

LESSON PLAN

Grade: 5

Unit: 4 – My Daily Routine

FUNCTIONS& USEFUL LANGUAGE:	LANGUAGE SKILLS & OUTCOMES:
<p>Describing what people do regularly (Making simple inquiries) What time does your little brother/sister go to bed? —S/he goes to bed at half past ten. What time do you arrive at school? —We arrive at school at quarter past eight. When do you brush your teeth? —I brush my teeth in the morning and at night. —When do you watch TV? —I watch TV every evening. Telling the time What time is it? —It's half past nine. —It's quarter to eleven. Naming numbers Numbers from 1 to 100</p>	<p>Listening E5.4.L1. Students will be able to understand specific information in short, oral texts about daily routines. E5.4.L2. Students will be able to understand the time. Speaking E5.4.S1. Students will be able to talk about daily routines. E5.4.S2. Students will be able to use simple utterances to talk about daily routines of friends and family members. E5.4.S3. Students will be able to tell the time and numbers from 1 to 100. Reading E5.4.R1. Students will be able to understand short and simple written texts about daily routines.</p>
TESTING & EVALUATION	
<p>Listening Different variations of matching (...the sentences with paragraphs ... pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors' intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/No information, understanding overall meaning and supporting details, recognizing specific information, Questions and answers.</p> <p>Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc.</p> <p>Reading Different variations of matching (...the sentences with paragraphs, ... pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author's intention, Questions and answers."</p>	

13th Week: 9-13 December Time: 40+40+40

Objective: Students will learn vocabulary related to daily routines and practice telling time.

Lesson 1: Get Ready! & Listening

1. **First, study the clock below. Then, listen and repeat.** (Page 46)

Instructions:

- Tell your students: "Let's start by studying the clock."
- Show the clock on page 46 and have students observe the different times.
- Play the audio and ask students to listen carefully and repeat the times shown on the clock.
- Repeat the exercise to practice pronunciation.

2. **Before you listen, look at the clocks and complete the sentences.** (Page 47)

Instructions:

- Tell your students: "Let's look at the clocks and complete the sentences."

- Ask students to observe the clocks on page 47 and fill in the missing times in the sentences below.
- Discuss the answers together as a class.

Lesson 2: Listening and Drawing

3. Listen and draw the hands on the clocks. (Page 47)

Instructions:

- Tell your students: "Let's listen and draw the correct time on the clocks."
- Play the audio, and have students listen carefully to the times mentioned.
- Students should draw the clock hands to match the times they hear on page 47.
- Review the answers together.

4. Ask your friend the time. Draw the hands on the clocks. (Page 48)

Instructions:

- Tell your students: "Let's practice asking for the time."
- Pair up students and have them ask each other for the time.
- After each response, students draw the hands on the clocks provided on page 48 to match the times given by their partner.

Lesson 3: Matching and Speaking Practice

5. Look at the pictures. Match them with the words. (Page 48)

Instructions:

- Tell your students: "Let's match the pictures with the correct words."
- Ask students to observe the pictures on page 48 and match them with the corresponding words.
- Review the matches together as a class.

6. Before you listen, answer: What time do you get up? (Page 49)

Instructions:

- Tell your students: "Let's talk about what time you get up."
- Ask students to share the time they wake up each morning with the class.
- Encourage them to use full sentences and proper time expressions.

14th Week: 16-20 December Time: 40+40+40

Objective: Students will enhance their understanding of daily routines through listening, speaking, and reading activities.

Lesson 1: Listening and Speaking Practice

7. Listen to Susan's daily routine and write the times under the pictures. (Page 49)

Instructions:

- Tell your students: "Let's listen to Susan's daily routine."
- Play the audio, and have students listen carefully to the times Susan mentions.
- Students should write the correct times under the pictures on page 49.
- Discuss the answers together as a class.

8. Listen to part 7 again. Write true (T) or false (F). (Page 49)

Instructions:

- Tell your students: "Let's listen again and decide if the statements are true or false."
- Play the audio from part 7 again and ask students to listen closely.
- They should mark each statement as true (T) or false (F) on page 49.
- Review the answers together.

Lesson 2: Speaking and Reading

9. What do you do in a day? Describe your daily routine. Tell the time and mention the activities below.

(Page 50)

Instructions:

- Tell your students: "Let's talk about your daily routine."
- Ask students to describe their daily routine, mentioning the time and the activities they do.
- Encourage them to use the vocabulary they've learned and speak in full sentences.

10. Before you read, answer: What time do your parents get up in the morning? (Page 51)

Instructions:

- Tell your students: "Let's talk about your parents' morning routine."
- Ask students to share what time their parents wake up in the morning.
- Have them discuss their answers with the class.

