




*Professional Learning Module*  
*Mathematical Thinking: Rethinking Calendar Time*

**Knowledge Check**

The purpose of the knowledge check is to help you think about the mathematical concepts that are typically addressed during calendar time and how the math concepts and skills can be addressed.

<b>Mathematical Thinking Concepts</b>	<b>Y/N</b>	<b>If yes, provide an example that demonstrates the concept.</b>
Which math concepts do you have in place?		
1. Planned opportunities throughout the day (small group, learning areas, transitions, outside, snack time) for children to have fun exploring, thinking and talking about math through engaging and playful math activities.		
2. Use of picture schedules to help children think about what comes next, later, before and after.		
3. A linear calendar is displayed to represent the month with days of the week, weekends and color-coded icons to denote special events of the month.		
4. Planned experiences that support children in understanding the quantity of a set  , the number name associated with that quantity ( <b>three</b> ) and the numeral that represents the quantity of the set: <b>3</b> .		
5. Multiple rote counting activities are planned throughout the day for children to practice the names of the numbers in order.		
6. Multiple activities for rational counting, i.e. matching each number name in order to an object in a collection (e.g., one heart, two hearts, three hearts...).		
7. Authentic reasons for children to count are planned throughout the day (e.g., counting the number of items on their snack plate, or counting the letters in their name).		
8. Multiple activities that help children experience the rhythm of patterns (e.g., finger plays, poetry, nursery rhymes and movement).		
9. Children have planned opportunities to copy and match patterns using a variety of materials before asking them to extend patterns using three units of repeat (aab, aab, aab).		
10. Activities are planned for children to explore and talk about 2- and 3-Dimensional shapes and to learn the names of shapes and explain what makes a shape “that” shape (e.g., “It’s a square because it has four sides”).		