



DAYLIGHT SAVING TIME

Lesson Length: 1.5 hours + Extension Activity

Vocabulary & Expressions: Vocabulary and expressions related to Daylight Saving Time and time

Language/Culture Point: Small talk

Objective: Students will be able to talk about Daylight Saving Time and their preferences around Daylight Saving Time

Materials: Computer, projector, speakers, internet connection, “Daylight Saving Time Explained” video, red/green/yellow Signal Cards, Survey: Daylight Saving Time, ball




STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes		- Graphic Organizers

TEACHING ACTIVITY

1. Start class by creating two columns on the board. Write “Wake Up” in one column and “Go to Bed” in the other, and write the students’ names on the left hand side. Ask students what time they wake up and what time they go to bed. Write their answers in the correct column on the board.
2. Ask students how they feel when they have to wake up one hour earlier than normal, or when they go to sleep one hour later. Is it easy or difficult?

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	- Computer and Projector - Speakers - Internet Connection  - “Daylight Saving Time Explained” video	- Using Videos - Alternative: Chalk Talk



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TEACHING ACTIVITY

1. Tell students that you are going to watch a video about Daylight Saving Time.
2. Play the “Daylight Saving Time Explained” video found on YouTube at the following link:

 <https://www.youtube.com/watch?v=84aWtseb2-4>

Alternative: If you are unable to show the video, do a Chalk Talk about changing your clocks for Daylight Saving Time. Consider including in the story forgetting about Daylight Saving Time and being late for work or another event.


STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	- Red, green, yellow Signal Cards	- Signal Cards - True/False Quiz

TEACHING ACTIVITY

1. Discuss the video with the students by asking them questions about what they remember about the video.
2. Do a true/false activity using Signal Cards. Make true or false statements about the video and have students use Signal Cards to indicate True/False/I don't know.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
10 minutes	- Daylight Saving Time Survey 	- Surveys and Interviews - Think Aloud

TEACHING ACTIVITY


1. Distribute the Daylight Saving Time Survey to the students so that each has a copy.
2. Using your copy of the survey, conduct a Think Aloud in which you read each question of the survey aloud and think about what your answers might be.
3. Elicit possible answers from students for each question. Write their possible answers on



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the board and then choose your own. Add it to the list if it is not already on the board.

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
5 minutes	- Daylight Saving Time Survey 	- Surveys and Interviews

TEACHING ACTIVITY

1. Have a student ask you the questions in the survey. As you answer, the student should write your answers in the survey.
2. Switch roles so that you are now asking the questions and recording the student's answers on the board.
3. Repeat with one or two more students, as time permits.

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
25 minutes	- Daylight Saving Time Survey 	- Surveys and Interviews - Question Asking and Answering

TEACHING ACTIVITY

1. Give students 15-20 minutes to walk around the room with their surveys and talk to as many students as possible. Students should fill in the grid for each person they talk to.
2. Review the questions, and ask for students to report the answers they collected to the class.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes		



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TEACHING ACTIVITY

1. Write the phrase “Small Talk” on the board. Ask the class if anyone knows what small talk is. If no one knows, explain that small talk is polite conversation about unimportant matters, and it occurs in social situations in which the people talking do not know each other well.
2. Review common Small Talk topics with the class. Common topics include Daylight Saving Time, the weather, sports, family, news, work, travel, hometowns, and art or entertainment.

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	- Ball	- Ball Toss

TEACHING ACTIVITY

1. Have students stand in a circle.
2. Toss the ball to one of the students, and ask them one of the questions from the survey.
3. After they answer, have them toss the ball to another student and ask that student a question from the survey.
4. Continue until each student has answered at least one question.