**Calendar Math Protocol**

**K-3rd Grade**

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| **Purpose of Calendar Math**   1. To link math concepts to real-world experiences of the student 2. To develop oral language   3. To review and practice math concepts and language on a daily basis | **Guidelines for Calendar Time**   * It is a daily routine. * It takes 20 minutes. * It is interactive and visual:   TRP, songs, puppets  visuals, graphs, etc.   * Students are always engaged cognitively, physically, and orally. * Teacher uses Engagement Strategies:   + 1. Think Time 2. Pair-Share 3. Share in a small group   + 2. Think Time 2. Choral response * Sentence frames are used to ask questions and to answer them. * Students have equal opportunities to ask questions as well as answer them. * Frequent repetition |
| **Concepts to develop during Calendar Math Time**  greetings, date, place value, number sense, number patterns, counting, measurement, data collection, patterns, new vocabulary, math concept being studied, previous math concepts that need to be reviewed / practiced |
| **Instructional Process** | |
| **Steps / Routines**  1. Play the song that signals the beginning of Calendar Time.  2. Have students sit on rug in front of Calendar Time Wall.  3. Begin with *greetings*:  a. Point to the place on the calendar where the greetings *Good Morning* or *Good Afternoon* are practiced.  b. Show visuals that illustrate what *Good Morning* or *Good Afternoon* means.  c. Use a sentence frame to model the language:   * + 1. “Good morning \_\_\_\_\_\_\_\_\_ (students, John / Mary)”   d. Model how to use the sentence frame.  e. Ask all students to repeat the sentence frame chorally or in pairs.  4. Present the day’s date (in K and 1st, introduce each component of the date  progressively)  a. Point to the place on the calendar where the date is practiced.   * 1. Show visuals that illustrate what the date is:      1. a day, a month, a year   c. Use a sentence frame to model language:   * + 1. “What is the date today?”     2. “Today is \_\_\_\_\_, \_\_\_\_\_\_, \_\_\_\_\_.” Today is Friday, May 16, 2016   d. Model how to use the sentence frame.  e. Ask all students to repeat the sentence frame chorally or in pairs.   1. Show the number of days you have been in school    1. Point to the place on the calendar where we keep track of the number of days in school.    2. Show a visual that illustrates the number of days in school.   c. Use a sentence frame to model the language:   * + 1. “How many days have we been in school?”     2. “We have been in school \_\_\_ days.”   d. Model how to use a sentence frame.  e. Ask all students to repeat the sentence frame chorally or in pairs.   1. Develop the concept of *place value by using the number of days of school.*   Use Sub-steps a-e to introduce and practice this concept.   1. Use this routine of Sub-steps a-e for each concept. 2. At the end of calendar time, play the transition song to signal the next part of the daily schedule. | **Examples**  **T:** We are going to greet one another.  Look here, say, *Good morning*. This picture shows what *Good morning* means.  I can say, *Good morning*, students; or *Good morning*, John.  Everyone says with me, “Good morning, students.”  **S:** “Good morning, students.”  **T:** Now greet me by saying, “Good morning, teacher.” (Mr. / Mrs. / Miss)  Everyone, please.  **S:** “Good morning, teacher.” “Good morning, Mrs.\_\_\_\_\_\_\_.”  **T:**. Now, greet your partner using his/her name, turn to your partner and say, *Good morning*, and say the name of your partner.  **S:** “Good morning, \_\_\_\_\_\_\_\_\_.”  **T:** Now we are going to see what the date is today.  Here is where we show what the date is. Look at these visuals that show us what the date is.  When I want to say the date, I use these sentences:  I ask:  “What is today’s date?”  All students repeat the question.  **S:** “What is the date today?”  **T:** Very good, and to answer, I use this sentence:  Today is \_\_\_\_\_\_\_, \_\_\_\_\_\_\_, \_\_\_\_\_\_.  The first blank is for the day of this week.  We see here that we have the days of the week.  Let’s practice the days of the week.  **T:** Very good. Now think what day is today.  Good. All of you tell me the day.  **S:** Friday  **T:** Then my question is:  “What is the date today?”  All respond, please  **S:** “What is the date today?”  **T:** Good, and we answer:  Today is Friday, \_\_\_\_\_. \_\_\_\_\_ .  Everyone.  **S:** “Today is Friday, ……”  **T:** Good, now I am going to put up the rest of the information for the date and then I will show you how we say it. |
| **Notes**  At the beginning of the year, the teacher constantly models.   * Begin with simple concepts, then add more. * Increase language production using more complex questions and sentence frames [depending on the grade]. * Use many visuals and physical actions:   + Students listen and understand through observation. * Use constant repetition. | |