

English Ready

22636VIC Course in EAL

VU23578 Recognise and use time in highly familiar situations

Times and Dates

Teacher Resources



April						
Mon	Tues	Wed	Thurs	Fri	Sat	Sun
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Design team: Sue Paull, Vicki Hambling, Nikeh Shariatian, Bernie Miles, and Mary Wallace

Illustrations: Madelena Scott

Image acknowledgements:

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Introduction to the books

The Teacher Resources

The oral and kinaesthetic activities in this book utilise a variety of senses to improve memory retention. This is particularly important for students impacted by trauma. The most productive classes are noisy and active. Resources here aim to promote noisy active learning. They include:

- drawings for use in the design of additional materials
- flashcards for printing
- individual and class activities
- revision and homework exercises
- extension exercises.

The book is an electronic reference. Print pages as needed.

The Student Workbook

The student book requires teacher direction and is **not intended for independent learning**. It is also not intended to be the only material used to teach these units or to be used as an assessment task. It is recommended that students buy and use a notebook for general class work and practice.

The book is available as a Word document so that teachers can:

- localise and update the content
- adjust the material to suit the requirements of particular classes and students
- delete, add and grade materials as required. If you add or deduct pages, be mindful of the layout of the document.

Note:

- A teacher version of the student workbook contains additional notes and guidance for activities.
- Considering the cost of photocopying, colour has been used sparingly in the Student Workbook and the Teacher Resources.
- The illustrations drawn by Madelena Scott are copyright-free and can be used in the creation of additional materials. The few drawings in the books from Creative Commons can be also used, but need to be acknowledged in the way that they are acknowledged on the inside cover page of each book.

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1. Instructions

Instruction icons

The icons used in the numeracy units are similar to those used in all units in the Course in EAL. They aim to simplify the instructions, support the teacher instructions and develop independence in learning.

Activity 1 – Word stress in instruction words








Project the following page and clap the syllables. In the two-syllable instructions the stress falls on the first syllable. Clap the stressed syllable harder.


Activity 2 – Bingo




The aim of this game is to familiarise students with hearing and recognising the instructions.



- Print and cut up the bingo sheets on pages 4 – 5. Use the following Word Stress page as a master sheet.
- Read out the instructions in any order.
- Students circle the instructions on their card as they hear them and shout *Bingo*, when all their instructions have been called.

Activity 1 – Word stress



















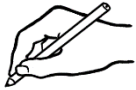





	say
	read
	write
	ask
	clap
	tick
	match



























	listen
	copy
	circle
	highlight
	partner

	
--	---

Activity 2 – Bingo cards

  	Bingo	  
  	Bingo	  
  	Bingo	  
  	Bingo	  

Activity 2 – Bingo cards - continued

  	Bingo	  
  	Bingo	  
  	Bingo	  
  	Bingo	  

2. Meet the students and teachers.

Project page 5 in the student workbook and introduce the students and teachers who feature in the workbook. More detailed information about the characters can be found in the other Course in EAL units including a chart of personal details. See the Teacher Resources for units:

- VU23496 & VU23498
- VU23497 & VU23499

3. What day is it?

Activity 1 – Order the days of the week

Print the days of the week on the following page for students to cut up and order in a line in front of them. Once the days are in order, ask students to hold up and say:

- a particular day e.g. Monday, Tuesday
- today, yesterday, tomorrow
- the day before/after a particular day
- the weekend days
- a favourite day. [Students could put this in a sentence.

e.g. *My favourite day is Friday.*]

Continue to the following activity or clip the days together and collect them for activity 2 at another time.

Activity 2 – Match the long and short forms of the days.

Students will need the cut-up long forms of the days in Activity 1, and a copy of the short form of the days on page 9. Students cut up the short forms and match both forms of the days. Once again, put the days in order.

Activity 1 – Order the days of the week

Days of the week

Sunday

Thursday

Saturday

Wednesday

Monday

Friday

Tuesday

Activity 2 – Match the long and short forms of the days.

Days of the week

Fri

Thurs

Sun

Tues

Wed

Sat

Mon

4. Sahra is busy this week.

Activity 1 – Sahra’s week – Sequencing *Pair work*

The sequencing cards on the following three pages include the pictures and sentences about Sahra from Section 4 in the student workbook. The cards could be used to introduce the work in the section or as revision. Sahra’s story uses the Present Simple, first person singular and plural and one sentence in the 3rd person – *Hani goes to childcare*.

