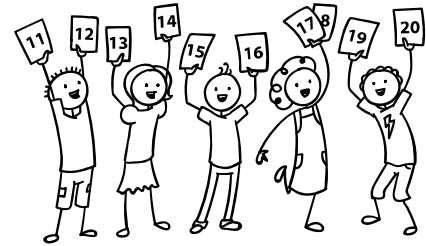


Lesson 11

Daily routines & time 2



General:

Level:	3 – PANDAS (ages 7-9)
Time:	1 hour – 1 hour 20 mins
Objectives:	Identifying numbers 1-20, saying the time, describing daily routines.
Structures:	“How many ...?”, “What time is it?”, “It’s [4] o’clock”, “What time do you [get up]?”, “I [get up] at [7] o’clock”.
New vocab:	numbers 13-20, wake up, start school, arrive home, watch TV, do homework.
Review vocab:	numbers 1-12, get up, eat breakfast, go to school, eat lunch, leave school, eat dinner, go to bed.

You will need to download:

Flashcards:	<ul style="list-style-type: none"> Numbers 1-12 Daily routines (get up, eat breakfast, go to school, eat lunch, leave school, eat dinner, go to bed, wake up, start school, arrive home, watch TV, do homework)
Printables:	<ul style="list-style-type: none"> My busy day worksheet Count to 20! worksheet Let’s count to 20! reader worksheet
Readers:	Let’s count to 20!

These can be downloaded at <https://www.eslkidstuff.com/esl-kids-lesson-plans.html>

You will also need:

- name tags for each student
- board with markers / chalk
- basket (a wastepaper basket) and 2 balls (for the vocabulary basketball game)
- weather board (from previous class)
- 10 sheets of A4 paper - write a large number on each sheet (from 11 to 20)
- small sweets for the “pass the parcel” game (optional)
- some music (to play during the “pass the parcel” game)

Notes:

In this lesson students practice telling the time to the nearest hour and learn more numbers (up to 20) in preparation for saying more precise times. They also tell others about a regular school day using some simple present tense verb phrases.

Lesson Overview:

Warm Up and Maintenance:

1. Greetings and name tags
2. Play "Vocabulary basketball"
3. Homework check
4. Talk about the weather using the "Weather board"
5. Review numbers 1-12
6. Review daily routines and times

New Learning and Practice:

1. Play "Pass the parcel numbers 11-20"
2. Teach numbers 11-20
3. Play "Stand in the right order"
4. Do the "Write the numbers 1-20 on the board" activity
5. Read classroom reader "Let's count to 20!"
6. Read and write time
7. Introduce more daily routines
8. Play "Daily routines memory game"
9. Do the "My busy day" worksheet
10. Play "Daily routines charades"

Wrap Up:

1. Assign Homework: "Count to 20!"
2. Tell students to bring in their clock crafts they made in the previous class
3. Do "Quick check" and say goodbye

Lesson procedure:

Warm up and maintenance:

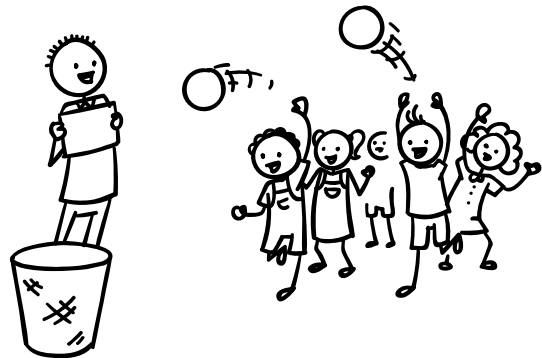
1. Greetings and name tags

Greet the students as they enter the classroom and gesture for them to sit down. Before class prepare some blank name tags (stickers or pin-on tags). Give these out and have everyone write their names and put their tags on. If you use pin-on tags, you can keep and give out every class.



2. Play "Vocabulary basketball"

Let's start with a fun game which will review vocab from the previous lessons. You will need a basket (a wastepaper basket) and 2 balls (or 2 pieces of A4 paper scrunched up into balls).



