

Kinder Daily Routines Introduction

Kinder students will begin most days gathered around the Daily Routine area. Provide a comfortable area in the room, preferably with an area rug at which students gather around the wall display. The graphic above demonstrates a simple permanent display. You may, however, display the activities any way you wish. Just be sure that all of the activities are placed at a height that Kinder students can reach. Student leaders will ultimately direct the activities while the rest of the class models with their students sets or responds to the leader’s questions. Blackline masters are provided as noted in the materials list.

The Daily Routines explained in this section are the base activities for every lesson of every unit. Specific materials for activities that change such as the Measurement Lab, CGI, Money Matters, or the Graphing Activity will be noted in the curriculum for that particular lesson.

Language Objectives for Daily Routines

- Listen to, read, and speak the months of the year.
- Listen to, read, speak, and sing days of the week vocabulary from the Days of the Week song.
- Listen to, read, speak days of the week from “Yesterday, Today, Tomorrow” activity, and break them into syllables.
- Listen to, read, speak, and write measurement vocabulary: length, long, tall, longer, taller, short, shorter.
- Speak to partners, teacher, and class using vocabulary introduced in the Daily Routines.
- Listen to, read, speak, and write the labels of the graph using Interactive Writing.

Math Objectives for Daily Routines

- Find, complete, and create patterns.
- Listen to, read, and speak the months of the year, days of the week and dates on a calendar.
- Solve word problems using a variety of strategies and defend their strategies.
- Use counting patterns to determine the number of days in a week, in a month, in several



months.

- Use place value to group tens and ones.
- Understand the relationship among coins: pennies, nickels, dimes, quarters
- Measure to compare up to three items' length, weight, capacity, or area.
- Generate real, picture or bar graphs from experiences in the classroom.

Kinder --- Daily Routines Materials List per Activity

Essential

- **CGI**
 - BLM Poster for CGI
 - Unit CGI Problems (found in unit curriculum BLM section)
- **Counting the Days**
 - Straws
 - 2 clear plastic cups to hold the straws (represents ones and tens)
 - 31 straws or coffee stirrs, 3 rubber bands
 - Ziploc bag of individual student sets of coffee stirrs or straws and rubber bands
 - Pennies
 - An array 5 rows by 7 columns of clear plastic pockets to easily put in and remove pennies, one per pocket
 - 31 pennies, 6 nickels, 3 dimes, 1 quarter and storage envelope
 - Ziploc bag individual student sets of coins
- **Measurement** (only when needed for the math lesson)
 - BLM Measurement Poster
 - Materials notes in the various lessons
 - Situations as noted in the various lessons

Optional

- **Calendar**
 - Large poster-size calendar template to which you will add the month dates;
 - Date cards to fit the calendar – each month should exhibit a different pattern;
 - Month and Year title card to label the calendar
- **Days of the Week**
 - BLM of the days of the week
 - BLM of songs for teaching days of the week
- **Yesterday, Today, Tomorrow**
 - BLM of Yesterday, Today and Tomorrow strips
 - Means of temporarily attaching the days of the week cards to the board under the appropriate title (yesterday, today, tomorrow)
- **Money Matters**
 - On MAS Space
- **Graphing**
 - Generic picture and bar graph grids



- NOTE: There are directions for creating a Birthday Graph which you can keep on the wall in the room to keep track of and celebrate birthdays and special occasions.
- Unifix cubes or Linking cubes
- Materials as noted in the various lessons
- Situations as noted in the various lessons

ESSENTIAL – These activities are directly related to assessment items.

CGI Problems

One CGI problem per day.

There are 11 CGI problems written for each Unit. It will be the teacher's choice as to which problems to use on a daily basis. Numbers have been left out so that you can provide quantities that are reasonable for your students' abilities. Difficulty increases from Result Unknown to Start Unknown of each type; however, when students see the action in the problems and use manipulatives to physically act out the problem, all levels are attainable with even the youngest of children.

Using CGI with your students:

Read the word problem to the students. (For older students, have a copy for them to read.)

Ask students to solve the problem and to show their work on paper or to use manipulatives/counters.

As students are working, go around the room. Ask individual students to explain their strategy to you. This allows several more students than usual to have your attention and, what the researchers discovered, gives you more insight into how the students are thinking. Students who are struggling will also have a chance to overhear some strategies that might make sense to them.

When students are done, ask for a volunteer to demonstrate and explain their strategy to the class. Ask for one or two more volunteers who have a DIFFERENT strategy, as this helps students understand that there is more than one way to get to the correct answer. In addition, students become more comfortable with how to give an explanation, as well as helping their fellow students understand the math involved. When students share their solutions, encourage participation by calling on someone else to explain that student's strategy. It is also important to look for and point out connections between the strategies shared.