- Print the pages, enough for each pair of students.
- Give out pages one by one for students to cut up and sequence:
 - **The days** – once sequenced, students read as a class and then in pairs.
 - **The pictures** – Students match the activities to the days. Slowly read what Sahra does on each day to the class. [On page 10 in the student workbook]
 - **The sentences** - Students match the sentences to the days and pictures. Read the sentences again to the class.
- Finally read the sentences with the days together. Explain that the day [i.e. expressions of time] can go at the beginning or end of the sentence.
 - e.g. *On Monday I go to class.*
 - I go to class on Monday.* Practise both ways for all the days.

Activity 2 – Tahii’s week - Sequencing *Pair work*

Tahii’s week follows a similar pattern to Sahra’s week except it is written in the third person singular. It introduces new vocabulary and is included as extension work for more confident learners.

- Print the pages, enough for each pair of students.
- Give out the picture pages first for students to cut up:
 - Students sequence the pictures according to the days. Note: The introduction to Tahii’s week is in grey - *Tahii is a painter. He works five days a week.* There are two activities for all days except Sunday.
 - After the pictures have been sequenced, slowly read what Tahii does on each day to the class.
- Give out the sentences for students to cut up. Read the sentences to the class and students match the sentences to the pictures.
- Finally read the sentences in pairs. Explain that the day [i.e. expressions of time] can go at the beginning or end of the sentence.
 - e.g. *On Monday he works.*
 - He works on Monday.*

Activity 1 – Sahra’s week - Sequencing *the days*

on Sunday

on Thursday

on Wednesday

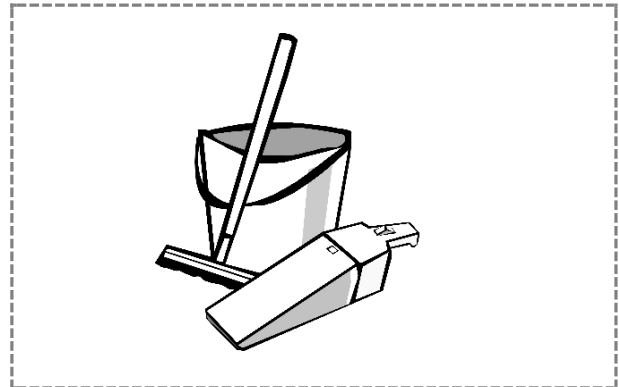
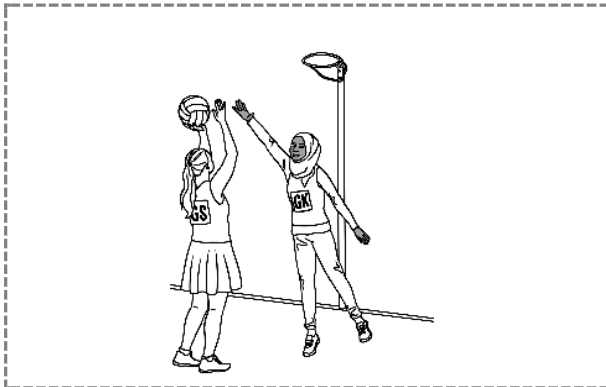
on Saturday

on Friday

on Monday

on Tuesday

Activity 1 – Sahra’s week - Sequencing the pictures



Activity 1 – Sahra’s week - Sequencing *the sentences*

Sahra’s week

Tahiil and I play sport.

We go to the park.

I go to the market.

I clean and cook.

I go to class.

My daughter Hani
goes to childcare.

Activity 2 –Tahii's week – Sequencing *Script***Tahii's week**

Tahii is a house painter.

He works five days a week.

He works on Monday.

After work he takes Hani to the park.

He works on Tuesday.

After work he learns English.

He works on Wednesday.

After work he runs in the park.

He works on Thursday.

After work he learns English.

He works on Friday.

After work he has a barbecue with his family.

He studies on Saturday.

