

It's About Time!

Step-By-Step Activities to Teach Young Children Time Concepts Using Their Own Personal Experiences, Time-Telling Tools such as Clocks and Calendars, Engaging Children's Literature, and More!

Table of Contents

Acknowledgements	2
Unit Overview	3
California History-Social Science Standard K.5	
Compelling Question and Supporting Questions	
Background for the Teacher	
Common Core State Standards	
Lesson 1: Our Day at School	5
Activity #1: Our Day	
Activity #2: Measuring Time	
Lesson 2: Days of the Week	7
Activity #1 Days of the Week	
Activity #2 The Very Hungry Caterpillar	
Activity #3 Yesterday, Today and Tomorrow	
Lesson 3: Months of the Year	9
Activity #1: Months in a Year	
Activity #2: Birthdays	
Activity #3: Days in a Month	
Lesson 4: My Life	11
Activity #1: My Year in Kindergarten	
Activity #2: Years in My Life	
Assessment	12
Handouts	13
Handout #1 Construct a Clock	
Handout #2 It's About Time, Page 1, First, Next, Then	
Handout #3 <i>The Very Hungry Caterpillar</i>	
Handout #4 It's About Time, Page 2, Yesterday, Today, Tomorrow	
Handout #5 Birth Date	
Handout #6 Calendar Format	
Handout #7 It's About Time, Page 3, Last month, This month, Next Month	
Handout #8 "The End" by A.A. Milne	
Handout #9 Parent Letter and Questionnaire	
Handout #10 It's About Time, Page 4, Last Year, This Year, Next Year	
Resources	23

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Acknowledgements

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Notes from the Author

This is the third book in the **Step-By-Step Series for Kindergarten Teachers**. The first book is titled *Patriotic Symbols* and the second book is *Learning to Work Together*.

To hear about my latest books first, sign up for my exclusive **New Release Mailing List** by sending me an email at prisporter@aol.com. The next books in my grade level-specific series for teachers of Kindergarten to Grade 5 will be released later this year. Let me know your grade level of interest. You'll be glad you did!

Requesting Your Review – Reviews are very important to authors. If you've enjoyed this book, please write a review of it on www.Amazon.com

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Unit Overview: It's About Time

Kindergarten History-Social Science Standard 5

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

Compelling Question: What is time and how do we measure it?

Supporting 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 the proper order?
3. When was I born and what has happened during the years of my life?

Background Information for the Teacher

In this unit, students develop concepts of "time" as they place events into temporal order. The focus is on the routine events of a school day, the days of a week, the months of a year, and the use of a calendar. The study of history is time oriented. The most important time concepts to young children are clock time and calendar time. Clock time involves using numerical notations to estimate or accurately judge units of time on a clock, watch or digital device. Calendar time requires one to use time language involving days, weeks, months, seasons, and years, as well as numerical digits to judge units of time on standard calendars.

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. Young children 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.

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. 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 minutes.

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.

Materials Needed: 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. Other materials include monthly calendars constructed by the teacher or purchased commercially, art supplies such as construction paper and crayons, and narrative and expository books listed on pages 23 and 24 in the Resource section of the unit.

California Common Core State Standards

This curriculum guide provides opportunities for children to develop the following Common Core State Standards for reading, writing, speaking, listening, mathematics and science. Abbreviations for the standards are included below. For example, RLK3 refers to Reading Standards for Literature, Kindergarten, Standard 3.

Reading Standards for Literature

RLK3. With prompting and support, identify characters, settings, and major events in a story.

RLK5. Recognize common types of text (e.g. fantasy from realistic text).

RLK6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RLK7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RLK10b. Actively engage in group reading activities with purpose and understanding. Use illustrations and context to make predictions about the text.

Reading Standards for Informational Text

RIK6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

RIK7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g....what place or idea in the text an illustration depicts).

RIK9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., illustrations, descriptions, procedures).

RIK10b. Use illustrations and context to make predictions about the text.

Writing Standards

WK 2. Use a combination of drawing, dictating, or writing to compose informative/explanatory text in which they name what they are writing about and supply some information about the event.

