



***It's About Time:
Kindergarten Calendar Time***

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This curriculum unit is recommended for:
Kindergarten

Keywords: Time, Calendar, Days of the week, Month, Week, Day, Date

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: This unit is designed to help students to take a look at the calendar from different point of view, so they can understand the calendar in deeper level. Students will have an opportunity to create their own personal calendar using their birthday as “New Year’s Day”.

I plan to teach this unit in Kindergarten class over eight days.

I give permission for Charlotte Teachers Institute to publish my curriculum unit in print and online. I understand that I will be credited as the author of my work.

Introduction

I teach in the Kindergarten Japanese immersion Program at E.E. Waddell Language Academy. Our school is a magnet Language Immersion Program, where students learn all subjects in the target language. I have 24 students whose first language is not Japanese. Most of them use English as their first language. Some are Spanish speaking. Therefore, I am teaching Kindergarten curriculum and Japanese language at the same time.

It is very hard for Kindergarteners to grasp the concept of time. However, we are always moving along the time, so it is very important for students to start understanding the concept and measurement of time.

Calendars are a little more tangible way for Kindergarten students to be able to experience how time changes around us. Therefore, introducing and teaching calendar is the great introduction for kindergarten students to understand the time.

Because I teach in Japanese Immersion Program, I use the Japanese calendar vocabulary to teach the concept of calendar. Even though we go over the calendar and do some activities on a calendar daily, I noticed that some students have a difficulty remembering the vocabulary. I also heard from upper grade teacher that some students still does not remember days of the week in Japanese, even though they use them every day.

I have also noticed that in this day and age, calendar concept is starting to be less important. For example, it used to be a TV show is on certain days of the week of a certain time. Now, we can record a TV show and we can watch it anytime. At school, A day B day schedule or Special Area routine schedule is more important than the standard days of the week.

Therefore, I wanted to take a look at how I can make the calendar time more personal for Kindergarten students, so they can be interested in calendar and also about the concept of time. I believe that when the calendar and the concept of time become more meaningful for students, they will more likely to remember the vocabulary that comes with it.

Rational

Time is a universal communication tool. Most countries share the same measurement of time: 60 minutes in an hour, 24 hours in a day, 7 days in a week, about 4 weeks in a month, 12 months in a year, and so forth. Most of countries use, with minor variations, the same numeral symbols to show dates and time. Therefore, even though people go into a different language area, they can somehow figure out the time and date. I understand that each country has a different culture around the concept of time; however, the units of measurement do not change. Therefore, understanding the measurement of time will give them a foundation of understanding the concept of time. Without understanding the measurement of time fully, students will have a difficult time understanding the concept of time based on students' own culture. If they cannot understand their own culture's concept of time, they will have a difficult time to understand the other cultures' concept of time to accept cultural differences. Therefore, understanding the

measurement of time and concept of time in students' own culture will support students to be respectable global citizens.¹

Time is such an abstract concept. Even though measurement is standardized, it is very hard for Kindergarten students to grasp. Therefore students need to be introduced to the measurement and the concept of time from early age.² They need experience the time and notice the time from different perspectives, so the measurement and the concept of time become more natural and meaningful for them.

However, I realized that our students are losing many opportunities to learn and experience the time. For example, students can watch their favorite TV show any time they want to due to technology. Their devices and/or parents remembers the time and their schedule. It seems that Kindergarten students are losing their foundational connection to time and calendar. Even though Kindergarten students understand the number sense until 100 and solve a word problem of addition and subtraction, often times, many kindergarteners will automatically jump to the next number after Friday date, when asked, "What is today's date?" on Monday.

The Math curriculum seems that it is getting away from teaching calendar time in Kindergarten.³ The textbook that we receive does not have "Calendar time" built in. In Social Studies and Science, we talk about seasons which goes along with calendar time; however, it is on a bigger scale.

I feel that calendar time in Kindergarten is very important. Through calendar time, we can teach so much in Math, Social Studies, and Science. I would like to reflect and research more about how Calendar time can be meaningful for Kindergarten students. So students can use the time to communicate with people around the world and be respectable global citizens.

School/Student Demographic

I teach at E.E. Waddell Language Academy, a K-8 county-wide magnet school in the South Learning Community. We have a population of 1375 with 929 students at the elementary level and 446 at the middle school. E.E. Waddell Language Academy offers five languages: French, German, Japanese, and Chinese as language immersion in elementary school. Spanish is added in middle school. Our school is incredibly diverse. The majority of the staff is bilingual and 30 % of the teaches and teacher assistants do not have US citizenship. The student body is very diverse as well: 43 % Caucasian, 22 % African American, 22% Hispanic, 6 % Asian, less than 1% each American Indian and Pacific Islander, and 6 % Multiracial. The parent Teacher Student Organization (PTSO) is extremely active and supportive. In 2012, E.E. Waddell Language Academy was awarded the American Council on the Teaching of Foreign Language (ACTFL) Melba D. Woodruff prize for an exemplary Foreign Language Program. This prize recognizes schools that align their curricula with the World Readiness Standards for Language Learning and integrate languages with content areas. In addition, E.E. Waddell Language Academy is consistently recognized by Magnet Schools of America as one of its top merit schools; recognized by the North Carolina Department of Public Instruction as a Prepared Global Ready School; recently received The International Citizen of the Year Award at the Charlotte Chamber of Commerce Economic Growth Recognition Dinner. Internationally, E.E. Waddell Language Academy is a PASCH school, a partner school of the German Foreign Ministry and the German Central Agency for Schools Abroad; is officially accredited by The French Ministry for Europe

and Foreign Affairs with the Label FrancEducation; and, since the opening of the Confucius Institute at UNC-Charlotte in 2017, is identified as a Confucius Classroom School.

My program is Japanese Immersion Program; therefore my students learn in Japanese. Each year, an average of 90% of the students who are enrolled in Japanese Kindergarten class (my class) do not have Japanese/culture background. Diverse students enter our class each year. For example, this year, I have 10 boys and 14 girls: 5 African-American, 8 Caucasian, 6 Hispanic, 1 Asian, and 4 Multi-racial students are in my class. Non-Japanese speaking students can only enter from Kindergarten.

