

Money, Patterns, Calendar

Unit 13 Overview: 12 lessons

Every lesson in this unit is for the states that teach it in Kindergarten: teach the ones your state asks for and skip the rest. The parts need not come in a row. Coins (13.1 to 13.3), earning money and needs and wants (13.4 and 13.5), patterns (13.6 to 13.8), sharing (13.9) and the calendar (13.10 to 13.12) can each be taught when they fit the year; the calendar lessons belong in daily calendar time from the first weeks of school. Children name coins and say what they are worth, tell earning from gifts and needs from wants, continue and make patterns, share fairly, and use the days, the months and the parts of a day. Read every direction aloud.

THE UNIT, DAY BY DAY

Day 1	Pre-Check	What children already know (page 1 of the test pack).
Day 2	13.1 Name the coins	I can name pennies, nickels, dimes and quarters.
Day 3	13.2 Heads and tails	I can find heads and tails and count coins.
Day 4	13.3 What coins are worth	I can tell what a penny, a nickel and a dime are worth.
Day 5	13.4 Earning money	I can tell how people earn money.
Day 6	13.5 Needs and wants	I can tell needs from wants.
Day 7	13.6 Repeating patterns	I can tell what comes next in a pattern.
Day 8	13.7 The part that repeats	I can find the part of a pattern that repeats.
Day 9	13.8 Growing patterns	I can continue a growing pattern.
Day 10	13.9 Share fairly	I can share things fairly.
Day 11	13.10 Days of the week	I can use yesterday, today and tomorrow.
Day 12	13.11 Months and the calendar	I can use the months and a calendar.
Day 13	13.12 Morning, afternoon and night	I can put the parts of a day in order.
Day 14	Unit Review	The review pages, with a tip beside every question.
Day 15	Unit Test	Form A, read aloud to small groups; Form B (other pictures and numbers) is for a retest.

GET READY FOR THE UNIT

- Real or play coins in a cup for each pair: pennies, nickels, dimes and quarters
- Linking cubes in three colors, pattern blocks, paper plates and counters
- A class calendar, a days of the week chart and a months of the year chart
- Picture cards: job hats and tools, needs and wants, and the events of a day

HOW EACH LESSON GOES

- 1. Warm up** (5 min)
- 2. Teach** (10 min)
- 3. Try it together** (5 min)
- 4. Practice** (10 min)
- 5. Exit ticket** (5 min): a quick check on the lesson.

Each lesson page ends with the Animal Math sheets, makers, tools and quizzes for it. “Sheet 3” is the third worksheet of a pack; a color pack prints each sheet again in black and white.

CHECKING AS YOU GO

EXIT TICKET	Kindergarten Money, Patterns and Calendar Exit Tickets: one for every lesson, two to a page
PRINTABLE	Kindergarten Money, Patterns and Calendar Test: the Pre-Check, the Unit Review and the Unit Test (Forms A and B), with keys



Money, Patterns, Calendar

Lesson 13.1: Name the coins

GOAL Children name pennies, nickels, dimes and quarters by their color, size and pictures, and know each coin from either side.

About 35 minutes

I can name pennies, nickels, dimes and quarters.

THE LESSON

- 1 Warm up** (5 min) Hide a coin in your hand. Children guess which coin it is, then you open your hand and the class names it together. Play a few rounds.
- 2 Teach** (10 min) Show each coin on a big picture card and name it with one way to spot it: the penny is brown; the dime is the smallest; the nickel is bigger, with a smooth edge; the quarter is the biggest. Turn each card over: the other side is the same coin.
Say: "A penny is brown. A dime is the smallest. A quarter is the biggest. Turned over, it is still the same coin."
- 3 Try it together** (5 min) Pairs pour out their coins and name each one as they line it up. Then play "Show me": you call a coin, and they hold one up.
- 4 Practice** (10 min) Children draw a line from each coin to its name on sheet 1 of Identifying Coins, then circle every coin you name, row by row, on sheet 2.
- 5 Exit ticket** (5 min) Read **Exit Ticket 13.1** aloud, one question at a time. Children answer, then circle a face as you read the "I can" line. The quarters show heads and tails: a child who circles only one knows one side of the coin.

