

1	Teacher's name: Alexander	Date: 08/03/22	Level: Elementary	Number of students:
2				
3	Focus on systems PPP	Topic: Routine activities		
Learner outcome: The students will be able to (mention task first, then “using”)..... Students are able to discuss routine activities using the simple present and some adverbs of frequency such as usually, never, always, sometimes, and hardly ever in the context of different times of the day.				
Grammar point to be taught: The adverbs usually, never, always, sometimes, and hardly ever. New Vocabulary / phrases to be taught: v. take a nap, v. drink coffee, v. go running, v. eat breakfast, v. watch TV, v. read a book, v. go outside, v. make dinner, v. take a shower.				
Materials: Board, flashcards, Survey sheet, activities, pictures.				
Assumptions: For this lesson I assume the Ss already know... How to use the simple present in order to talk about routines or habits. I also assume that the students know the morning, the afternoon, and the evening.				
An anticipated problem: Students may have difficulty with the use of certain adverbs of frequency such as “hardly ever.” Students may have difficulty conjugating the 1st and 3rd person in the Simple Present, ex. “He go,” “I goes.”				
My proposed solution: I propose to make a chart with all of the adverbs of frequency (in the lesson) from 0% to 100% and clearly list where each adverb falls on it. I will also cover the simple present quickly during my grammar point presentation as to remind students of these rules of conjugation.				
What I need to work on: I need to work on explaining and answering students’ questions in front of the whole class, so as to not exclude any other students from the discussion. My vocabulary list needs to contain more difficult/ new vocab, followed by more CCOs to check the students’ understanding.				

Stage of lesson (eg Presentation)	Learner activity	Objective (Why are they doing this?)	Interaction (eg ind, pairs /3s or group)	Time	Materials needed
Engage	On the board are the words morning, afternoon, and evening. Students discuss with one another what they do during their day. They list activities.	To set the context of daily routines.	In pairs	3	Board
Presentation EDCB		To ensure that the students understand the text and to provide extra vocabulary for the activities/ production task.	Whole class	8	Board
Text	Students read the text and answer the focus/comprehension questions listed below.	To expose the students to the target language as well as presenting them with our adverbs of frequency in context.	Ind	5	Handout/ dialogue
FFP		Students learn Always Usually Sometimes Hardly ever and Never in the correct order. Students are reminded of how the present simple functions. Students are shown the 1st and 3rd person conjugations of verbs and the placement of adverbs in these sentences.	Whole class	9	Board
FFP Cont.	Students are shown photos of their vocabulary. Students are asked to respond whether	Checks on the students' understanding of the lesson so far. CCQ of adverbs and vocab.	Whole class	3	Flashcards/ board

	they do that certain activity or not and how often they do it.				
Practice 1	Students put the sentences from least often to most often depending on their adverb.	Reinforces the students knowledge of the adverbs given during the FFP phase.	Ind then whole group	3	Handout
Practice 2	Students complete the sentences on the handout.	Allows students a freer practice activity where they create their own sentences based on the adverbs listed.	Ind then in pairs.	7	Handout
Practice 3	Students create phrases with flashcards provided to them. There are two sets of flashcards one with the time of day ex. "in the morning" and the other stack has the verbs listed earlier.	Gives students more STT	in pairs	7	Flashcards
Production	Students go around the room filling out their surveys with other students	Freer practice of the target language, students are able to personalise the target language.	Whole class	10	Handout/ survey
Feedback	Students recap on what they discussed.	To wrap up the activity. To let the students know how they did in the production task and to focus on any errors that came up.	Whole class	5	Board