

TITLE: Reflecting on One’s Use of Time and Scheduling Activities. ESTIMATED TIME: 2.25 hrs

LESSON OBJECTIVES:

- Students will be able to orally narrate daily activities using simple past tense.
- Students will be able to use a pie graph to reflect on their use of time and write simple sentences describing daily activities in the past.
- Students will be able to compose simple promises using simple future tense with “will”.

<p>Essential Vocabulary:</p>	<p>Materials Needed:</p>
<ul style="list-style-type: none"> • cleaned (clean) • cooked (cook) • studied (study) • watched (watch) • worked (work) • ate (eat) • do (did) • slept (sleep) • spent (spend) • went (go) 	<ul style="list-style-type: none"> • Daily Activity Survey (enough copies for each student in your class) • Daily Schedule Pie Chart (enough copies for each student in your class) • Interview Questions handout (enough copies for each student in your class) • Color construction papers (1 red, 1 yellow, 1 green) • Crayons (red, yellow, green) (4-6 boxes) • Clear tape • Post It Notes (enough for each student in your class) • Craft sticks (enough for each student in your class) • Blue pen (1), green pen (1) • Journal Writing Worksheet (enough for each student in your class)



WARM UP (15 minutes):

Welcome students to class and explain to them that they will be reflecting on their use of time. First, ask students what they did yesterday. As students share, write responses on the board. Review the activities by reading them out loud. After making sure students understand the activities, hand out the Daily Activity Survey. Inform students they only need to write down the number of hours for each activity while reflecting on yesterday. Walk around and help as needed. If too many students don’t understand the daily activities, spend some more time reviewing them before having them fill out the survey. After filling out the survey, ask questions like “How long did you work yesterday?”, “How long did you study yesterday?” and “How long did you watch TV yesterday?” Project the survey questions and write your own answers on the board.



INTRODUCTION (25 minutes):

Students will work with a pie chart to visually see their own use of time. To demonstrate, draw a pie chart on the board and label hours (6am, 12noon, 6pm, 12 midnight). Then fill it out with various daily activities. This activity will seem more authentic if you can use your schedule from yesterday with answers from the warm up. Students will enjoy hearing your schedule. Get ready for some questions from your students. They may want to know where you worked, what you cooked, what you watched, etc. Answer their questions as long as they aren’t too personal. ☺ After you finish demonstrating, tell students to fill out the pie chart, reflecting on yesterday’s schedule. (Save this pie chart schedule for the presentation.)

Once completed, give the following mini-Color/Cultural lesson.



INTRODUCTION (25 minutes):

Mini Color/Cultural Lesson: Different cultures associate colors differently. Hold up the red, yellow, and green construction paper and begin your cultural lesson. In America, the color red means danger/stop, the color yellow means some kind of warning, and the color green means it is safe/go. This can be easily demonstrated with a traffic signal. Ask students about their cultures and colors. See what similarities and differences there are.

After the mini lesson, distribute crayons and have students color the pie chart. Have them apply the colors they learned in the mini-lesson with red (for items they consider wasting time), yellow (for items that are in between), and green (for items they consider a good use of time (e.g., watching TV- red; studying, cooking/eating - green; going to a party- yellow, and so on.) Once students are done, have students post their pie charts on a class bulletin board or dry-erase board to see what colors stand out the most. (Save this pie chart for the extension.)



PRESENTATION (30 minutes):

In this presentation, teach a grammar lesson on Regular and Irregular Verbs. Inform students they will learn how to use the simple past tense to describe activities in the past. Write down Regular and Irregular Verbs on the board. Explain the difference; regular verbs (add-ed), irregular verbs (no rule/memorize). Write down the following verbs on the board.

- Regular Verbs: clean- cleaned, cook- cooked, study- studied, watch- watched, work- worked
- Irregular Verbs: eat- *ate*, do- *did*, sleep- *slept*, spend- *spent*, go- *went*

-Mini Lesson: Pronunciation -ed

Depending on the ending sound of a word, -ed can be pronounced /id/, /t/, or /d/

-n (voiced sound): -ed /d/

-k, -p, -ch: -ed /t/

Spent a little time practicing the pronunciation of these regular verbs, but don't get stuck here. We are trying to raise awareness of these sounds and are only exposing the students to these sounds.

