

DAILY ROUTINES

Lesson Length: 1 hour + Extension Activity

Vocabulary & 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: Index cards, computer, projector, PPT Presentation: My Weekly Routine, red/green/yellow Signal Cards, Picture Cards: Daily Activities, blank weekly calendar, Survey: *Daily Routines*



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
5-10 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 his/her same card.
3. In pairs, have students discuss the things they do on that particular day of the week.

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STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
5-10 minutes	<ul style="list-style-type: none"> - Computer and Projector - PPT Presentation: My Weekly Routine - Alternative: printed slides/ photographs/pictures 	<ul style="list-style-type: none"> - Teaching with PowerPoint - Using Pictures - Graphic Organizers

TEACHING ACTIVITY

1. Present a story about your weekly routine using a slide presentation or pictures.

For example:

I work at __ Monday through Friday and sometimes on Saturday.

I always wake up at 6:30am.

I get to work at 8:00 am.

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: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Red, green, and yellow Signal Cards - Picture Cards: Daily Activities  - Index cards with vocabulary words from the presentation written on them 	<ul style="list-style-type: none"> - Signal Cards - True/False Quiz - Using Pictures - Match Up Cards

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TEACHING ACTIVITY

1. Make true and false statements about each picture/slide from your presentation.

For example:

I get to work at 1:00pm.


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.

2. Using the provided Daily Activities Picture Cards, have students work individually to match up the cards.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK


Time Frame	Materials	Teaching Strategies
5 minutes	<ul style="list-style-type: none"> - Picture Cards: Daily Activities  - Index cards - Blank weekly calendar 	<ul style="list-style-type: none"> - Using Pictures - Graphic Organizers

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?" If time allows, let students create their own picture cards by drawing these activities on index cards.
4. Lay the Picture Cards face down on the table. Draw a card, choose a student, and ask, "When do you (eat dinner)?"
5. Give students a blank calendar for the week 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).

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STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
5-10 minutes	- Picture Cards: Daily Activities 	- Question Asking and Answering - Using Pictures

TEACHING ACTIVITY

1. Pick one card and ask another student, “When do you __?”
2. After answering have the student pick a card. Let the student choose a classmate to ask about his/her routine.
3. As students take turns, review key vocabulary by asking frequency questions, such as, “In the morning? Always?” etc.

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
10-15 minutes	- Picture Cards: Daily Activities 	- Using Pictures - Question Asking and Answering

TEACHING ACTIVITY

1. Students should work in pairs to ask and answer questions about the Picture Cards.
2. Remind students to ask follow up questions related to frequency, such as, “Do you always do that?” If necessary, create an adverbs of frequency cheat sheet for students to follow and use as a prompt.

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STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
5 minutes		

TEACHING ACTIVITY

- Write different adverbs of frequency on the board, such as:
 - Always/every day
 - Almost always/usually
 - Often
 - Sometimes
 - Almost never/rarely
 - Never
- 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." etc.
- Write "How often?" Talk about your likes/dislikes and ask students how often they do the same thing.
- 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?"

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Picture Cards: Daily Activities  - Red, green, and yellow Signal Cards 	<ul style="list-style-type: none"> - Using Pictures - Graphic Organizers - True/False Quiz - Signal Cards

TEACHING ACTIVITY

- Give each student a stack of Picture Cards.
- Have students put the cards in order according to the order in which they do the activities in their own daily life.



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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 last at the end of the day. As students share, fill in the chart by putting checkmarks 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.

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EXTENSION ACTIVITY: DAILY ROUTINES SURVEY

Time Frame	Materials	Teaching Strategies
Varies	- Survey: Daily Routines	- Surveys and Interviews

TEACHING ACTIVITY

1. Give students a survey and have them interview three friends or family members about their routines. They can ask questions like:
 - How often do you eat breakfast?
 - How often do you go to the movies?
 - How often do you ride a bicycle?
 - How often do you watch TV?

