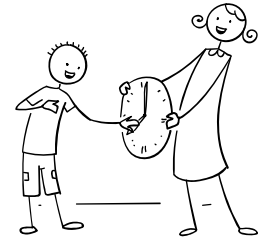


Lesson 12

## Daily routines & time 3



### General:

Level:	3 – PANDAS (ages 7-9)
Time:	1 hour – 1 hour 20 mins
Objectives:	Identifying numbers 1-30, saying the specific time.
Structures:	“What time is it?”, “It’s [4] o’clock”, “It’s [5] after/to [6]”, “It’s half past [9]”, “It’s a quarter after/to [4]”.
New vocab:	wake up, start school, arrive home, watch TV, do homework.
Review vocab:	numbers 1-20, wake up, get up, eat breakfast, go to school, start school, eat lunch, leave school, arrive home, watch TV, eat dinner, do homework, go to bed.

### You will need to download:

Flashcards:	<ul style="list-style-type: none"> <li>Numbers 1-20</li> <li>Daily routines (wake up, get up, eat breakfast, go to school, start school, eat lunch, leave school, arrive home, watch TV, eat dinner, do homework, go to bed)</li> </ul>
Printables:	<ul style="list-style-type: none"> <li>What time is it? worksheet</li> <li>Write the times worksheet</li> </ul>
Readers:	What time is it?

These can be downloaded at <https://www.eslkidstuff.com/esl-kids-lesson-plans.html>

### You will also need:

- name tags for each student
- board with markers / chalk
- basket (a trash can) and 2 balls (for the vocabulary basketball game)
- weather board (from previous class)
- lots of small blank pieces of paper (10 pieces per student)
- clock crafts from lesson 10

### Notes:

In this lesson students practice saying numbers up to 30, which, in turn, gives them all the numbers they need for saying specific times. Students play lots of numbers games and do telling the time activities. Your students will need their craft clocks they made in lesson 10.

## Lesson Overview:

### Warm Up and Maintenance:

1. Greetings and name tags
2. Play "Vocabulary basketball"
3. Homework check
4. Talk about the weather using the "Weather board"
5. Read classroom reader "What time is it?"
6. Review daily routines and times
7. Review numbers 1-20

### New Learning and Practice:

1. Play "Concentration 21-30"
2. Play "Ball pass counting race"
3. Play "Write the number race"
4. Play "Numbers bingo"
5. Read and write time
6. Teach times on a clock
7. Practice the time with clock crafts
8. Do the "What time is it?" worksheet

### Wrap Up:

1. Assign Homework: "Write the times"
2. Do "Quick check" and say goodbye

## Lesson procedure:

### Warm up and maintenance:

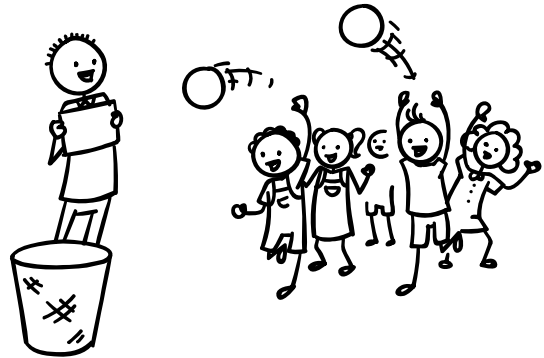
#### 1. Greetings and name tags

Greet the students as they enter the classroom and gesture for them to sit down. Before class prepare some blank name tags (stickers or pin-on tags). Give these out and have everyone write their names and put their tags on. If you use pin-on tags, you can keep and give out every class.



## 2. Play "Vocabulary basketball"

Let's start with a fun game which will review vocab from the previous lessons. You will need a basket (a trash can) and 2 balls (or 2 pieces of A4 paper scrunched up into balls).



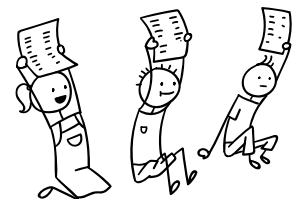
Form 2 teams and line them up so that two players from each team are facing the front with the basket in front of them. Let both players throw their ball - if they get their ball into the basket they can try and win a point by giving the correct answer to a question the teacher asks. Then they go to the back of the line. At the end, the team with the most points is the winner!

Questions on the following topics can be asked:

- **Numbers 1-20** – hold up a number card and ask, "What number is this?"
- **Likes & dislikes for food and drink** – "Do you like milk?", "Yes, I do / No, I don't".
- **Clothes** – "What are you wearing?", "I'm wearing a t-shirt and jeans".
- **Clothes and weather** – "What do you wear on rainy days?", "I wear a coat and boots".
- **Days of the week** – say all the days in the correct order.
- **Time** – hold up a clock and ask, "What time is it?" (do only o'clock times).
- **Daily routines** – hold up a flashcard with a daily routine and ask, "What is this?"