Need help? Start with the penny and the quarter, the easiest pair to tell apart, then add the dime and the nickel.

Ready for more? Circle each coin's name on sheet 5 of Identifying Coins as you read the names.

GET READY

- A cup of real or play coins for each pair
- Big coin picture cards, heads and tails
- A magnifying glass or two

WORDS TO USE

penny: the brown coin

nickel: a silver coin, bigger than a dime, smooth on its edge

dime: the smallest coin

quarter: the biggest of the four coins

ASK

- How do you know it is a dime?
- Which coin is the biggest? The smallest?
- Is it still a nickel when I turn it over?

WATCH FOR

Mixes up the nickel and the quarter. Lay them side by side: the quarter is bigger, with ridges on its edge; the nickel is smooth.

Calls a dime a penny because both are small.

Look at the color: the penny is brown, the dime silver.

Knows a coin from one side only. Flip each coin and name it again: both sides are the same coin.

ON ANIMAL MATH

PRINTABLE

Identifying Coins: sheets 1-2, then sheet 5

TOOL

Money: New Coins Land Mixed, then name each coin

QUIZ

Money Quiz: the Coin Names level

EXIT TICKET

Kindergarten Money, Patterns and Calendar Exit Tickets: Exit Ticket 13.1

Money, Patterns, Calendar

Lesson 13.2: Heads and tails

GOAL Children tell the heads side of a coin from the tails side, sort a mixed group of coins, and count how many there are of each kind.

About 35 minutes

I can find heads and tails and count coins.

THE LESSON

- 1 Warm up** (5 min) Flip a big coin picture. Children put their hands on their heads for heads and wiggle a pretend tail for tails.
- 2 Teach** (10 min) Show the heads and tails of each coin: heads has a face; tails has a building, a torch or an eagle. Pour out a few coins and sort them into four piles, saying each name. Then count each pile, touching each coin once.
Say: "Heads shows a face. Tails shows the back. Heads or tails, a penny is still a penny."
- 3 Try it together** (5 min) Pairs sort their coins on the mat and count each pile: "We have 3 dimes." Then they count how many coins in all show heads.
- 4 Practice** (10 min) Children count each kind of coin and write how many on sheet 3 of Identifying Coins, then circle the tails side of each coin on sheet 4.
- 5 Exit ticket** (5 min) Read **Exit Ticket 13.2** aloud, one question at a time. Children answer, then circle a face as you read the "I can" line. Count the quarters whichever side is up; the second question counts every coin that shows heads.

Need help? Sort only pennies and dimes first, then add the other two coins.

Ready for more? In the Money tool, Flip All, then count the coins that show heads and the coins that show tails.

GET READY

- A cup of mixed coins and a sorting mat with four boxes for each pair
- A big quarter picture, heads and tails

WORDS TO USE

heads: the side with a person's face

tails: the other side, with a building, a torch or an eagle

sort: put the same coins together

ASK

- Which side is heads? How do you know?
- How many dimes did you find?
- Is this a dime when it shows tails?

WATCH FOR

Counts only the quarters showing heads. Turn a quarter over: it is still a quarter, so it counts.

Counts a coin twice. Slide each coin to the side as it is counted.

Mixes up heads and tails. Look for the face: a face means heads.

ON ANIMAL MATH

PRINTABLE

Identifying Coins: sheets 3–4

TOOL

Money: Sort by Coin, then Flip All

QUIZ

Money Quiz: the Coin Names level

EXIT TICKET

Kindergarten Money, Patterns and Calendar Exit Tickets: Exit Ticket 13.2

Money, Patterns, Calendar

Lesson 13.3: What coins are worth

GOAL Children learn that a penny is worth 1 cent, a nickel 5 cents and a dime 10 cents, and that size does not tell worth: the small dime is worth the most.

About 35 minutes

I can tell what a penny, a nickel and a dime are worth.

