

## Weeks Turn Into Months

### Purpose

Students will study concepts of time: a week and a month.

### Materials

*For the teacher:* large calendar for demonstration, days of the week cards

*For each student:* calendars with a page for each month

### Activity

#### A. Pre-Activity Preparation

Make copies of calendars for each student in the class.

#### B. Learning about Weeks

1. On the large calendar, show students today's date.
2. Mark yesterday and tomorrow on the large calendar.
3. Mark the entire week on the large calendar (one row of the calendar – this is best done in the middle of a week).
4. Have students mark these days on their own copies of the calendar.
5. Talk about the school *week* and the *weekend* and name the days of the week.
6. Ask students what they did or will do on those days.
7. Turn over days of the week cards as that day of the week arrives. Seeing the seven cards gives students a way of visualizing that a week is made up of seven days.
8. During the school year, incorporate addition and subtraction problems with the seven family into calendar activities.

#### C. Learning About Months

1. On a large calendar, mark the current week.
2. Show the class the location of last week and next week on the calendar (this is best done in a middle week of a month).
3. Explain that the whole page is one month and it is called [*insert name of month*]. Point out this name on the large calendar so that students can find it on their own calendars.

(continued)



#### MEETING INDIVIDUAL NEEDS

Challenge students who have little difficulty with these concepts by introducing terms like "last week" and "next week," or "last month," "next month," and "the month after next."



#### INCORPORATING TECHNOLOGY

Have students design their own calendars using computer software.

## Activity (continued)

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4. Talk about special days (e.g., Thanksgiving, Independence Day, Halloween, Memorial Day, Labor Day). Begin with days that are close to the time of this activity.
  - a. Ask students in which month each holiday occurs, and discuss what happens on that holiday.
  - b. Ask for students' birthday months.
  - c. Find each of these months by turning pages of the calendar.
5. Ask: "What is today's date?"
  - a. Find today's date on the calendar.
  - b. Have the students count to that number.
  - c. Have the class say today's date: "Today is [*insert day of week, date, and year*]."
  - d. Write the date on the "Today is \_\_\_\_\_." card.
  - e. Repeat with yesterday and tomorrow.
  - f. As you talk about yesterday, remind the class of activities that they did yesterday.
  - g. When talking about tomorrow, discuss activities they will do as a class and individually tomorrow.

## 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 Indicator:

-  How many days are in a week?
  -  On what day of the week do you [*insert school activity*]?
  -  Show me next week on the calendar.
  -  In what month does [*insert holiday*] occur?
  -  How do you use a calendar?
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