

# Kindergarten Number Corner Planner

September 2009 Beginning Wednesday, Sep. 2nd

| MONDAY   |  | TUESDAY  | WEDNESDAY  | THURSDAY   | FRIDAY |
|--|--|--|--|--|--------|
| <p><b>Note</b> *We are unable to write planners for all the variations of school start dates, so adjust as needed. A second planner is available for a start date of Sep. 8th. If starting on a different date, all OMS numerals will need to be adjusted. If starting in Aug., hold off on shapes calendar markers until Sep. and consult Oct. Planner for last week of September.</p>  |  |  |  |  |        |
| <p><b>Additional Notes</b></p> <ul style="list-style-type: none"> <li>•OR &amp; WA (and, of course, any!) teachers: to meet new state standards, remember to start <b>Supplement Set A1</b>, Activity 1, The Rainbow Number Line, on the first day of school during Number Corner.</li> <li>•<b>All Teachers:</b> Consider the additional <b>Supplement Set A4</b>, Dots &amp; Fingers, a new Number Corner activity, which begins in September.</li> </ul> <p>Find these at <a href="http://www.mathlearningcenter.org/resources/materials/kindergarten/supplements.asp">http://www.mathlearningcenter.org/resources/materials/kindergarten/supplements.asp</a></p> |  | <p>2*</p> <p><b>CG</b> Intro Calendar Grid, pattern strip; insert triangle 1; find square in bucket, sing square song (Poems &amp; Songs A, first 4 pages)</p> <p><b>OMS</b> Model writing 1, record, place in first pocket (TG pp. 27-32)</p> | <p>3*</p> <p><b>CG</b> Review shapes, colors, pattern; sing circle Shapes song; find shape in bucket</p> <p><b>OMS</b> Writing 2's</p> <p><b>HWB</b> Have students fill in HWB markers (copy ex.) or if you made, find today's or earlier Sept. birthdays (TG pp. 18, 33-37)</p> | <p>4*</p> <p><b>CG</b> Determine shape, sing rect. song, place in chart; intro Days of the Week song (CD)</p> <p><b>OMS</b> Writing 3's</p> <p><b>HWB</b> Review Sept. birthdays and questions on p. 41 (TG pp. 38-41)</p> |        |
| <p>7</p> <p><b>Labor Day</b><br/><b>No School</b></p>  | <p>8*</p> <p><b>CG</b> Explain why &amp; how to "catch up" for the long weekend; sing rectangle song</p> <p><b>OMS</b> Practice writing numeral 4 (TG pp. 42-46)</p>             | <p>9</p> <p><b>CG</b> Focus on pattern strip as start 3rd repetition of pattern; have children say shapes as helper points</p> <p><b>HWB</b> Birthdays this week?</p> <p><b>OMS</b> Count 1-5 &amp; write 5's (TG p. 48 for rest of mo.)</p>   | <p>10</p> <p><b>CG</b> Tell a friend what you think today's shape will be; sing square song</p> <p><b>OMS</b> Practice writing numeral 6</p>   | <p>11</p> <p><b>CG</b> Sing circle song; find shape in bucket if interest holds</p> <p><b>OMS</b> Practice writing numeral 7</p>   |        |
| <p>14</p> <p><b>CG</b> Sing square song; from here on out find shape in bucket as interest remains</p> <p><b>OMS</b> Practice writing numeral 8</p> <p><b>HWB</b> Birthdays this week?</p>   | <p>15</p> <p><b>CG</b> Sing circle and Days of Week songs</p> <p><b>OMS</b> Practice writing numeral 9</p>   | <p>16</p> <p><b>CG</b> Sing rectangle and Days of Week songs</p> <p><b>OMS</b> Count 1-10, practice writing numeral 10</p>   | <p>17</p> <p><b>CG</b> Start of 5th repetition of pattern; discuss all patterns, including diagonals, reverse patterns, vertical ones</p> <p><b>OMS</b> Practice writing numeral 11 or 1's</p>   | <p>18</p> <p><b>CG</b> What makes a pattern; discuss attributes of a square</p> <p><b>OMS</b> Practice writing 12 or 2's as appropriate for your class</p>   |        |
| <p>21</p> <p><b>CG</b> Review "catching up" for the weekend; discuss attributes of triangles</p> <p><b>HWB</b> Birthdays this week?</p> <p><b>OMS</b> Practice writing numeral 13 or 3's</p>   | <p>22</p> <p><b>CG</b> Predict shape; sing square song and/or discuss attributes</p> <p><b>OMS</b> Practice writing numeral 14 or 4's</p>  | <p>23</p> <p><b>CG</b> Sing days song; discuss attributes of a circle</p> <p><b>OMS</b> Practice writing numeral 15 or 5's</p>   | <p>24</p> <p><b>CG</b> Predict today's; what happens tomorrow (starts 6th repetition of pattern); consider starting to make Oct. Markers (TG p. 58)</p> <p><b>OMS</b> Practice writing numeral 16 or 6's</p>   | <p>25</p> <p><b>CG</b> Starting pattern over again! Examine all patterns in all directions; consider starting to make Oct. Markers (TG p. 58)</p> <p><b>OMS</b> Practice writing numeral 17 or 7's</p>                     |        |
| <p>28</p> <p><b>CG</b> Predict shape; sing rectangle song; discuss attributes; consider making Oct. Markers (TG p. 58)</p> <p><b>OMS</b> Practice writing numeral 18 or 8's</p> <p><b>HWB</b> Review birthdays</p>   | <p>29</p> <p><b>CG</b> Start of last repetition; what will tomorrow's shape be? Consider making Oct. Markers (TG p. 58)</p> <p><b>OMS</b> Practice writing numeral 19 or 9's</p> | <p>30</p> <p><b>CG</b> The end! Examine all patterns; start making Oct markers if haven't already</p> <p><b>OMS</b> Practice writing numeral 20 or 2's</p> <p><b>HWB</b> Birthdays in Oct?</p>   | <p><b>Note:</b> Leave numbers in <b>OMS</b> chart for 1st day of October.</p>  |  |        |

\* People using the entire Bridges program in a half day K devote entire math time on days 1-4 to new calendar. With other programs can spread out. After fourth day try to spend 5 to 10 minutes a day on Number Corner.

**CG**=Calendar Grid, **OMS**=Our Month in School, **HWB**=Here's (When We) Were Born