WK3. Using a combination of drawing, dictating, and writing..., tell about the events in the order in which they occurred...

Speaking and Listening Standards

SLK5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

Mathematics Standards

MP.4 Model with mathematics.

MP.5 Use appropriate tools strategically.

K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

K.MD.1 Describe measurable attributes of objects... Describe several measurable attributes of a single object.

Science Standards

K-LS1-1 All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.

K-ESS2-1 Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time.

K-ESS2-1 Use and share observations of local weather to describe patterns over time.

Lesson 1: Our Day at School

Supporting Questions: What are the routines of our school day? In what order do they occur?

Activity #1: Our Day

Step 1: My Day

Tell the students the story of your day using the "time" vocabulary, such as "in the morning," "at noon," "after lunch," "in the afternoon," "time for dinner," "after dinner," and "good night."

Step 2: Our Day at School

Ask students "What are some things that happen every 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).

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 (K.CC.2). Demonstrate how to write the time indicated and label each picture with the appropriate time. Scan the pictures into the computer (or make color copies) and create a worksheet that students can cut and paste into the proper order. Using a combination of drawing, dictating, or writing to compose informative/ explanatory text, students name what they are writing about and supply some information about the events (WK2).

Step 3: Are all Schools the Same?

Two expository books that enhance the study of "daily routines" are *When You Go to Kindergarten* by James Howe and *Kindergarten Kids* by Ellen Senisi. Using the photos from your classroom and illustrations from one or both of these texts, ask students to describe, with prompting and support, the relationship between the illustrations and the text in which they appear (RIK.7). Identify the basic similarities in and differences between the sets of illustrations (RIK.9) and your classroom.

Using the illustrations and context in the books, encourage students to make predictions about the kindergarten classrooms in the text (RIK10). "Would you like to be a student in this class? Why or why not?" "What is your evidence?" Use the illustrations for sequencing the activities, "What happens first? What happens next?"

Additional literature selections that supplement student's first-hand experiences with regular, timed routines of a day include *The Snowy Day* (Keats, 1962); *One Morning in Maine* (McCloskey, 1952, 1976); *Alexander and the Terrible, Horrible, No Good, Very Bad Day* (Viorst, 1987) and, *Get Up and Go* (Murphy, 1996.)

Activity #2 Measuring Time

Step 1: How long does it take?

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 responses. Begin timing students and record the result each day for a week. "Did we improve on our time?" (MP.4-5)

Using the stopwatch, help students time and record how long they can bounce a ball, hop on one foot, or jump or run in place. Can you stand on one foot or touch your nose for a minute?

Step 2: Construct a Clock

Have students describe the attributes of a clock (K.MD.1). Using Handout #1 on page 13, students cut out the clock face and glue it on to a piece of construction paper, card stock, or a paper plate. Color the minute hand red and the hour hand blue. Using a paper fastener (brad), attach the hands to the clock. Make sure the hands move freely. If desired, laminate the clock face before gluing or attaching the paper fastener. Students can use a dry erase pen to write a time on the clock (K.CC.2). If you attach a tongue depressor at the bottom of the clock, students can raise their clock for a quick check.

Step 3: Measuring Time Center.

Create a "Measuring Time" center. Place items such as a watch, stopwatch, hourglass, timer, calendar, and books that reinforce time concepts. The accuracy of these items is immaterial — you only want students to experience measuring time (MP.4, MP.5).

Step 4: Developing Academic Content Vocabulary

The words for "first, next, and then" are only understandable when they are linked to a specific event or activity that makes the concept of time concrete. Help students develop a "time" vocabulary to connect to their experiences. Ask students to tell about three events they do in a day at school. Encourage them to use the vocabulary words "first," "next," and "then" to describe the things they do. "What did we do first today? What did we do next? Then what did we do?" Ask, "What do you do at home?" Provide a model for students. For example, "First, I get into my pajamas. Next, I brush my teeth. Then, I get into bed."

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

Step 5: "It's About Time" Book – First, Next, Then

Using Handout #2 on page 14, students use a combination of drawing, dictating, or writing to compose informative/explanatory text that tells something they do "first," "next," and "then." (WK2). Save the page to be assembled with other page, to be completed in the next lessons into a book titled, "It's About Time" (WK2, WK3).

