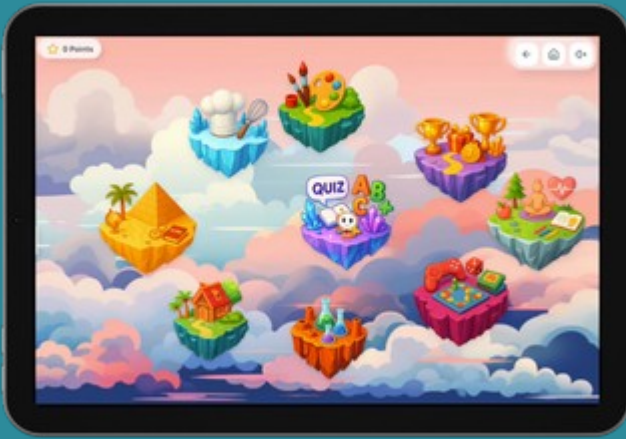


Homework without the hassle

Sukindi is an Australian learning platform that supports Teachers, Parents and Students with an interactive homework app and downloadable resources.



Scan to start your
free 7-day trial

www.sukindi.com.au



Plan a Class Timeline - Year 1

Table of Contents	
Presentation: Plan a Class Timeline	
Teacher preparation and lesson guide	
Display: Our Class Seed Project	
Model cards 1-3: start and duration	
Model cards 4-6: weeks and month	
Model cards 7-9: order and evidence	
Model cards 10-12: compare and review	
Worksheet 1: Guided class timeline	
Worksheet 2: Try the timeline	
Worksheet 3: Transfer the plan	
Game: Timeline Detectives rules	
Game: Challenge cards 1-6	
Game: Challenge cards 7-12	
Worksheet 4: Check the plan	
Worksheet 5: Calendar month check	
Quiz: Plan a Class Timeline	
Assessment: Plan a Class Timeline	
Rubric: Class Timeline	



Teacher Preparation – Overview

Learning focus

Children apply hours, days, weeks, months and years to one coherent class plan. They name start and end, order events, compare durations and check a contradiction using evidence.

Equipment and setup

Teaching clock or safe timer; a real calendar showing the project month; counters; pencils; R1 display; cut-apart R2 model cards and R4 game cards. Planting is a fictional planning context; real growth is observed, never promised.

Entry diagnostic

Show two R2 cases without answers: the one-hour planting and “observe after planting”. Ask: Which lasts one hour? Does “after” call a duration? Record each child’s explanation. Reteach only on insufficient prerequisite.

Success evidence

A sensible order of play with at least three relevant scales; a supported shorter/longer comparison; a clock, calendar or observation detail that justifies a decision.

Teacher Guide – Lessons 1-3

Lesson 1 · Start and end

Display R1. Model planting starting on Day 1 and ending one hour later. Contrast “after planting”, which gives order only. Partners use R2 cards 1–3, then each learner states one start, end or missing duration.

Lesson 2 · Choose time units

Use a clock and real calendar. Name a planting session in hours, an individual check by day, the series in weeks and review after a calendar month. Complete R3 guided page 1; ask why a changed case needs another unit.

Lesson 3 · Order with duration

Demonstrate a full R4 turn, including an incorrect claim and constructive repair. Learners complete R3 core pages, then play Timeline Detectives. Listen for an evidence-based reason, not only the correct card choice.

Support, core and extension

Support: provide clock/calendar and labelled steps; accept oral pointing or scribed responses. Core: six mixed decisions with reasons. Extension: diagnose and repair a contradiction; do not require untaught clock precision.

Teacher Guide – Lessons 4-5 and Key

Lesson 4 · Check contradictions

Model a fresh herb-pot case. Learners complete R3 transfer page 3 and R5 rehearsal pages. Give one specific correction tied to order, duration or evidence; then ask for a new application.

Lesson 5 · Justify a timeline

Retrieve the criteria without displaying R6 answers. Learners complete R6 independently using accessible response modes. Apply R7 to textual evidence and record a targeted next step. The quiz supplements, but does not replace, this plan.

R4 game key (cards I-I2)

1 keep (1 hour); 2 repair (first is order); 3 keep (2-week series); 4 keep (7 daily checks); 5 keep, verify date; 6 repair (growth not guaranteed); 7 keep; 8 repair (months vary); 9 keep (possible next year project); 10 repair (1 hour shorter); 11 repair (record missed check); 12 repair (after gives order only).

Marking and next steps

Use matching red answer pages for the closed tasks and reasonable alternatives for open explanations. Do not require a particular sprouting result. If order is secure but duration is weak, revisit clock/calendar evidence; if duration is secure, prompt a new coherent plan.

