

Days, weeks, months and the calendar

CURRICULUM ALIGNMENT

MEA.TIM.3b

identify the relationship between different units and representations of time.

MEA.TIM.3a

compare, approximate and measure time using appropriate units of measurement.

INTERACTIVES

Calendar · display

Word Problem · challenge

WHAT THIS LESSON TEACHES

A week is always seven days from Monday to Sunday. The same weekday returns after exactly seven days on the calendar.

→ Monday to Sunday is one full week; the same weekday returns after 7 days.

→ Saturday the 7th plus 7 days is Saturday the 14th.

MODEL THIS ON THE BOARD

COUNTING SEVEN DAYS AHEAD ON THE CALENDAR

- 1 Start at the given date on the classroom calendar.
- 2 Count forward exactly seven days in the weekday columns.
- 3 The date seven days later falls on the same weekday.

LESSON ARC

Display this month's real calendar and anchor on today's date. Run two demos: finger across the seven weekday columns to count days per week, then pick a date, name its column, and count on 7 to land on the same weekday one week later. Pupils use their own printed calendar and a counter to work the four Try It Together tasks. Copybook practice fixes day and month order, then Class Challenge builds from reading a weekday to a two-week (14-day) jump.

TEACHING MOVES

1. **Getting Started.** Have this month's calendar up as pupils settle. Take two or three hands-up answers for days-in-a-week, not open call-outs, then point to today's date — that's your anchor for the whole lesson.
2. **Watch and Notice.** Do exactly two demos on the live calendar. First, run a finger across the seven columns and down the weeks to read the month's total days. Second, pick any date, name its weekday column, then count on 7 — before you count, ask 'what do you predict the weekday will be?' so the class is watching for it, not told after.
3. **Try It Together.** Fresh pupil at the board for each of the four tasks; the counter holds their place on their own printed calendar. Circulate for the key error — pupils reading the weekday header instead of counting down the date column — and after each turn take two answers so the class confirms date and weekday before moving on.
4. **Write the days and months in your copy.** Walk the room glancing for correct order and spelling of the seven days and twelve months. Leave the calendar on the board with its month name shown so unsure pupils check rather than guess. This is practice, not marking.
5. **Class Challenge.** Brisk practice round — pupils take turns at the board and check each answer before moving on. On the project question, listen for pupils who add 7 twice for the two weeks; revoice a strong answer: 'Monday plus two weeks stays a Monday, and the date goes up by 14.' Don't re-explain each item.

6. **What Did We Notice?**. Display-only talk. Listen for pupils spotting most months have 30 or 31 days and February is the odd one out. Revoice their noticing; only bring out the knuckle trick if a pupil raises it first.

COMMON MISCONCEPTIONS

⚠ A pupil asked for the weekday of the 10th reads straight across from the column header — 'it's the third column so it's Wednesday' — instead of finding where the 10th actually sits.

Put the counter physically on the 10th and count down its column together, then read the header above that cell. Contrast with the header they guessed so they see the date, not the position in the list, decides the weekday.

⚠ For 'two weeks from Monday the 5th', pupils add 7 once and answer the 12th, treating 'two weeks' as one week.

On the printed calendar, walk the counter down the Monday column one row at a time, counting '5th, plus a week is the 12th, plus another week is the 19th.' Name it: two weeks is 7 twice, so 14 days.

DIFFERENTIATION

EMERGING

- Keep these pupils on single-week jumps only — count on 7 from a date and read the new weekday — while the class tackles the two-week challenge.
- Have them keep the counter physically on the starting date and move it cell by cell down the column, rather than counting in their heads.

DEVELOPING

- After the Class Challenge, ask them to find a date that falls on the same weekday as today but in the following month — how many days apart?
- Give a backwards jump: 'a match was 7 days ago and it was a Sunday the 21st — what's today's date and weekday?'

PROFICIENT

- Narrate a harder variant at the board: 'if the 1st of this month is a Tuesday, what weekday is the 1st of next month?' — let them reason from the day-count, not the printed calendar.
- Pull them ahead into the Student Activity Book while the class finishes the challenge bank.

➤ **Cross-curricular:** Tie to the GAA fixture in the challenge — pupils find their county's next championship match date and count the weeks from today.

ANSWER KEY

a) Tuesday

b) 10th

Q1: Monday

Q2: the 10th

Q3: Saturday

Q4: 31

a) **Always** : The calendar sets every week at seven days, Monday to Sunday.

b) **Always** : Adding seven days always lands on the same weekday.

c) **Sometimes** : True for April, June, September and November; false for the other months.

d) **Never** : Months vary between 28 and 31 days.

EXTENSION SHEET · STRETCH ANSWERS

S1: 23:43

S2: 21:33

S3: 07:31

Investigation: Map your week — open-ended; scan pupils' working for valid solution paths rather than a single answer.