Step 6: Sequence in Stories we Read

This is a good time to look at the sequence of events in stories. What happened first, second, third? 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.

Lesson 2: Days of the Week

Supporting Question: What are the days of the week and how do I put them in order?

Activity #1 Days of the Week

Step 1: 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.

Step 2: Bear About Town

Read the book, *Bear About Town* by Stella Blackstone. This book is excellent to reinforce the days of the week. The big, friendly bear goes on his daily walk through his neighborhood meeting the people who live and work nearby. Using the illustrations and context, encourage students to make predictions about the text (RLK10b). Where did the bear go on Monday? What did he do on Tuesday? And so on. If you do not have the book, the text is printed below. You will, however, miss the engaging illustrations that enhance the story.

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 toy store.
On Saturday, he strolls through the park.
On Sunday, he goes to the playground
And plays with his friends until dark.

With prompting and support, identify the characters, settings, and major events in the story (RLK3); name the author and illustrator of the story; and, define the role of each in telling the story (RLK6). Ask, "Is this a realistic story that could really happen or is it fantasy (RLK5)?"

Read the book again and, using the "days of the week" word cards from Activity#1, hold up the card that matches each day. Help selected students get into chronological order.

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. With prompting and support, have students describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts) RLK7.

Step 3: 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 students dictate or write something that happened that day and add drawings or other visual displays to their descriptions as desired to provide additional detail (SLK5). At the end of the week, before taking the books home, have students practice "reading" their book.

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. As an option, each student can write his/her own page for each week of the school year adding one detail early in the year and at least two details by the end of the year.

Activity #2: The Very Hungry Caterpillar

Step 1: The Very Hungry Caterpillar by Eric Carle.

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. Explain that all animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow (K-LS1-1). 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

Step 2: Caterpillar Time Line

Using Handout #3 on page 15, students construct a time line for the caterpillar and draw a picture for each day (SLK5).

Activity #3 Yesterday, Today, and Tomorrow

Step 1: Yesterday, Today and Tomorrow

The words for yesterday, today, and tomorrow are only understandable when they are linked to a specific event or activity that makes the concept of time concrete. Explain that one way to 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 events, 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."

Step 2: It's About Time Book - Yesterday, Today, Tomorrow

Using Handout # 4 on page 16, students use a combination of drawing, dictating, or writing to compose informative/explanatory text about yesterday, today and tomorrow. Save the page to be assembled with other pages completed for their book titled, "It's About Time" (WK2, WK.3).

Lesson 3: Months of the Year

Supporting Question: What are the months of the year and how do I put them in order?

Activity # 1: Months in a Year

Step 1: Calendars

Display a calendar for the current year. Explain to students that a calendar shows all the days, weeks, and months in a year. 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. Have students describe the attributes of a calendar (K.MD.1).

Display the calendar for the current month. Have students count the days with you. Post the 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 have students complete the sentence frame with you. For example, "The month of September has 30 days."

Step 2: Seasons

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 number of days, 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. Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time (K-ESS2-1). 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. Create a classroom chart (or use the calendar) to use and share observations of local weather conditions to describe patterns over time (K-ESS2-1).

Activity #2 Birthdays

Step 1: When is Your Birthday?

Using a copy of Handout #5 on page 17, send a note home to the parents asking them to help their child learn the month, the day and the year of their birth date. 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.)

Step 2: Birthday Graph

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 (MP 4, MP5, K.CC.2).

Step 3: *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 celebrates the months of the year, one by one, in poetry. Rather than reading the book all at once, you may read one poem on the first day of each month.

Activity #3 Monthly Calendars

Step 1: Making Calendars

Review with students the attributes of a calendar (K.MD.1). Using a calendar format (Handout #6 on page 18), 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. On each calendar, include the sentence frame, "In _____, I wrote my name like this _____."

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: More calendar formats are available on Google and www.pinterest.com.)