## 3. Homework check

Check each student's homework that you set in the last lesson. Ask each student some questions about their homework worksheet (e.g. "What number is it?", "Is this number 18?"), give lots of praise, and then put some kind of mark on the homework sheet (e.g. a sticker, a stamp or draw a smiley face).



Finally, tell your students to put their homework back into their bags.

## 4. Talk about the weather using the "Weather board"

Use the weather board that you created in the previous class. Ask, "How's the weather today?" and have students put up their hands. Allow one weather condition per student (e.g. "It's rainy") and have each student come up and put a weather picture on the weather board.



Depending on weather conditions, you can introduce more weather words (with pictures ... you can get students to draw them), such as:

- stormy
- misty
- showery
- freezing
- humid
- frosty
- icy
- drizzly

## 5. Read classroom reader "What time is it?"

Let's review times by reading this story again. Use either these slides or print out the reader. Before class, download and print off the reader "What time is it?" from our website. As you go through each page, point to the clocks in each picture and elicit the times and have your students put the times on their craft clocks, for example:



*Teacher: (reading from page 1) "One day Colin Clock met his friend, Ana clock" ... Which one do you think is Colin Clock?*

*Students: The blue one!*

*Teacher: Yes, that's right. (pointing at the clocks) ... This is Colin Clock and this is Ana Clock. What color is Ana Clock?*

*Students: Pink!*

*Teacher: Yes, pink! (reading from page 1) "Oh dear!", said Colin Clock. "What time is it?" ... Let's look. What time is Colin Clock showing? (pointing at Colin Clock)*

*Students: 3 o'clock!*

*Teacher: Good Job! Everyone put 3 o'clock on your clocks. And how about Ana Clock? (pointing at Ana Clock)*

*Students: 7 o'clock!*

*Teacher: Yes! Now put 7 o'clock on your clocks. But they both have different times! (Teacher looks puzzled). (Reading on ...) "Let's ask Tom Clock" ... etc.*

Continue through the story, asking for the times. Get the students really involved in the story by asking lots of questions (e.g. about the clock colors) and even ask yes/no questions about the times on the clocks (making mistakes, of course), for example:

*Teacher: (reading from page 3) "'Hello Tom Clock!", said Ana Clock. "What time is it?" ... What time is Tom Clock showing? Is it 2 o'clock?*

*Students: No!*

*Teacher: No? Well, what time is it? (pointing at Tom Clock)*

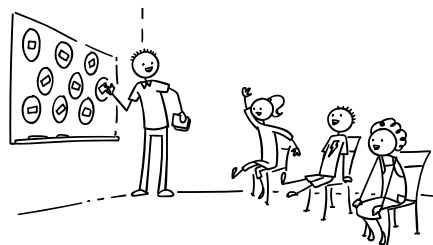
*Students: 1 o'clock!*

*Teacher: Is it? (Looking more closely). Oh, yes it is! Well done! Etc.*

## 6. Review daily routines and times

Use the daily routines flashcards from last class. Put them in order of a day's routines ("wake up" first, "go to bed" last)

Put the first picture on the board and draw a small clock next to it with a time (e.g. 7 o'clock). Elicit the sentence. "I get up at 7 o'clock" and write it next to the clock. Continue through all the routines using linking phrases and times (to the nearest hour) until your board has 12 flashcards with times and sentences, which could look similar to this (linking phrases in **bold**):



<ul style="list-style-type: none"> <li>• I wake up at 7 o'clock.</li> <li>• <b>Then</b>, I get up</li> <li>• <b>Next</b>, I eat breakfast.</li> <li>• I go to school at 8 o'clock.</li> <li>• I start school at 9 o'clock.</li> <li>• I eat lunch at 12 o'clock.</li> </ul>	<ul style="list-style-type: none"> <li>• I leave school at 4 o'clock.</li> <li>• I arrive home at 5 o'clock.</li> <li>• <b>Then</b>, I watch TV.</li> <li>• I eat dinner at 6 o'clock.</li> <li>• <b>After that</b>, I do homework.</li> <li>• I go to bed at 9 o'clock.</li> </ul>
---	---

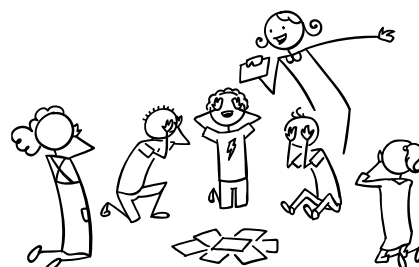
Next, put students into pairs to tell each other their school day routines with linking phrases and times (to the nearest hour), using the sentences on the board as a model. Circulate as they are doing this, helping out with mistakes.

