Calendar

Another way of applying the content to the students' lives is through using a calendar for different areas of math. Not only can they be used to help the students count and do different areas of mathematics, in using them the students get practice in how calendars are used, set up, and read from. This is a simple life skill that can be beneficial.

This lesson used calendars to help students with the counting-on strategy for addition. The calendar is used specifically to help relate mathematics to real-world situations.

Key Content

• Using the counting-on strategy to add.
• Connecting mathematics to real-world situations.
• Translating between different representations of numbers (counters, pictures, and number sentences).

Part 3. Counting On with Calendars

Use your large classroom calendar to demonstrate counting-on problems with mail delivery. Write "mailed" on the dates 15, 20, and 29 and place self-adhesive notes over the dates 16, 17, 18, 21, 30, and 31 on your large classroom calendar as shown in Figure 6.

Use the following story to introduce the activity:

Suzy and Carol live in the same city and talk on the telephone almost every day. Since they go to different schools, they don't get to see each other very often. So, they decided to be pen pals and send cartoons to each other. They became interested in how long it takes for their cartoons to be delivered.

Sometimes it took one day and sometimes it took two days. Sometimes, it took as many as three days. Suzy found a calendar for the month of October and decided to write down when a letter was sent and when it arrived.

Show the calendar to the class. (See Figure 6.) Tell students that Suzy mailed a cartoon on October 20 and that it took one day for it to be delivered to Carol's house. Ask:

• *When did the letter arrive?*

After the class has solved the problem, remove the self-adhesive note from 21. Write "20 + 1 = 21" to summarize the problem.

Use the calendar to work through the following two problems with the class:

• *Carol mailed her letter on October 15. It took three days to get to Suzy. When did it arrive?* (October 18; 15 + 3 = 18)

Encourage the class to use counting on to solve the problem, removing the self-adhesive notes as you count together: 16, 17, 18. Point out that the letter was mailed on October 15, and it arrived three days later on October 18. To summarize, write "15 + 3 = 18."

• *Suzy mailed a letter on October 29. It took two days to get to Carol. When did it arrive?* (October 31; 29 + 2 = 31)

Figure 6: A calendar showing mailing and delivery dates

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15 mailed
			19	20 mailed		22
23	24	25	26	27	28	29 mailed

Name _____ Date _____

It's in the Mail

Use the calendar to help you find the date the mail arrived.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Date Sent	Arrived	Number Sentence	Date Received
10 mailed	3 days later	_____	
13 mailed	2 days later	_____	
24 mailed	4 days later	_____	
30 mailed	1 day later	_____	
5 mailed	5 days later	_____	
17 mailed	3 days later	_____	
20 mailed	5 days later	_____	
14 mailed	4 days later	_____	