Step 2: Last Month, This Month, Next Month

The words "last month, this month, and next month" are understandable when they are linked to a specific event or activity that makes the concept of time concrete. Continue to help students use "time" vocabulary to connect to their experiences. Ask students to tell about three events, one that they did **last month**, one that they are doing **this month**, and one that they will do **next month**. For example, "Last month, we learned about plants. This month, we are learning about seasons. Next month, we will learn about water."

Step 3: It's About Time Booklet - Last Month, This Month, Next Month

Using Handout # 7 on page 19, students use a combination of drawing, dictating, or writing to compose informative/explanatory text about *last month, this month and next month*. Save the page to be assembled with other pages completed for their book titled, "It's About Time" (WK2, WK3).

Step 4: More Literature Books

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.

Miss Bindergarten Celebrates the 100th Day by Joseph Slate fits well with a study of the school year. Miss Bindergarten is getting ready to celebrate the 100th day of school and each of her students must bring 100 of something for the celebration.

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 have been chosen to encourage children to talk about Time.

One Lighthouse, One Moon by Anita Lobel has 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 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.

Lesson 4: My Life

Supporting Question: When was I born and what has happened during the years of my life?

Activity #1 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 **Memory Book** for each child. Snapshots taken throughout the year, pieces of work each student has completed, paintings or stories dictated or written, and some of the interesting things said can all be recorded in the Memory Book. At the end of the year, each student will have an individual Memory Book that will give him/her a meaningful understanding of the passage of time.

Activity #2 Years in My Life

Step 1: *Love You Forever*

To introduce the development 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?" Use a document camera or photocopy pages in the book that depict different stages of growth. With teacher help, the students can chronologically sequence the pictures.

Step 2: *When I Am Six*

A.A. Milne's poem, "The End" from *Now We Are Six* begins, "When I was one, I had just begun; when I was two, I was barely new" (See Handout #8 on page 20.)

This poem leads into making a timeline on the theme of "Growing." Students make their own timeline with parent and teacher help. Send home the parent questionnaire for homework (Handout #9 on page 21). Encourage parents to send photographs of their child that may be cut and glued on to the time line. If none are available, each student may draw himself/herself at different stages of development. Students, with teacher help, can record dates on the time line and glue photographs and/or drawings in the appropriate sequence.

Activity #3 "It's About Time" Booklet: Last Year, This Year, Next Year

Ask students to tell about three events, 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 example, "Last year, I was in preschool. This year, I am in kindergarten. Next year, I will be in first grade." Using Handout # 10 on page 22, students use a combination of drawing, dictating, or writing to compose informative/explanatory text for their booklet, "It's About Time" (WK2, WK3).

Assemble the four pages of the "It's About Time" book. Encourage students to practice "reading" their book.

