

## Dating

### Purpose

Students will solve problems by choosing strategies and tools, explaining their reasoning, making calculations, and checking results.

### Materials

*For the teacher:* overhead transparency of calendar for the current month and the month following, overhead projector

*For each pair of students:* copy of Black Line Master (BLM) *Dating*

### Activity

#### A. Pre-Activity Preparation

Fill in the current day of the week before copying the BLM *Dating*.

#### B. Introducing the Problem

1. Tell students they will be solving problems involving dates on the calendar without looking at the calendar.
2. Distribute copies of the BLM.

#### C. Solving the Problem

1. Tell students they are to work with a partner to answer the questions on the BLM *Dating* without using a calendar.
2. Remind students of today's date (e.g., "Today is Friday, March 5.").
3. Have students record on the BLM their answers and a description of how they solved the problem.
4. Encourage students to use their knowledge of number of days in a week and number of days in a month to solve the problems.

#### D. Discussion

1. After the students have had time to solve the problems, have them come back together as a group.
2. Have students share their answers to the problems and the methods they used to solve them.
3. Accept and record on the board all possible answers given.
4. Show the current calendar as well as next month's calendar and check for correct answers.
5. Talk about possible reasons for any incorrect answers and explain how students can correct them.

connecting  
across the  
curriculum



#### English/ Language Arts

Have students write stories about their favorite days of the year.

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TECHNOLOGY



Use an Internet search engine such as Ask Jeeves ([www.ask.com](http://www.ask.com)) to find answers to other calendar questions. Possible questions include: On what day of the week were you born? What day of the week was February 17 five years ago?


Standards Links  
2.2.2, 2.2.3, 2.5.10


## Questions for Review

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### Basic Concepts and Processes

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

 If today is Thursday, February 6 [*or current day's date*], what will the date be two weeks from today?

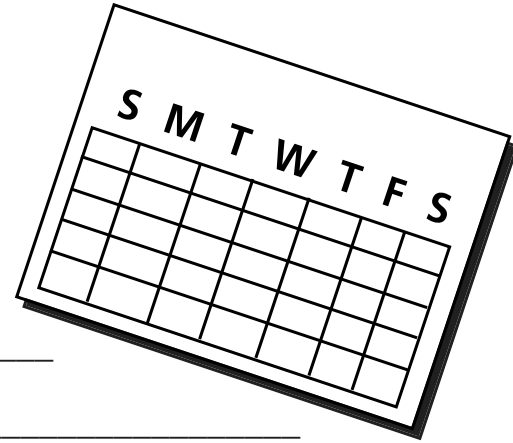
 How did you figure out the answer?

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Name: \_\_\_\_\_

# Dating

Work with a partner to answer the following calendar problems. Write a sentence about how you solved the problem.



1. What dates this month are on \_\_\_\_\_?  
(current day of the week)

Answer: \_\_\_\_\_

How we figured out the answer: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. What dates next month will be on \_\_\_\_\_?  
(current day of the week)

Answer: \_\_\_\_\_

How we figured out the answer: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. What day is this date next month?

Answer: \_\_\_\_\_

How we figured out the answer: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. What date will the first Sunday of next month be?

Answer: \_\_\_\_\_

How we figured out the answer: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Dating

## Teacher Directions

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Fill in the blanks with the current day of the week before you copy the BLM *Dating*. Provide each group of students with a copy of the BLM.

Have students use the BLM during the activity to answer questions about the calendar without using a calendar.

## Answer Key

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Answers will vary depending on when this activity is used.