

## Example Lesson Plan #2

### ANTONIO VAN UDEN SCHOOL

**Date:** July 21<sup>st</sup> to August 1<sup>st</sup> 2.020

**Teacher's name:** LIC. Diana Margarita Rodríguez S.

**English Class:** Healthy Routines

**Course:** 601-602-603 Afternoon shift

**Lesson:**

**Time: 15 days**

**Third term**

**Topic:** I care my health and my family environment

**Objectives**

1. By the end of the unit learners will be able to talk about their daily personal care and health routines.

2. Learners will recognize and use basic vocabulary related to daily routines and care health routines.

3. Learners will write down in pre-established forms short sentences and expressions related to daily routines and health care routines.

**Materials: Photocopie pages 28 and 29 from Upload 6, pens, colors, dictionary.**

<p><b>Introduction</b></p>	<p><b>VOCABULARY: Dibuje el vocabulario del punto #1 , página 28 :</b>1- wake up, 2-take a shower, 3- get dressed, 4- make the bed, 5- have breakfast, 6- brush teeth, 7- comb hair, 8- do house chores, 9- have lunch, 10- do homework, 11- walk the dog, 12- read a book, 13- watch t.v, 14- wash the dishes, 15- have dinner, 16- play video games, 17- go to bed,</p>	<p><b>Time</b> <b>4</b> hours</p>
<p><b>Stage 1</b> <b>Knowledge Activation</b></p>	<p>Dear students Please: <b>Con teste las preguntas: Questions: WHAT TIME DO YOU.....</b> 1-wake up?, 2-take a shower?, 3-get dressed?, 4- have breakfast ?, 4- clean the house?, 5- have lunch?, 6- do homework?,7- sweep the floor?, 8- have leisure time?: (watch t.v,9- walk the dog?,10- play soccer?)11- Have dinner?, 12- go to bed?. <b>Teniendo en cuenta su propia rutina.</b></p>	<p><b>Time</b> <b>4</b> hours</p>
<p><b>Stage 2</b> <b>Reading Comprehension</b> <b>About the topic</b></p>	<p><b>Copie y traduzca el punto #2 , página 29</b></p>	<p>Time 2 hours</p>
<p><b>Stage 3</b> <b>Production</b></p>	<p><b>Copie y desarrolle el punto #3 y 4, página 29</b></p>	<p>Time 2 hours</p>
<p><b>Extra activities</b></p>	<p>Look for the World Health Organization, hands washing directions and protocol.</p>	
<p><b>Lesson self-evaluation</b></p>	<p>1- How do you feel?2-Did you like the activities or not? 3-What kind of difficulties did you find to develop the activities?</p>	

<b>General comments</b>	Parents and family can give your opinions about the topic and the assigned activities.	
<b>Bibliography</b>	Evans, V., & Dooley, J. UPLOAD US 1. Express Publishing.	Pag: 28-29

# 2.1 Daily routines

## Vocabulary & Reading

### Everyday activities

1 a) Listen and repeat. Match the phrases to the pictures.

- A  Classes finish
- B  have dinner
- C  get up
- D  go to bed
- E  have breakfast
- F  have lunch

- G  get home
- H  get dressed
- I  do my homework
- J  go to school

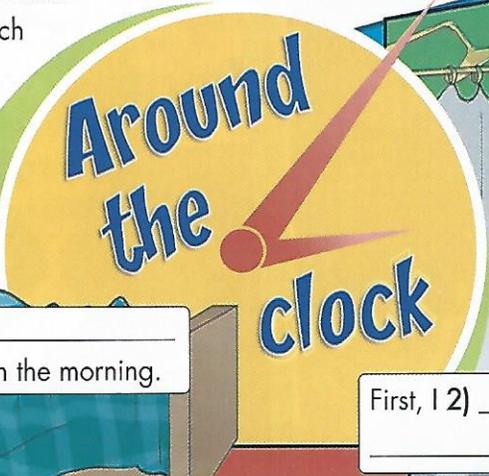
- K  watch TV
- L  take a shower



Then, I 3) \_\_\_\_\_



I 1) \_\_\_\_\_  
at 7 o'clock in the morning.