Point to your pie chart schedule on the board. Ask a series of questions using the above verbs and write down the answers using the simple past tense. (e.g., Ask a question, "How long did I sleep yesterday?" and illicit answers from students. Write down the answer on the board, "I slept for 6 hours yesterday." "How long did I watch TV yesterday?" and the answer would be "I watched TV and used computer for 3 hours." Other possible questions are "How long did you spend time with your family?" "How long did you study yesterday?" "How long did you go to school?")



GUIDED PRACTICE (20 minutes):

Now, it is time for students to practice their writing from their organizers. Have students refer to their pie chart schedule in the introduction and also Daily Activity Survey for the number of hours for each activity. Write down sample sentences on the board and underline regular and irregular verbs in the past tense.


GUIDED PRACTICE (20 minutes):

I slept for 5 hours yesterday.
 I went to school for 3 hours.
 I did my homework for 1 hour.
 I cooked and ate meals for 3 hours.
 I watched TV for 3 hours.

Now students write down five sentences on their own about yesterday's schedule using simple past tense.


COMMUNICATIVE PRACTICE (25 minutes):

During this communicative practice, students are going to practice speaking and listening skills using the simple past tense verbs through interviewing a partner. First, hand out the Interview Questions and give students 5-10 minutes to fill out the answers B for themselves. They need to use their Daily Activity Survey.

Next, pair students with similar abilities. One way to do that is to write student names on craft sticks. Write the names of high level students in blue and low level students in green. Then randomly select two sticks of the same color at a time and read the names out loud to be paired.

Once students start the interview, they fill out the answers C for their partner. Walk around and listen to their conversations. Join in the conversation if necessary. This practice is to help students to be autonomous when responding with simple past tense. Once students fill out their partner's answers, they compare the answers and see how they use their time.


APPLICATION (20 minutes): 20 minutes

After reflecting on their own schedule, students will write two simple promises using "will" to change something they identified as a negative or areas that can be improved in their use of time from their pie charts.

Mini-Grammar Lesson: Discuss the use of "will" as a way to make a promise. Demonstrate how a base verb follows the modal "will." Write down "will + base verb" on the board. Then, write down sample sentences on the board and underline the base verbs for students to see.

Sample sentences:

I will watch TV for one hour tonight.
 I will study for two hours tonight.
 I will spend time with my family for 2 hours tonight.

After the grammar lesson, hand out a Post-It note to each student. Ask students to write down two promises on their Post-It notes using "will" from their reflection above. Make sure they write their names. Do this with the students from your own schedule.



APPLICATION (20 minutes): 20 minutes

Read your Post-It out loud to the class. After you read yours, post your Post-It up on the board or on a special area of a class wall. You can even write a title at the top of the board "Our Class Promises." After you are finished, have each student take their Post-It notes with their promises to the front and have them read it out loud like you did. Check their use of "will + base" while students present. Inform students that you will read the Post-It's the following day to see how they did, including you, on your promises of the day.



EVALUATION: 25 minutes (the next day)

The evaluation will happen throughout the lesson and during the time students read their Post-Its on the day of the lesson.

After the presentation, read the Post-Its to verify the use of the future modal in their writing. Make note of any common errors to discuss the following day.

During the evaluation the following day, students are going to reflect on their promises and time use by writing a journal entry using simple past tense verbs. Welcome students to class. After greeting students, ask them to take their Post-It notes off the wall/board and take them to their seat. Hand out the Journal Writing worksheet. First, tell students to attach the Post-It note to the worksheet (you may need tape if the adhesive doesn't work too well). Next, ask students to read their promises and write a reflective journal about their day. Students can refer to the sample writing and also the word bank with simple past tense verbs. Give students 10 minutes to write in their journal. Once completed, students should be encouraged to share their journal entry by reading it to at least two classmates. Walk around and listen to student journals to evaluate their use of time and of simple past tense verbs including the pronunciation.



