

# Really Good Stuff® Activity Guide

## All About Today Pocket Chart™

### This Really Good Stuff® product includes:

- All About Today Pocket Chart™
- 12 Calendar Month Cards
- 38 Calendar Day Cards
- 4 Weather Cards; 4 Blank Weather Tally Cards, Write Again® wipe-off laminate
- 19 Date Cards; 3 Blank Date Cards, Write Again® wipe-off laminate
- 101 Digit Cards
- 200 Red Plastic Stirrers
- This Really Good Stuff® Activity Guide

Congratulations on your purchase of this **Really Good Stuff® All About Today Pocket Chart™**—an organized, all-in-one pocket chart for conducting your daily morning review.

### Meeting Common Core State Standards

This Really Good Stuff® **All About Today Pocket Chart™** is aligned with the following Common Core State Standards for Mathematics and English Language Arts:

#### Counting and Cardinality

- K.1** Count to 100 by ones and by tens.
- K.2** Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

#### Number and Operations in Base Ten

- K.1** Compose and decompose numbers from 11 to 19 into ten ones and some further ones, for example, by using objects or drawings, and record each composition or decomposition by a drawing or equation (for example,  $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
- 1.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
- 1.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
- 1.2.a.** 10 can be thought of as a bundle of ten ones—called a “ten.”
- 1.2.b** The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
- 1.2.c.** The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
- 1.5** Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

#### Measurement and Data

- 1.4** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

#### Presentation of Knowledge and Ideas

- SL.K.6** Speak audibly and express thoughts, feelings, and ideas clearly.
- SL.1.6** Produce complete sentences when appropriate to task and situation.

#### Assembling the All About Today Pocket Chart™

Before assembling the **All About Today Pocket Chart™**, make copies of this Really Good Stuff® Activity Guide and file the pages for future use. Or, download another copy of it from our Web site at [www.reallygoodstuff.com](http://www.reallygoodstuff.com). Count out the correct number of coffee stirrers for the number of school days required in your district. Place the coffee stirrers in a cup or other container to keep them available near the *Pocket Chart*.

Place the appropriate *Calendar Month Card* in the header pocket of the calendar section on the **All About Today Pocket Chart™**. Tuck the appropriate blue *Calendar Day Cards* into the calendar pockets for the month. Place the *Calendar Day Cards*, labeled *Special Day*, behind any dates when birthdays, field trips, holidays, and so forth, will occur. Select the appropriate days and years from the *Date Cards*, and use a dry erase marker to fill in the month and dates on the *Blank Date Cards*. (As the year progresses and students become more skilled with the *Pocket Chart* activity, have students complete the *Blank Date Cards* for you.) Place each of the *Weather Cards* into the pockets on the *Chart*. Store all *Month, Week, Days, and Digit Cards* not being used in the pockets along the bottom of the *Pocket Chart*.

#### Introducing the All About Today Pocket Chart™

1. Just prior to your morning meeting, distribute the three *Calendar Cards* labeled *Yesterday, Today, and Tomorrow* to students. With the class, complete the three statements of *Today is...*, *Yesterday was...*, and *Tomorrow will be...*, indicating the different colors of the three *Cards*. Ask the students place the three *Calendar Cards* behind the appropriate dates on the calendar.
2. Count out the exact number of coffee stirrers for the number of school days required in your district. Place the coffee stirrers in a cup or other container and keep them available in the area where you are displaying the *Pocket Chart*. Explain to students that each morning the class will discuss how many days they have been in school: Choose a student to place a coffee stirrer in the ones pocket on the right side of the *Pocket Chart* and to put the corresponding *Digit Card* in the pocket above. Have the student say the number of the day. For example, the student would say *Today is day one*. When it is time to place the 10th coffee stirrer in the ones pocket, help that student to bundle the sticks together with a rubber band, and put the bundle in the tens pocket. Follow the same procedure when there are 10 bundles of 10 coffee stirrers, and have a student move them to the hundreds pocket.
3. Have students use a dry erase marker to add a tally to the appropriate *Card* based on the day's weather. Erase the *Cards* and restart the tallying at the beginning of each month.

#### Calendar Reproducible

Copy and distribute the *Calendar Reproducible* during your morning meeting at the beginning of each new month. Have students fill in the name of the month and each of the dates, referring to the *Pocket Chart*. Utilize the completed reproducibles each day as a way to help students note and remember important responsibilities, events, and so forth.

#### Weather Graph Reproducible

At the end of each month, make an enlarged copy of the *Weather Graph Reproducible*. Copy and distribute the *Weather Graph Reproducible*. Ask students to look at the tallies on the *Pocket Chart* and tell you how many days there were for the different types of weather, reminding students the first time that you use the reproducible that there is a way to show data that can be more quickly understood, called *graphing*. Model on the enlarged copy of the reproducible how to transfer the data from the *Pocket Chart* to the graph, and indicate that students are to do the same.

