**My Day**

**Level A.2:** Sequence daily and weekly events or stages in a story

Distribute strips of paper divided into 5 sections to the pupils. Ask the pupils to tell you about the first thing they do when they wake up. Pupils draw the first thing that they do on the first segment of the strip. Share the drawings. Ask the pupils to think about the last thing that they do each day. Draw this on the last segment. Now ask the pupils to think about the other things that they do during the day. Tell your friend about the things you do. Fill in the other pictures on your day chart. In groups pupils can share the "My day books". The vocabulary associated with various times of day such as **before, after, earlier, later, morning, afternoon, evening** etc. can be developed through sequencing activities.

Extension Activity: This activity could also be used to sequence events in a story and discuss.

**Teacher Observation, Pupil Learning Log, Pupil Portfolio, Teacher Questioning**

**Mathematical Skills:** Understanding and Recalling, Implementing, Applying and Problem-Solving, Communicating and Expressing, Integrating and Connecting, Reasoning
**Calendar Sorting**

*Level B.4:* Read day, date and month using calendar and identify the season

*Level C.5:* Read dates from calendars and express weeks as days and vice versa

This activity is adapted from the Nrich website. Groups of pupils must order the months of the year from January to December with unlabelled months of the year. In particular, the task will reinforce the order of months in a year and the number of days in each month.

The months of the year are all muddled up. Can you and your partner sort them and order them from January to December? What will help you to sort the months? Did you notice any patterns? What strategy did you use to order the months?

**Mathematical Skills:** Understanding and Recalling, Implementing, Applying and Problem-Solving, Communicating and Expressing, Integrating and Connecting, Reasoning

http://nrich.maths.org/10322
Three of a Kind

**Level C.2:** Read and record time in five-minute and one-minute intervals on analogue and digital clock (12-hour) and rename digital time as analogue time and vice versa

**Level D.1:** Read and interpret timetables and the 24-hour clock (digital and analogue) and interpret and convert between times in 12-hour and 24-hour format

The time shown on a digital clock is 5:55. How many minutes will pass before the clock next shows a clock for which all the digits are the same?

Extension: Investigate how many times in 24 hours will a digital clock show a time for which all the digits are the same?

**Mathematical Skills:** Understanding and Recalling, Implementing, Applying and Problem-Solving, Communicating and Expressing, Integrating and Connecting, Reasoning

http://nrich.maths.org/2533
A local or national bus timetable can be used to examine and investigate the use of time in a real life context. A 24 hour time table could used at Level D. This set of questions looks at the 24 hour timetable from Portlaoise to Dublin.

- Where does each bus journey begin and end?
- How many stops does the bus make between Portlaoise and Dublin Airport?
- Will the driver automatically stop at every stop? Why/Why not? Let’s look at a map of Ireland/Google Maps to plot the route taken by the bus. Has anyone been to any of these places?
- Can you work out how many buses travel each day? Do you notice any patterns in the times the bus departs and arrives?
- How long does the bus journey take?
- Does each journey take the same amount of time? How long does it take to get from Portlaoise to Kildare? Kildare to Naas Post Office...?

Extension: Pupils can make up their own problems based on the bus timetable