EXTENSION (30 minutes):

Daily Activity Class Survey: The class will decide what activities deserve the color green on their pie chart and what activities should be yellow and red.

During the introduction activity, you talked briefly about colors and cultures. If you need to review, here is the mini lesson.

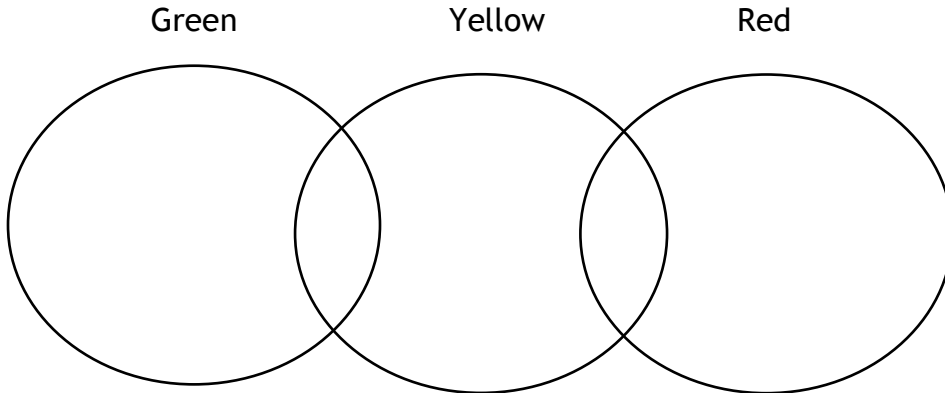
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EXTENSION (30 minutes):

Place each activity into Venn diagrams. Some activities may be placed in between red and yellow or yellow and green. Through this activity, students get to talk and think more about different activities and how to use time more effectively.



CORE LESSON COMPONENTS:

BASIC COMMUNICATION:

- Narrate daily activities.
- Write simple promises.

COLLEGE/WORKFORCE PREP:

- Learn time management and study skills.

DIGITAL PREP:

- Use email for classroom interactions.

21ST CENTURY SKILLS

- Critical Thinking Skills
- Collaboration & Leadership
- Agility & adaptability
- Initiative & entrepreneurship
- Oral communication
- Written Communication
- Access & analyze information
- Have & use curiosity & imagination
- Play, passion & purpose beyond the classroom

ONLINE RESOURCES:

- [Socrative a cloud based student response system](#)
- [Remind app to connect to students](#)

ADAPTATIONS:

Application:

Multi-level: Advanced students write not only the suggestions but also their reasoning. A sample sentence is “I’ll watch TV for one hour tonight because I need to study for my class.”

ADAPTATIONS:

No tech: No tech needed.

High tech: If students have access to smartphones, laptops, or iPads, use Remind app to connect to students and follow up on their progress. You need to set up an account and add your students by adding their phone numbers or email addresses. After setting up, you can periodically text your students to follow up on their progress.

Evaluation:

Multi-level: Advanced students don't need to follow the sample writing format. They can write a journal reflecting on their yesterday schedule.

No tech: No tech needed.

High tech option1: If your class has access to technology, ask students to email you their journals. Students may use computers or smartphones. They need to write the subject as Journal Writing. Remember to share your email address with your students. Share how to sign the email by adding their name at the end of the email after "Sincerely," or "Regards,".

High tech option2: Play Socrative with your students. They can use their smartphones to respond. You can evaluate simple past tense verbs and how to use "will" correctly in a sentence.

TEACHER TIPS:

Introduction: When sharing the similarities and differences of colors in different cultures, be sensitive to what students share. Make sure to acknowledge students who share their ideas and thoughts.

Communicative Practice: How to pair students with similar abilities. One way to do that is to write student names on craft sticks. Write the names of high level students in blue and low level students in green. Then randomly select two sticks of the same color at a time and read the names out loud to be paired.

Evaluation: When listening to your students' journals, make sure to listen attentively even though there will be many students reading and listening at the same time. It helps to make eye contact to let your students know that you are present and listening. This very simple action is a great way to show that you care. *Focused listening expansion: Have the class write one idea each of their peers shares to actively listen and practice their note taking.