



TEACHER'S GUIDE

LESSON 10: WHAT TIME IS IT?

Video summary: Anna goes to the zoo for a Panda Party but is late getting to the movie.

Functional purpose: Talk about time of day; schedules

Grammar: Simple present tense with time expressions; contraction of *it is* – *it's*

Letters and sounds: *P*, /p/

Numbers: 28, 29, 30

Questions: *What time is it?*

Answers: *It is __ (o'clock, am, pm).*

Key words: *time, o'clock, morning, late, panda, party, treat, movie*

PREPARE TO WATCH

Get students' attention

- Show a watch, clock, and/or clock on a phone. Draw a circular clock face on the board.
- Say, "There is one thing we all do every day: we wake up." Pretend to wake up by opening your eyes and stretching or yawning.
- Say, "I wake up at _____ o'clock every day." Ask students what time they wake up.
- Point to a clock, watch, or phone to show students the current time. Ask students how many hours are in one day.

Connect to students' experiences

- Ask students what times they do different things, such as eat lunch, go to school . . .
- Draw a timeline on the board and show the times students do different things. Ask students to make statements about the times on the board:

Student: "I wake up at 7:00, but Edward wakes up at 8:00. Florence goes to school at 8:30"

- Keep the timeline for talking about other activities as the lesson continues.

Guess: What will happen?

- Say, “In this lesson, Anna goes to the zoo. What do you think she sees there?”
- Take some student suggestions and write them on the board.
- Say: “Watch the video and check if Anna sees any of these things.”

WATCH AND REVIEW THE VIDEO

Check understanding with specific questions (add your own as necessary)

- What problem does Anna have at the beginning?
- What does Max say Anna needs?
- What does Anna want to see at the zoo?

Talk more about the video

- Ask students what they liked, what made them laugh, and what parts they want to see again.
- Teach one or two new words from the video.
- Ask students to say what happened in the video.
- Ask students to explain why Anna needs a watch

See How-to Guide for more questions on the video.

ACTIVITIES

1. Sound of P

Set up/materials

- This instruction is helpful for students who have trouble pronouncing *P* and *B* differently. Have small sheets of paper or tissues available for students to use in the exercise.

How to

- Show the video where Anna says, “The letter p makes the /p/ sound. With the /p/ sound, air comes out. Listen and watch. /p/ *Panda, party, pet, pizza, /p/*”
- Ask, “What does Anna say about the letter *P*?”

Variation

- Ask students to think of other words that begin with *P* or write your own list on the board. Students practice saying them with the tissue or paper close to their mouths.

2. Letter P

Set up/materials

- Give students the activity sheet on the following page.
- Write the letter *Pp* on the board.

How to

- Say the letter as you point at it and have students repeat the name of the letter.
- Teach how to write the letter for this lesson, *P*, by writing it in the air and having students follow along with their own hands.
- Say, “Big *P*” and write the uppercase *P*. Say, “Small *p*” and write the lowercase *p*.
- Have students trace the letter on the activity sheet.

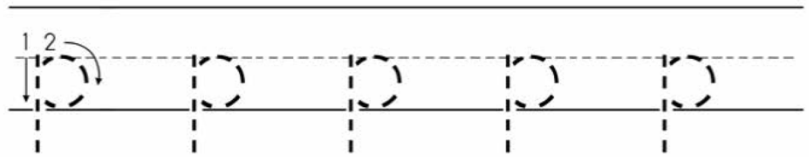
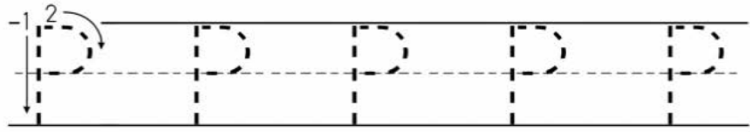
Variation

- Have students write words that have *P* in them below the letters on the activity sheet.

P is for



Puppy



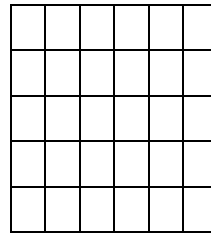
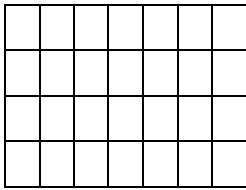
3. Numbers 28, 29, 30

Set up/materials

- Write the numbers *twenty-eight* (28), *twenty-nine* (29) and *thirty* (30) on the screen or on the board as you say the words.

How to

- Review numbers 1-27 as necessary or for warm-up. Use groups of small objects or grids such as [7 x 4] or [5 x 6] to help visually show numbers 28 and 30:



- Write numbers in the grid and count with students.
- Point out to students that for 29, we must add one small box to 28 or remove a box from 30.

Variations

- See if the students can tell you other ways to add or multiply objects to get the answers 28, 29, and 30.
- Practice counting at different speeds and practice counting backwards: 30, 29, 28 . . .
- Write the numerals 1 to 23 in a random order on the board and have a student come to the board and point to numbers in any order. The class says the numbers the student points to.
- Make a list of numbers randomly ordered between 1 and 30. Say the numbers and have students write the numbers they hear. Then show your list and have students check their listening.
- You can have students prepare their own lists and then have a student read his or her list to the class.

4. Read and Write

Set up/materials

- Give students a copy of the *Read and Write* activity sheet.

