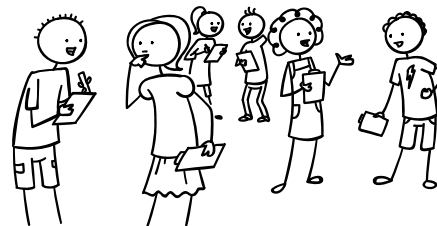


Lesson 13

Daily routines & time 4



General:

Level:	3 – PANDAS (ages 7-9)
Time:	1 hour – 1 hour 20 mins
Objectives:	Saying what time you usually do things, saying 4 different times of the day.
Structures:	“in the [morning, afternoon, evening]”, “at night”, “What time do you [wake up]?”, “I [wake up] at [7 o'clock] [in the morning]”.
New vocab:	morning, afternoon, evening, night.
Review vocab:	numbers 1-30, past/to, a quarter, half past, daily routines vocab.

You will need to download:

Flashcards:	<ul style="list-style-type: none"> • Times of the day flashcards (morning, afternoon, evening, night) • Daily routines (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)
Printables:	<ul style="list-style-type: none"> • What time do you ...? (survey) worksheet • Tom’s cat reader worksheet • Daily routines word search worksheet
Readers:	Tom’s cat

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
- weather board (from previous class)
- 5 cardboard boxes (for the "Times of the day boxes" game)
- lots of small objects, e.g. balls, bean bags, blocks, etc. (for the "Times of the day boxes" game)
- a clock (or your clock craft from lesson 10)

Notes:

In In this lesson students put into practice everything learned in the past 3 lessons. They ask and respond to survey questions about what time they do things each day, giving answers

that include specific times and times of the day. They also play fun games and read a story about a cat's daily routines.

Lesson Overview:

Warm Up and Maintenance:

1. Greetings and name tags
2. Play "Quiz game show"
3. Homework check
4. Talk about the weather using the "Weather board"
5. Review numbers 1-30
6. Review times
7. Play "Times noughts and crosses"

New Learning and Practice:

1. Introduce 4 times of the day: morning, afternoon, evening and night
2. Play "Times of the day boxes" game
3. Create a "Times of the day chart" on the board
4. Add times to the "Times of the day chart"
5. Play the "Daily routines memory game"
6. Do the "What time do you ...? (survey)" exercise
7. Daily routines theatre
8. Read and write time
9. Read classroom reader "Tom's cat"

Wrap Up:

1. Assign Homework: "Daily routines word search"
2. 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 “Quiz game show”

Let's start with a fun quiz game, like a simple version of a TV game show. Draw some circles on the board and randomly write numbers 1, 2 or 3 in each circle. These will be points.



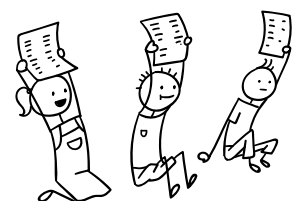
Put students into teams. Then ask the first team to choose a number – 1 is an easy question (e.g. “Do you like bananas?”) and 3 is a difficult question (e.g. point at a clock and ask, “What time is it?”). 2 will be in between in terms of difficulty. When the question has been answered correctly, erase that number circle. Play until all the number circles are gone – the team with the most points is the winner!

Ask questions on the following topics:

- **Numbers 1-20** – 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

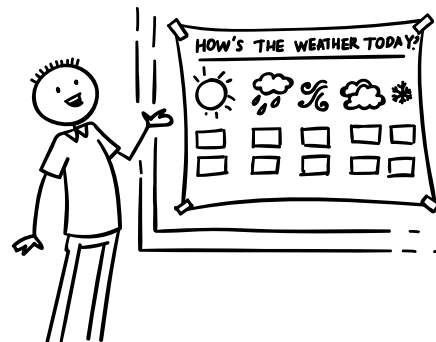
Check each student's homework that you set in the last lesson. Ask each student some questions about their homework worksheet by asking about the times on some of the clocks (e.g. “What time is it?”). Give lots of praise, and then put some kind of mark on the homework sheet (e.g. a sticker, a stamp or 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.

