

Standard 5: It's About Time!

Standard: Students put events in temporal order by using a calendar, placing days, weeks, and months in proper order.

Sample Topic for Standard 5:

Putting events in order: days
weeks, and months; and
learning about the calendar

Suggested Time: 4 weeks

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Significance of the Topic:

In this unit, students will develop concepts of “time” as they place events into temporal order. The focus will be on the routine events of a school day, the days of a week, the months of a year, and the use of a calendar.

Background Information for the Teacher

The study of history is time oriented. The most important time concepts to children are clock time and calendar time. Clock time involves using numerical notations to estimate or accurately judge units of time of a clock, watch or digital device. Calendar time requires one to use time language involving days, weeks, months, seasons, holidays, and years, as well as numerical digits, to judge units of time on standard calendars. Thus, there are many different aspects of time, including past, present, and future. Children learn temporal sequencing concepts – such as before and after, tomorrow and yesterday more readily than quantitative temporal relations.

As children experience sequencing to establish a sense of order and time through their daily routines, they are introduced to, and become aware of concepts of time. Children as young as age 4 or 5 can demonstrate some understanding of the ability to sequence events. Four-to-6-year-olds can order actions in their day and can judge the backward order of daily activities and the forward order from multiple reference points within the day.

Five-year-olds begin to understand temporal units of time – such as day, date, and calendar time, formulated on the temporal or sequential order of events. By age 5, children can tell what day it is and will use general terms such as wintertime before they will use the general terms *today*, *before*, or *in a few days*. Based on the research of Piaget, it seems desirable to help children in their development of time concepts based on the routines that the day brings. Children first begin to associate activities with the regular daily class schedule; then they associate this schedule with time by the clock.

A plastic egg timer, an hourglass, a stopwatch, and a spring-wound kitchen timer allow the child to actually see the passage of time by watching the movement of the sand or handle. By the time children reach kindergarten, they use terms involved in telling time with a clock. Although they have not internalized the concept of duration of an interval, such as hour and minute, they understand that these terms do have meaning. Five-year-olds know that waiting for 10 minutes will be harder than waiting for 5.

Children first begin to associate activities with the regular daily class schedule; then they associate this schedule with time by the clock. Next, concepts of hour, half hour, and quarter hour develop. Children will not be able to measure time conventionally until after age 8 or 9.

Chronological thinking is one of the Historical and Social Sciences Analysis Skills of the California History-Social Science Standards. In this unit, students place key events in their day in a chronological sequence and correctly apply terms related to time, including hours of the day, days in the week, and months in the year. This unit can easily be

integrated with the children's study of mathematical concepts. In addition, the Earth Sciences standards for kindergarten state that "Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants." With the limited time available during the school day, it is recommended that kindergarten teachers take advantage of these integration opportunities.

Literacy Links:

A variety of activities included in this unit support and develop reading, writing, listening and speaking standards. English Language Development Standards have also been incorporated. The Language Fluency Level has been identified as appropriate. Examples of the literacy supporting activities are:

Reading

- Identify the front cover, back cover and title page of a book (Intermediate Fluency)
- Follow words from left to right and from top to bottom on the printed page (Intermediate Fluency)
- Understand that printed material provides information (Intermediate Fluency)
- Use pictures and context clues to make predictions about story content
- Identify basic sequences of events in stories read to them, using key words or pictures (Beginning Fluency)
- Orally identify important events in a story (Early Intermediate Fluency)
- Relate prior knowledge to textual information
- Read simple one-syllable and high frequency words (Advanced Fluency)

Writing

- Draw pictures from student's own experiences related to daily routines (Beginning Fluency) and label pictures related to a daily routines (Early Intermediate Fluency)
- Begin to use words to describe time concepts
- Create a "My Week Book"
- Construct a time line to show the hungry caterpillar's week
- Write (dictate) and illustrate a page for the "Book of Weeks"
- Help construct a Birthday Graph or a Birthday Timeline
- Draw and dictate a brief expository description for the "Things I Do" book
- Construct a calendar for a month of the year
- Write (dictate) and illustrate a time line
- Print legibly and space letters, words, or sentences appropriately

Speaking and Listening

- Orally recite the names of the days of the week and the months of the year
- Listen to a story and respond by answering factual comprehension questions using one-or two word response (Beginning Fluency)
- Retell simple stories using drawings, words, and phrases (Beginning Fluency)
- Produce simple vocabulary to communicate information about time (days of the week, months of the year) (Beginning Fluency)

