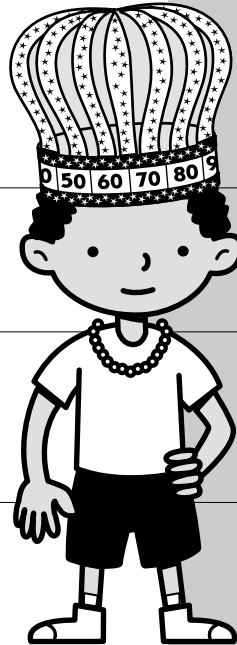
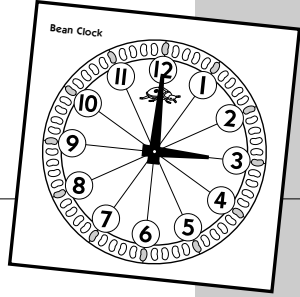


Number Corner Overview—Kindergarten

| | AUGUST / SEPTEMBER | OCTOBER | NOVEMBER | DECEMBER |
|---|---|---|--|--|
| The Calendar Grid patterning, counting, numeral recognition & calendar reading skills | Students do one-by-one counting and become familiar with color names and shape names and attributes as they decipher an ABCDABCD pattern of shapes. | Using hand-made markers, students make different repeating patterns, then choose one for the calendar. Names of the days of the week are practiced. | Students work with a repeating ABC pattern and sing the days of the week. | Students create quilt block markers to post in an ABC pattern and predict regularly how to extend it through the month. A countdown to winter break is featured. |
| Our Month in School counting, data collection, probability & money | Days in school are marked with numerals which students learn to name, count, and write. | Students observe and describe weather and post appropriate cards. Graphing activities are included. | Students determine the prevailing weather and post appropriate cards. Graphing activities are included. | Ten-frames showing a dot for each school day are posted; students explore various counting strategies. |
| | <div data-bbox="412 592 607 684" data-label="Text"> <p>A Link Each School Day</p> </div> <div data-bbox="467 688 548 903" data-label="Image"> </div> | The class creates a paper chain to record the days in school for the prior month. The October chain gains a new link each school day. | The September and October chains are joined, maintaining alternating colors for 10's. Students count in 1's and 10's. A chain is built for November. | The prior month's links are added to the chain and counting-by-10's numbers are attached. A new chain link is posted daily. |
| Yearlong Paper Chain counting by 1's & 10's | | | | |
| Here's When We Were Born months of the year & duration | Students learn the names of the months and practice reading classmates' names from a display of class birthdates. | Students learn a song featuring the names of the months. | Students continue naming the months and noting the month's birthdates. | Students born in December are acknowledged on their special day. |
| Kid Count counting & reading numbers to 30 | | | | Students read numbers and figure out how many are absent each day. Number cards to 20 and beyond help students read and order numerals to the Number Rock song. |
| Yesterday, Today & Tomorrow | | | | |
| Bean Clock | | | | |
| Day 100 Activities | | | | |



Number Corner Overview—Kindergarten continued

| JANUARY | FEBRUARY | MARCH | APRIL | MAY / JUNE |
|---|--|---|--|---|
| Sea creatures colored by the children could be featured on this month's calendar. | Red, white, and blue collages could be featured this month. | Student-made frogs and toads serve as grid markers in March. Students explore creating and extending possible patterns. | Student-made cats and dogs make lively grid markers. Students experiment with a variety of patterns for the markers. | Pictures of common events that occur in the morning, during the day, or at night serve as the end-of-the-year grid markers. |
| Students examine the growing number of dots for each school day and explore odd and even numbers and counting strategies. | A penny marks each school day. As each group of 5 is collected, a nickel is clipped to the chart. Coin counting strategies are explored. | As an introduction to probability, students spin an evenly-divided spinner and predict which animal will "win" the daily spin. The appropriate card is posted and the ongoing results are recorded in number sentences. | Continuing to explore probability, students spin an unevenly-divided spinner and predict which animal will "win" the daily spin. The appropriate card is posted and the ongoing results are graphed. Children represent the data in a variety of ways. | Decorated 5-point stars are posted each day to help children practice counting by 5's. |
| As the chain grows, more counting-by-10's numbers are attached. Links are posted to mark each school day. | As the chain grows, more counting-by-10's numbers are attached. New links are posted to mark each school day. Once 100 links are reached, a second chain is begun. | The second chain continues to grow as the prior month's collection of links is regrouped as needed and added. | The second chain continues to grow as the prior month's collection of links is regrouped as needed and added. Counting-by-10's numbers are added. | A poster is prepared to show the total number of days in school and the chain is posted for all to see. |
| January birthdates are noted and honored. | Students help locate the appropriate spaces on the calendar grid to place student cards for February birthdates as well as the 100th day. | Students help locate the appropriate spaces on the calendar grid for March birthdates. A song helps children remember the names of the months. | Students might help locate the appropriate spaces on the calendar grid for April birthdates. | May and June birthdates are honored and a Here's When We Were Born graph is created. Summer birthdates are honored. |
| Students read numbers and figure out how many are absent each day. Number cards to 20 and beyond help students read and order numerals to the Number Rock song. | Students read numbers and figure out how many are absent each day. Number cards help students read and order numerals. | Students read numbers and figure out how many are absent each day. Number cards help students read and order numerals. |  | |
| Student work is displayed to help children explore the meaning of yesterday, today, and tomorrow. | Class news is displayed to help children explore the meaning of yesterday, today, and tomorrow. | | | |
| | | Students brainstorm events that happen in the morning, during the day, and at night and explore how clocks help keep track of time. | Students practice telling time to the hour and matching visual information. | Time-telling activities can be reviewed as needed. |
| | The 100th Day celebration might include the making a crown with 100 stars, counting out and dividing 100 candies, and constructing a necklace with 100 cereal O's. | | | |