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Our Changing Roles and Responsibilities

Heritage and Identity

Grade 1 Ontario Social Studies

Helping you meet the Ontario Grade 1 Social Studies Curriculum, these six lessons provide a great start to help you expose students to the many roles and responsibilities that help make a community a success. The goals of these lessons are to familiarize students with their growing role in the community and an acceptance and willingness to take part in the many activities that make a community successful.

Teacher Notes Include:

- At A Glance – Learning Expectations
- Teacher Assessment Rubric
- Student Assessment Rubric
- Unit Introduction

Lesson Plans and Worksheets:

Each lesson includes teaching tips and notes under these headings:

1. Learning Intentions:
 1. Values, Attitudes, Knowledge and Understanding
 2. Skills and Processes
2. Success Criteria
3. Materials Needed
4. Procedure
5. Modifications
6. Extension Activity

Student reading information and worksheets.

Lesson Topics Include:

- Lesson 1: Our Roles and How They Change
- Lesson 2: The Impact of Relationships
- Lesson 3: The People Who Make a Difference
- Lesson 4: Mapping our Neighbourhood
- Lesson 5: Timelines of our Lives
- Lesson 6: Our Behaviours

Plus these EXTRAS:

- Extra #1 Firefighter Badge Design
- Extra #2 Behaviour Code
- Extra #3 Word Search and Unscramble
- Extra #4 Matching Game
- Extra #5 Design a Fire Truck
- Extra #6 The Mayor is Calling
- Extra #7 Roles
- Unit Test

Lesson 5: Timelines of Our Lives

LEARNING INTENTION:

Students will learn about the important dates in their lives and how to keep track of these dates in a timeline format.

SUCCESS CRITERIA:

Students will create two timelines of important dates. One will be with their family and the second will be at school.

MATERIALS NEEDED:

- Teacher Notes #5
- Student Worksheet #7
- Chart Paper labelled *Timelines*

PROCEDURE:

***THIS LESSON SHOULD BE COMPLETED IN ONE DAY ABOUT 40 MINUTES LONG**

- 1) The teacher will call the class together and show them the chart paper that is labelled *Timelines*.
- 2) The teacher will explain that a timeline is a line of dates organized to keep track of important events. The teacher is encouraged to write this on the chart paper as a definition.
- 3) The teacher will then ask the class about some important events in their lives. The teacher may wish to write some of these events on the bottom of the chart paper for later in the class.
- 4) The teacher is expected to help the students along with the important dates. The teacher may wish to include dates like when the students were born or when they started school.
- 5) I would focus on just the year and month of when the students started school, it might be difficult to pin down the day of when the students started school in kindergarten.

6) The teacher will then hand out Teacher Notes #5 and read through with the students the text.

7) After the teacher has read through the text with the students, they should pass out Student Worksheet #7.

8) The students should have the rest of the period to complete Student Worksheet #7.

Modifications: Depending on the needs of your students, you may wish to scan these activity cards onto the computer and have some students complete their work via school issued laptop through the use of Microsoft Word or through Kurzweil.)

EXTENSION ACTIVITY:

The teacher may wish to create a class timeline with the students. Starting with the present school year, the teacher could create a timeline of important events that they could then reference for the rest of the school year.

Of course this may take up a large amount of space, so the teacher will want to plan out the space, and the scope of the timeline.

The teacher may opt to make a year long class timeline, a monthly timeline of class events, or a timeline from the beginning of the school year until the end of the unit. Whatever is easier for the teacher and more applicable to the class.

What are Timelines?

A timeline is a picture representation of events that take place. They are often placed on a line with a beginning and ending event that show a passage of time. They can either be represented by a picture or a written description.

Timelines can be used to keep track of important events. The start of your personal timeline would begin with your birthday. A timeline is best used when trying to show a small portion of time.

An example of a timeline is below.

James' Saturday



Wake Up

Baseball

Swim

Supper

Bedtime

9:00

11:00

3:00

5:00

9:00

Important Days to Me

Instructions:

List five important days with your family. These days should be important to you because they had a major effect on your life with your family. For example, your first day should be your birthday. On the short line, write your date, then give a brief explanation why it is important below.

1. _____

2. _____

3. _____

4. _____

5. _____



Important Days at School

Instructions:

List five important days from your time at school. These days should be important to you because they had a major effect on your life at school. For example you should start with your first day of school. On the short line, write your date, then give a brief explanation of why it is important below.

1. _____

2. _____

3. _____

4. _____

5. _____

Name: _____ Final Mark: _____

1) Student has created detailed timelines with important dates that show meaningful events in their lives.

LEVEL : 1 2 3 4

2) Student has made appropriate word choices in their explanations.

LEVEL : 1 2 3 4

Comments: _____

Rubric

