

Let Me Check My Calendar

Strand: Measurement and Geometry

Topic: Using a calendar

Primary SOL: 2.10 The students will

- determine past and future days of the week; and
- identify specific days and dates on a given calendar.

Related SOL: 2.2

Materials

- 2 large wall calendars for students (one for reference and one cut apart to make a yearly calendar)
- My Calendar for _____ template (attached)
- Calendar Search Cards (attached)
- Let Me Check My Calendar Recording Sheet (attached)
- Pencils, crayons, and/or markers
- Stickers (optional)

Vocabulary

names of days, names of months, ordinal numbers (1st through 12th), today, tomorrow, yesterday

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

1. Begin by asking students why people use calendars. Record responses on the board.
2. Explain to students that they are going to make a calendar for this month to use in the same ways that they just listed. Pass out copies of the My Calendar for _____ template. Ask what is missing (name of the month, days of the week, date of each day, special dates), and list responses on the board under the heading “Missing Items.” Have student think-pair-share the missing parts of the calendar. Some guided questions to ask could be:
 - How many months are there in a year? Can you name them?
 - What is the name for this month?
 - Where do you usually find the month on a calendar?
 - What else should be on a calendar? Where would it go? How do you know?
 - How do we know where the dates start?
3. Review the number, order, and names of the months of the year, and direct students to fill in the current month at the top of their calendar templates. Review the number, order, and names of the days of the week, and ask students which day we usually start with in the upper-left corner of a calendar. Instruct students to write the days of the week in the small boxes across the top of the calendar, starting with Sunday.
4. Hold a class discussion about which item on the displayed list of “Missing Items” students should add next—special dates or the date of each day. Students should be able to tell

you that all dates have to be filled in so that you know where to put the special dates. Ask students where to start filling in the numbers. Many will probably say to put the number 1 in the first box; if so, ask them, “Was Sunday the first day of this month?” Have students look at the wall calendar to see where the number 1 really is located. Have them use the inquiry method to determine why it is placed where it is (i.e., develop a hypothesis and test the hypothesis, using data from the other months of the year). Students should come to the realization that the first day of a month is determined by what the last day of the previous month is. Model the correct placement, and have students fill in the remaining dates.

5. Cut apart a calendar, using the current month and next month, and glue them together to show students that the last day of one month is next to the first day of the next month. Continue to do this to create a year calendar. As you are creating the year calendar, ask students about the first and last date of each month and special days for each month.
6. Ask students how they know what the last date of the month is. Have them use the inquiry method to determine (i.e., collect data for three months, develop a hypothesis, and test the hypothesis, using the wall calendar to collect data for all 12 months). Have students develop a conclusion in groups, and allow groups to share their conclusions with the rest of the class.
7. Begin modeling and having the students fill in special dates for this month (e.g., class birthdays, field trips, holidays, early dismissals, end of grading periods, PTA functions). Have student add stickers and/or color to their calendars.
8. Distribute the Let Me Check My Calendar recording sheet. Group students into pairs, and give each pair a set of the Calendar Search Cards. Have pairs practice determining past and future days of the week and identifying specific days and dates on this month’s calendar. Partners shuffle the cards, place them face down, and take turns drawing a card and reading the question aloud. The other partner must answer the question, and both students record the answer on their recording sheet.
9. When students have answered every question, go over the questions and answers with the class, using the large wall calendar. Have students justify their answers verbally. Allow students to correct any of their incorrect answers.
10. When the class period is almost over, again, ask students why people use calendars. Review and discuss the previous responses, and add any new responses.

Assessment

- **Questions**
 - Why was it important to write the numbers of the dates on the calendar before recording the special dates?
 - How do you know where the first day of each month belongs?
- **Journal/writing prompts**
 - Examine a 12-month calendar, comparing the months. Describe any patterns you see in the numbers or words. Do any months have similar characteristics?
 - What is the importance of a calendar? How do you know?

- **Other Assessments**

- Use the recording sheets to check for individual understanding.

Extensions and Connections

- Use a daily calendar, and assign a student to be calendar assistant. Have the assistant update the classroom calendar for the current day and answer questions from the class about past, present, and future dates.
- On the last day of the month, use the classroom calendar to investigate counting patterns. Skip count by twos, threes, fives, and tens. Identify the odd and even patterning in the numbers.
- Create a weather calendar during science class. Using the same format as this activity, have students record the daily weather for one month.

Strategies for Differentiation

- Enlarge the calendar template on large paper for students who need more space to write.
- Use index cards showing the months of the year, days of week, and date numbers. Allow students to place or glue the appropriate card in the appropriate location.
- Before conducting this activity, use sidewalk chalk to create a large calendar on the blacktop outside. Call out questions about dates, and have a student run and stand on the date.
- Have students use a think-pair-share strategy when creating their hypothesis.
- Create a transparency version of a calendar so that months can be overlaid and students can easily observe that the first day of a month always follows the last day of the previous month.
- Cut apart the months of a calendar so that students may put them in the correct order.
- Highlight or bold key words in the Calendar Search Cards to draw attention to them.
- Redirection and corrective feedback should be given throughout lesson.

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

My Calendar for _____

Calendar Search Cards

Copy cards on cardstock, and cut apart on the dotted lines.

1 What is the date of the first Monday of this month?	2 What day is it today?	3 What day will it be tomorrow?	4 What is the date of the third Tuesday of this month?
5 What is today's date?	6 What is the date two weeks from today?	7 What is the date of the second Saturday of this month?	8 What day is the 14th of this month?
9 How many months are in a year?	10 Is today's date an even-number day or an odd-number day?	11 Are there any special events happening on the 10th of this month?	12 What day is the 11th of this month?
13 What is the date two days after the 13th?	14 What day is five days before the last day of this month?	15 What day and date is one week from yesterday?	16 Which day of the week has the greatest number of special events this month?

Let Me Check My Calendar Recording Sheet

Name _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____