THE LESSON

- 1 Warm up** (5 min) Drop pennies into a cup one at a time while the class counts to 10, listening to each clink.
- 2 Teach** (10 min) Put down 1 penny: 1 cent. Count 5 pennies beside a nickel: a nickel is worth 5 pennies, 5 cents. Count 10 pennies beside a dime: 10 cents. Hold up the big nickel and the small dime and ask which is worth more.
Say: "A penny is 1 cent, a nickel is 5 cents and a dime is 10 cents. The dime is small, but it is worth the most."
- 3 Try it together** (5 min) Pairs trade 5 pennies for a nickel and 10 pennies for a dime. Then hold up a price tag (1, 5 or 10 cents); pairs show the one coin that pays it.
- 4 Practice** (10 min) Children match each coin to its name and write what it is worth on sheet 1 of Pennies, Nickels, Dimes and Quarters (help with the quarter, 25 cents), then circle the coin worth more in each pair at the top of sheet 2.
- 5 Exit ticket** (5 min) Read **Exit Ticket 13.3** aloud, one question at a time. Children answer, then circle a face as you read the "I can" line. The dime is smaller than the nickel and worth more: a child who circles the nickel is going by size.

Need help? Learn the penny and the dime first, with their pennies counted out beside each.

Ready for more? Play store: price toys at 1, 5 or 10 cents, and children pay with the one coin that is worth that much.

GET READY

- Real or play pennies, nickels and dimes for each pair
- A cup of 10 pennies for each pair
- Price tags for 1, 5 and 10 cents

WORDS TO USE

cent: how we count money; a penny is 1 cent

worth: how much money a coin is

worth more: it is more money

ASK

- How many pennies make a nickel?
- Which is worth more, a nickel or a dime?
- Why is the little dime worth more than the big nickel?

WATCH FOR

Thinks a bigger coin is worth more. Trade it out: 10 pennies for a dime, only 5 for a nickel.

Says a nickel is worth 1 because it is one coin. Count 5 pennies onto the nickel: one nickel, 5 cents.

Mixes up 5 and 10 cents. Say "nickel, 5" with five fingers up and "dime, 10" with ten.

ON ANIMAL MATH

PRINTABLE

Pennies, Nickels, Dimes and Quarters: sheet 1, and the top half of sheet 2

TOOL

Money: Show Values on Coins

QUIZ

Money Quiz: the Coin Values level

EXIT TICKET

Kindergarten Money, Patterns and Calendar Exit Tickets: Exit Ticket 13.3

Money, Patterns, Calendar

Lesson 13.4: Earning money

GOAL Children learn that people earn money by working at a job, name some jobs and the skills they need, and tell money that is earned from money given as a gift.

About 35 minutes

I can tell how people earn money.

THE LESSON

- 1 Warm up** (5 min) Hold up a hat or tool card. Children act out the job without words: spray the hose, stir the pot, carry the mail.
- 2 Teach** (10 min) Hold up a chef's hat: a chef cooks food and earns money for it, and needs to know how to cook. Do the same with two more jobs. Then tell two stories: "Mia walks a dog and gets \$2." "Grandma gives Leo \$5 for his birthday." Ask which money was earned.
Say: "When you do work and get paid, you earn money. A gift is given to you; you did not work for it."
- 3 Try it together** (5 min) Read short money stories. Children stand up for earned and sit down for a gift. Then each names a job they might like and one skill it needs.
- 4 Practice** (10 min) Children draw a line from each job to its work on sheet 1 of Jobs and Earning Money, then circle earned or gift on sheet 2 as you read each story.
- 5 Exit ticket** (5 min) Read **Exit Ticket 13.4** aloud, one question at a time. Children answer, then circle a face as you read the "I can" line. Read each choice as you point to its picture: working as a firefighter and selling lemonade earn money; the gifts and the games do not.

Need help? Use three jobs only, with real hats or tools to hold, before the picture cards.

Ready for more? Circle the skill each job needs on sheet 3 of Jobs and Earning Money.

GET READY

- Picture cards or real things for jobs: a firefighter's helmet, a chef's hat, a mail bag, a hammer
- A gift bag and a few play dollars

WORDS TO USE

job: work people do

earn: get money for doing work

gift: something given to you, not earned

skill: something you know how to do well

ASK

- How does a firefighter earn money?
- Was this money earned or a gift? How do you know?
- What skill does a cook need?