- Recite simple poems, rhymes and songs (Early Intermediate Fluency)
- Respond to simple directions and questions using physical actions and other means of non-verbal communication (Beginning Fluency)

Materials Needed:

- A variety of devices used to tell time, including an egg timer, an hourglass, a stopwatch, a spring-wound kitchen timer, watch, digital and analog clock, calendar
- Schedule chart for showing the routine events of the school day, such as one available from Teaching Resource Center (800) 833-3389 www.trcabc.com Item # IM-5128BL or All About Today Activity Center #LA655 from Lakeshore (800) 421-5354
- Monthly calendars constructed by the teacher or purchased commercially from a teacher resource stores such as Teacher Resource Center Item # IM-5115BL
- Narrative and expository books listed with an ** in the Resource section of the unit.
- Art supplies such as construction paper and crayons.

Focus Questions:

1. What are the routines of our school day? In what order do they occur?
2. Using a calendar, how do I put days, weeks, and months in proper order?

A

Beginning the Topic

Daily Routines

Ask students “What are some things that happen each day in our classroom?” Record a list on chart paper (e.g., lining up to enter classroom, circle time, reading, recess, lunch, math, cleaning up to leave for the day). Explain to students they will be learning about things that happen at school. In order to understand about things that happen we need to understand how to show WHEN things happen.

Read the book *My Day/Mi Dia* by Rebecca Emberly. The English/Spanish text describes activities in a child’s daily routine. If the book is not available, tell the students the story of your day using the “time” vocabulary used in the book, such as “in the morning,” “at noon,” “after lunch,” “in the afternoon,” “time for dinner,” “after dinner,” and “good night.” Record the text on sentence strips and have the students sequence the events of the day.

Two other expository books that may be used to enhance the study of “daily routines” are *When You Go To Kindergarten* by James Lowe and *Kindergarten Kids* by Ellen Senisi. The photographs in these books may be used for sequencing activities that answer the questions, “What happened first? What happened next?” Other possible questions to ask are: “Who do you think is telling the story?” “Where does the story take place?” “Who is in the story?” “Would you like to be a student in this class?” “How is this class similar or like our class?” “How is our class different than this class?” “What is your favorite part of the school day? Who helps out in our classroom?”

Our Day at School

Using a camera, take photographs of the students engaged in various activities throughout the day. Discuss what is happening in each picture and when it happens - What is the first thing we do each day? What do we do after this event? Then what do we do? Have students dictate captions for the pictures. Pass out the photographs and have students create a classroom timeline by sequencing the events of their day. Leave sufficient space between pictures to indicate time elapsed.

Use a demonstration clock (such as a Judy clock) to show students the time each event occurs. Demonstrate how to write the time indicated and label each picture with the appropriate time. If desired, scan the pictures into the computer (or make color copies) and create a worksheet that each student can cut and paste in to the proper order.

A Time Line of Our Day

Divide the students into pairs. Give each pair of students an event that occurs during the day. Invite the students to draw a picture of the event (Beginning Fluency). When students finish, ask each pair to tell about their drawings. Help the students to label the pictures and record the time (Early Intermediate Fluency.) Encourage students to practice sequencing the events of the day. When finished with these sequencing activities, mount the pictures on construction paper and assemble them into a class book, "A Timeline of the Our Day."

Additional literature selections that supplement student's first-hand experiences with regular, timed routines of a day include *Good Morning, Good Night* (Martin, 1969); *The Snowy Day* (Keats, 1962); *One Morning in Maine* (McCloskey, 1952); *NightTime* (Pettigrew & Kimber, 1992); *Alexander and the Terrible, Horrible, No Good, Very Bad Day* (Viorst) and, *Get Up and Go* (Murphy, 1996.)

B**Developing the Topic****Measuring Time**

How long does it take us to get ready to go out for recess? Introduce a **stopwatch**. (Note: If a stopwatch is not available, use the minute hand on a clock.) Explain that a stopwatch can keep track of time to let us know how long it takes us to do something. Ask students how long they think it will take for them to get ready to go outdoors. Record their responses. Begin timing students and record the result each day for a week. "Did we improve on our time?"