How to

- Say, “In the box, trace over the dotted lines to write the word *watch*.”
- Continue with the rest of the activity sheet.
- Ask students their answer for the last question, *What time is it now?*, and write responses on the board. Compare the time they wrote with the current time to help practice saying the current time.
- Have students practice reading the sentences aloud for a partner. Choose two or three pairs to demonstrate their reading for the rest of the group.

Variations

- Have students copy the sentences they have written from the activity sheet to their notebooks.
- Have students write the question *What time is it?* Write *What time is it?* on the board as well. Every few minutes, ask them to say the question on the board/in their notebooks and then answer: “It is (time of day).”



READ AND WRITE



Max says it is time for Anna to buy a watch.



What time is it?



It is only four o'clock but Ana is so tired!



At 8:15, the pandas eat their treats!

What time is it now?

Answer the question here. Write the time where you are.

5. Listen and Speak

Set up/materials

- Give students the *Listen and Speak* activity sheet. Point to the individual images of animals and say the names of the animals while students repeat after you.

How to

- Have students work with a partner. For each animal, they should come up with a question involving a time and an action. Have two students demonstrate the example from the top of the page.
- Ask students to continue, developing a question and answer for each animal.

Variations

- Point to an animal and choose a pair of students to demonstrate their question and answer about the animal. Continue until all the pictures have been discussed.
- Write the names of several students in a grid and leave space in the box to write a time of day:

Karen 7:00			

- Point to the name of a student on the grid and ask the student what time they do something. For example: “Karen, what time do you wake up?” Then write the time the student answers in the box with their name in it.
- Next, ask the class about the times the students in the grid do things. For example: “What time does Karen wake up?”

This activity helps show the difference between using the auxiliary *do* and *does*:
What time do you wake up? What time does (name of student) wake up?

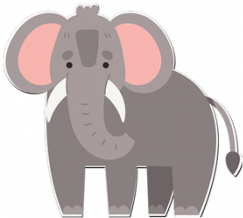
The activity also helps practice and show the use of third-person *s* singular with verbs:
I wake up. He/she/it wakes up.

● LISTEN AND SPEAK



walk

Work with a friend. Choose a time.
Ask & answer like this:
What does the dog do at 5:00?
The dog walks to the park.
Write the action word under the picture.



Action words: sing, eat, walk, fly, sit, stand, play, run, jump, call, climb

Other words: bird, ape, fox, squirrel, panda, dog, rabbit, deer, owl

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LEARN MORE

1. Why Are You Late?

Set up/materials

- In American culture, people often give an excuse when they are late for an appointment. In this activity, students can have fun creating excuses for being late to class, to a party, or other events.

How to

- Explain, “In some cultures, having a set time to arrive for a party or an appointment is not important. However, in the United States, it is very important to arrive on time for some things: such as school, a visit to a doctor, or a party.”
- Ask, “Think of an event when you have to arrive at the correct time.” Write student responses on the board.
- Explain the activity: “Now, we will pretend to be late for an event. With your partner, make up a story about why you are late. Here is an example:” Have a student ask you why you are late to class.

Student: “Teacher, why are you late?”

Teacher: “My bicycle lost a wheel. I have to walk to school.”

- Have students form pairs. One student asks about an event and the other student explains why they are late.

Variations

- Write some unusual excuses on cards and pass them out to half of the class. These can be: *an elephant stepped on my bicycle; my car is in the lake; my shoes are broken.*
- Pair the students: one student in each pair has an excuse card. The other student asks, “Why are you late?” The other student responds with the excuse on the card. Help students understand the meaning of the words on the cards.
- Ask several pairs to demonstrate the question and excuse for the class. The class can vote on the excuses they like the most.

2. Set your alarm

Set up/materials

- A room with a clock on the wall or a way to display the time; paper for students to draw clocks or time of day.
- For students who know how to tell the time of day, this is an activity to keep students alert and practice saying the time of day.

How to

- Tell students that some of them will choose times for an alarm to go off. They must use their voice to make the sound of an alarm.
- For example, if class time is between 2 and 3 in the afternoon, (14:00 to 15:00):

At the beginning of class, pass out six pieces of paper to six students. Tell those students that they will each choose a time between the start and end of class for their alarm to go off. They will write the time on the piece of paper but not show it to other students—it is their secret.

- When the actual time is the same as what a student wrote, that student makes a loud sound like an alarm.
- The teacher asks the class: “What time is it?” and the class answers. If students answer correctly, the “alarm” must go silent.

Variation

- If students have watches or phones with alarms, they can set those to go off during the class time instead of using their voice.

CHECK UNDERSTANDING

1. Quiz

Give students the printed quiz at the end of this lesson guide, have them use the online quiz, or simply write the questions on the board. If you want to test only their listening skills, say the questions but do not write them.

Questions:

1. Anna _____ her coffee and listens to the birds.
2. Max says it is time for Anna to buy a _____.
3. Max makes Anna laugh. Anna says Max is _____.
4. The zoo has a party for _____.
5. This afternoon, Alex has math at 1:15 _____.

Answer key:

1. drinks
2. watch
3. funny
4. pandas
5. pm



QUIZ

1. Anna her coffee and listens to the birds.



2. Max says it is time for Anna to buy a .



3. Max makes Anna laugh. Anna says Max is .



4. The zoo has a party for .



5. This afternoon, Alex has math at 1:15 .



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