Grade 01 Social Studies Unit 01 Exemplar Lesson 02: Time is Important

This lesson is one approach to teaching the State Standards associated with this unit. Districts are encouraged to customize this lesson by supplementing with district-approved resources, materials, and activities to best meet the needs of learners. The duration for this lesson is only a recommendation, and districts may modify the time frame to meet students’ needs. To better understand how your district may be implementing CSCOPE lessons, please contact your child’s teacher. (For your convenience, please find linked the TEA Commissioner’s List of State Board of Education Approved Instructional Resources and Midcycle State Adopted Instructional Materials.)

Lesson Synopsis

The focus of this lesson is the important social studies concept of chronology, the time relationship between events. Students learn about and use vocabulary related to chronology including past, present, and future. They create a pictorial timeline of events and explain the relationship of each to other events using the terms yesterday, today, and tomorrow and measure time by day, week, and month.

TEKS

The Texas Essential Knowledge and Skills (TEKS) listed below are the standards adopted by the State Board of Education, which are required by Texas law. Any standard that has a strike-through (e.g. sample phrase) indicates that portion of the standard is taught in a previous or subsequent unit. The TEKS are available on the Texas Education Agency website at http://www.tea.state.tx.us/index2.aspx?id=6148.

<table>
<thead>
<tr>
<th>1.3</th>
<th>History. The student understands the concepts of time and chronology. The student is expected to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3A</td>
<td>Distinguish among past, present, and future.</td>
</tr>
<tr>
<td>1.3B</td>
<td>Describe and measure calendar time by days, weeks, months, and years.</td>
</tr>
<tr>
<td>1.3C</td>
<td>Create a calendar and simple timeline.</td>
</tr>
</tbody>
</table>

Social Studies Skills TEKS

<table>
<thead>
<tr>
<th>1.17</th>
<th>Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.17C</td>
<td>Sequence and categorize information.</td>
</tr>
<tr>
<td>1.18</td>
<td>Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:</td>
</tr>
<tr>
<td>1.18A</td>
<td>Express ideas orally based on knowledge and experiences.</td>
</tr>
<tr>
<td>1.18B</td>
<td>Create and interpret visual and written material including pictures, maps, timelines, and graphs.</td>
</tr>
</tbody>
</table>

GETTING READY FOR INSTRUCTION

Performance Indicators

Grade 01 Social Studies Unit 01 PI 03

Create a pictorial timeline of events during a week and explain their relationship to each other using appropriate terms related to chronology.

Standard(s): 1.3A, 1.3B, 1.3C, 1.17C, 1.18A, 1.18B

ELPS c.1A, ELPS c.1C

Key Understandings

- Events occur in time and in relation to each other.
  - What is the difference between past, present, and future?
  - How do we describe and measure calendar time?
  - Can I create a calendar and simple timeline?
  - Why do we use “time words”?
  - How do “time words,” chronology, help people communicate about events?

Vocabulary of Instruction

- past
- present
- future
- calendar

- day
- week
- month
- sequence

- sequential order
- timeline
Materials

- 12-month calendar
- book with very strong sequence
- calendar
- cards with major plot events depicting the sequence of the book
- classroom calendar
- clothes pins
- copy of current month (1 per student)
- labels for day, week, month (perhaps on index cards)
- labels for yesterday, today, tomorrow, present, past, future (perhaps on index cards)
- list of student birthdays
- markers (3 per student)
- stickers for identifying student birthdays
- string
- white construction paper cut lengthwise to make long strips of paper (1 per student)

Attachments

All attachments associated with this lesson are referenced in the body of the lesson. Due to considerations for grading or student assessment, attachments that are connected with Performance Indicators or serve as answer keys are available in the district site and are not accessible on the public website.

- Handout: 3 x 3 Boxes and Labels (1 per student)

Resources

Advance Preparation

1. Become familiar with the content and procedures for this lesson.
2. Refer to the Instructional Focus Document for specific information to include.
3. Select appropriate instructional materials and web resources to support the learning in this lesson.
4. Preview instructional materials and web resources according to district guidelines.
5. Display vocabulary words on a word wall.
6. Prepare handouts and materials for the lesson.