Use the stopwatch to measure other activities such as how long it takes to put the blocks away. Help students time and record how long they can bounce a ball, hop on one foot, or jump or run in place.

Create a **Measuring Time Center**. In the center, place items such as a watch, stopwatch, hourglass, timer, calendar, and books that reinforce time concepts. These items can also be used as props in the Play Center. The accuracy of these items is immaterial – you only want students to experience measuring time.

Developing Vocabulary

Help students develop a “time” vocabulary to connect to their experiences. Ask students to tell about three things they do in a day at home. Encourage them to use the vocabulary words “first,” “next,” and “then” to describe the things they do. Provide a model for students. For example, “First, I get into my pajamas. Next, I brush my teeth. Then, I get into bed.” Refer to Appendix 1 for a sample worksheet. Save the page for a book, “The Things I Do.”

Questions that can help students understand the passage of time include:

- What did you like best about today?
- What did we have for lunch today?
- What did we have for lunch yesterday?
- How many days has it been since Susan’s birthday?
- What did we do last week?
- What did you like best about kindergarten this week?

Identify and make time word cards for other “time” vocabulary words such as “today,” “this morning,” “next,” “a little later,” “this afternoon,” “tomorrow,” “yesterday,” and “last week.”

Days in a Week

Make word cards for the days of the week. Point out that each day begins with a capital letter. Have students identify the two days that begin with the letter “S” and then the two days that begin with “T.” Point out the word “day” as being the same in all the words. Attach a piece of yarn to each “day” word card. Select 7 students. As you give each child a card, state the day of the week and have him/her repeat the day. Have each student hang his/her “day” card around his/her neck. Help the students get into sequential order.

Read the book, *Bear About Town* by Stella Blackstone. The big, friendly bear goes on his daily walk through his neighborhood meeting the people who live and work nearby. This book is excellent to reinforce the days of the week.

Bear goes to town every day.
He likes to walk all the way.
On Monday, he goes to the bakery.
On Tuesday, he goes for a swim.

On Wednesday, he watches a movie.
 On Thursday, he visits the gym.
 On Friday, he goes to the toystore.
 On Saturday, he strolls through the park.
 On Sunday, he goes to the playground
 And plays with his friends until dark.

Read the book again and, using the “days of the week” word cards, hold up the card that matches each day, or have the student wearing the word card stand up.

Inside the front and back cover of the book, there are symbols that indicate what the bear did each day. Make a copy of the symbols and cut them out. As students retell the story, hold up a symbol to help students remember where the bear went each day. If desired, paste the symbol onto a calendar on the appropriate day of the week.

My Week Book

Create a “My Week Book.” Using the *Bear About Town* as a model, provide students with a sheet of paper labeled, “On Monday, _____.” Toward the end of each day, review the events that happened during the day. Have the students illustrate their page to highlight an event. Students may dictate something that describes their picture. Save the pages for each day of the school week and assemble them into a book. Before taking the books home, have students practice “reading” their book.

The Very Hungry Caterpillar

A popular book to use for teaching the days of the week is *The Very Hungry Caterpillar* by Eric Carle. Its use also integrates a Life Sciences standard for kindergarten, “Students know how to observe and describe ... the behavior of ... animals (e.g. insects). Read the book a first time to enjoy the illustrations and observe the sequence of events. Encourage the students to use picture clues to help you read the book a second time. Create a chart to show what happened on each day of the week:

A little egg lays on a leaf.
 Then...Sunday Pop!
 Monday – 1 apple
 Tuesday – 2 pears.
 Wednesday – 3 plums
 Thursday – 4 strawberries
 Friday – 5 oranges.
 Saturday – green leaf

Students can construct a time line for the caterpillar and draw a picture for each day (Appendix 2.)

Assessment

At the end of this section, students should be able to orally recite the days of the week.

A Year-long Book of Weeks

Throughout the school year, create a “Book of Weeks.” At the end of each week, select one student to dictate sentences about the “highlights” of the week. Use an 8 1/2 X 10 sheet of lined paper to record the student’s words. Mount the “Story of Our Week” onto a sheet of construction paper and have the student illustrate it. If desired, a photograph or two may also be added. Assemble the weekly pages into a “Year-Long Book of Weeks” that can be shared at Open House and “read” by the students throughout the year.

