

Instructional Targets

Reading Standards for Informational Text

- **Key Ideas and Details:** Make connections between people, events or information in a text.

Social Studies Standards for History

- Organize a sequence of events or dates on a timeline.

Math Standards for Measurement and Data

- **Work with time and money:** Use time concept vocabulary to describe personal activities and schedules (first and then; today, tomorrow, yesterday and days of the week, etc.).



Differentiated Tasks

Level 3 Students will...

- Describe people, events or information from an informational text.
- Place a sequence of events or dates on a timeline.
- Identify days of the week in relation to a sequence of activities.

Level 2 Students will...

- Use picture supports to identify people or events from an informational text.
- Sequence days related to events.
- Identify today, tomorrow and yesterday in relation to daily activities.

Level 1 Students will...

- Select a picture to identify a person or object from an informational text (single option or errorless choice).
- Match a day with an event.
- Select the day of the week as part of a daily schedule.



Topic Connection

In this unit, students explore why people from the past moved from place to place. Students also learn about different groups of people that lived in America long ago. One group of people that lived in America long ago was the pilgrims. The pilgrims are believed to have shared a special meal with Native Americans. That meal is now represented by the American holiday Thanksgiving. In this lesson, students will create a timeline showing the days when Shantel helped her mom plan for and participate in a Thanksgiving meal.



Topic Words



food* past
home* people*



Social Studies Words

after* first* past
before* last* sequence
date next* timeline
events order

* Power Words



Lesson at a Glance

Activity 1



Instructional Activities

Creating a Timeline



See how these activities fit into the **Suggested Monthly Plan**.



ULS Materials and Resources

Timeline

Timeline Templates

Timeline Cards 

[Core Materials Task 1.1](#)

[Core Materials Task 1.2](#)

[Core Materials Task 4.1](#)



Additional Materials

Lesson 29 - History Timeline

Activity 1 - Creating a Timeline

29
Activity 1



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Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce the activity by asking a focus question about people long ago. For example, say, "What was one group of people that lived long ago?" Discuss students' responses, reminding students that pilgrims were one group of people that lived long ago. • Display and read the Timeline Cards. Say, "This timeline shows the different days Shantel helped her mom prepare for and participate in Thanksgiving. Today, your job is to put the events in order." • Review the learning goal with students: I will put events in order.
Model	<ul style="list-style-type: none"> • Display a Timeline Template and model putting the events in order by looking at the number and/or the day of the event took place. For example, say, "Events on a timeline go in number order from the smallest number to the biggest number. I am going to look for the smallest number." • Identify the number 1/Day 1, read the event, and model placing the event on the timeline. • Repeat with one or two more numbers/events.
Provide Practice	<p>Provide each student with the appropriate Timeline Template based on his or her skills and abilities.</p> <p>Level 3: Have the student complete the timeline. Ask questions such as, "What number comes after _____? What is the biggest number? Does the biggest number go at the beginning of the timeline or the end of the timeline?"</p> <p>Level 2: Have the student use the picture supports to complete the timeline. Prompt students by asking questions such as, "What happens first? What happens second?"</p> <p>Level 1: Have the student participate in completing the timeline by matching a day with an event. For example, say, "On Sunday, Shantel went shopping for food with her mom. What happened on Sunday?" Have the student select the event from a single option or errorless choice. Say, "Yes, on Sunday, Shantel went shopping for food with her mom. Let's put this event in the first spot on the timeline." Place or have the student place the event.</p>
Review	<ul style="list-style-type: none"> • Revisit the learning goal by reading the events on the timeline in order again.
Core Tasks	<ul style="list-style-type: none"> • Using Core Materials Task 4.1, have students ask and answer questions about the day and date encouraging students to use the words, tomorrow and yesterday. • Use Core Materials Task 1.2 to have students identify days, dates and special events on a calendar. • Using Core Materials Task 1.2 as a reference, have students create and check a schedule to identify the next activity on Core Materials Task 1.1 stressing the use of the words, next, after and before.



Check Understanding ?



Level 3: Can the student sequence events on a timeline?

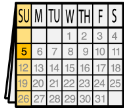


Level 2: Can the student use the days of the week to sequence events on a timeline?



Level 1: Can the student participate in creating a timeline by matching a day with an event (single option or errorless choice)?

1



On Sunday,
Shantel went
shopping for food
with her mom.

3



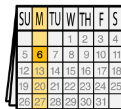
On Tuesday,
Shantel made
special decorations.

5



On Thursday,
Shantel and her
family had a
special meal.

2

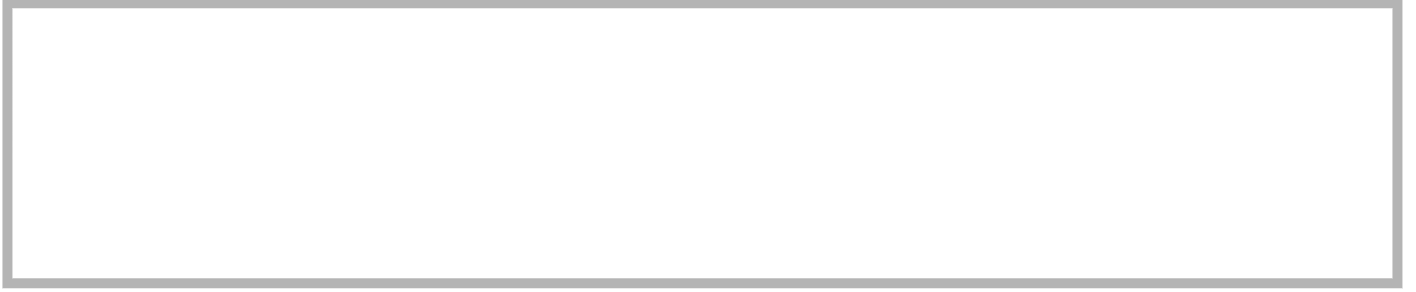


On Monday,
Shantel helped
her mom clean
their home.

4



On Wednesday,
Shantel helped
her mom bake
some pies.

A large, empty rectangular box with a thin gray border, intended for a drawing or illustration.A large, empty rectangular box with a thin gray border, intended for a drawing or illustration.A large, empty rectangular box with a thin gray border, intended for a drawing or illustration.A large, empty rectangular box with a thin gray border, intended for a drawing or illustration.A large, empty rectangular box with a thin gray border, intended for a drawing or illustration.

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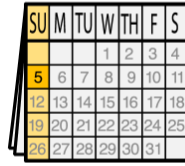
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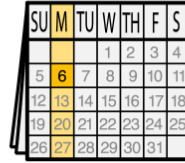


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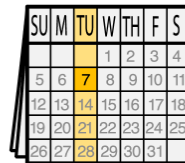
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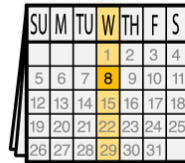
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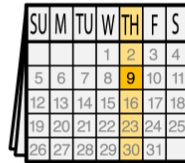
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