Lesson 3: Reading and Speaking

11. Read the text. Tell the times in full form and read aloud. (Page 51)

Instructions:

- Tell your students: "Let's read a text and practice telling the time."
- Ask students to read the text on page 51 and tell the times mentioned in full form.
- Have them read the text aloud to practice pronunciation.

12. Read the questions and say the answers. (Page 51)

Instructions:

- Tell your students: "Let's answer some questions about the text."
- Ask students to read the questions on page 51 and answer them aloud.
- Discuss the answers together as a class.

15th Week: 23-27 December Time: 40+40+40

Objective: Students will practice speaking through interactive activities, play games, and engage in song practice.

Lesson 1: Speaking and Game Time

13. Describe a day of your parents and your best friend. Mention the time of the activities. (Page 51)

Instructions:

- Tell your students: "Let's describe a day in the life of your parents and best friend."
- Ask students to describe their parents' and best friend's daily routines, mentioning the specific times for each activity.
- Encourage detailed descriptions using the vocabulary and time expressions they've learned.

14. Play in groups of three. Roll the dice. Move forward the number of spaces on the dice. Say the things they do at these hours. (Page 52)

Instructions:

- Tell your students: "Let's play a game about daily routines."
- Students form groups of three and play the game on page 52 by rolling the dice and moving forward on the board.
- They must say what activities are done at the hours they land on.
- Encourage active participation and use of the target language.

Lesson 2: Song Time & Listening

15. Listen and sing the song. (Page 53)

Instructions:

- Tell your students: "Let's sing a song about daily routines."
- Play the audio of the song on page 53 and have students listen.
- Then, ask them to sing along, repeating the song a few times to build confidence.
- Discuss the meaning of the lyrics.

16. Before you listen, answer: What is the first thing you do in the morning? (Page 53)

Instructions:

- Tell your students: "Let's talk about what you do first in the morning."
- Ask students to share what they do first when they wake up in the morning.
- Have them discuss their answers with the class.

Lesson 3: Listening and Speaking

17. Listen and answer: What time does Matt brush his teeth? (Page 53)

Instructions:

- Tell your students: "Let's listen and find out what time Matt brushes his teeth."
- Play the audio and ask students to listen carefully.
- They should answer the question and discuss their answers with the class.

18. Listen to part 17 again. Write true (T) or false (F). (Page 53)

Instructions:

- Tell your students: "Let's listen again and decide if the statements are true or false."
- Play the audio from part 17 again and ask students to listen closely.
- They should mark each statement as true (T) or false (F) on page 53.
- Review the answers together.

16th Week: 30 December-3 January Time: 40+40+40

Objective: Students will practice counting, solve puzzles, and complete a final assignment.

Lesson 1: Counting and Speaking Practice

19. Work in pairs. Ask and answer questions about your daily routines. (Page 53)

Instructions:

- Tell your students: "Let's talk about your daily routines in pairs."
- Students work in pairs to ask and answer questions about their daily routines.
- Encourage them to use the vocabulary and phrases they've learned.

20. Let's count together! Listen and repeat the numbers. (Page 54)

Instructions:

- Tell your students: "Let's practice counting numbers together."
- Play the audio and have students listen to the numbers.
- Ask them to repeat the numbers after the audio.
- Practice counting from 1 to 100.

Lesson 2: Puzzle Time and Speaking

21. Look and say the numbers. (Page 54)

Instructions:

- Tell your students: "Let's say the numbers we see."
- Ask students to look at the numbers on page 54 and say them aloud.
- Practice pronunciation and correct any mistakes.

22. Find these numbers in the crossword. (Page 55)

Instructions:

- Tell your students: "Let's solve a number puzzle."
- Students find the numbers listed in the crossword on page 55.
- Have them work individually or in pairs and discuss the answers together as a class.

Lesson 3: Speaking and Final Assignment

23. Count the numbers from 1 to 100. (Page 55)

Instructions:

- Tell your students: "Let's count from 1 to 100 together."
- Ask students to count aloud from 1 to 100, taking turns or counting together as a class.
- Ensure clear pronunciation and correct any mistakes.

24. Work in pairs. Ask and answer the time. Say these times as in the example. (Page 55)

Instructions:

- Tell your students: "Let's practice telling the time in pairs."
- Students work in pairs to ask and answer questions about the time, using the examples on page 55.
- Encourage them to use proper time expressions and pronunciation.

Assignment:

- **Prepare a poster about your daily routine. Describe it to your friends.**
 - Tell your students: "Let's create a poster about your daily routine."
 - Students prepare a poster illustrating their daily routine, including times and activities.
 - They will present their poster to the class and describe their routine.
- **Interview a neighbor/parent or teacher about his/her daily routine. Then, report it to your friends.**
 - Tell your students: "Let's interview someone about their daily routine."
 - Students conduct an interview with a neighbor, parent, or teacher about their daily routine.
 - They will then report their findings to the class, describing the person's routine in detail.

This Plan is successfully applied during within the scheduled time.

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