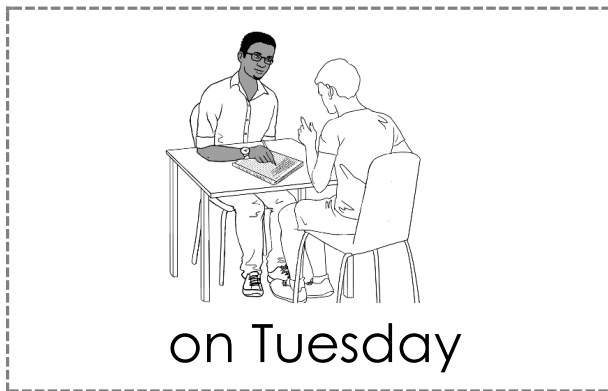
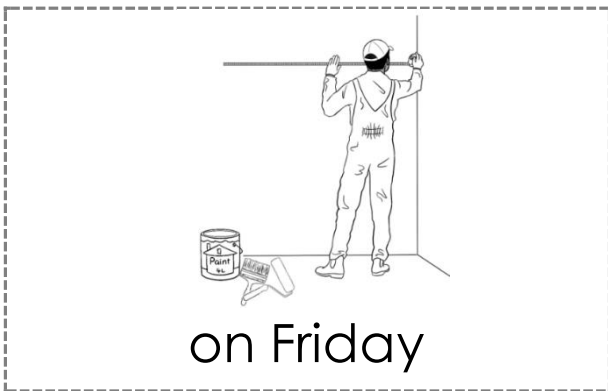
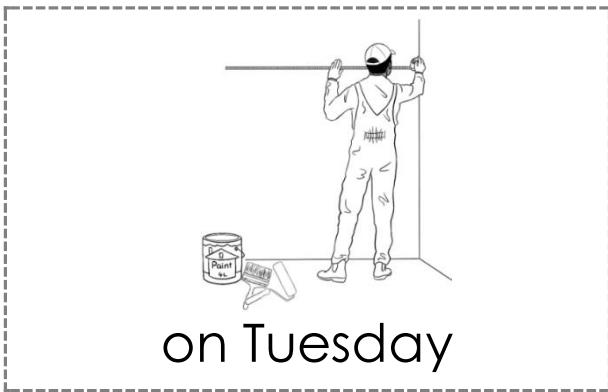
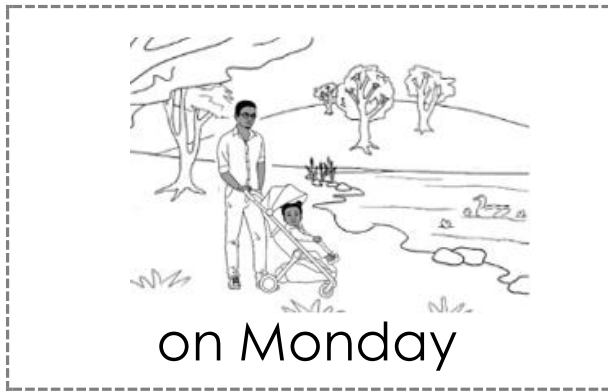
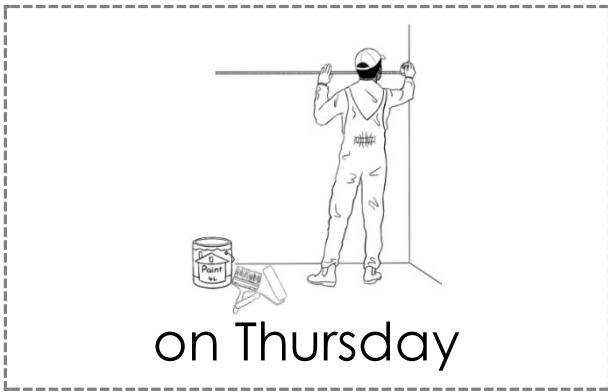
After study he goes to the park with Sahra and Hani.

He plays soccer on Sunday.

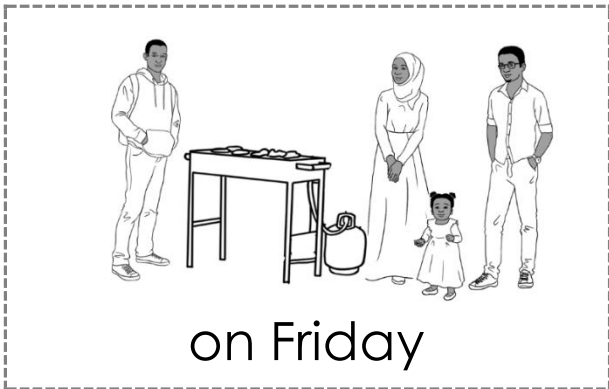
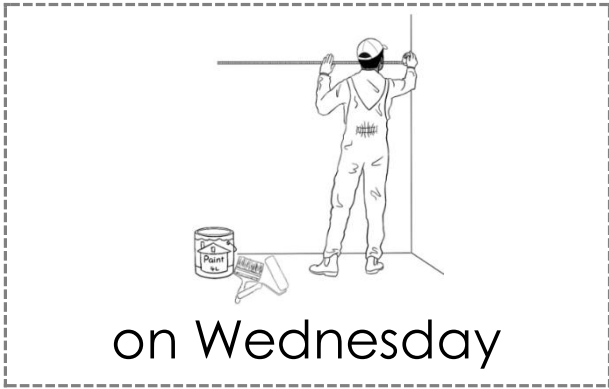
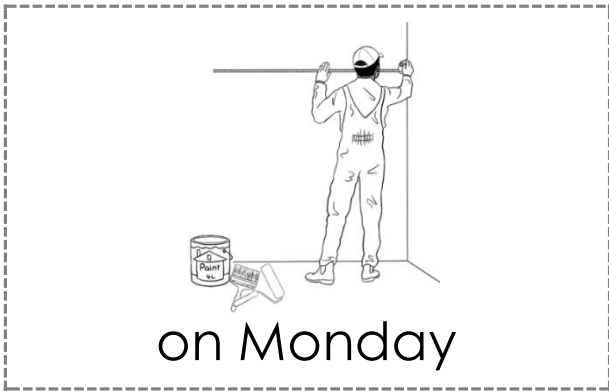
Activity 2 –Tahiil’s week - Sequencing *the pictures*



