Sense of Time

Prepared by

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**Handouts**  
“Sequencing Cards”  
“Graphic Organizer”
Introduction

Grade Level

These activities are intended for a kindergarten classroom.

 Discipline

These activities have a social studies focus.

TEKS

Content:
To support the teaching of the essential knowledge and skills, the use of a variety of rich material is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies. TEKS §113.11. Social Studies, Grade K. (a)(2)

Skills:
The student understands the concept of chronology. The student is expected to place events in chronological order and use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow. TEKS §113.11. Social Studies, Grade K. (b)(3)(A)(B)

National Education for Sustainability K-12 Student Learning Standards

2.1 ~ Interconnectedness ~ Historical Connections
Objective

It is important for students to know how to sequence an order of events, to build reading comprehension and so they can learn how to break large tasks into manageable pieces that must go together in proper order. Students will also encounter vocabulary related to chronology in the classroom, and must recognize and be able to use the vocabulary properly to fully understand the class schedule, activities during calendar time, and real use of time. These activities are designed to teach students chronological order and how events need to be placed in the right order so we can understand what happens in our world. These activities can be used in conjunction or alone.

Key Words

First
Next
Then
Last
Yesterday
Today
Tomorrow

Description of Activities

The following activities have been compiled to address the topic of “Sense of Time” in kindergarten classrooms. The activities meet the state and national education standards for kindergarten, and are intended to supplement pre-existing curricula, with a focus on integrating sustainability topics. The activities can be used in conjunction or alone.
Activities

Activity 1: Story Time with The Very Hungry Caterpillar

Introduction

The students will listen to “The Very Hungry Caterpillar” and then learn how to apply chronological order to the story.

Materials

“The Very Hungry Caterpillar” by Eric Carle
Sequencing cards
Elmo Projector (or other projection system)
Handout- “Sequencing Cards”

Product

Student Observations

Process

1. Sit the students down on the carpet in the front of the classroom.

2. Show the students your copy of the book, and ask them to think about the title. Ask questions like “What do you think a very hungry caterpillar eats?” Listen to their responses.

3. Start reading the book, with pauses as you read. Identify the different parts of the text. For example, before reading the first page, say “Let’s see what happens at the beginning of the book.”

4. After reading the book, place the sequencing cards on the Elmo overhead so the students can see them.

5. Explain to the students that it is very important to think about the order of events so we can understand what we are reading.

6. Next, ask for some helpers who paid close attention to the story help you arrange the picture cards in the right order in which they happened in the story. Ask the students to raise their hands to come up one at a time to place the story cards in the right order on the Elmo.

7. Ask each student to select the picture card he/she believes happened first, second, third, etc. and rearrange the cards on the Elmo in the correct order for the class to see.

8. Next, ask the class whether they agree with the present order by having them make a thumbs-up or thumbs-down gesture. If needed, reread the story if the class is unable to agree on the right order of events. Then, collect all of the cards.
9. Ask the students to return to their seats.
Activity 2: Teaching Chronological Order in Groups

Introduction

The students will work in groups to place the events of a typical school day in chronological order.

Materials

Blank paper
Chart paper
Construction paper
Crayons
Elmo Projector

Products

Finished Layouts/Chart

Process

1. Organize the students into groups.

2. Explain to the class that you will now teach them how to arrange events in chronological order, or the order in which events occurred.

3. Take a blank piece of paper and place it on the Elmo overheard.

4. Explain that signal words can help us understand the order of events. Introduce words such as first, next, then, and last.

5. List the words on the paper and give examples using the words in a sequence. For example, “First, I woke up. Next, I got dressed. Then, I ate breakfast. Last, I left for school.”

6. Now, lay out a typical school day using these words by taping a sheet of chart paper to the whiteboard at the front of the room, and asking the students to brainstorm events that happened in class.

7. Ask students to raise their hands and mention events that happen in a typical school day and list them in any order. Then, circle six events that students can easily place in the correct order.

8. Select two students to give crayons and a sheet of construction paper to each group.

9. Give each group a pair of scissors and explain how to use them safely.

10. Explain that they should not start writing until the teacher tells them to do so. Afterwards, explain that they will work together to place events in a typical school day in the right order.

Sense of Time
11. Model how to fold the paper into six squares and then cut on the lines to have six small pieces of paper.

12. Ask each group to illustrate or write down an event on each sheet of paper. Then ask the groups to work together and put the events in the right order.

13. Ask a group to volunteer to share the layout they made with the class. Ask them to use signal words when describing the layout. Then ask the rest of the class if they agree with the layout by asking them to show a thumbs-up or thumbs-down gesture.
Activity 3: Teaching Chronological Order with Graphic Organizers

Introduction

The student will work individually to create a timeline of their lives in chronological order.

Materials

Sequencing Graphic Organizers
Markers or Crayons
Handout- “Graphic Organizer”

Products

Completed Graphic Organizers

Process

1. Ask two students to volunteer to give the graphic organizers to each student in the class.

2. Explain that each student will create a timeline of his/her own life. Ask them to choose six important milestones in their lives and place them in chronological order using the graphic organizer. Milestones can include events such as the birth of a sibling, a happy vacation, moving into a new house, etc.

3. Ask them to start with the day they were born. Ask them to think about important events that occurred in their lives, such as the birth of a sibling, when they started school, etc.

4. Ask the students to illustrate an event in each box and write a short sentence describing it. For example, “First, I was born on May 2nd.” Ask the students to use the signal words such as first, next, then, and last.

5. Ask the students to turn in their organizers after they finish.
Additional Resources

Online Resources

Primary Resources

http://media.wix.com/ugd/8fbc67_01a8f5de4ce29198022317c4b5b3a445.docx?dn=History+Lesson.docx

Secondary Resources

http://www.edhelper.com/teachers/Sequencing_graphic_organizers.htm

Educational Literature

“The Very Hungry Caterpillar” by Eric Carle
EXCEL is a division of the Sustainable Communities Initiative