



KINDERGARTEN SUPPLEMENT

Set C4 Geometry: Teddy Bear & Box Calendar Pattern

Includes

December Calendar Pattern

C4.1

Skills & Concepts

- ★ describe the location of one object relative to another object using words such as *inside*, *outside*, *behind*, *in front of*, *to the left of*, *to the right of*, *above*, and *below*
- ★ place an object in a specified position
- ★ identify, describe, and extend simple repeating patterns
- ★ read numerals and identify ordinal positions

Bridges in Mathematics Grade K Supplement

Set C4 Geometry: Teddy Bear & Box Calendar Pattern

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Bridges in Mathematics is a standards-based K–5 curriculum that provides a unique blend of concept development and skills practice in the context of problem solving. It incorporates the Number Corner, a collection of daily skill-building activities for students.

The Math Learning Center is a nonprofit organization serving the education community. Our mission is to inspire and enable individuals to discover and develop their mathematical confidence and ability. We offer innovative and standards-based professional development, curriculum, materials, and resources to support learning and teaching. To find out more, visit us at www.mathlearningcenter.org.

Set C4 ★ December Calendar Pattern



CALENDAR GRID

Teddy Bear & Box

Overview

This set of Calendar Grid markers replaces the student-made markers in the month of December, and provides opportunities for kindergartners to practice using key prepositions and prepositional phrases as they describe and discuss the position of a teddy bear relative to a box on each marker.

Skills & Concepts

- ★ describe the location of one object relative to another object using words such as *inside*, *outside*, *behind*, *in front of*, *to the left of*, *to the right of*, *above*, and *below*
- ★ place an object in a specified position
- ★ identify, describe, and extend simple repeating patterns
- ★ read numerals and identify ordinal positions

You'll need

- ★ Calendar Grid pocket chart
- ★ Day, Month, and Year Calendar Grid cards
- ★ Teddy Bear & Box Calendar Markers (available at <http://gotomlc.org/calmarkers>) Print 1 copy of the calendar marker sheets, preferably in color, single-sided, on white cardstock. Cut the calendar markers apart and laminate if desired.
- ★ Preposition Word Resource Cards (pages C4.7–C4.10, see Advance Preparation)
- ★ a teddy bear
- ★ a cardboard box large enough to hold the bear
- ★ helper jar containing a popsicle stick for each child with his/her name on it
- ★ *All About Where* by Tana Hoban (optional)

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Advance Preparation Run 1 copy of pages C4.7–C4.10 on cardstock. Cut apart the Preposition Word Resource cards; laminate if desired. Post the 8 cards on the wall to the left of your calendar grid pocket chart.

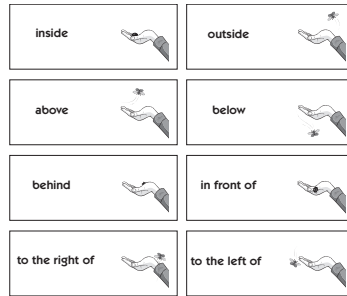
Introducing the Teddy Bear & Box Calendar Markers

Ask children to join you near the Number Corner display in your classroom. Show them your teddy bear and the cardboard box. Explain that the bear has come to school today to introduce the new calendar markers for the month.

Ask students to arrange themselves so everyone is sitting in a semi-circle facing the box. Place the bear in front of the box and then behind the box. Hold the bear above the box, and then put it under the box. Put the bear inside the box, and then take it back out of the box. Each time you change the bear's location, tell the students what you are doing, for instance, "I am putting the teddy bear *in front of* the box," "I am putting the bear *behind* the box," and so on.

Next, draw children's attention to the word cards you have posted to the left side of the calendar grid pocket chart. Read the cards to the students, and explain that these are some of the words people use to tell where things are.

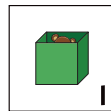
December Calendar Pattern (cont.)



Now point to each word or phrase and read it to the class again. As you do so, pull a stick out of the helper jar to choose a student to place the teddy bear accordingly.

Teacher *The word on this card says above. Sydney, will you please come hold the bear above the box?*

After you have reviewed all the cards, set the bear and the box aside, and post the first calendar marker in the correct pocket. Ask children to pair-share observations. What do they notice about this marker? After a few moments, pull sticks from your helper jar to call on children to share their observations with the class.



