

Calendar Math

Strand:	Measurement & Geometry
Topic:	Identifying the components of a calendar, including days, weeks and months
Primary SOL:	K.8 The student will investigate the passage of time by reading and interpreting a calendar.
Related SOL:	None

Materials

- Calendar
- Chart paper
- Markers
- Cards with the months of the year written on them

Vocabulary

day, month, today, tomorrow, week, year, yesterday

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

Note: The calendar should be taught daily throughout the year. This lesson is a collection of quick activities or mini-lessons that can be done throughout the year. It is not intended to be done in one day.

1. When setting up your calendar area, it might be helpful to post the following: Months of the year, days of the week, “Yesterday was ____.” “Today is ____.” “Tomorrow will be ____.” These should be practiced during calendar time each day to ensure understanding. At the beginning of the year, the teacher will complete these sentences. Once the sequence of days has been practiced, begin having students fill in the sentences themselves. Ask questions such as: *If we know today, how do we find yesterday? How do we find tomorrow?*
2. Using chart paper, have students help to create a list of events that occur on Monday. (e.g., wake up, brush teeth, eat breakfast, go to school) and continue events until bedtime). Create a new list for Tuesday, beginning with waking up and ending with going to sleep. Create a list for each weekday.
3. When compiling the lists for Saturday and Sunday, remind students that these days will look different because they may sleep in, they do not attend school, various activities may take place on these days, etc. Again, begin with waking up and end with going to sleep.
4. Once the charts have been made, lead a discussion about how each day contains many activities, compare weekdays to weekends, and include how time asleep is counted in each day making up 24 hours.
5. There are many songs/rhymes using the days of the week. These can be practiced daily to promote order memorization and should be followed up with questioning. *What is a*

day? What is a week? Is a week longer or shorter than a day? How many days are in a week? What day comes after ____? What day comes before ____? One example which can be sung to the tune of “Oh My Darling, Clementine” is:

There are 7 days, there are 7 days, there are 7 days in a week:

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

6. Be sure to point out that all seven days in a row make up a week. Refer to the calendar to show how the month is broken up into weeks. As vacations or holidays approach, explain how many days/weeks until the event. Once this has been practiced, begin asking students to describe how long until the next event.
7. As time goes on, continue helping students to identify the months. There are many songs/rhymes using the months of the year. These can be practiced daily and should be followed up with questioning. *What is a month? Is a month longer or shorter than a day? How many months are in a year? What month comes after ____? What month comes before ____? One example is:*

January, February, March, April, May

June, July, August. Hooray, Hooray!

September, October, November, December,

These are the months that I CAN REMEMBER!

8. To help students picture a year, show students a year-at-a-glance calendar. Ask them to help you circle each month and count the months, and name each month in the year.
9. Display the months of the year written on separate cards. Before the lesson, have drawn a picture or symbol that could represent each month on its card (e.g., a heart for February, a turkey for November, etc.). Introduce the name of each month as you place them in order.
10. Hide the list from view and remove one of the months. Have students review the song/rhyme used in your classroom to help figure out which month is missing. Continue with another month removed.
11. Once this skill is mastered, you can begin asking students questions, such as, *Which month comes before ____? or Which month comes after ____?*

Assessment

• Questions

- What did we do yesterday? What did we do today? What will we do tomorrow?
- Which is longer: a day or a month? A day or a year? A month or a year? How do you know?
- Would you rather have your favorite food for a whole day, for a whole week, or for a whole month? Why?
- How many months are in a year?

• Journal/writing prompts

- Write your favorite day of the week, and show why it is your favorite.
- Write your favorite month of the year, and show why it is your favorite.

- Janelle said yesterday was Tuesday and tomorrow is Thursday. What day is today?

- **Other Assessments**

- Have students create a *Days of the Week* book to show activities they do each day of the week.
- Use individual student interviews to ask students to tell you the names of the week and the months of the year.

Extensions and Connections (for all students)

- Read a story or poem that emphasizes the days of the week. Create a timeline to help students retell what happens in the story each day of the week.
- Have students sing along with songs involving days of the week and/or months of the year.
- Display cards on which are written the months and the days. As a class, sort the cards according to whether they name a day or a month.

Strategies for Differentiation

- Prepare picture symbols for the days of the week and months of the year that have sticky fabric attachments on the back so they can be attached and removed. Allow students to manipulate the symbols on a large class calendar.
- Provide paint sticks labeled with the days of the week. Use clothespins labeled “yesterday,” “today,” and “tomorrow.” Have students use the clothespins to indicate these three concepts.
- Focus on learning the days of the week and months of the year at different points of time during the year so that students are not overwhelmed by them.

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