



# My Day

| Stage | Strand   | Strand Unit |
|-------|----------|-------------|
| 1     | Measures | Time        |

| Learning Outcomes                                                                                                                                                                   | Maths Concepts                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Through appropriately playful and engaging learning experiences, children should be able to develop a sense of time and its uses.</li> </ul> | <ul style="list-style-type: none"> <li>Events in daily routines can be described and sequenced. A timetable is a useful display to show when things will happen.</li> </ul> |

## Learning Maths

In this learning experience, learners discuss their day and sequence the events which happen during the day using the vocabulary of time. Learners use a strip of paper to draw a pictorial record of the order in which these events happen. They can make a wrap-around book to demonstrate the continuous nature of time, by joining the ends of the strips of paper together.

| Understanding and Connecting                                                      | Communicating                                                                                                                                                                                                          | Reasoning                                                                                                     | Applying and Problem Solving                                                                                                                        |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>The learner</i>                                                                |                                                                                                                                                                                                                        |                                                                                                               |                                                                                                                                                     |
| Takes time to think, pair, share with a partner, prior to sharing with the class. | Uses the vocabulary of time (e.g. <i>before, after, soon, now, later, bedtime, lunchtime</i> ) to develop mathematical language and the concept of sequencing.<br>Brings home their books, to share with their family. | Discusses the sequence of their days with peers and identifies possible errors in the chronological sequence. | Identifies the time of day an event occurs when given a range of situations e.g.<br>- I am brushing my teeth. What time of day might it be and why? |



| Teaching Maths                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                      |
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| Fostering Productive Disposition                                                                                                                                                                                                                                                                                                                                                                                                  | Encouraging Playfulness with Mathematics                                                                                                                                             |
| Encourage learners to work in mixed ability pairs to interact and work collaboratively with their peers.<br><br>Celebrate the learners' effort and success.                                                                                                                                                                                                                                                                       | Ask learners to dramatise the events in their day.                                                                                                                                   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Emphasising Mathematical Modeling</b><br><br>Rather than providing a template, allow learners to develop their own way to represent the events of the day.                        |
| Using Cognitively Challenging Tasks                                                                                                                                                                                                                                                                                                                                                                                               | Promoting Maths Talk                                                                                                                                                                 |
| Increase the number of events during the day from five to eight.                                                                                                                                                                                                                                                                                                                                                                  | Use questioning to promote maths talk using the vocabulary of time.<br><br>Encourage learners to ask each other questions about the sequence of their day during think, pair, share. |
| Assessing Maths                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                      |
| <ul style="list-style-type: none"><li>• Are learners using the appropriate language of time?</li><li>• Does their mini-book demonstrate a sense of time passing?</li><li>• Can learners describe the events in their daily routine in their own words?</li><li>• Ask learners to give feedback on the learning experience, to identify successes and challenges, which can be used to plan future learning experiences.</li></ul> |                                                                                                                                                                                      |
| Source                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                      |
| <a href="#">PDST Measures Manual</a> page 220                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                      |