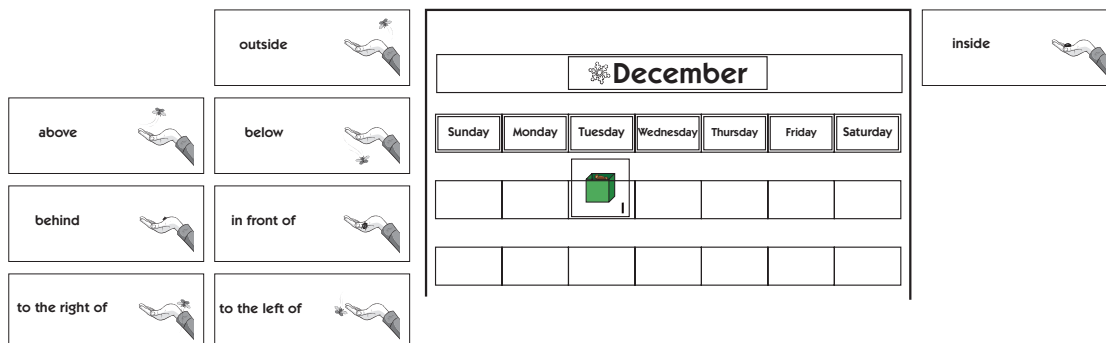
Students *It's a teddy bear!*

He's sitting in the box, like it's a little house for him.

That bear is in the box.

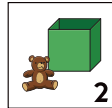
He looks kind of like Teacher's teddy bear!

Finally, read the preposition cards to the class again, and ask students to choose the word or phrase that best describes the location of the teddy bear relative to the box on the first marker. Post that card to the right of the calendar grid pocket chart, but leave the others where they are for now.



The following day, post the second marker on the calendar grid. Have children pair-share observations, and then call on volunteers to share their ideas with the group. As students share, ask them to describe the location of the teddy bear relative to the box.

December Calendar Pattern (cont.)



Students *It's a teddy bear again.
And there's a box, too.*

Teacher *Is the bear still inside the box?*

Students *No! He's out of the box.
He's sitting outside.
He's really close to the box.
He's kind of in front of the box.*

After students have volunteered several different descriptions, review the unused preposition cards one by one. Which of the words or phrases describe the bear's location? Which do not?

Teacher *Let's look at our word cards together and find the ones that tell where the bear is today.
The word on the first card says above. Can you put your hands above your head? Good! Is the bear above the box?*

Students *No!*

Teacher *The word on the next card says below. Can you put your hands below your knees? Okay!
Is the bear below the box?*

Continue until you have gone through all of the cards. Chances are, children will identify more than one card that describes the bear's location on the second marker, including *outside*, *in front of*, and *to the right of*. Post all of these to the right of the pocket chart for now, and then ask students to choose the one that is *the opposite* of the first. Move the other cards back to their original location, and explain that you will need them in the days to come.

December						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2			

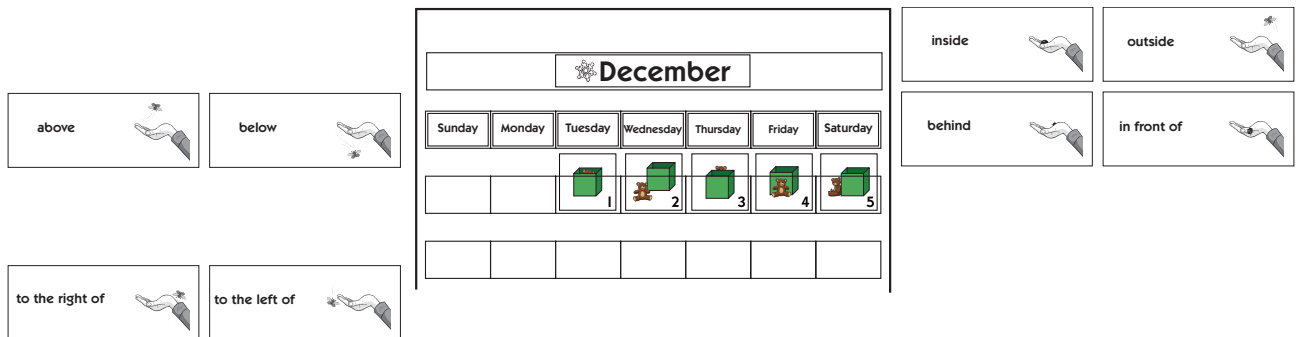
Continuing through December with the Calendar Grid

Each day, have a helper point to the calendar markers that have been posted so far as the class names the location of each teddy bear in the sequence. Have children predict what the next marker will show before you place it on the chart.

Once the new marker has been posted, ask students to share their observations. Encourage them to use any words and phrases they can to describe the position of the teddy bear each day. Some of the pic-

December Calendar Pattern (cont.)

tures will elicit more responses than others. When they see the fifth marker, for instance, children may say that the bear is beside the box, near the box, next to the box, or in front of the box. Acknowledge all of these descriptions, and then work with the children to select the card from the collection remaining on the left that best describes the bear's location (to the left of).



Teacher You have so many different ways to tell where the bear is on the marker for last Saturday! Jorge said the bear is in front of the box. Sari said the bear is next to the box. James said the bear is beside the box. We only have 4 cards left in our collection, though. Let's read them together and see if any of them work.