- Choose a book with very strong sequence to read aloud.
- Create sequencing cards for the events in a book with strong sequence. Enlarge cards, color and laminate for student use.
- Create labels for the classroom calendar for the terms yesterday, today, tomorrow, present, past, future, day, week and month.
- Hang string across front of room to be used like a clothesline during the Engage on Day 1 of the lesson.
- Cut apart the Handout: 3 x 3 Boxes and Labels and prepare 1 set per student

Background Information

- Chronology – arrangement in order of time or occurrence.
- Timeline – chronological listing of events. Arranging events in order can help clarify the sequence in which events occurred, and can indicate cause-and-effect relationships.

Other TEKS, such as 1.14ABC and 1.16AB, can continue to be addressed in an ongoing manner.

Note: In Kindergarten, the standards introduced the terms before, after, next, first, last, yesterday, today, and tomorrow.


GETTING READY FOR INSTRUCTION

Teachers are encouraged to supplement and substitute resources, materials, and activities to meet the needs of learners. These lessons are one approach to teaching the TEKS/Specificity as well as addressing the Performance Indicators associated with each unit. District personnel may create original lessons using the Content Creator in the Tools Tab. All originally authored lessons can be saved in the “My CSCOPE” Tab within the “My Content” area.

INSTRUCTIONAL PROCEDURES

<table>
<thead>
<tr>
<th>Instructional Procedures</th>
<th>Notes for Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGAGE – Review time order words</td>
<td>NOTE: 1 Day = 30 minutes</td>
</tr>
</tbody>
</table>

1. Show students a book with very strong sequence that has been chosen to read
2. Introduce the book with a sentence such as:
   - Let’s find out what happens in this story and then use time order words to help us explain the story.

3. Conduct a picture walk through to highlight the strong sequence in the book and to preview the story.

4. Read the book aloud.

5. After reading the book, students retell the story to a partner.

6. While students are retelling the story to one another, use clothespins to put the sequence pages up on the string across the front of the room, but pretend to drop the pages and then put them up (out of order).

7. Read the pages to the students and guide them to discover that the pages are out of order.

8. With students’ help and guidance, put the story in the correct order. (Students talk to a partner to discuss and determine the correct order.)

9. Then ask questions to elicit responses related to time, order sequence.

### Suggested Day 1 (cont’d) – 10 minutes

**Materials:**
- Classroom calendar
- Labels for yesterday, today, tomorrow, present, past, future (perhaps on index cards)

**Purpose:**
The purpose of this section is to introduce the terms Present, Past, Future in terms of real events in time.

**TEKS:** 1.3 ABC; 1.17C

**Instructional Note:**
Use the school schedule to reinforce sequential order. If there is a classroom timeline for events of the day, use it to reinforce learning. Note: Past, present, and future will again be addressed, in more detail, in Unit 2.

**Possible questions to use during this section include:**
- How do we describe and measure calendar time?
- Can I create a calendar and simple timeline?
- Why do we use “time words”?
- How do “time words,” chronology, help people communicate about events?

### EXPLAIN – Explain Present, Past, Future

1. Students work in pairs.

2. Point to the calendar and review time-order words (today, yesterday, tomorrow, past, present, and future).

3. Remove the label cards from the calendar.

4. Students look at each other.

5. Read the following sentence stems, one at a time so Student A can repeat the sentence stem and complete the sentence, after which Partner B repeats the sentence stem and completes the sentence.
   - **Today is _____.** (day)
   - **Today I ______.** (tell three things done today, in order)

**Materials:**
- calendar

**Purpose:**
The purpose of this section is to provide students with an opportunity to use the terms Present, Past, Future with real events in time.

