



Calendars 2.1.8

Word Wall: calendar, day, name of days, month, date, name of months, ordinal numbers,

Introduction

Students will use a calendar to identify the date, locate specific information, and to name and order the months and seasons.

Resources

- Calendar – Grid, months, days of week, numbers 1-31, calendar vocabulary cards.
- Current classroom calendar *and* an alternate calendar using a different configuration of days i.e. week starting with Monday; Initials for days of the week.
- Early Years FISH Kit
- Calendar Kit



Time / Classroom Organisation

The activity process could be introduced in a whole or small group format. Allow 15-20 minutes to introduce this activity, and regularly use the calendar for real-life purposes in the classroom.

Use a calendar daily to:

- Discuss days of week and month
- Locate today's day and date
- Plan upcoming events
- Count how many days, months until the event
- Celebrate special days
- Record events

Australian Curriculum

Year level: Two

ACMMG040 Name and order months and seasons (ACMMG040)

ACMMG041 Use a calendar to identify the date and determine the number of days in each month (ACMMG041)



Activity Process – Locate Information

1. Look at the current calendar in use in the classroom.
2. Ask: *How many Tuesdays are there in this month? How many Fridays?* Look at other months and compare these numbers.



3. Use the calendar vocabulary cards – 1st, 2nd, 3rd, 4th, 5th, first, second, third, fourth, last. Ask: *Which is the first Tuesday in this month? What is the date?* Place a "1st" label on this date. Continue for the 2nd, 3rd, 4th. Ask: *What is the last Tuesday of this month?*



4. Ask: *How many Saturdays will there be in this month? What will the date be on the second Sunday of this month? What will the first day of the next month be?*

Source: SES Project, 2009



Activity Process – Months of the Year

1. Hand out cards with the names of the months on them to the students.
2. Ask students to arrange themselves in a line in the correct order of the months of the year.
3. Once they are in order – ask the remainder of the class to line up behind the month in which they celebrate their birthday.
4. Repeat activity but ask students to start the line with a different day of the week.

Source: Linthorne, C. 2005. *Jigsaw Maths Teacher Resource Book 3*. Firefly Press: Buderim p 35



Activity Process – Seasons of the Year

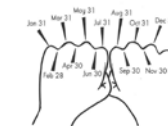
1. Hand out cards with the names of the months on them to the students.
2. Ask students to arrange themselves in groups of seasons.
3. Once students are arranged into season groupings ask them to discuss within their groups what their season is like.
4. Each group then describes their season to the remainder of the class.



Activity Process – Days in each Month

1. Teach students the following rhyme to assist students with learning the number of days in each month.

Numbering Knuckles: Make two fists with thumbs touching. Name the knuckles and the valleys with the months of the year in sequence. The high knuckle months have 31 days and the low valley months have less than 30.



Source: Linthorne & Serenc. 2008. *Jigsaw Maths Level 3 Teacher Resource Book*. Firefly Press: Buderim p121



Catholic Education
Diocese of Cairns

Learning with Faith and Vision

Variations and Extensions

1. Weather Calendar

Resources: Weather Calendar grid

Record the maximum and minimum temperature for each day in the week. Work out the differences in the temperature.

Weather Calendar

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Max							
Min							
Difference							

Source: Andrea Hillbrick, 2005. *Tuning In with Task Cards*. Curriculum Corporation: Carlton South, Vic p 87

2. Weather Graph

Resources: Weather pictures, paper, glue

Record the types of weather encountered everyday for one month by asking students to draw a representation of the weather on a square of paper.

Create a bar graph with the pictures drawn.

Source: Andrea Hillbrick, 2005. *Tuning In with Task Cards*. Curriculum Corporation: Carlton South, Vic p 87



3. Days of the Month

Resources: website -

<http://www.breastfeeding.com/while/music/daysofthemonth.html>
A song to help students remember how many days are in each month.

Interactive Whiteboard Resources

<http://www.starfall.com/n/holiday/calendar/load.htm?f&n=main>



Contexts for learning

Play:

Clothing Sort: Bring in a variety of clothes that can be worn at different times of the year. Ask students to 'dress up' to suit a specific season.

Investigation:

Birthdays: Ask students to work out what day of the week their birthdays will be on for the next ten years – Don't forget about the leap years!

Real life experience:

Magazine Collage: In small groups ask students to create a seasonal collage, depicting each of the four seasons. Students can use pictures from magazines, objects from the environment and appropriate colours to create their collage.

Routines and Transitions:

Calendar Job: Each week select a different students to be the "Calendar Person". This person is responsible for the class calendar's upkeep for that week.



Assessment

Student can give a date for the third Tuesday in a given month, and can remember and order the months in sequence.

Background Reading

Students should be given many opportunities to familiarise themselves with a variety of formats for calendars, including the standard conventions that are found in all calendars.

While students should be exposed to alternative calendar forms, the explicit teaching of how to read and interpret calendars should happen with the traditional grid-style month to a page calendar. Calendars are commonly used for real-life purposes and students should be encouraged to explore them in their classrooms.

Source: QSA, 2009

Grid based calendars are based on a 7x5 grid. Students should be supported in exploring the number pattern of sevens in each of the columns.

Year three NAPLAN Numeracy test links

2010 Question 19 – Interprets an incomplete calendar and located information.

Links to other MAG's

- 1.1.8 Calendar 1
- 1.2.6 Calendar 2



Adapted for use in the Cairns Diocese with the permission of the Catholic Education Office Toowoomba