Mon	Tues	Wed	Thurs	Fri	Sat	Sun
✓	✓	✓	✓	✓		



Activity 2 –Tahil’s week - Sequencing *the pictures* [continued]



Activity 2 –Tahil’s week - Sequencing *the sentences*

Tahil is a painter.

He works five days
a week.

He works.

He works.

He works.

He works.

He works.

After work
he learns English.

Activity 2 –Tahiil’s week - Sequencing *the sentences* [continued]

After work
he learns English.

After study, he goes
to the park with
Sahra and Hani.

After work
he runs in the park.

He plays soccer.

He studies.

After work, he has
a barbecue
with his family.

After work, he takes
Hani to the park.



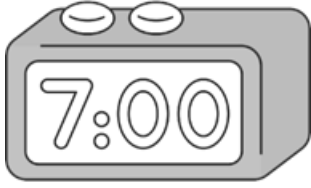








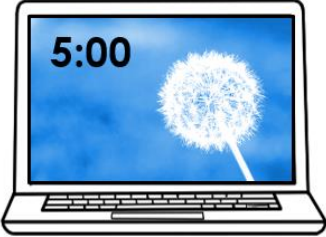
5. What time is it?

Activity – Matching time cards

The cards on the following three pages can be used for activities such as:

- Matching the times with a partner or individually.
- Playing games such as *Snap* and *Concentration*.

Activity – Matching time cards - #1

<p>a.</p> 	<p>b.</p> 	<p>c.</p> 
<p>d.</p> 	<p>e.</p> 	<p>f.</p> 
<p>g.</p> 	<p>h.</p> 	<p>i.</p> 
<p>j.</p> 	<p>k.</p> 	<p>l.</p> 

Activity – Matching time cards - #2

It's 8 o'clock.

It's 7 o'clock.

It's 1 o'clock.

It's 12 o'clock.

It's 10 o'clock.

It's 2 o'clock.

It's 11 o'clock.

It's 3 o'clock.

It's 9 o'clock.

It's 5 o'clock.

It's 4 o'clock.

It's 6 o'clock.

Activity 1 – Matching time cards - #3

It's 9:00.

It's 2:00.

It's 7:00.

It's 11:00.

It's 5:00.

It's 10:00.

It's 4:00.

It's 8:00.

It's 3:00.

It's 6:00.

It's 12:00.

It's 1:00.

6. What time do you get up?

Activity – A survey of regular times

The survey includes content covered in the Course in EAL student workbooks, and consolidates the use of Present Simple for regular habits. Bao is the model character in the survey. He is a character in other Course in EAL books, but does not feature in the numeracy books.

- Project the survey on the next page and practise the two questions students need to ask. Write the current day or another day in the blue box for students to copy.
- Set a time limit and students walk around the room, interviewing five other students and recording names and times on the grid.
- When the time limit is up or when students have completed the survey, record the times that Bao gets up and goes to bed below the survey.
- Students then record the names and times of three students they have interviewed.
- Students can read these sentences aloud in pairs or to the class.
- Repeat the survey with different days and activities.

Activity – A survey of regular times

1.



On _____



Names	What time do you get up?	What time do you go to bed?
Bao	7:00	11:00

2.



3.



a. Bao gets up at _____ and goes to bed at _____.

b. _____ gets up at _____ and goes to bed at _____.
name

c. _____ gets up at _____ and goes to bed at _____.
name

d. _____ gets up at _____ and goes to bed at _____.
name

7. Morning and afternoon

Activity 1 – Is it am or pm?

- Print and cut up the coloured cards for *am* and *pm* on the following page.
- Give each student an *am* and a *pm* card.
- Ask students to open their workbook on page 22 or project the image with the timeline below. Mark when night begins at the current time of year.
- Read out a variety of times, and students hold up the appropriate card. e.g. 5 o'clock in the morning, 3 o'clock in the afternoon, 5 o'clock in the afternoon, 11 o'clock at night, 1 o'clock in the morning



12 1 2 3 4 5 6 7 8 9 10 11 **12** 1 2 3 4 5 6 7 8 9 10 11



Activity 1 – Is it *am* or *pm*?

am	pm
am	pm
am	pm
am	pm
am	pm
am	pm
am	pm
am	pm
am	pm
am	pm

Activity 2 – Train timetables – A whole class listening exercise

The places and train times on the timetables can be changed to suit your location. Using the train lines all over Australia helps to familiarise new arrivals with capital cities and major towns.

