

Now show the children how to use the bags to measure the weight of objects.

This block weighs less than one bag.

The stone weighs more than two bags.

This is heavier than three bags.

These four bags, the balance, and the objects should be left out for the children to use independently.

6 What day is it today?

Objective

- 6 Demonstrate an understanding of the sequence of units of time by using the words: morning/afternoon, daytime/night-time and by responding appropriately to the words: yesterday, today, tomorrow, last night, tonight.

Materials

Charts.

Activity

Take a few minutes daily for at least a week to develop ideas of time sequence.

What did you do last night after dinner? Was it night-time or daytime?

What animals come out in the daytime/night-time?

Charts can develop time ideas, e.g., set out the days in sequence, with a space for the morning and the afternoon. A separate card labelled "yesterday/today/tomorrow" is moved to a new position each day.



Talk about the chart briefly each day.

What day is it today? What day was it yesterday? What day will it be tomorrow?

Can you remember what we did at school yesterday morning?

Did we do anything special yesterday afternoon?

What are we going to do this afternoon?

Sunday		Monday		Tuesday		Wednesday		Thursday		Friday		Saturday	
		morning	afternoon	morning	afternoon	morning	afternoon	morning	afternoon	morning	afternoon		
													
		↑ yesterday		↑ today		↑ tomorrow							

Reading a Calendar

Maths 2 Measurement - Time: Reading a calendar.

❖ Make a calendar for this month.

Month: _____ Year: _____

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

How many days in this month? _____

How many days are you at school this month? _____

How many days are you not at school this month? _____

How many Mondays are there this month? _____

How many Saturdays are there this month? _____

Colour the days you go to sport red.

Colour the days you have assembly blue.

Colour the days children in your class have birthdays yellow.



Concept: Reading a calendar.

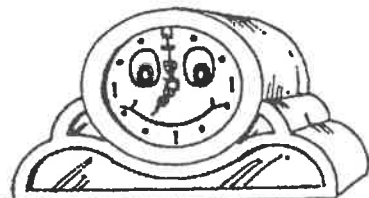
☐ Is able to read a calendar.

☐ Is still learning to read a calendar.

Lower Primary Maths Assessment



What Did You Do?



Draw something you do in the morning.
Write what it is.

A large, empty rectangular box intended for a child to draw an illustration of an activity they do in the morning.

Draw something you do at lunchtime.
Write what it is.

A large, empty rectangular box intended for a child to draw an illustration of an activity they do at lunchtime.

Draw something you do in the afternoon.
Write what it is.

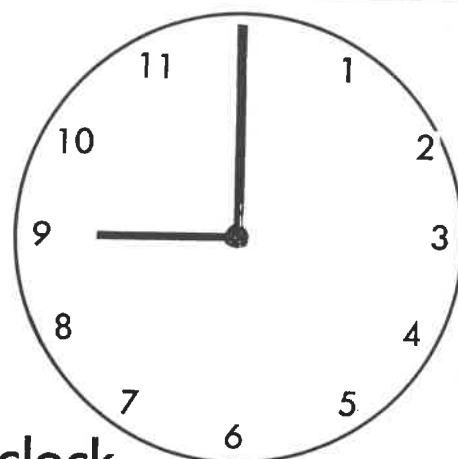
A large, empty rectangular box intended for a child to draw an illustration of an activity they do in the afternoon.

Draw something you do at night.
Write what it is.

