

# Kindergarten Calendar Activities

## Across the Strands Plus More

### A different graph each week / month

#### e.g. Graphing colours

Question:

What comes in many colours? (unifix cubes, fruit loops, bag of marbles, jelly beans, jujubes, flowers in the garden ....)

Which colours do you see most often?

Divide box of fruit loops/ or other from their list into small bowls (1 per partner)

Predict:

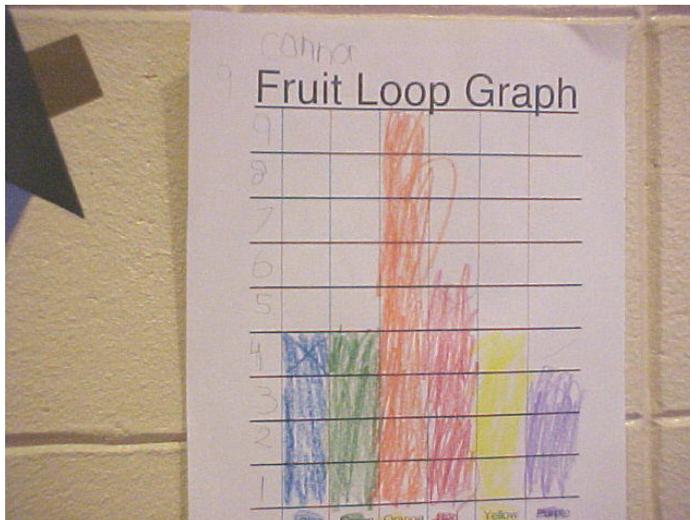
Look at all of the bowls. Which colour do you see most often?

Count & graph

- Could do partner graph
- Could have each partner report which colour is most common & graph that

Extend with

- other 'things that come in many colours'
- connect with home: predict, survey and graph (most commonly found flower colour, colour in my closet, car colour)



# Exploring Shape and Space

## Measurement

### weekly calendar activity

- Cut a length of string; vary length each time the activity is done with the class
- Open ended exploration:
  - Would you call this a long or a short piece of string? Why
  - What is longer? What is shorter?
  - Find something in the classroom that is this long; bring it back to circle to measure with the string
    - (all students, ½ the class taking turns, the special helper)

Begin with length (easiest for students) and then change activity to measurement of mass and volume

### Making comparisons

- special helper selects the arrow (longer, shorter; heavier, lighter; bigger, smaller)
- Ask 5 students to select one item each to bring to the circle.
- Discuss and have students make predictions before informally measuring the objects to sequence them below the arrows.
- Play Three Questions with the accumulated objects. Say: *I am thinking of one of the objects but can only answer yes and no to your questions.* Have students pose questions related to their relative dimensions. (e.g. Is it heavier than the stapler?). Explain that they must ask 3 eliminating questions before they can guess the o

## Shape

### Pattern blocks

- Special helper chooses a shape
- Ask: How can you combine that shape to make a new one?
- Describe the shape you have created.

### Shape of the week: do something different each day with that shape

- Talk about what it looks like (kid language) Identify and describe the attributes of each shape
- Sort shapes (is / is not the shape of the week; sort various sizes, colours etc of that shape)
- Form the shape using a variety of means (in sand, with playdough, with yarn, with rubber bands, etc.)
- Find that shape in everyday objects / go find that shape in the classroom
- Read a shape book

Shapes, Shapes, Shapes by Tana Hoban

So Many Circles, So Many Squares by Tana Hoban

The Shape of Things by Dale Ann Dodds

Brown Rabbits Shape Book by Alan Baker

Circus Shapes by Stuart Murphy

Shape Spotters by Megan Bryant

Sea Shapes by Suse Mac Donald

I See Shapes by Marcia Fries

# Exploring Patterns and Relations

## **Patterning using pattern blocks, or counters with differing colour and/or shapes**

- weekly calendar activity
- Special helper creates a pattern to challenge the class. (student might 'prepare' their pattern the day before). Class describes the pattern they see
- Students then use the same colours to create their own pattern
  - Solve with a partner; describe

## **Patterns on the calendar**

- Overlay your numbers over a pattern of shapes
- Or each month, use a couple different sets of calendar number cards to form different types of patterns. For example, in October use pumpkin and scarecrow cards to make an AB pattern (pumpkin, scarecrow, pumpkin, scarecrow, etc.).
- Ask: What shape do we need today? What shape will tomorrow be?

## **Action patterns**

- Special helper draws 2-3 cards from the bag (see sample) and uses them to create an action pattern that the class has to follow.
- Teach the class this rhyme
  - Eenie, meanie, minie, mo
  - Here's a pattern I can show
  - ...
  - Now I have a game for you
  - Can you make my pattern too?
- Have the special helper chant the rhyme incorporating their 4 beat pattern
  - Eenie, meanie, minie, mo
  - Here's a pattern I can show
  - (clap, stomp, clap, stomp)*
  - Now I have a game for you
  - Can you make my pattern too?

# Exploring Numbers

## Special helper chooses a number 1-10

- Special helper provides clues to the mystery number; with each clue, students make their guess by either counting out that many counters to place in front of them or by showing the number they think with their fan (see sample)
  - E.g. My number is less than 9; My number is greater than 4.....
- OR.....Students ask questions to guess the mystery number
  - Create a graph of the number of questions that were required to determine the number
  - E.g. is the number on the calendar already? Is the number greater than 5? Is the number less than 8?

