, page 37
 - b. Understand and Use the Language of Time, page 72
 - c. Establish Reference Points in Time, page 73
 3. Skill Objectives
 - a. Student will answer questions using appropriate vocabulary.
 - b. Students will understand and use appropriate vocabulary to describe day-to-day occurrences.
 - c. Students will use a year as a division of time.
 - d. Students will name the current month.
 - e. Students will locate the date of birth.
 - f. Students will name holidays and special events marked by symbols on the calendar and whether it has occurred or will occur.
- B. *Materials*
1. Daily Calendar, Appendix A
 2. Holiday and Birthday Calendar Date Cards
 3. Pointer
- C. *Key Vocabulary*
1. January, February, March, April, May, June, July, August, September, October, November, December
 2. Current Year
 3. Holidays for Current Month on Calendar

4. Classroom Birthdays
 5. Current Year
- D. *Procedures/Activities*
1. Teacher points out Current Month, while asking, “Does anyone know the current month?”. Teacher can model the reply or give hints so children can try to recall the month.
 2. Teacher: “Let’s say the months of the year while we keep count on our fingers.” Students can repeat the months as the teacher says them or recite the months by themselves. Teacher should raise the appropriate number of fingers and say, “_____ is the (first, second, etc.) month of the year”.
 3. Teacher: “Can anyone tell me what holidays or special days we celebrate this month?”. Students can use pre-placed holiday and birthday calendar cards to reply. Teacher should initially explain holidays and prompt for correct response of birthdays.
 4. Teacher points to the current year and asks, “Can anyone tell me the year?”. Students can give choral response. Teacher should discuss End of Year and New Year in December and January.
- E. *Assessment/Evaluation*
1. Students will reply with correct vocabulary and hand gestures.
 2. Students will have a basic understanding of holidays and birthdays occurring on individual months.
 3. Students will have a basic understanding of the concept of the current year and next year.

Lesson Three (or Day Three): What should we wear today?

- A. *Daily Objectives*
1. Concept Objectives
 - a. To develop an awareness of the passage of time.
 - b. Learn basic mathematical concepts (counting, patterning and number identification).
 2. Lesson Content
 - a. Demonstrate an initial understanding of the living world, page 85.
 - b. Understand and use increasingly varied and complex vocabulary indicating time (season), page 37.
 - c. Quantify Groups of Objects, page 66
 3. Skill Objectives
 - a. Students understand the importance of shelter and protection from temperature and weather
 - b. Students will name numerals and recite the appropriate number sequence.
 - c. Students will organize and read quantitative data in simple bar graphs.
- B. *Materials*
1. Daily Calendar, Appendix A
 2. Circle Weather Wheel, Appendix B
 3. Bar Weather Graph, Appendix C
 4. Let’s Dress Froggy Seasons and Weather Kit (doll)
- C. *Key Vocabulary*
1. Winter, Spring, Summer, Fall
 2. Weather, Temperature
 3. Windy, Rainy, Sunny, Snowy, Foggy, Cloudy

4. Warm, Cold
 5. Sky
 6. More than, Less than, The Same
- D. *Procedures/Activities*
1. Teacher introduces the Weather portion of the calendar by either taking the students outside (remind students to “Stop and think, make a good choice”, ie. walk) or having the students look out the windows at the sky. Discuss the weather and sky. Return students to classroom.
 2. Initially, Teacher should review all weather options available on Weather Wheel while moving the arrow, until reaching the actual weather symbol. As the year progresses, the Student of the Day can move the arrow.
 3. Discuss the effect of the weather. Initially, Teacher can choose clothing for “Froggy” and lead discussion as to how he can protect himself from the elements. Discuss the repercussions of not doing so. As the year progresses, the Student of the Day can dress “Froggy” if necessary.
 4. Teacher or a student can color in one square on the weather graph, representing the weather for that day. Teacher should lead comparison of data on graph while using Key Vocabulary.
- E. *Assessment/Evaluation*
1. Students will reply with correct vocabulary.
 2. Students will demonstrate a basic understanding of the importance of protection from temperature and the weather.
 3. Students will verbally summarize the data on the bar graph.

