HOW OLD AM I?

Believe it or not, there might be someone in our class whose age is 113! How could that be? Tell students that they are going to find out how old they are in months, weeks, and days. **Ask that if someone in our class is 113, what age would that be in months, weeks, or days?**

Have students work in pairs with their calculators to figure out how old they are in months, in weeks, and in days. They should record the answer for each unit and write about how they arrived at the answer.

Have a classroom calendar available so that students can refer to it, if necessary, to figure out numbers of months, weeks, or days.

Students who finish early may want to try finding their age in hours and minutes, or even seconds! They may need help reading the very large numbers they come up with.

Reflecting Together:

At the end of the math time, have students share their ages. Discuss the methods they used to solve the problem and the numbers they got.

- How did you find your age in months? Did anyone try a different way? How did you find your age in weeks? days?

- Do any of you think you have the biggest number for an age? Who has a bigger number? Is this age in months, weeks, or days?

- Do any of you think you have the smallest number for an age? Who has the smallest number? Is this age in months, weeks, or days?

- Is the person with the greatest age number the oldest person in the class? What about the person with the smallest age number?

Communicating the Results:

Together decide how this information could be displayed with a graph.

[Source: Constructing Ideas About Large Numbers Grades 3-6, pages 27 & 29, Creative Publications]