

TOPIC: Review, Daily Schedule and Simple Present

Week: S1/W2

Class: 2C

Hour 1 goals: Review Q&As from W1, Review numbers, date and time expressions

Hour 2 goals: Introduce daily schedule vocabulary, have students describe what they do during the day and their routines

Hour 3 goals: Review present simple, explain grammatical structures, have students practice present simple using daily schedule concepts

Materials:

Objectives:

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Hour 1: Numbers, Time and Day	
<u>Warm Up/Engage</u>	
10 mins	Hand out sign in sheet. Practice names and pronunciation. Review last week's questions. <ul style="list-style-type: none">• What is your name?• How old are you?• Where do you live?• What do you like?• What is your favorite color/food/class? (Review favorite concepts for students who missed last class)
<u>Review 1: Numbers</u>	
5 mins	Write numbers on board 1-20, then by 10s to 100, 1,000, 10,000, 100,000 Say numbers once and have students repeat.
3 mins	How many? Activity – using classroom objects, ask students to count the number of things in the classroom. How many pencils? Fingers? Girls? Boys? Teachers? Students? Desks? Correct response: There are # fingers.
5 mins	Counting up Activity – (ex. 1 – 12 – 126 – 4126 – 74126 – 741269) Teacher writes one number on board, students identify. Teacher keeps adding numbers, until there are 7 digits. Every time the teacher adds a number, students call out answer. Review number after every choice. Continue until students are confident with higher digits.
10 minutes	Number relay activity: Write many numbers on board, all over. Divide students into two groups and make two lines leading towards the board. Give the first two students in line pieces of chalk. When they are ready, call out a number. Students must circle the correct number, whichever team does it first gets a point. Tally points, and continue until all numbers are circled and erased.
<u>Review 2: Day</u>	

5 mins	Ask students the date. Write on board: What is today's date? Today is the 28 th of September, 2015. Ask students if they can list the months of the year. Write on board.
5 mins	Ask students the day. Write on board: What day is today? Today is Monday. Ask students to list days of the week. Write on board. Use to review concepts: today, yesterday, tomorrow.
3 mins	Use these concepts to review: day, week, month, year. Day: Monday Month: September Year: 2015
Review 3: Telling Time	
10 minutes	Draw clock circle on board. Have students help you fill it in, with hour and minutes. "What time is it?" "It is..." – Practice with examples and correct answer :00 – o'clock :15 – fifteen (quarter past) :30 – thirty (half past) :45 – forty five (quarter til) Include concepts: AM, PM, Morning (12:00-11:59AM), Afternoon (12:00-5:00PM), Evening (5:00PM – 8:00PM), Night (8:00-11:59PM)
5 minute	Practice Questions about time What time is it now? It is... What time does class start? 7:30AM? Or 7:30PM? What time do you eat dinner? 8AM? Or 8PM? Other questions: What time is lunch? Lunch is at... What time is sunrise? Sunrise is at... What time is sunset? Sunset is at... What time is prayer? Prayer is at... What time do you go home? I go home at...
Conclusion/Wrap-up	
2 mins	Section 1 – short break. See hour 2. Section 2 – When is our next class? What day? What time? Closing.
Extension	
	Additional number/time relay – Have students stand in 2 lines, complete relay activity either saying numbers and having students write number on board, or draw a clock, and have students draw time.

Hour	
Warm Up/Engage	
5 minutes	Class 2: Review day, date, etc. What day is it today? What day was yesterday? What day is tomorrow? What time is it? What time is this? What time do you eat dinner? What time do you pray? Etc. Class 1: During break play song? Do one or two increasing numbers.

	Intro questions: What time do you wake up? What time do you go to school?
<u>Information</u>	
20 minutes	<p>During break, write dialogue on board. Read through once for students. Then read line by line and have students repeat. Explain expressions, phrases. Focus on concepts: "I'm great! Vs. I'm fine" times, questions, "I'm late"</p> <p>Underline concepts used in earlier lesson. Ask students to point out time, day, and number vocabulary.</p> <p>Abdul: Hi Kamal! Kamal: Hello Abdul, how are you? Abdul: I'm fine, thanks. And you? Kamal: I'm great! What are you doing? Abdul: I am walking to school. I have class every morning at 7:30. Where are you going? Kamal: I am going to the football field. Every Saturday I play football. What time is it? Abdul: It is 7:15. Kamal: Oh no! I'm late! I have to go. Abdul: Good luck! See you later. Kamal: Bye!</p>
<u>Practice</u>	
5 minutes	Divide students in pairs. Have students practice above dialogue in pairs, then switch role. Make sure all students participate.
10 minutes	Ask for volunteers and have students come forward in groups of two. Have students perform dialogue in front of class. Change times for different partners.
<u>Conclusion/Wrap-up</u>	
<u>Extension</u>	
5 minutes	<p>Ask students to identify verbs in above dialogue. Write infinitive and present simple on board.</p> <p>To do – I do/you do/he does...</p> <p>To walk – I walk</p> <p>To have – I have</p> <p>To go – I go</p> <p>To play – I play</p>

Hour
<u>Warm Up/Engage</u>

	Review earlier concepts – numbers, date, time. Make sure students remember number vocabulary, day/date, yesterday/today/tomorrow. What time is it?/What time do you eat dinner?/AM/PM/etc.
<u>Information</u>	
	What do you do every day? Teach vocabulary: To do To wake up To get dressed To brush hair To brush teeth To wash To eat breakfast/lunch/dinner To go... to school/to work/home To watch tv To study To play (sport/game) To cook To go to sleep
<u>Practice</u>	
	Listening comprehension: Read following lines to students and have them copy down what they hear. Read once, the read slowly 3-4 times. Ask students line by line what they heard. Write correct paragraph on board as you go over text. Every day, I wake up at 6:00 AM. I get dressed, I brush my teeth and I eat breakfast at 6:15 AM. I go to school at 7 AM. Every Monday and Saturday, I teach 2C1. I go home and I eat lunch at 12 PM. In the evening, I study Shenzuani and cook dinner. I go to sleep at 10 PM.
<u>Application</u>	
	Have students write their own daily schedules. Have them make at least 3 statements of thing they do every day and the time that they do them.
<u>Conclusion/Wrap-up</u>	
	Have students volunteer to read their statements. Answer any questions.
<u>Extension</u>	

What do you do morning/afternoon/evening/night?

Teach vocabulary

Every morning, I...

Reading Comprehension

Alana Says

Write daily schedule

Lesson notes:

Monday – 2 hr 2C1 – completed full first two hour lesson plans. Numbers and day/date was a review for most, but time was a struggle (hard to encourage participation). Dialogue was successful and students seemed to get a lot out of it.

Tuesday – 1 hr 2C2 – Completed numbers and day/date review. Include time on Saturday. Was easy for most students, though also hard to encourage participation. They seemed to enjoy the game a bit more than other students.