

## Lesson Plan Module 1: Session 5

Module 4 Yourself, Your Family and Everyday Life	Unit 1 – Session 5 Daily Routines/Recreation
<b>Standards Alignment</b>	
<p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• <u>CCSS.ELA-LITERACY.SL.1.1</u>: Participate in collaborative conversations with diverse partners about grade level topics and texts in small and larger groups.</li> <li>• <u>CCSS.ELA-LITERACY.SL.1.1.A</u>: Follow agreed-upon rules for discussions (e.g. listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>• <u>CCSS.ELA-LITERACY.SL.1.1.C</u>: Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• <u>CCSS.ELA-LITERACY.RI.1.4</u>: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</li> <li>• <u>CCSS.ELA-LITERACY.RI.1.10</u>: With prompting and support, read informational texts appropriately complex for grade level.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• <u>CCSS.ELA-LITERACY.L.1.1.A</u>: Print all upper- and lowercase letters.</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• <u>CCSS.ELA-LITERACY.L.1.1.E</u>: Use verbs to convey a sense of past, present, and future.</li> </ul>	
<b>Goals and Objectives (SWBAT)</b>	
<ul style="list-style-type: none"> <li>• State 5 things they do every day.</li> <li>• Respond to questions about time.</li> <li>• Talk about daily activities using the simple present.</li> </ul>	
<b>Technology Needs and Presentation/Handouts</b>	
<p>Technology Needs</p> <ul style="list-style-type: none"> <li>• Projector, laptop, and speakers</li> <li>• Tablets (if available)</li> <li>• Internet connection</li> <li>• Access to Ventures arcade (see link under resources)</li> </ul>	<p>Presentation Needs &amp; Handouts</p> <ul style="list-style-type: none"> <li>• Chart paper and markers</li> <li>• World Map</li> <li>• <i>Ventures 1</i></li> <li>• Picture dictionaries</li> <li>• Audio for <i>Ventures 1</i> if not using Internet</li> </ul> <p>Each item listed below will be available in PDF format:</p> <ul style="list-style-type: none"> <li>• Daily routine <i>cloze</i></li> <li>• What time do you...worksheet</li> </ul>
<b>Vocabulary Focus</b>	
get up, take a shower, leave for work, finish, go to sleep, every day	
<b>Grammar Focus</b>	

- Simple present
- Higher level: sometimes, never

### **Introduction/Warm-Up/Review (30 min)**

- Review the agenda, ask the learners to tell you the date. Ask Ss to repeat.
- Write on the board: How's the weather? Draw a picture of either sun/clouds/rain/snow as appropriate and write the word (e.g. introduce only 1 word – for the appropriate weather! Do not introduce all weather words) Add one word for the temperature (either hot or cold) Write that word on the board.
- Birthday review: in small groups, Ss review: When's your birthday? Ask them to write their birthdays on a calendar.
- Have learners practice with vocabulary cards – reviewing vocabulary from the past 4 sessions. If you aren't using vocabulary cards, conduct another vocab review activity.

### **Lesson Plan Activities**

#### **Activity 1: Daily routines – What do you do every day? (60 min)**

1. T reads and Ss point to picture of daily routine, using the pictures in *Ventures* 1, p. 77 or a picture dictionary. Assist lower level learners.
2. Repeat the activity, by asking one student to read or say the word and the other to point to the picture.
3. Divide the class into smaller groups, by similar levels. Each group has a set of pictures and sentences or phrases. Students in the group match the pictures with the sentences or phrases. Collect the phrases, let them hold onto pictures.
4. Working only with the pictures, ask each small group to review the activities. (e.g. read the newspaper, watch TV), then– make statements about which they do every day and don't do every day. Higher level learners can be encouraged to ask: Do you \_\_\_\_\_ every day, and/or talk about what they do every day, sometimes do and never do.
5. In small groups, ask Ss to write statements on chart paper about classmates (e.g. Ana goes swimming every day, Luis and Maria read books every day).
6. Have the Ss swap charts, or post on the wall. Ask groups to circle verbs and correct their classmates' chart.

#### **Wrap Up/Assessment**

- Ask the learners to share comments about what they and their classmates do every day. If appropriate, summarize with “most of us...” and “all of us.”

#### **Activity 2: Time and Daily Routines (75 min)**

1. Ask Do you \_\_\_\_\_? Do you \_\_\_\_\_ at 7 am? (Check that they know time, if not, review/teach.)
2. Show picture in *Ventures* 1 p. 70 – What do you see? Where are they?
3. Read or play a listening passage that includes times and daily routines: *Ventures* p. 71 A and B. Either follow the activities on p. 71, OR use these listening tasks:
  - **First listening:** What are they talking about (work schedule or routine?)
  - **Second listening:** Ask higher level to write the questions they hear, give the lower level Ss the questions as strips, and have them sequence them.
  - **Third listening:** write the questions on the board and ask all learners to answer:
    - What time does Bob eat dinner?
    - What time does Bob leave for work?
    - What time does he take the bus?
    - What time does he get to work?
    - What time does he take a break?
    - What time does he finish work?
4. Write the following five questions on the board (or use the attached worksheet): What time do you get up, what time do you take a shower, what time do you eat breakfast, what time do you go to the library, what time do you go to sleep. Ask the learners to repeat the questions, checking for comprehension. Ask them to write answers for each question.
5. Place a grid on the board and write: What time do you.....

Name	Get up	Take a shower	Eat breakfast	Go to the Library	Go to sleep
1.					
2.					
3.					
4.					

6. Put one student's name in the first spot. Model asking that student the questions and filling in the answers. Have a student then ask you. Fill in your information as well.
7. Ask students to ask four classmates these questions.
8. Ask the students to tell about their classmate, using the third person. Write a model on the board. Ask them to write sentences about 3 classmates.

### Wrap Up/Assessment

- Ask learners to report out about their classmates. Make some statements with numbers – 7 of us get up at 8 am, 10 of us get up at.....

### Overall Wrap Up: Vocab/ Review and Assessment (10 min)

1. What were new words today? What did we do today?
2. Have learners write 5 new words on the cards or in their journals.

### Homework/Project (Extension Activity)

\*\*\*Ask Ss to bring a tablet or laptop to the next class if they have one.

- **Reading/Writing:** Students complete the daily routine cloze (handout) and then write their daily routine in paragraph format, based on the *cloze*.
- **Listening/Speaking:** Interview a friend about their daily routine and write the answers. Provide questions for them to ask. Higher levels can devise their own language.
- Extra practice: <http://www.cambridge.org/us/esl/venturesadulted/venturesarcade/> Level 1: Unit 6, activity D Kim's Day and Daily Routines OR Basic Unit 6 Henry's Day.

### Online Resources

- Ventures Teachers Resources: <http://www.cambridge.org/ventures/resources/>