- Project the map below and point to and name major cities and towns. Students repeat the names. Emphasise the first letter of each town or city. This will support students recognising places on their worksheet.
- Print the timetable worksheets on pages 29 - 30 back-to-back. and give each student a page.
- Read out the places and times in each row, and point to the route on the map. e.g. *a. The train from Melbourne to Adelaide.*
The train leaves Melbourne at 8 am.
It arrives in Adelaide at 6 pm.
- Students write the missing times, which are highlighted on the answer sheet.

Note: Consider using timetables relevant to your students such as local ferry, train, tram and bus timetables.



Activity 4 – Train timetables – Answers

		Train		Monday to Friday
a	Leaves	Melbourne		8:00 am
	Arrives	Adelaide		6:00 pm

b	Leaves	Adelaide		11:00 am
	Arrives	Broken Hill		7:00 pm

c	Leaves	Broken Hill		4:00 am
	Arrives	Sydney		8:00 pm

d	Leaves	Sydney		3:00 pm
	Arrives	Gold Coast		6:00 am

e	Leaves	Gold Coast		10:00 am
	Arrives	Brisbane		11:00 am

		Train		Monday to Friday
f	Leaves	Perth		7:00 am
	Arrives	Kalgoorlie		2:00 pm

g	Leaves	Katherine		4:00 am
	Arrives	Darwin		8:00 am

h	Leaves	Melbourne		8:00 am
	Arrives	Sydney		7:00 pm

i	Leaves	Townsville		2:00 pm
	Arrives	Cairns		8:00 pm

j	Leaves	Brisbane		10:00 am
	Arrives	Rockhampton		12:00 am

Activity 4 – Train timetables – Worksheet #1

	Train		Monday to Friday
a	Leaves	Melbourne	8:00 am
	Arrives	Adelaide	_____

b	Leaves	Adelaide	_____
	Arrives	Broken Hill	7:00 pm

c	Leaves	Broken Hill	4:00 am
	Arrives	Sydney	_____

d	Leaves	Sydney	_____
	Arrives	Gold Coast	6:00 am

e	Leaves	Gold Coast	10:00 am
	Arrives	Brisbane	_____

Activity 4 – Train timetables – Worksheet #2

	Train		Monday to Friday
f	Leaves	Perth	_____
	Arrives	Kalgoorlie	2:00 pm

g	Leaves	Katherine	4:00 am
	Arrives	Darwin	_____

h	Leaves	Melbourne	8:00 am
	Arrives	Sydney	_____

i	Leaves	Townsville	_____
	Arrives	Cairns	8:00 pm

j	Leaves	Brisbane	10:00 am
	Arrives	Rockhampton	_____

Activity 3 – Tahiiil’s working week *Pair work*

Tahiiil’s working week times varies from week to week. This is an example of one week and the activity could be repeated for different weeks and times using the grid below.


- Print the worksheet on the following page, one for each pair of students. Cut it in half.
- Project **Tahiiil’s week** below. Practise the questions students will need to ask in the activity. e.g.
 - *When does Tahiiil start work on _____?*
 - *When does Tahiiil finish work on _____?*
- Give each student in each pair, either the A or B worksheet. Students must not show their worksheet to their partner.
- Demonstrate the exercise again. Ask all Student As to read the first question and then all Student Bs to give the answer – *6:00 am*. All the Student As write the answer on their timetable. Repeat with Student Bs asking their question and writing their answer.
- Students take turns to ask a question and write the times dictated by their partner on their timetable.

Tahiiil’s week



	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Start	6:00 am	7:00 am	8:00 am	7:00 am	6:00 am		
Finish	2:00 pm	3:00 pm	4:00 pm	3:00 pm	2:00 pm		

Activity 3 – Tahiiil’s working week - Student A and B

- 

When does Tahiiil **start** work on Monday?
- When does Tahiiil **finish** work on Tuesday?



Student A

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Start	_____	7:00 am	_____	7:00 am	_____		
Finish	2:00 pm	_____	4:00 pm	_____	2:00 pm		

- 

When does Tahiiil **finish** work on Monday?
- When does Tahiiil **start** work on Tuesday?