It does take a lot of time to cover one problem, but it gives students the time they need for *learning*, instead of just "covering" the concept.

Options:

There is a CGI graphic organizer that you can use.

If some students finish early, ask them to solve the problem again, but with a different set of numbers.

The curriculum provides three sets of numbers for each problem.

Write/scribe a student's explanation for the class to see.



Use this with your word wall. Hang a 12" x 18" piece of construction paper on the board. Ask the student to write their strategy on the paper instead of on the board. If the K-1 student uses counting as their strategy, this can be attached to their vocabulary word, "count," on the word wall. (If the student demonstrates with manipulatives, the teacher can draw the representation on the paper.)

When you and the students are comfortable with the process, you can start asking the students questions, based on situations you encounter with your group. For example: "Did you see any strategies for adding four groups of six that you would like to try the next time you have a problem like that?" ~or~ Draw a straight line of 23 circles, then draw four groups of six and ask the students, "Which has 24?" "Which is easier to check?" "Why?"

Problem Type

Join

- **Result Unknown:** These are the typical problems students are used to seeing in curriculum resources. Anna had 5 marbles. Marcos gave her 3 more. How many marbles did Anna have then?
- **Change Unknown:** These are the typical "missing addend" problems. Anna had 5 marbles. How many marbles did she need to have 8 marbles?
- **Start Unknown:** *These are the typical "work backward" problems. Anna had some marbles. Marcos gave her 3 more. Then she had 8 marbles. How many marbles did Anna have to begin with?*

Separate

- **Result Unknown:** Typical "take away" problems. Anna had 8 marbles. She gave 3 to Marcos. How many marbles did she have then?
- **Change Unknown:** Anna had 8 marbles. She gave some to Marcos. Then she had 3 marbles. How many marbles did she give to Juan?
- **Start Unknown:** *Typical "work backwards." Anna had some marbles. She gave 5 to Marcos. Then she had 3 marbles. How many marbles did Anna have in the beginning?*

Part-Part-Whole

- **Whole Unknown:** These are addition problems of items in a set. Anna had 5 green marbles and 3 blue marbles. How many marbles did she have?
- **Part Unknown:** These are subtraction problems of items in a set. Anna had 8 marbles. 5 of them were green. How many were NOT green?


Compare

- **Difference Unknown:** These are the typical comparison problems. Anna had 8 marbles. Marcos had 5 marbles. How many more marbles did Anna have?
- **Compare Quantity Unknown:** These comparison problems are a little more challenging in the verbiage. The action is actually counting on. Marcos had 5 marbles. Anna had 3 more marbles than Marcos. How many marbles did Anna have?
- **Referent Unknown:** *Again, challenging problems because of the verbiage, these problems are actually counting back. Anna had 8 marbles. She had 5 more marbles than Marcos. How many marbles did Marcos have?*



(Essential Daily Routine Activities Continued)

COUNTING STRAWS CHART and COUNTING COINS POCKET CHART

 Students listen to teacher and other students as they see the actual collecting of straws/coins. Students count and bundle their own sets of straws together as appropriate.

You are going to use straws on one chart and coins on another chart to keep track of the number of days there have been since the beginning of school.

Counting the Days with Straws

Every day you will add a straw or coffee stir to the “ones” cup of the Counting the Days with Straws. When you reach ten straws (or coffee stirs) you simply bundle the straws with a rubber band and put them over in the next cup to the left, the “tens” cup. *All students should have an individual set of straws/coffee stirs and rubber bands to count individually WITH the student helper each day.*

- *Ask the students to tell you how many straws (stirs) they have* (they will probably need to recount them).
- Then *ask them to tell you what the straws (stirs) represent* (the number of days you have been in school).
- *How many days have you been in school?* (same number as the number of straws)

Every day, count the straws from one to see how many days there have been since the beginning of school.

- When you bundle a ten, *ask the students to tell you what the bundle of ten straws represents* (10 days).
- *When you have more than ten, have the students tell you there are (number of) ten bundles plus (number of) single straws.* That is a total of (number) straws.
- *What does that number represent?* The number of days you have been in school.

Ultimately you want students to be able to count the tens (10, 20, etc.) and add on the ones (1, 2, 3, etc.).

When you come to the weekends, please count them the following week by adding those straws the first day you come back, explaining to the students that even though you and they were not in school, the campus was still prepared for the summer program, so it is important to count the weekend, too.