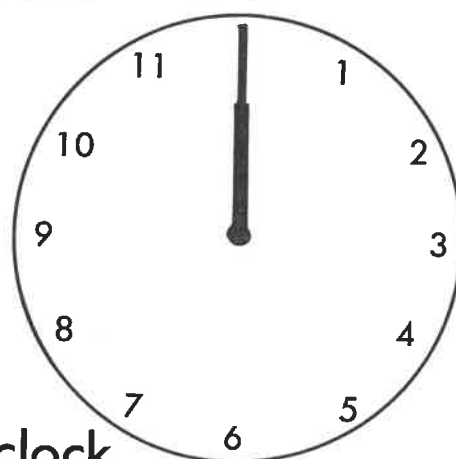
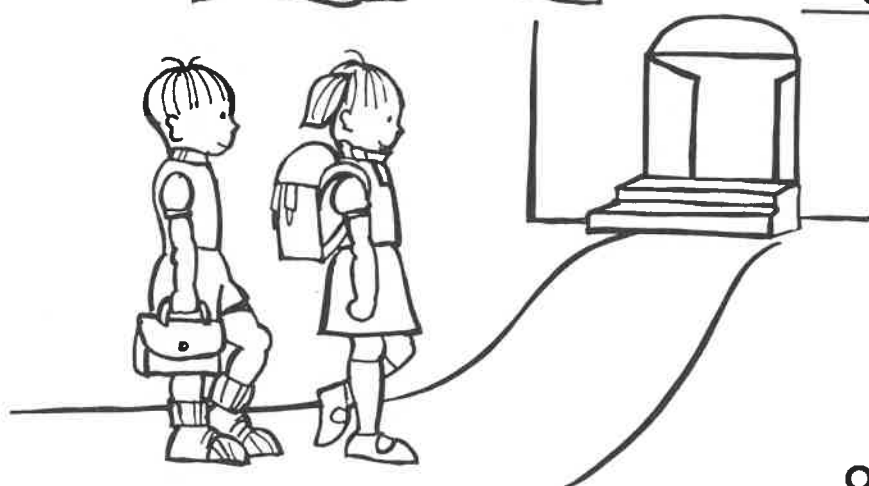
A large, empty rectangular box intended for a child to draw an illustration of an activity they do at night.

Unit 9

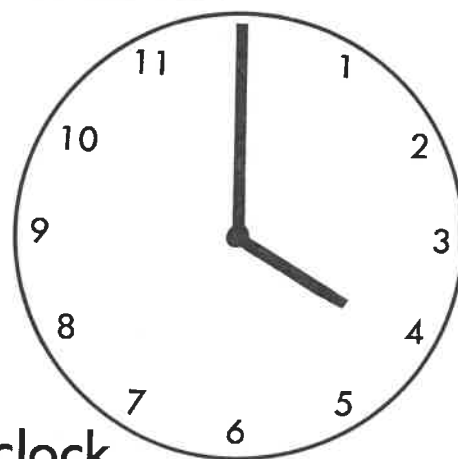
Measurement: Time 8



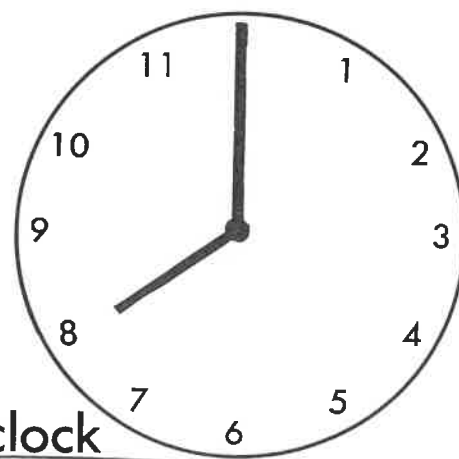
o'clock



o'clock



o'clock



o'clock

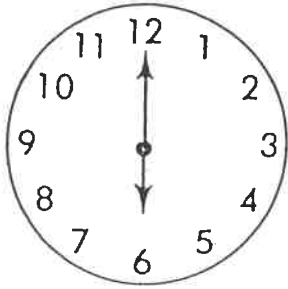
Name _____

Date _____



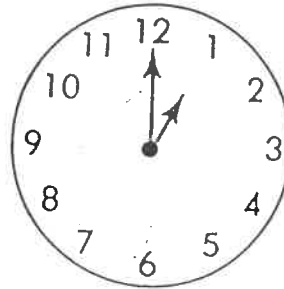
Circle the correct time for each clock.

A.



