



KINDERGARTEN SUPPLEMENT

Set D9 Measurement: Morning, Noon & Night Calendar Pattern

Includes

May & June Calendar Pattern

D9.1

Skills & Concepts

- ★ use words to describe time (day, night, morning, afternoon)
- ★ identify clocks as tools that measure time
- ★ read time to the hour on analog and digital clocks
- ★ identify, describe, and extend repeating patterns
- ★ read aloud numerals from 0 to 31
- ★ identify ordinal positions through the 31st

Bridges in Mathematics Grade K Supplement

Set D9 Measurement: Morning, Noon & Night 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.

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Set D9 ★ May & June Calendar Pattern



CALENDAR GRID

Morning, Noon & Night

Overview

This set of Calendar Grid markers replaces the student-made markers in the month of May, and provides

opportunities for kindergartners to relate time to their own activities, recognize that clocks measure time, and tell time to the hour.

Skills & Concepts

- ★ use words to describe time (day, night, morning, afternoon)
- ★ identify clocks as tools that measure time
- ★ read time to the hour on analog and digital clocks
- ★ identify, describe, and extend repeating patterns
- ★ read aloud numerals from 0 to 31
- ★ identify ordinal positions through the 31st

You'll need

- ★ Calendar Grid pocket chart
- ★ Day, Month and Year Calendar Grid cards
- ★ May & June Morning, Noon & Night Calendar Markers (available at <http://gotomlc.org/calmarkers>) Print 1 copy of the calendar marker sheets in color, single-sided, on white cardstock. Cut the calendar markers apart and laminate if desired.
- ★ Hour Hand, Minute Hand poem (pages D9.7–D9.11, see Advance Preparation)
- ★ 2 pieces of lined chart paper (see Advance Preparation)
- ★ helper jar containing a popsicle stick for each child with his/her name on it

Advance Preparation You can locate the Hour Hand, Minute Hand sheets in the Poems & Songs portfolio that came with Number Corner, or you can run 1 copy each of pages D9.7–D9.11. Staple the pages in order to form a book, or

glue them to a piece of butcher paper to create a wall chart. Finally, draw 4 columns on both sheets of lined chart paper, as shown below. Add a title and column labels to the first sheet, and post the sheet next to your calendar grid pocket chart. Keep the second sheet in reserve until the middle of the month, and then attach it to the first so you can continue to record observations through the entire month.

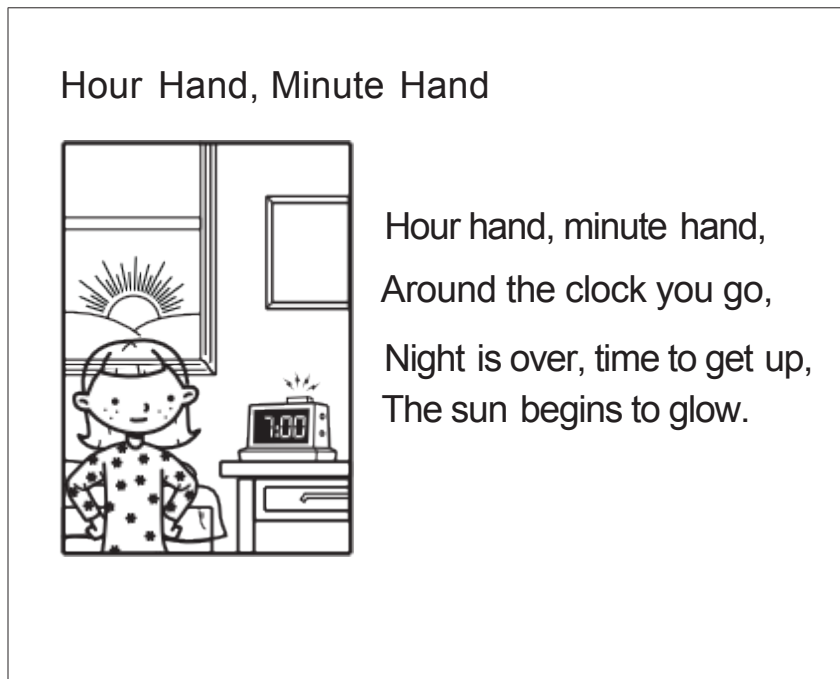
Morning, Afternoon and NightTime			
Date	Description of Picture	Time of Day	Clock Time



Introducing the Morning, Noon & Night Calendar Markers

Sometime before you teach the first Number Corner lesson this month—perhaps earlier in the day, or the day before—read the Hour Hand, Minute Hand poem to your students.

May & June Calendar Pattern (cont.)



