

Just In Time Quick Check
[Standard of Learning \(SOL\) K.8](#)

Strand: Measurement and Geometry

Standard of Learning (SOL) K.8

The student will investigate the passage of time by reading and interpreting a calendar.

Grade Level Skills:

- Name the twelve months of the year
- Name the seven days in a week
- Determine the day before and after a given day (eg yesterday, today, tomorrow)

[Just in Time Quick Check](#)

[Just in Time Quick Check Teacher Notes](#)

Supporting Resources:

- VDOE Mathematics Instructional Plans (MIPS)
 - [K.8 – Calendar Math](#) (Word) / [PDF Version](#)
- VDOE Word Wall Cards: Grade K ([Word](#)) | ([PDF](#))
 - calendar

Supporting and Prerequisite SOL: [Foundation Blocks for Early Learning: Standards for Four-Year Olds – 3d](#)*

*This links to the prerequisite standards found in Foundation Blocks for Preschool. Just in Time Quick Checks have not been created for Foundation Blocks.

SOL K.8 - Just in Time Quick Check: Student Interview

Ask student each question.

1. What day is today?

Student Response:

2. What day was yesterday?

Student Response:

3. What day will tomorrow be?

Student Response:

4. Can you tell me the seven days of the week?

Student Response:

5. Can you tell me what month it is?

Student Response:

6. Can you name all of the months of the year.

Student Response:

SOL K.8 - Just in Time Quick Check Teacher Notes

Common Errors/Misconceptions and their Possible Indications

1. What day is today?

Some students may confuse days of the week with months of the year. Students who are unable to identify the day of the week will benefit from additional calendar activities. Calendar time is a place where teachers and students can discuss the daily schedule and identify specific events during the school day and week that will help students recall what day it is.

2. What day was yesterday?

Students who struggle to identify what day it is, may also have difficulty identifying what day yesterday was. These students may still be struggling with the sequence of the days and using the terminology of yesterday, today, and tomorrow. Additional practice with calendar skills and/or classroom songs may be useful as students work with this sequencing and the proper use of the vocabulary.

3. What day will tomorrow be?

If a student is unable to identify what day tomorrow will be, refer to the classroom calendar and any classroom songs used to help the student to recall what day will tomorrow be. Students may also benefit from more practice with calendar skills and more opportunities to use the vocabulary word 'tomorrow'.

4. Can you tell me the seven days of the week?

Some students may be unable to name the seven days of the week. They may still have trouble with the sequencing of the days of the week and say them out of order or leave some out altogether. Daily opportunities to refer to the classroom calendar, pointing to the days of the week, and engaging in classroom songs focused on the days of the week may provide the practice necessary in order for students to recall the days of the week with ease.

5. Can you tell me what month it is?

Some students may confuse days of the week with the months of the year. Kindergarten students need frequent exposure to calendar time in order to make sense of the months of the year. Students who are unable to identify the current month would benefit from additional exposure to the calendar as well any class songs used to recall the months of the year. Students may also benefit from identifying months using specific events (holidays, birthdays, summer etc) to determine the difference between months and days of the week.

6. Can you name all of the months of the year.

Some students may confuse days of the week and months of the year and/or only be able to name some of the months of the year. As stated previously, young students are still making sense of time as it relates to days of the week and months of the year. Kindergarten students need daily exposure to calendar and making sense of days and months. The use of songs can be helpful in learning the sequence of the months of the year; however, it is important to include specific calendar time conversations around months of the year, particularly when the class changes the calendar from one month to another. Students may need specific guidance with identifying months using specific events (holidays, birthdays, summer etc) to determine the difference between months and days of the week.