Students stay with a class, except of 1 hour of English starting in the 3rd grade. Japanese and Chinese program students take English starting in Kindergarten for 45 minutes, since these languages have different writing systems. Kindergarten through second grade students stay in their class for English class. K-2 classroom teachers in our program speak and teach in the target language. However except for English literacy time, English teacher comes to class and classroom teacher and English teacher co-teach English lesson.

Since our Japanese program has only one class per grade level, students stay in the same class from Kindergarten until 5th grade.

Even though our school is unique and teaching in the target language, we provide the same curriculum and assessments as other Charlotte-Mecklenburg Schools do. We conduct formative and summative assessments in the target language and English accordingly. Schools do. We conduct formative and summative assessments in the target language and English accordingly.

Objectives

Math

Counting and Cardinality

Know number names and the counting sequence.

NC.K.CC.1

Know number names and recognize patterns in the counting sequence by:

- Counting to 100 by ones.

NC.K.CC.3

Write number from 0~20

Operations in Algebraic Thinking

Understand Addition and subtraction

NC.K.OA.2

Solve addition and subtraction word problems, within 10, using objects or drawings to represent the problem

Measurement and Data

Use & understand terms related to calendar and time (Not on NC Kindergarten Math curriculum)

Literacy

Use and understand the vocabulary related to calendar:

Vocabulary:

Yesterday, today, tomorrow • Days of week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday • Months of year: January, February, March, April, May, June, July, August, September, October, November, December

Grammar Sentence frames:

Today is _____.

Yesterday was _____.

Tomorrow will be _____.

My birthday is on _____.

Science

Earth Systems, Structures and Processes

K.E.1 Understand change and observable patterns of weather that occur from day to day and throughout the year.

Social Studies

History

K.H.1 Understand change over time

K.H.1.1 Explain how people change over time (e.g. self and others)

K.H.1.2 Explain how seasons change over time

Content Research

- NAEYC Members Discuss Alternatives to Calendar Time
 - <https://www.naeyc.org/resources/blog/alternatives-calendar-time>
 - National Association for the Education of Young Children
 - True understanding of time, dates, and the calendar comes with maturity. Given the level of thinking required to grasp time concepts and the developmental abilities of young children, the authors suggest alternatives to calendar routines for preschool and kindergarten children. Suggested activities include picture schedule, classroom journals, documentation display, linear representations, games, and project work.
- Kindergarten Calendar Activities:
 - The Benefits of Using a Whole Year Calendar
 - <http://www.kindergarten-lessons.com/calendar-activities/>
- Mathematics Their Way:
 - <http://www.center.edu/MathTheirWay.shtml>
- K Calendar Math lesson
 - <http://gadoe.georgiastandards.org/DMGetDocument.aspx/K-Calendar-Math-lesson.pdf?p=6CC6799F8C1371F6EF2D042CCCFAB60A0A43B60FCF22F8435379807DA864DAC9&Type=D>
 - <https://www.kindergarten-lessons.com/calendar-activities/>

All picture books that are listed in Student Resources section also provided me a lot of information and ideas to create this Curriculum Unit.

Teaching Strategies

From my past experience and my own professional study, I have learned that it is important to have as much data as possible in order to provide a positive learning environment for students. The data is not limited to the test scores, but also family background, students' interest and learning style. I also have learned that students grow more, both academically and socially in a loving and trusting environment. Therefore, I sent out a family survey before the school year starts to find out about the students and the family.

I usually have a calendar time first thing in the morning, along with reviewing the schedule and helpers for the day all through year. Students practice Calendar related vocabularies and phrases, including:

- yesterday, today, tomorrow
- Days of week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday •
- Months of year: January, February, March, April, May, June, July, August, September, October, November, December
- Today is _____. Yesterday was _____. Tomorrow will be _____.

I am planning to implement this unit on January. By then, students will have experienced in a formal, educational setting:

- How December (12th month of year), it goes back to 1st month of the year.
- How weeks are rotating regardless of month changes
- How seasons change (from Summer, to Fall to Winter).
- How students become one year older after seeing some classmates' birthdays in class.
- How years change.
- How "new year's day" is like a "birthday" for the year.

This unit's duration will be eight days. I will continue to do a regular calendar lesson addition to the activities that I list at Class Activities section on this paper.. Each Class Activities will take about 30-40 minutes. During this unit, I am planning to use the following teaching strategies and more:

- Class Meeting/Calendar time
- Vocabulary
- Think aloud (ask question to myself aloud, talk aloud the thinking process, so students can learn how to think and make connections of what they know and new ideas.)
- Read Aloud a Book
- Whole class discussion
- Think Pair Share
- Singing
- Chanting
- Counting
- Charting
- Drawing/Writing
- Art/ Collage
- Gallery Walk
- Collaborative learning (pair/group)
- Comparing and Contrasting
- Make a group of _____
- Thinking Maps
- Thumbs Up and Thumbs Down
- Conference
- Presentation
 - Sharing freely among peers
 - Presenting in a group or a class

I will also place trade books that are related to times and calendar at the classroom library. Students can have an access to those books during independent reading time. (Resources for Students)

Classroom Activities

Day One: New Year!! (Marking the special days on the calendar)

Objectives: Students will be able to:

- Understand that on the new year's day the calendar get one year older, new calendar
- Understand that people mark a special day on calendar and notice holidays are listed on calendar.
- Mark New Year's Day on their calendar

Materials

- 2019 calendar with holidays
- 2019 calendar for each student with or without holidays. This calendar will be cut apart in later lessons. Inexpensive print out calendar maybe the best.
- Art Supplies (Stickers, markers, glue, etc.)
- Happy New Year Everywhere, by Arlene Erlbach