Our Class Seed Project



**A good timeline shows
order AND duration.**

Day 1: plant for 1 hour



**Observe each day
for 2 weeks**



**Review 1 calendar
month after Day 1**



Planting lasts 1 hour.



Daily checks span 2 weeks.



**After planting tells
order, not duration.**



**Record what actually happens.
A sprout date is not promised.**

Timeline Cards 1-3

1. Day 1 planting

We plant for 1 hour.

Where does the session start and end?



2. After planting

We observe after planting.

What duration is missing?



3. Daily checks

We observe each day for 2 weeks.

How long does the series span?



Week 1

--	--	--	--	--	--	--

Week 2

--	--	--	--	--	--	--

Timeline Cards 4–6

4. Week 1

7 daily checks

One check each day.



5. Week 2

7 more daily checks

Together: 14 checks
across 2 weeks.



6. Calendar month

Review 1 month after Day 1.
Find the date on a real
calendar.

A month is not always 4 weeks.



Timeline Cards 7–9

7. Order only

Plant, then observe.

Does this say how long?



8. Order and duration

Plant for 1 hour, then
check daily for 2 weeks.

Name both durations.



9. Honest record

A check was missed.

Write what really
happened. Do not
invent a result.



Timeline Cards 10–12

10. Next year

We may start a new project next year.

What is the long time scale?



11. Compare

Planting: 1 hour. Checks: 2 weeks.

Which lasts longer? Explain.



2 weeks

12. Review

Review 1 calendar month after Day 1.

Check the date; do not assume 4 weeks.



Name: _____

My Class Timeline – Guided

1. We plant for 1 hour on Day 1.

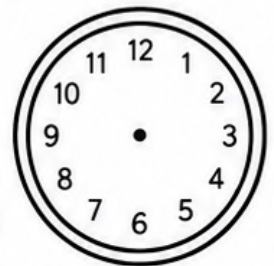
When does planting start? When does it end?

How long does it last?

Start: _____

End: _____

Duration: _____



2. Circle the better unit for planting: hour or week? Why?

hour

week

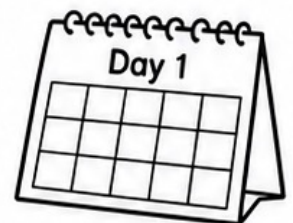
Why? _____



3. We check on the plant every day for 2 weeks.

Complete: _____ daily checks.

What does this mean? _____



4. Put these in order and write a suitable unit for each:
planting, daily observations, class review.

First	Next	Later
_____	_____	_____
Unit: _____	Unit: _____	Unit: _____

Name: ANSWERS

My Class Timeline – Guided

1. We plant for 1 hour on Day 1.

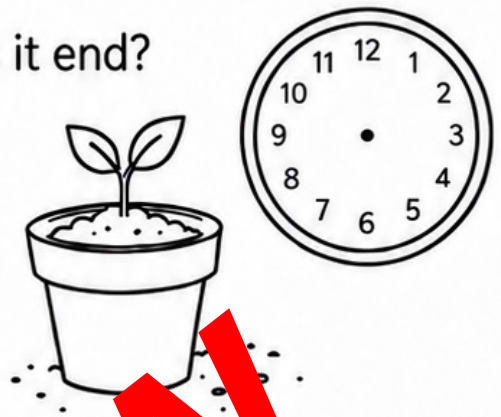
When does planting start? When does it end?

How long does it last?

Start: Day 1, when planting begins

End: 1 hour after starting

Duration: 1 hour



2. Circle the better unit for planting: hour or week? Why?

hour

week

Why? The planting session lasts 1 hour.



3. We check on the plant each day for 2 weeks.

Complete: 14 daily checks.

What does this mean? 1 check each day for 14 days.



4. Put these in order and write a suitable unit for each:
planting, daily observations, class review.



Name: _____

My Class Timeline — Try It



1. Which is shorter: 1 hour of planting or 2 weeks of checks? Why?



2. Which unit suits one daily check: day or month?

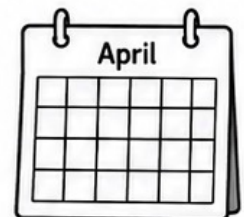


3. Which unit suits the whole check series: year or week?

4. What does first sprout us. order or duration?



5. Is every month exactly 4 weeks? Explain.



6. No sprout was seen by review day. What should our record say?

PREVIEW

Name: **ANSWERS**

My Class Timeline — Try It



1. Which is shorter: 1 hour of planting or 2 weeks of checks? Why?

1 hour is shorter; 2 weeks span many days.



2. Which unit suits one daily check: day or month?

Day.



3. Which unit suits the whole check series: year or week?

Week (2 weeks).

