

Personal Timelines – Grade Two

Ohio Standards Connection

Data Analysis and Probability

Benchmark C

Represent data using objects, picture graphs and bar graphs.

Indicators

3. Read and construct simple timelines to sequence events.
5. Identify untrue or inappropriate statements about a given set of data.

Mathematical Processes

Benchmarks

- A. Use a variety of strategies to understand problem situations; e.g., discussing with peers, stating problems in own words, modeling problems with diagrams or physical materials, identifying a pattern
- I. Communicate mathematical thinking by using everyday language and appropriate mathematical language.

Lesson Summary:

Students learn about timelines through stories of people, storybook characters, the teacher and themselves. They construct personal timelines illustrating the sequence of important events in their own lives. Students also help construct and read timelines created by others. Time order words are used to describe the relationship among events. Students identify true and false statements about timelines.

Estimated Duration: Two to two-and-a-half hours

Commentary:

Time lines are visual representations of time, one of the more difficult skills for elementary students. When students understand time lines, they can answer questions such as, “Which task took longer? Which task happened first? How long did the task take to complete?” These questions may not be answered by students who do not know how to tell time on a clock.

One Ohio educator who reviewed the lesson stated, “I really like how it is directly connected to real world experiences. I love the lessons and the connections to other content areas.”

Pre-Assessment:

Instructional Tips:

Customize times, pictures and subjects to fit the current class schedule.

- Distribute *Timeline Pre-Assessment*, Attachment A.
- Discuss the order of activities during the school day such as arrival, music, math, art, lunch and reading. Instruct students to cut out the four boxes and glue them at the bottom of the page by arranging them in the correct sequence.
- Ask each student to compare his work with another student’s work.
- Model true and false statements about the order of events for the students. Ask students to identify words in the statements that indicate when something happened. Sample true and false statements may include:
 1. The class goes to gym before lunch. (before)
 2. The last activity of the day is math. (last)
- Have the students write one true statement and one false statement about the order of events and circle the words that tell when something happened.

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Scoring Guidelines:

Use the rubric to compare student performance to pre-lesson expectations.

<i>Ready for Instruction</i>	<i>Needs Support</i>	<i>Intervention Required</i>
<ul style="list-style-type: none"> • Provides evidence by correctly ordering events. • Uses and identifies time order words in accurate true and false statements. 	<ul style="list-style-type: none"> • Provides partial evidence by ordering events with minor flaws • Uses limited or identifies some time order words in accurate true and false statements. 	<ul style="list-style-type: none"> • Provides evidence of misconceptions or lack of experience ordering events and using/identifying time order words. • Provides inaccurate true and false statements.

Post-Assessment:

- Brainstorm significant events in the students' future such as going to third grade, learning to drive a car, graduating from high school, getting a job, getting married, etc. Record the responses on the board for students' use as a reference.
- Instruct the students to draw pictures on *Personal Timeline*, Attachment B. They illustrate their lives in the future in the order, which they will happen. Have them write sentences about their future using time order words. Place time order words on the board for reference. Allow students to describe orally their timeline and future, if writing skills prevent student from demonstrating understanding of timelines and time order words.

Scoring Guidelines:

<i>Meets Expectations</i>	<i>Needs Support</i>	<i>Intervention Required</i>
<ul style="list-style-type: none"> • Provides evidence by correctly ordering events. • Uses appropriate time order words in description of life. 	<ul style="list-style-type: none"> • Provides partial evidence by ordering events with minor flaws • Uses limited time order words in description. 	<ul style="list-style-type: none"> • Reverses order of events or randomly places events on timeline. • Description uses limited or no time order words.

Instructional Procedures:

Part One

1. Read a story to the students about a day in the life of a character. Lead a discussion to identify the order of the events in the story and place them on a timeline. Point out to students time order words such as: yesterday, tomorrow, next, first, after that, etc.
2. Create a timeline of the character's day. Use words or actual times on the horizontal axis of the timeline. Place the events of the story on the timeline. Ask true and false questions about the timeline, using time order words. Have students describe the time order of two events using time order words and the words or times used in the horizontal axis.
3. Have students create personal timelines. Help them identify significant events in their lives, such as learning to walk, becoming a big brother/sister, kindergarten graduation, learning to swim, moving to a new house, beginning second grade, etc.
4. Distribute a large sheet of construction paper or *Personal Timeline*, Attachment B to each student.

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5. Demonstrate how to fold the paper to divide it into five boxes/rectangles of approximately the same size. Instruct the students to draw pictures of themselves at different ages, beginning with birth in the first box and proceeding in chronological order to the last box, which shows a second grader. Show student how to label each picture.
6. Encourage students to find a partner in order to trade and share their timelines.

Part Two

7. Present a collection of personal photos showing babyhood through adulthood. Sharing life experiences with students provides insights into the teacher's life and a model of a timeline.

Instructional Tip:

Use pictures from magazines that show this progression if personal photos are not available.

8. Display the photos/pictures in random order.
 - a. Tell students the photo album was dropped and the photos fell out. They need to be placed in order before being placed in the photo album.
 - b. Describe the setting and event of each photo. After describing each picture, make statements about each picture and ask students to determine if the statement is true or false. Sample statements are provided below.
 - This event happened first.
 - In this picture, I was older (younger) than you are now.
 - This one shows an older (younger) girl/boy.
 - This picture should go last.
9. Have students discuss with a partner the order the pictures should be arranged. Ask students for their ideas and manipulate the photos/pictures until everyone is satisfied with the order. Ask clarifying questions to check the arrangement.
 - Does this one show the youngest baby?
 - Which comes first - high school or college?
 - Would this event or that one come next? Why?
 - Do you want to make a change? Why?
 - What would you say if I put this one next?
 - Why didn't you choose this one?
10. Place a line on the board under the photos. With blank sentence strips (or other paper), demonstrate how to write and add labels with marker(s) under each photo/picture.
11. Ask students to explain why a timeline is appropriate for this display. Have students think of true statements and false statements, then share the statements with a partner, having the partner determine if the statement is true or false. Observe statements and responses to determine how students use time order words and their understanding of the order of events.
12. Summarize the lesson by asking questions for students to discuss with a partner.
 - What is a timeline?
 - When would you use a timeline?
 - Could you use a timeline to show the number of times you eat in a day?
 - Could you use a timeline to show the number of books in the library?