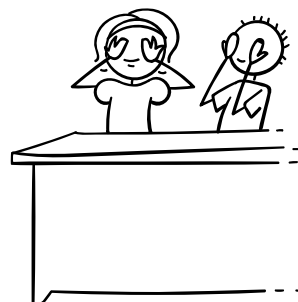


Depending on weather conditions, you can introduce more weather words (with pictures ... you can get students to draw them), such as:

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

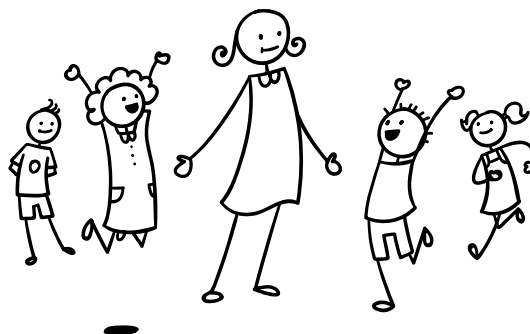
5. Review numbers 1-30

Write the numbers 1-30 randomly all over your board (get everyone to count the numbers as you write them). Next, take a piece of paper/card big enough to just cover a number – you are going to use this to cover numbers on the board. Tell everyone to close and cover their eyes, then hold the paper over one number. Tell everyone to open their eyes and tell you what the missing number is. The first student to say the missing number wins a point. Play until the game starts getting old.



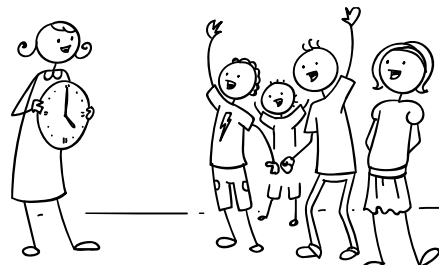
Finally, get everybody standing up. Say some actions with numbers (e.g. "jump – 8 times!") and everybody has to do the actions. Other actions can include:

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



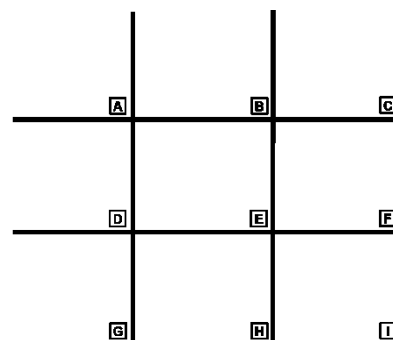
6. Review times

Hold up a clock (or your craft clock from the previous lesson). Set it at 4 o'clock and ask, "What time is it?" and elicit, "It's 4 o'clock". Next, move the minute hand to 5 mins and elicit, "It's 5 past 4". Continue around the clock eliciting the times. Finally, put students into pairs and have them draw clock times for their partner to say.



7. Play "Times noughts and crosses"

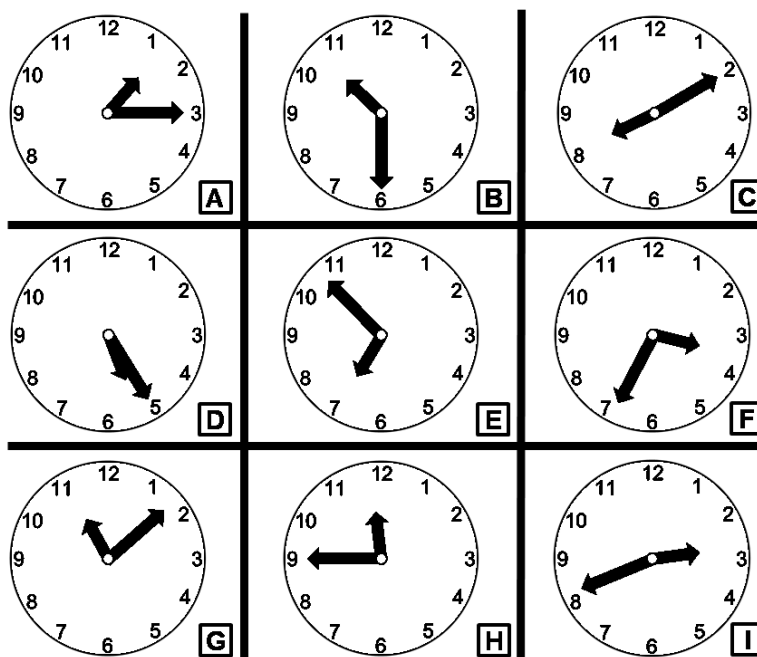
Draw a noughts and crosses grid on the board. Write the letters A-I in the corner of each of the cells – this makes it easy for your students to say which cell they want you to draw the "O"s and "X"s in. Split the class into 2 teams.