Assessment

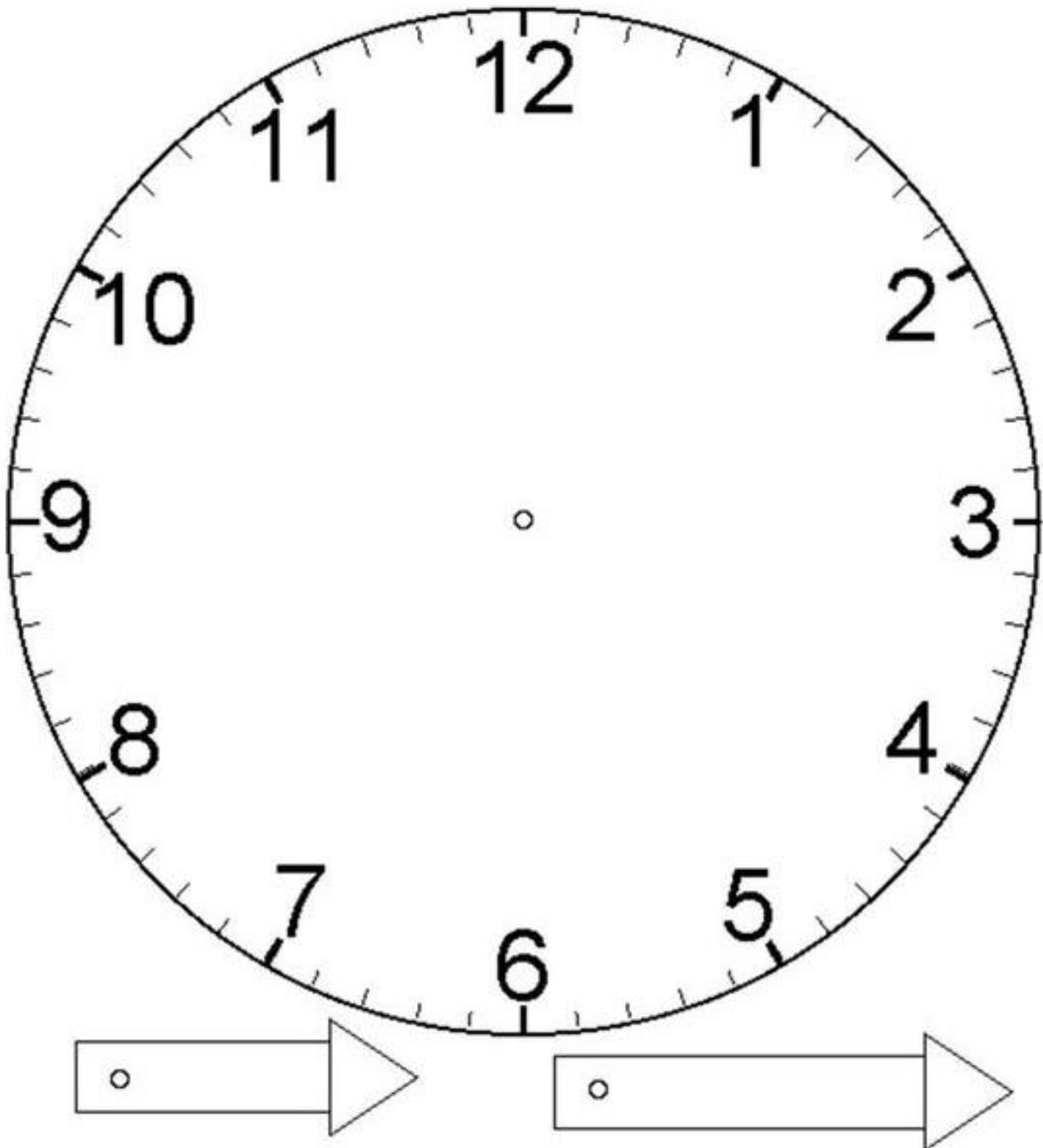
The assessment of this unit is integrated with the instruction and occurs throughout the unit rather than just at the end. It is recommended student work be assembled into a portfolio. Student products should provide evidence of attainment of the following identified outcomes:

- Use a combination of drawing, dictating, or writing pages of informative/explanatory text to construct a booklet, "It's About Time," with pages for First, Next, Then; Yesterday, Today, Tomorrow; Last Month, This month, Next month; and, Last Year, This Year, Next Year.
- 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.
- Construct a time line to show the hungry caterpillar's week.
- Recite the months of the year (using a calendar or word cards and teacher assistance).
- Construct a calendar for one month of the year.
- Help construct a class Birthday Graph and/or Birthday Time Line.
- With teacher help, construct a Memory Book, "My Year in Kindergarten."
- Construct a time line, with parent and teacher help, that shows events for each year from one to five (six).

Extended Activity

What will you look like at age 100? For fun, download on your cell phone the app "Aging Booth." Take a close-up photo, shake the phone, and you will see yourself as you will look at age 100. Give students the sentence frame "When I am 100 years old, _____." Have students draw, dictate or write about themselves and their life's adventures.

Construct a Clock



It's About Time

Page 1

First,

Next,

Then,

The Very Hungry Caterpillar

A little egg lays on a leaf. Then...	Sunday	Monday	Tuesday
	POP!	1 Apple	2 pears
Wednesday	Thursday	Friday	Saturday
3 Plums	4 Strawberries	5 Oranges	A nice green leaf.