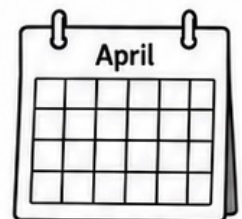
4. What does first focus us: order or duration?

Order, not duration.



5. Is every month exactly 4 weeks? Explain.

No. Months have different numbers of days.



6. No sprout was seen by review day. What should our record say?

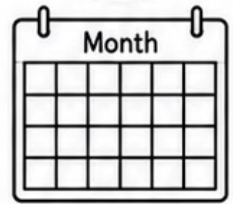
No sprout was seen; record what we actually observed.

Name: _____



My Class Timeline – Transfer

A class herb tray is planted on Day 1 for 1 hour.
We check it each day for 2 weeks.
We review it 1 calendar month after Day 1.



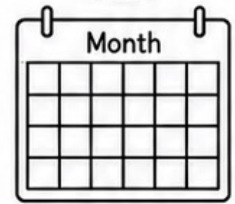
1. Draw an ordered timeline. Label hour, days, weeks and month where they belong.



2. A friend says the review is at the end of Week 1 AND one month after Day 1. What must change? Why?

3. Which would you use to check a duration claim, a clock or calendar? Give one example.

Name: **ANSWERS**



My Class Timeline – Transfer

A class herb tray is planted on Day 1 for 1 hour.
We check it each day for 2 weeks.
We review it 1 calendar month after Day 1.

1. Draw an ordered timeline. Label hour, days, weeks and month where they belong.



2. A friend says the review is at the end of Week 1 AND one month after Day 1. What must change? Why?

Move the review to the date one calendar month after Day 1. Week 1 is too soon.

3. Which would you use to check a duration claim, a clock or calendar?
Give one example.

Use a clock for an hour; use a calendar for a month.

Timeline Detectives

Check the order and how long events take using a clock, calendar or the plan.

Small seeds big questions!

1 Pick a challenge card.



2 Say: keep or repair?



3 Explain using a clock, calendar or the plan.



4 Check the teacher key.



5 Score 1 point for a correct keep OR repair with evidence.



Use a clock, calendar or the plan to show your thinking.

6 Play 6 turns each.

Finish by explaining one new repair to your partner.



Work Time

Claim:

"The review is at the end of Week 1, one month after Day 1."



Response:

"Repair it: choose the date one calendar month after Day 1. Week 1 is too soon."



Use the calendar to find the date one month after Day 1.

Curious minds brighter tomorrows!

Look closely. Use evidence. Grow your thinking!



Timeline Detectives – Cards 1–6



1 Planting lasts 1 hour.



Keep or repair? Give evidence.

2 First means 2 weeks.



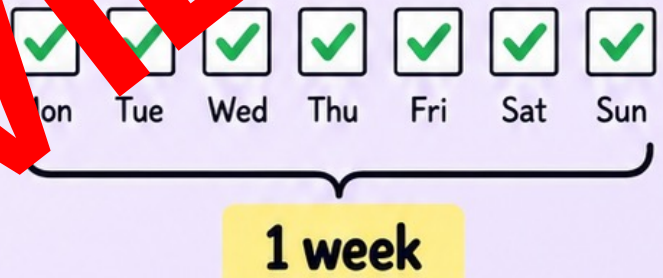
Keep or repair? Give evidence.

3 Daily checks last 2 weeks.



Keep or repair? Give evidence.

4 7 daily checks span 1 week.



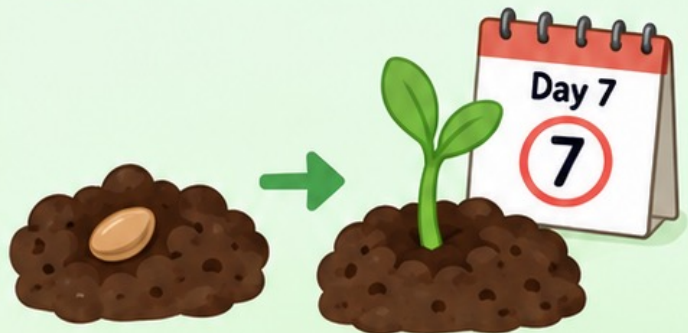
Keep or repair? Give evidence.

5 Review after 1 calendar month.



Keep or repair? Give evidence.

6 A seed must sprout by Day 7.



Keep or repair? Give evidence.

