

THE SCHOOL CALENDAR

TEACHING AND ACTIVITY GUIDE

REF. 30155

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Not recommended for children under the age of 3 as it contains elements which may become detached, with the risk of them being swallowed. Keep to hand this information and the manufacturer's details.

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1. CONTENTS

- **ONE METAL PANEL** illustrated for the SCHOOL Calendar.
- **FOUR ILLUSTRATED SHEETS** representing each of the **FOUR SEASONS OF THE YEAR**.
- **SIXTEEN JIGSAW-PUZZLES** with which any combination of landscape and climate can be composed.
- **TEN CARTOON PICTURES of SCHOOL ACTIVITIES**
- **31 CARDS NUMBERED** from 1 to 31: the **DAYS OF THE MONTH** (+ 4 blank)
- **22 CARDS** to make up **THE YEAR**, up to 2021 (+ 3 blank)
- **THREE GREEN PLASTIC RECTANGLES**, to be placed on the Calendar under the numbered cards to indicate the **DAY OF THE MONTH**.
- **2 BLUE CARDBOARD ARROWS** to indicate the **DAY OF THE WEEK** at the top of the Calendar
- **2 RED CARDBOARD ARROWS** to indicate the **TEMPERATURE** on the thermometer
- **2 YELLOW CARDBOARD ARROWS** to indicate the **MONTH** on the **WHEEL OF THE SEASONS**
- **2 BLUE CARDBOARD SECTORS OF A CIRCLE** to frame the **SEASON** on the **WHEEL OF THE SEASONS**
- **THREE RED PLASTIC RECTANGLES**, to be placed on the Calendar under the numbered cards corresponding to the dates of **PUBLIC HOLIDAYS**
- **ONE TEACHING AND ACTIVITY GUIDE**
- **ONE BAG OF SELF-ADHESIVE MAGNETS**

2. INSTRUCTIONS FOR PREPARATION AND USE

A) MAGNETIC PANEL

Should be placed where it can be clearly seen, at a height which enables the pupils to use it. The reverse side can be used as support for any magnetic game.

WARNING: This panel must not be written on with **ANY TYPE of pen.**

B) SELF-ADHESIVE MAGNETS

Remove the protective paper and stick them on the blank areas reserved for them on the reverse side of the pieces, using the size of magnet indicated on the reserved area.

3. PEDAGOGICAL GUIDELINES

AGE

From **FOUR YEARS**, up to **TEN** or **TWELVE YEARS** according to contents. Each of the activities give the approximate age for its use.

PSYCHO-PEDAGOGICAL OBJECTIVES

Learning of the **DAYS OF THE WEEK**, the **MONTHS**, the **SEASONS OF THE YEAR**, their duration, start, and end.

Work with many aspects of **NATURE OBSERVATION** and **ATMOSPHERIC PHENOMENA** including several related variables: temperature, clothing, etc, etc.

NOTIONS OF TIME , yesterday-today-tomorrow; before-now-later; morning-afternoon-evening.

NOTIONS OF QUANTITY, number scale from 1 to 31 or up to 40 with the thermometer.

SPATIAL CONCEPTS , up-down, right-left, one side-other side, in the middle, in the centre, between, etc, etc.

4. ACTIVITIES

This CALENDAR can be used every day in the classroom for many **ACTIVITIES**. We suggest the following **SEQUENCE**:

- 1/ Set up the CALENDAR at the beginning of each month.
- 2/ Identify the DATE by locating the day of the week and of the month on the calendar, and the month on the Wheel of the Seasons.
- 3/ Locate the SEASON on the Wheel of the Seasons and place the corresponding scene in its frame.
- 4/ Compose the scene of the WEATHER in its frame.
- 5/ Indicate the TEMPERATURE on the thermometer.
- 6/ Set out the SCHEDULE OF ACTIVITIES.

For each of the aspects various ACTIVITIES are suggested. As a guide the recommended age-group is indicated at the left of each activity.

THE MONTH

The month can be treated basically in two ways:

1/ MAKING IT UP COMPLETELY on the first day of each month.

- +5* With the numbers distributed at random over the blackboard or among the pupils, each pupil will take a number and put it in place, starting with the first day.