Yesterday,

Today,

Tomorrow,

Birth Date

Dear Parents,

Our kindergarten class is studying about time and dates. Please record the following information and return to your child's teacher by _____. 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 _____

Calendar for _____

MON	TUE	WED	THU	FRI	SAT	SUN

Last month,

This month,

Next month,

The End

When I was One,
I had just begun.

When I was Two,
I was nearly new.

When I was Three,
I was hardly Me.

When I was Four,
I was not much more.

When I was Five,
I was just alive.

But now I am Six, I'm as clever as clever.
So I think I'll be six now for ever and ever.

Parent Letter and Questionnaire

Dear Parents,

We are working on a timeline of your child's life. Please write one sentence of something important that your child accomplished at age 1, 2, 3, 4, 5 and 6.

Here is a sample:

- Age 1: Alisa walked.
- Age 2: Alisa started talking in sentences.
- Age 3: Alisa began pre-school.
- Age 4: Alisa learned how to tie her shoelaces.
- Age 5: Alisa started kindergarten.
- Age 6: Alisha lost her first tooth.

Your child's name _____

Age 1: _____

Age 2: _____

Age 3: _____

Age 4: _____

Age 5: _____

Age 6: _____

If you have any pictures of your child that may be cut and glued on to your child's time line, please send them. We only need one picture for each year.

Please return by _____. Thank you.

Last year,

This year,

Next year,

Resources

** indicates the book is included in an activity in this unit. *indicates the book is listed in the unit as an additional resource. If a book is out of print, it is often available online from booksellers such as www.amazon.com

** Blackstone, Stella. *Bear About Town*. Illustrated by Debbie Harter. Barefoot Books, 2001. 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, 1994. 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.

*Dragonwagon, Crescent. *Alligators and Others All Year Long: A Books of Months*. Illustrated by Jose Aruego. Aladdin, 1997. 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.

Emberley, Rebecca. *My Day/Mia Día*. Boston: Little, Brown Books for Young Readers, 2000. 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. (Out of Print).

Judy Teaching Clock, available from <https://www.carsondellosa.com>. Item #0768223199.

* Howe, James. *When You Go to Kindergarten*. HarperCollins, 1995, Revised and Updated. 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, 2002. 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.

*McCloskey, Robert. *One Morning in Maine*. Puffin Books, 1952, Reprint, 1976.

*Milne, A. A. *Now We Are Six* (Winnie-the-Pooh), "The End" (p. 101). Puffin 1927, renewed 1992. Included in this edition are some of A.A. Milne's best-loved poems for children that bring to life the imaginative world of childhood.

*Munsch, Robert. *Love You Forever*. Sheila McGraw, Illustrator. Firefly Books, 1995. 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!* (MathStart 2). Illustrated by Diane Greenseid. HarperCollins, 1996. Using rhymes, the concepts of time lines and addition are explained 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.
- * Murphy, Stuart J. *Pepper's Journal — A Kitten's First Year.* (MathStart 2). Illustrated by Marsha Winborn. HarperCollins, 2000. 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.
- *Pluckrose, Henry. *Math Counts: Time.* Children's Press, 1995. 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. (Out of Print).
- Seefeldt, Carol. *Social Studies for the Preschool/Primary Child.* Pearson, 2013. 9th Edition by Sharon Castle and Renee C. Falconer. This valuable resource for preservice and in-service teachers incorporates current research and theory on child development with the learning of social studies content.
- * Senisi, Ellen. *Kindergarten Kids.* (Read with Me Paperbacks) Scholastic Trade, 1994. 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. (Out of Print).
- *Slate, Joseph. *Miss Bindergarten Celebrates the 100th Day.* Illustrations by Ashley Wolff. Puffin Books Reprint Edition, 2002. Miss Bindergarten 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.* Joanna Cotler Books, 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! (Out of Print).
- Waters, Kate. *Sarah Morton's Day: A Day in the Life of a Pilgrim Girl.* Photographs by Russ Kendall. Scholastic, Reprint 2008. 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. *Samuel Eaton's Day* is a companion book.
- *Viorst, Judith. *Alexander and the Terrible, Horrible, No Good Very Bad Day.* Ray Cruz, Illustrator. Antheneum, 1987.