PREVIEW



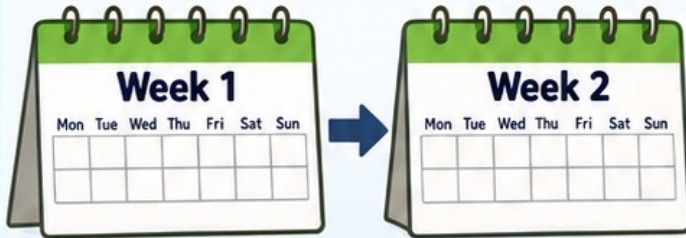
Timeline Detectives – Cards 7–12

Look at the claim. Use the clock or calendar to help. Is it correct?
Keep it or repair it? Give evidence.



7

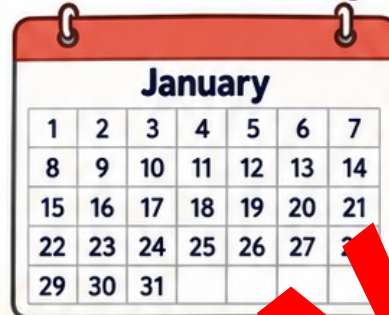
Week 2 follows Week 1.



Keep or repair? Give evidence.

8

Every month is 28 days.



Check a calendar.

Keep or repair? Give evidence.

9

A new project may start next year.



Keep or repair? Give evidence.

10

1 hour is longer than 2 weeks.



Keep or repair? Give evidence.

11

Invent a missed check.



What could be missing?
Why does it matter?

Keep or repair? Give evidence.

12

After planting gives an exact duration.

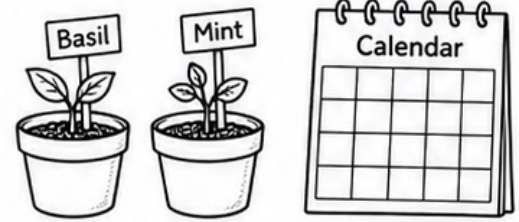


Keep or repair? Give evidence.

Name: _____

Timeline Rehearsal – Check the Plan

Our class sets up herb pots on Day 1 for 1 hour.
We make one observation each day for 2 weeks.
We plan a review 1 calendar month after starting.



“The review is in Week 1. We know the herbs grew.”

1. Circle TWO parts of the claim that need checking.
2. Draw a repaired timeline: setup, daily observations, review

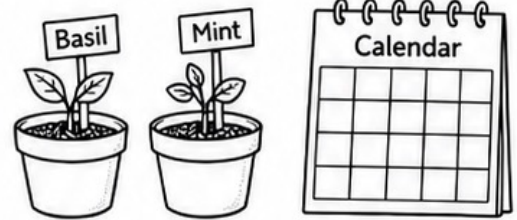


3. Explain your repairs on a check, calendar or actual observation record.

Name: ANSWERS

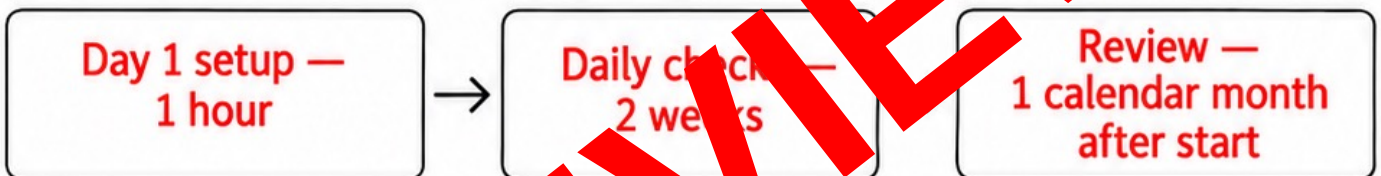
Timeline Rehearsal – Check the Plan

Our class sets up herb pots on Day 1 for 1 hour.
We make one observation each day for 2 weeks.
We plan a review 1 calendar month after starting.



"The review is in Week 1. We know the herbs grew."

1. Circle TWO parts of the claim that need checking.
2. Draw a repaired timeline: setup, daily observations, review



3. Explain your repairs on a check, calendar or actual observation record.

Week 1 is too soon for a month review. Use the calendar date. Record actual growth observations only.

Name: _____

Timeline Rehearsal — A Month Is Not Always Four Weeks

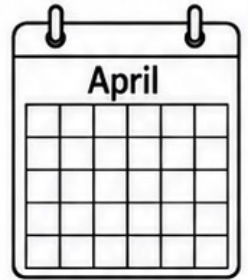


Facts to know:

4 weeks = 28 days.
April has 30 days.
May has 31 days.

Claim:

Every calendar month is exactly 4 weeks.



