

Topic: Using units of measurement

Representing personal events in sequence

Lesson concepts



Time — Point in time



Time — Sequencing

Today students will:

- ▶ sequence a familiar home event.

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

Find and prepare

Sheet — 'Dinner time' sequence (cut out)

Exercise program from previous lesson

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

Follow a movement sequence

Have students complete their exercise sequence (daily fitness) developed in the last lesson. Tell students to:

- refer to their planned sequence
- record a tick on their timetable under the correct day of the week.

Focus questions

Q: *Did you follow the correct sequence? How can you check?*

Q: *How long did you take? How could you check?*

Q: *Which exercise took the longest to complete? Why?*

Sequence a home routine

- Ask questions to help students to talk about their favourite meal.

Focus questions

Q: *What was the wombat's favourite meal in the story Diary of a wombat?*

Q: *What other food did he like?*

Q: *What is your favourite meal?*

Q: *What time of day do you have it?*

Q: *What do you do to help get ready before the meal?*

Q: *What happens after the meal?*

- Have students draw and label a picture of their favourite meal.
- Prompt them to include what they eat, who is there and where they sit.

Represent the sequence of a routine

- Ask students about their dinner time routine and discuss what happens before, during and after dinner.

Focus questions

Q: *What are some kinds of foods that you can cook for dinner?*

A: For example, vegetables, meat and fish

Q: *What do you usually do before the meal?*

A: For example, did the shopping, washed their hands, wiped the bench, washed the vegetables

Q: *What do you usually do after the meal?*

A: For example, cleared the table, put scraps in the bin, put leftovers in the fridge, washed the dishes, wiped the bench



- Show students the **Sheet — ‘Dinner time’ sequence**, which shows pictures of Michael and his mother’s dinner time routine. Explain that the pictures show some things that Michael and his mother did before their meal and some things they did after their meal.
- Tell students to cut out the pictures and sequence them to create a timeline that shows the sequence of Michael’s meal.
- Ask questions to help students to sequence the events before and after the meal.

Focus questions

Q: *What did Michael and his mother do to prepare before the meal?*

Q: *What did they do after the meal?*

Q: *Which picture shows Michael eating his meal? Where will that picture go in the sequence?*

- Help students to read the words cut from the **Sheet — ‘Dinner time’ sequence**, then paste them under the pictures to show which events occurred before or after the meal.
- Discuss and compare timelines with students.

Focus questions

Q: *Which things are done in a different order from your meal?*

A: For example, wash hands after the meal, drink after or during a meal

Q: *Why are some events done in that order?*

Q: *Would it make a difference if the sequence was changed? How?*

Days of the week

- Have students view the **Learning object — Days of the week** and practise saying the days in order.