WATCH FOR

Says birthday money was earned. Ask "Did they do work for it?" A gift is given, not earned.

Thinks playing a game earns money. Earning means doing work and being paid for it.

Matches a job to the wrong work. Ask what the hat or tool is for: a hose puts out fires.

ON ANIMAL MATH

PRINTABLE **Jobs and Earning Money:** sheets 1-2, then sheet 3

EXIT TICKET **Kindergarten Money, Patterns and Calendar Exit Tickets:** Exit Ticket 13.4

Money, Patterns, Calendar

Lesson 13.5: Needs and wants

GOAL Children sort things into needs (what we must have to live and be safe: food, water, a home, clothes) and wants (things that are nice to have but we can live without).

About 35 minutes

I can tell needs from wants.

THE LESSON

- 1 Warm up** (5 min) Name a thing. Children touch their heads for a need and wiggle their fingers for a want, then tell why.
- 2 Teach** (10 min) Hold up a water bottle: can we live without water? No, it is a need. Hold up a toy car: we can live without it, so it is a want. Sort a few more cards into the baskets, saying why. Everyone has wants; a want is not bad, it is just not a need.
Say: "A need keeps us alive and safe. A want is nice to have, but we can live without it."
- 3 Try it together** (5 min) Each child gets a picture card, says "need" or "want" and why, and puts it in a basket. The class checks each one: could we live without it?
- 4 Practice** (10 min) Children circle need or want under each picture on sheet 1 of Wants and Needs, then cut and glue the pictures under Needs or Wants on sheet 2.
- 5 Exit ticket** (5 min) Read **Exit Ticket 13.5** aloud, one question at a time. Children answer, then circle a face as you read the "I can" line. Read each choice as you point to its picture: water is the need on the first question, the basketball the want on the second.

Need help? Sort real things first: a cup of water, a coat, a toy, a ball.

Ready for more? Draw a need and a want of your own and tell a partner which is which.

GET READY

- Picture cards of needs and wants: food, water, a coat, a bed, a toy, a game, a treat
- Two baskets labeled Needs and Wants
- Child scissors and glue sticks

WORDS TO USE

need: something we must have to live and be safe

want: something nice to have that we can live without

ASK

- Can we live without it?
- Is a toy a need or a want? Why?
- What is a need you have every day?

WATCH FOR

Calls a favorite toy a need. Ask "Could you live and be safe without it?" Loving it does not make it a need.

Calls ice cream a need because it is food. Food is a need, but a treat is a want: we could eat other food.

Thinks wants are bad. Wants are fine to have; we can just live without them.

ON ANIMAL MATH

PRINTABLE

Wants and Needs: sheets 1-2

EXIT TICKET

Kindergarten Money, Patterns and Calendar Exit Tickets: Exit Ticket 13.5

Money, Patterns, Calendar

Lesson 13.6: Repeating patterns

GOAL Children copy, continue and say repeating patterns (AB, AAB, ABB and ABC) with sounds, movements, cubes and pictures, and tell what comes next.

About 35 minutes

I can tell what comes next in a pattern.

THE LESSON

- 1 Warm up** (5 min) Clap, pat, clap, pat. Children join in, then say what comes next when you stop. Try clap, clap, pat.
- 2 Teach** (10 min) Build red, blue, red, blue with cubes and say it aloud. Stop and ask what comes next, then add it. Build red, red, blue (AAB) and red, blue, yellow (ABC), saying each one aloud to hear what comes next.
Say: "I say the pattern out loud: red, blue, red, blue. I hear what comes next: red."
- 3 Try it together** (5 min) Children build the pattern you call with cubes (AB, AAB, ABB or ABC), then add two more. Partners read each other's pattern aloud to check it.
- 4 Practice** (10 min) Children circle the animal that comes next on sheet 1 of Animal Patterns, then on sheet 2 or 3. Early finishers do a sheet of Fall Patterns.
- 5 Exit ticket** (5 min) Read **Exit Ticket 13.6** aloud, one question at a time. Children answer, then circle a face as you read the "I can" line. On the second question any triangle is right: the shape counts, not the drawing.