Lesson: For discussion use: Think-Pair-Share and a whole class discussion

1. Have students think what kind of holiday we just had (New Year). Share what they did for New Year's celebration.
2. Read a book: Happy New Year Everywhere, by Arlene Erlbach
3. Discuss how people around the world celebrate New Year's Eve and Day?
4. Why people celebrate the New Year? Start of the year (This question will connect in later activities.)
5. Show the old 2018 calendar and the 2019 new calendar. Show them the number change. Last year was 2018, now it is 2019. One year older (This concept will connect in later activities).
6. Calendar is a chart paper that gives people information about dates, days of the week, special events and such. So people can remember and talk about special events. Usually holidays are listed on a calendar, because many people share the same holidays - New Year's, Christmas, etc.
7. Demonstrate How I mark calendar: (for New Year's)
 - a. January 1 is the first day of the year. It is a special day for everyone. So I mark it so I can remember.
 - b. When I mark the calendar, I will be careful not to cover the date (number on the calendar) so I know what date is very special.
8. Give each students 2019 calendar. Have them mark/decorate New Year's Day on their calendar. After that, browse the calendar to notice what other holidays are listed on a calendar. (5 minutes)
 - a. Provide some art supplies.
9. Have students bring their Calendar to the carpet. Share how they decorated their new year's day. (Sharing freely among peers)
10. Conclusion of the Day One: Collect everyone's calendar. We found New Year's Day on a calendar. We marked the calendar, because it is a special day for us to remember. 1st day of the year. We have a new calendar for 2019!

Day Two: What do you mean one year?

Objectives: Students will be able to:

- See and understand what is one year.
- Count how many months in one year and how many days in each month
- See days are divided into months, but they are connected.
- Create a chart as a class to show what is a year.

Materials

- 2019 calendar with holidays
- Students' individual calendar
 - Write name of the month on the side.
- Already made vertical calendar (Appendix 2)
- Scissors and Glue

Lesson: For discussion use: Think-Pair-Share and a whole class discussion

1. Review Day One's lesson.
 - a. Show marked New Year's Day. New Year's day the whole world become one year older.
2. What do you mean one year? What do you mean one year older?
 - a. Pass out individual calendar to each student. Have them share their ideas with peer (think-pair-share).
 - b. Start make a chart of "One year" as a class (A whole class discussion).
 - i. How many months in one year?
 - ii. How many days in each month?
3. How long is the year?
 - a. Show the calendar that I cut apart and glued together vertically. (Appendix 2) One year is this long. This many days.
 - b.
4. Demonstrate how I made a vertical calendar.
 - a. Cut the calendar apart (only days).
 - b. Cut only the top part. Do not cut the bottom part (this area will be used to glue the next month's dates). Make sure that name of the months are shown on the side. (Appendix 2)
5. Have students make a vertical calendar.
6. Have students share their excitement of how long one year is (Sharing freely among peers).
7. Conclusion of the Day Two: Collect everyone's calendar. Celebrate how well students made vertical calendar. Notice New Year's Day is on the top. Because that is the first day of the year. Review the chart of "One Year". Add students' input.

Day Three:

Objectives: Students will be able to:

- Compare and contrast the number chart and vertical calendar (make a list as a whole class)
- Understand Venn Diagram to show similarity and differences
- Calendar has 7 column and each column has certain name of the days (Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday)

Materials

- Students' individual vertical calendar
- Vertical calendar (model)
- Venn Diagram Chart on a paper
- Number chart.
- Cookie's Week, by Cindy Ward, Tomie dePaola

Vocabulary

- Days of the week, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, rows, column

Lesson: For discussion use: Think-Pair-Share and a whole class discussion

1. Review A Chart of "One Year". Review the vertical calendar.
 - a. Point out New Year's day, Days, Months (where it starts and where it ends), Days of the week (Columns and rows).
 - b. Think aloud: Vertical calendar reminds me of something. It has numbers. It has columns and rows, just like..."Number chart!"
2. Give each table/group a Number chart and a vertical calendar (5 min)
 - a. Collaborative learning. As a group, discuss what are the same and what is the difference between number chart and Vertical calendar. (Compare and contrast)
3. Come back to a whole group using Venn Diagram to list what is similar and what is different.
 - a. Explain what Venn Diagram is. (List "the same" in the middle where circles are connected. List "the difference" in the other part of circle.)
 - b. Write down on a chart what each group noticed.
 - i. Example:
 1. Number chart does not stop at 28, 30, or 31. Vertical Calendar repeats the number from 0~28, 0~30 or 0~31.
4. Read a book, Cookie's Week, by Cindy Ward, Tomie dePaola
 - a. Discuss how many days in a week, how many column on a vertical calendar? Why? (because we have 7 days in a week.)
 - b. How many columns on Number chart? 10 columns.
5. As a class, look at the vertical Calendar.
 - a. Count how many column (7 column).
 - b. Sing the days of the week song while pointing each column.
 - c. Point a day and ask "what is the days of the week for this day?"

6. Conclusion of the Day Three: Collect Vertical Calendar and number chart. Review the Venn Diagram that we created as a class. Count how many columns there are in number chart and vertical Calendar. On Vertical Calendar. Point a day and ask “what is the days of the week for this day?”

Day Four:

Objectives: Students will be able to:

- Mark the calendar on the first day of seasons (Spring and Fall equinox and Summer and Winter Solstice).
- Color the vertical calendar by seasons.
- Understand that seasons wheel and season goes around in order every year.

Materials

- A Book of Seasons, by Alice and Martin Provensen.
- Students’ individual vertical calendar.
- Vertical calendar (model).
- Art supplies.
- The seasons video:
 - Metstorm. *The Seasons*. Video Segment. 2010.
<http://www.discoveryeducation.com> (accessed).
- Equinox video:
 - Mazzarella Educational Media. *Equinox*. Video Segment. 2013.
<http://www.discoveryeducation.com> (accessed).
- Solstice Video:
 - Mazzarella Educational Media. *Solstice*. Video Segment. 2013.
<http://www.discoveryeducation.com> (accessed).

