



## Unit 1: In school

### Day Four: Times of day

#### Objective

Students will be able to recognize a series of times, e.g., *four o'clock in the afternoon*, spoken aloud by the teacher, and will be able to write down what they heard.

#### Setting the Stage

The teacher has several large clocks on a table in front of the room. Each clock has a different time. Students see these clocks and understand that they'll be working with times of day.

#### Quick Tip: To make a clock

You can easily make a clock with a white paper plate, two hands made out of colored paper, and a paper fastener. Punch a small hole in the center of the plate, attach the two hands to the fastener and then stick it through the hole of the plate and fasten. Write the times 1-12 in the appropriate place on the face of the plate.

Some students may not be able to read clocks with faces and hands. Provide several clocks with times in digital version or draw these digital clocks on the board.

#### Input (15 minutes)

In the target language (TL), the teacher tells a story. The teacher uses body language to model specific words and activities described in the story. The teacher encourages the students to model or mime these actions as well. He/she encourages students to provide names, etc., for the missing elements in the story. The teacher uses a clock to illustrate each time of day mentioned in the story. The teacher uses very simple TL or English. The times of day need to be in TL.

*"This morning, the sun rose at (insert a specific time of day here). A little boy, named \_\_\_\_\_, was still sleeping in bed. His mother and father also were still sleeping in bed. Then, the alarm clock in the parents' bedroom made a very loud noise. (Make a ringing noise here and have the students make the noise, too.) The father woke up and jumped out of bed. "Oh, oh, it's 6 o'clock!" (Show a clock that illustrates the time.)*

*The father walked into \_\_\_\_\_'s room and said, "Get up, \_\_\_\_\_! You have to go to school. It's \_\_\_\_\_ o'clock!" \_\_\_\_\_ got up and ran into the bathroom. Then, he saw the clock. Oh, my, it's now \_\_\_\_\_ o'clock! I must hurry! The boy got dressed and ran into the kitchen. He ate his favorite cereal \_\_\_\_\_ (students volunteer a name of a cereal here.). He took his book bag and ran out the door all the way to school. School started at \_\_\_\_\_ o'clock and he sat down in his seat exactly at \_\_\_\_\_ o'clock.*

*At lunch time, which starts at \_\_\_\_\_ o'clock, \_\_\_\_\_ met some of his friends. They ate and talked. Their afternoon classes started at \_\_\_\_\_ o'clock. The last bell of the day rang at \_\_\_\_\_ o'clock.*

\_\_\_\_\_ went home, drank some milk and ate some cookies and saw that it was \_\_\_\_\_ o'clock. He read his schoolwork for one hour and then went to play outside with his school friends. Around \_\_\_\_\_ o'clock, \_\_\_\_\_ went inside and sat down to eat dinner with his mother and father. The dinner was good! After dinner, \_\_\_\_\_ listened to his favorite music \_\_\_\_\_ (students volunteer the kind of music) for an hour. He was now very sleepy and tired. It was time for bed. \_\_\_\_\_ o'clock! In five minutes, \_\_\_\_\_ was asleep. Good night, \_\_\_\_\_ (name of boy)!

### Guided Practice (15 minutes)

The students each receive a copy of the story and, in groups of 3 or 4, read the story aloud to one another. They "act out" the story just like they had done in the input phase of the lesson. The teacher walks around the room and monitors/helps/interacts with the students.

The students, still in their groups, receive one of the paper plate clocks, one clock per group. The teacher instructs the students to show, on the paper plate clock, the time he/she says aloud:

**7:00 3:30 1:15 10:00 2:20 9:40 12:50**

### Independent Practice (15 minutes)

The teacher asks the students, still in groups, to reread the story about the boy, but now put their own name in the story. The students then tell one another the time they do all the activities described in the story.

Students return to their original seating arrangement and prepare to write.

### Evaluation (5 minutes)

The teacher reads 15 different times of day in the target language. The students are to write the times of day they hear. The teacher collects their work for evaluation.

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|-----------------|-----------------|------------------|
| <b>1. 1:30</b>  | <b>6. 7:45</b>  | <b>11. 4:10</b>  |
| <b>2. 10:00</b> | <b>7. 9:20</b>  | <b>12. 5:15</b>  |
| <b>3. 11:05</b> | <b>8. 3:35</b>  | <b>13. 8:40</b>  |
| <b>4. 12:00</b> | <b>9. 1:00</b>  | <b>14. 2:35</b>  |
| <b>5. 6:30</b>  | <b>10. 3:05</b> | <b>15. 12:12</b> |

### Closure

Students talk to the teacher about what time they like to play with friends.

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