If everyone knows how to play noughts and crosses, play a couple of games on the blank grid so everyone gets the idea - a student from each team can say where to place the X or O (saying the letter of an empty cell, taking turns as they go).

If any student doesn't know how to play noughts and crosses, explain on the board how to play. Then follow the step above.

Next, draw a clock in each cell, each showing a random time. It is a good idea to draw these on card before class so you can simply stick them onto the board – you'll need 9 clocks in total for the 9 cells. Your board will end up looking something like this:



A student from the first team chooses a cell (by saying the cell letter) and then must say the time of the clock in that cell. If the time is correct, the team wins the cell and can put a "O" or "X" in it. If they don't say the time perfectly, their turn is over and the other team can take a turn.

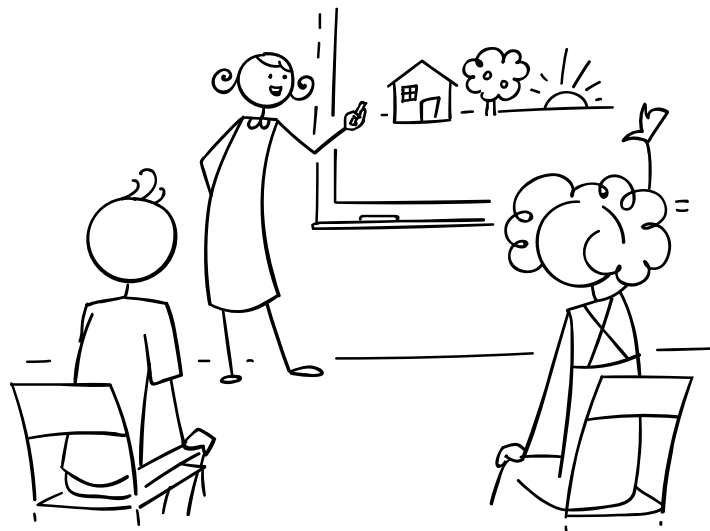
Keep playing until the game is won. If everyone enjoyed the game, feel free to play again!

New Learning and Practice:

1. Introduce 4 times of the day: morning, afternoon, evening and night

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 stars for "night"

Next erase the moon and stars and invite a student up to the board. Say, "Draw afternoon". Help if necessary and have the student draw the sun high in the sky. Erase the sun and invite other students to draw the other times of the day.

2. Play "Times of the day boxes" game

You will need to prepare 5 cardboard boxes and print the flashcards for 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. You can also add some other flashcards for daily routines, such as brush teeth, play video games, etc. The more flashcards, the better.

On 4 of the boxes, stick one of the morning, afternoon, evening and night flashcards on the outside of each and place in different corners of your 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") - 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 let's start the game. Hold up a flashcard (any from the daily routines 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 (make sure they say the time of the day word as they drop). Then proceed through all of the flashcards quickly as students rush around the classroom putting objects into the correct boxes. It may be the case that some students will need to visit two or more boxes for some activities (e.g. watch TV could be morning and evening) - this is fine.



Finally, ask everyone to guess which box has the most objects - then count out the objects in each box to see which is the winning time of the day!

3. Create a "Times of the day" chart on the board

Draw a vertical and horizontal line to create 4 equal squares and title each square with "in the morning", "in the afternoon", "in the evening" and "at night" (see image below).

Have your students copy the chart into their notebooks or onto a sheet of paper.

Next, your 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 your board. Write "I wake up" next to it. Have your students write "I wake up" into the corresponding square on their charts.