To finish, ask each student a "What time do you ...?" question. E.g. "Hugo, what time do you leave school?"

## 7. Review numbers 1-20

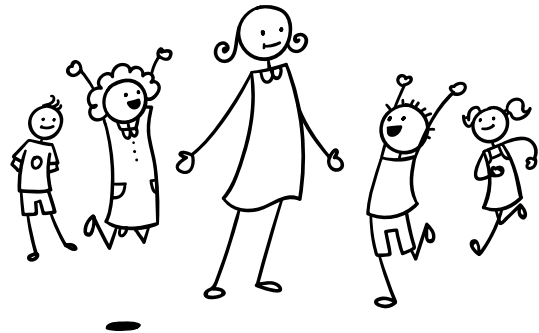
You'll need a set of cards with the numbers 1-20 on. Hold up each number card in order from 1-20, and quickly elicit each number, each time lay the card down on the floor, face up. By the end, you'll have the 20 cards spread out on the floor.

Sit everyone in a circle on the floor around the cards and tell them to close their eyes. Take away one card and say, "Open your eyes". Students have to quickly check and say which number is missing – the fastest student to give the correct answer wins a point. Continue for all the numbers. Finally, get everybody standing up. Say some actions with numbers (e.g. "jump – 8 times!") and everybody has to do the actions. Other actions can include:



- hands up & down
- turn around

- hop
- crouch down
- touch your nose
- sit down & stand up
- clap
- stomp your feet
- star jump



## New Learning and Practice:

### 1. Play "Concentration 21-30"

You are going to play a version of "Concentration" to teach the numbers 21-30. Before class cut up lots of small blank pieces of paper – you will need 10 pieces per student.

In class, give each student 10 pieces of blank paper. Start by writing on the board the numbers 1-20 (in correct order in a row at the top), getting your students to shout out each number as you write.

Then start a second row on the board, writing the number "21". Ask if anyone can say this number. Then chorus x3. Have everyone write 21 on one of their blank pieces of paper. Continue with all the numbers 21 to 30, so in the end each student will have finished writing the numbers 21-30 on all their pieces of paper.

Now for the game – put students into pairs and have them put their small number cards spread out, face down on the desk. The cards should be mixed-up, so no one knows where each number is. Student A turns over two cards – if the numbers are the same, they remove and keep these cards. If the numbers are different, they turn them back over. Then B has a go, turning over 2 cards.

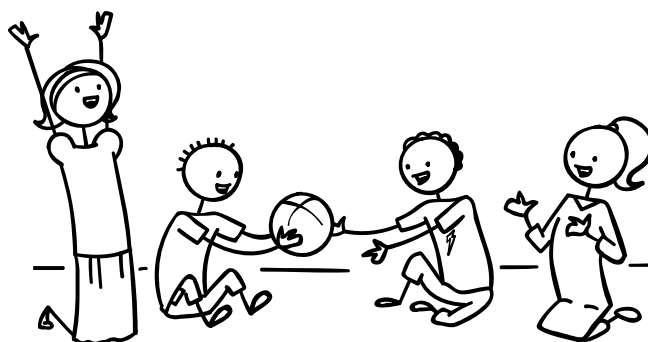


Play until all the cards have been removed – the winner is the one with the most cards!

### 2. Play "Ball pass counting race"

Divide the class up into groups of around 4-8 students (try and have at least 2 groups - although for small classes just one group is fine). Each group should sit in a circle.

Each group will pass the ball around the circle and count numbers 1 to 30 as they pass. The first group to finish is the winner.

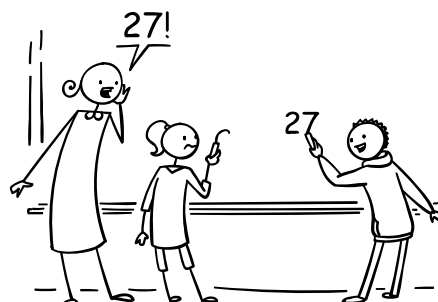


As the activity is running, walk around and listen - any mistakes you hear will mean the team must restart at 1 again. Finally, put your class into pairs. Have each pair practice saying the numbers together (e.g. A: 11, B: 12, A: 13, B: 14, etc.).

### 3. Play "Write the number race"

Divide the class into 2 teams and line up each team, students standing behind each other, so that the front person in the line is facing the board.

