



Daddy Warbucks Calendar

National Standards: Mathematics

- Number and Operations
- Measurement
- Data Analysis and Probability

Kentucky: Mathematics Standards

MA-E-2.2.6

- Use standard units to measure volume of rectangular prisms, liquid capacity, money, time, and temperature (e.g., above and below zero)

MA-E-3.2.2

- Collect, organize, and describe data (e.g., drawings, tables, charts)

MA-E-1.2.1

- Read, write, and rename whole numbers

Ohio: Mathematics Standards and Benchmarks

Number, Number Sense, and Operations

Benchmark(s)

Grades K-3

B. Recognize, classify, compare and order whole numbers

Measurement

A. Explain the need for standard units of measure.

B. Select appropriate units for length, weight, volume (capacity) and time, using:

- objects; i.e., non-standard units
- U.S. customary units: inch, foot, yard, ounce, pound, cup, quart, gallon, minute, hour, day, week and year;
- metric units: centimeter, meter, gram and liter.

Data Analysis and Probability

Benchmark(s)

Grades K-3

A. Pose questions and gather data about everyday situations and familiar objects.

B. Sort and classify objects by attributes, and organize data into categories in a simple table or chart.

C. Represent data using objects, picture graphs and bar graphs

Objective

Students will develop a calendar of events they would do with Daddy Warbucks. The events will be sequenced by day and time of day.

Materials

- Pencil
- Paper
- Scissors
- Old magazines
- Tape / glue

Vocabulary

- Ordinal numbers
- Calendar
- Sequence
- Data
- Morning
- Noon
- Afternoon
- Night
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday
- Sunday

Activity:

Teacher will:

- Remind students that in the beginning Annie had only two weeks that she was going to spend with Daddy Warbucks.
- Ask students what they think they would like to do if they had two weeks when they could do anything that they wanted.
- Explain to students that they are going to pretend that they will have two weeks that they will spend with Daddy Warbucks, but first they must plan what they are going to do for those two weeks.
- Ask students to look through old magazines and cut out pictures of things that they would like to do when they are spending two weeks with Daddy Warbucks.
- Have them classify or organize the pictures by choosing if those are things that would be done in the morning, noon/afternoon, or evening. (If an activity is an all day activity, classify it as a morning activity if it would start in the morning or an afternoon activity if it would start in the afternoon.)
- Have them classify each group by which things they would want to do first, second, third, etc.
- Review the days of the week and count how many days would be in two weeks.
- Ask some of the following question if students seem to be having difficulties:
 - What types of things do people do in the morning? Afternoon? Evening?
 - What day would you go to _____?
 - Which activity would you like to do first? Second? Third?
 - How much time is that activity going to take?
 - Will you have enough time to do _____ in the morning and _____ in the afternoon?

- Have students lay out their pictures of things they would like to do in the order that they would like to do them.
- Offer helpful suggestions throughout this process.
- Have students glue/tape pictures to a large piece of paper and label the paper. (Plan how you want the papers to look and have a template ready for the students to copy or an example that they may look at while they are creating their two week calendar.)
 - Labels the paper with the following...
 - Week 1
 - Week 2
 - Days of the week
 - Morning
 - Noon/afternoon
 - Night

Assessment

Teacher will:

Observe each student's two-week calendar and then have students verbally explain their calendars.