Yesterday, Today, and Tomorrow

Continue to help students use “time” vocabulary to connect to their experiences. Explain to students that one way people tell the order in which things happen is by using the words “yesterday, today, and tomorrow. Clarify that today means “this day,” *tomorrow* means “the day after this day,” and *yesterday* means “the day before this day.”

Ask students to tell about three things, one thing that they did **yesterday**, one thing that they are doing **today**, and one that they think they will do **tomorrow**. Provide a model for students. For example, “Yesterday, we read a book about a caterpillar. Today, we are making a book about our week. Tomorrow, we will take our books home.” Refer to Appendix 3 for a sample worksheet. Save the page for a book, “The Things I Do.”

This is also a good time to look at the sequence of events in stories. What happened first, second, third, and fourth? Stories such as “Goldilocks and the Three Bears,” “The Three Little Pigs,” and “Three Billy Goats Gruff” lend themselves to sequencing. Time concepts can also be related to cause-and-effect relationships.

Months in a Year

Display a calendar for the current year. Explain to students that a calendar shows all the days, weeks, and months in a year. Review how many days there are in a week. Ask students to repeat the days of the week as you point to them on the calendar. Recite the months of the year as you show the students the page for each month.

Display the calendar for the current month. Have students count the days with you. Post the following framed sentence: The month of _____ has _____ days. Have several students “read” the sentence filling in the month and the proper number of days.

Ask, “Do all months have the same number of days? Let’s look at different months to find out.” As you show each month, state the name of the month and encourage students to complete the sentence frame with you. “The month of September has 30 days.”

Science Connection

The California Science Standards for Kindergarten state that “Students know changes in weather from day to day and across seasons, affecting Earth and its inhabitants.” Explain to students that the calendar year is divided into four seasons, spring, summer, winter, and fall. Classify the months according to the seasons. Make a word card for each month, color-coded according to the season. Use the word cards to sort them into different

categories such as sequential order, by season, by the first letter, by the number of letters in each word.

Explain that each season has its own special weather but that in some parts of our country the seasons are less noticeable than in others. Weather refers to what it is like outside each day – for example, hot, cold, sunny, windy, foggy, rainy, or snowy. Discuss how people choose different types of clothing to wear in different weather, such as a coat in cold weather. Ask students to share experiences with each season.

When is Your Birthday?

Send a note home to the parents asking them to help their child learn the month and the day of their birth date. Provide a copy of Appendix 4. When the students have returned their birthday cards, help them to line up in the order of their birthdays, beginning with January (or the beginning of the school year, if desired.)

Construct a **Birthday Graph** using the “birthday cards.” Graph the cards by month. Ask questions such as, “How many students have a birthday in January?” “Which month has the most birthdays?” “Which month has the least number of birthdays?” Or, create construction paper birthday cakes, one per child. Make a **Birthday Time Line** by posting the “cakes” in sequential order.

Alligators and Others All Year Long

If available, read *Alligators and Others All Year Long* by Crescent Dragonwagon. In this book, a collection of animals celebrate the months of the year, one by one, in poetry. Rather than reading the book all at once, you might read one poem on the first day of each month.

Monthly Calendars

Using a calendar form (Appendix 5), assist students in making a calendar for the current month. Mount the calendar on construction paper and have the students decorate it with symbols that depict the month. Continue the process of making a calendar for each new month.

Or, you may wish to divide the class into twelve groups. Assign each group one month of the year. Help each group write the dates of the month onto the calendar. Use the calendars to post special events that happen during the school year and take photographs to highlight each month. (Note: You may wish to incorporate this activity with the study of the national holidays in Standard 6.)

In *Pepper’s Journal - A Kitten’s First Year* by Stuart Murphy, Lisa keeps a journal of her new kitten’s first year. Each page includes a calendar, beginning with March. The book is listed as a Level 2 for ages 6 and up but does relate well to the content of this unit.

The book *Miss Bindergarten Celebrates the 100th Day* by Joseph Slate fits well with a study of the school year. Miss Bindergarten, the kindergarten teacher we met in the model lesson for Kindergarten, Standard 3, is getting ready to celebrate the 100th day of

school. In this math-oriented animal-alphabet book, each of her students must bring 100 of something for the celebration.

Assessment

At the end of this section, students should be able to orally recite the months of the year.