#### Counting the Days Reproducible

Make double-sided copies of the *Counting the Days Reproducible*, and fill in the appropriate information for your school year by circling the last day of school, halfway day, and other important days. (**Note:** To modify the reproducible, label the boxes with the numbers for the days before making the copies.) Distribute the copies of the reproducible, directing students to use it to keep their own record of days in school. Instruct students to color a smiley face to mark the day and write the number of the day beneath it. Also, use the reproducible to talk about patterns that develop on a 100 grid.

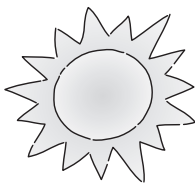
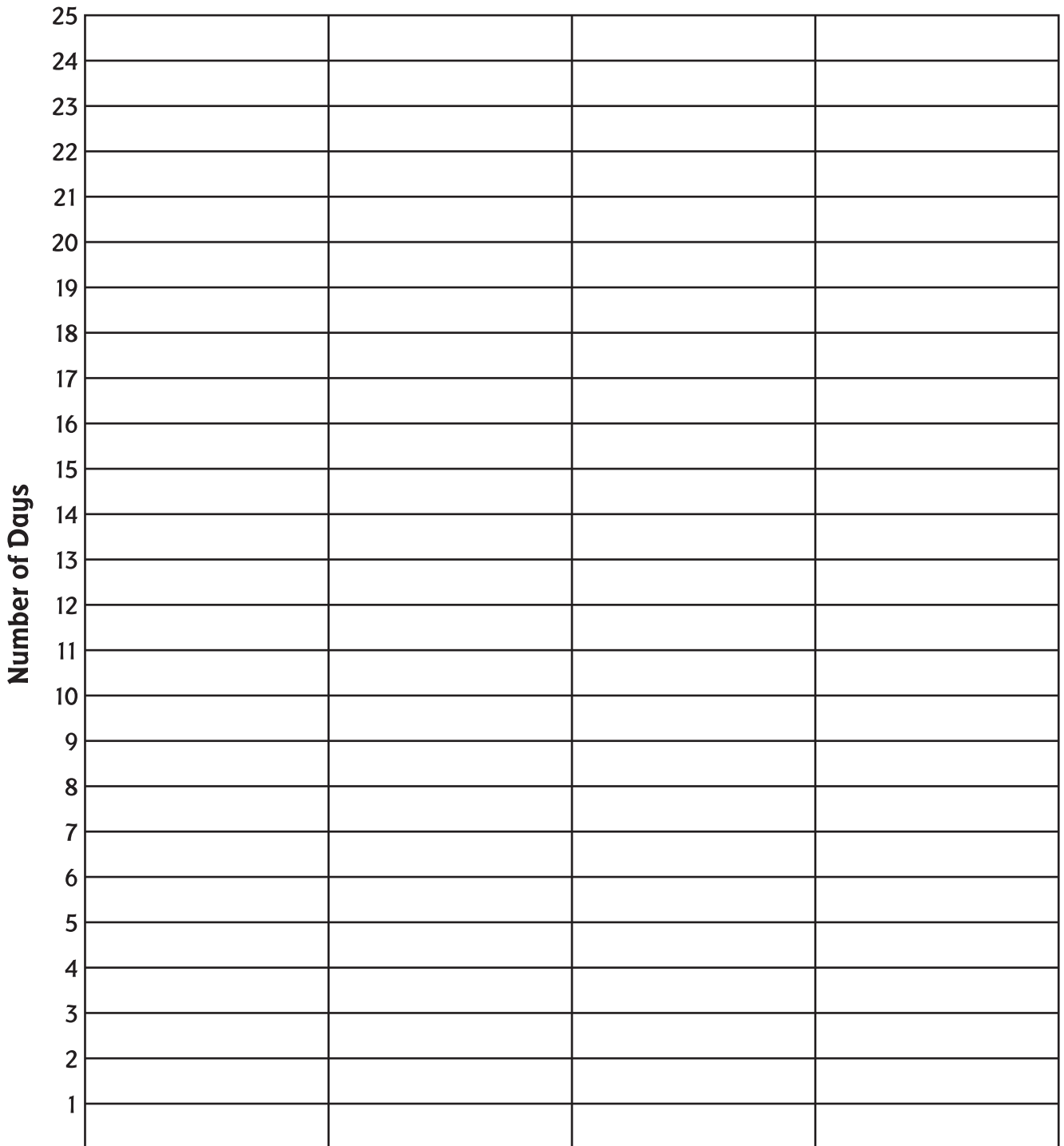
All activity guides can be found online.

Name \_\_\_\_\_

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Name \_\_\_\_\_

**Weather During the Month of** \_\_\_\_\_



**Weather**

Name \_\_\_\_\_

## Counting the Days

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