

# A Year Is a Long Time

## Purpose

Students will study the concepts of time: a year.

## Materials

*For the teacher:* large calendar for demonstration

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

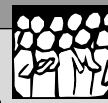
## Activity

### A. Pre-Activity Preparation

Make copies of calendars for students.

### B. Student Activity

1. On the large calendar, start at the current month and turn over pages to show the months that are before and after.
2. Explain that all of the months make one year and it is called [*insert the year*].
3. Ask students how old they are, and explain that this is a number of years (allow answers from students who state their age to the nearest month, week, and day).
4. Discuss with students that the gap between birthdays, Thanksgivings, Halloweens, etc. is a long time – one year.
5. Relate the year to the seasons, and have students draw pictures of seasonal activities.
6. Display these in a circular pattern to emphasize the recurrence of the seasons each year.
7. Relate this cycle to the names of the months.
8. Start a display of the day, month, date, and year to be changed each day.



### MEETING INDIVIDUAL NEEDS

Challenge students who have completed the activity with ease by introducing terms like “last year” and “next year.”



### connecting across the curriculum

#### English/ Language Arts





Ask students to choose their favorite seasons and then describe to the class what they like to do in that season, what they wear in that season, and one holiday that is celebrated in that season.

## Questions for Review

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### Basic Concepts

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

-  How many months make a year?
  -  What year were you born?
  -  How many years old are you?
  -  During what part of the year does [*insert season*] occur?
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