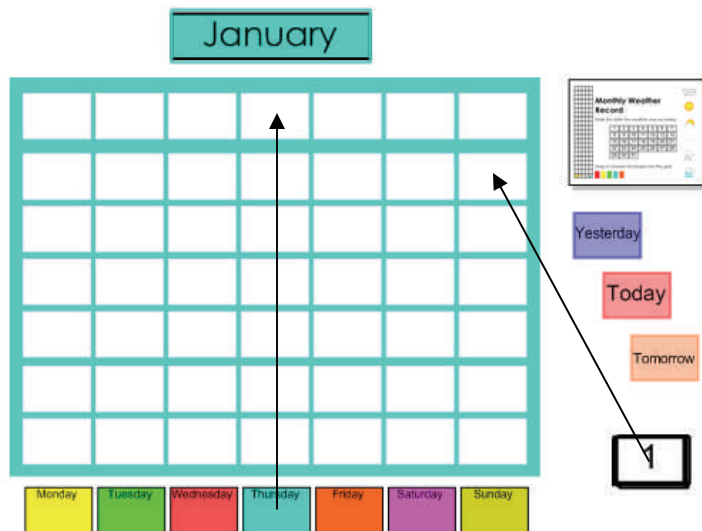


# Using the Monthly Calendars



## Main Page:

Monthly Weather Record - click to jump to the monthly weather log

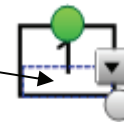
Top row of matrix - drag names of week days here

Yesterday/Today/Tomorrow - set to be topmost objects on the page; drag over date numbers or weekday names

Date numbers - stack of 31 "cards" in order - drag in sequence onto matrix

Each date number links to a page for that number - the lower third of each card has been set with a linking section (you'll see a "pointy hand" when using it)

Linking section



## Usage:

After each new date number has been added, save the file: thus, each new day, you'll normally be dragging on one more tile so that the calendar fills up as you go. That said, there is nothing wrong if you decide to arrange the entire month then lock the number cards in place.

Write in the year and any other information desired using the digital pens.

## Note:

This is a perpetual calendar: all months have been formatted for 31 days whether they are needed or not (ignore ones not needed); it is designed for use year after year, with different configurations of for months.

# Using the Monthly Calendars - 2

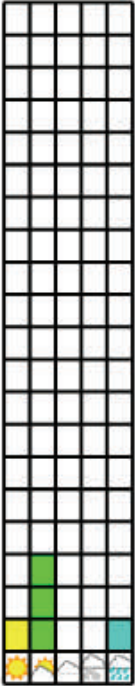


January

## Monthly Weather Record

Mark the date the weather was recorded.

<del>1</del>	2	3	<del>4</del>	<del>5</del>	<del>6</del>	<del>7</del>
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Drag a colored rectangle into the grid.

Which of these is happening right now?









### Weather Record:

- The grid is build using the table tool from Notebook 10: when you drag a colored rectangle into a cell, it will re-size to fit.
- By month end, one will have a bar graph of that month's weather.
- Students can, throughout the month, use comparative terms to describe aspects of the graph; e.g., for this example, "there have been as many sunny days as rainy ones," or, "most days have been partly sunny." Some might even use fractions (e.g., "3/5 of the days so far have been partly sunny") or factors (e.g., "there have been three times as many partly sunny days as rainy days").
- Mark off the dates on which observations were made. Discuss any patterns seen.


To return to the main calendar, click the home icon in the upper right corner of the page.

# Using the Monthly Calendars - 3


Today is the 1<sup>st</sup> day of the month.

What's special about today's number? 

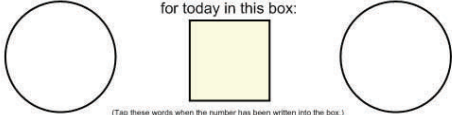
1. Pick another day in this month and write it here:
2. How many days between the date you picked and today?
3. Is the date you picked before or after today?

Show today using base ten blocks: 

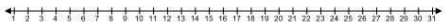
Today is the 2<sup>nd</sup> day of the month.

What's special about today's number? 


Write the number for today in this box:



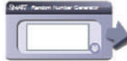
(Tap these words when the number has been written into the box.)


Show today on the number line: 

Today is the 3<sup>rd</sup> day of the month.

What's special about today's number? 

1. Tap the random number tool to get another number.
2. How is this number different from today's number?
3. How is this number the same as today's number?
4. Which is a better number? Explain why.



If today's number were cents, show it using some coins: 

## Date Pages:

- Because this is a perpetual calendar design, ordinal designations have been used. You might want to develop a routine of adding cardinal numerals and/or words.
  - There are three different date pages as shown here - they repeat throughout the month. Students should pick up on the pattern: consider showing them the pattern using the thumbnails in the page sorter panel.
  - All pages link to a web page that describes some of the features of that particular number. The web page was designed for all ages, so expect there to be contents students might not grasp right away (if at all, at their level).
1. "1" has students do some comparing, finding differences, and representing with base 10 blocks
  2. "2" has students do some comparing, and representing on a number line
  3. "3" uses the random number tool found in the Lesson Activity Kit 2.0 (part of the SMART Notebook gallery): for question 4, expect a lot of creative answers; also, representing with coins (as if the date were a value in cents)

To return to the main calendar, click the home icon in the upper right corner of the page.