Then have different students come up to you and select a card (hold face down, fanned out, like a card trick). Have them stick the cards onto the board in the right section. For more advanced students you can help them write each sentence, otherwise the teacher can write

the sentences next to the cards. Each time, have students copy onto their charts. Continue until all of the cards are on the board with sentences:

<p>in the morning</p> <p><input type="checkbox"/> I wake up</p> <p><input type="checkbox"/> etc.</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>in the evening</p> <p><input type="checkbox"/> I watch TV</p> <p><input type="checkbox"/> etc.</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>
<p>in the afternoon</p> <p><input type="checkbox"/> I eat lunch</p> <p><input type="checkbox"/> etc.</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>at night</p> <p><input type="checkbox"/> I go to bed</p> <p><input type="checkbox"/> etc.</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>

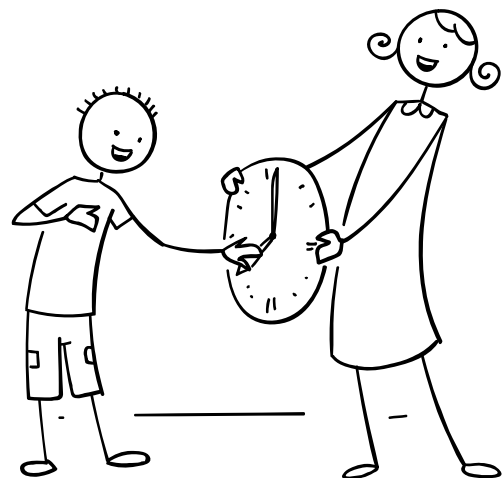
flashcards



4. Add times to the "Times of the day" chart

Now we are going to add times to the chart. Again, first model: point to "I wake up" on the chart. Do the gesture for waking up (stretching, yawning, rubbing eyes) and then look at your watch. Hold up a clock (either real or your craft clock) and set the time to 11:00 and say, "I wake up ... at 11 o'clock?". Make sure everyone says "Noooo!". Then ask someone to move the clock hands to a more realistic time, such as 7:00. Write on the board, "at 7 o'clock" after "I wake up". Chorus "I wake up at 7 o'clock in the morning". Get everyone to write the time that they wake up on their charts.

Now have students come up to you, change the time on your clock and write times on the board next to each flashcard (e.g. I eat lunch at 12 o'clock in the afternoon), and make sure these are being chorused and times are being written on the students' charts.



<p>in the morning</p> <p><input type="checkbox"/> I wake up at 7 o'clock.</p> <p><input type="checkbox"/> etc.</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>in the evening</p> <p><input type="checkbox"/> I watch TV at 5.30</p> <p><input type="checkbox"/> etc.</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>
<p>in the afternoon</p> <p><input type="checkbox"/> I eat lunch at 12 o'clock.</p> <p><input type="checkbox"/> etc.</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>at night</p> <p><input type="checkbox"/> I go to bed at 8.30</p> <p><input type="checkbox"/> etc.</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>

↑ flashcards

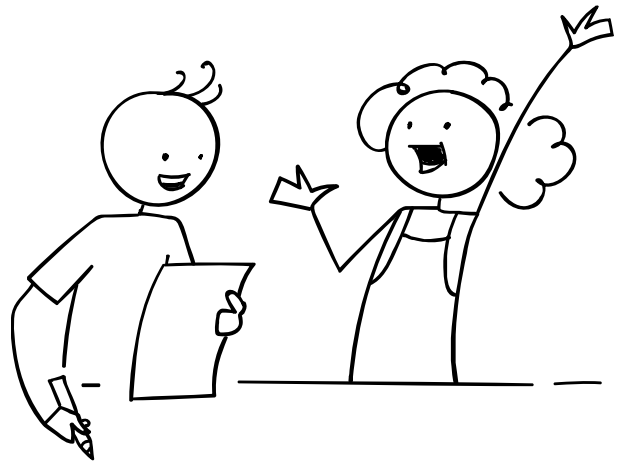
5. Play the "Daily routines memory game"

Erase the chart from the board and take off the flashcards. Put students in pairs and get them to swap charts. Students are going to test each other on the times they do things.

