

## END-OF-THE-YEAR TIMELINE

Learning Objective(s): The students will

1. Create a class "End-of-the Year" timeline.
2. Arrange events in chronological order and use vocabulary terms related to time and chronology.
3. Apply their critical thinking skills to organize and use information acquired from class discussion.
4. Express their ideas verbally through brainstorming.
5. Draw visual representations of activities/events in which they participated during the school year.

TEKS: SS K.3A&B, 14A&C, 16A&B, 1.3A&C, 17A&C, 18A&B, 2.2B&C, 18A&D, 19A&B

Materials: Pieces of drawing paper, crayons

Vocabulary: After, before, chronological, first, future, last, next, past, present, timeline

Teaching Strategy:

1. Introduce the lesson by having students brainstorm a list of activities that they participated in during the school year. The activities should include special learning activities/lessons, field trips, school events/programs, guest speakers, classroom parties, and/or other memorable occasions. Responses should be recorded on the board or chart paper. (The teacher should offer students hints, if necessary.)
2. Reveal to students that they are going to create a timeline representing the activities on their brainstormed list. Give everyone a piece of drawing paper and assign a brainstormed topic to each student or have students volunteer for specific topics.
3. Instruct students to write the title of their activity at the top of their paper and then draw a picture/illustration of their topic and color the picture.

4. When students have finished their drawings, explain that their pictures need to be arranged in chronological order. Ask which student has the picture of the event that happened first. The picture should be displayed first on the board or wall. Lead a discussion concerning which event happened next. Continue the activity by encouraging students to indicate where their events should be placed by using vocabulary words such as “before,” “after,” “next,” and “last”.
5. After the timeline has been completed, ask students whether the timeline represents the past, present, or future. Discuss what pictures might be added to the timeline to represent events that will happen in the future.

Extension for Gifted/Talented: Have students analyze the quotation, “Life is all memory, except for the one present moment that goes by you so quickly you hardly catch it going.” (Tennessee Williams) Students should explain what the quotation means and then create their own original quotation about the “past” or “future”.