Calendar Equations Project

Objective: Students will create and solve equations to represent dates on a calendar month using one step equations, two step equations, equations with terms on both sides, combining like terms, and the distributive property. The answers to the equations should represent the dates on the calendar.

You may choose the month you wish to use for your project. Make sure to be creative when developing equations. Don't just stick to single digit numbers, keep in mind that you are trying to come up with solutions between 1 – 30 or 31 depending on the month you have chosen. (With the exception of February , which you may not use, sorry.) Make sure to add color and graphics to your calendar that are appropriate for the month you have chosen.
Month:_____

Your Calendar must include:

5 – one step equations

5 – two step equations

5 – equations that use combing like terms

5 – equations that use the distributive property

5 – equations with a variable on both sides

Remaining days – Free choice from the options listed above.

- Each square on your calendar must include the original equation (ex: 14 - x = 2), and solution (ex: x = 12). Your calendar should not include the actual dates. Your solutions will represent the dates.

- You will be graded using the rubric attached to the back of this project.
- Make sure to staple the rubric and your step by step processes to solve and check each of your equations (in order 1 – 30/31) to your project.

Example:

Step By Step Process:	Check:
1 $x + 3 = 4$ $-3 \quad -3$ $x = 1$	$1 + 3 = 4$ $4 = 4$

Followed by 2, 3, 4 …

(Use your own notebook paper to do this part and attach to your calendar.)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Math - Problem Solving : Calendar Equations Project

Student Name: _____ Month: _____

Due Date: _____

CATEGORY	20	15	10	5
Understanding of the Mathematical Concepts	Work shows complete understanding of the mathematical concepts used to solve the problem(s).	Work shows substantial understanding of the mathematical concepts used to solve the problem(s).	Work shows some understanding of the mathematical concepts needed to solve the problem(s).	Work shows very limited understanding of the underlying concepts needed to solve the problem(s) OR is not written.
Completion of Calendar	All problems are completed with work attached.	22-30 problems are completed with work attached.	15 - 22 problems are completed with work attached.	Less than 15 problems are completed with work attached.
Neatness and Organization	The work is presented in a neat, clear, organized fashion that is easy to read.	The work is presented in a neat and organized fashion that is usually easy to read.	The work is presented in an organized fashion but may be hard to read at times.	The work appears sloppy and unorganized. It is hard to know what information goes together.
Creativity	Color and graphics added to a student made calendar. (Border added to printed calendar acceptable.)	Lots of color and graphics added to the teacher printed calendar.	Some color and graphics added to the teacher printed calendar	No color or pictures added to the teacher printed calendar.
Processes and Checking for all Equations	Student completed all of the step by step processes and checked all equations.	Student completed 22-30 of the step by step processes and checked 22-30 of the equations	Student completed 15-22 of the step by step processes and checked 15-22 of the equations	Student completed less than 15 of the step by step processes and checked less than 15 of the equations

Total Points:_____