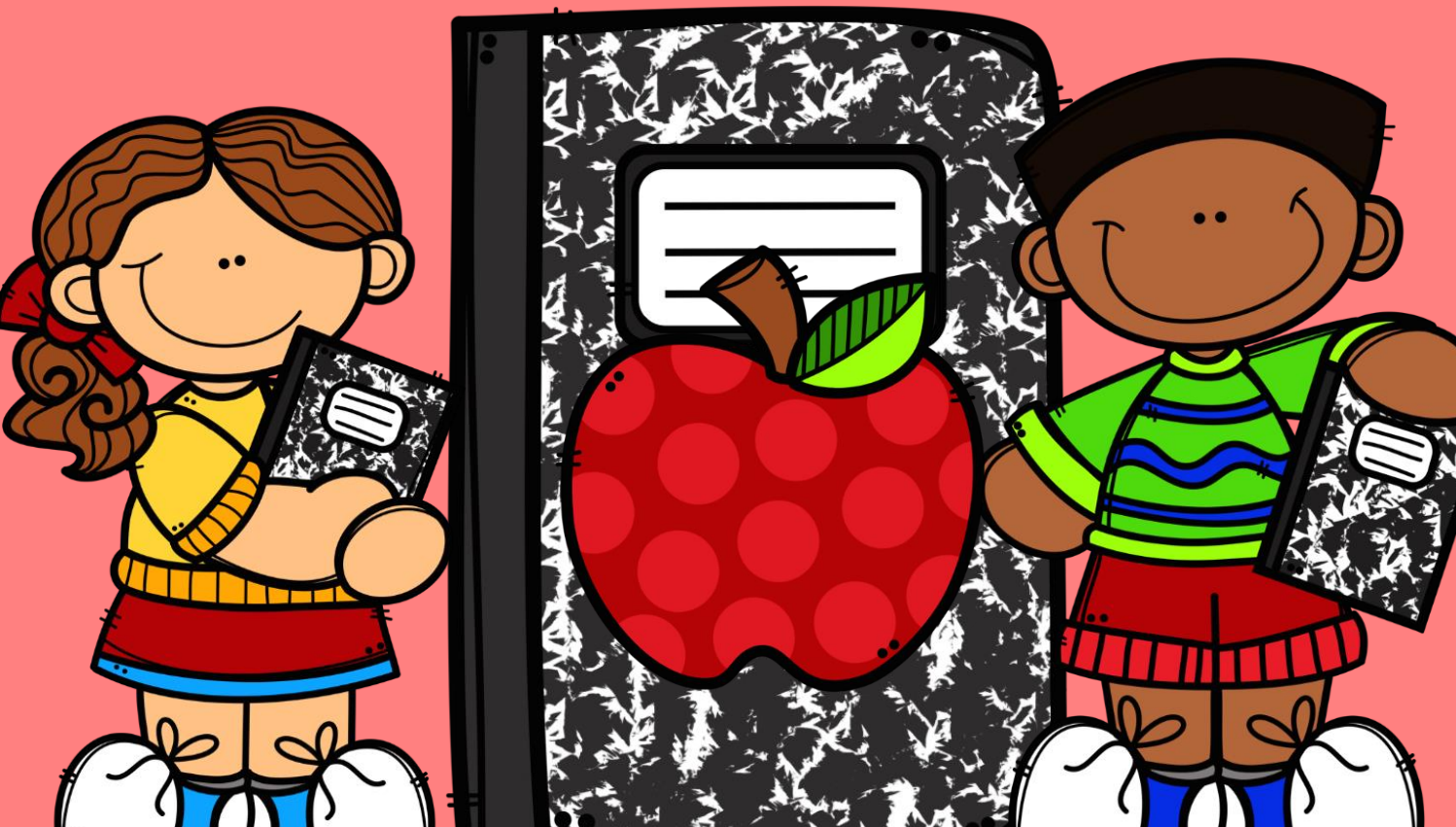


DAILY MATH JOURNALS

FREE

kindergarten



By Deedee Wills

Daily math journals can be a great way to reinforce and review math concepts in a creative way.

