

# LESSON PLAN

Navigate your lesson with this guide to make time for meaningful discussions.

## Summary

<b>Date</b>	
<b>Subject</b>	<b>Theme:</b> Learning and Talking About Daily Activities
<b>Year Group or Grade Level</b>	Beginner
<b>Duration</b>	2 Lessons - 45 minutes each

## Materials Needed

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- Flashcards with pictures of daily activities.
- A daily routine chart or timeline.
- A worksheet for matching pictures and sentences.
- Whiteboard and markers.

## Learning Objectives

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By the end of the lesson, students will:

1. Recognize and name common daily activities (e.g., wake up, brush teeth, eat breakfast).
2. Sequence daily routines in order.
3. Use simple sentences to describe their routines (e.g., “I brush my teeth in the morning.”).

## Lesson Outline

Duration	Guide to Lesson 1	Guide to Lesson 2
<p><b>Warm-Up (5 minutes)</b></p>	<ul style="list-style-type: none"> <li>● <b>Introduction Through Pictures:</b> Hold up a flashcard of a daily activity (e.g., brushing teeth) and say, “This is brushing teeth. Can you do this with me?” Act out the activity while saying the phrase.</li> <li>● <b>Repetition Game:</b>After demonstrating 2–3 actions, ask students to repeat the phrases and perform the actions with you. Example: <ul style="list-style-type: none"> <li>● Teacher: “Wake up!” (Pretend to yawn and stretch.)</li> <li>● Students: “Wake up!” (Imitate the action.)</li> </ul> </li> </ul>	<p><b>Review Game:</b>Show flashcards from the previous lesson and ask students to name the activity.</p> <ul style="list-style-type: none"> <li>● Example: Show a flashcard of brushing teeth and ask, “What is this?”</li> </ul> <p><b>Quick Question:</b> Ask, “What do you do in the morning?” Encourage students to answer in sentences: “I wake up.”</p>
<p><b>2.Introduction (10 minutes)</b></p>	<p><b>Activity 1: Introducing Daily Routines</b></p> <ul style="list-style-type: none"> <li>● Show flashcards of common daily activities (e.g., waking up, brushing teeth, eating breakfast).</li> <li>● Say the name of each activity and ask students to repeat: <ul style="list-style-type: none"> <li>○ “This is waking up. Say it with me: waking up.”</li> <li>○ “This is brushing teeth. Say it with me: brushing teeth.”</li> </ul> </li> </ul> <p><b>Activity 2: Timeline of Daily Routines</b></p> <ul style="list-style-type: none"> <li>● Draw a simple timeline on the board (morning, afternoon, evening, night).</li> <li>● Place flashcards on the timeline in the correct order and explain:</li> </ul>	<p><b>Activity 1: Asking About Routines</b></p> <ul style="list-style-type: none"> <li>● Write on the board: <ul style="list-style-type: none"> <li>○ “What do you do in the morning?”</li> <li>○ “I wake up and brush my teeth.”</li> </ul> </li> <li>● Model a conversation: <ul style="list-style-type: none"> <li>○ Teacher: “What do you do in the morning?”</li> <li>○ Student: “I eat breakfast.”</li> </ul> </li> </ul> <p><b>Activity 2: Expanding Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Add more daily activities to the routine, such as: <ul style="list-style-type: none"> <li>○ “Go to school.”</li> <li>○ “Do homework.”</li> <li>○ “Play with friends.”</li> </ul> </li> <li>● Use flashcards to introduce and practice these new</li> </ul>

	<ul style="list-style-type: none"> <li>○ “In the morning, I wake up and brush my teeth.”</li> <li>○ “In the evening, I have dinner.”</li> </ul>	<p>phrases.</p>
<p><b>3. Guided Practice (15 minutes)</b></p>	<p><b>Activity 3: Sequencing Game</b></p> <ul style="list-style-type: none"> <li>● Mix up the flashcards and ask students to place them in the correct order of a daily routine.</li> <li>● For example: <ul style="list-style-type: none"> <li>○ Wake up → Brush teeth → Eat breakfast → Go to school.</li> </ul> </li> </ul> <p><b>Activity 4: Sentence Practice</b></p> <ul style="list-style-type: none"> <li>● Write simple sentences on the board: <ul style="list-style-type: none"> <li>○ “I wake up in the morning.”</li> <li>○ “I eat lunch in the afternoon.”</li> </ul> </li> <li>● Have students repeat and practice saying sentences about their own routine</li> </ul>	<p><b>Activity 3: Pair Practice</b></p> <ul style="list-style-type: none"> <li>● Pair students up and give each pair a set of flashcards.</li> <li>● Students take turns asking and answering questions: <ul style="list-style-type: none"> <li>○ “What do you do in the afternoon?”</li> <li>○ “I do my homework.”</li> </ul> </li> </ul> <p><b>Activity 4: Daily Routine Timeline</b></p> <ul style="list-style-type: none"> <li>● Provide a blank timeline (morning, afternoon, evening, night).</li> <li>● Students fill in their own routines using flashcards or writing: <ul style="list-style-type: none"> <li>○ Morning: Wake up, brush teeth, eat breakfast.</li> <li>○ Afternoon: Go to school, play.</li> <li>○ Evening: Have dinner, read a book.</li> </ul> </li> </ul>
<p><b>4. Independent Practice (10 minutes)</b></p>	<p><b>Activity 5: Matching Worksheet</b></p> <ul style="list-style-type: none"> <li>● Provide a worksheet with: <ul style="list-style-type: none"> <li>○ Pictures of daily activities and corresponding sentences.</li> <li>○ Students match the pictures with the correct sentences.</li> </ul> </li> </ul>	<p><b>Activity 5: Fill-in-the-Blank Worksheet</b></p> <ul style="list-style-type: none"> <li>● Provide a worksheet with sentences to complete: <ul style="list-style-type: none"> <li>○ “In the morning, I __.”</li> <li>○ “In the evening, I __.”</li> </ul> </li> <li>● Students complete the sentences based on their own routines.</li> </ul>
<p><b>5. Wrap-Up and Assessment (5 minutes)</b></p>	<p><b>Activity 6: Daily Routine Recap</b></p> <ul style="list-style-type: none"> <li>● Ask students to tell you one thing they do in the morning, afternoon, or evening. Example:</li> </ul>	<p><b>Activity 6: Sharing Routines</b></p> <ul style="list-style-type: none"> <li>● Ask each student to share one sentence about their routine. Example: <ul style="list-style-type: none"> <li>○ “In the afternoon, I play with my friends.”</li> </ul> </li> </ul>

- Teacher: “What do you do in the morning?”
- Student: “I eat breakfast.”

**Exit Ticket:** Each student says one sentence about their daily routine (e.g., “I brush my teeth in the morning.”).

**Exit Ticket:** Each student asks and answers a question with a partner:

- “What do you do in the evening?”
- “I watch TV.”

## Notes

### Homework for Lesson 1

- **Task:** Draw three activities you do at home and write a sentence for each. Example:
- “I play in the afternoon.”
- “I watch TV in the evening.”

### Homework for Lesson 2

- **Task:** Write three sentences about your daily routine and draw a picture for each activity.
- Example:
  - “In the morning, I eat breakfast.”
  - “In the afternoon, I play soccer.”

### Assessment Criteria for Both Lessons

- **Recognition and Vocabulary:**
- Identifies and names daily routines accurately.
- **Question and Answer Skills:**
- Asks and answers questions about daily activities fluently.
- **Personal Expression:**
- Shares routines in logical order with correct sentences.

## Remember

**Classrooms and the levels of students can vary, try to adapt it to your students and have fun!**