Last Month, This Month, Next Month

Continue to help students use “time” vocabulary to connect to their experiences. Ask students to tell about three things, one that they did **last month**, one that they are doing **this month**, and one that they will do **next month**. Provide a model for students. For example, “Last month, we learned about plants. This month, we are learning about seasons. Next month, we will learn about water.” Refer to Appendix 5 for a sample worksheet.

One Lighthouse, One Moon

The book, *One Lighthouse, One Moon* by Anita Lobel has, in one book, the days of the week, the months of the year, and numbers from one to ten. Through the activities of a cat and people in and around a lighthouse, students can review the major topics of the unit. Using picture clues, students can easily read the first chapter, “All Week Long.” With coaching from the teacher and picture clues, students can read about “Nina’s Year.” The third chapter, “One Lighthouse, One Moon,” uses number words that students quickly learn to read. The beautiful illustrations make you want to purchase two copies of the book so that you can “take it apart” and post the pictures in your classroom.

Math Counts: Time

Math Counts: Time by Henry Pluckrose is another book that integrates all topics covered in this unit from watches to clocks, days, weeks and months, stopwatches, and more. The photographs and text in this book have been chosen to encourage children to talk about Time.

C

Culminating the Topic

My Year in Kindergarten

Nothing is more interesting to the young child than his or her own life. In the beginning of the year, you might start a history booklet for each child. Snapshots taken throughout the year, pieces of work each student has completed, paintings or stories dictated or written, records of height and weight, and some of the interesting things said can all be recorded in the history book. At the end of the year, each student will have an individual life booklet that will give him/her a meaningful understanding of the passage of time.

Years in My Life

To introduce the construction of individual timelines, read the book *Love You Forever* by Robert Munsch. Encourage students to discuss the changes of growth in a child. Possible questions to ask are: “Who is the story about?” “What happens to the little

boy?” “How does he change?” “How do you think he feels when his mother sings to him: ‘I love you forever, I’ll like you forever, as long as I’m living, my baby you’ll be?’” “How would you feel if your mother sang that to you?” “How do you think his mother felt when the ‘toddler’ made a mess in the bathroom?” “How do you think the man felt when his mother became old and sick?” “Why do you think the man picked up his daughter, rocked her, and sang to her?” Photocopy pages in the book that depict the different stages of growth. With teacher help, the students can chronologically sequence the pictures.

When I Am Six

A.A. Milne’s poem, “The End” from *Now We Are Six* begins, “When I was one, I was just begun; when I was two, I was barely new”

This poem leads into making a timeline on the theme of “Growing.” Students can make their own timeline with parent and teacher help. On a large sheet of paper, print the numerals 1, 2, 3, 4, and 5. Send home the parent questionnaire for homework (Appendix 6). If possible, have parents send photographs of their child that may be cut and glued on to the time line. If none are available, each student may draw/him/herself at different stages of development. Students, with teacher help, can record dates on the timeline and glue photographs and/or drawings in appropriate sequence.

Last Year, This Year, Next Year

Ask students to tell about three things, one that they did **last year**, one that they are doing **this year**, and one that they will do **next year**. Provide a model for students. For example, “Last year, I was in preschool. This year, I am in kindergarten. Next year, I will be in first grade.” Refer to Appendix 7 for a sample worksheet. Assemble the four pages of the “Things I Do” book. Encourage students to practice “reading” their book.

Assessment

The assessment of this lesson is integrated with the instruction and occurs throughout the lesson rather than just at the end. It is recommended student work be assembled into a portfolio. Student products should provide evidence of attainment of the following identified outcomes:

- Sequence pictures of events of the school day
- Draw a picture of an event in the school day, label the picture, and record the time
- Recite the days of the week in sequence
- Create a “My Week Book” with a page depicting an event for each day of the week
- Construct a time line to show the hungry caterpillar’s week
- Construct a “Things I Do” book with pages for First, Next, Then; Yesterday, Today, Tomorrow; Last Month, This month, Next month; Last Year, This Year, Next Year.
- Write (dictate) and illustrate one page for the “Book of Weeks”
- Recite the months of the year (using a calendar or word cards and teacher assistance)
- Help construct a class Birthday Graph or Birthday Time Line
- Construct a calendar for one month of the year

- With teacher help, construct a book, “My Year in Kindergarten”
- Construct a time line, with parent and teacher help, that shows events for each year from one to five

