

## Lesson 1

# Yesterday, Today and Tomorrow: Creating a Timeline

Subject Area: Time : past, present, future

Grade/Group: K - 2

Time Frame : 2- 5 (45 minute)class periods

Standards :

- IIb Time, Continuity and Change:
- IV a Individual Development and Identity:

Objectives:

- In order to become familiar with the vocabulary associated with time students will create a time line for the classroom. The concepts of past, present, future and long ago will be used to describe events in our earth's geological history. Many of these phenomena can be observed in the landscape of Aquidneck Island.
- Students will learn to use a time line and to place events in historic context as our study of Aquidneck Island progresses.

Materials :

Create-a-timeline Kit and Teacher's Guide, Crystal Productions, Glenview, Il.,1994

individual portfolios made by teacher

drawing supplies from classroom

xerox of student time line included in Create-a-timeline kit

1 book of Dinosaur Stencils

Dinosaur Floor Puzzle

activities xeroxed from The Little Dinosaur Activity Book

Learner factors:

group discussions (interpersonal)

individual art projects (spatial)

written work and storytelling(linguistic)

movement around classroom (kinesthetic)

field trip (experiential)

time line and puzzle (logical-mathematical)

background music when students are working in centers ((musical)

### **Motivational Activity:**

- With students in a group introduce concept of time and access prior knowledge by asking students to recall recent events in their every day lives. For ex., what did they have for lunch? what did they have for breakfast? what do they think they will have for supper? what did they do yesterday? how old are they?
- Progress as far back as any student can remember. Classroom tools like calendars, daily schedules etc. can be used as visual aids. Students can volunteer stories of when they were little, in the olden days, when their Mom was little etc.
- Introduce terms as you go such as long ago, in the past, memories. Then move into present the same way with questions such as : what are you wearing today? Who is sitting next to who? what time is it?
- Briefly do the same as per future. When will they go home? What time will it be?
- Model a time line on the board of your own life.

### **Lesson Development:**

- Students will return to their desks and teacher will explain how to record events on a time line.
- Using the student timeliness and activity guides in Create-A-Timeline kit students will create a personal time line. Students can draw pictures, decorate and write on their time lines.
- When they are completed time lines can be displayed. Students may share descriptions of personal time lines taking turns and using appropriate vocabulary. Students can bring in baby pictures and momentos from home to add to their personal time lines.
- Teacher can hand out portfolios to students and explain that they will be collecting all of their art work and written work to take home at the end of this Kit study.
- Add the time lines to the portfolios when completed. Simple portfolios can be made by stapling together two pieces of oak tag together on three sides and labeling them with each students name. It is a good idea to cover sharp

staple ends with tape. The portfolios will be filled with ongoing activities and can be shared on a parents night and then taken home at the end of the study.

**Closure:** Discuss how over the next several weeks the class will create a time line about the history of Aquidneck Island. This will be hung up in the classroom. Explain how the class will record history as their study of Aquidneck Island develops. Students can make guesses as to how far around the room their time line may eventually go.

**Link up/Follow up:** Access prior knowledge by asking students what they know about the history, geology, landscape of Aquidneck Island. Ask them about ecology and natural history in particular. What kinds of animals live here? What kind of plants and trees live here ? Have they seen the rocks at Second Beach? How do they think this Island came to be?

### **Extensions**

A study of dinosaurs is always of high interest to this age group and can easily be incorporated into this lesson. Dinosaur periods can added to the time line. Use picture books from the library to give students more background information on dinosaurs. Show pictures and discuss how dinosaurs moved across the continents when they were all connected. Share some of the theories about why they disappeared. Introduce terms like volcanoes, earthquakes, glaciers, climate change, etc.

- Dinosaur show and tell : students can bring toy dinosaurs from home to share with the class.
- Center # 1 :Art Activity: Using enclosed dinosaur stencils students create a dinosaur scene on 11x17 paper using crayons, colored pencils or markers. This can be a time for students to freely express their ideas of when and where dinosaurs lived and what the world was like then. Have students illustrate how they imagine them in their environment or moving across continents. This is a creative art activity for kids to use their imagination and express their understanding of lesson concepts.
- Teacher may also direct activity by listing what can or should be included in their drawing: a volcano, tropical trees, water, mountains, glaciers etc. depending on level of skill and background knowledge of individuals in class.
- These drawings can be added to portfolios .
- Center#2 : Dinosaur Puzzle:Students can work a cooperative group to complete the large floor puzzle. This will lead into the next lesson which

illustrates how the shapes of continents merged and drifted apart millions of years ago.

- Center #3 : Activity book Students can work at a table on pages xeroxed by teacher from The Little Dinosaur Activity Book
- Along with a portfolio students may begin to maintain a writing response journal

**Student Assessment:**

- use of appropriate vocabulary to explain long ago, future, etc.
- understanding of time concepts as illustrated in personal time line as well as in group discussions
- understanding of concepts as portrayed in imaginary drawings displayed in classroom
- completion of an illustrated individual time line
- work in cooperative group to do puzzle and share stencils
- student art work added to portfolios

**Self -Assessment :** (teacher reflection journal provided in kit)