Vocabulary

- Seasons: Summer, Fall, Winter, Spring.

Lesson: For discussion use: Think-Pair-Share and a whole class discussion.

1. Review “One Year” chart, Venn Diagram of comparing vertical calendar and number chart and vocabulary.
2. Point out the Holidays that are marked on a calendar. July 4th (Summer), Halloween/Thanksgiving (Fall), Christmas/New Year’s Day (Winter) Easter (Spring). Have them think and discuss what seasons are on each Holidays.
3. Read A Book of Seasons by Alice and Martin Provensen.
 - a. While reading the book, bring them back to the calendar and point out the holidays that students are reminded of.
4. How do the seasons happen? Which day the each season begin?
5. Show the video of Equinox and Solstice.
 - a. These video is advanced for Kindergarten students; however, it is a good introduction of earth and sun relation. When Equinox and Solstice happens, I will show this video again and talk about it more and have students make

connections by like having Pajama Day on Winter solstice (longest night of the year).

6. Have students' mark the calendar on the day of Summer Solstice, Fall Equinox, Winter Solstice, and Spring Equinox.
7. Color the calendar: Summer: Blue, Fall: Orange, Winter: White, Spring: Pink. (Appendix 3)
8. Conclusion of the Day Four: Have students share what they did on their calendar. Celebrate how well they did. Review Vocabulary. Review Seasons, it goes around in order every year, like earth goes around the sun, like bicycle wheel goes around. So, which seasons is your birthday on?

Day Five: My birthday is MY New Year!

Objectives: Students will be able to:

- Mark their birthday on the calendar.
- Relate New Year's Day and their own birthday (New Year's Day is the first day of the year. Their birthday is the first day of their year).

Materials

- Students' individual vertical calendar.
- Vertical calendar (model).
- Art supplies.
- Happy New Year Everywhere, by Arlene Erlbach.
- Happy Birthday Tacky!, by Helen Lester.
- Calendar of 2020.

Vocabulary

- Birthday.
- Happy Birthday.

Lesson:

1. Review "One Year" chart, Venn Diagram of comparing vertical calendar and number chart, seasons, and vocabulary.
2. Point out New Year's Day. Ask what month? What days of the week? What seasons?
3. Post a question. After the whole year is finished 2019, After Dec. 31, what day comes next? (New Year's Day) Bring out already made vertical calendar of 2020. Show them how similar it is. (length, column, seasons, etc.) Always start from New Year's Day.
4. Bring out Happy New Year Everywhere, by Arlene Erlbach. When else do you celebrate like this? Their own birthday.
5. Have students discuss with their peers how they celebrate birthday.
6. Read a book Happy Birthday Tacky!, by Helen Lester.
7. Have them find and mark their birthday on their calendar. (Appendix 4)
8. Discuss that is THEIR NEW YEAR'S DAY for 2019!! Then the whole year begins.
9. Demonstrate on model vertical calendar using my birthday.

- a. To make it my birthday is MY New Year's Day. Cut the vertical calendar and make my birthday is the first day of the year. (Appendix 4)
 - b. Show students that My calendar became short. Not like original calendar. Why? (because I cut a part the days before my birthday) Can I be one year older when 2019 is finished (Dec. 31)? When can I be one year older? (on their birthday).
 - c. So, I need to add more days, even 2020 starts.
 - d. Demonstrate how to add 2020 calendar until my birthday. (Appendix 4)
 - e. Compare 2019 vertical birthday and MY birthday calendar. (same length)
10. Conclusions of Day Five, Explain students that they will be making My Birthday Calendar tomorrow.

Day Six: My birthday is MY New Year! (Continue)

Objectives: Students will be able to:

- Mark their birthday on the calendar.
- Relate New Year's Day and their own birthday (New Year's Day is the first day of the year. Their birthday is the first day of their year).

Materials

- Students' individual vertical calendar.
- My vertical Calendar (model) (Appendix 4)
- Art supplies.
- Happy New Year Everywhere by Arlene Erlbach.
- Happy Birthday Tacky! by Helen Lester.
- Calendar of 2020.

Vocabulary

- Birthday.
- Happy Birthday.

Lesson:

1. Review: How I (teacher) made my vertical calendar.
2. Have them continue creating vertical calendar.
3. Provide all the materials (individual vertical calendar and 2020 calendars).
4. Have them add on Seasons, New Year's .
5. Have students collaborate each other.
6. Collect all students' Vertical Calendar.
7. Conclusions of Day Six: Celebrate how well they did making their vertical calendar, their birthday calendar!

Day Seven: Sharing time (Celebration!!)/Assessments

Objectives: Students will be able to:

- Share their individual vertical calendar/birthday calendar.
- Tell when their birthday is (Month, Days of the week, seasons).
- Ask friends' birthday (date, season, and days of the week).
- Locate New Year's and other holidays and can find out the month, days of the week, seasons by looking at the calendar.
- Compare and contrast each other's birthday calendar.

Materials

- Students' completed individual vertical calendar/birthday calendar.

Vocabulary/phrase

- Birthday, Days of the week, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, rows, column
- "When is your birthday?" "What day is it?" "What season is it?"
- "My birthday is on ____" (Months, date, days of the week, and seasons)

Lesson:

1. Provide students' individual vertical calendar/birthday calendar.
2. Celebrate!!!! (How well they did.)
3. Make the vocabulary chart and phrase chart as a class that they can use to ask their friends' birthday.
4. Review vocabulary and phrases.
5. Share their vertical calendar/birthday calendar freely
6. Conclusions of Day Seven: Ask if someone had the same kind of birthday calendar? why? Ask who had a different kind of birthday calendar? Why? Tomorrow We will compare everyone's birthday calendar and birthday.

Day Eight: Compare & Contrast / Assessment

Objectives: Students will be able to:

- Tell when their birthday is. (Month, Days of the week, seasons).
- Ask friends' birthdays (date, season, and days of the week).
- Locate New Year's and other holidays and can find out the month, days of the week, seasons by looking at the calendar.
- Compare and contrast each other's birthday calendar as a class.

