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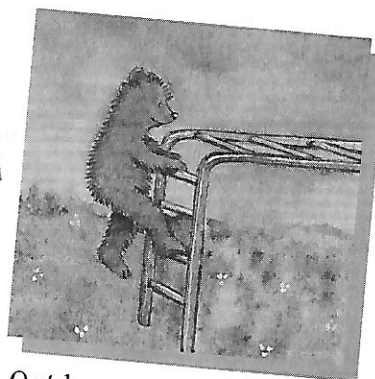
Children's Activity Wall Calendar

by Nancy Lelewer Sonnabend

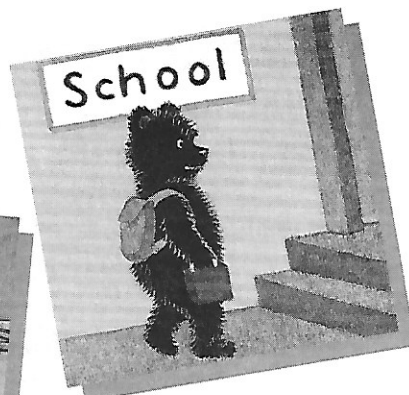
113 different calendar cards • 479 cards in all



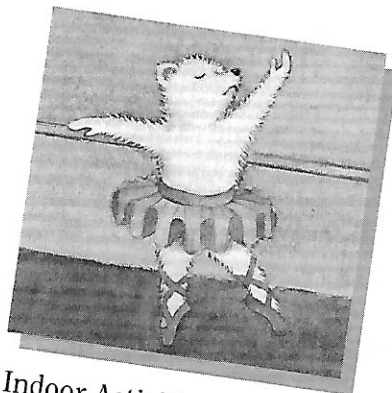
Holidays/Special Occasions



Outdoor Activities



School



Indoor Activities



Art Activities



Going Places/Transportation

What does this calendar do?

It teaches children where they are in time and other related temporal concepts: morning, afternoon, evening, yesterday, today, tomorrow, day and night. It helps them learn the names of the seven days of the week; units of time including days, weeks, months and years; and the various holidays and where they fall in the year. It prepares children to understand and use a regular calendar. There are infinite possibilities for using the cards to record or plan the activities of individual children or an entire class.

Where and with whom can this calendar be used?

The calendar is appropriate for use with most 5 to 7 year old children (and many children with special needs who are this age and older) in the classroom and at home. It gives teachers and parents a concrete way to show children where they are in time and enables youngsters to grasp abstract temporal concepts and vocabulary. It offers teachers an activity that encourages their students to share what they do during the week and over the weekend. It provides parents with a way to see what their children have done while away from home. This calendar can be used with an entire class, a group of children or an individual youngster. Teachers and parents can eventually use the calendar to help children see when future events will take place.

How do you make the calendar ready for use?

A) Hang the calendar on a wall so that it is high enough that the children can easily see it and low enough so that the shortest child can reach and place cards in the top row of pockets. B) Cut out all of the cards. C) Locate the cards showing Teddy Bears 1) *getting up in the morning*, 2) *eating breakfast*, 3) *eating lunch*, 4) *eating dinner*, and 5) *going to bed*, the names of the days of the week and the word *STORAGE* and place them in the appropriate calendar pockets according to the enclosed diagram. D) (optional) Paste a small picture of the class (or child) on the *today* card under the word "*today*." E) Place all the weather cards and the Teddy activity cards in the storage pockets. Cover the storage area.

Notes on card storage: In the beginning, only place the cards the children will be using in the storage pockets; too many cards are confusing. Children may need help locating cards in storage. It is best to group cards in categories in the storage pockets and discuss the groupings with the children. When using cards from the storage area, roll up the storage cover from the bottom and attach it to the velcro above the word *STORAGE*. Once a child has the necessary cards, unroll the storage cover so only the calendar is in view.

How do you use the calendar?

Introduce the calendar on a Monday morning in the classroom or on a Sunday morning in the home.