Need help? Work with AB patterns in two colors of cubes before AAB and ABC.

Ready for more? Draw the next three shapes on sheet 2 of Repeating Patterns for 1st Grade.

GET READY

- Linking cubes in three colors for each child
- Animal or shape picture cards to lay in a row
- Pattern blocks

WORDS TO USE

pattern: something that repeats the same way again and again

repeat: come again

next: what comes after

ASK

- What comes next? How do you know?
- Say your pattern out loud. What part repeats?
- Can you make the same pattern with other colors?

WATCH FOR

Picks any color for next. Read the pattern aloud from the start, touching each piece, and say what you hear next.

Loses track in an AAB pattern. Say it in a rhythm, "red, red, blue; red, red, blue," and clap on the blue.

Makes a row that does not repeat. Build the part that repeats first, then make it again right after.

ON ANIMAL MATH

PRINTABLE

Animal Patterns: What Comes Next? sheets 1-3

PRINTABLE

Fall Patterns: any sheet, for early finishers

PRINTABLE

Repeating Patterns for 1st Grade: sheet 2, for early finishers

TOOL

Pattern Blocks: build a row of blocks that repeats

EXIT TICKET

Kindergarten Money, Patterns and Calendar Exit Tickets: Exit Ticket 13.6

Money, Patterns, Calendar

Lesson 13.7: The part that repeats

GOAL Children find the part of a pattern that repeats, circle it, and make patterns of their own with a part that repeats. **About 35 minutes**

I can find the part of a pattern that repeats.

THE LESSON

- 1 Warm up** (5 min) Stand, sit, sit; stand, sit, sit. Children join in, then say which part keeps coming back.
- 2 Teach** (10 min) Build a cube train: red, blue, blue, red, blue, blue. Say it aloud and listen for the part that comes again. Snap the train apart after each red, blue, blue: every piece is the same. That is the part that repeats. Circle it on a drawing of the pattern.
Say: "Red, blue, blue is the part that repeats. When I break the pattern into these parts, every part is the same."
- 3 Try it together** (5 min) Children make a cube train with a part that repeats three times, then snap it into its parts to check. A partner says the part that repeats.
- 4 Practice** (10 min) Children circle the part that repeats on sheet 1 of Repeating Patterns for 1st Grade (say the letters, A and B, instead of writing them), then make an AB and an ABC pattern in the boxes at the bottom of sheet 5.
- 5 Exit ticket** (5 min) Read **Exit Ticket 13.7** aloud, one question at a time. Children answer, then circle a face as you read the "I can" line. Children circle the part that repeats at the start of each row: star, square; then triangle, heart, heart.

Need help? Find the part that repeats in AB cube trains only, snapping them apart.

Ready for more? Circle the shapes that make the same pattern as the animals on sheet 3 of Repeating Patterns for 1st Grade.

GET READY

- Linking cubes in three colors for each child
- Shape stickers or stamps and paper strips
- Pattern blocks

WORDS TO USE

the part that repeats: the piece of a pattern that comes again and again

pattern: something that repeats the same way

ASK

- Which part keeps coming back?
- Where does the part that repeats start again?
- What is the part that repeats in your pattern?

WATCH FOR

Circles the whole row. Snap a cube train into its parts: the circle goes around one part only.

Circles just one thing. Say the pattern and listen for where it starts again: the part that repeats has two things or more.

Makes a pattern that does not repeat. Build the part that repeats, then copy it two more times.

ON ANIMAL MATH

PRINTABLE **Repeating Patterns for 1st Grade:** sheet 1 and the bottom of sheet 5, then sheet 3 for early finishers

PRINTABLE **Animal Patterns: What Comes Next?** sheets 4-5, for more practice

TOOL **Pattern Blocks:** make a pattern, then say the part that repeats

EXIT TICKET **Kindergarten Money, Patterns and Calendar Exit Tickets:** Exit Ticket 13.7

Money, Patterns, Calendar

Lesson 13.8: Growing patterns

GOAL Children see that a growing pattern gets one more each step, build and draw the next step, and say how many it will have.