Student B

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Start	6:00 am	_____	8:00 am	_____	6:00 am		
Finish	_____	3:00 pm	_____	3:00 pm	_____		

8. What month is it?

Activity 1 – Order the months *Class activity*

- Enlarge and print the long form of the months on the following two pages, enough so that each student can be given a month.
- The students stand up and arrange themselves with their month in the correct order. [Two people with the same month, can stand side by side.]
- Chant the months. Say the months together in order, then down the line with each student saying the name of their month.
- Ask students to hold up and show you different months.
e.g. *Hold up the month of May. Hold up the month **before** May. Hold up the month **after** May.*
- Ask students, *Are you holding your birthday month?* Students would answer, *yes* or *no*. Some more confident students may say,
This is my daughter's/husband's/ friend's birthday month.
- Students pin their month cards together and collect these for later use.

Activity 2 – Birthday months

- Use one set of the months and place them around the room.
- Ask students to stand next to their birthday month.
- Ask questions such as, *How many birthdays are in March /April etc?*
Who has a birthday in July /August etc? [One student names the student/s]

Activity 3 – Order and number the months *Pair work*

- Print the months and the numbers of the months on the following three pages.
- Students work in pairs, cut up the months and sequence the numbers and months.
- Ask students questions about the order of the months. e.g. *What month is **before** March? What month is **after** September? What is this month?*

Extension – *What is this month? What is **next** month? What was **last** month?*

Activity 4 – The short form of the months

The short form of the months on pages 37 – 38 can be cut up and substituted for the long form of the months in Activity 1. The short form can be added to the pair work matching in Activity 3.

Activity 1, 2 & 3 – Order and number the months

January

February

March

April

May

June

July

August

Activity 1, 2 & 3 – Order and number the months *[continued]*

September

October

November

December

Activity 3 – Order and number the months

1

2

3

4

5

6

7

8

9

10

11

12

Activity 4 – The short form of the months

Jan

Feb

Mar

Apr

May

Jun

Jul

Aug

Activity 4 – The short form of the months *[continued]*

Sept

Oct

Nov

Dec

9. What's the date?

Activity 1 – Circle and write dates in August 2025

- Copy the worksheet on the following page for each student and then project it.
- Students come and point to the dates on each of the five texts, and point to the corresponding dates on the calendar.
- Revise how to write the dates digitally and where to write the dates under each text.
- Give each student a worksheet to complete.
- After they have completed the worksheet, ask students about the dates before and after each of the dates.

Note: Questions could also be asked about the times on each text.

Activity 2 – Write the dates digitally - Worksheet

The worksheet provides additional practice in writing dates digitally. It could be copied on the back of the worksheet for Activity 1.

Activity 1 – Circle and write dates in August 2025



August							2025
Mon	Tues	Wed	Thurs	Fri	Sat	Sun	
				1	2	3	
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30	31	

①

Children's Soccer Day
 Friday 29 August
 10 am – 3 pm
 Kellivale Primary School
 All welcome

②

Dr B Chen
 Dental Clinic, Kellivale
 Phone: 0491 625 779

Tahiil Dihoud
 has an appointment
 on Fri 15 Aug
 at 4:00 pm

③

8:30 Sahra online 100%

Yesterday

Hi Carim
 We are having
 a barbecue in the
 park on Sunday
 3 August at 1 pm.
 It's my brother's
 birthday. I hope you
 can come.
 Sahra

④

Electricity

Mr M Wu
 70 Wattle St
 Kellivale NSW

Customer 69756322
 Due date 21 Aug 25
 Pay \$150.50

⑤

Come to a Morning Tea
 on Tuesday 19 August
 at 10:30
 in Room 12

Activity 2 – Write the dates digitally - Worksheet

a.	1 January 1980

b.	8 February 1993

c.	17 March 1998

d.	24 April 2002

e.	9 May 2005

f.	29 June 2010

g.	19 July 2012

h.	3 August 2015

i.	14 September 2018

j.	5 October 2021

k.	16 November 2023

l.	21 December 2024

Ordinals

Ordinals are not part of the knowledge and skills required for this unit, but it is helpful to have a basic understanding of ordinals if students need *to say* a date rather than write it.

Note the patterns:

- Numbers ending with one, two and three are irregular:
first, second and third - twenty first, twenty second, twenty third etc
Exceptions to this rule - *eleveth, twelfth and thirteenth*.
- Multiples of 10 are pronounced differently - *twentieth and thirtieth*

Activity 3 – An introduction to ordinals

- **Names** - Write your three names on the board. Point to your first name, and write *first*. Point to your second and third names and write the ordinals.
- **A queue** - Cut out the ten ordinals on the following page. Ask 10 students to come to the front of the class and give each student any ordinal. Ask them to order themselves in a queue according to their number from one to ten. Ask, *Who is first on the queue? Who is second?* etc. Ask students to say the ordinals in order as you point to each person.
- **A race** - Project the people in the running race on page 44. Ask students to come to the front and point to various runners in the race. e.g. *Point to the first person. Point to the fifth person*. The student then needs to say and point to the correct ordinal in the yellow square.