1. Have a child place the *today* card above the day it is. Tell the children, "Everything you do today a Teddy will do too, and you're going to put a picture in the calendar to show it." Explain that the vertical row below the *today* card represents one day, and that we are always in today. Reinforce the concept that "today" is also Monday (or Sunday).
2. Ask the children what they saw in the sky when they got up today (sun, rain, clouds, or snow) and have a youngster place the appropriate weather card below the *getting up in the morning* card. If the sky is totally fogged over and nothing can be seen, have the child turn one of the cards over to its blank side and explain that this represents *fog*.
3. As the morning progresses have the children fill in three of the pockets with the activities they do before eating lunch between the permanent pictures of *eating breakfast* and *eating lunch* on the calendar; tell them that this part of the day is called "morning." If the class does more than three activities, have them choose just three cards to represent the morning activities. If less than three activities take place, then one or two pockets can be left blank showing that the one or two activities lasted all morning.
4. Have them do the same with the three pockets between the permanent pictures of *eating lunch* and *eating dinner* and explain that this part of the day is called "afternoon."
5. Ask what the children do after dinner before they get in bed (for example, *reading* or *watching t.v.*) Pick an activity card to represent one of the responses and place it between the permanent *eating dinner* and *going to bed* cards and explain that this part of the day is called "evening."
6. The next morning, move the *today* card to the pocket immediately to the right of the one it was in and a new day is begun.
7. Continue this process to the end of the week. When Friday (or Saturday at home) comes around, explain that seven days in a row are called a "week." Explain that the five days that make up the "school and work week" are added to the two weekend days to make a week. Before the new week begins, all the picture cards are sorted and placed back in the storage pockets, except the permanent cards (*getting up, breakfast, lunch, dinner* and *going to bed*), which are left in the calendar. The *today* card remains above *Friday* (or *Saturday*) until the new week begins.
8. Begin the second week by having the children move the *today* card to above *Monday* (or *Sunday* at home). Explain that you are starting a new week and that the calendar will now reflect this new week's activities.

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SUGGESTED CARD PLACEMENT IN STORAGE

Here is an example of how to organize the cards in the rows of storage pockets. It's best to store them in categories.

Sun	Rain	Clouds	Snow
Working at the computer	Reading in a group	Reading alone	Watching TV
Board game	Puzzle	Dolls	Cars & Trucks
Blocks (Ballet)	Cooking	Jacks	Costumes
Woodworking (Roller skating)	Scissors (Playing in sand)	Painting (Clay) (Play Dough)	Coloring (Pasting)
Riding a horse	Jumping rope	Hopscotch (Looking at sky)	Skating (Ice Skating)
Riding a bike (Snowman)	Flying a kite (Snow fort)	Swinging (Skiing)	Jungle Gym (Sledding)
Baseball (Football)	Basketball (Soccer)	Tennis (Golf)	Going to school (Leaving school)
Math class	History class	Reading class	Spelling class
Music class	Writing class	Science class	Shop class
Swimming	Sailing	Power boat	Fishing
Assembly (Library)	Museum (Aquarium)	Zoo (Having a haircut)	Grocery shopping (Clothes shopping)
Taking a trip (Train)	Bus	Plane	Doctor (Eye Dr.) (Dentist)
Holidays (Birthday) (Anniversary)	Holidays	Holidays	Holidays

weather →

indoor activities →

art activities →

outdoor activities →

sports →

school subjects →




































water activities →

going places →

holidays →



PERMANENT CARD PLACEMENT

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						
						
						
						
						

← Days of the week

← Getting up

← Eating Breakfast

← Eating Lunch

← Eating Dinner

← Going to bed



Continued from page 3

After the children use the calendar for a few weeks, they can begin to place activity cards in pockets on future days in the current week. For instance, if the class is planning a trip to the zoo on Wednesday afternoon right after lunch, the *going to the zoo* card can be placed in the pocket right below the permanent *lunch* card for Wednesday even though the present day is Monday (or Sunday).

Repeated use of the calendar makes many of the temporal concepts obvious to children. Each child learns at a different rate. When they have a good understanding of the parts of a day, the days of the week, and the concept of “today,” the *yesterday* card can be introduced. Explain that “yesterday” always comes before “today” and that the symbol on the *yesterday* card is a dot or a period. Say, “Yesterday is over. We still remember it, but it is in the past and may get smaller in our minds.”

After the children understand that *yesterday* appears above *Saturday* when *today* appears above *Sunday*, it is time to introduce the *tomorrow* card. Explain that the symbol on this card is a question mark because we never know exactly what will happen tomorrow, although we often have a good idea what will take place, and can plan accordingly. Show that “tomorrow” is always a day ahead of “today.”

The last concepts to introduce are “month” and “year.” Hang a monthly calendar next to the activity calendar to show these concepts. Explain that each number on the calendar represents an entire day. Seven consecutive numbers represent a week. Each morning one number gets highlighted to show “this is the day we are in.” Eventually children will learn where they are in which month, how much of the month and year have passed, and how much remains. They also learn the names and sequence of the months and when each holiday occurs. Ultimately, they learn the number of the current year (i.e., 1997).