When the calendar has been completed and that day's date is known, several activities can be carried out:

- +5* Counting how many days of the month have passed.
- * Counting how many days remain to the end of the month.
- * Counting how many Mondays, Tuesdays, etc, there are in the month.
- * Counting how many complete weeks there are in the month.
- * Counting the fortnights, on what dates they begin and end.

The distribution of the month in weeks or fortnights is very useful for programming the month's activities.

2/ BY ADDING DAY BY DAY the corresponding card, so that the calendar is completed over the course of the month.

- +4* Every morning a pupil will place the number corresponding to the day on the calendar.
- +5* To highlight public holidays place the red plastic rectangle on the corresponding frame of the panel, placing the card of the day above it.
- +4* The building-up of the calendar can be used to practise the time-concepts of yesterday-today-tomorrow.

THE DATE

- +4* The teacher, or a pupil, will place the BLUE ARROW at the top of the panel to indicate the DAY OF THE WEEK. The DAY OF THE MONTH will be highlighted by placing the GREEN PLASTIC RECTANGLE under the corresponding card. The MONTH can be observed on the wheel of the seasons. There are cards with RED NUMBERS for the YEAR.
- +4* It is important to use expressions such as YESTERDAY, TODAY, TOMORROW, asking questions such as "What did we do YESTERDAY or THE DAY BEFORE YESTERDAY ?", "What day was YESTERDAY?", "What will TOMORROW be?", "When was MONDAY or TUESDAY?" ...
- +5* Once the date has been formed on the board, the pupils can write it in their notebooks.

Once the pupils know the date several activities can be carried out:

- +3* With the pupils forming a circle, the teacher asks whose birthday it is today and how old they have become, and other activities can be carried out:
- +4* Counting the years of age on the fingers or using pencils, sticks or marbles.

- * Forming groups of pupils according to age: the same age, those who are one year older and those one year younger.
- * Counting the number of children in each group.
- * Working on the concepts of quantity: MORE, LESS, THE SAME.

THE SEASONS OF THE YEAR

In this frame is placed the picture corresponding to the season of the year which we are in.

5 At the start of each season the pupils will talk about the most important characteristics and will select the corresponding picture, subsequently discussing its contents.

- * When carrying out activities relating to the weather, a connection will be made between the current season and the weather.

THE WHEEL OF THE SEASONS

This wheel contains two circles, the outer one divided into 12 parts, one for each MONTH with its number, and the inner one into four: the Seasons. These are arranged to correspond to each other.

The BLUE SECTOR OF A CIRCLE should be placed so that the name of the season can be read inside it. The YELLOW ARROW will be placed in contact with this sector of a circle to mark the MONTH.

The pupils should know certain concepts regarding the passage of the seasons:

- Starting date of each season:
 SPRING 21st March; SUMMER 21st June; AUTUMN 21st September; WINTER 21st December.
 (These dates vary from year to year, but in the interests of clarity at this level we have "standardised" them to the 21st. The teacher should act in accordance with his or her own criteria.)
- Duration of each season: Three months
- Duration of day and night over the year
SUMMER SOLSTICE: 21st June. The longest day and the shortest night
WINTER SOLSTICE: 21st December. The shortest day and the longest night
SPRING EQUINOX: 21st March. Day and night the same length
AUTUMN EQUINOX: 21st September. Day and night the same length

- +5* At the beginning of each MONTH or at any time in the month, the teacher or a pupil will place the yellow arrow to indicate the relevant month.
- +5* At the start of each season, the teacher or a pupil can outline on the calendar the day on which it begins, using a red plastic rectangle.
- +6* From observation of the wheel, the pupils can say which months are in which seasons.
- +6* When the teacher or a pupil gives the name of a month, another says which season it belongs, and vice-versa.

THE WEATHER

This jigsaw-puzzle is formed always by PUTTING TOGETHER TWO PIECES, corresponding to the weather-scene desired. The reason for using two pieces is the great variety of **logical and illogical** situations that can be created.

- +3* The pupils think about what the weather was like when they came to school this morning, trying to put it together on the board.
- +3* With any change in the weather the pupils will observe what is happening outside, and try to represent the new situation on the board.
- +4* Irrespective of the weather, the teacher will encourage the pupils to invent and illustrate various RATIONAL and IRRATIONAL weather situations, and comment on them.
- +4* TIME CONCEPTS can be worked, by making the pupils remember the weather of the previous day, in the morning, etc.
- +6* A weather-scene can be composed and the pupils asked when the weather was like that.