About 35 minutes

I can continue a growing pattern.

THE LESSON

- 1 Warm up** (5 min) Jump 1 time, then 2 times, then 3 times. How many jumps come next? Jump 4 to check.
- 2 Teach** (10 min) Build towers of 1, 2 and 3 cubes in a row and number them with sticky notes: step 1, 2, 3. Ask what step 4 will look like, then build it: 4 cubes. Show the same thing with rows of cubes lying down.
| Say: "Each step has one more cube. Step 3 has 3, so step 4 has 4."
- 3 Try it together** (5 min) Children build steps 1, 2 and 3 of a growing pattern you start (towers, rows or stairs), then build step 4 and say how many cubes it has.
- 4 Practice** (10 min) Children draw the next step on sheet 1 of My First Growing Patterns, then circle step 4 in problems 1 and 4 of sheet 3, the ones that grow by one.
- 5 Exit ticket** (5 min) Read **Exit Ticket 13.8** aloud, one question at a time. Children answer, then circle a face as you read the "I can" line. Watch who counts the cubes in step 3 before drawing step 4; on the second question the row of 5 is next.

Need help? Build each step with real cubes next to the picture before drawing it.

Ready for more? Sheet 2 of My First Growing Patterns: some patterns grow by two each step.

GET READY

- Linking cubes for each child
- Sticky notes to number the steps
- Pattern blocks

WORDS TO USE

grow: get bigger

step: one part of a growing pattern

one more: the next number when we count

ASK

- How many cubes are in step 3? How many will step 4 have?
- How does it grow?
- What would step 5 look like?

WATCH FOR

Draws step 4 the same as step 3. Count the steps aloud: 1, 2, 3. The next step has one more.

Adds more than one cube. Build each step from the last one by adding one cube.

Mixes up growing and repeating patterns. A repeating pattern comes back to the start; a growing pattern gets bigger each time.

ON ANIMAL MATH

PRINTABLE

My First Growing Patterns: sheet 1 and problems 1 and 4 of sheet 3, then sheet 2 for more

TOOL

Pattern Blocks: build each step with one more block

EXIT TICKET

Kindergarten Money, Patterns and Calendar Exit Tickets: Exit Ticket 13.8

Money, Patterns, Calendar

Lesson 13.9: Share fairly

GOAL Children share up to 10 things fairly between 2 or 3 friends by dealing them out one at a time, and check that each friend gets the same number. **About 35 minutes**

I can share things fairly.

THE LESSON

- 1 Warm up** (5 min) Deal 6 blocks to two puppets while the class chants “one for you, one for you.” Count each pile at the end.
- 2 Teach** (10 min) Put 2 plates out for 2 stuffed animals. Deal 8 crackers, one for you, one for you, until none are left. Count each plate: 4 and 4, fair. Then put 5 on one plate and 3 on the other. Is that fair? Fix it together.
Say: “One for you, one for you. When I am done, I count each plate. The same number is fair.”
- 3 Try it together** (5 min) Pairs share 6, then 8, then 10 counters on 2 plates by dealing them out, and count each plate. Then they share 9 on 3 plates.
- 4 Practice** (10 min) Children draw lines to share the things on 2 plates on sheet 1 of Sharing Equally, then circle yes or no on sheet 2: is it fair?
- 5 Exit ticket** (5 min) Read **Exit Ticket 13.9** aloud, one question at a time. Children answer, then circle a face as you read the “I can” line. Children may draw dots on the plates to share the cupcakes, then write 2. The pears, 4 and 3, are not shared fairly.

Need help? Share 4 or 6 things between 2 plates only.

Ready for more? Deal out bigger groups to 2 or 3 friends on sheets 3 and 4 of Sharing Equally (up to 15 things).

GET READY

- Paper plates and 10 counters or small snacks for each pair
- Two or three stuffed animals to share with

WORDS TO USE

share: give some to each one

fair: each one gets the same number

deal out: give one to each, then go around again

ASK

- Is it fair? How do you know?
- How many does each friend get?
- What if one is left over?