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Differentiated Instructional Support:

Instruction is differentiated according to learner needs, to help all learners either meet the intent of the specified indicator(s) or, if the indicator is already met, to advance beyond the specified indicator(s).

- Allow students to give an oral description of the post-assessment time line if writing ability prevents students from providing understanding of time lines and the use of time order words.
- Have students illustrate beginning, middle, and end of a favorite story/nursery rhyme. Cut out pictures and have students arrange the pictures in the correct sequence.
- Have students list important events in stories from a language arts lesson. They may then illustrate these events on paper. Laminate the illustrations, mix them up and have students rearrange them in correct sequence. Ask students to retell the story using a timeline.
- Give pictures showing random order of events for an activity. Ask them to order and explain the pictures orally.

Extensions:

- Ask students to create and label a timeline for the school year, *School Year Timeline*, Attachment C. Have students identify and illustrate an event for each month. For example, they may draw a snowstorm or sled riding for January.
- Create a time line for the school day. Use a clock to reinforce telling time skills. Use a double time line. One line which represents the hours and the other line representing 60 minutes. Ask questions such as:
 1. What time did Reading begin?
 2. How long did we spend in Reading?
 3. Did we spend more time in Science or Language?
 4. Did we spend more than an hour or less than an hour in gym?
 5. How many minutes did we spend in Spelling?
- Have students create and label a timeline to retell the plot of a favorite fiction selection. Share with classmates.
- Ask students to tell personal stories of a real event in their lives, such as a vacation. Use one strip of paper to write each sentence of the story. Exchange strips with another student to see if the partner can correctly order the events to retell the story.

Home Connections:

- Ask parents to help students list four to eight significant events in the student's life and put the events in sequential order. Some students may wish to use dates to identify each one, such as 1990 or 2003.
- Send a letter home explaining that the class is working on sequential order. Parents may help students write a paragraph explaining how to make a peanut butter sandwich or baking a cake using words such as first, next, finally, etc. Provide questions for the parents to ask students, such as:
 1. What happened first?
 2. What time did this event happen?
 3. What happened if we mixed up the order of the steps?
- Have students track activities and times during one day on the weekend or over a vacation.



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At the end of the day, students compile information into a timeline with the help of parents. Suggest questions for parents to ask such as:

1. What activities occurred today?
2. Why did we choose to do the activities in this order?
3. How did this order make it easier?

Interdisciplinary Connections:

Content Area: English Language Arts

Standard: Reading Applications: Informational, Technical and Persuasive Text

Benchmark: D. Use visual aids as sources to gain additional information from text.

Indicators: 2. Arrange events from informational text in sequential order.

6. Analyze a set of directions for proper sequencing.

Content Area: English Language Arts

Standard: Reading Applications: Literary Text

Benchmark: B. Use supporting details to identify and describe main ideas, characters and setting.

Indicator: 3. Retell the plot of a story.

Materials and Resources:

The inclusion of a specific resource in any lesson formulated by the Ohio Department of Education should not be interpreted as an endorsement of that particular resource, or any of its contents, by the Ohio Department of Education. The Ohio Department of Education does not endorse any particular resource. The Web addresses listed are for a given site's main page, therefore, it may be necessary to search within that site to find the specific information required for a given lesson. Please note that information published on the Internet changes over time, therefore the links provided may no longer contain the specific information related to a given lesson. Teachers are advised to preview all sites before using them with students.

For the teacher: sample timelines, collection of photographs/pictures, bulletin board, thumbtacks, sentence strips (or other paper), markers

For the student: scissors, glue, math journal, construction paper, crayons, pencil

Vocabulary:

- after
- before
- last
- next
- order
- sequence
- timeline

Technology Connections:

- Use a digital camera to photograph students participating in a variety of activities throughout



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the school day, such as reading, art, social studies, recess, etc. Print and laminate the photos (4 X 6 inches, for example). Mix up the photos. Encourage students to arrange photos into correct time sequence. Invite discussion. Have groups of students collaborate to use the photos to make timelines by gluing the photos to poster board. Label and share.

- Use software that creates timelines. Download pictures and enter information into the program.

Research Connections:

Riedesel, C. Alan. *Teaching Elementary School Mathematics: Fifth Edition*. Englewood Cliffs, NJ: Prentice Hall, 1990.

Zemelman, Steven, Harvey Daniels and Arthur Hyde. *Best Practice: New Standards of Teaching and Learning in America's Schools*. Portsmouth, NH: Heinemann, 1998

General Tips:

Most social studies textbooks provide samples of timelines.

Attachments:

Attachment A, *Timeline*

Attachment B, *Personal Timeline*

Attachment C, *School Year Timeline*

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Attachment A Timeline Pre-Assessment

Directions: Cut the boxes with the school activities. Glue them in order as they happen in the day.

Gym

Math

Reading

Spelling

*School
begins*

*School
ends*

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Attachment B

Personal Timeline

Directions: Draw pictures of important events in your life. They should be drawn in the order they happened. Write a description of your life on a sheet of writing paper.

When I was	When I was	When I was	When I was	When I was

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Attachment C School Year Timeline

