Grade 4 Mathematics
Measurement: Lesson 6

Read aloud to the students the material that is printed in **boldface type** inside the boxes. Information in regular type inside the boxes and all information outside the boxes should **not** be read to students. Possible student responses are included in parentheses after the questions.

NOTE: The directions read to students may depend on the available materials. Read only those parts of the lesson that apply to the materials you are using.

Any directions that ask you to do something, such as to turn to a page or to hand out materials to students, will have an arrow symbol (ﻉ) by them.

Purpose of Lesson 6:
- In this lesson, the tutor and the students will
  - ✓ use a calendar to measure time.

Equipment/Materials Needed:
- Copies of Student Sheet 105
- Paper and pencils
- Chalkboard

Preparations before beginning Lesson 6:
- Run one copy of Student Sheet 105 for each student.
- Have paper and pencils available.
- You may want to cover Lesson 15 in Number Relations on ordinal numbers before doing this lesson.

Lesson 6: Measurement

Say:

> **In this lesson, you will answer questions using a calendar. What are some of the things you need to know to make a calendar?** (The months of the year, how many days are in a month, on what day of the week a month starts, etc.) **Name the months of the year in order.** (January, February, March, April, May, June, July, August, September, October, November, December)

᠊ Give students Student Sheet 105. Give them the following information.

Say:

> **The month is February. Where should you write the month?** (in the top blank) **Some of the days of the week are missing. Which days are missing?** (Monday, Wednesday, Thursday, Saturday) **The month begins on Friday. There are 28 days in the month. Write the days in each box starting with the first Friday.**

Answers:
   1. Thursday   2. Thursday   3. February 22
   4. February 12, Tuesday   5. Friday
   6. Thursday   7. Friday   8. 4
   9. Debrauary 26   10. 27th
   11. Another day would have been added, so there would have been 29 days.
   12. Thursday, February 28
   13. 3rd, 10th, 17th, 24th; 7 days apart
   14. Monday, February 11

᠊ Have one student summarize today's lesson. Calendar skills are important life skills.

Student Sheet 105 (Measurement: Lesson 6)

_____

Sunday	_____	Tuesday	_____	_____	Friday	_____

Use the calendar to answer the questions below and on the next page.

1. On what day of the week does the month end?

2. Valentine's Day is February 14. What day of the week is February 14?

3. Washington's birthday is on the fourth Friday. What is the date of his birthday?

Student Sheet 105 (Measurement: Lesson 6) continued

4. Lincoln's birthday is 10 days earlier. What is the date of Lincoln's birthday? Which day of the week is it?

5. Junior was absent the day after Valentine's Day. Which day of the week was he absent?

6. The last day of January was on which day of the week?

7. The first day of March will be on which day of the week?

8. June has softball practice every Monday. How many practices did she have in February?

9. Tommy's birthday is two weeks after Lincoln's birthday. What is the date of his birthday?

10. What is the date of the fourth Wednesday in February?

11. If this year had been a Leap year, how would the calendar have changed?

12. Janie went to the dentist on the third Wednesday of the month. The dentist said that he would remove Janie's braces in eight days. When will Janie's braces be removed?

13. Write all the dates for Sundays. What pattern do you see?

14. What day am I thinking of? It is after February 7, but before February 13. It is not a day that starts with a T. It is an odd numbered date. The digits of the date are the same.