

# Calendar Shapes

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Grade Level: Kindergarten

Subject: Math, English Language Arts, and Art

CT Concept: Pattern Recognition

## STANDARDS

### **K.GM.A.1**

Describe objects in the environment using names of shapes and describe the relative positions of these objects in their environment.

### **K.GM.A.2**

Correctly name common two-dimensional and three-dimensional geometric shapes regardless of their orientations or overall size.

### **K.RF.1**

Demonstrate understanding of the organization and basic features of print.

### **K.RL.10**

Actively engage in group reading activities with purpose and understanding.

### **K.SL.1**

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

### **K.NCC.B.4**

Understand the relationship between numbers and quantities; connect counting to cardinality.

## LESSON OBJECTIVES / LEARNING TARGETS

Day 1: Students will be able to identify the pattern in our morning calendar by stating what comes next for that particular day. Students will notice patterns by finding shapes that are similar to those on our calendar chart in our own classroom.

Day 2: Students will also be able to create their own pattern when completing their name cloud art project.

Day 3: Students will be able to recognize patterns in the story *The Very Hungry Caterpillar*, and create their own pattern while completing the caterpillar art project.

## LESSON OUTLINE & DURATION OF MAJOR COMPONENTS

The point of this lesson is to give an introduction to patterns as it is developmentally appropriate to the beginning of kindergarten and accessible to most students at this time. One day will be spent on introducing

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and teaching what patterns are and then noticing them in the world around us. The second day will be a continuation in which they then get to create their own pattern via an art project. Then, the last day will be students identifying patterns in a story and then again practicing to create their own pattern via another new art project.

## MATERIALS / CURRICULUM

Curriculum: Calendar chart inspired by Bridges Number Corner

Materials:

- Day 1:
  - Calendar chart of some form
  - 2D Shape posters or word cards
  - Pattern poster or word card
- Day 2:
  - Calendar chart of some form
  - Name cloud template
  - Colored construction paper cut into two inch strips
  - Glue sticks
- Day 3:
  - Calendar chart of some form
  - The Very Hungry Caterpillar read aloud
  - White cardstock paper
  - Colored construction paper
  - Scissors
  - Gluestick
  - Markers or crayons

## VOCABULARY

Pattern  
Circle  
Square  
Rectangle  
Triangle  
Same  
Different

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## LESSON DESCRIPTION

### WHAT IS THE TEACHER DOING?

Day 1:

1. Teacher shows a beginning pattern of circle, rectangle, triangle, and square using calendar pieces. There should be some repetition of the pattern prior to this start date so that students can notice the repeated sequence to then know what the start date's picture/shape will be.
  - a. Shape Identification - Have students notice attributes of shapes. Introduce the vocab: same and different. Leading Questions: What do you notice about the shapes? How are they the same? How are they different? Introduce the names of the shapes. Have students repeat the names. **Optional:** introduce poster or word cards for each 2D shape. This is just an introductory exposure to shape identification; students will have more opportunities to name and identify shapes and their attributes.



- b. Next, lead students into a discussion about the pattern: *What do you notice about the order of the shapes? What are the names of these shapes? How do you know that this is a square/circle/triangle/rectangle? What do you think will come next? Why do you think that will be the next shape?*
    - i. Possible teaching routines:  
Think, Pair, Share; Elbow Partners

### WHAT IS THE STUDENT DOING?

The students will be observing the pattern displayed in front of them, and then will be asked to share what they observe or notice from this pattern.

The students will then be asked what comes next in the pattern for the day's picture/shape. Once the answer is shared, they will then be asked to explain how they know it is that picture/shape. What gives them that evidence?

Students will be sharing to their peers sitting next to them and also to the entire class. Practicing speaking and listening skills.

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- c. After students share their predictions and justifications for the following shape, reveal the next shape in the pattern. This will be a picture of an object that matches the shape in the pattern but is a real life object (Ex. a piece of pizza for a triangle or a clock for a circle).
- d. Discuss why that was the next possible shape in the sequence. Ask: What shape is this? Tell students that we see these shapes in our real life. Where else do we see a circle/square/triangle/rectangle? Have students walk around the class and look for each shape (one at a time). Select a few to share each time.
- e. Define pattern. Optional: present vocab on a word card or poster with pictorial representation to aid in understanding and for future reference in the classroom.

## Day 2:

1. Begin conversation about reviewing the pattern from the day before. Have students repeat the pattern with call and response. Once again, ask *What do you think will come next? What do you know about the pattern?* **Optional:** use the sentence frame: *I know the \_\_\_\_\_ will be next because \_\_\_\_\_.*
2. Reveal the next shape in the pattern. This will be another picture of an object that matches the shape in the pattern but is a real life object. Ask: *What shape is this? How do you know?* Consider using the sentence frame: *I know that is a \_\_\_\_\_ because \_\_\_\_\_.*
3. Discuss the students' justifications for why that was the next shape in the progression. Review vocab: *pattern*. Ask: *Where else do we see patterns in the world?* If students are having trouble seeing patterns, give examples such as clothing or classroom art. Have them search the classroom for independent examples.

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4. **Art Project:** Bring students back into a group and introduce the torn art Name art project.
  - a. Students will receive a large paper (possibly in the shape of a cloud) that has the letters of their name written in pencil. Model making a pattern out of torn paper, glued along the pencil lines of each letter. Be open to allowing students to create their own patterns or to model ABAB patterns for students that are having difficulty making a pattern that repeats.
5. **Conclusion:** When finished, do a gallery walk of each project, having students notice each other's patterns. Ask: *How do you know they created a pattern? What would be the next color paper in this line if it continued?*

## Day 3:

1. Begin the day with reviewing calendar pattern and predicting the next shape/object
2. Read *The Very Hungry Caterpillar*
3. Ask students to predict what food the caterpillar might eat next. Review vocab *pattern*. Ask: *Is there a pattern in this story? How can we guess what might come next?* Introduce the counting sequence as a new kind of pattern. Ask students for ideas about why this is a pattern. Because this lesson is occurring at the beginning of the year and some students haven't yet learned the whole number counting sequence, offer this as a brief exposure to a new kind of pattern and move on.
4. **ART:** Model the caterpillar art. Give each student an 8.5 x 11 paper and model an ABABAB pattern with alternating colored papers for the body of the caterpillar. Give the students colored paper squares in primary colors. If students come up with a different pattern, ask them to justify why their design constitutes a pattern. Help them create a repeated pattern, if the first attempt is not a repeating pattern. Students will cut the edges off of the squares to create cut-out circles.



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| 5. Students will add details to the caterpillar with crayon or marker when students are finished gluing the body |  |
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## ASSESSMENT PLAN

### Core Content Assessment:

Day 1 - Shape Hunt

Day 2 - Pattern Walk and Name Art

Day 3 - Caterpillar Art

### CT Concept Assessment:

Same as above