Literacy skills used to attain the identified outcomes:

- Use pictures and context clues to make predictions about story content
- Identify basic sequences of events in stories read to them, using key words or pictures
- Orally identify important events in a story and in the school day
- Relate prior knowledge to textual information
- Read simple one-syllable and high frequency words (Advanced Fluency)
- Listen to a story and respond by answering factual comprehension questions using one-or two word response (Beginning Fluency)
- Retell simple stories using drawings, words, and phrases (Beginning Fluency)
- Produce simple vocabulary to communicate information about time (days of the week, months of the year) (Beginning Fluency)
- Respond to simple directions and questions using physical actions and other means of non-verbal communication (Beginning Fluency)

Resources for the Sample Topic

- ** Blackstone, Stella. *Bear About Town*. Illustrated by Debbie Harter. New York: Barefoot Books, 2000. The big, friendly bear goes on his daily walk through his neighborhood meeting the people who live and work nearby. This book is excellent to reinforce the days of the week.
- *Carle, Eric. *The Very Hungry Caterpillar*. New York: Philomel Books, 1987. ISBN 0-399-23641-4. This popular classic children’s book reinforces the days of the week as it illustrates a caterpillar’s change into a butterfly. Follow the process of the very hungry caterpillar as he eats his way through a variety of foods while following the days of the week. The book is also available in a miniature edition.
- *Dragonwagon, Crescent. *Alligators and Others All Year Long – A Books of Months*. Illustrated by Jose Aruego and Ariane Dewey. New York: Aladdin Paperbacks, 1997. ISBN 0-689-81554-9. Animals gather together as a new year begins, to celebrate the twelve months just passed and look forward to the year to come. Read a page each month to see one animal busy at work or play.
- ** Emberly, Rebecca. *My Day/Mia Día*. Boston: Little, Brown & Co., 1993. ISBN 0-316-23450-8. Captioned illustrations and text in English and Spanish describe activities in a child’s daily routine. The book is useful in creating a time line of a child’s day.

Judy Teaching Clock, available through Creative Publications, 5623 W. 115th St., Worth, Ill. 60482-9931, item No. 37559-6101.

- * Howe, James. *When You Go to Kindergarten*. New York: Mulberry Books, 1994. ISBN 0-688-14387-3. James Howe's reassuring text and Betsy Imershein's lively photographs answer the many questions children may have about kindergarten. This book illustrates a time line of a day in a kindergarten classroom.
- Keats, J. E. *The Snowy Day*. New York, Viking Press, 1962.
- *Lobel, Anita. *One Lighthouse, One Moon*. New York: Greenwillow Books (HarperCollins), 2000. Here, in one book, are the days of the week, the months of the year, and numbers from one to ten through the activities of a cat and people in and around a lighthouse.
- Martin, B. *Good Morning, Good Night*. New York: Holt, Rinehart & Winston, 1969.
- McCloskey, Robert. *One Morning in Maine* New York: Viking Press, 1952
- Milne, A. A. *The End*. "Now We Are Six." (p. 104). London: E.P. Dutton.
- *Munsch, Robert. *Love Your Forever*. Ontario, Canada: Firefly Books Ltd., 1986. ISBN 0-920668-37-2. This is a story of how a little boy goes through the stages of childhood and becomes a man. It also shows how a parent's love is enduring and how it crosses generations.
- * Murphy, Stuart J. *Get Up and Go!*. Illustrated by Diane Greenesid. New York: HarperCollins, 1996. ISBN 0-06-446704-X Using rhyme *Get Up and Go!* explains the concepts of time lines and addition as a girl gets ready for school with the help of her smart dog. An adult section at the end of the book gives helpful suggestions for using the book to develop fun educational activities. The book is listed as a Level 2 for ages 6 and up.
- * Murphy, Stuart J. *Pepper's Journal – A Kitten's First Year*. Illustrated by Marsha Winborn. New York: HarperCollins, 2000. ISBN 0-06-446704-X. Lisa keeps a journal of her new kitten's first year. Each page includes a calendar, beginning with March. An adult section at the end of the book gives helpful suggestions for using the book to develop fun educational activities. The book is listed as a Level 2 for ages 6 and up.
- Pettigrew and Kimber. *Night-Time*. W. Kimber, illustrator. New York: Annick Press, 1992.
- *Pluckrose, Henry. *Math Counts: Time*. Chicago: Children's Press, 1994. ISBN 0-516-45459-5. The photographs and text in this book have been chosen to encourage children to talk about Time. All of the key concepts from this unit are included from watches to clocks, days, weeks and months, stopwatches, and more.

