Ohio Standards Connection:

History

Benchmark B
Place events in correct order on a time line.

Indicator 2
Place events from one’s own life in chronological order.

Indicator 3
Distinguish among past, present and future.

Lesson Summary:
Students will place self-portraits in chronological order from birth to present. Students also will be asked to imagine what they will be doing in the future and use drawings, magazine pictures or computer software to generate illustrations for a time line.

Estimated Duration: One to two hours

Commentary:
For this lesson, make sure the pictures provided for the students are age appropriate and that the ages are apparent, especially if they were generated by computer software. Some students may not have access to baby pictures or pictures of themselves in the present (i.e., adopted children, foster children) so be aware and sensitive to this issue with the children and families and do not depend on these sources. Computer-generated pictures or pictures from other sources (i.e., magazines) may be necessary for some children.

One teacher who reviewed this lesson said that she liked the flow and connections to other curricular areas. The teacher also commented that if this lesson is taught at the beginning of the year, more time should be devoted than what has been estimated. If this lesson is taught late in the year, it was recommended that students may need six things to draw and place in order. It was also suggested that the teacher remove the time line that was displayed before giving the post-assessment to the students.

Pre-Assessment:
Have students individually cut and paste pictures of a baby, child and an adult in chronological order. The same three pictures should be used for all students in order to provide consistency and accuracy.
A Walk in Time– Grade One

Scoring Guidelines:
A simple yes/no checklist can be used to indicate whether students accomplished this successfully or not. A place for comments can be added to the checklist.

Post-Assessment:
Use a piece of paper that has been labeled past, present and future to have the students draw a picture in each category. Ask the students to write or dictate a sentence to describe each picture.

Scoring Guidelines:
Award one point for a picture with a written or dictated sentence in each category (past/present, future) for a maximum of three points.

Instructional Procedures:
1. Introduce the lesson by putting pictures of yourself in chronological order. Use pictures of yourself as a baby, elementary student and adult. The word *time line* needs to be explained to the students because it will be used in the activity instructions. Use a computer program to generate a time line or make one yourself. Be sure to use the same time line format with the students for their activity later. A simple example is shown below.

<table>
<thead>
<tr>
<th>Picture</th>
<th>Picture</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>YESTERDAY</td>
<td>TODAY</td>
<td>TOMORROW</td>
</tr>
<tr>
<td>PAST</td>
<td>PRESENT</td>
<td>FUTURE</td>
</tr>
</tbody>
</table>

Instructional Tip:
Reading aloud a quality piece of children's literature (picture book) having to do with past, present, future and/or yesterday, today, tomorrow would be a good way to introduce this lesson.

2. Introduce the vocabulary: *past, present, future, today, yesterday* and *tomorrow*. The students will be expected to demonstrate an understanding of these words later. When introducing the vocabulary, be sure to use concrete examples to help the students understand the words. When you think the students understand the examples you use with them, have them give you some examples as a way to check for understanding. Some examples to use are as follow:
- Last year/kindergarten was past;
- Next year/second grade is in the future;
- Right now/present you are in the first grade;
A Walk in Time– Grade One

- Night is in the future (assuming you are teaching this lesson in the morning or afternoon);
- If teaching the lesson in the afternoon, morning is the past (already happened);
- If teaching the lesson in the fall, winter is in the future (or you can use months of the calendar and show present, then have students determine past and future).

3. Show students several pictures and have them tell you where to place each picture. Ask why students placed each picture where they did. Have the students use the vocabulary to place the pictures. For instance, hold up a baby picture and ask the students “Where does this picture go on the time line?” (yesterday or past) Ask why students think a picture goes in a particular place on the time line, such as “Why do you think this picture goes in the past/yesterday place?” (Have students explain why a baby picture goes in the past). Be sure you have multiple pictures in each of the three categories on the time line. Post your time line in the classroom as a reference for your students.

4. Tell the students to draw a picture of themselves as babies on a pre-cut square or index card. Discuss briefly what kinds of things might be included in student drawings or have them brainstorm ideas as a whole class while you record their ideas. Post the ideas. Have the students label this picture as “The Past.”

5. Have the students repeat the process with each student drawing a picture of themselves as they look today. Have the students label this picture as “The Present.”

6. Repeat the process allowing the students to draw themselves as an adult. Suggest to the students that they draw what they want to be when they grow up and/or brainstorm ideas like they did for their other drawings. Have the students label this picture as “The Future.”

7. To close the lesson, read aloud a piece of children's literature (picture book) that has to do with the concepts of past, present, future or yesterday, today, tomorrow. If the lesson was introduced with a piece of literature, you might want to reread that story or pick a different one to reinforce the concepts that the students have learned. You could make a chart of the concepts as they are read in the story (or at the end of the story or after multiple readings). The chart can have three columns for Past, Present and Future. Have students tell what elements of the story belong in each column.

**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).

- Have students use pictures from magazines or photographs of themselves for the time line.
- Have students dictate to the teacher or a classroom helper.
- Use a computer program to get pictures of past, present, future for students who are not able to draw them.
- Students who mastered the pre-assessment can make a picture book of themselves entitled, The Past, Present and Future of __________.
A Walk in Time– Grade One

Extensions:
- Have students write simple text to accompany their pictures.
- Have students use pictures of classroom events to place on the time line.
- Have students place events from their own lives in order on a time line. For example, taking a first step, learning to tie shoes, riding a bike, etc.

Homework Options and Home Connections:
- Have students write a simple story using the concept of time with the help of their family.
- Have students work with family members to place photos in chronological order to make a scrapbook or photo album.

Interdisciplinary Connections:
Mathematics
- Measurement
  Benchmark C: Develop common referents for units of measure for length, weight, volume (capacity) and time to make comparisons and estimates.
  Indicator 3: Order a sequence of events with respect to time; e.g., summer, fall, winter and spring; morning, afternoon and night.

English Language Arts
- Writing Applications
  No Benchmark
  Indicator 4: Produce informal writings (e.g., messages, journals, notes and poems) for various purposes.

- Communication
  Benchmark C: Follow multi-step directions.
  Indicator 3: Follow simple oral directions.

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: Paper cut into small squares or index cards, pictures for the introduction, time line worksheet, clip art and magazine pictures, 8 ½ x 11 paper (minimum size) folded into thirds (labeled Past, Present and Future at the top of each third).
A Walk in Time– Grade One

For the students: Crayons, pencil, glue.

Vocabulary:
- past
- present
- future
- yesterday
- today
- tomorrow
- time line

Technology Connections:
Computer software can be used to make time lines, generate pictures for the assessments and obtain pictures for students who cannot draw them.

Research Connections:

Nonlinguistic representations help students think about and recall knowledge. For this lesson, this includes the following:
- Creating graphic representations (i.e., organizers, time lines);
- Making physical models;
- Generating mental pictures;
- Drawing pictures and pictographs;
- Engaging in kinesthetic activity.


Having students use pictures of themselves provides more relevancy and authenticity for the students. Authentic experiences help students develop real-world knowledge and skills and apply their learning in ways that prepare them for their careers and lives beyond school.