Read the poem a second time and take a few minutes to discuss it with the children. What's going on in each of the pictures? What time does each clock show? Do any of your students get up at 7:00 or earlier on school days? How does the clock look when class starts at your school? Do any of the children eat lunch at 12:00? Do they have an apple, taco, and some milk, or do they eat different things for lunch? What time do they go to bed? After some discussion, move along to other activities. Leave the book or the wall chart accessible.

Start Number Corner by directing students' attention to the calendar grid. Place the first marker in the correct pocket, and ask children to pair-share observations. What do they notice about this marker? After a few moments, pull popsicle sticks from your helper jar to call on children to share their observations with the class.



Students *That was the same in the clock book.
Yeah, where the girl is getting up.*

*I have an alarm clock like that in my room
I do too. My clock rings at 7:00 to get me up.*

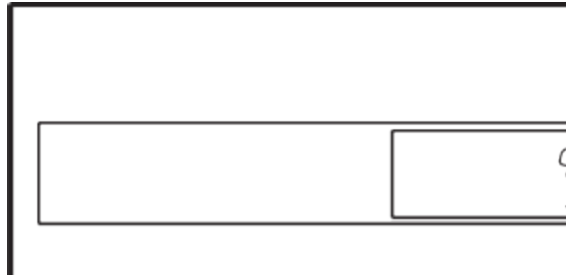
Teacher *What time of day does this marker show?*

Students *Morning time!*

Time to get up and get ready for school.

May & June Calendar Pattern (cont.)

The next day, read the Hour Hand, Minute Hand poem again. Then invite children to predict what Marker 2 will show, and place it on display in the correct pocket. Ask children to pair-share observations, and then call on a few volunteers to share with the group.



Students *It's a kid playing soccer!
I have soccer practice today.*

My brother has soccer tomorrow. I'm better than him, though.

Ask students what time of day is shown in the marker. Likely, there will be different ideas. Guide students to agree that during the school week, children usually have soccer practice in the afternoon.

Teacher *When do kids usually have soccer practice?*

Students *After school!*

*Mine is in the morning on Saturday.
My sister has hers right before dinner.*

Teacher *It sounds like when kids have soccer practice during the school week, it's usually after school. Is that in the morning or the afternoon?*

Gregor *In the afternoon!*

Repeat the process described above the following day. After children have made their predictions, posted the marker, and described what they see, introduce the recording chart. Start by entering information about the third marker, and then work with input from the class to enter information about Markers 1 and 2.

Morning, Afternoon and Night Time			
Date	Description of Picture	Time of Day	Clock Time
5/1	A girl is getting up.	Morning	7:00
5/2	Soccer practice	Afternoon	—
5/3	A boy is doing his homework.	Night	—

Continuing through May with the Calendar Grid

Each day, have a helper point to the markers that have been posted in the pocket chart as the class names the time of day each event usually occurs. 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.

May & June Calendar Pattern (cont.)

Teacher Who has a prediction about today's marker? What do you think we'll see?

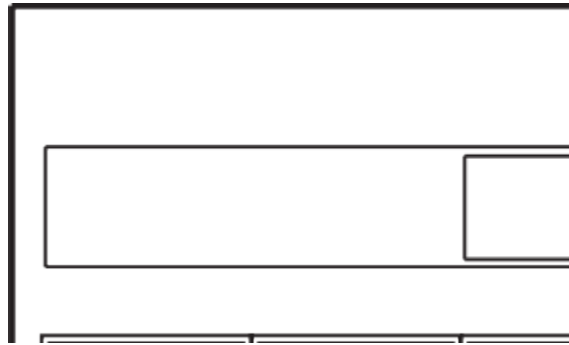
Maggie I think it's going to be about morning, that's for sure.

Teacher Maggie says the marker we'll post for today will be something that usually happens in the morning. Thumbs up if you agree with her. Why?

Students Because the calendar shows stuff about what people do.

It always goes morning, afternoon, night; morning, afternoon, night. It has to be morning next. I don't think there will be a clock on it because yesterday had a clock, and they skip some days. Maybe a kid will be getting on the school bus.

Teacher Jaime, you're our calendar helper today. Will you come put up the new marker?



Students Yep, morning!
He's brushing his teeth.

I brush my teeth every morning and every night.
What if it's night in that picture?

It's not dark, and on the pattern, it has to be morning.

Teacher Let's enter the information about today's marker on our chart.

Morning, Afternoon and Night Time			
Date	Description of Picture	Time of Day	Clock Time
5/1	A girl is getting up.	Morning	7:00
5/2	Soccer practice	Afternoon	—
5/3	A boy is doing his homework.	Night	—
5/4	Dad is making bacon and eggs.	Morning	—
5/5	Lunchbox with an apple and sandwich	Afternoon	12:00
5/6	Taco and chips for dinner.	Night	—

5/7	He's putting on his jacket.	Morning	—
5/8	The girls is at the park	Afternoon	—
5/9	Grandma is cooking a chicken.	Night	6:00
5/10	He's getting ready for school.	Morning	—

May & June Calendar Pattern (cont.)