**TEKS:** 1.3A, 1.3B, 1.3C; 1.17C, 1.18A, 1.18B

**Instructional Note:**
Possible questions to use during this section include:
- What is the difference between past, present, and future?
Today is the ______. (present)
Yesterday was ______. (day)
Yesterday I ______.
Yesterday is the ______. (past)
Tomorrow will be ______. (day)
Tomorrow I will______.
Tomorrow is the ______. (future)

**ENGAGE – Review time order words**

1. Review Day 1 learning by returning to the calendar and repeating the Explore activity from Day 1. Since today is a different day, the answers to the questions will be different.

2. Move the labels to match today’s information. (Student volunteers could perform this action.)

**EXPLORE – Day, Week, Month**

1. Use the classroom calendar to provide students a way to share their understanding of the term “Day.” Place the label for Day on the calendar. (Perhaps use a marker to color in one square to identify day.)

2. Continue, helping students build an understanding of “Week.” (Use the days of the week, the week’s lunch menu, various activities during a week, etc.). Place the label for Week on the calendar. (Perhaps use a marker to circle or color in one week to identify week.)

3. Continue, helping students build an understanding of “Month.”
   - Take apart a 12-month calendar and post the months.
   - Use the list of student birthdays to help students line up in order of their birthdays throughout the year. Students shake hands with and introduce themselves to the student in front of them and the student in back of them.
   - Tell students to remember who is in front of them and who is in back.
   - Students return to their seats.
   - Call up students whose birthdays are in January. Give each a sticker. Students, with teacher’s help, put their stickers on the calendar to indicate their birthdays.
   - Students return to their seats.
   - Make a statement to clarify what students have done. (e.g., Mark and Annette have birthdays during the month of January, January has 31 days.) If desired, and if time allows, additional days can be noted on the 12-month calendar (such as New Year’s Day, Martin Luther King Day).
   - Repeat for all months.
   - Perhaps use a marker to circle a month and place the label for Month on the calendar.

4. Review terms Day, Week, Month by pointing to them on the calendar.

**EXPLAIN – Demonstrate understanding**

1. Distribute a copy of the current month calendar to each student.

2. Students color in a day and label it, circle and label a week, and circle and label a month.

**ELABORATE – Why do I need to know about time?**

1. Facilitate a discussion about the lesson’s Key Understandings and Guiding Questions, encouraging students to put their learning in their own words.
   - Events occur in time and in relation to each other.
What is the difference between past, present and future? How do we describe and measure calendar time? Can I create a calendar and simple timeline? Why do we use “time words”? How do “time words,” chronology, help people communicate about events?

2. Continue discussion by asking: When would time order be useful to know? Besides describing events in a book, when might you use time order words? (Answers might include: describing your week to grandma on the phone, telling your little sister what you did at school.)

Why do we use “time words”? How do “time words,” chronology, help people communicate about events?

TEKS: 1.3A, 1.3B, 1.3C; 1.17C; 1.18A, 1.18B

EVALUATE – Create a timeline

Grade 01 Social Studies Unit 01 PI 03
Create a pictorial timeline of events during a week and explain their relationship to each other using appropriate terms related to chronology.

Materials:
- White construction paper cut lengthwise to make long strips of paper (1 per student)

Attachments:
- Handout: 3 x 3 Boxes and Labels (1 per student, cut apart)

Purpose:
The purpose of this section is to determine if students have mastered the content and skills in this lesson, as required by the TEKS.

TEKS: 1.3A, 1.3B, 1.3C; 1.17C

1. Distribute to each student a long strip of paper and the boxes and labels from the Handout: 3 x 3 Boxes and Labels

2. Students draw a picture on each square depicting one activity that takes place on each day of the school week.

3. Students glue the squares on the long strip of paper

4. Students describe the pictures on the timeline explaining the events using appropriate terms related to chronology.

5. Use a rubric or checklist to evaluate student products.
### 3 x 3 Boxes and Labels

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thursday</th>
<th>Friday</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Present</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Future</td>
</tr>
</tbody>
</table>