Lesson Four (or Day Four): Day By Day

- A. *Daily Objectives*
1. Concept Objectives
 - a. To develop an awareness of the passage of time.
 - b. Learn basic mathematical concepts (counting, patterning and number identification).
 2. Lesson Content
 - a. Quantify Groups of Objects, page 66
 3. Skill Objectives
 - a. Students will recite the number sequence 1-10+
 - b. Students will read quantitative data in simple bar graph
- B. *Materials*
1. Daily Calendar, Appendix A
 2. Number Chart, Appendix D
 3. Marker
 4. Pointer
- C. *Key Vocabulary*
1. Numbers
 2. One Hundred
- D. *Procedures/Activities*
1. Teacher will count and write the number of the current school day on the Number Chart, daily.
 2. The whole class may count the days up to the current day or Teacher may choose to discuss the current number of school days.
 3. Special attention can be made on numbers ending with 0 or the tens, with a special

emphasis on the hundredth day of school.

E. Assessment/Evaluation

1. Students will reply with correct vocabulary.
2. Students will locate the hundredth day of school.

Lesson Five (or Day Five): Patterning Our Day

A. Daily Objectives

1. Concept Objectives
 - a. Learn basic mathematical concepts (counting, patterning and number identification).
2. Lesson Content
 - a. Quantify Groups of Objects, page 66
 - b. Develop and Refine Gross Motor Skills, page 14
 - c. Demonstrate an initial understanding of the living world, page 85
3. Skill Objectives
 - a. Students will predict and continue a given pattern
 - b. Student will move through space without obstacles, without touching or bumping into other individuals or obstacles by walking, hopping (same foot and alternate foot) or jumping.
 - c. Students will identify the location and function of the heart.

B. Materials

1. Daily Calendar, Appendix A
2. Daily Date Cards, Appendix D
3. Pointer
4. Anatomy Andy doll

C. Key Vocabulary

1. Next
2. Guess
3. Exercise
4. Heart
5. Heartbeat
6. Blood, Blood flow, Circulation

D. Procedures/Activities

1. Teacher points to Date Cards on calendar while repeating the pattern made by the cards. Students should join in as soon as possible. Eventually students should be able to orally repeat pattern as teacher points to Date Cards.
2. Teacher should encourage students to guess the shape that should appear for the current day before placing the card on the calendar. Teacher should give children hints or repeat the pattern so students can be successful in guessing the current card. Note: Pattern of Date Cards should be simple at beginning of year and progress to more difficult pattern as the year progresses.
3. Once the current date card is in place, the teacher will point and students will count the number of days in the month, stopping on the current date (class can clap whenever they count a number with a 0, the tens).
4. Students will stand and initially teacher will lead students in three or four physical activities, such as walking, marching, bending, standing on one foot, etc. while counting the current number of days in the month, again clapping on the tens. Eventually, different students can be called on to lead the class in these exercises.
5. The final exercise should be more physically taxing such as running in place, jumping

or hopping. Teacher can slow the count down to allow students to exert themselves for a while.

6. Immediately after the final exercise, have students place their hand over their heart. Teacher should ask questions similar to these and model appropriate responses (if possible, use the Anatomy Andy doll or some other visual):

T: What do you feel?

S: Boom-boom-boom.

T: What is that called?

S: A Heartbeat.

T: What causes a heartbeat?

S: Your heart.

T: Where is your heart?

S: (Point to chest) In our chest.

T: What does your heart do?

S: It makes our blood flow all over our body.

T: Why is it beating so fast?

S: We did exercise.

T: Does it stop when we sleep?

S: No. It beats slower when we are resting.