Counting the Days with Coins

Another way to keep track of the number of days is to count coins in the Counting the Days with Coins Pocket Chart. Using coins will help children remember not only the name, but their values and relationships. Every day you will add a penny to chart. Tell the students that a penny represent one cent in US money. When we add a penny, we add another cent to the chart; and we also add the counting of one more day to the chart. Students should each have a set of coins so that when you discuss the coins, they will be able to investigate them individually. Have the students look carefully at the penny. What can they tell you about the coin? Find as many interesting facts about the coin as they can, but be sure they notice the color which you can explain is copper, and the pictures on the front and back.

- *Ask the students to name the coin(s).*
- *How much money is each coin worth?*
- *How many of the coins are on the chart?*
- *How much are the coins worth?*
- *What else are you using the coins to represent?* (number of days you have been in school)
- *How many days have you been in school?*



(Essential Daily Routine Activities Continued)

When you arrive at the 5th day, drop the penny into the chart and ask the questions just as you have before; then tell students that you have another coin to show them. Show them the nickel. Ask anyone if they know what the coin is and how much it is worth.

Ask them to find the nickel in their collections and to tell you as many things as they can about the coin. Once you have gathered many attributes, have the students compare the nickel to the penny. Particular attributes would be color, size, and pictures on head and tail of coin.

Explain that the nickel is worth 5 cents. You can use this coin to represent the number of days you have been in school. Where could you put it? (Accept all answers.) Tell students you are going to place it right above the penny (your pocket chart should be big enough to stack the coins edge to edge in the pocket).

- *Ask the students how much money is represented in pennies.*
- *What else do the pennies represent?* (number of days in school)
- *How many days have we been in school?*
- *How do you know?* (There are that many pennies)
- *What other coin have we used to represent the number of days we have been in school?* (a nickel)
- *How many nickels do we have?*
- *How many pennies does one nickel represent?*

Continue in this way until you have been in school 10 days, and then introduce the dime in the same fashion.

Introduce the quarter in the same fashion when you have been in school for 25 days.

Be sure to go back every day and count the pennies from one. Begin to count by fives when you have enough nickels, and finally by tens with two or more dimes.

MEASUREMENT


Measurement and Estimate are life skills which are poorly addressed in our society. Although there will not be a measurement activity for every lesson, certainly there will be many throughout the summer program. These will all be drawn from the mathematics and literature connection. Each lesson will have a list of materials needed within the main curriculum; however, there will be an assortment of generic materials needed throughout the summer:

- **Color tiles (12 per student)**
- **Inch Worms (12 per student)**
- **Measure a Foot (1 per student)**
- **Primary Rulers (to the inch – 1 per student)**
- **Primary Bucket Balances (1 per 4 students)**
- **Customary Measurement Cups (1 per 2 students)**



OPTIONAL –These activities are not directly related to assessment items. However, in a full program, these would be considered part of your Daily Routine.

CALENDAR

 Each of the 12 months of the year should be on cards for the Word Wall. Many wonderful ideas for introducing Word Wall vocabulary can be found on the Teach Net website: <http://www.teachnet.com/lesson/langarts/wordwall062599.html>. Be sure that you label the wall calendar with the appropriate month.

For the first month, use a color or shape pattern for example, perhaps all the odd numbers would be red while the even number would be blue; or perhaps you would use a sun for the odd numbers and a crescent moon for the even numbers.

Each day after the first day, will simply put the correct date on the calendar. Ask children what they notice about the numbers on the calendar. Tell them that you are keeping track of the date of the month. Example: *Today is the first day of the month of June. It is June 1st. We're going to put this shape on the Thursday, June 1st to help us keep track of what day it is. What do you notice about this shape? (Accept any answer, but also help them to see that it has number 1 on it. Hopefully they can recognize the shape and / or color.)*

The next day you would do the same, but use the other shape for June 2nd. If you are beginning AFTER June 1st, begin by saying, *"I want to know what date today is. I know that this is the month of JUNE and that June began on Thursday. Thursday was June 1st. We're going to put this shape on the Thursday that was June 1st to help us keep track of what day it is. What do you notice about this shape?"* Catch up to the date you are starting. When you have four or five days on the calendar, ask students, *"What pattern do you see?"* [sun, moon] Ask them what they think will come next and why. Repeat the process for the rest of June. If your school continues beyond June, start a new pattern with the new month.

DAYS OF THE WEEK

You will find different songs in the blackline masters to teach the students to help them remember the days of the week. Select a different song each week to teach, but sing the older songs through at least once a day as well.

YESTERDAY, TODAY, TOMORROW

Using the BLM (blackline masters) for Yesterday, Today, Tomorrow, as well as the names of the days of the week, you simply ask questions, wait for the students to answer, then supply the correct day of the week card to represent the answer.