1. What is wrong with the claim?

PREVIEW

2. How many more days than 4 weeks are in April? In May?

April:

PREVIEW

May:

PREVIEW

3. To plan a rehearsal 1 calendar month later, what should you check?

PREVIEW

Name: **ANSWERS**

Timeline Rehearsal — A Month Is Not Always Four Weeks

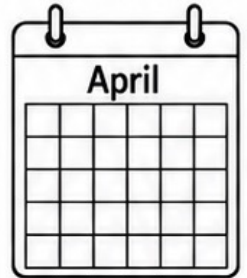


Facts to know:

4 weeks = 28 days.
April has 30 days.
May has 31 days.

Claim:

Every calendar month is exactly 4 weeks.



1. What is wrong with the claim?

Four weeks is 28 days, but April has 30 days and May has 31.

2. How many more days than 4 weeks are in April? In May?

April:

days

May:

3 days

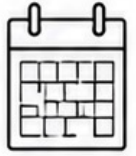
3. To plan a rehearsal 1 calendar month later, what should you check?

Find the start date and the date one calendar month later on a real calendar.

Name: _____

Plan a Class Timeline — Assessment

Brief: A class plants bean seeds on Day 1 for 1 hour. They make one observation each day for 2 weeks. They hold a class review 1 calendar month after Day 1.



1. Draw an ordered timeline. Label at least THREE suitable time units.

Diagram showing three empty rectangular boxes connected by arrows, representing a timeline structure.

2. Which part is shorter? Which part is longer? Explain using the plan.

Four horizontal lines for writing the answer to question 2.

3. What would you record if the seeds have not sprouted yet?

Three horizontal lines for writing the answer to question 3.

Name: _____ **ANSWERS**

Plan a Class Timeline — Assessment

Brief: A class plants bean seeds on Day 1 for 1 hour. They make one observation each day for 2 weeks. They hold a class review 1 calendar month after Day 1.



1. Draw an ordered timeline. Label at least THREE suitable time units.



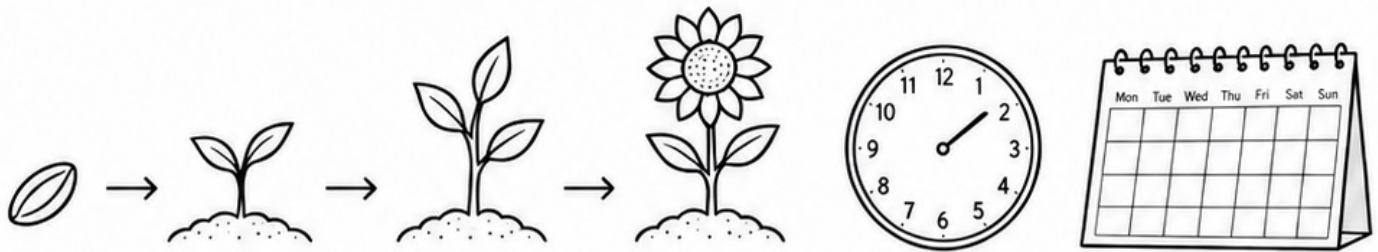
2. Which part is shorter? Which part is longer? Explain using the plan.

Planting for 1 hour is shorter than checks across 2 weeks. A month review comes later, check a calendar.

3. What would you record if the seeds have not sprouted yet?

Record 'no sprout seen yet' and what we actually observed.

Class Timeline — Learning Evidence Rubric



	Needs teaching	Developing with support	Target met independently
Concept/accuracy Understanding the order and duration of events on a timeline.	Shows an inaccurate order or duration of events.	Shows a correct familiar example with a prompt.	Shows a correct fresh timeline using order and duration.
Application/procedure Building and using a timeline for a class seed project.	Cannot build a plan yet.	Builds a plan with a step-by-step model.	Independently orders planting, checks and view with suitable units (e.g. days, weeks).
Reason/evidence Using evidence to explain choices on a timeline.	Gives a guess or an unsupported claim.	Explains detail with a prompt.	Explains with specific clock, calendar or observation evidence.
Transfer/communication Explaining and applying learning to a new situation.	Responds unclear or fresh case instance.	Clear with support.	Clear coherent new-case plan.

Evidence seen

Next step:

Plan a Class Timeline



Our learning goal

Make a plan that shows what happens, when it starts and ends,
and how long each part lasts.

Which is shorter: planting for 1 hour or observing for 2 weeks?

Does “first” tell us how long?



Words for time

An hour can describe a short session.

A day holds one daily check.

Weeks group days; a month is read on a calendar; a year is a longer span.

Duration means how long an event or plan lasts.



Our class seed project

Day 1: plant for 1 hour.

Observe every day for 2 weeks.

Review 1 calendar month after Day 1.

Record what really happens; no sprouting date is promised.



Find a start and end

The planting session starts on Day 1.

It ends 1 hour after it begins.