Materials

- Students' completed individual vertical calendar/birthday calendar.

Vocabulary/phrase

- Birthday, Days of the week, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, rows, column.
- "When is your birthday?" "What day is it?" "What season is it?"
- "My birthday is on ____" (Months, date, days of the week, and seasons).

Lesson:

7. Provide students' individual vertical calendar/birthday calendar.
8. We will play a game called "Make a group!" Teacher will say what kind of group they need to make. Then students' make the group according to the directions. Teacher will provide a designated area.
 - a. Using their own birthday. Make a group of:
 - i. the same month
 - ii. the same days of the week.
 - iii. the same seasons
9. Each time the class completed making groups. Have each group share their calendar to make sure. As a group, they will say "My birthday is in/on _____" to the class.
10. Conclusions of Day Eight: Celebrate that they learned so much about their calendar. They made their own birthday calendar! Take it home and enjoy!

Endnotes

¹ <https://www.businessinsider.com/how-different-cultures-understand-time-2014-5>

² <http://www.pbs.org/parents/education/going-to-school/grade-by-grade/kindergarten/>

³ <https://www.naeyc.org/resources/blog/alternatives-calendar-time>

Appendix 1: Implementing Teaching Standards

Math

Counting and Cardinality, Operations in Algebraic Thinking, Measurement and Data

Students will be able to name, recognize, and write numbers from 1~31 on a calendar. Using the calendar students are able to ask and answer algebraic questions, such as “What is today’s date?” “What is tomorrow’s date?” “What is yesterday’s date?” Students are able to see a pattern on a calendar (rows and columns, how many days are in a week) By understanding how the calendar chart works, they are able to starting to grasp on a concept of time.

Literacy:

Use and understand the vocabulary related to calendar:

Students will be able to ask and answer questions using vocabularies and phrases related to calendar to communicate the time.

Vocabulary:

Yesterday, today, tomorrow • Days of week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday • Months of year: January, February, March, April, May, June, July, August, September, October, November, December

Phrases:

Today is _____.
Yesterday was _____.
Tomorrow will be _____.
My birthday is on _____.

Science/Social Studies

Earth Systems, Structures and Processes / History (Explain how seasons change over time)

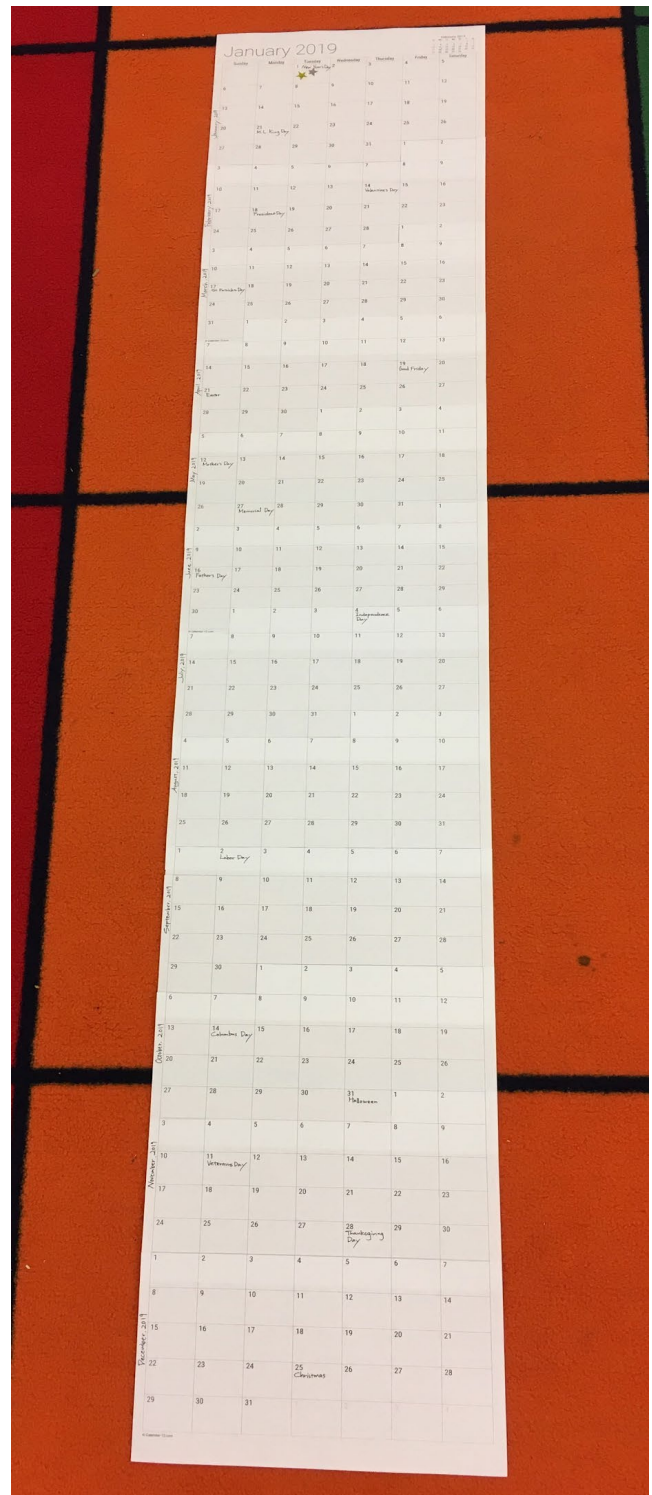
Seasons are a part of calendar/time. Students will be able to find out which months are what seasons. Students are able to predict what kind of weather they will see in certain seasons.