1. Each child should have a Math Journal. I use composition books and glue the label to the front of the cover. My students store their journal in their desk.
2. Print the journal prompt for your students
3. I read the prompt to the kiddos several times (or as often as needed). While I am reading, I begin to cut the prompt out.
4. The students glue the prompt to the top of their page then illustrate to show that particular prompt.
5. When they are finished I simply walk around the room and put a smiley face on their paper (smelly markers are VERY motivating).
6. Because their entries are sequential, it is a wonderful way to show progress and they are fun to show parents during conferences.

HINT: You may need to provide explicit instruction on how to turn to the NEXT blank page. Students will tend to want to open their journal to a random page in the middle of their journal. Please take a little extra time during the first 3-4 weeks to reinforce this skill... It will be worth it in the end.

NOTE: Because math curriculum and pacing is different in each classroom, these journal prompts are not intended to be taught sequentially (in the order I placed them). Pick and chose the prompts that fit your curriculum. Do not feel you need to use them all each month. I like to use the prompts in a spiral fashion, so I am constantly reviewing and revisiting various math concepts.

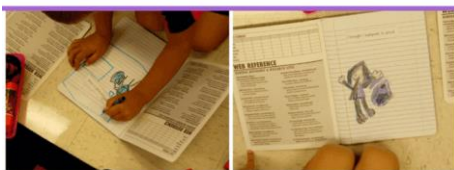
If you feel this is a routine you would like to continue in your classroom, please check back for more monthly themed math journals prompts.

Thank you!
Deedee Wills
deedee@mrswillskindergarten.com

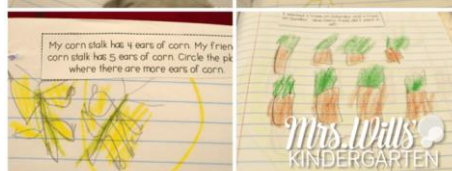
**CLICK ON THESE
IMAGES TO
READ A FEW
BLOG POSTS.
THEY WILL
PROVIDE TIPS
AS WELL A THE
FRAMEWORK
FOR MATH
JOURNALS.**



EASY Introduction
to
KINDERGARTEN MATH JOURNALS



**Math Journals
IN MINUTES**



MY MATH JOURNAL



Name: _____

MY MATH JOURNAL



Name: _____

I hope you enjoyed this product. If you are anything less than 100% thrilled, please let me know so I can make it better.

Deedee Wills
deedee@mrswillskindergarten.com

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Please Read... It is boring...
BUT it is important!



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Graphics
Galore!



(Getting Started Prompts)

I see 1 book in my backpack.	I see 1 book in my backpack.
I see 1 book in my backpack.	I see 1 book in my backpack.
I see 1 book in my backpack.	I see 1 book in my backpack.
I see 1 book in my backpack.	I see 1 book in my backpack.
I see 1 book in my backpack.	I see 1 book in my backpack.
I see 1 book in my backpack.	I see 1 book in my backpack.
I see 1 book in my backpack.	I see 1 book in my backpack.
I see 1 book in my backpack.	I see 1 book in my backpack.
I see 1 book in my backpack.	I see 1 book in my backpack.
I see 1 book in my backpack.	I see 1 book in my backpack.
I see 1 book in my backpack.	I see 1 book in my backpack.
I see 1 book in my backpack.	I see 1 book in my backpack.

Getting Started Prompts

In this free download, I have included 5 “getting started prompts.” These will help you introduce math journals to your class.

(Students will count forward showing the next 3 consecutive numbers.)

