

# MATHS




## Lesson 38

Prep

**Topic: Using units of measurement**

**Representing special events that occur once a year**

### Lesson concepts

-  Time — Duration
-  Time — Sequencing
-  Time — Point in time

Today students will:

- identify and describe an event that happens only once a year using the language of time.

### Resources

#### Find and prepare

Materials for modelling stories (for example: cardboard, miniature figures, sand, playdough)

### Key terms

year, day, week

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

## Lesson

### Note

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

often, less often, short time, long time, year,  
date, then, next, calendar, day, week

### Introduce the lesson: Identify special events that occur once a year

- Explain to the students that there are events that happen every day or every week and some that occur less often.
- Discuss students' experiences and:
  - identify some examples (for example: daily — lunch, bedtime; weekly — music lessons, grocery shopping)
  - discuss why they occur more often/less often
  - list familiar events that happen only once a year at school and at home (for example: birthdays, Christmas, summer holidays, break-up day, summer, winter, football grand final, dental check-up)
  - discuss how some of these events are not shared by all students and can be special to individual families and their culture.

### Focus questions

Q: *How do you know that event only happens once a year?*

Q: *How do you remember when the event occurs?*

Q: *Why do you think that event happens every week?*

Q: *What might happen if that occurred more often?*

Q: *How long do you have to wait for that event to happen again?*

Q: *Does that occur on the same date every year? How do you know and remember?*

Q: *What is the first part of that event? How does it start?*

Q: *What happens in the middle of that event?*

Q: *What happens at the end of that event?*

## Represent a special event



1.  
First, you make  
the cake.



2.  
Then you put the  
candles in and  
blow them out.



3.  
Next, you take out  
the candles.

4.  
Finally, you cut the  
cake and eat it.



- Provide students with materials such as miniature models, sand, cardboard and boxes and ask students to practise retelling the details of a special personal event.
- Assist students to:
  - select a special personal event
  - describe the sequence and activities of the event in order (using models, construction materials or paint)
  - photograph, draw or write about the event
  - share the event with another person.

### Focus questions

Q: *What happened first and last?*

Q: *How could you show that?*

Q: *What happened next?*

Q: *Did that take a long or short time? How do you know that?*

Q: *What might happen if this happened first? Why do you think that?*

Q: *How is this event the same/different to yours?*