Make sure you model with 2 students first:

Student A: selects a sentence on Student B's worksheet (e.g. I do homework at 6 o'clock). S/He does the action of doing homework (e.g. writing in an imaginary notebook).

Student B: must guess the action and say the exact sentence on their chart (e.g. "I do homework at 6 o'clock in the evening").



Then it is Student B's turn to select a sentence and do the action. Pairs keep going until they have done all of the sentences on their charts. Make sure students don't allow their partners to get away with mistakes - if they get the time wrong, make them guess again!

6. Do the "What time do you ...? (Survey)" exercise

Give each student the survey worksheet and explain that they are going to ask 6 people in the class (or less, depending on class size) 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.



7. Daily routines theatre

Now let's do a fun activity - your students will make a short theatre play! Pair up students but make sure each pair has surveyed the other in the previous activity. They are going to use their survey sheets to make a short play.

For each pair, one student will act out their day whilst the other is the narrator (using the survey to make the narration). Give each pair 5 minutes to practice before coming up to the front of the class and acting out their daily routines, for example:

Ken (narrating): Hello, my name is Erika!

Erika: (waves to audience)

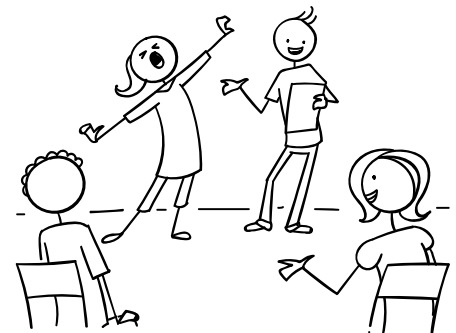
Ken: I wake up at 7 o'clock in the morning.

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

Ken: I eat breakfast at half past 7 in the morning.

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

etc.



Encourage students to make their plays funny and also allow them to add extra parts (e.g. play video games, read a book, ride a bike, etc.).

At the end, get everyone to vote for their favourite play.

8. 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.**

9. Read classroom reader "Tom's cat"

Let's end with a nice story which reinforces the lesson vocab and structures. Before class, download and print off the reader "Tom's cat" from our website. As you go through each page, point to the pictures, elicit each routine action, elicit times on the clocks and times of the day and ask if your students do those things at that time or time of day, for example:



Teacher: What time is it? (pointing at the alarm clock on page 3)

Students: 8 o'clock!

Teacher: Yes, 8 o'clock! At night?

Students: No, in the morning!

Teacher: And what does Tom's cat do at 8 o'clock in the morning?

Students: He sleeps!

Teacher: Yes, how about you Hugo? Do you sleep at 8 o'clock in the morning?

Student (Hugo): No, I don't.

Teacher: Look at Tom. What does he do at 8 o'clock in the morning?

Students: He wakes up!

Teacher: That's right! And what does he do next?

Students: He eats his breakfast and brushes his teeth ...

etc.

Get the students really involved in the story by asking lots of questions and getting them to tell you about their daily routines.

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 fill in the missing verbs and write the times. Then go through the answers as a class.

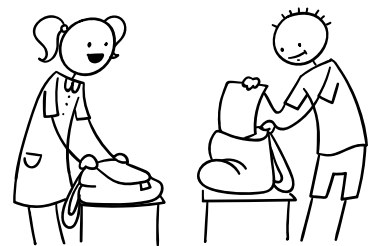
Alternatively, watch our video version of the reader on our website.

Wrap Up:

1. Assign Homework: "Daily routines word search"

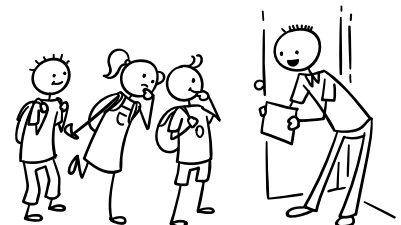
Hold up the homework worksheet and model finding and circling the daily routines.

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



2. 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 hold up a daily routines flashcard and ask a time question, e.g. "What time do you wake up?" – make sure a full answer is given (e.g. "I wake up at 7 o'clock in the morning").



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!

- 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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