

Topic: Using units of measurement (Time)

Recalling sequences of events

Lesson concepts



Time — Point in time



Time — Sequencing

Today students will:

- ▶ sequence the days of the week.

Resources

Suggested text

Text — French, J 2002, *Diary of a wombat*, HarperCollins, Sydney. (Or use an internet search engine to find a read-aloud version of the story online.)

Digital

Learning object — Days of the week

Video — Let's get fit

Find and prepare

Sheet — Days of the week (cut out)

Key terms

sequence

For definitions and explanations of terms, please see the [Glossary](#).

Lesson

Introduce the lesson

Note

It is important to highlight and develop the following vocabulary throughout this lesson.

order, first, second, third, then, next, last, finally, before, after, weekly, daily, often, less often, day, week, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, timeline, events

Identify familiar recurring events

- Have students look at the cover of the book *Diary of a wombat* by Jackie French.
- Read the title of the book and talk about the picture.
- Ask students to use information on the cover to predict what they think the book might be about.
- Look through the book with students and talk about the pictures.
- Ask students to say whether the book seems to be a story or an information text.

Focus questions

Q: *Do you think this book tells a made-up story or does it give you information?*

Q: *Why do you think it is a story (or information) book?*

- Read the book to students and ask them to identify the time words (for example: days of the week, parts of the day, months).
- Ask students to tell you how they use those time words in their everyday life.
- Show students the cards cut from the **Sheet** — [Days of the week](#).
- Ask students to match the 'days of the week' words on the cards to the 'days of the week' words in the book *Diary of a wombat*.
- Help students to read the words that tell what day the wombat is writing about in the diary.



Days of the week

- Ask students what they know about days of the week.

Focus questions

- Q: *What day is it today?*
- Q: *How do you know?*
- Q: *What day will it be tomorrow?*
- Q: *What day was it yesterday?*
- Q: *What was something you did yesterday?*
- Q: *What days do you go to school?*

- Have students view the **Learning object — Days of the week** and practise saying the days of the week as they clap out the rhythm.

This song demonstrates the use of a simple rhyme to assist students to learn the days of the week.



Establish a daily routine

- Explain to students that today they will learn to do some exercises and create an exercise program that they will do each day this week.

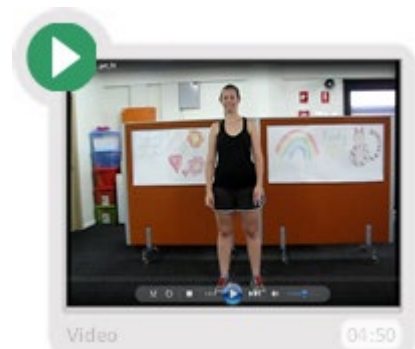
Say to students

- “ If people want to be fit and healthy, they need to eat healthy food and exercise daily.

What do you think ‘daily’ means? (every day)

This week, you will create a sequence of exercises that you and other people in your family will do **daily** for the week. ”

- Show students the **Video — Let’s get fit.**



- Ask students to choose three or four exercises from the video to use in their own exercise program.
- Discuss with students why their exercise program needs to be done every day of the week.

Follow a simple timeline for a week

- Ask students to draw pictures to record the sequence of exercises that they chose to use in their exercise program.
- Tell students to draw them on the left side of a page.
- Write a number beside each picture, to show how many times they will repeat that exercise.
- Have students glue the days of the week (cut from the **Sheet — Days of the week**) in sequence on the right side of the page.



- Ask questions to help students to sequence the days.

Focus questions

- Q: *Which day will be first? Why?*
- Q: *What comes next?*
- Q: *Where will you place Friday?*
- Q: *You will start your program today. So what day will you tick off first?*

- Have students start the exercise program at a suitable time today and continue each day this week.