

Calendar Connections

- Strand:** Measurement and Geometry
- Topic:** Calendar language
- Primary SOL:** 1.9 The student will investigate the passage of time and
b) read and interpret a calendar.
- Related SOL:** 1.1c, 1.1d, 1.3

Materials

- Large wall calendar (should be established in your daily routine)
- Laminated sentence strips:
 - Today is _____.
 - Yesterday was _____.
 - Tomorrow will be _____.
 - Last week we _____.
 - Next week we will _____.
 - What day of the week is the (10th)? (Make this so the number can be changed.)
 - What date is the (third) (Saturday)? (Make this so that the ordinal number and day can be changed.)
 - Today is the (30th), so (yesterday) must have been the _____. (Make this so that the date and yesterday/tomorrow can be changed.)
 - How many (Fridays) are in (October)? (Make this so the month and day of the week can be changed.)
 - On what day of the week will (November) 1 fall on? (Make this so the month can be changed)

Vocabulary

calendar, date, day, last week, month, next week, this week, today, yesterday

Student/Teacher Actions: What should students be doing? What should teachers be doing?

Note: This lesson is meant to be a 5- to 10-minute daily routine. Begin the year reviewing kindergarten skills (months, days, and yesterday/tomorrow) and gradually increase the complexity of your questioning as you go through the year. The sentence strips listed in the materials section should not all be used in September.

1. Assemble students in front of the large wall calendar. Ask questions to review the months of the year, using the calendar as a reference. For example, ask, “*What is the name of this month? How many months are there in a year? Let’s name them.*” (Point to each month’s name as you say it.) “*What month came before September? What month will come after September?*”
2. Continue by saying, “*Look at our calendar. Who can tell me what today is? How do you know?*” Go to the sentence strip that says, “*Today is _____*,” and have students help you spell the name of the day. Continue, “*If today is (Monday, for example), what was yesterday?*” “*How do you know?*” When students respond, “*Sunday,*” have them help

you spell Sunday as you record it on the sentence strip. Follow the same procedure to record what day tomorrow will be.

3. As you point to the previous week on the calendar, ask the class to think of something special that happened in school last week (e.g., celebrated a birthday, lost a tooth, took a field trip). Record this statement on the sentence strip: “Last week we _____.” Pointing to next week, ask whether anyone knows something special that might be happening next week. Record this on the sentence strip: “Next week we will _____.”
4. Have students read with you all of the sentences written on the sentence strips.
5. Ask students to think about how long a day is, how long a week is, and how long a month is. Ask them to show on their fingers one, representing a day; two, representing a week; three, representing a month; which is the shortest amount of time; which is the longest amount of time; and which would fall in the middle. Ask students to justify their answers. Also ask questions such as, “Which is longer – a week or a month? How do you know?”
6. Ask, “Would you rather stay in Disney for a day or a month? Would you rather stay in the hospital for a week or a day?” Have students show you on their fingers, using one, two, or three, and justify their answers.
7. Have a calendar helper lead the class in counting the number of days so far this month. Students may count days one at a time or skip count by twos. Ask, “How does the number of days so far in the month compare to today’s date?” “How many more days until the month is over?” Have a calendar helper lead the class in counting the number of days left in the month.
8. Some other sentence frames that should be gradually added as you go through the year include the following: “What day of the week is the (10th)?” “What date is the (third) (Saturday)?” “Today is the (30th), so (yesterday) must have been the _____.” “How many (Fridays) are in (October)?” “On what day of the week will (November) 1st fall?” When you add a new strip, have students suggest how to find the answer and justify their thinking. Practice that same sort of question for several weeks (always asking students to justify their thinking) before adding a different kind of question. As more strips are added, frequently cycle back to some of the other types of calendar questions as a review. It is not expected that every type of question will be addressed every day.

Assessment

- **Questions**

- How many more days do we have until the end of the month? How do you know?
- What was the date on Wednesday of last week? What will be the date on next Thursday? Can you show me, using the calendar?
- How could we figure out how many Mondays are in a month?
- If I ask you to tell me the date of the second Friday, how would you figure it out?
- If I know today’s date, how can I figure out yesterday’s date? Tomorrow’s date?

- If today is April 8 and my birthday is May 10, about how long will it be until my birthday – a day, a week, or a month? How do you know? What if today is October 30 and my birthday is November 3?
- **Journal/writing prompts**
 - Write about something that happened to you last week (for example, a trip to the store, a game you went to, or somewhere you went with a friend or your family).
 - Write today’s date at the top of a page in your journal. Using the calendar, write the day and date it will be tomorrow. Explain how you figured this out.
 - Write a question that could be answered by looking at the calendar. Also write the answer to your question.
- **Other Assessments**
 - Provide students with the current month’s calendar. Ask students to create a key to show a day in blue, a week in red and a month in yellow. Have students color the calendar according to the key. If colored correctly, they should end up with the day in green and the week in orange.
 - Provide a blank calendar with only one date in the middle of the month filled in (or several dates filled in). Ask the students to fill in the other dates on the calendar.
 - Complete an interview with each child. Show the child a monthly calendar and ask the questions from step 8 in the above lesson.
 - Pose the following problem for students to solve in their journals: Each child in the Smith family took turns walking the dog. Tyquan had to walk the dog on Mondays and Thursdays. How many days would Tyquan have to walk the dog this month?

Extensions and Connections (for all students)

- Show students a “year at a glance” calendar page. Ask them to show a day, a week, and a month on this type of calendar. Ask students to estimate how many days, weeks, and months might be in a year.

Strategies for Differentiation

- Provide copies of a blank calendar for students to put in their math journals and complete individually for the current month. Each day, have students fill in the date.
- Have students arrange numeral cards, 1–30, in order on a large calendar. To support counting backward from 30, have them remove the 30th card, then the 29th card, etc., while counting aloud.
- For students who need to review the days of the week and months of the year, provide bags with laminated cards showing the days and months, and have students arrange them in correct order. These cards can be self-checking by having numbers printed on the back.

Note: The following pages are intended for classroom use for students as a visual aid to learning.

	Saturday					
	Friday					
	Thursday					
	Wednesday					
	Tuesday					
	Monday					
	Sunday					