Form 2 teams and line them up so that two players from each team are facing the front with the basket in front of them. Let both players throw their ball - if they get their ball into the basket they can try and win a point by giving the correct

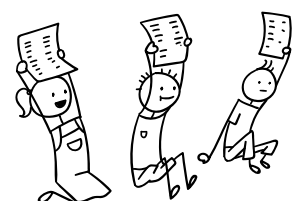
answer to a question the teacher asks. Then they go to the back of the line. At the end, the team with the most points is the winner!

Questions on the following topics can be asked:

- **Numbers 1-12** – hold up a number card and ask, "What number is this?"
- **Likes & dislikes for food and drink** – "Do you like milk?", "Yes, I do / No, I don't".
- **Clothes** – "What are you wearing?", "I'm wearing a t-shirt and jeans".
- **Clothes and weather** – "What do you wear on rainy days?", "I wear a coat and boots".
- **Days of the week** – say all the days in the correct order.
- **Time** – hold up a clock and ask, "What time is it?" (do only o'clock times).
- **Daily routines** – hold up a flashcard with a daily routine and ask, "What is this?"

3. Homework check

Check each student's homework that you set in the last lesson. Ask each student some questions about their homework worksheet (e.g. "What time is it?", "Is it 3 o'clock?"), give lots of praise, and then put

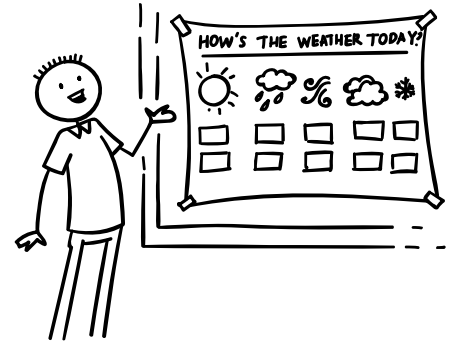


some kind of mark on the homework sheet (e.g. a sticker, a stamp or draw a smiley face).

Finally, tell your students to put their homework back into their bags.

4. Talk about the weather using the "Weather board"

Use the weather board that you created in the previous class. Ask, "How's the weather today?" and have students put up their hands. Allow one weather condition per student (e.g. "It's rainy") and have each student come up and put a weather picture on the weather board.



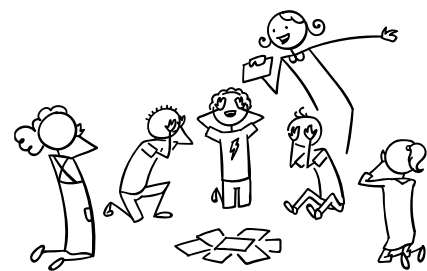
Depending on weather conditions, you can introduce more weather words (with pictures ... you can get students to draw them), such as:

- stormy
- misty
- showery
- freezing
- humid
- frosty
- icy
- drizzly

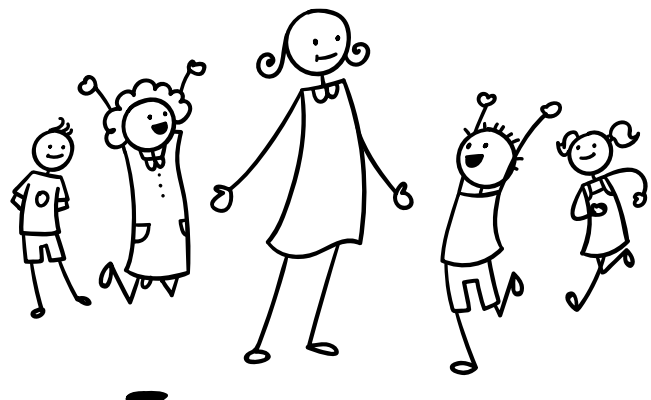
5. Review numbers 1-12

You'll need a set of cards with the numbers 1-12 on. Hold up each number card in order from 1-12, and quickly elicit each number, each time lay the card down on the floor, face up. By the end, you'll have the 10 cards spread out on the floor.