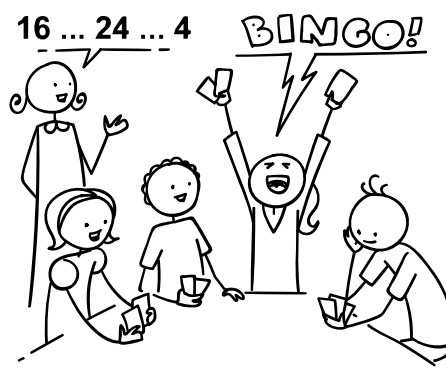
The first two players on each team will race to write the correct number: teacher shouts a number (e.g. "27!") and the two players race to the board, pick up a marker or chalk and write the number. The first player to write the correct number wins a point for their team.



### 4. Play "Numbers bingo"

This is great fun! Give everyone a piece of paper and tell them to draw a grid of 4x4 or 5x5, depending on how long and difficult you want the game to be.

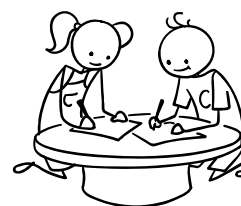
Then get students to write any numbers they like (from 1 to 30) in each cell until they have filled in their grid. The teacher will be the number caller - to keep track, make sure you write down the numbers on a piece of paper as you randomly call them out.



Students can win points, stars, stickers or prizes for getting lines and full houses.

### 5. Read and write time

This segment can be part of all your lessons. Spend 10 to 15 minutes building up your students' writing and reading skills. You'll need to assess your students' reading/writing level and then choose to start at one of the following stages:



**1. Beginners: students cannot read or write the alphabet.**

Each lesson introduce 3 lower-case letters of the alphabet (first lesson will be a, b, c). Use flashcards to do this. Play alphabet games and do printing worksheets. **See our 'Alphabet a-z (lowercase)' mini-lesson plan for full details.**

**2. Early starters: students have experience with the alphabet but need phonics practice.**

Each lesson introduce 5 lower-case letters of the alphabet (first lesson will be a, b, c, d, e). Use flashcards to do this. Start by working on the sounds of the letters and then move onto letter clusters (e.g. sh, ee, etc). **See our 'Alphabet' and 'Letter clusters' mini-lesson plan for full details.**

**3. Early readers.**

Work on reading and writing simple sentences with lots of practice activities. **See our 'Early reading' mini-lesson plan for full details.**

**4. Elementary readers: students can read and write simple sentences well.**

Work on reading and writing short texts and stories. **See our 'Reading short texts' mini-lessons for full details.**

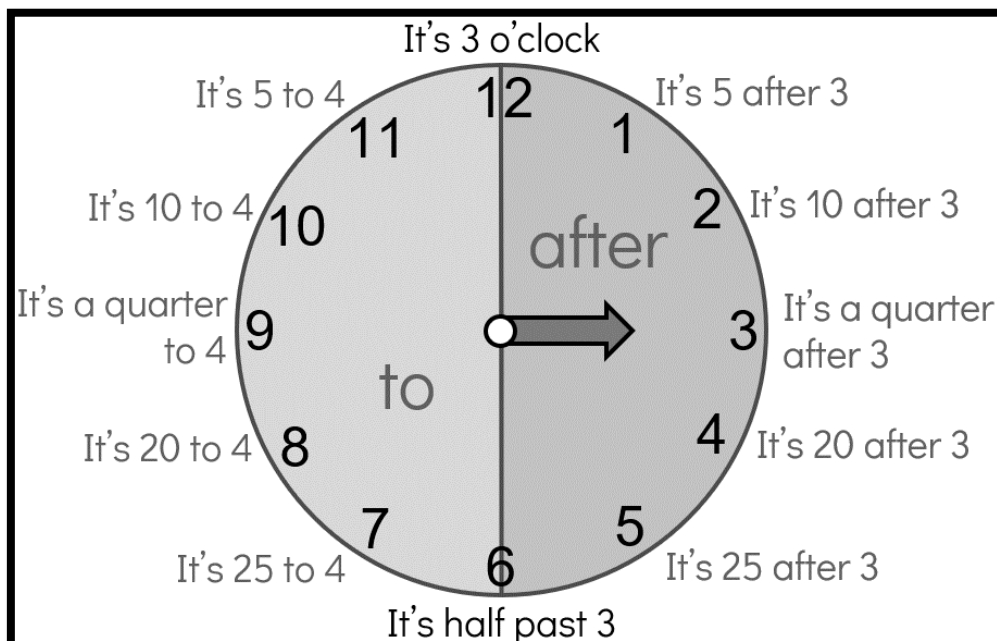
**6. Teach times on a clock**

Now that everyone knows the numbers up to 30, we can start teaching more specific times. Draw a large circle on the board (this will be a clock face) with the hour numbers 1-12 written on it.

