

# Kindergarten Number Corner Planner

April 2010

| MONDAY  | TUESDAY   | WEDNESDAY   | THURSDAY  | FRIDAY  |
|---|---|---|---|---|
|   |   |   | <p>1*</p> <p><b>D&amp;C</b> = Dog and Cat<br/>First activity: paint "fur"<br/><b>D&amp;C</b> paper<br/><b>CG</b> Last Look at Mar. from p. 249; make dog &amp; cat markers (can do tomorrow if not dry).<br/><b>YPC &amp; LESD</b> Count Mar., add to <b>YPC</b>; post 1st Apr. link (TG pp. 247-253)</p> | <p>2*</p> <p><b>CG</b> Finish cal markers; choose pattern; prepare pattern strip after school<br/><b>LESD</b> add second link<br/><b>OMS</b> spin <b>D&amp;C</b> spinner 10 times with students recording; students color 15 each of <b>D&amp;C</b> cards (TG pp. 254-259)<br/>Blacklines NC 2, 3, 25, 26 (8 on cardstock, cut apart)</p> |
| <p>5*</p> <p><b>CG</b> Using pattern strip, place 5 <b>D&amp;C</b> markers<br/><b>LESD</b> add 3rd link<br/><b>OMS</b> spin <b>D&amp;C</b> spinner 3 times, cards in chart, color graph; students show their method of recording results (esp. TG p. 262-3, 268-9)<br/><b>BC</b> Students match displayed clocks<br/>Blackline NC 27 (TG pp. 260-264)</p> | <p>6*</p> <p><b>CG</b> Post April birthday markers in cal pocket chart; use questions on TG p. 266; predict today's cal marker<br/><b>OMS</b> Spin 4th time, add card to chart, color graph, ask children to represent results; discuss results so far<br/><b>LESD</b> add 4th link</p> | <p>7</p> <p>Update <b>CG, LESD</b><br/><b>OMS</b> After 5th spin ask children to represent data.<br/>If you want to write addition sentences for the <b>D&amp;C</b> chart, can use record sheet as did last month (TG p. 268-9, esp. bottom p. 268, 270)<br/>(Optional) Blackline NC 28</p> | <p>8</p> <p>Update <b>LESD, OMS</b><br/><b>CG</b> Predict new calendar marker<br/><b>BC</b> Repeat Match the Clock (p. 264) for other 5 clock cards</p>   | <p>9</p> <p>Update <b>CG, LESD, OMS</b><br/><b>BC</b> Using Clock Poem, do Bean Clock activity 2 (TG p. 270)</p>  |
| <p>12</p> <p>Update <b>LESD</b><br/><b>OMS</b> Discuss cumulative results (TG p. 267)<br/><b>CG</b> Practice writing numerals – in air, chalk boards, practice pages (Opt.) Blacklines NC 6-15</p>  | <p>13</p> <p>Update <b>CG, LESD</b><br/><b>OMS</b> Consider writing equations for data as did last month in Frog &amp; Toad experiment (TG p. 270)<br/>Catch up on anything missed earlier in month (Opt.) Blackline NC 28</p>  | <p>14</p> <p>Update <b>CG</b><br/><b>OMS</b> After 10th spin ask children to represent data (TG p. 268-9)<br/><b>LESD</b> 10th link. Determine total # days in school by adding 10 to <b>YPC</b> total (TG p. 267)</p>  | <p>15</p> <p>Update <b>LESD</b><br/><b>CG</b> Predict new calendar marker, discuss patterns<br/><b>BC</b> Repeat second activity on p. 270 using all ten clock cards<br/><b>LESD</b> 11th day, so change colors today</p>   | <p>16</p> <p>Update <b>CG, OMS</b><br/><b>LESD</b> 12th link<br/><b>BC</b> Clock Poem, activity 3<br/>Catch up on anything you missed this week (TG p. 270-271)</p>   |
| <p>19</p> <p>Update <b>LESD</b><br/><b>OMS</b> Discuss cumulative results (TG p. 267)<br/><b>CG</b> Practice writing numerals – in air, chalk boards, practice pages<br/>Blacklines NC 6-15 as appropriate</p>  | <p>20</p> <p>Update <b>CG, LESD</b><br/><b>OMS</b> Consider writing equations for data as did last month in Frog &amp; Toad experiment (TG p. 270)<br/>(Optional) Blackline NC 28</p>   | <p>21</p> <p>Update <b>CG, LESD</b><br/><b>OMS</b> After 15th spin ask children to represent data (TG p. 268-9)</p>   | <p>22</p> <p>Update <b>LESD, OMS</b><br/><b>CG</b> Predict new calendar marker, discuss patterns<br/><b>BC</b> Second activity on p. 270 using all ten clock cards</p>  | <p>23</p> <p>Update <b>CG, LESD, OMS</b><br/><b>BC</b> Clock Poem, activity 3<br/>Catch up on anything you missed this week (TG p. 270-271)</p>   |

## Kindergarten Number Corner Planner April 2010 (cont.)

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| <p>26<br/>Update <b>LESD</b><br/><b>OMS</b> Discuss cumulative results (TG p. 267)<br/><b>CG</b> Practice writing numerals – in air, chalk boards, practice pages (Opt.) Blacklines NC 6-15</p> | <p>27<br/>Update <b>CG, LESD</b><br/><b>OMS</b> Consider writing equations for data as did last month in Frog &amp; Toad experiment (TG p. 270) (Opt.) Blackline NC 28</p> | <p>28<br/>Update <b>CG</b><br/><b>OMS</b> After 20th spin ask children to represent data (TG p. 268-9)<br/><b>LESD</b> Determine total # days in school adding 20 to <b>YPC</b></p> | <p>29<br/>Update <b>OMS</b><br/><b>CG</b> Predict new marker<br/><b>LESD</b> 21st day, so change colors today<br/>Can begin to color in May's markers. (TG p. 267, 283)</p> | <p>30<br/>Update <b>LESD</b><br/><b>OMS</b> Discuss cumulative results for the month! (TG p. 267-8)<br/><b>CG</b> Examine all patterns; can begin to color in May's markers (TG p. 283)</p> |
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\* People using the entire Bridges program devote entire math time on days 1-3 to new calendar. With other programs can spread out. After third day try to spend 10 minutes a day on Number Corner.

**D&C** = Dog and Cat, **CG**=Calendar Grid, **BC**=Bean Clock, **OMS**=Our Month in School, **LESD**=Link Each School Day, **YPC**=Yearlong Paper Chain, **KC**=Kid Count. **YTT**=Yesterday, Today, Tomorrow, **HWB**=Here's When (We Were) Born