Sit everyone in a circle on the floor around the cards and tell them to close their eyes. Take away one card and say, "Open your eyes". Students have to quickly check and say which number is missing – the fastest student to give the correct answer wins a point. Continue for all the numbers. Finally, get everybody standing up. Say some actions with numbers (e.g. "jump – 8 times!") and everybody has to do the actions. Other actions can include:



- hands up & down
- turn around
- hop
- crouch down
- touch your nose
- sit down & stand up
- clap
- stamp your feet
- star jump



6. Review daily routines and times

Use the daily routines flashcards from last class. Put them in order of a day's routines ("get up" first, "go to bed" last)

Put the first picture on the board and draw a small clock next to it with a time (e.g. 7 o'clock). Elicit the sentence. "I get up at 7 o'clock" and write it next to the clock. Continue through all the routines and times (times to the nearest hour) until your board has 7 flashcards with times and sentences.



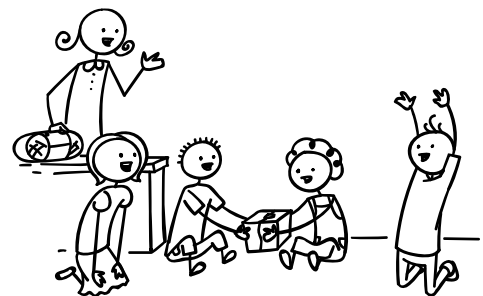
Next, put students into pairs to tell each other their school day routines and times (to the nearest hour), using the sentences on the board as a model. Circulate as they are doing this, helping out with mistakes.

To finish, ask each student a "What time do you ...?" question. E.g. "Hugo, what time do you leave school?".

New Learning and Practice:

1. Play "Pass the parcel numbers 11-20"

You are going to play a version of "Pass the parcel" to practice the numbers 11-20. Before class get 10 sheets of A4 paper and write a number (11-20) on each sheet. Shuffle the papers up so they are ordered randomly. Now make your parcel – roll one sheet of paper onto a ball (with the number on the inside) and then wrap the next sheet (number inside) around the ball. Keep wrapping the sheets around the ball until all are used up and you have a parcel. If you like, you can include a small sweet with each sheet of wrapped paper.



In class, get everybody to sit in a circle. Play some music and everybody passes the parcel around the circle until you stop the music. The person holding the parcel can unwrap the first layer. Stick it on the board with the number showing. At this point there is no need to teach the number.

Start the music again and then stop it after the parcel has been passed around a while. The student holding the parcel can unwrap the next sheet and stick it on the board either to the left or right of the number already there, depending on if it comes before or after that

number (e.g. if the first number was 15 and the second one is 19, then it should be placed after the 15). Keep playing until all the numbers are stuck on the board in the correct order 11-20.

2. Teach numbers 11-20

Now that you have all the numbers on the board, you can chorus them with your class. Start with 11 and chorus it 3 times with the class. Continue with all the numbers. Now chorus each number in turn (11, 12, 13, etc.) and run through 11-20 a few times, each time getting faster and faster.

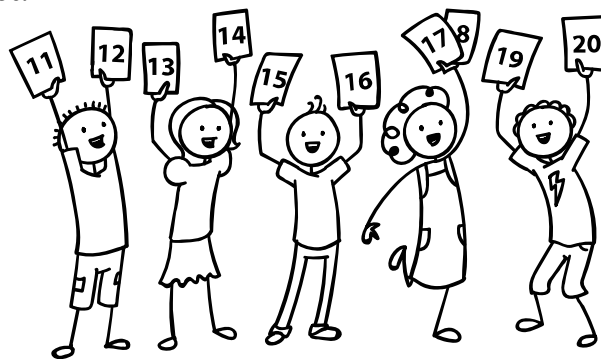


Finally, put your class into pairs. Have each pair practice saying the numbers together (e.g. A: 11, B: 12, A: 13, B: 14, etc.).

3. Play "Stand in the right order"

Give each student a number sheet from the board. If you have more than 10 students make more numbers so you have two groups. For less than 10 students, give out more sheets per student but make sure the numbers they have are in sequence (e.g. give a student numbers 14 and 15, not 14 and 18).

Now tell your students to stand in a line in the right order. Everyone has to shuffle around until they are standing and holding their numbers in order 11-20. Now, get the class to shout out their numbers from 11-20, down the line. Make it a fun game – each round try to do it faster than the last!