Other suggestions for setting up the calendar

(after children understand the concepts already presented)

For teachers who only teach morning classes:

Remove the *eating dinner* and *going to bed* cards and place the *eating lunch* cards in the bottom pockets on the calendar. Or if the children leave before lunch, place the *leaving school* cards in the bottom pockets.

For teachers who only teach afternoon classes:

Place the *eating lunch* cards in the pockets below the names of the days of the week. Place the *leaving school* cards in the bottom pockets on the calendar.

To use the calendar as a weekly planner:

Place the *going to school* cards in the calendar below the *Monday* through *Friday* cards. Place the *leaving school* cards in the bottom row of pockets (Monday through Friday). Fill in the classes and activities for each day. On holidays, when there is no school, place the specific holiday card in the pocket that had the *going to school* card in it and remove the *leaving school* card from that day.

Other suggestions for using the calendar cards

Have children sort cards into various categories:

meals, weather, indoor and outdoor activities, winter and summer activities, team and individual sports, holidays, quiet activities, art activities, etc.

Memory game:

- A. Select duplicates of six cards from random categories. (For example: two each of *sun*, *doing a jigsaw puzzle*, *going to the zoo*, *swinging*, *fishing* and *reading*.)
- B. Place the twelve cards face down and mix them up.
- C. Arrange the cards face down in four rows of three cards each.
- D. Two children, or one child and an adult, alternate turning over two cards. When a pair is made, it is placed in front of the person making the match, and the next player takes a turn. If two different cards are turned face up, they are turned back over and left in their place. Then the next person takes a turn.
- E. The winner is the person who has the most cards after all cards have been removed from the four rows. (As children become good at this game, the number of rows and the number of cards in each row can be increased.)

CARD INDEX

Along with a single set of the day of the week, STORAGE and holiday cards, this calendar includes multiple copies of all the Teddy Bear activity cards. Here is a list of the activities and events in the order they appear on the perforated sheets with the number of copies you receive of each card.

Getting up in the morning	8	Going Places/Transportation		Playing a board game	7
Eating breakfast	8	Going to an assembly	3	Playing with cars and trucks	7
Eating lunch	8	Going to a museum	2	Doing a jigsaw puzzle	5
Eating dinner	8	Going to the library	3	Playing with dolls	7
Going to bed at night	8	Going to the aquarium	2	Dressing up in costumes	7
Yesterday	1	Shopping for clothes	3	Cooking	7
Today	1	Taking a trip	7	Ballet	5
Tomorrow	1	Going to the zoo	2		
Sunday	1	Shopping for food	7	Outdoor Activities	
Monday	1	Having a haircut	2	Flying a kite	3
Tuesday	1	Taking a plane	2	Playing jacks	3
Wednesday	1	Taking a train	2	Roller skating	5
Thursday	1	Riding a horse	3	Jumping rope	5
Friday	1	Taking a bus	7	Playing Hopscotch	5
Saturday	1	Riding a bike	4	Playing on a jungle gym	5
STORAGE	1	Riding in a power boat	2	Playing in the sand	5
		Sailing	2	Swinging on a swing	7
Holidays/Special Occasions		School		Sledding	7
New Year's Eve	1	Reading class	5	Ice Skating	7
New Year's Day	1	Going to school	5	Building a snowman	7
Martin Luther King's Birthday	1	Leaving school	5	Building a snow fort	7
Valentine's Day	1	Spelling class	5	Skiing	7
Washington's Birthday	1	Shop class	5	Playing basketball	7
Lincoln's Birthday	1	Math class	5	Playing football	7
St. Patrick's Day	1	History class	5	Playing baseball	7
Good Friday	1	Music class	5	Playing soccer	7
Easter	1	Writing class	5	Playing golf	7
May Day	1	Science class	5	Playing tennis	6
Mothers' Day	1	Reading in a group	5	Fishing	6
Memorial Day	1	Working at the computer	7	Swimming	7
Fathers' Day	1			Looking at the night sky	3
Flag Day	1	Art Activities			
Fourth of July	1	Painting	5	Miscellaneous	
Labor Day	1	Coloring	5	Watching TV	21
Columbus Day	1	Pasting	5	Sick in bed	7
Halloween	1	Cutting with scissors	5	Going to the doctor	2
Thanksgiving	1	Modeling clay	5	Going to the eye doctor	2
Hanukkah	1	Woodworking	5	Going to the dentist	2
Christmas	1			Sun	8
Anniversary	1	Indoor Activities		Rain	8
Wedding	1	Reading alone	7	Clouds	8
Birthday	8	Playing with blocks	5	Snow	8