The 1 hour between start and end is duration.



Order is not duration

“Observe after planting” tells us order.

It does not say how long observation lasts.

“Observe each day for 2 weeks” adds a duration.



Pause and decide

We plant for 1 hour on Day 1.

Point to the session's start.

Point to its end.

Name its duration here on the next slide.



Check your thinking

Start: Day 1 when planting begins

End: 1 hour later.

Duration: 1 hour.

The clock can help check this short span.



Choose the right unit

Planting session → hours.

Each daily check → a day.

The check series → weeks.

Review date → 1 calendar month after starting.



Play a worked run

Card claim: "Review at the end of week 1, or month after Day 1."

Repair: Week 1 is too soon. Find the date one calendar month after Day 1.

Explain using a calendar.



Try a game card

A card says: “We made the first check.”

Does that give a duration?

Say what detail you need before you can tell how long the check series lasts.



Check two common errors

First, next and last name order, no deduction

Four weeks is 28 days. Calendar months can have different lengths.

Check a real calendar for a month review.



Transfer the idea

New case: a class sets up herb pot for 1 hour.

They record daily for 2 weeks.

A review is planned 1 calendar month after starting.

Is a Week 1 review convenient? Explain.



Choose your route

Support: use a physical clock or calendar and labelled steps.

Core: order mixed events and explain suitable units.

Extension: find and repair a contradiction with evidence.



Independent task

Put planting, daily checks and review in a sensible order.

Label at least 3 suitable time units.

Compare a shorter and longer period.

Explain with clock, calendar or observation evidence.



Reflect on evidence

Which event comes first?

How long does each part last?

Which claim did a clock or calendar help you check?

What would you improve next time?



A sensible timeline

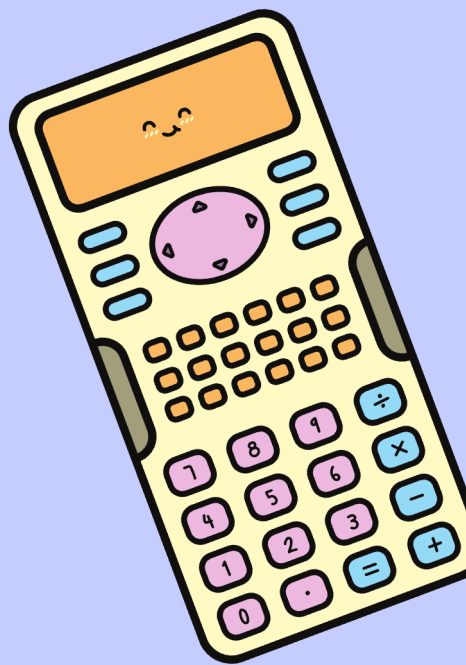
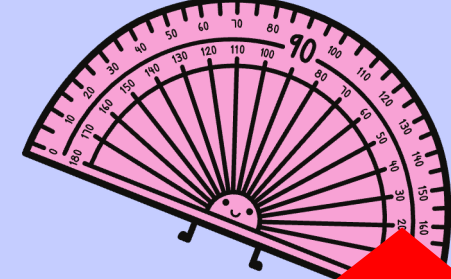
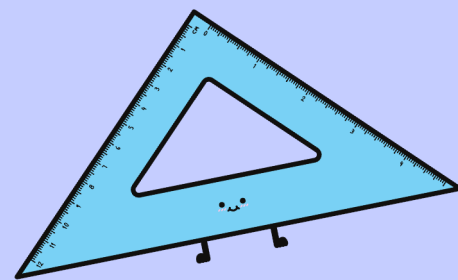
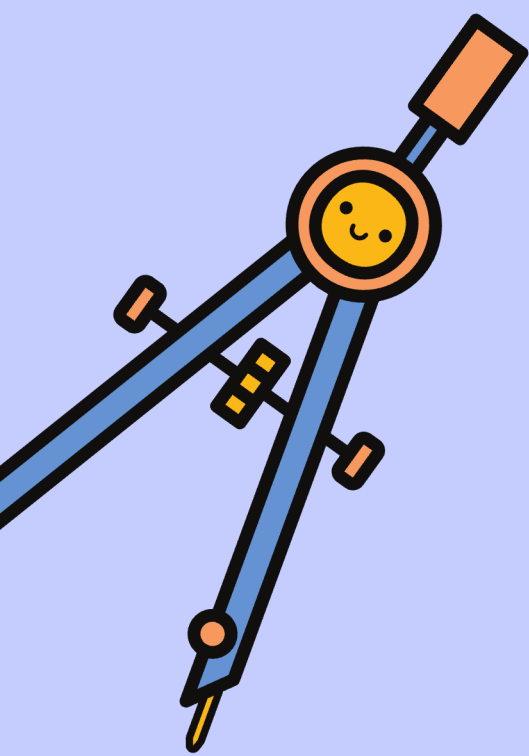
Show both order AND duration.

