

Just in Time Quick Check
Standard of Learning K.MG.3
Strand: Measurement and Geometry

Standard of Learning K.MG.3

The student will describe the units of time represented in a calendar.

Students will demonstrate the following Knowledge and Skills:

- a) Identify a calendar as a tool used to measure time.
- b) Name the days of the week and state that there are seven days in one week.
- c) Determine the day before and after a given day (e.g., yesterday, today, tomorrow).
- d) Name the twelve months of the year and state that there are twelve months in one year.
- e) Distinguish between days of the week and months of the year.

Just in Time Quick Check

Just in Time Quick Check Teacher Notes

Supporting and Prerequisite SOL: N/A

K.MG.3 Just in Time Quick Check: Student Interview

Teacher Note: A classroom calendar should be visible for students to reference during this interview.

Ask each student the following questions.

1. What day is it today?

Student Response:

2. What day was yesterday?

Student Response:

3. What day will tomorrow be?

Student Response:

4. How many days are there in a week? Can you tell me all the days of the week?

Student Response:

5. Can you tell me what month it is?

Student Response:

6. How many months are there in a year? Can you name all the months of the year?

Student Response:

7. What is a tool that is used to measure the passage of time in days, months and years?

Student Response:

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Common Errors/Misconceptions and their Possible Indications

Teacher Note: Displaying a calendar in the classroom provides an anchor for learning and supports conversations about days of the week, months of the year, their sequence and order and the passage of time along with strengthening early counting and number recognition skills. Students may reference the calendar on display in the classroom while answering the questions in this interview.

1. What day is it today?

Some students may confuse days of the week with months of the year. Students who are unable to identify the day of the week will benefit from additional calendar activities. Calendar time is a place where teachers and students can discuss the daily schedule and identify specific events during the school day and week that will help students recall what day it is.

2. What day was yesterday?

Students who struggle to identify what day it is may also have difficulty identifying what day yesterday was. These students may still be struggling with the sequence of the days and using the terminology of yesterday, today, and tomorrow. Additional practice with calendar skills and/or the use of songs may be useful as students work with this sequencing and the proper use of the vocabulary.

3. What day will tomorrow be?

If students are unable to identify what day tomorrow will be, refer to the classroom calendar and any classroom songs used to help students recall what day will tomorrow be. Students may also benefit from more practice with calendar skills and more opportunities to use the vocabulary word "tomorrow."

4. How many days are there in a week? Can you tell me all the days of the week?

Some students may believe there are five days in a week because there are five school days in a week. Some students may be unable to name the seven days of the week. They may still have trouble with the sequencing of the days of the week and say them out of order or leave some out altogether. Daily opportunities to refer to the classroom calendar, pointing to the days of the week, and engaging in classroom songs focused on the days of the week may provide the practice necessary for students to recall the days of the week with ease.

5. Can you tell me what month it is?

Some students may confuse days of the week with the months of the year. Kindergarten students need frequent exposure to calendar time to make sense of the months of the year. Students who are unable to identify the current month would benefit from additional exposure to the calendar as well as any classroom songs used to recall the months of the year. Students may also benefit

from identifying months using specific events (holidays, birthdays, summer, etc.) to determine the difference between months of the year and days of the week.

6. How many months are there in a year? Can you name all the months of the year?

Some students may confuse days of the week and months of the year and/or only be able to name some of the months of the year. Young students are learning to make sense of time as it relates to days of the week and months of the year. Kindergarten students need daily exposure to calendar and making sense of days and months. The use of songs can be helpful in learning the sequence of the months of the year; however, it is important to include specific calendar time conversations around months of the year, particularly when the class changes the calendar from one month to another. Students may need specific guidance with identifying months using specific events (holidays, birthdays, summer, etc.) to determine the difference between months of the year and days of the week.

7. What is a tool that is used to measure the passage of time in days, months and years?

Some students may identify a clock as a tool that is used to measure the passage of time. If students suggest a clock, validate that a clock is a tool used to measure short periods of time such as hours and minutes. Students need daily exposure to calendars and opportunities to engage in conversations about how days, weeks, months and years are periods of time.