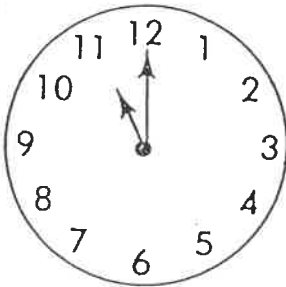
5 o'clock
6 o'clock
12 o'clock

B.



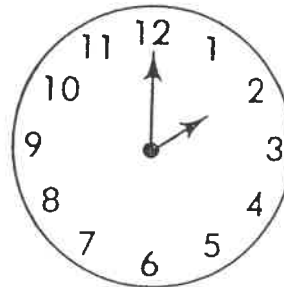
12 o'clock
2 o'clock
1 o'clock

C.



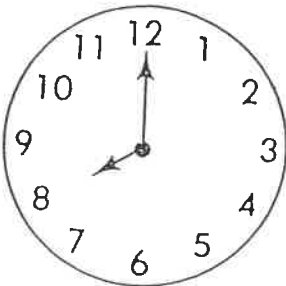
11 o'clock
10 o'clock
12 o'clock

D.



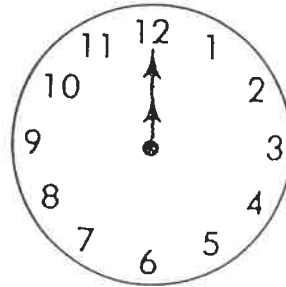
12 o'clock
1 o'clock
2 o'clock

E.



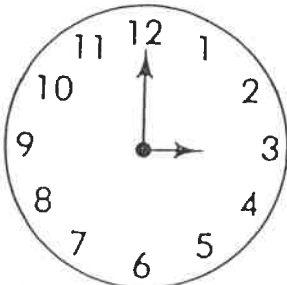
8 o'clock
12 o'clock
9 o'clock

F.



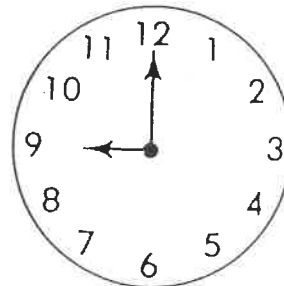
11 o'clock
1 o'clock
12 o'clock

G.



12 o'clock
3 o'clock
2 o'clock

H.



9 o'clock
12 o'clock
10 o'clock

Skill: Reading time to the hour.

Beginning



Confident

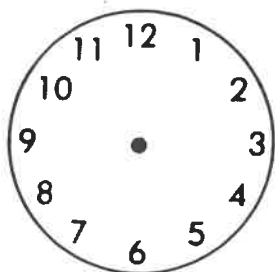


Name _____

Date _____

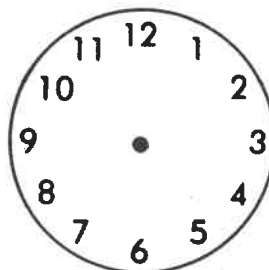
Draw the correct hour hand for each clock.

A.



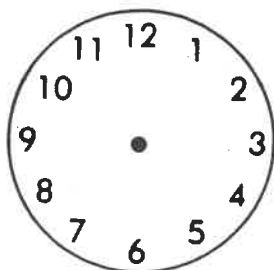
3:00

B.



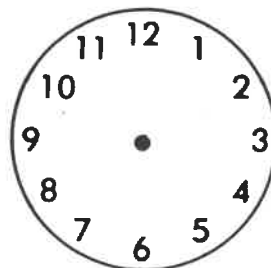
9:00

C.



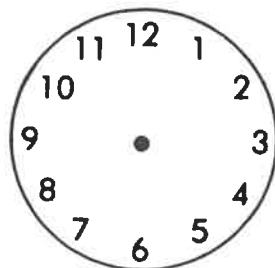
4:00

D.



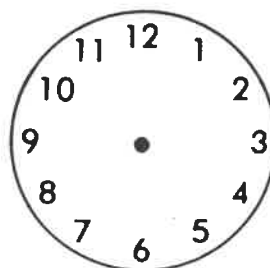
7:00

E.



6:00

F.



11:00

Skill: Drawing the position of the hour hand.