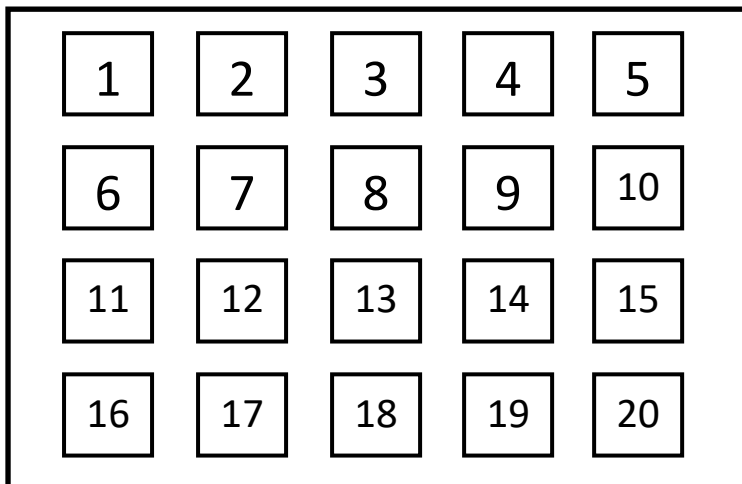


4. Do the "Write the numbers 1-20 on the board" activity

Everyone is going to write the numbers on the board which we'll use for a fun game.



Draw 20 large squares on the board in 4 rows. Call out a student and ask him/her to write a large number 1 in the first box. Keep calling out students to fill in the rest of the squares so all the numbers 1-20 are on the board. At the end, it should look like this:



Now for the game: get a piece of paper and scrunch it up into a ball. Have a student throw the ball at the board. If it hits a number, he or she has to do a challenge (decided by you), e.g., hitting number 12 = jump 12 times.

If the ball misses a number, the student doesn't need to do a challenge. If the student misses the board completely, he/she has to do the forfeit – to count from 1 to 20, and then backwards from 20 to 1. Let everyone have a go and play until the game runs out of steam.

Ideas for challenges:

- jump (x17)
- sing a song for (17) seconds
- spin around (x17)
- laugh uncontrollably for (17) seconds
- do (17) star jumps
- high 5 people (x17)
- knock on the door (x17)
- blink (x17) (or don't blink for (17) seconds)
- stand up / sit down (x17)
- say your name (x17)
- clap fast for (17) seconds
- Hold your breath for (17) seconds

5. Read classroom reader "Let's count to 20!"

This reader allows your students to practice the numbers 11-20 by counting the objects on each page. Before class, download and print off the reader "Let's count to 20!" from our website. As you go through each page, get everybody to count along with you, for example:

Teacher: (on page 2) Look, what are these?

Students: Pencils!

Teacher: Yes, well done! ... (reading) ... "Let's look in my pencil case. How many pencils can you see?" ... Ok, let's count together!

Students: 1 .. 2 .. etc. .. 17 .. 18!

Teacher: 18? Ok, let's check ... (turns to page 3, reading) ... "18! Yes, that's right!"

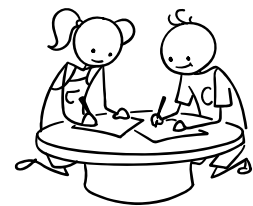
Continue through the story, counting out the objects and eliciting / teaching the objects vocabulary. Get the students really involved in the story by asking lots of questions (e.g. about the colours and the different animals). At the end of the story there is a fun, surprise question about all of the character's pets which requires going back through the book to count all the animals.



After reading the story, give out a reader worksheet to each student and read through the story one more time (without stopping for questions, etc.) as students write the numbers of the objects in the boxes. Then go through the answers as a class.

