



Calendar 2

P.4.8

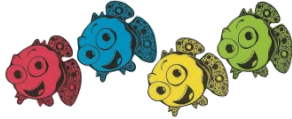
Word Wall: days of the week, calendar, rule, 'what is my rule', routine, event, time, before, now, day, night

Introduction

Students will identify and sequence the days of the week. Students will connect days of the week with events and actions in their everyday routines.

Resources

- Early FISH
- Easel, paper, pens
- *The Very Hungry Caterpillar* by Eric Carle
- Function machine box- with side entry and exit.
- Calendar kit
- Hungry Caterpillar Felt Story



Time/Classroom Organisation

Each part of the activity process may be introduced in a small group or whole group as a 20 minute focused teaching and learning event. Allow students opportunities to play with the resources to practice sequencing.

Australian Curriculum Prep

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

Activity Process ---What's the Date? Function Machine

1. Place a rule on the front of the function machine.
(Write up the rules on blank cards)

What day is the day after? with an arrow pointing to the right. Place the 'out' cards (in this case the days of the week) behind the machine.



2. Select two students to act as the 'function workers' sitting behind the function box.
3. Hand out the 'in' cards (the other days of the week cards) to the students and have them come to the machine one at a time and stand on the left side of the machine.
4. Read the rule on the machine and ask them what day they think will come out of the machine.
5. Place the day of the week into the left side of the machine and walk in the direction of the arrow. The function workers select the appropriate day and pass it through the right side of the machine.

6. Have the students repeat the same process with different rules or example: *What day is it on?* Use cards with familiar weekly events on them to feed into the machine, for example: library, sport, assembly. Use cards from P.1.8.

Activity Process – Sequencing Events / Days of the Week.

1. Read *The Very Hungry Caterpillar*. Play with the felt story and put items next to the days of the week on which they were eaten.



Activity Process – Keeping a Diary

1. In a similar style to that of *The Very Hungry Caterpillar*, involve the students in keeping a diary for one week. At the end of each day, have each student write or draw a picture of one of the day's events, for example: *On Monday I*, *On Tuesday I.....etc.*

My Diary			
On Monday I	On Tuesday I	On Wednesday I	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	
On Thursday I	On Friday I	On Saturday I	On Sunday I
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



Catholic Education
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Learning with Faith and Vision

Variations & Extensions

1. Jump Out Of Bed

Resources: Singing voices.

Modify the song 'I jump out of bed in the morning' to I jump out of bed on a Monday

I jump out of bed on a Tuesday etc and add actions appropriate for

the day of the week and daily routines, for example:

I get ready for school in the morning etc

2. Smart Table Activities

Resources: you tube

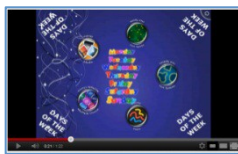
[Smart table activity – Days of the Week](#)



[Smart Table Activity –Days of the Week 2](#)



[Smart Table Activity –Days of the Week 3](#)



3. The Very Hungry Caterpillar

Resources: Pictures of the items the hungry caterpillar ate.

Thread the day of the week onto a string and then

thread on the items of food he ate on that day.

Finally thread the numeral that corresponds with the number of things the Hungry caterpillar ate.

Digital Resources

<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:

Allow students time to play with, build and explore the classroom calendar. Students can play with the felt story from *the Very Hungry Caterpillar* and practice sequencing the Days of The Week.

Investigation: *Class Calendar:* How many weeks in this month?

Real life experience:

Class Calendar: Use a large class calendar to record upcoming events and birthdays. Cross off each day as it occurs. Have the students draw what they do at various times during the day, when they hear the school bell ring, for example: coming into school, going out to lunch. The next day students can place the drawings in order and write the captions for them.

Routines and Transitions:

Calendar Job: Each week select a different student to be the "Day of the Week Person". This person is responsible for the class days of the week upkeep for that day.

Assessment

Observe and make progressive observations of what the students are doing and saying. Note their ability to give the name of the today, yesterday, tomorrow and the month of their birthday.

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 time 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.3.8 – Calendars 1

1.1.8 – Calendars 1