

Early Childhood Lesson
My Personal Timeline
Lesson Plan by: Lisa Heaton

Lesson: My Main Events

Length: 30-40 minutes

Grade Level Intended: First Grade

Academic Standard(s):

- 1.1.8** Social Studies: Develop a simple timeline of important events in the student's life.

Performance Objectives:

- 1.1.8** Given a sample timeline, students will create a timeline of at least 5 big events in their lives with 100% accuracy.
- 1.1.8** Given a sample timeline, students will place all events on their timeline in correct chronological order 100% of the time.

Assessment:

- The teacher will collect the timelines to ensure that at least 5 items were put on the timeline and all were in proper chronological order (such as their first tooth not being placed before their birth).

Advanced Preparation by Teacher:

- Plain white paper.
- Markers, crayons, pencils, etc.
- Teacher-made sample for students to work off of.

Procedure:

Introduction/Motivation: Okay class, how many of you have had some really important things happen in your lives? Some examples of important events are: losing a tooth, meeting a best friend, going on a really fun vacation, getting a really special toy, etc. We have all had very important things happen to us, so today we are going to put all of those important things onto paper. We are going to make something called a timeline. Many historians use timelines to make it easier to see when important things in history happened. We are going to become historians of our own lives today and make timelines of at least 5 important events that have happened in our lives.

Step-by-Step Plan:

1. Show students sample timeline.
2. Ask students to brainstorm what some important events in their lives might be. (write ideas on board) (Blooms, Comprehension)
3. Pass out paper to students and have writing utensils accessible.
4. Allow students to work freely and individually. (teacher will be circling for help) (Blooms comprehension/knowledge)
5. As people finish their timelines, they can decorate it as they wish as long as timeline is still legible.
6. After everyone has finished, ask students to stand and share one important event on their timelines and why that event was special to them. (Blooms Comprehension/Gardners, Linguistic)

Closing: Wasn't it neat to get to think about all of those important times in our lives? Those special events in our lives help us become the people that we are today. By putting our special times on a timeline, we can understand the order that they happened a little bit better. I hope you all enjoyed this activity and take them home to show your family.

Adaptations/Enrichment:

For students with adapted curriculum, they can be given a reduced number of items to list if that is what IEP requires. For other adaptations, a teacher's aide could be used to help student organizer thoughts onto paper and/or write if necessary. For enrichment, a student could be asked to use a minimum of 7 dates for their timeline. For further enrichment, the student could do a rough and final draft of their timeline.

Self-Reflection: Did the students learn from this activity? Did they understand the concept of a timeline? Were the students able to easily recall events from their past to be put onto the timeline?

(Blooms/Gardners: For Blooms knowledge, the students could review what we learned in class today as they finish up the lesson. For Gardner's, the students could use their Visual/Spatial intelligence in designing their timeline and the intrapersonal intelligence in determining the events that they want placed on there. They could use their interpersonal intelligence when brainstorming with their classmates.)