Here is a summary of the questions and prompts mentioned so far, as well as some others you might use through the month:


























- Let's name the time of day on each marker so far.
- What are some of the morning-time (afternoon, evening) activities we can see on our calendar so far? What are some other activities people usually do in the morning? Do you think we'll see some of these activities on markers later in the month?
- Do you think we'll see a morning, afternoon, or evening activity on the next marker? Why?
- Will our next marker have a clock on it? How do you know?
- What time of day do you see on the 4th (9th, 15th, 25st) marker?
- I see a marker on the calendar grid that has a picture of someone cooking breakfast. Which marker am I thinking of?
- Is there a pattern in the markers this month? If so, what is it? How do you know it's a pattern? Can you find any other patterns in the markers so far?

Extensions

- Work with the class over the month to create a chart of some of your students' morning, afternoon, and evening activities during the school week. If there are events listed that happen at the same time each day, like recess or lunch, you might draw and label clocks beside those events. You might also make a chart of weekend morning, afternoon, and evening activities, and compare the two charts.
- Create a class time book by having each child draw a picture of something he or she does during the morning, the afternoon, or the evening. Or, you can give each student a piece of paper folded into thirds, and have them draw an activity for each time, and display the collection on the wall.

May & June Calendar Pattern (cont.)

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

May						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						
						
						
						
						

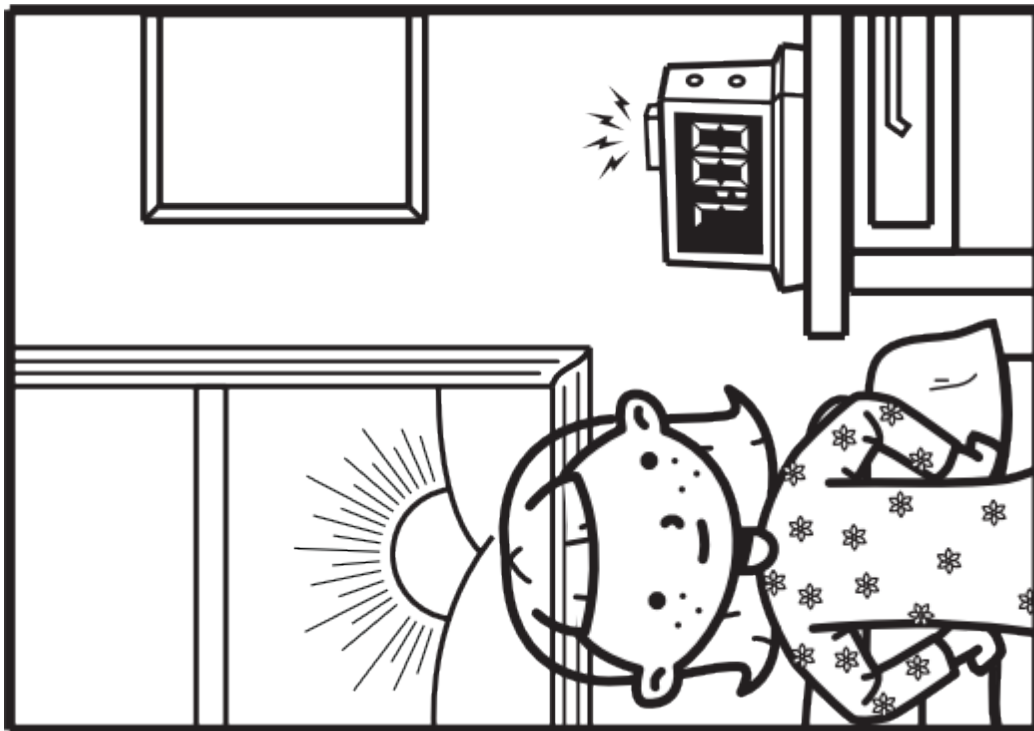
d, Minute Hand

Hour hand, minute hand,

Around the clock you go,

Night is over, time to get up,

The sun begins to glow.



