



DAILY ROUTINES

Proficiency Level: Intermediate

Lesson Length: 90 minutes

Vocabulary and Expressions: Days of the week; words related to daily activities/ routines: always, sometimes, every day, etc.; How often do you __?

Language/Culture Point: adverbs of frequency

Objective: Students will be able to talk about days of the week and their daily routines.

Materials: 1) Index cards (several), 2) Red/green/yellow Signal Cards, 3) Picture Cards: Daily Activities (at least one pair for each student), 4) Blank weekly calendar (in student pages)

Preparation: Lesson ten requires the instructor to write each day of the week on individual index cards to be used in step one. There should be at least two of every day, and one card for each student. Lesson ten also requires the instructor to create index cards with written vocabulary that matches the picture cards used in step two. The students will use these index cards in step three. For step 5, instructor should have a daily routine story prepared about a spouse, child, friend, etc., using the Picture Cards



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	- Index cards with days of the week written on them	- Using music

TEACHING ACTIVITY

1. Do a warm up by singing a days of the week song. One example is to sing them to the tune of "Oh My Darling Clementine."
2. Write each day of the week on individual index cards. Make sure that you have at least two of every day. Hand out one card to each student and have students find the person with their same card.
3. In pairs, have students discuss the things they do on that day of the week.

**DAILY ROUTINES****STEP 2: MINI-PRESENTATION WITH PROMPT**

Time Frame	Materials	Teaching Strategies
10 minutes	- Picture Cards: Daily Activities	- Using pictures, graphic organizers

TEACHING ACTIVITY

1. Present a story about your weekly routine using the daily routine pictures provided. For example: "I work Monday through Friday and sometimes on Saturday. I always wake up at 6:30 a.m. I get to work at 8 a.m. I eat three meals every day. I usually go to the grocery store on Saturday. I exercise on Monday, Wednesday, and Friday. I watch television on the weekend, and sometimes I go swimming or to the dog park." Make sure your presentation includes adverbs of frequency.
2. Draw a calendar on the board showing one week. Present your routine again, this time writing in each activity on the days you do it.

STEP 3: COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	- Red, green, and yellow signal cards	- Signal cards, True/False Quiz, Using pictures, Match Up Cards

TEACHING ACTIVITY

1. Make true and false statements about each picture from your presentation. For example: "I get to work at 1 p.m. I go to the grocery store every day. I watch television on the weekend." Students should hold up Signal Cards indicating true/false/I don't know.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
10 minutes	- Picture Cards: Daily Activities, blank weekly calendar (in students' books)	- Using pictures, graphic organizers



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TEACHING ACTIVITY

1. Write the question, “When do you _____?” on the board.
2. Use the Daily Activities Picture Cards to ask students about each picture.
3. Elicit activities not shown on the Picture Cards from the students. Ask, “What else is part of your routine?” Let students create their own picture cards by drawing these activities in the space provided in their book. Have students label the activities.
4. Lay the Picture Cards face down on the table. Draw a card, choose a student, and ask, “When do you (eat dinner)?”
5. Direct students to the blank calendar for the week in their book and have them fill in the days that correspond to each picture for the student you are talking to. Continue with the rest of the cards.
6. Write key words on the board (every day, every night, in the morning, sometimes, a lot).
7. Have students make vocabulary notes in their books.

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
5 minutes	- Picture Cards: Daily Activities	- Question asking and answering, using pictures

TEACHING ACTIVITY

1. Tell students that you will be sharing the daily routine of a friend, spouse, child, etc. with them and that they should pay careful attention to it (they can write the information down in their books, but don't have to).
2. Describe the daily routine using the Picture Cards.
3. Repeat the story again, slowly with Picture Cards.
4. Repeat the story one final time, without pictures.

**DAILY ROUTINES****STEP 6: SMALL GROUP WORK**

Time Frame	Materials	Teaching Strategies
20 minutes	- Picture Cards: Daily Activities	- Using pictures, question asking and answering

TEACHING ACTIVITY

1. Tell students that they will now be retelling the daily routine, using the Picture Cards. They should first put the cards in order, then practice retelling the story.
2. Put students in to pairs and hand out Picture Cards to each pair.
3. Have students focus on repeating and/or restating the words you used to describe your daily routine. If students are having a lot of difficulty with order, assist them in putting the cards in the correct order.
4. When students have completed the activity, review the story as a class and ask for volunteers to help retell the story.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes		

TEACHING ACTIVITY

1. Write different adverbs of frequency on the board, such as: always/every day, almost always/usually, often, sometimes, almost never/rarely, never
2. Review each adverb by talking about things you do/don't like to do. For example, "I always drink coffee in the morning. I rarely go to the movie theater."
3. Write "How often?" Talk about your likes and dislikes and ask students how often they do the same thing.
4. Call on one or two students to talk about something they always, sometimes, or never do and compare with the class. For example, "Lan eats breakfast every day. How often do you eat breakfast?"

**DAILY ROUTINES****STEP 8: QUICK CHECK AND REVIEW**

Time Frame	Materials	Teaching Strategies
15 minutes	- Picture Cards: Daily Activities, red, green, and yellow Signal Cards	- Using pictures, graphic organizers, True/False Quiz, Signal Cards

TEACHING ACTIVITY

1. Give each student a stack of Picture Cards. Each student will receive the same set of pictures that the instructor used throughout the lesson.
2. Have students put the cards in the order in which they do the activities in their own daily life. They do not have to use every picture.
3. Draw a chart on the board with daily activities listed across the top and students' names going down the left side. Go around the room and have students share which activity they do first thing in the morning and which activity they do at the end of the day. As students share, fill in the chart by putting check marks in the appropriate boxes.
4. Compare students' answers. Give true/false statements about the chart and have students use Signal Cards to indicate true/false/I don't know.