WATCH FOR

Gives handfuls, not one at a time. Deal one at a time, saying “one for you” each time.

Says it is fair when the plates look full. Count each plate: the same number is fair.

Is stuck with one left over. Talk about it: share it another way or set it aside. The sheets use numbers that share evenly.

ON ANIMAL MATH

PRINTABLE **Sharing Equally:** sheets 1-2, then 3-4 for more

EXIT TICKET **Kindergarten Money, Patterns and Calendar Exit Tickets:** Exit Ticket 13.9

Money, Patterns, Calendar

Lesson 13.10: Days of the week

GOAL Children say the days of the week in order and use yesterday, today and tomorrow with the class calendar. **About 35 minutes**

I can use yesterday, today and tomorrow.

THE LESSON

- 1 Warm up** (5 min) Sing a days of the week song while a child points to each day on the chart.
- 2 Teach** (10 min) Put the star on today on the chart. Point to the day before it: yesterday. Point to the day after: tomorrow. Say what the class did yesterday and will do tomorrow. Move the star to another day and ask again.
Say: "Today is Tuesday. Yesterday was Monday, the day before. Tomorrow will be Wednesday, the day after."
- 3 Try it together** (5 min) Pairs put their day cards in order, Sunday first. You call a day "today"; they point to yesterday and tomorrow and say them.
- 4 Practice** (10 min) Children write the number of each day on sheet 1 of Days of the Week (Sunday is 1), then fill in yesterday, today and tomorrow on sheet 3, copying the names from the chart.
- 5 Exit ticket** (5 min) Read **Exit Ticket 13.10** aloud, one question at a time. Children answer, then circle a face as you read the "I can" line. The strip shows each day's first letter: point to each one and say its name first, since Tuesday and Thursday both start with T.

Need help? Ask only "What day is tomorrow?" with the star on today, until it is easy.

Ready for more? Sort the days into school days and the weekend on sheet 4 of Days of the Week.

GET READY

- A days of the week chart or strip on the wall
- Day cards, Sunday to Saturday, for each pair
- A star to stick on today

WORDS TO USE

today: this day, now

yesterday: the day before today

tomorrow: the day after today

week: 7 days, Sunday to Saturday

ASK

- What day is today? What day was yesterday?
- What day comes after Friday?
- How many days are in a week?

WATCH FOR

Mixes up yesterday and tomorrow. On the chart, point back for yesterday and forward for tomorrow, saying "before" and "after".

Mixes up Tuesday and Thursday. Count from Sunday on the chart: Tuesday is day 3, Thursday day 5.

Says the days out of order. Sing the song again, pointing to each day.

ON ANIMAL MATH

PRINTABLE

Days of the Week Worksheets: sheets 1 and 3, then sheet 4

PRINTABLE

Calendar Math: sheet 1, read aloud

EXIT TICKET

Kindergarten Money, Patterns and Calendar Exit Tickets: Exit Ticket 13.10

Money, Patterns, Calendar

Lesson 13.11: Months and the calendar

GOAL Children say the months in order, find the month before and after, and read a calendar page: the month's name, the days of the week across the top and the dates.

About 35 minutes

I can use the months and a calendar.

THE LESSON

- 1 Warm up** (5 min) Sing a months of the year song. Children stand up when their birthday month comes.
- 2 Teach** (10 min) Point to the month's name at the top of the class calendar, the days of the week across, and the dates. Put a finger on Friday and slide it down: every box in that column is a Friday. Count them. Then ask which month comes next and which came before.
Say: "The month's name is at the top. Every box under Friday is a Friday. I count down: 1, 2, 3, 4 Fridays."
- 3 Try it together** (5 min) Pairs pull month cards from the bag and line them up in order on the floor. Then they color all the Mondays on their calendar page and count them.
- 4 Practice** (10 min) Children put the months in order on sheet 1 of Months of the Year, copying from the chart, then answer the questions about the May calendar on sheet 3 of Calendar Math as you read them.
- 5 Exit ticket** (5 min) Read **Exit Ticket 13.11** aloud, one question at a time. Children answer, then circle a face as you read the "I can" line. Point to the day letters across the top before reading the first question: the Fridays are the column under F.