First, I 2) \_\_\_\_\_



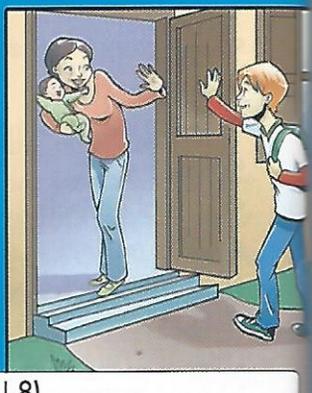
After that, we 4) \_\_\_\_\_

Then, I 5) \_\_\_\_\_  
\_\_\_\_\_. Classes start  
at 8 o'clock.

We 6) \_\_\_\_\_  
\_\_\_\_\_ in the school  
cafeteria at 12 o'clock.



7) \_\_\_\_\_  
\_\_\_\_\_ at half past three.



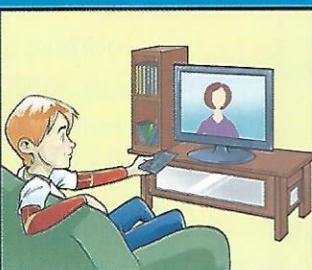
I 8) \_\_\_\_\_  
from school at 4 o'clock.



I 9) \_\_\_\_\_  
\_\_\_\_\_ in the afternoon.



Then, we 10) \_\_\_\_\_



After that, I 11) \_\_\_\_\_



I 12) \_\_\_\_\_  
\_\_\_\_\_ at 10 o'clock.

b) Use the pictures A - L to fill in the blanks. Listen and check.

## Grammar

### Simple present (affirmative)

#### 2 a) Study the examples and the theory.

**AFFIRMATIVE**

I **have** lunch at 12:30 in the school cafeteria.  
 You **do** your homework in the afternoon.  
 We **go** to school at 8 o'clock in the morning.  
 You **get** home from school at 4 o'clock.  
 They **live** in an apartment in New York.

We use the simple present for:

- habits & routines. *I go to school at 8:30.*
- permanent states. *I live in Caracas.*

#### b) Use verbs/phrases from Ex. 2a to complete the sentences below.



1 They \_\_\_\_\_  
in an apartment in New York.



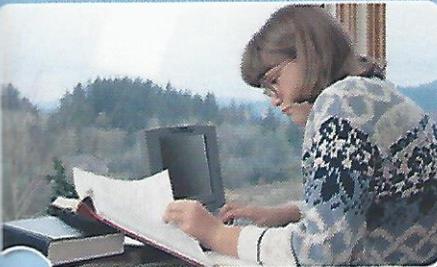
2 We \_\_\_\_\_  
\_\_\_\_\_ at 8 o'clock  
in the morning.



3 You \_\_\_\_\_  
from school at 4 o'clock.



4 I \_\_\_\_\_ at  
12:30 in the school cafeteria.



5 You \_\_\_\_\_  
\_\_\_\_\_ in the afternoon.

#### 3 Fill in the blanks with *at* or *in*.

Note:

at 8 o'clock/7:00/noon  
 in the morning/afternoon/  
 evening

- 1 I get up *at* 7 o'clock.
- 2 We go to school \_\_\_\_\_  
the morning.
- 3 We have lunch \_\_\_\_\_  
noon.
- 4 I do my homework \_\_\_\_\_  
the afternoon.
- 5 I go to bed \_\_\_\_\_  
9 o'clock in the evening.

## Listening

#### 4 Listen and circle the correct answer.

- 1 Marta and Enrico get up at \_\_\_\_\_.  
A 6 o'clock B 7 o'clock
- 2 Classes start at \_\_\_\_\_.  
A 8 o'clock B 9 o'clock
- 3 They have lunch at \_\_\_\_\_.  
A school B home
- 4 They watch TV in the \_\_\_\_\_.  
A afternoon B evening
- 5 They go to bed at \_\_\_\_\_.  
A 9 o'clock B 10 o'clock

## Writing

#### 5 a) Find the sequence words in Ex. 1.

Sequence words

We use **first**, **then**, and **after that** for sequence.

*I get up at 7 o'clock. **First**, I take a shower. **Then**, I get dressed. **After that**, I have breakfast.*

b) **Portfolio:** Use the phrases in Ex. 1 and the sequence words above to write about your daily routine.