6. Read and write time

This segment can be part of all your lessons. Spend 10 to 15 minutes building up your students' writing and reading skills. You'll need to assess your students' reading/writing level and then choose to start at one of the following stages:



1. Beginners: students cannot read or write the alphabet.

Each lesson introduce 3 lower-case letters of the alphabet (first lesson will be a, b, c). Use flashcards to do this. Play alphabet games and do printing worksheets. **See our 'Alphabet a-z (lowercase)' mini-lesson plan for full details.**

2. Early starters: students have experience with the alphabet but need phonics practice.

Each lesson introduce 5 lower-case letters of the alphabet (first lesson will be a, b, c, d, e). Use flashcards to do this. Start by working on the sounds of the letters and then move onto letter clusters (e.g. sh, ee, etc). **See our 'Alphabet' and 'Letter clusters' mini-lesson plan for full details.**

3. Early readers.

Work on reading and writing simple sentences with lots of practice activities. **See our 'Early reading' mini-lesson plan for full details.**

4. Elementary readers: students can read and write simple sentences well.

Work on reading and writing short texts and stories. **See our 'Reading short texts' mini-lessons for full details.**

7. Introduce more daily routines

Let's add some more simple phrases so that your students can talk about their daily routines. Stick the routines flashcards from earlier randomly around the board (eliciting each card as you go). Next, add the following daily routine flashcards to the board: wake up, start school, arrive home, watch TV, do homework. Each time elicit / teach the phrase and chorus x3 - then stick in a random place on the board.



Once all the cards are on the board, invite students up to the board put them in order of a day, which will be:

Wake up → get up → eat breakfast → go to school → start school → eat lunch → leave school → arrive home → watch TV → eat dinner → do homework → go to bed

8. Play "Daily routines memory game"

You are going to test your students' memories of the flashcards on the board. Tell everyone to close and cover their eyes. Check that no one is cheating (peeking through fingers) and remove one flashcard from the board. Say, "Open your eyes" and point to the space where the flashcard was. Can everyone guess what it is? Have students shout out what they think is the missing picture.



Continue through all the flashcards until the end of the game.

9. Do the "My busy day" worksheet

Hold up the worksheet and model what to do – connect the first routine (wake up) to the next one (get up) and so on. Give out a worksheet to each student and have your students complete their worksheets. This shouldn't take long.



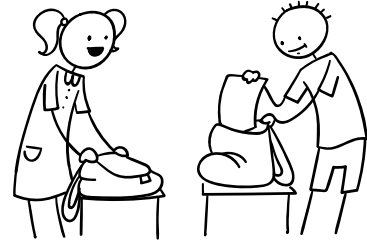
Now put your students into pairs. Each student will tell their partner about their daily routines in the correct order - using their worksheet as a guide. Before letting everyone start, model saying what to do. You can also use linking words, "First", "Then", "Next", "After that" and "Finally". As you do so, write them on the board.

Then let the students begin and encourage them to use some of the linking phrases.

Wrap Up:

1. Assign Homework: "Count to 20!"

Hold up the homework worksheet and model writing the missing letters in each number word.



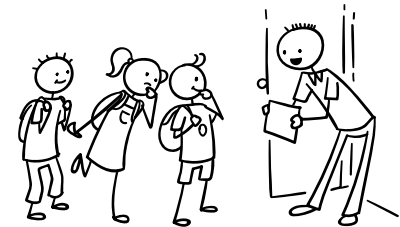
Give out the worksheets and say, "Put your homework in your bags".

2. Tell students to bring in their clock crafts they made in the previous class

Next class your students will be using their clock crafts again. If you are not keeping them in the classroom, ask your students to bring to the next class.

3. Do "Quick Check" and say goodbye

Time to leave the class. Make sure everything is put away and the students have gathered their belongings. Have them line up at the door and place yourself between the door and the students. For each student check a number from 11-20 by holding up a number sheet from today's lesson and asking, "What number is it?" – make sure a full answer is given (e.g. "It's 16").



When they give you the correct answer say goodbye and let them leave. If their answer is wrong, have them go back to the end of the line - they will have to try again once they reach the front!

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- All flashcards, worksheets, craft sheets, readers and songs used in this lesson plan can be downloaded at eslkidstuff.com/esl-kids-lesson-plans.html
 - More free Lesson Plans are available at eslkidstuff.com/esl-kids-lesson-plans.html

Can you suggest any additions to this lesson plan? If you know of any great games, activities, teaching points, links to other sites or any other ideas that can be added to this lesson plan, please email us: <https://www.eslkidstuff.com/contact.htm>

Please report any mistakes at <https://www.eslkidstuff.com/contact.htm>

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