Need help? Use only this month's page: find today, then count the days of one kind.

Ready for more? Write the month before and after on sheet 3 of Months of the Year, or fill in the missing months on sheet 2 of Calendar Math.

GET READY

- The class calendar and a months of the year chart
- A calendar page of this month for each pair
- Month cards in a bag, and crayons

WORDS TO USE

month: a part of the year, about 30 days

year: 12 months

calendar: a chart of the days of a month

date: the number of a day on the calendar

ASK

- What month is it now? What month comes next?
- How many Fridays are in this month?
- Which month is your birthday in?

WATCH FOR

Counts a whole row when asked for one day. Put a finger on the day's name at the top and slide it straight down.

Loses the order of the months after June. Sing the song again, pointing to each month on the chart.

Mixes up the month and the days. The month is the big name at the top; the days are the small names across.

ON ANIMAL MATH

PRINTABLE

Months of the Year Worksheets: sheets 1-3, copying names from the chart

PRINTABLE

Calendar Math: sheets 2-3

PRINTABLE

All About the Months: A Worksheet for Every Month: the page for this month, at calendar time

EXIT TICKET

Kindergarten Money, Patterns and Calendar Exit Tickets: Exit Ticket 13.11

Money, Patterns, Calendar

Lesson 13.12: Morning, afternoon and night

GOAL Children put the events of a day in order (morning, afternoon and night) and compare how long things take: which takes longer?

About 35 minutes

I can put the parts of a day in order.

THE LESSON

- 1 Warm up** (5 min) Act out a day: stretch and yawn, eat lunch, go to sleep. Children copy each one and name its part of the day.
- 2 Teach** (10 min) Lay out picture cards for breakfast, lunch and bed. Put them in order and name each part of the day. Then compare a hand wash and a day at school: which takes longer? Time a hand wash with the timer to show how short it is.
Say: "In the morning we eat breakfast. After lunch it is afternoon. At night we go to bed. A school day takes much longer than washing hands."
- 3 Try it together** (5 min) Groups put a set of day cards in order and tell the story of the day, first to last. Then they pick two cards: which takes longer?
- 4 Practice** (10 min) Children draw something they do in the morning, the afternoon and the night on paper folded in three. Then they circle the one that takes longer in the top half of sheet 3 of Minutes and Hours as you read each pair.
- 5 Exit ticket** (5 min) Read **Exit Ticket 13.12** aloud, one question at a time. Children answer, then circle a face as you read the "I can" line. Read the word under each picture as you point: sleep is at night, so it gets the 3.

Need help? Use three cards only: breakfast, lunch and bed.

Ready for more? Look at the pictures on sheet 1 of A.M. and P.M. and say morning, afternoon or night for each one, skipping the times.

GET READY

- Picture cards of a day: waking up, breakfast, the bus, lunch, playing, dinner, bed
- A sand timer or a one minute timer
- Paper folded in three, and crayons

WORDS TO USE

morning: the start of the day, when we wake up

afternoon: after lunch

night: when it is dark and we sleep

longer: takes more time

ASK

- What do you do in the morning?
- What comes first, lunch or dinner?
- Which takes longer, eating an apple or a day at school?

WATCH FOR

Puts bedtime first. Start the day when we wake up: morning, then afternoon, then night.

Thinks a bigger thing takes longer. Time both, or count while each one happens.

Mixes up morning and afternoon. Lunch is the middle: before lunch is morning, after lunch is afternoon.

ON ANIMAL MATH

PRINTABLE **Minutes and Hours:** sheet 3, the top half (which takes longer)

PRINTABLE **A.M. and P.M.:** sheet 1, the pictures only: say morning, afternoon or night

TOOL **Teaching Clock:** Show Time in Words, and Show a.m. and p.m. in Advanced Options: the words say morning, afternoon, evening or night

EXIT TICKET **Kindergarten Money, Patterns and Calendar Exit Tickets:** Exit Ticket 13.12