Appendix 2: A model of vertical calendar

Close up of vertical calendar

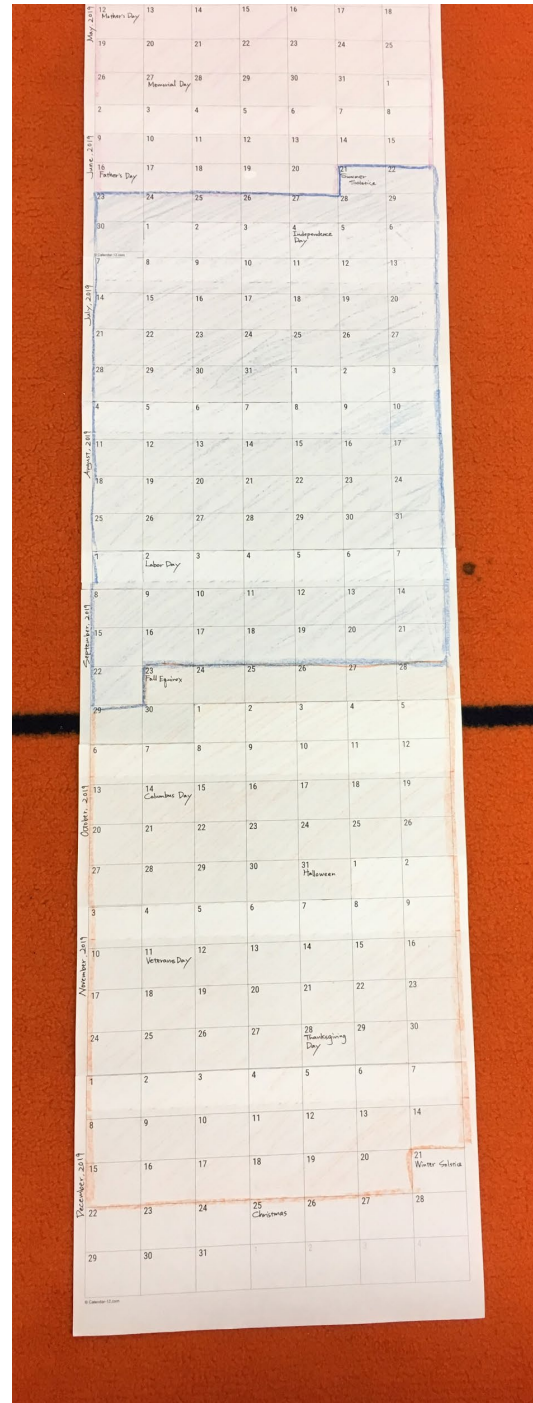
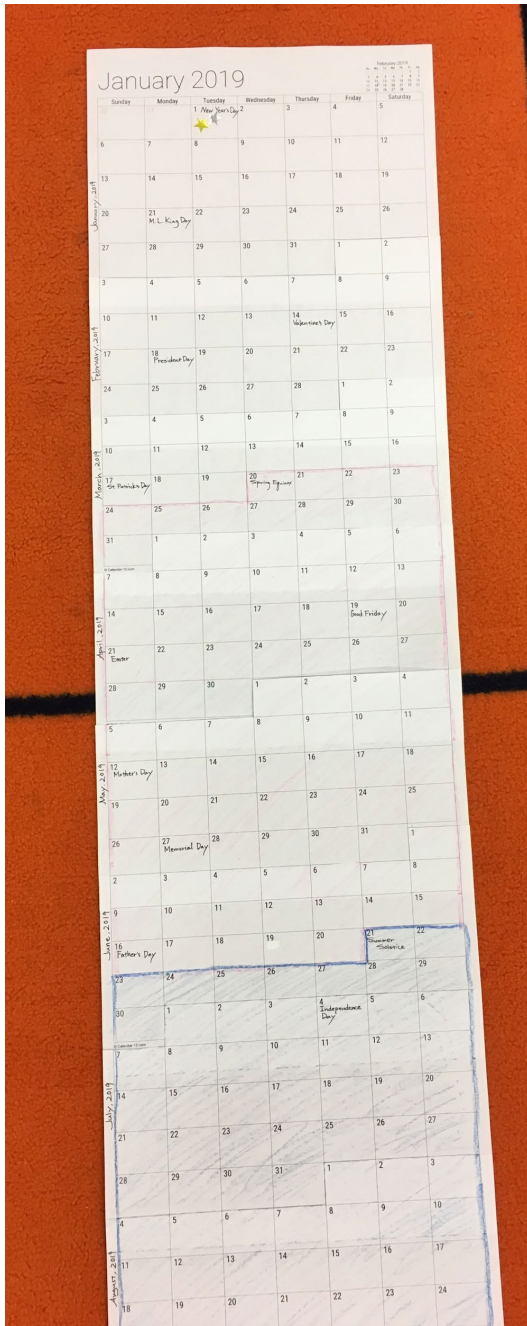


Vertical Calendar for the whole year



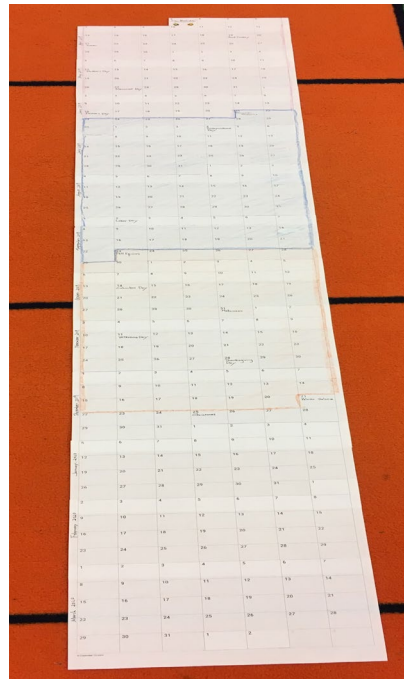
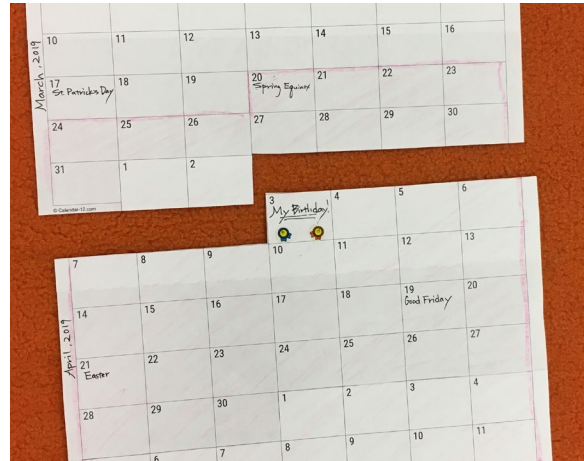
Appendix 3

Color the calendar: Summer: Blue, Fall: Orange, Winter: White, Spring: Pink.