THE THERMOMETER

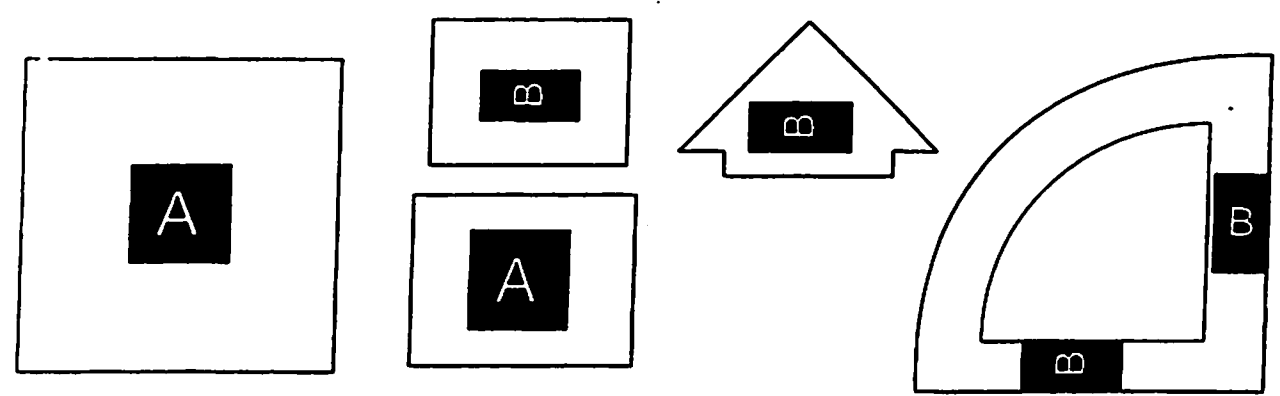
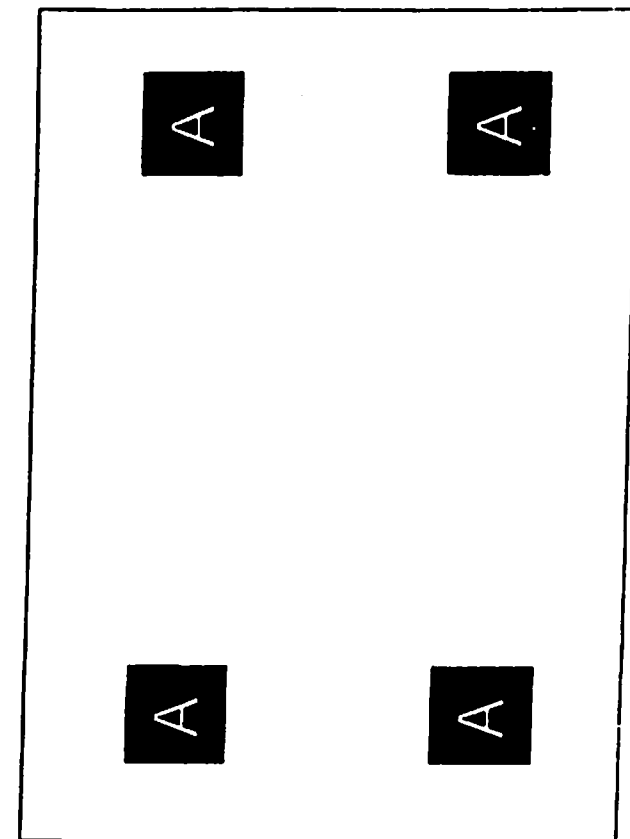
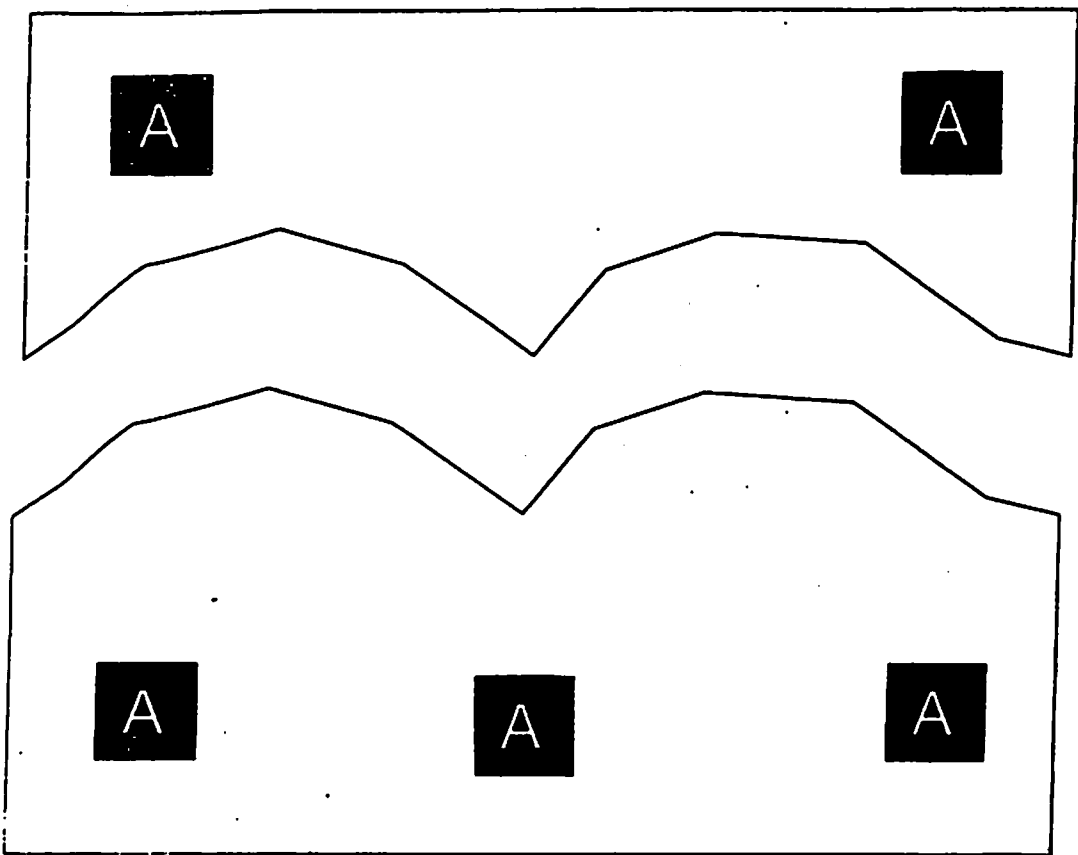
Each day the RED ARROW will be placed to indicate the approximate temperature.
The activities with the thermometer are suitable for working the numbers from 0 to 40