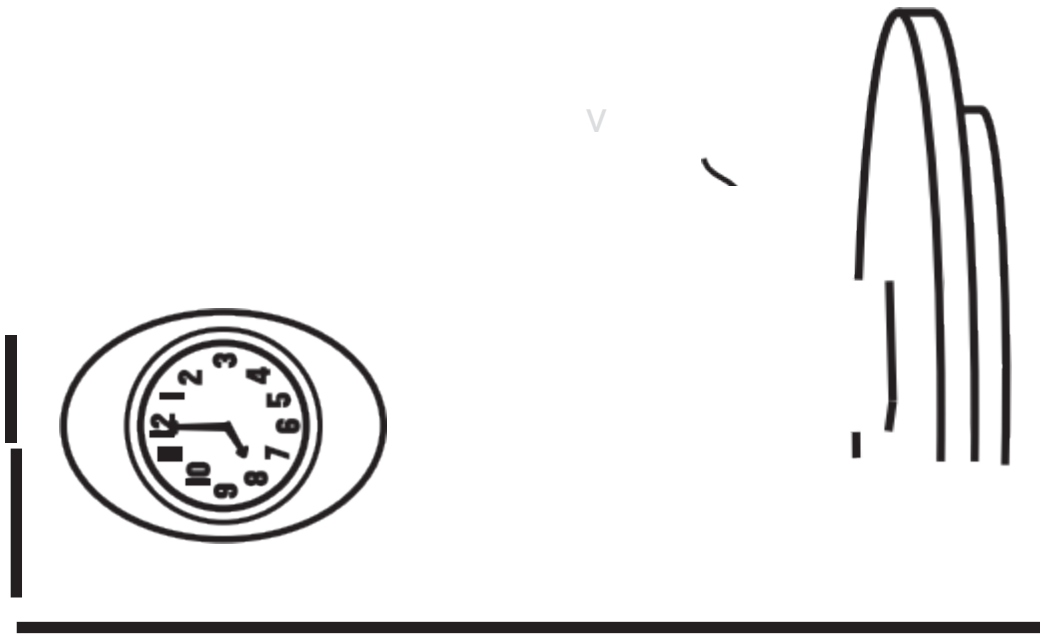
Hour hand, minute hand,


Around the clock you go,

Eat my breakfast, I can't be slow,

It's off to school I go.



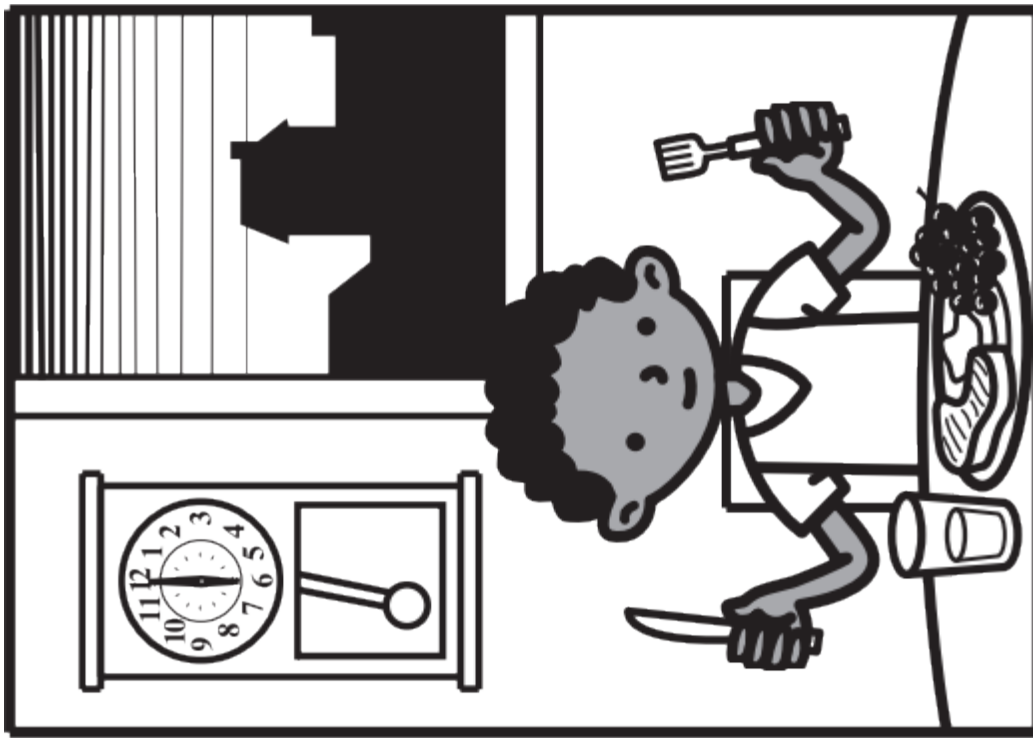




Hour hand, minute hand,
Around the clock you go,
An apple, taco, and some milk,
A healthy lunch to grow.



Hour hand, minute hand,
Around the clock you go,
We're all home and supper's on,
It's six o'clock you know.



Hour hand, minute hand,
Around the clock you go,
Read together, watch one show,
It's time for bed, I know.

by Donna Burk, illustrated by Tyson Smith



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