Appendix 4

Mark their birthday on their calendar. Cut the vertical calendar and make my birthday is the first day of the year. Add 2020 calendar until my birthday.



Resources: List of Materials for Classroom Use

Specific materials are listed for each lesson.

- 2019 & 2020 calendar with holidays.
- 2019 & 2020 calendar for each student with or without holidays. This calendar will be cut apart in later lessons. Inexpensive print out calendar maybe the best.
- Happy New Year Everywhere, by Arlene Erlbach.
- Art Supplies (Scissors, Glue, seasonal stickers, holiday stickers, markers, crayons, etc.)
- Venn Diagram Chart on a paper.
- Number chart.
- Cookie's Week, by Cindy Ward, Tomie dePaola.
- A Book of Seasons, by Alice and Martin Provensen.
- The seasons video:
 - Metstorm. *The Seasons*. Video Segment. 2010.
<http://www.discoveryeducation.com> (accessed).
- Equinox video:
 - Mazarella Educational Media. *Equinox*. Video Segment. 2013.
<http://www.discoveryeducation.com> (accessed).
- Solstice Video:
 - Mazarella Educational Media. *Solstice*. Video Segment. 2013.
<http://www.discoveryeducation.com> (accessed).
- Happy Birthday Tacky!, by Helen Lester.

Resources for Students

Classroom library: Books listed below are related to Calendars. These books are available at the classroom library during independent reading.

New Year's Books

- Happy New Year Everywhere by Arlene Erlbach
- Happy New Year, Spot! by Eric Hill
- The Night Before New Years by Natasha Wing
- Bringing in the New Year by Grace Lin
- Squirrel's New Year Resolution by Pat Miller
- New Year's Day by Lynn Peppas
- Happy New Year by Dee Smith
- Shante Keys and the New Years Peas by Gail Piernas-Davenport
- The Stars Will Still Shine by Cynthia Rylant
- P. Bear's New Year Party: A Counting Book by Paul Owen Lewis
- Happy New Year by Amy Ackelsberg
- Happy New Year Around the World by Sylvia Walker

Days of the Week Books:

- Today is Monday by Eric Carle
- Cookie's Week by Cindy Ward, Tomie dePaola
- Monday is One Day by Arthur A. Levine, Julian Hector
- Perfect Square by Michael Hall
- 5 little Ducks by Denise Fleming
- I had a Favorite Dress by Boni Ashburn, Julia Denos
- Freedom in Congo Square by Carole Boston Weatherford, R. Gregory Christie
- Sunday Potatoes, Monday Potatoes by Vicky Shiefman, Louis August
- The Very Hungry Caterpillar by Eric Carle

Seasons Books:

- A Book of Seasons by Alice and Martin Provensen
- Four Seasons Make a Year by Alice Rockwell, Megan Halsey
- The Year At Maple Hill Farm by Alice and Martin Provensen
- The Berenstain Bears' Big Book of Science and Nature by Stan and Jan Berenstain
- Tap the Magic Tree by Christie Matheson

Birthday Books:

- Happy Birthday Tacky! by Helen Lester
- Bear's Birthday by Stella Blackstone and Debbie Harter
- How Do Dinosaurs Say Happy Birthday? by Jane Yolen and Mark Teague
- How Many Sleeps Till My Birthday? by Mark Sperring
- My Badger and the Big Surprise by Leigh Hobbs
- My Super Sister and the Birthday Party by Gwyneth Rees
- Scaredy Squirrel Has a Birthday Party by Melanie Watt
- The Birthday Party of Dread by Michael Rex

- The Meanest Birthday Girl by Josh Schneider
- Zac Zoo 8: Zac Zoo and the Birthday Bang by Justine Smith

Books about Telling time:

- Measuring Time with a Calendar by Bailer, Darice
- It's About Time! by Stuart Murphy
- I.Q. It's Time by Mary Ann Frazer
- A Second is a Hiccup by Hazel Hutchings
- A Second, A Minute, A Week with Days in it (A Book About Time), by Brian P. Cleary

Resources for Teachers:

All picture books that are listed at Resources for Students are all good resources.

- NAEYC Members Discuss Alternatives to Calendar Time
 - <https://www.naeyc.org/resources/blog/alternatives-calendar-time>
 - National Association for the Education of Young Children
 - True understanding of time, dates, and the calendar comes with maturity. Given the level of thinking required to grasp time concepts and the developmental abilities of young children, the authors suggest alternatives to calendar routines for preschool and kindergarten children. Suggested activities include picture schedule, classroom journals, documentation display, linear representations, games, and project work.
- Kindergarten Calendar Activities:
 - The Benefits of Using a Whole Year Calendar
 - <http://www.kindergarten-lessons.com/calendar-activities/>
- Mathematics Their Way:
 - <http://www.center.edu/MathTheirWay.shtml>
- K Calendar Math lesson
 - <http://gadoe.georgiastandards.org/DMGetDocument.aspx/K-Calendar-Math-lesson.pdf?p=6CC6799F8C1371F6EF2D042CCCFAB60A0A43B60FCF22F8435379807DA864DAC9&Type=D>
 - <https://www.kindergarten-lessons.com/calendar-activities/>
- The seasons video:
 - Metstorm. *The Seasons*. Video Segment. 2010. <http://www.discoveryeducation.com> (accessed).
- Equinox video:
 - Mazzarella Educational Media. *Equinox*. Video Segment. 2013. <http://www.discoveryeducation.com> (accessed).
- Solstice Video:
 - Mazzarella Educational Media. *Solstice*. Video Segment. 2013. <http://www.discoveryeducation.com> (accessed).
- Printable Calendar 2019 & 2020 (examples)
 - With holidays:
 - 2019 <https://print-a-calendar.com/printable-calendars/2019/one-page-per-month>
 - Without holidays:
 - 2019
file:///cluinstdfs04.cmsdomain.cms.k12.nc.us/5532/home/teachers/mayakok.hamrick/Downloads/January%202019%20-%20December%202019%20(1).pdf
 - 2020
file:///cluinstdfs04.cmsdomain.cms.k12.nc.us/5532/home/teachers/mayakok.hamrick/Downloads/January%202020%20-%20December%202020%20(1).pdf