Activity 4 – A calendar month

- Project the month of August on page 45 or fill in the blank template with the current month on page 46.
- Say each day in order and students repeat.
- Point to different days and ask, *'What day is this?'*
- Show that the date is written - **Tuesday 15 August**, but we say, Tuesday **the fifteenth of August**.
- Repeat with other dates.

Activity 5 – A calendar month - Ordinals bingo

- Give each student a calendar strip on page 47 and ask them to circle **five** dates.
- Randomly call out the days and dates. [Use a calendar strip as your master sheet]. e.g. *Thursday the seventh of August, Friday the first of August*
Students tick the date if they have circled it.
- The first student to get all their circled dates called and ticked, shouts **bingo**.

Activity 3 – An introduction to ordinals – A queue

1 first	2 second
3 third	4 fourth
5 fifth	6 sixth
7 seventh	8 eighth
9 ninth	10 tenth

Activity 3 – An introduction to ordinals – A race

1	2	3	4	5
first	second	third	fourth	fifth



6	7	8	9	10
sixth	seventh	eighth	ninth	tenth

Activity 4 – A calendar month

Say the date.



Tuesday the fifteenth of August

August						
Mon	Tues	Wed	Thurs	Fri	Sat	Sun
				1 first	2 second	3 third
4 fourth	5 fifth	6 sixth	7 seventh	8 eighth	9 ninth	10 tenth
11 eleventh	12 twelfth	13 thirteenth	14 fourteenth	15 fifteenth	16 sixteenth	17 seventeenth
18 eighteenth	19 nineteenth	20 twentieth	21 twenty-first	22 twenty-second	23 twenty-third	24 twenty-fourth
25 twenty-fifth	26 twenty-sixth	27 twenty-seventh	28 twenty-eighth	29 twenty-ninth	30 thirtieth	31 thirty-first

Activity 4 – A calendar month *Blank template*

Mon	Tues	Wed	Thurs	Fri	Sat	Sun

Activity 5 – A calendar month - Ordinals bingo

August						
Mon	Tues	Wed	Thurs	Fri	Sat	Sun
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August						
Mon	Tues	Wed	Thurs	Fri	Sat	Sun
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August						
Mon	Tues	Wed	Thurs	Fri	Sat	Sun
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

10. Special dates

Activity 1 - A class calendar

The calendar on the following page can be adjusted if the year is not 2025. However, it may be easier to source a calendar for a different year on the web. Enlarge the calendar to create a wall poster. Circle, highlight or use stickers to mark:

- the start and end of terms
- term holidays
- public holidays
- special days - Harmony Day, International Women's Day etc.
- excursion dates
- visitors – speakers, volunteers etc.
- birthdays
- sporting events – AFL Grand Final, Olympics etc.

Use the calendar to practise writing important dates in digital format. e.g. Write the date of an excursion/ a public holiday/ the end of term.

Activity 1 – A class calendar

2025

1 January						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

2 February						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

3 March						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

4 April						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
16	22	23	24	25	26	27
28	29	30				

5 May						
M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

6 June						
M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

7 July						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
27	29	30	31			

8 August						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

9 September						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

10 October						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
15	16	17	18	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

11 November						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

12 December						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Activity 2 – Birthdates *Happy birthday!* - Class activity

The aim of this activity is for students to practise writing and recognising important birthdates. Some students may be shy about revealing their year of birth, so this activity practises writing the birthdates of their partner, children, other relatives or friends.

Note: Students who have suffered trauma may find an exercise like this distressing, as it may remind them of loved ones they have lost. Some characters in the student workbook and their birthdates can be found on the following page. Print the page and cut up and make available for those students to select a character to use, rather than a family member or friend's birthdate.

Preparation:

- You will need two small containers.
- Print and cut up the birthdate strips on page 52 or use any scrap paper strips, one for each student. Put the strips into a container.
- Print and cut up the three pages of *gifts* on pages 53 – 55. Put the gifts into a container.

1. Students take a birthdate strip from the container. On the board, write the words students need to copy on their strip. e.g. my husband, my wife, my daughter, my friend [or a character's name without the pronoun *my*]
2. Students write the person and their birthdate in digital format – day / month / year on their paper strip. Demonstrate on the board.

e.g.