By the time you have reached the eighth day, all the word cards should be posted to the right of the calendar grid. Before you teach Number Corner the next day, remove all the cards, mix them thoroughly, and post them on the left-hand side of the calendar grid again. Each day, from the 9th through the 16th of the month, ask the children to choose a card from the set in order to predict the location of the bear. You can also ask students to use the teddy bear and the cardboard box to show their prediction before you post the marker for the day.

Begin the process again on the 17th, and continue through the last day of school before Winter Break. Here are some questions and prompts to use through the month:

- Let's name the position of each teddy bear as our helper points to the markers.
- Where do you think the teddy bear will be on the next marker? Why?
- Where is the bear on the 3rd (7th, 12th, 18th) marker?
- I see a teddy bear *behind* a box. Which marker(s) am I looking at?
- I see a teddy bear *below* a box. Which marker(s) am I looking at?

Extensions

Reinforce the language of position and location by reading *All About Where* by photographer Tana Hoban. This concept book is uniquely rich and open-ended by virtue of the fact that Hoban has listed 15 prepositions on the first and last page of the book, and encouraged children to use as many of them as possible to describe each photograph.

CHALLENGE

December Calendar Pattern (cont.)



If you have a computer in your classroom with Internet access, some of your kindergartners may enjoy two of the applets found on the Utah State National Library of Virtual Manipulatives web site: Ladybug Leaf and Ladybug Mazes. The web site is free and can be accessed at <http://nlvm.usu.edu/>. Follow the links to the Pre-K through 2 geometry section, where you'll find a variety of applets including Ladybug Leaf and Ladybug Mazes. In both of these activities, children program a ladybug around the screen to either hide behind a leaf (easier) or move through a maze (more challenging). Both provide good spatial problem-solving challenges, as well as practice with directional language and skills (forward, backward, right, left). Instructions are included with each applet on the web site, along with suggestions for parents and teachers. Another applet some students may enjoy is Turtle Geometry, also found on the National Library of Virtual Manipulatives web site.

December Calendar Pattern (cont.)

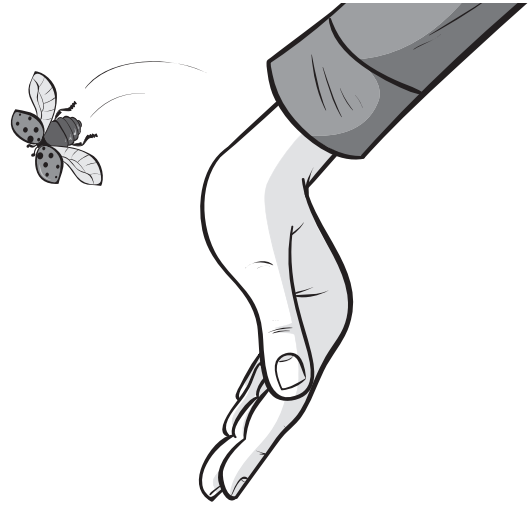
NOTE Below is a representation of the December calendar grid. The full-size calendar markers are available at <http://gotomlc.org/calmarkers>.

December						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Preposition Word Resource Cards page 1 of 4



inside



outside

Preposition Word Resource Cards page 2 of 4

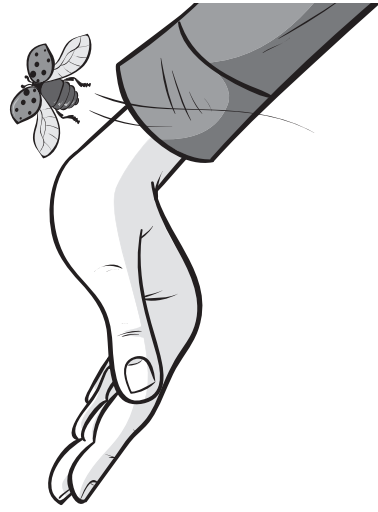
behind



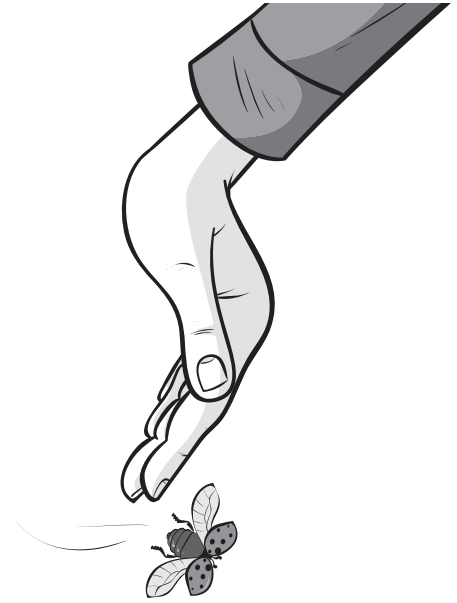
in front of



Preposition Word Resource Cards page 3 of 4



to the right of



to the left of

Preposition Word Resource Cards page 4 of 4



above



below