

#### Topic: Using units of measurement

#### Constructing timelines

##### Lesson concepts



**Time** — Point in time



**Time** — Sequencing

Today students will:

- ▶ sequence the events of a play experience.

#### Resources

##### Digital

Learning object — Days of the week

##### Find and prepare

Sheet — What will I do today?

Equipment for the students' chosen play activities

Bell or similar for signalling change of activity

4 or 5 squares of paper

Exercise program from previous lesson

#### Key terms

sequence

For definitions and explanations of terms, please see the [Glossary](#).

## Lesson

### Introduce the lesson

#### Note

It is important to highlight and develop the following vocabulary throughout this lesson.

time, sequence, order, first, second, third, then, next, last, finally, before, after, weekly, daily, often, less often, day, week, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, timeline

### Follow a movement sequence

- Have students complete their exercise sequence (daily fitness) developed in previous lesson. Tell students to:
  - refer to their planned sequence
  - record a tick on their timetable under the correct day of the week.

#### Focus questions

Q: *Did you follow the correct sequence? How can you check?*

Q: *How long did you take? How could you check?*

Q: *Which exercise took the longest to complete? Why?*

### Represent a play sequence

- Explain to students that in this lesson, they can choose four or five different play activities.
- They can do an activity more than once, but they must do a different activity in between.
- Explain that when they hear the bell, they will move to the new activity.

#### Note

Start the first activity with 10 minutes, then decrease to five minutes, then three minutes, then one minute. Allow at least a minute for students to change to the next activity.

- Tell students that they will have shorter and shorter times at each activity and they have to remember the sequence of the activities.
- Tell students to choose four or five activities from the **Sheet** — [What will I do today?](#)
- Have students collect and set up the materials that they will need for the activities.



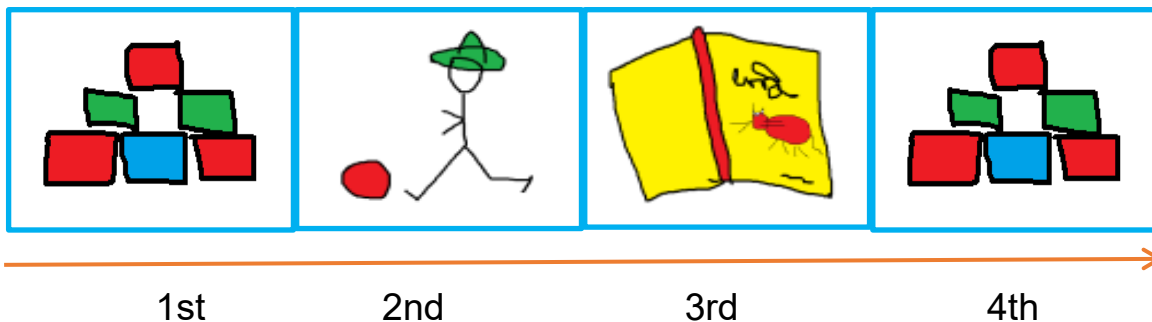
## Construct a timeline

- Have students complete the activities.
- Decrease the time for each event significantly, so that the last activity is less than a minute long.
- Conclude the play session after four or five activities and discuss the experience.
- Ask students to draw each activity that they did on separate squares of paper.
- Have students:
  - sequence them in the order that they completed them
  - shuffle them and sequence them again.

### Focus questions

- Q: *In what sequence did you do the activities?*  
 Q: *Were there any problems that you noticed? What was it?*  
 Q: *How could you share your play experience?*

- Direct students to:
  - record their play experience by gluing the pictures on a timeline
  - record 1st, 2nd, 3rd, 4th
 For example:



- explain how they recorded their experiences.

### Focus questions

- Q: *Which activity did you enjoy the most? Why?*  
 Q: *How long do you think each activity took?*  
 Q: *How did you feel as the time got shorter? Why?*  
 Q: *Which activity would have been best first/last? Why?*

## Days of the week

- Have students view the **Learning object — Days of the week** and practise saying the days in order.