E. Assessment/Evaluation

1. Students will reply with correct vocabulary.
2. Students will continue the pattern.
3. Students will have a basic understanding of the location and function of the heart.

Lesson Six (or Day Six): Graphing Every Day

A. Daily Objectives

1. Concept Objectives
 - a. Learn basic mathematical concepts (counting, patterning and number identification).
2. Lesson Content
 - a. Quantify Groups of Objects, page 66
3. Skill Objectives
 - a. Organize and read quantitative data

B. Materials

1. Chart Holder
2. Question of the Day, Appendix F
3. Student Name Cards, Appendix D
4. Scrap Paper, same size as Student Name Cards
5. Marker

C. Key Vocabulary

1. More than, Less than, Equal to

D. Procedures/Activities

1. Teacher should introduce the Graph Question of the Day and the procedure to parents before beginning the activity with the students.
2. As part of the student's morning sign-in routine everyday, they should review the Question of the Day with their parents and place their Name Card under their response. The students can then continue with their regular routine until the teacher calls their attention to the Graph.
3. As the teacher reviews the Question of the Day and the answers with the class,

- stragglers who have not answered the question may do so at this point.
4. Before counting each answer students are asked, "Before we count the cards, can you use your eyes to tell me which answer has more?" Teacher can spread her hands apart to signify more.
 5. Continue with, "If that answer has more, then which answer has less?". Again, Teacher should use her hands to signify less. If the cards are equally spread apart or appear too close to call by sight, Teacher should say, "The cards look the same or equal to each other, don't they?"
 6. Finally, Teacher should say, "What can we do to check our answer? That's right, we should count."
 7. After counting each answer, write the number on a piece of paper and place next to the answer. Compare the numbers when finished and ask the students, "Which number is larger? Which one is smaller? Are they the same?". Circle the larger number.
 8. Before transitioning, review the Question of the Day and possible answers for the following day.

E. Assessment/Evaluation

1. Teacher will make assist students in answering the Question of the Day.
2. Students will identify larger and smaller quantities and numbers.

VI. CULMINATING ACTIVITY

1. Lessons 1-5 should be introduced and completed daily within a week's time. Teacher and student interest and mastery should be kept in mind. Students should be active and verbal. Songs, rhymes and physical activities should be introduced and alternated to retain interest. Initially Daily Calendar will take more time to complete but should conclude within 15 minutes, at the most, by the second month.
2. Graphing Every Day can be introduced later in the year.
3. A Personal Monthly Calendar, Appendix F, should be completed, in class, on a monthly basis. Students can color the weekends, holidays and vacation days with different colored crayons or markers. Holidays can be further highlighted with appropriate stickers. Students can cross out previous days. The calendar and the student's artwork can be mounted on a large piece of construction paper.

VII. HANDOUTS/STUDENT WORKSHEETS

1. Appendices A – F

VIII. BIBLIOGRAPHY

Garland, C. *Mathematics Their Way Summary Newsletter*. Saratoga, CA:Center for Innovation in Education, 1988. p. 4.1-4.14

Math K: An Incremental Development, Teacher's Manual. Norman, OK: Saxon Publishers, Inc. 1997. 0-939798-84-0. Available URL:<http://www.saxonpub.com>, p. v-viii

