|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Teacher:** Elyse Brooks | **Class:** English 1 or 2 grade | | **Date:** | **No of Ss: 25** |
| **Lesson Topic:** Daily Routines and Times of the Day | | | | |
| **Lesson objectives:** Using the present simple tense, the students will be able to talk about daily routines and different times of the day. | | | | |
| Main skill / system objective: | | This lesson will focused on getting the students to use the target vocabulary and sentence structures. The goal is that the students will be able to recognize and begin using the vocabulary and structures to talk about daily routines and different times of the day in the present simple tense. | | |
| Textbook pages / Worksheets / etc. | | Printed worksheets: “What time do you…?” | | |
| Materials / Resources / Supplies / Flashcards / etc. | | 5 cardboard boxes  Flashcards: morning, afternoon, evening, night, wake up, get up, ear breakfast, eat lunch, eat dinner, go to school, start school, go home, arrive home, watch TV, do homework, go to bed  Blu-Tak or tape to stick flashcards to the boxes and board  A clock with hands that can be moved  Board with markers/chalk  Small objects (balls, bean bags, etc.) for cardboard activity | | |
| Process | | 1. Warm up: drawing activity to introduce 4 times of the day: morning, afternoon, evening, and night  2. Introduction: “Times of the day boxes” game  3. Practice activity: Create a “Times of the Day” chart on the board  4. Application: Do the “What time do you…?” exercise  5. Warm-down: “stand on one leg” question review game  6. Filler: Play the “Daily Routines Memory Game” | | |

**Board Plans:**

Second Half of the Class:

* Kick the habit = give up/quit a bad habit
* Old habits die hard = it’s difficult to stop a habit you’ve been doing for a long time
* A creature of habit = someone who likes the security of a routine
* Why break the habit of a lifetime? = something you say to a person you know isn’t going to change their habits.

First Half of the Class:

* New vocabulary from the video
* Write the four discussion questions

| Stage | Procedure | Resources / Page No. | Time |
| --- | --- | --- | --- |
| 1.  2.  3.  4.  5. | WARM – UP  Introduce 4 times of the day: morning, afternoon, evening and night.  Explain to the students that while we can talk about months, days of the week, and specific dates of the year, we can also talk more specifically about times during the day.  Quickly introduce the 4 words by drawing a picture on the board. Draw a simple house with a tree next to it and a horizon. Then draw a sun just rising over the horizon. Teach/Elicit “morning” and chorus 3 times. Next, erase the sun and draw the sun high up in the sky and teach/elicit/chorus “afternoon”. Then draw the sun low in the sky on the other side of  the house for “evening”. And finally a moon and starts for “night”  Next have each student take out a piece of paper and draw the same picture on his or her own paper (e.g. house, tree, horizon). Say, “Draw afternoon”. The students will draw on their own papers while the teacher walks around to check their understanding. Help if necessary and continue the activity with the three other times of day.  Talk through the target vocabulary terms for this lesson. Use the flashcards.  Transition to an activity to practice using the vocabulary words:  Prepare 5 cardboard boxes and use the flashcards. Add some other flashcards from previous lesson on daily routines:  brush teeth, play video games, etc.  On 4 of the boxes, stick one of the morning, afternoon, evening and night flashcards on the outside of each and place in 4 different corners of the classroom.  In the remaining box, put lots of small objects, e.g. balls, bean bags, blocks, etc. and place in the middle of the classroom.  Model the activity: hold up one of the flashcards (e.g. “get up”) and say the word “get up”. Then pick up an object from the object box and point to the 4 boxes around the room. Ask “which one?” and then go and drop the object into the morning box. Say “morning” as you drop the object into the box.  Now start the game. Hold up any flashcard (from the daily routine set) and shout out the verb (e.g. eat dinner). Get everyone to come up together, pick up an object and drop it in the correct box. It would be good if the students say the time of the day words as they drop the object. Continue with the rest of the flashcards quickly.  Finally, ask everyone to guess which box has the most objects – then count out the object in each box to see which is the winning time of the day.  Draw 4 sections of the board, separating them with lines. Write “in the morning”, “in the afternoon”, “in the evening”, and “at night” in each of the sections. The students will copy the chart onto their own piece of paper.  Next, the students are going to stick the daily routines flashcards onto the board. First model: take a random flashcard and show it to the class. Elicit the word (e.g. “wake up”) and stick it into the “in the morning” section of the board. Write, “I wake up” next to it. Have the students write, “I wake up” into the section.  Then have different students come up and select a card. Have them stick the cards on the board in the right section. Write the sentence next to the card. Each time, have student’s copy onto their charts.  \*\*OPTIONAL  If the students have studied telling the time in a previous lesson, we can add times to the chart.  First model: point to “I wake up” on the chart. Do the gesture for waking up (stretching, yawning, rubbing eyes) and then hold up the clock. Set the time to 1:00 and say “I wake up….at 1:00 o’clock?” allowing the students time to realize this is wrong. Then, ask a student to move the clock hands to a more realistic time, such as 7. Write on the board, “at 7 o’clock”  after “I wake up”. Chorus, “I wake up at 7 o’clock in the morning”. Now have students come up, change the time on the clock, and write times on the board next to each flashcard.  “What time do you…?” survey exercise: Give each student the survey worksheet and explain that they are going to ask 3 people in the class about their daily routines on school days. Before starting, go through the survey sheet with everyone and make sure they write an additional activity on the last row. Then model with a student, showing writing their name at the top of the column and asking and answering questions using the following structure: Student A: What time do you (wake up)? Student B: I (wake up) at (7 o'clock) (in the morning). Have students stand up and mingle, filling in their surveys.  In closing, we will play a quick game of “stand on one leg questions”: everyone will stand on one leg. Then, ask each student in turn a question to review what they he or she learned (e.g. “What time of day do you eat breakfast?”). If they get the question right they can sit down. If they get it wrong, they must remain standing on one leg until the turn comes around again. This is just a fun and quick way to see how well the students understood the lesson. Hopefully, the students will all be sitting down in no time | Board  Paper  Make flashcards for the following: morning, afternoon, evening, night, wake up, get up, eat breakfast, eat lunch, eat dinner, go to school, start school, go home, arrive home, watch TV,do homework, go to bed. Print pictures that go along with each vocabulary word to help the students understand.  4 Boxes  Tape  Random objects  Board  Flashcards  Clock  Worksheet | 10 min  20 min  15 min  10 min.  5 min. |
| 4. | Ask the students to pretend they are journalists at a TED talk. First, have each of the students write down at least three questions related to the TED talk video they watched. Break the students up in 4 or 5 groups. Have one student in each of the groups pretend to be the TED speaker, and encourage, him/her to sit in the center of the group. Then, the other students in each group will read out and ask their questions. Allow multiple students to act as the TED speaker. |  | 15 min |