K.CC.A.2

I saw 3 crayons in my crayon box. Then I found 3 more on my desk. Count on to show how many crayons I saw in all.	I saw 3 crayons in my crayon box. Then I found 3 more on my desk. Count on to show how many crayons I saw in all.
I saw 3 crayons in my crayon box. Then I found 3 more on my desk. Count on to show how many crayons I saw in all.	I saw 3 crayons in my crayon box. Then I found 3 more on my desk. Count on to show how many crayons I saw in all.
I saw 3 crayons in my crayon box. Then I found 3 more on my desk. Count on to show how many crayons I saw in all.	I saw 3 crayons in my crayon box. Then I found 3 more on my desk. Count on to show how many crayons I saw in all.
I saw 3 crayons in my crayon box. Then I found 3 more on my desk. Count on to show how many crayons I saw in all.	I saw 3 crayons in my crayon box. Then I found 3 more on my desk. Count on to show how many crayons I saw in all.
I saw 3 crayons in my crayon box. Then I found 3 more on my desk. Count on to show how many crayons I saw in all.	I saw 3 crayons in my crayon box. Then I found 3 more on my desk. Count on to show how many crayons I saw in all.
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I saw 3 crayons in my crayon box. Then I found 3 more on my desk. Count on to show how many crayons I saw in all.	I saw 3 crayons in my crayon box. Then I found 3 more on my desk. Count on to show how many crayons I saw in all.
I saw 3 crayons in my crayon box. Then I found 3 more on my desk. Count on to show how many crayons I saw in all.	I saw 3 crayons in my crayon box. Then I found 3 more on my desk. Count on to show how many crayons I saw in all.
I saw 3 crayons in my crayon box. Then I found 3 more on my desk. Count on to show how many crayons I saw in all.	I saw 3 crayons in my crayon box. Then I found 3 more on my desk. Count on to show how many crayons I saw in all.
I saw 3 crayons in my crayon box. Then I found 3 more on my desk. Count on to show how many crayons I saw in all.	I saw 3 crayons in my crayon box. Then I found 3 more on my desk. Count on to show how many crayons I saw in all.

Going Further

I have also included a few samples of what you can expect in the rest of the units. Aug/Sept start out simpler. The students will go further with their number practice as the months continue on.

I see 1 book in my backpack.

I see 1 book in my backpack.

I see 1 book in my backpack.

I see 1 book in my backpack.

I see 1 book in my backpack.

I see 1 book in my backpack.

I see 1 book in my backpack.

I see 1 book in my backpack.

I see 1 book in my backpack.

I see 1 book in my backpack.

I see 1 book in my backpack.

I see 1 book in my backpack.

I see 1 book in my backpack.

I see 1 book in my backpack.

I see 1 book in my backpack.

I see 1 book in my backpack.

I see 1 book in my backpack.

I see 1 book in my backpack.

I see 1 book in my backpack.

I see 1 book in my backpack.

I see 1 book in my backpack.

I see 1 book in my backpack.

I see 1 book in my backpack.

I see 1 book in my backpack.

I see 5 letters in my
classroom.

I see 5 letters in my
classroom.

I see 5 letters in my
classroom.

I see 5 letters in my
classroom.

I see 5 letters in my
classroom.

I see 5 letters in my
classroom.

I see 5 letters in my
classroom.

I see 5 letters in my
classroom.

I see 5 letters in my
classroom.

I see 5 letters in my
classroom.

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classroom.

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classroom.

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classroom.

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classroom.

I see 5 letters in my
classroom.

I see 5 letters in my
classroom.

I see 5 letters in my
classroom.

I see 5 letters in my
classroom.

I see 5 letters in my
classroom.

I see 5 letters in my
classroom.

I see 5 letters in my
classroom.

I see 5 letters in my
classroom.

I see 5 letters in my
classroom.

[illegible]

Draw a circle above a pencil.

Draw a circle above a pencil.

Draw a circle above a pencil.

Draw a circle above a pencil.

Draw a circle above a pencil.

Draw a circle above a pencil.

Draw a circle above a pencil.

Draw a circle above a pencil.

Draw a circle above a pencil.

Draw a circle above a pencil.

Draw a circle above a pencil.

Draw a circle above a pencil.

Draw a circle above a pencil.

Draw a circle above a pencil.

Draw a circle above a pencil.

Draw a circle above a pencil.

Draw a circle above a pencil.

Draw a circle above a pencil.

Draw a circle above a pencil.

Draw a circle above a pencil.

Draw a circle above a pencil.

Draw a circle above a pencil.

Draw a circle above a pencil.

Draw a circle above a pencil.