- +5* When the temperature is known, a pupil marks it with the red arrow.
- +7* In the absence of a real thermometer to measure the exact temperature, the pupils will be encouraged to seek an approximation
- +6* One child says a particular temperature, another points it out on the thermometer.
- +7* A child invents a temperature, points it out on the thermometer, and says whether it corresponds to a cold, warm, etc, environment.
- +7* A child is asked to point to a very hot or cold, etc, temperature on the thermometer.
- +7* A pupil indicates on the thermometer a temperature which relates to an invented weather-scene on the weather picture.
- +6* A pupil invents a temperature and builds a scene with the appropriate atmospheric phenomena.
- +6* A pupil must say and then indicate on the thermometer yesterday's or this morning's temperature, or the temperature before playtime, etc.



THE SCHEDULE OF ACTIVITIES

In the frames at the bottom of the calendar can be placed the CARTOON PICTURES OF SCHOOL ACTIVITIES, for the morning or for the afternoon, building up each day the Activity Schedule for the class. The cartoon pictures reflect the following activities:

- | | |
|-------------------|---|
| - GAMES | jigsaw-puzzle, cube game |
| - MATHEMATICS | abacus and sums |
| - READING-WRITING | exercise book with letters |
| - PAINTING | colours and leaf with vase |
| - THEATRE | puppets and booth |
| - CRAFTS | scissors to cut a leaf |
| - GYMNASTICS | girl with arms outstretched or joined above her head. |
| - MUSIC | flute and drum |
| - CONVERSATION | children sitting in a semi-circle |
| - PLAYTIME | children playing with a ball |



MAGNETS

	2 x 2 CM.
	1 x 2 CM.