Bibliography

“12 New Year’s Picks For Your Book List for Little Kids” A Dab of Glue Will Do Little Learners Big Ideas. <https://www.adabofgluewilldo.com/books-about-new-years/>

This website gave me an idea of which books are good to use in Kindergarten class about explaining new year’s celebration and/or about the concept of new year’s. It provides a description of the book.

“Days of the Week: 9 Great Picture Books” by Mama Bibliosoph, <https://www.lineupthebooks.com/days-of-the-week-9-great-picture-books/>

This website gave me an idea of which books are good to use in Kindergarten class about explaining the concept of days of the week. It provides a description of the book.

Erlbach, Arlene. *Happy New Year Everywhere*. Millbrook Press, 2001

This book shows how people around the world celebrate New Year’s Eve and Day. It encourages Kindergarten students to compare their own celebration and others and may lead into a good discussion.

K Calendar Math lesson, [http://gadoe.georgiastandards.org/DMGetDocument.aspx/K-Calendar-Math-lesson.pdf?p=6CC6799F8C1371F6EF2D042CCCFAB60A0A43B60FCF22F8435379807DA864DAC9&T type=D](http://gadoe.georgiastandards.org/DMGetDocument.aspx/K-Calendar-Math-lesson.pdf?p=6CC6799F8C1371F6EF2D042CCCFAB60A0A43B60FCF22F8435379807DA864DAC9&T%20type=D)

This lesson gave me some ideas of how other kindergarten teachers teach Math through Calendar. This lesson plan was very organized and easy to read. I liked that it gives me sample questions to ask in a class.

Kindergarten Calendar Activities, The Benefits of Using a Whole Year Calendar <http://www.kindergarten-lessons.com/calendar-activities/>

This lesson gave me some ideas of how other kindergarten teachers teach Math through Calendar. This lesson gave me an idea to use a whole year calendar for my lesson.

Lester, Helen. *Happy Birthday, Tacky! Tacky the Penguin*. Houghton Mifflin Harcourt, 2013

Tacky the Penguin book is funny and Kindergarten students loves to be read. Students will be able to make connections with their own birthday party and Tacky the Penguin’s birthday party.

Lewis, Richard. “How Different Cultures Understand Time” Richard Lewis Communications. June 1, 2014.

At It’s About Time seminar (CTI) we used this article for discussion. It helped me to see that the culture plays a lot for people to have a different concept about time.

Mathematics Their Way, <http://www.center.edu/MathTheirWay.shtml>

This textbook has been the go to textbook when I need ideas how to teach math concept to Kindergarten students. It provides a lot of hands on activities.

Mazzarella Educational Media. *Equinox*. Video Segment. 2013.

<http://www.discoveryeducation.com> (accessed).

This video is advanced for Kindergarten students; however, it is a good introduction of earth and sun relation. When Equinox and Solstice happens, I show this video and talk about it.

Mazzarella Educational Media. *Solstice*. Video Segment. 2013.

<http://www.discoveryeducation.com> (accessed).

This video is advanced for Kindergarten students; however, it is a good introduction of earth and sun relation. When Equinox and Solstice happens, I show this video and talk about it.

Metstorm. *The Seasons*. Video Segment. 2010. <http://www.discoveryeducation.com> (accessed).

This video is Kindergarten friendly. It explains how weather and seasons are connected. It also explains how seasons changes in the same order and goes around.

NAEYC Members Discuss Alternatives to Calendar Time,

<https://www.naeyc.org/resources/blog/alternatives-calendar-time>

This website is a discussion site on the topic of why some educators moving away away from calendar time. I like calendar time and I feel that it is a valuable time. It is nice to read the opposite opinions to make my lesson plan better.

Printable Calendar 2019 & 2020,

[file:///cluinstdfs04.cmsdomain.cms.k12.nc.us/5532/home/teachers/mayakok.hamrick/Downloads/January%202019%20-%20December%202019%20\(1\).pdf](file:///cluinstdfs04.cmsdomain.cms.k12.nc.us/5532/home/teachers/mayakok.hamrick/Downloads/January%202019%20-%20December%202019%20(1).pdf)

[file:///cluinstdfs04.cmsdomain.cms.k12.nc.us/5532/home/teachers/mayakok.hamrick/Downloads/January%202020%20-%20December%202020%20\(1\).pdf](file:///cluinstdfs04.cmsdomain.cms.k12.nc.us/5532/home/teachers/mayakok.hamrick/Downloads/January%202020%20-%20December%202020%20(1).pdf)

Both printable calendar site was easy to use for my lesson plan activity.

Provensen, Alice and Martin. *A book of Seasons*. Random House, 1978

This book is a great read-aloud for Kindergarten class. It has great pictures to explain each seasons.

“Teaching Clocks and Telling Time -- Best Children’s Books!” <https://www.the-best-childrens-books.org/teaching-clocks.html>

This website gave me an idea of which books are good to use in Kindergarten class about teaching clocks and telling time. It provides a description of the book.

Ward, Cindy. *Cookie's Week*. Demco Media, 1992

This is a cute book to show how the days of the week go. This can be a good read-aloud in class. Some students may be able to read on their own.