Choose a suitable unit for each pair.

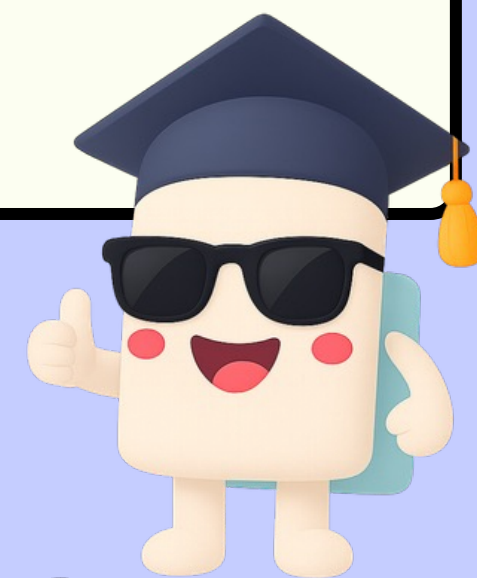
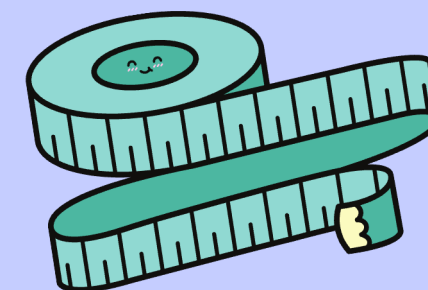
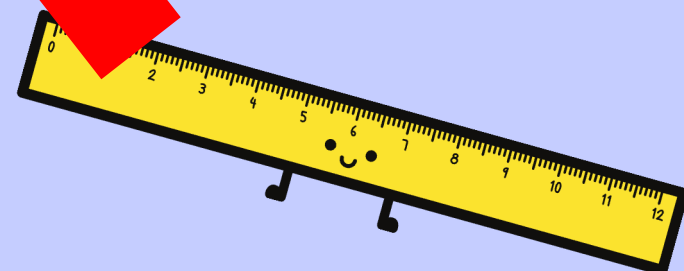
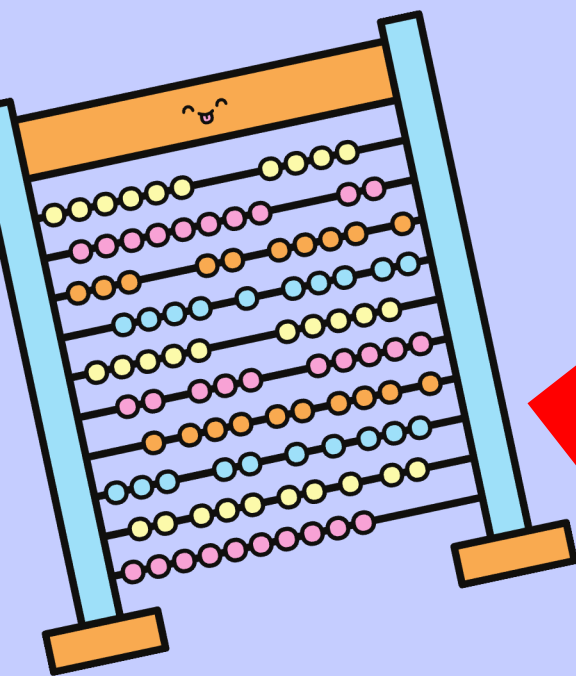
Check a month claim on a calendar.

Keep actual observations, even when a seed has not sprouted.





Well done!
Check order, preparation and
evidence.



Plan a Class Timeline

Quiz



Question 1 – Which is shorter?

A 1-hour planting session or observing for 2 weeks?



Answer 1

The 1-hour planting session is shorter. Two weeks span many days.



Question 2 – Why use a week?

Why is a week useful for our daily observation plan?



Answer 2

A week groups 7 daily observations. Two weeks group 14
when a check is made each day



Question 3 – Actual observations

A seed has not sprouted by the estimated review. Were the observations wrong?



Answer 3

No. Keep the actual observations. Reporting date is not guaranteed.



Question 4 – Choose a unit

The class plants for 1 hour on Monday and checks plants daily for 2 weeks. Which unit names the planting session's duration?



Answer 4

Hour. The 2-week span describes the sequence of checks, not the short planting session.



Question 5 – Change one fact

The class checks daily for 1 week instead of 2. What changes?