Draw the hour hand pointing a 3 and the minute hand pointing at 12 – ask, “What time is it?” and elicit “It’s 3 o’clock”. Write “It’s 3 o’clock” above the 12.

Next erase the minute hand and draw the hand pointing at the 5 minutes mark. Ask, “What time is it?” and teach/elicit, “It’s 5 after 3”. Write this next to the 5-minute mark. Continue around the clock, every 5 minutes writing the time, until you have a clock on the board that looks like the one below.





Make sure to point out the times at a quarter after/to and half past.

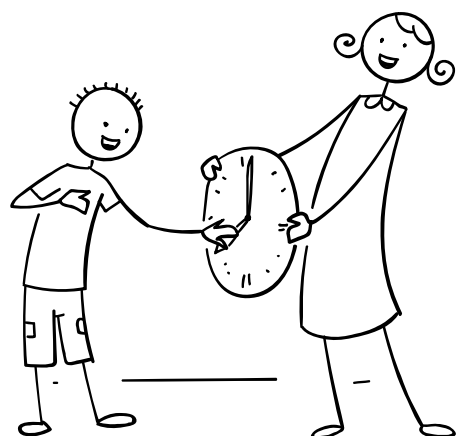
Now throw a curve ball - draw the hands at the 8:07 position and ask, "What time is it?". Elicit/teach, "It's 7 after 8". Do a few more of these on the board, in both "after" and "to" positions, so that everyone gets the idea.

For fun, invite some students up to the board to draw the clock hands and ask the class, "What time is it?".

## 7. Practice the time with clock crafts

You'll need everyone to have their clock crafts with them - if anyone has forgotten their clock, pair them up with someone who has theirs, as only one clock per pair is necessary.

Take your clock craft and ask a volunteer to move the hands to a time and ask you, "What time is it?". Reply with the time. Continue going around the class, getting students to set the time on your clock and ask you the time.



Next, put students in pairs to do the same with their craft clocks - setting the time and asking, "What time is it?". Circulate and help with mistakes, all the time giving lots of praise and encouragement.

## 8. Do the "What time is it?" worksheet

Hold up the worksheet and model what to do - write the times under each clock. You can do this with numerals instead of words (e.g. Question 2 is "It's 25 to 5"). As students are doing their worksheets, circulate and help out with mistakes.



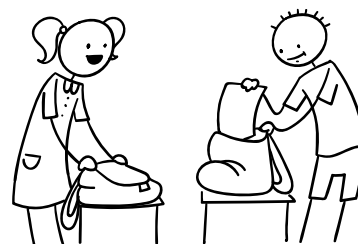
Now put your students into pairs. Student A points to one of the clocks on the worksheet and asks, "What time is it?". Student B says the time.

Do a final check by asking a few students to say a time from the worksheet.

## Wrap Up:

### 1. Assign Homework: "Write the times"

Hold up the homework worksheet and model writing the times under each clock. Also explain that for the last clock your students need to write the current time (when they are doing the worksheet) - model doing this by looking at the actual time and drawing it on the clock and writing it underneath.



Give out the worksheets and say, "Put your homework in your bags".

### 2. Do "Quick Check" and say goodbye

Time to leave the class. Make sure everything is put away and the students have gathered their belongings. Have them line up at the door and place yourself between the door and the students. For each student check a time by holding up the craft clock, setting a time and asking, "What time is it?" - make sure a full answer is given (e.g. "It's half past 7").



When they give you the correct answer say goodbye and let them leave. If their answer is wrong, have them go back to the end of the line - they will have to try again once they reach the front!

- All flashcards, worksheets, craft sheets, readers and songs used in this lesson plan can be downloaded at [eslkidstuff.com/esl-kids-lesson-plans.html](http://eslkidstuff.com/esl-kids-lesson-plans.html)

- More free Lesson Plans are available at [eslkidstuff.com/esl-kids-lesson-plans.html](https://www.eslkidstuff.com/esl-kids-lesson-plans.html)

Can you suggest any additions to this lesson plan? If you know of any great games, activities, teaching points, links to other sites or any other ideas that can be added to this lesson plan, please email us: <https://www.eslkidstuff.com/contact.htm>

Please report any mistakes at <https://www.eslkidstuff.com/contact.htm>

This lesson plan was produced by ESL KidStuff (<https://www.eslkidstuff.com>) and is covered by copyright.