2001 Grolier Multimedia Encyclopedia. Danbury, CT : Grolier Interactive, Inc. Scholastic, 2000.

Appendix A-Daily Calendar

MONTH

1	2	3	4
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Number Chart

YEAR

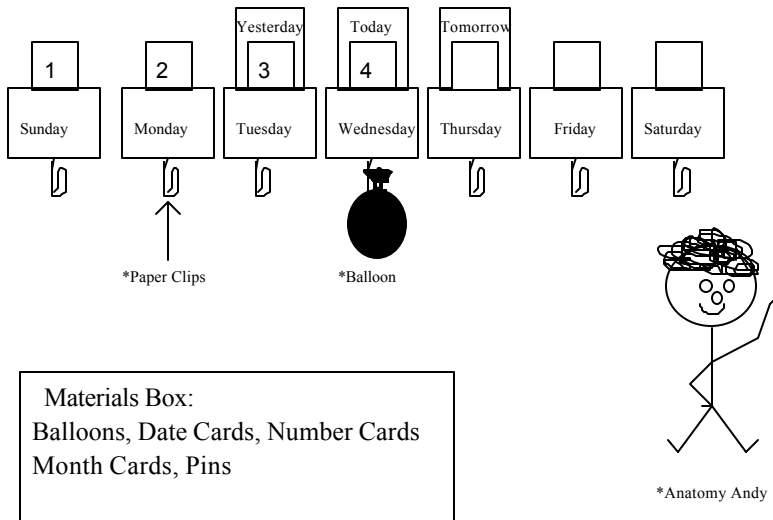
DAYS OF THE WEEK

①	②	③	④	Daily Date Cards		
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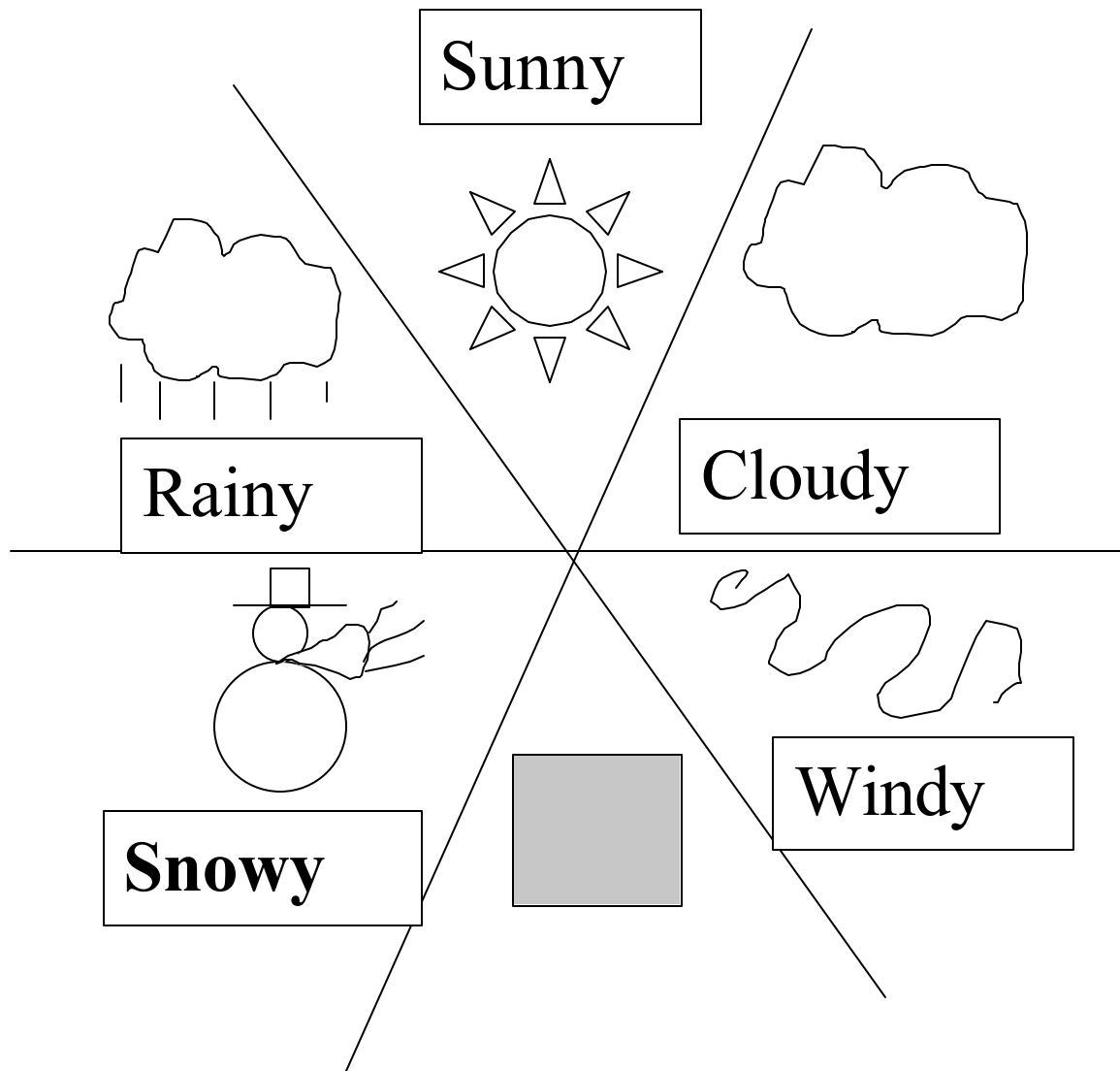
Weather Circle