This is the birthdate of <u>my husband.</u> <u>05/02/1984</u>
--

3. Students return their strips to the container. The strips are mixed up and each student takes a strip, making sure it is not their own.
4. They then draw out a gift from the container.
5. Explain that the students need to find the person who wrote the birthdate and give them the gift. Practise the language:
 - the question students will need ask. Change the pronoun *my* to *your* and ask, *Is this the birthdate of **your** husband/wife/daughter/friend? etc.*
 - the short answers, *Yes it is./ No it isn't.*
 - the birthday wishes,
Happy birthday to your husband/wife/daughter/friend etc.
6. Students walk round the class to find the person whose birthdate they have drawn. When they do, they give the student the gift and their birthday wishes.
7. Once all the gifts have been given you can discuss what students think about the gifts. e.g. *Will your relative/friend like the gift? What's the best gift?*

Activity 2 – Birthdates *Happy birthday!* Workbook characters



Tahiil

27 / 06 / 1994



Sahra

07 / 07 / 1996



Hani

24 / 06 / 2021



Abdi

04 / 08 / 2004



Anika

30 / 09 / 1995



Ming

27 / 03 / 1959

Activity 2 - Birthdates *Happy birthday! Birthdate strips*

This is the birthdate of _____.

This is the birthdate of _____.

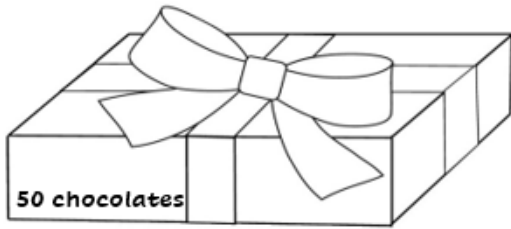
This is the birthdate of _____.

This is the birthdate of _____.

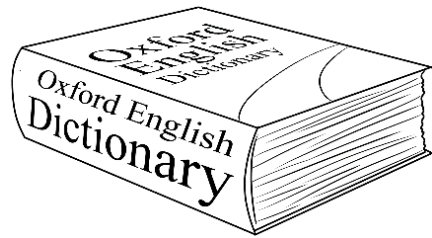
This is the birthdate of _____.

This is the birthdate of _____.

Activity 2 - Birthdates *Happy birthday!* Gifts



chocolates



a dictionary



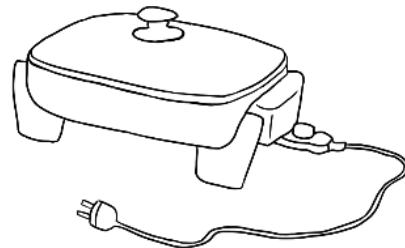
a hat



earrings



scales



a frypan



ear buds



a mouse

Activity 2 - Birthdates *Happy birthday! Gifts [Continued]*



a plant



a cake



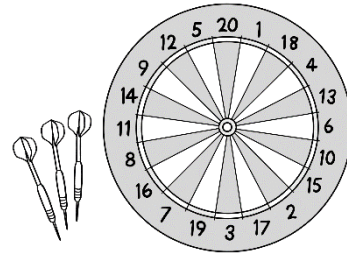
\$50



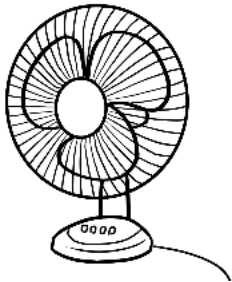
\$100



an umbrella



a dart board

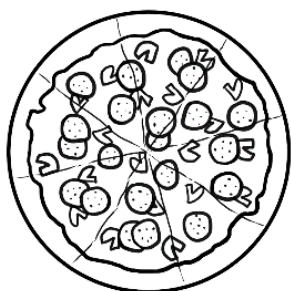


a fan



a water bottle

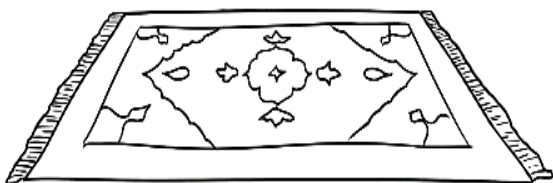
Activity 2 - Birthdates *Happy birthday! Gifts [Continued]*



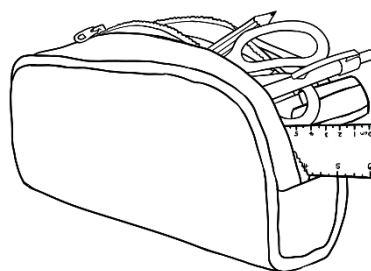
a pizza



a lamp



a rug



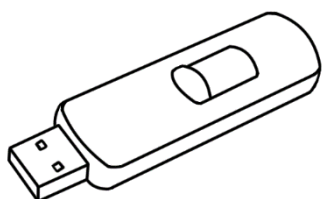
a pencil case



a microwave



honey



a USB



a backpack