



Wilbur's Day

Introduction

Objective:

Students will review a timeline of events that take place throughout Wilbur's day and then answer questions about Wilbur's day.

Academic Content Standards:

✦ National Standard

- Develop and evaluate inferences and predictions that are based on data.

✦ Ohio Standard

- Data Analysis and Probability – Students pose questions and collect, organize, represent, interpret and analyze data to answer those questions. Students develop and evaluate inferences, predictions and arguments that are based on data.

Benchmark 3 Read and construct simple timelines to sequence events.

- *Grade-Level Indicator* -Analyze and interpret information represented on a time line.

Getting Started

Materials:

- Wilbur's Day Timeline Handout

Vocabulary:

- Timeline
- Morning
- Noon
- Afternoon
- Night

Lesson

Set Up:

- Make a copy of Wilbur's Timeline for each student.
- May be helpful to make an overhead transparency of Wilbur's Day Timeline.

Learning Activity:

Pass out Wilbur's Timeline to each student. Students should study Wilbur's Timeline for a few minutes.

Go over the timeline as a class. Ask questions like the following (add any questions that may go along with the timeline):

- What happened first?
- What happened last?
- How many things happened before noon?
- How many things happened after noon?

- When did Wilbur nap?
- What did Wilbur do that you have done?
- Why do you think Wilbur dug a hole when he did?
- How many naps did Wilbur take?
- How many times did Wilbur eat?

Evaluation and Follow-Up

Assessment Tools and Methods:

Class Discussion.

Wilbur's Timeline

morning

- eat breakfast
- nap indoors
- nap outdoors
- dig a hole
- fill the hole
- stand still and enjoy life

noon

- eat lunch
- sleep
- scratch itchy places against fence
- visit with Fern
- eat supper
- chase chickens around the barnyard
- play in the mud to cool off
- look at the stars in the sky

night

- sleep