

Days and Months

Purpose

Students will examine calendars to see the relationships of days, weeks, and months of the year.

Materials

For the teacher: overhead transparency or chart of calendars for the two years

For each student: copies of calendars for this year and next year, copy of Black Line Master (BLM) *Take a Closer Look*

Activity

A. Pre-Activity Preparation

1. Make copies of the calendars (one per student).
2. Make an overhead transparency of a two-year calendar or put up a chart or calendar containing both years.

B. Introduction

1. Tell students they are going to answer some questions using a two-year calendar.
2. Distribute the calendars and place the transparency on the overhead or refer to the chart or wall calendar.
3. Ask the students: "How many months are in one year?"
4. Have students recite the months of the year with you as they look at their calendars.
5. Discuss things that the students notice about the calendars. To guide the discussion ask questions such as the following:
 - How are the names of the months similar?
 - About how many weeks does each month have?
 - How are the years different?
 - What day does October 4th fall on this year? What day does it fall on next year?

C. Student Activity

1. Hand out BLM *Take a Closer Look*.
2. Read through the questions with students.
3. Give students time to answer each of the questions on the BLM.
4. Review the students' answers.

(continued)

**connecting
across the
curriculum**



Science

Talk about repeating patterns in nature, such as seasons and day and night.

**MEETING
INDIVIDUAL
NEEDS**



For students who need a greater challenge, have them compare several consecutive years and find out which years have dates that fall on the same days of the week. Have students list leap years. If students do not know the day of the week they were born, have them find it by finding a calendar from that year. When did (or will) their birthdays fall on that day of the week again?

**Standards Link
2.1.1**

Activity (continued)

D. Follow-up Activity




Teach students the poem below.

Thirty days hath September,
April, June, and November.
All the rest have thirty-one,
Excepting February alone,
And it has twenty-eight days time
But, in leap years, February
has twenty-nine.

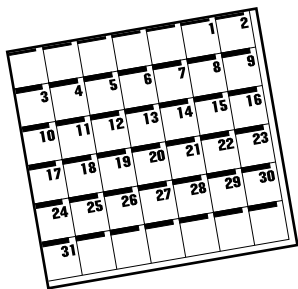
Questions for Review

Basic Concepts

During the activity, discuss the following questions with your students to gauge their understanding of the Standard Indicator:

-  How many months are in a year?
 -  Which months have 30 days? 31 days?
 -  Which month is different from all the others? How?
-

Name: _____



Take a Closer Look

1. How many months in each year have 30 days? _____

What months are they? _____

2. How many months have 31 days? _____

What months are they? _____

3. What month has neither 30 nor 31 days? _____

How many days does it have? _____

4. What is the date of your birthday? _____

How many whole months are between now and your birthday? _____

What are they? _____

5. What is your favorite holiday? _____

How many whole months are between now and that holiday? _____

What are they? _____

Take a Closer Look

Teacher Directions

Provide each student with a copy of the BLM *Take a Closer Look*. Have students use the calendars to answer the questions.

Answer Key

- 4
April, June, September, November
- 7
January, March, May, July, August, October, December
- February
28 or 29 (on leap year)
- Answers will vary.
- Answers will vary.