Seefeldt, Carol. *Social Studies for the Preschool/Primary Child*. Columbus, Ohio: Merrill Prentice Hall, 2001. Sixth Edition. This valuable resource for preservice and inservice teachers incorporates current research and theory on child development with the learning of social studies content.

* Senisi, Ellen. *Kindergarten Kids*. New York: Cartwheel Books, 1994. ISBN 0-590-47614-9. Students from a real kindergarten class tell about a typical day of work and play using real photographs of a multiethnic classroom. The story contains beautiful colored photographs of students from a real kindergarten class. The text describes a typical day of students at work and at play.

*Slate, Joseph. *Miss Bindergarten Celebrates the 100th Day*. Illustrations by Ashley Wolff. New York: Dutton Children's Books, 1998. ISBN 0-525-46000-4. Miss Bindergarten, the kindergarten teacher we met in the model lesson for Kindergarten, Standard 3, is getting ready to celebrate the 100th day of school. Her students must bring 100 of something for the celebration in this math-oriented book.

Thomas, Joyce Carol. *Gingerbread Days*. New York: Harper, 1995. Celebrating the themes of family love and cooperation, this poetry timeline for each month of the year is a treasure at any primary grade!

Waters, Kate. *Sarah Morton's Day*. Photographs by Russ Kendall. New York: Scholastic, 1989. ISBN 0-590-42634-2. This historically accurate fictional account of young Sarah Morton explains what her daily activities would have been like in the early days of the Plymouth Colony.

Viorst, Judith. *Alexander and the Terrible, Horrible, No Good Very Bad Day*. New York: Atheneum.

Visual and Performing Arts

Greg and Steve CD. Volume 2. "We All Live Together,".

Hap Palmer. "Days of the Week."

"Today is Monday"

Appendix 1

The Things I Do

Page 1

First,

Next,

Then,

Appendix 2
The Very Hungry Caterpillar

<p>A little egg lays on a leaf. Then...</p>	<p style="text-align: center;">Sunday</p> <p style="text-align: center;">POP!</p>	<p style="text-align: center;">Monday</p> <p style="text-align: center;">1 Apple</p>
<p style="text-align: center;">Tuesday</p> <p style="text-align: center;">2 Pears</p>	<p style="text-align: center;">Wednesday</p> <p style="text-align: center;">3 Plums</p>	<p style="text-align: center;">Thursday</p> <p style="text-align: center;">4 Strawberries</p>
<p style="text-align: center;">Friday</p> <p style="text-align: center;">5 Oranges</p>	<p style="text-align: center;">Saturday</p> <p style="text-align: center;">He had a stomachache!</p>	<p style="text-align: center;">Sunday</p> <p style="text-align: center;">One nice green leaf.</p>

Appendix 3
The Things I Do
Page 2

Yesterday,

Today,

Tomorrow,

**Appendix 4
Birth Date**

Dear Parents,

Your child's kindergarten class is studying about time and dates. Please record the following information and return to your child's teacher. The information will be used to construct a birthday time line. Thank you for your assistance.

Child's Name _____

Birth Month _____

Birth Day _____

Birth Year _____

**Appendix 5
Calendar Format**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

**Appendix 6
Things I Do
Page 3**

Last month,

This Month,

Next Month,

Appendix 7

Sample Parent Letter and Questionnaire

Dear Parents,

We are working on a timeline for your child.

Please write one sentence of something important that your child accomplished at age 1, 2, 3, 4 and 5.

Here is an example:

- Age 1: Alisa walked.
- Age 2: Alisa started talking in sentences.
- Age 3: Alisa started pre-school.
- Age 4: Alisa learned how to tie her shoelaces.

Your child's name

Age 1: _____

Age 2: _____

Age 3: _____

Age 4: _____

Also, if you have any pictures of your child that may be cut and glued for the purpose of making your child's time line, please send them. We only need one picture for each year of your child.

Please return by _____. Thank you. Sincerely,

Created by Julie Wong Adams

Appendix 8

The Things I Do

Page 4

Last year,

This year,

Next year,