Just In Time Quick Check
Standard of Learning (SOL) 2.10a

Strand: Measurement and Geometry
Standard of Learning (SOL) 2.10a *The student will determine past and future days of the week.*
Grade Level Skills: ● Determine the day that is a specific number of days or weeks in the past or in the future from a given date, using a calendar.
Just in Time Quick Check
Just in Time Quick Check Teacher Notes

Supporting Resources:
● VDOE Mathematics Instructional Plans (MIPS)
    ○ 2.10ab – Let Me Check My Calendar (Word) / PDF Version
● VDOE Word Wall Cards: Grade 2 (Word | PDF)
    ○ Calendar

Supporting and Prerequisite SOL: 1.9b, K.8

Virginia Department of Education   August 2020

SOL 2.10a - Just in Time Quick Check

September 2020						
Sun.	**Mon.**	**Tues.**	**Wed.**	**Thur.**	**Fri.**	**Sat.**
		1	2	3	4	5
6	7 Labor Day	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24 Sam's birthday	25	26
27	28	29	30			

Use the above calendar to answer the following questions.

1. My sister's birthday is two weeks before Sam's birthday. What is the date of my sister's birthday? Write an "S" on this date on the calendar.

2. We are going on a field trip to the zoo four days after Sam's birthday. What is the date for our field trip to the zoo? Write a "Z" on this date on the calendar.

3. How many weeks is it from Labor Day until our field trip to the zoo?

4. I need to call the bakery five days before Sam's birthday to order a cake. When will I need to call the bakery? Write a "B" on this date on the calendar.

SOL 2.10a - Just in Time Quick Check Teacher Notes
Common Errors/Misconceptions and their Possible Indications

					September 2020		
Sun.	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.
		1	2	3	4	5
6	7 Labor Day	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24 Sam's birthday	25	26
27	28	29	30			

Use the above calendar to answer the following questions.

1. My sister's birthday is two weeks before Sam's birthday. What is the date of my sister's birthday? Write an "S" on this date on the calendar.

   Some students may answer September 17 because they started counting week 1 on the 24th and therefore only counted back 1 week. Students who start counting on the 24th at the number 1 do not understand that they are counting a whole week (7 days) so the 1st week should start on the 17th—one week earlier. Also, some students might confuse whether they should count forward or backwards. These students will benefit from opportunities to collaborate with their peers in solving similar problems and then sharing strategies and reasoning. The teacher can use these opportunities to review what comes before (the past) and what comes after (the future), making sure students understand that one move up or down on a calendar is 1 week or 7 days.

2. We are going on a field trip to the zoo four days after Sam's birthday. What is the date for our field trip to the zoo? Write a "Z" on this date on the calendar.

   Some students may start counting on the 24th and not the 25th or have trouble going from Saturday to the next Sunday. These students are still struggling with how to move around on a calendar. Providing similar problems for

students to solve, and facilitating discussions around these concepts, will help students to hear the strategies and reasoning of their peers and provide opportunities for students to become more comfortable moving around on the calendar.

3. How many weeks is it from Labor Day until our field trip to the zoo?

   Students may begin counting 1 at Labor Day. These students will need experiences that focus on hops to see that a whole week must go by before we can start at 1. It may be helpful for students to place a counter on or color in 7 days to see that 1 whole week after Labor Day is September 14. Using school calendar events and/or holidays as discussion opportunities will help students relate these concepts to their world.

4. I need to call the bakery five days before Sam's birthday to order a cake. When will I need to call the bakery? Write a "B" on this date on the calendar.

   Students may confuse whether to count forward or backwards or may have difficulty going from Sunday to Saturday. During classroom discussions around similar problems, students will need opportunities to make sense of the structure of the calendar and what "before" (the past) means. It may help students to use the dates to help determine the day before Sunday, and/or to use objects to mark or color spaces/dates to make the number of days more visible.

   Teachers should connect these types of calendar questions to students' everyday lives. Some examples might include: If we had P.E. 2 days ago, on what day or date did we have P.E? If our field trip is in four days, show me on the calendar the day/date when our field trip will take place. Engaging students in many experiences to answer questions like these will help them understand how we measure and count the passage of time (days, weeks, months, etc.).