



Calendar 1

P.3.8

Word Wall: *make to ten,*

Introduction

Students will identify and name the days of the week and link specific days to familiar events.



Resources

- *The Jolly Postman* by Janet and Allan Ahlberg
- Post boxes
- Easel, paper, pens
- Scissors, glue
- Early Years FISH Kit



Time / Classroom Organisation

This activity may be introduced in a small group as a 20 minute focused teaching and learning event. Students should also be given opportunities to play with the resources.

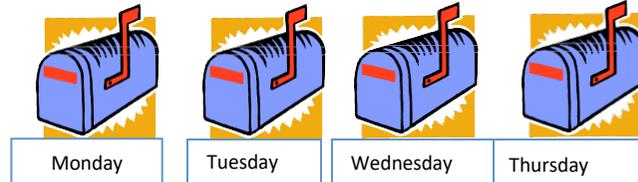
Australian Curriculum---Year Prep

Compare and order duration of events using everyday language of time ([ACMMG007](#))

Connect days of the week to familiar events and actions ([ACMMG008](#))

Activity Process--- *The Jolly Postman*

1. Read *The Jolly Postman* as a way to orientate the class.
2. Set up a row of seven letter boxes. Label the boxes with the days of the week in order. Have students assist with putting the days in the correct sequence.



3. Sing the 'Postman Song' song and look in each mail box. *What's in the mail box?* Could be a question about the weekly routine or sequence of the days, for example: *What is the day after today? What are the two days of the week we call the weekend? What day do we go to the library?*

4. Once this has become part of the daily routine *what's in the mail box* could change, for example: The postman could put different letters of the alphabet in the mail box of the day. You then ask students to tell you words that begin with that letter sound. Students could also substitute the beginning sound of their name or objects to the same sound as the day of the week or the letter hidden in the mail box. Another variation is to put in numbers 1---10. This activity could become part of the daily routine or a game that the students can play in small groups.

The Postman Song

The postman came on a Monday and put a letter in the letterbox, The postman came on a Tuesday and put a postcard in the letter box, The postman came on a Wednesday and put a parcel in the letterbox, The Postman came on a Thursday and put a catalogue in

the letterbox, The postman came on a Friday and put an invitation in the letterbox, The Postman came on a Saturday and put a newspaper in the letterbox, The postman came on a Sunday a flyer in the letter box.

Activity Process-----*Today's News*

1. Set up a news station. Provide an easel with large paper. Keep the news from each day and make it into a book.
2. At the beginning of the day students can ask you to write up special news items for them. If too many students have news you can develop a roster but it is better if the news is more spontaneous and not forced.

3. In this activity students are not only connecting days of the week with familiar events but this is an opportunity to think out loud as you construct the text with the students support. Note features of grammar, syntax and letter sounds and spelling rules.

Activity Process-- *Days Of the Week Chains*

1. Have students write the days of the week on strips of paper and then glue them together in order to make a paper chain.



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2. Ask the students to count the number of links in their chain to reinforce the fact that there are seven days in one week.

Variations & Extensions

1. Songs and Rhymes

Resources: A singing voice, *youtube*

- Revisit the song 'Days of the week ..click click' <https://www.youtube.com/watch?v=3tx0rvuXIRg>
Learn other days of the week songs and rhymes.

Days of the week song – Jonny Works with one hammer

Seven days of the week



Sunday, Monday, Tuesday

2. Everyday Actions

Watch the *you tube* clip

[Activity Table Days of Week Kids Have Fun](#)

Identify the different actions the students do for each day of the week. Have the students help you to make up your own class Days of the week action song.

Change it from week to week.



Digital Resources

<http://www.ideal---resources.com.au/index.php>



<http://www.starfall.com>

Building the Day

Resources: *Building the Day Program*

available for purchase from RIC Publications.

Select a different student each day to complete the details on the interactive whiteboard using the *Building the Day program*. Students enter data that details the day, date, month, season, weather, birthdays, people on show and share and the days special helper.

Contexts for Learning

Play:

Students choose an everyday activity such as getting dressed, riding in a car, eating an apple and mime it to a friend. The other student has to guess what the activity is.

Investigation:

Identifying times in a day. Discuss various activities of children, adults and animals during the day and night. Include examples of out of the ordinary behaviour, for example: bakers, owls and other nocturnal animals.

Real life experience:

Make 'calendar time' part of the daily routine. *Class Calendar*: Use a large class calendar to record upcoming events and birthdays. Cross off each day as it occurs. Have students ask questions about the calendar and days of the week.

Routines and Transitions:

Each morning at the beginning of the day discuss the class timetable with students. Use picture cards to sequence the day and discuss the daily events. For example: *Today is Tuesday. We have Music on Tuesdays after lunch.*

Assessment

Observe students playing with the function machine and use a checklist to record if the students know and can identify the days of the week, sequence the days of the week and link specific days to familiar events. For example: *What is the day after Monday? If yesterday was Wednesday and tomorrow will be Friday, what day is it today?*

Achievement Standard: make connections between events and the days of the week

Background Reading

During the primary years, students should develop the basic ideas and skills associated with measuring time (e.g. what, me it is) and elapsed time (e.g. how long it took).

Students.....use words that relate to time, like 'before', 'now', 'day' and 'night', and link the passing of time with repeating events in their own lives (e.g. getting light, the train starts, first prayers). They place regular activities, such as getting dressed, in typical orders.

Students order familiar events in their lives into typical sequences and use regularly occurring things as cues to the time of day or year (e.g. the position of the sun, the noise the chickens are making, the number of cars in the car park). They begin to use calendars and to read the time on clocks, although they may not have fully developed the clock--reading skills.

Source: *First steps in Mathematics – Measurement*, 2010. Rigby: Port Melbourne. p151

Links to Related MAGs

P.2.10 – O'clock Times

P.4.8 – Calendar 2

1.1.8 – Calendar 1



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