Sunny	<div style="width: 100px; height: 20px;"></div>
Windy	<div style="width: 100px; height: 20px;"></div>
Cloudy	<div style="width: 100px; height: 20px;"></div>
Snowy	<div style="width: 100px; height: 20px;"></div>
Foggy	<div style="width: 100px; height: 20px;"></div>
Rainy	<div style="width: 100px; height: 20px;"></div>

Bar Weather Graph



Appendix B- Weather Circle



							Sunny
							Cloudy
							Windy
							Foggy
							Snowy
							Rainy

Appendix D- Calendar Notes

Number Chart:

0. Make or use a blank 100's chart.
3. 10 rows of squares across and 10 rows of squares down.
4. Pre-write 100 in the last square.
5. Place next to the Daily Calendar.

Daily Date Cards

1. Daily Date Cards can be teacher made to pattern in shapes and colors.
2. Begin the year with a simple ABAB pattern, introducing more difficult patterns as the year progresses.
3. Pre-program the Date Cards with the numbers 1-31. Date cards should be placed in the materials box.
4. Daily Date Cards can be pre-purchased in seasonal shapes.

Student Name Cards

1. Make a card for each student. Can be made with unlined small index cards.
2. Write child's name at bottom (or have children write own name), decorate, if desired, and laminate for durability.
5. Individual student cards can be store bought and used throughout the year for other activities.

Appendix E - Question of the Day

Examples of Yes or No Questions

1. Are you a boy or a girl?
2. Do you have long hair?
3. Are you Four years old?
4. Did you wear a sweater today?
5. Did you eat at school today?
6. Did you do your homework?
7. Do you have a pet?
8. Can you ride a bike?
9. Do you nave a pool?
10. Do you know how to roller blade?
11. Do you know how to ride a tricycle?
12. Did you walk to school today?
13. Did you ride a car to school today?
14. Can you tie your own shows?
15. Did you take a bath today?
16. Did you wear tennis shows today?
17. Are you wearing a dress?
18. Have you lost a tooth?
19. Can you count to 10?
20. Do you know this shape/color/number?
21. Are you the oldest/youngest in your family?
22. Are you wearing (color) today?
23. Did you go the park this weekend?
24. Do you like to sing/dance?
25. Can you say the flag salute by yourself?

Examples of Three Choice Questions:

1. Would you rather go to ...

Disneyland	Magic Mountain	Newberry Park
Beach	Park	Swimming Pool
McDonalds	KFC	Burger King
2. What color are you wearing?
3. Who do you prefer?

Mickey	Donald	Goofy
Elmo	Big Bird	Cookie Monster
Squirtel	Charmander	Pikachu
4. How did you come to school today?

Car	Walk	Bus
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5. What did you eat today?

Eggs	Pancake	Cereal
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6. What do you prefer?

Soda	Milk	Juice
Apples	Bananas	Mangos

(Month) (Year)

Appendix F - Personal Monthly Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday