



TEACHER'S GUIDE

LESSON 26: WHAT DO YOU DO IN A DAY?

Video summary: Anna talks about daily routines at home.

Functional purpose: Plan the day and help around the house

Grammar: Conjunctions *but, and, so*; Irregular Past Tense -- *do/did, say/said*

Question: What do you do in a day?

Answers: *In the morning, I get dressed / brush my teeth / make my bed.*

In the afternoon, I do my homework / clean my room / sweep the floor / wash dishes.

Unique words and parts of speech:

| Adjective | Noun | Verb |
|-----------|-----------|-------|
| blank | afternoon | brush |
| dressed | breakfast | cause |
| gone | dinner | fill |
| together | dishes | hang |
| used | floor | sweep |
| | homework | |
| | planner | |
| | thought | |

PREPARE TO WATCH

Get students' attention

Here are some ideas to introduce the lesson points.

- Ask students what they do in the morning before school. For example, say, "What time do you wake up? Do you have any jobs at home before you come to school? What do you do after school?"
- Say, "In this lesson, we will learn how to talk about the things we do every day."

Connect to students' experiences

This can be done in native language or English.

Teacher's Guide Lesson 26: What Do You Do in a Day?

- Ask students “What do you do to help clean your house?”
- Ask, “Do you make a list of things to do? Why or why not?”
- Ask, “What is your busiest day of the week? Why?”
- Ask, “What is your favorite day of the week? Why?”

Guess: What will happen?

- Tell the students Anna is making a to-do list. “What do you think she will write on the list?”



- Take some student ideas and write them on the board to refer to later.
- Show this image of Daisy. Say, “Daisy wants to help Anna. How do you think Daisy can help her?”



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- Take some student ideas and write them on the board to refer to later.

WATCH AND REVIEW THE VIDEO

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

- Point to the guesses you wrote on the board earlier. Say, “Here are your guesses. What is on Anna’s to-do list? Did anyone guess correctly?”
- Ask, “What did the children in the video do?”
- Ask, “What can Daisy do to help Anna? Did anyone guess correctly?”

Talk more about the video

- Ask students what they liked, what made them laugh, and what parts they want to see again.
- Ask if they think Daisy and Anna will go to the park. (We do not see them go in the video.)
- Ask, “How does Anna feel at the end of the video?” (She may be happy that Daisy is helping her wash the car.)
- Write these sentences on the board; ask students to fill in the blanks:
 - I like to wash dishes, ____ I do not like to sweep the floor.
 - I like to help around the house, ___ I clean my room.
- Next, ask students “How did you know which word to put in the blank?”
- Explain: “We use *but* to join two thoughts that are different or opposite. *So* shows one thing causing another thing to happen.”

ACTIVITIES

1. Match Tools and Jobs

Set up/materials

- Give students the activity sheet on the next page.
- Check to see if students can name the tools shown in the blue box. Use the word bank to find the names of the tools.
- Check to see if students can name the household jobs shown on the page. These are listed in the word bank at the bottom of the page.

How to

- Pair students. Say, “First, write the name of each tool in the box. Then choose one to talk about. Tell your partner what you can do with the tool. Then listen to your partner talk about another tool. Keep going until you have talked about all the tools and written the names under each picture.”
- Monitor the partners as they continue through the activity.

Variation

- Have students write a story about housecleaning day. They can use the phrases they practiced in the Tools and Jobs activity:
 - Saturday is cleaning day at my house. First, my Mom gives me a broom. Then, I sweep the floor. Next, my Dad gives my sister the vacuum. She vacuums the carpets. I take the dish soap and wash the dishes, while my dad washes the clothes. I help him hang up the clothes when they are clean. Finally, I take out the garbage.
- If your school or classroom has cleaning tools available, bring them to class to help students learn the vocabulary. Students can practice asking or telling other students to do cleaning jobs around the classroom.

Informal Assessment

- Check that students have written the correct name of each tool.
- Check that students used the correct phrase for each job.

● TOOLS AND JOBS

Choose a tool. Find the job it helps with. Write the name under the picture. Tell your partner what you can do with the tool:

Student A: I have a broom.

Student B: What can you do with a broom?

Student A: I can sweep the floor. What do you have?

Write the job name under the picture of the job.

| | | | |
|---|---|--|---|
|  |  |  |  |
|  |  | <p><u>clean the floor</u></p> |  |
|  |  |  |  |
|  |  |  |  |
| | |  |  |

Tools: mop, broom, bucket, dish soap, laundry soap, garbage bag, duster, vacuum, leash
 Jobs: wash the dishes, mop, sweep/ vacuum the floor, wash the clothes, hang up clothes, take out the garbage, walk the dog

2. Listen and Speak

Set up

- Make a list of fun activities to do in the area. For example, go to the beach, go hiking, swimming, visit a museum, visit a zoo.
- Make a list of excuses that can be used by the students for practice. These may be doing homework, helping parents clean the house, helping shop or working in the garden.
- Choose an activity and model a conversation with a student:
 - Inviting a friend to join in: “Would you like to play in the park with me?”
 - Making an excuse: “Sorry, I can’t now. I have to finish my homework first.”

How to

- Give students the *Listen and Speak* activity sheet. Assign students to form pairs or small groups.
- Have two students model the conversation on the activity sheet:
 - Student A: Would you like to go to the skatepark with me?
 - Student B: I would, but I can’t now. I have to walk the dog first.
 - Student A: Can I help you? I like dogs.
 - Student B: Sure, thanks!
- Give students time to go through the activities in pairs or groups. Have several demonstrate their conversations after you have called the class together again.

Variation

- Have students create a new list of activities and excuses, then write and practice new conversations based on them.

Informal Assessment

- Are students using the form “Would you” to ask a question?
- Are students ending the question with the activity or with the phrase “with me”?
- Are students using a conjunction?
- Are students using “have to”?
- Are students offering to help?

● LISTEN AND SPEAK

Student A: Choose an activity. Ask your partner:
"Would you like to _____ with me?"

Student B: Choose a job you have to do. Answer your partner's question:
"I would, but I can't now. I have to _____ first."

Student A: Offer to help. "Can I help you _____?"

Fun activities



Fun words: play video games, play in the park, go to the beach, go swimming, play a game, watch a movie, go skating, go to the skate park, go for a walk / run

Jobs: help with shopping, wash my clothes, put toys away, take out the garbage, walk the dog, clean the floor, wash the dishes

Jobs



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3. Read and Write

Set up/materials

- Give students a copy of the *Read and Write* activity sheet and something to write with.

How to

- Have students read the sentences aloud to a partner and trace over the key words. The sentences are:
 - Anna has to clean, so she cannot go to the park.
 - Daisy is helping, but she does not like it.
 - A day planner is helpful and important!
 - Anna and Daisy have a busy day.
- Ask students to take turns asking and answering questions based on the sentences on the sheet:
 - Why can't Anna go to the park?
 - What is Daisy doing in this picture?
 - What kind of day do Anna and Daisy have?

Variations

- Students can write other words to complete the sentences.
- Students can copy completed sentences into their notebooks.



READ AND WRITE

Anna has to clean,
so she cannot go
to the park.



Daisy is helping
but she does not
like it.



A day **planner**
is helpful and
important!



Anna and Daisy
have a **busy** day.



LEARN MORE

Let's Plan Our Day

Set up/materials

- This activity teaches the value of making a plan for the day. Ask students how they manage their time on busy days: “How do you remember the things you have to do on a busy day? Do you write important dates on a calendar or keep a note on your phone?” Take student answers and write them on the board.
- Continue, “Today we’re going to try Anna’s way to remember the things she has to do. We’re going to write our own plans for a day.”
- Make copies of the following page for students or have them create a similar layout on their notebooks.

How to

- Ask students to look at the Day Planner. One side has sections for different parts of the day, meals, and a to-do list. The other side has space for writing.
- Explain, “On a busy day, it helps to make a plan. What do you have to do in the morning? In the afternoon? How about your meals? Do you make your breakfast or lunch? What do you want to make?”
- Model with examples from your own typical day. “In the morning I have to pack my lunch to bring to school. I also have to make breakfast for my children and pack their lunches.” Write the phrases on your copy of the day planner on the board: *make breakfast* and *make lunches*. “In the afternoon, I have to coach the soccer team after school.”
- Continue writing and then explain, “On the right side, I will write my diary of the day.” Write a sentence or two as examples: *I had a busy day today. After school, I helped the soccer team practice. The players are excited about their game on Saturday.*
- Have each student spend some time making their day plan.
- Put students in pairs. Ask students to talk about their plan with their partner.
- Ask a few students to share what is on their to-do list and write their responses on the board. Then, show or review with the class how to change the verbs to the past tense. Try to include irregular verbs (*take/took; sweep/swept; go/went*) and regular -ed past tense verbs.
- For homework, ask students to write the diary section at the end of the day. This is a way to reflect on the day’s events and practice using the past tense in English.
- Collect the diary pages the following day of class.

Teacher's Guide Lesson 26: What Do You Do in a Day?

Variations

- Have students pretend to be a celebrity and imagine the things they have to do in one day and write a diary of the day in the life of the celebrity.
- Have students think about what kind of to-do list their parents or teachers might write. Students can write down their ideas; later, they can ask their parents and teachers about them and compare student ideas to what the parents and teachers tell them.
- Ask students to compare things they don't need to write down—like “brush teeth”—with things they might need to write down. This connects with what Anna explained in the video.
- Take a poll of the class to find out how many students use a planner or to-do lists and how many do not. Then, discuss different ways people remember and plan their activities.

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 don't write them.

Questions:

1. Anna is busy today, _____ she cannot go to the park.
2. He _____ his homework in the afternoon.
3. Anna writes things she has to do in her day _____.
4. Daisy is helping, _____ she does not like it.

Answer key:

1. so
2. does
3. planner
4. but



QUIZ

1. Anna is busy today, she cannot go to the park.



2. He his homework in the afternoon.



3. Anna writes things she has to do in her day .



4. Daisy is helping, she does not like it.

