

# Kindergarten Number Corner Planner

Month: September

**Reminder:** Remember to start the Rainbow Number Line (Supplement Set A1, pages A1.1-A1.6) the first day of school. Also, use Dots & Fingers (Supplement Set A4, pages A4.1-A4.2) in conjunction with Our Month in School throughout the September Number Corner.

\* Number of days varies from year to year based on school calendar.

\* People using the entire Bridges program in a half-day K devote entire math time on days 1–4 to new calendar. After fourth day try to spend 5 to 10 minutes a day on Number Corner. All day K can include another whole-group lesson or Work Places on days 1-4.

\*\*TG calls for sky- or rug-writing through Oct. You may wish to use NC Blacklines 6–15 as formative assessment or as appropriate for your students.

\*TG=Teachers Guide, OPT=optional, CG=Calendar Grid, OMS=Our Month in School, YPC=Yearlong Paper Chain, LESD=A Link Each School Day, HWB=Here's (When We) Were Born, BC=Bean Clock, KC=Kid Count

<u>Day 1</u>	<u>Day 2</u>	<u>Day 3</u>	<u>Day 4</u>	<u>Day 5</u>
<p><b>CG</b> Intro Calendar Grid, pattern strip; place <i>triangle</i>, discuss what they notice &amp; sing <i>triangle</i> song (Poems &amp; Songs A, first 4 pages)</p> <p><b>OMS</b> Writing 1's (TG pp. 33) <b>OPT</b> Blackline NC 6**</p>	<p><b>CG</b> place <i>square</i>, discuss what they notice &amp; sing <i>square</i> song (Poems &amp; Songs A, first 4 pages)</p> <p><b>OMS</b> Writing 2's (TG pp. 36) <b>OPT</b> Blackline NC 7**</p> <p><b>HWB</b> Introduce "Here's When We Were Born" (TG Prep.-pp. 18, intro.-pp. 37)</p>	<p><b>CG</b> place <i>circle</i>, discuss what they notice &amp; sing <i>circle</i> song (Poems &amp; Songs A, first 4 pages)</p> <p><b>OMS</b> Writing 3's (TG pp. 40) <b>OPT</b> Blackline NC 8**</p>	<p><b>CG</b> place <i>rectangle</i>, discuss what they notice &amp; sing <i>rectangle</i> song (Poems &amp; Songs A, first 4 pages)</p> <p><b>OMS</b> Writing 4's (TG pp. 46) <b>OPT</b> Blackline NC 9**</p>	<p><b>CG</b> Intro Days of the Week song (CD)</p> <p><b>OMS</b> Count 1-5 &amp; write 5's (see focus on TG pp. 48 for rest of mo.) <b>OPT</b> Blackline NC 10**</p>
<p><b>Day 6</b></p> <p><b>CG</b> Focus on pattern strip; how many of "today's shape" so far? Have children say shapes as helper points; sing Days of the Week song</p> <p><b>OMS</b> Writing 6's (TG pp. 48) <b>OPT</b> Blackline NC 11**</p> <p><b>HWB</b> This routine will vary dependent on current students (TG pp. 41 &amp; 48)</p>	<p><b>Day 7</b></p> <p><b>CG</b> Tell a friend what you think today's shape will be; sing song that matches today's shape</p> <p><b>OMS</b> Writing 7's (TG pp. 48) <b>OPT</b> Blackline NC 12**</p>	<p><b>Day 8</b></p> <p><b>CG</b> Sing song that matches today's shape; find shape in bucket if interest holds; have children say shapes as helper points</p> <p><b>OMS</b> Writing 8's (TG pp. 48) <b>OPT</b> Blackline NC 13**</p>	<p><b>Day 9</b></p> <p><b>CG</b> Focus on pattern strip; sing Days of the Week song</p> <p><b>OMS</b> Writing 9's (TG pp. 48) <b>OPT</b> Blackline NC 14**</p>	<p><b>Day 10</b></p> <p><b>CG</b> What makes a pattern; discuss attributes of today's shape &amp; sing the shape's song</p> <p><b>OMS</b> Writing 10's (TG pp. 48) <b>OPT</b> Blackline NC 15**</p> <p><b>HWB</b> Any birthdays this week?</p>

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<p><b>Day 11</b></p> <p><b>CG</b> Sing Days of the Week song; discuss attributes of today's shape</p> <p><b>OMS</b> Practice writing 11 or 1's as appropriate for your class (<b>TG</b> pp. 48)</p> <p><b>HWB</b> This routine will vary dependent on current students (<b>TG</b> pp. 41 &amp; 48)</p>	<p><b>Day 12</b></p> <p><b>CG</b> How many of "today's shape" have we had so far? Sing shape's song.</p> <p><b>OMS</b> Practice writing 12's or 2's as appropriate for your class</p>	<p><b>Day 13</b></p> <p><b>CG</b> Tell a friend what you think today's shape will be; sing song that matches today's shape</p> <p><b>OMS</b> Practice writing 13 or 3's as appropriate for your class (<b>TG</b> pp. 48)</p>	<p><b>Day 14</b></p> <p><b>CG</b> Sing song that matches today's shape; find shape in bucket if interest holds; have children say shapes as helper points</p> <p><b>OMS</b> Practice writing 14 or 4's as appropriate for your class (<b>TG</b> pp. 48)</p>	<p><b>Day 15</b></p> <p><b>CG</b> Sing Days of the Week song; discuss attributes of today's shape</p> <p><b>OMS</b> Practice writing 15 or 5's as appropriate for your class (<b>TG</b> pp. 48)</p>
<p><b>Day 16</b></p> <p><b>CG</b> How many of "today's shape" have we had so far? Sing shape's song.</p> <p><b>OMS</b> Practice writing 16 or 6's as appropriate for your class (<b>TG</b> pp. 48)</p> <p><b>HWB</b> This routine will vary dependent on current students (<b>TG</b> pp. 41 &amp; 48)</p>	<p><b>Day 17</b></p> <p><b>CG</b> Sing song that matches today's shape; find shape in bucket if interest holds; have children say shapes as helper points</p> <p><b>OMS</b> Practice writing 17 or 7's as appropriate for your class (<b>TG</b> pp. 48)</p>	<p><b>Day 18</b></p> <p><b>CG</b> Tell a friend what you think today's shape will be; sing song that matches today's shape</p> <p><b>OMS</b> Practice writing 18 or 8's as appropriate for your class (<b>TG</b> pp. 48)</p>	<p><b>Day 19</b></p> <p><b>CG</b> Place today's shape. What patterns do the students notice?</p> <p><b>OMS</b> Practice writing 19 or 9's as appropriate for your class (<b>TG</b> pp. 48)</p> <p><b>NOTE</b> Leave numbers in chart for 1st day of October</p>	<p><b>Day 20</b></p> <p><b>CG</b> The end! Examine all patterns.</p> <p><b>OMS</b> Practice writing 20 as appropriate for your class (<b>TG</b> pp. 48)</p> <p><b>HWB</b> Anyone have a birthday in October?</p>
<p><b>Notes</b></p>				