## Peek & Count

- Begin with 1-5 objects; increase difficulty to 10, 15, 20
- Hide 4 objects under a cup
- Tell students that you are going to lift the cup for only a fraction of a second,
- Instead of students calling out the number of object, they could collect that number of counters & place them in front of them or show the number on their number fan (see sample)

## Forward / Backward

- Special helper spin spinner (see sample)
- Directs the class to count forward or backward 1-10
- Increase level of difficulty
  - Forward ./ backward 1-20
  - Special helper then rolls a 10-sided die to determine the number the class will begin at (e.g. 3 is rolled, and backward is spun: 3, 2, 1, 0)

## Calendar date number activities:

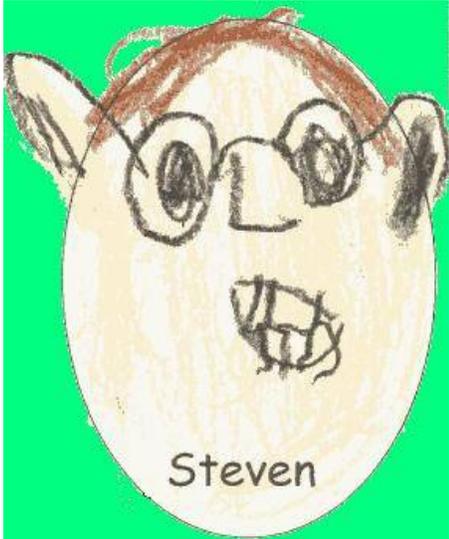
- Find that number of items in the class
  - $\frac{1}{2}$  of the class collects and then counts out the items with a partner
  - Teacher calls out numbers less than the calendar date. Partner counts out and returns that number of items to their place in the classroom until all have been returned
- Special helper spins More / Less spinner: Students find something in the class that has more / less than the calendar date number
- Tell a story about the number.
- Each student counts out and uses that number of unifix blocks to build; describe what was built
- Partners count out and use that number of pattern blocks to create a pattern
- Fill a jar with that many blocks/ beans; pour them out each day and count adding the new block; how many did we have yesterday? How many will we have tomorrow?
- Represent calendar number on 10-frames. Special helper adds the dot each day; class counts; some students may be able to see the 10's

## Bingo

- Special helper can roll 9-sided die or pull numbers from a bag and call out to the class
- Play as a centre. Students can each have their own board and take turns drawing a numeral card. Each child counts out the appropriate number of counters to correspond with their numeral.

## Develop the importance of numbers in their lives

- Talk about / share ideas of when students use numbers: generate a list
- Go on a number walk around the school / neighbourhood. Collect places where numbers are used
- Find numbers in your home
- Ask parent: What numbers are important to our family (phone number, number of children, house number/ address, number of days until our holiday)
- What would it be like if we didn't have any numbers? How would your life be different?
- Create an 'All About Me' in numbers (sample below)

 <p>Steven</p>	<p>~ Math About Me ~</p> <p>My birthday is 1-24-96.</p> <p>When I was born, I weighed 6 pounds and 2 ounces.</p> <p>My house number is 318.</p> <p>In school, my personal number is 1.</p> <p>I sit in row 1.</p> <p>There are 14 children in my class.</p> <p>My favorite number is 100.</p>
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### **Zero: a VERY important number**

Used when the date includes a zero:

#### **Zero the Hero**

(Tune: She'll be Coming Round the Mountain)

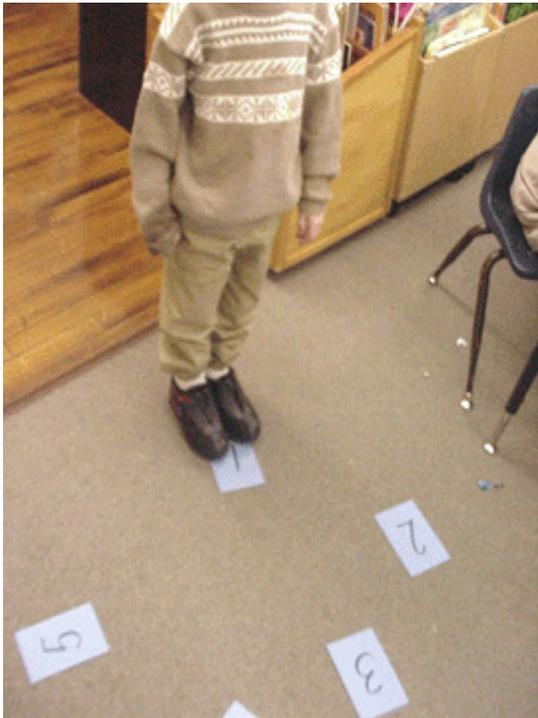
When you see a zero on the number line.  
Better watch out for a symbol or a sign  
From our friendly super-hero  
Who loves the number zero...  
Oh, he always comes to visit right on time.

#### **Zero Song**

(Tune: This Old Man)

This old number  
It means none  
It is even less than one  
With a Z-E-R-O  
That spells zero  
This old number is my hero

## Number recognition activities



Number recognition: walk on numbers in sequence; walk on the number that is called / rolled

Play "catch" and name the numeral under your hands (or add the numerals later in the year.)



One, one: the zoo is lots of fun

Two, two: see a kangaroo

Three, three: see a chimpanzee

Four, four: hear the lions roar

Five, five: watch the seals dive

Six, six: there's a monkey doing tricks

Seven, seven: count the elephants - eleven

Eight, eight: a tiger and his mate

Nine, nine: penguins in a line

Ten, ten: I want to come again!

**Example of a number poem**

# Incorporate learning simple sign language for counting

