

Objective: Student will be able to say what time of the day they do specific daily routines.

Materials:

- Four papers with the times of the day, “morning”, “afternoon”, “evening” and “night” written on them
- 12 Blank pieces of paper for students to write charts on.
- 12 copies of “What Time Do You?” Worksheet
- “Tom’s Cat” Reader
- 12 copies of “Reader Worksheet”
- 12 copies of “My Day” Worksheet

Procedures:

- Greeting
 - o Sing the “Hello Song” and do motions together
 - o Go around circle, roll ball to each person, and ask them “How are you?” and “Do you have any pets?” “If not, what pet would you like to have?” First, write these questions on the board, and chorus them together.
 - o Ask if anyone can go around and say everyone’s names
- Weather –
 - o Review weather flash cards as a whole group. Ask students to raise their hand when they know what it is. Then go through them quickly as students yell out each answer together.
 - o Sing “Weather Song” together as a class and do the hand motions.
 - o Review: “How/what is the weather today?” and “How/what was the weather today?”, as well as “The weather is...” and “The weather was...”
- Date
 - o Ask if anyone can say the months in order – write them on the board as the student says them.
 - o Chorus the months together as a class. Slowly erase one from the board at a time. Point to the empty space and elicit the month that is missing. Do this twelve times.
 - o Sing “Months Song” together as a class and do the hand motions.
 - o Ask if anyone can say all the months, and allow students to try.
 - o Ask, “What month is it now?” “What was last month?” Let a student write these months on the board.
 - o Ask, “What is the date?” Ask a student to write the date on the board.
 - o Ask, “Does anyone know what year it is?” Write the year on the board.
 - o Ask a student to read the date in the correct order. Rehearse the date as a class. Ask each student individually what the date is.
- Daily Routines and Times of the Day:
 - o Teach morning/afternoon/evening/night
 - Draw a house with a sun rising, elicit “morning” and chorus as a class
 - Draw a sun high in the sky, elicit “afternoon” and chorus as a class
 - Draw a sun on the other side of the house, setting, elicit “evening” and chorus as a class
 - Draw a moon and stars, elicit “night” and chorus as a class
 - Invite a student who is listening well up to the board and tell him/her to draw afternoon, etc.

- Review game
 - Play, “Times of the day four corners” game
 - Place “morning”, “afternoon”, “evening” and “night” in one corner. Say different daily routines and students have to go to the corner that the routine belongs in.
 - Then close my eyes, let students quietly choose a corner, and call out “morning”, “afternoon”, “evening”, or “night” to eliminate them, until they are all sitting back in their seats.
- Create a “Times of the Day” chart
 - Review “Daily Routines” flashcards as a class. Go through the flashcards three times and allow each student to say one individually. Chorus each one together.
 - Divide the board into four categories. Write “In the morning...” etc. Hold up a flashcard with a daily routine, and ask a student which category it falls in. Write that daily routine on the board under the correct category.
 - Students should copy charts onto their own papers.
- Add “Times of the day” to the chart
 - Gesture and say, “I wake up at....11 o’clock?” students correct me and tell me I wake up at 7 o’clock.
 - Write on the board, “at 7 o’clock” after “I wake up”
 - Chorus “I wake up at 7 o’clock in the morning” together as a class
 - Tell students to write the time on their charts
 - Go through and do this for each Daily Routine flashcard
- Play “Daily routines memory game”
 - Put students in pairs. They should swap papers
 - Write on the board, “I _____ at _____ in the _____”
 - Model the activity with the translator:
 - Student A acts out a sentence from Student B’s paper. Student B must say the sentence that goes with it – ex: Student A acts out doing writing on a piece of paper. Student B says, “I do homework at 6 o’clock in the evening”. Allow students to act out all the sentences from their papers.
- Do the “What time do you?” worksheet exercise:
 - Go through each activity on the chart and make sure everyone writes an additional activity in the last row.
 - Model for activity with translator:
 - Student A says, “What time do you (wake up)?” And Student B will answer, “I wake up at (7’oclock) in the (morning).”
 - Students need to interview 6 people in the class about their daily routines on school days and spend time filling in this information on their surveys
- Daily Routines Theater:
 - Put students in pairs
 - One student will act out their day as the other says what they are doing.
 - Example:
 - Sarah (narrating): Hello, my name is Penelope!
 - Penelope: (waves to audience)

Sarah: I wake up at 7 o'clock in the morning.

Penelope: (Pretends to sleep, wake up, stretch and yawn, etc.)

Sarah: I eat breakfast at 7:30 in the morning.

Penelope: (Pretends to eat cereal, drink juice, etc.)

etc. – play video games, read a book, ride a bike, exercise, play piano,

- Encourage students to add extra parts if they can
- Students perform skits for one another
- Read, “Tom’s Cat” – point to pictures and elicit what each routine action is, elicit times on the clock, and times of the day, and ask students if they do these things at the given times.
 - Give out Reader worksheet. Read through the story one more time as students fill out the missing verbs and times on the worksheet. Go over answers as a class.
- Closure:
 - Assign Homework – “My Day” worksheet – explain directions.
 - Ask students to clean up and go back to their seats
 - Sing the “Goodbye Song” together as a class
- Assessment:
 - As students leave, they have to tell me one sentence about a daily routine they have and what time it is done.