Answer 5

The check series now spans 1 week (7 days) the 1-hour planting session stays the same



Question 6 – Find the error

“We planted first, so planting last is a week. What is wrong?”



Answer 6

“First” tells order only. The known parent duration is 1 hour.



Question 7 – Keep or replace?

A card says: “Review after 1 month and review at the end of Week 1.” Can both be the same planned review?



Answer 7

No. Use the calendar date 1 month after the start. Week 1 is too soon.



Question 8 – Compare two cases

Compare one daily observation check with the whole 2-week series.



Answer 8

One check is an event on a day, the series spans 2 weeks.
Name the event being timed.



Question 9 – New seed project

Herbs are planted for 1 hour, checked daily for 2 weeks and reviewed 1 month later. Put those parts in order.



Answer a

Plant, then make daily checks for 2 weeks, then review
about 1 calendar month after starting.



Question 10 – Show evidence

What evidence supports the review plan in the previous plan?



Answer 10

Find the start date and the day 1 calendar month later.

“Next” alone is not enough.



Question II – Check a claim

Is “every month is exactly 4 weeks” a statement?



Answer II

No. Four weeks is 28 days; calendar months can have different lengths.



Question 12 – Check a friend's plan

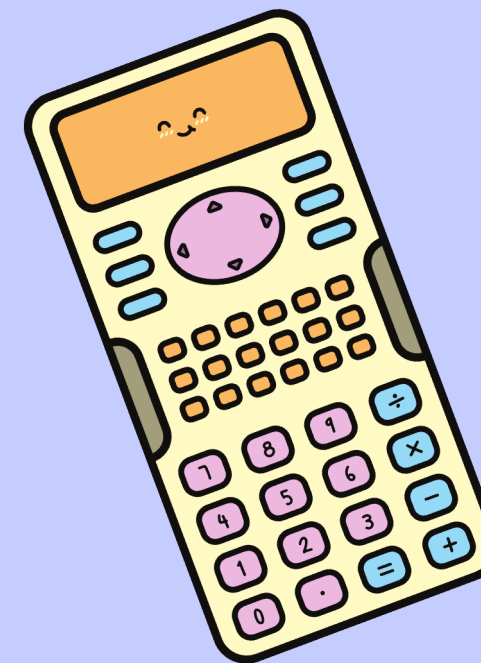
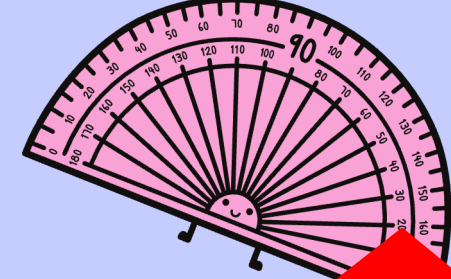
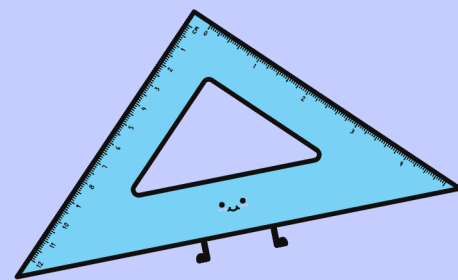
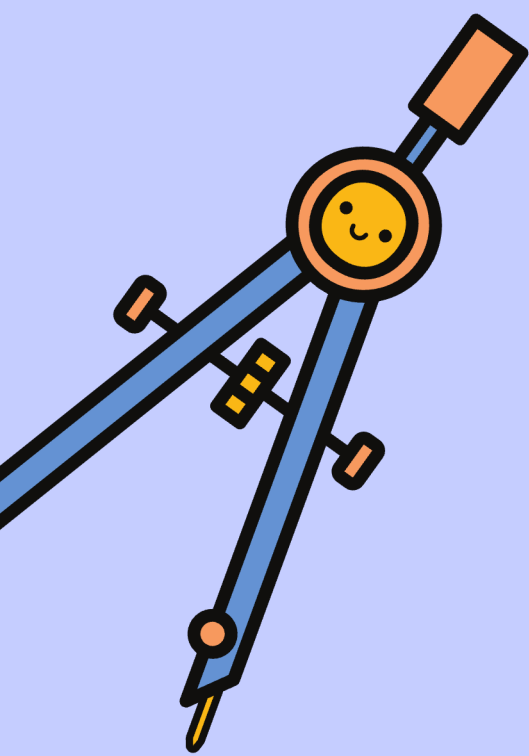
Name 2 checks that make a class-sized-project timeline sensible.



Answer 12

Check event order and suitable duration. Use a clock or calendar to verify a claim. An equivalent evidence-based answer is accepted.





Well done!
Use order, duration and evidence.