First, point to "today," and ask, "What day of the week is today?" When students answer, have one student find that day of the week word card. Affix that card to the board under the word "today." Point to words "today" and the "day of the week word cards" and everyone then says, "Today is (word)."

Next, point to "yesterday," and ask, "What day of the week was yesterday?" Repeat the process of having a student find the day of the week word card, affix the card to the board under yesterday. Point to words "today" and the "day of the week word cards" and everyone then says, "Yesterday was (word)."

Finally, point to "tomorrow," and ask, "What day of the week will it be tomorrow?" Repeat the process, ending with "Tomorrow will be (word)."



(Optional Daily Routine Activities Continued)

GRAPHING

You will have a graphing activity suggested every day based on the curriculum needs for the day, usually drawn from the language lesson. The TV Math Lesson often uses the results from the graph as a springboard, so please don't skip it.

The first graph you will want to generate, however, is a birthday graph. If your students are able to create their own class graph (first a real graph, then a bar graph made from those results), please do so. Otherwise, help students generate the graph by giving them a Sticker Note with their birthday/year and name on it, then making a horizontal bar graph. You may need to help them find the months. You are simply graphing the months of the year (not the days within the months).

Questions to Ask

- ***First allow students to tell you what they notice about the graph.*** They will probably see the months that have many birthdays, and the months that have fewer. Let them use their observations skills first.
- ***How many students have birthdays in the month of (month)?***
- ***How do you know?*** (the graph has that many sticker notes in the (month) column)
- ***Which month has the greatest number of birthdays? How do you know?***
- ***Which month has the fewest number of birthdays? How do you know?***
- ***How many more birthdays does (month) have than (month)?*** Show students how to compare the rows.)
- ***How many fewer birthdays does (month) have than (month)?***
- ***If you had a choice of the month to be born, which month would it be and why?***

MONEY MATTERS – now found on MAS Space

Money Matters is a new addition to the Daily Routines in response to the National plea and State's new student expectations regarding Financial Literacy. Each day will provide a brief lesson written specifically to the expectations appropriate to the grade band, as outlined in the 2014-2015 K-8 Math TEKS.

Kinder Expectations

(from Obj 9, Personal Financial Literacy)

- 9(A) identify ways to earn income;
- 9(B) differentiate between money received as income and money received as gifts;
- 9(C) list simple skills required for jobs such as bus driver, librarian, cashier, or cook;
- 9(D) distinguish between wants and needs and identify income as a source to meet one's wants.

The tasks for this activity are on MAS Space.



CGI Investigators!



Measurement Lab



Days of the week cards

Monday

Tuesday

Wednesday

Thursday



Friday

Saturday

Sunday



yesterday

today

tomorrow



Days of the Week Songs

Days of the Week (to tune of The Addam's Family)

Days of the week (snap, snap)

Days of the week (snap, snap)

Days of the week, Days of the week, Days of the week (snap, snap)

It's Sunday and it's Monday, it's Tuesday and it's Wednesday

It's Thursday, and it's Friday, and then it's Saturday.

Days of the week (snap, snap)

Days of the week (snap, snap)

Days of the week, Days of the week, Days of the week (snap, snap)

Days of the Week (to the tune of "Oh My Darlin' Clementine")

There are seven days,

there are seven days,

there are seven days in a week;

there are seven days,

there are seven days,

there are seven days in a week;

Sunday Monday,

Tuesday Wednesday,

Thursday Friday,

Saturday;

Sunday Monday,

Tuesday Wednesday,

Thursday Friday,

Saturday.

Days of the Week (to the tune of "Twinkle, Twinkle Little Star")

Sunday Monday

Tuesday too

Wednesday, Thursday

Just for you.

Friday, Saturday

That's the end.

Lets sing the days again.

Sunday, Monday, Tuesday

Wednesday

Thursday, Friday,

Saturday!

Days of the Week

(to the tune "Frère

Jacques)

These are all the
da-ays of the we-ek,
Sing with me,
Sing with me.

Sunday, Monday,
Tuesday
Wednesday, Thursday,
Friday
Saturday
A day to play

Some Districts now have clearance to use You-Tube. If your area is one, try these engaging videos.

Tune is a modified "Day-o."

<http://www.youtube.com/watch?v=ERCx9ekgltw>

In Spanish, performed by children.

<http://www.youtube.com/watch?v=EE5f9mueEJs>

Here's a Rap – very catchy and easy to follow.

<http://www.youtube.com/watch?v=BATdBYIXF1Q>

Need a lesson on tune for the "Addam's Family?"

<http://www.youtube.com/watch?v=OPzIbbvoiMA&list=LP4vfLpo1QB94&index=1&feature=plcp>



Money



Matters