**Turtle Time Lesson Plan**

Objective: To teach students how to say the time, while reviewing familiar vocabulary such as animals and simple verbs in English.

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| Est. Time 45min. | Contents | Notes |
| 2-3 min. | **Beginning of Class**  Greeting (挨拶)  “Hello, How are you today?”  Weather, Date, Time, etc.  天気、日付、時間、  Review  “What did we do last time?” | Try to ask many students questions.  (Also try to avoid the answer “I’m fine, thank you,” and instead offer different answers such as “I’m sleepy, I’m hungry, etc.”)  If you have time, review a little bit of the English taught in the previous class. |
| 25-35 min.    5-10 min.  10 min.  10-15 min. | **Turtle Time** (PowerPoint)  **Warm up! / Review**  “What time is it?”  **Read the Interactive Story**  “What time is it?” “What do they do at 12:00?”  **Worksheet/Activity** (Pair work)  **Time Game** | Introduce the topic.  Ask students questions regarding time.  Use the clock handout to create different times.  Clock Activity  Use the notes in PowerPoint for what questions you can ask while reading the story. Use repetition until students can guess what to expect or say the phrases with you.  Have students answer the time. Use gestures for each action and animal does.  Say different times and have students draw the time on the worksheet. Repeat the time at least two times.  Choose an activity. (Read the Instructions for each activity and choose the best one for your students.)  Have ALT help with simple English directions. |
| 1-3 min. | **End of Class** Have students reflect and give their thoughts at the end of the lesson. “That’s all for today! See you!” | As a group, have students give their opinion of the class. Say good bye. |

Note: It’s okay if students answer in Japanese first, but repeat the words in English to help them remember the new vocabulary. (Repeat vocab as much as possible).

**Lesson Plan Details**

**Beginning of Class:**Begin the class with the appropriate greetings. Be enthusiastic and try to add energy to the class! Include what students have learned in past lessons: Date, Day of the week, Weather, etc.   
When asking “How are you?” try to encourage students to try different answers than “I’m fine.” For example, “I’m hungry,” “I’m sleepy,” “I’m okay,” etc.

Try to use classroom English throughout the lesson so students can listen and review it without having it as the main topic of the lesson.

**Turtle Time PowerPoint:**Time Practice: Have students pair up and present the time together. One student will say the hour time and the other will say the minutes. For example, if the time is 12:00, one student will say “Twelve,” and the other will say “O’clock.” If the time is 3:15, one student will say “Three,” and the other will say “Fifteen.” Please create your own examples of time so your students can practice as much as possible. Use the clock handout to create different times.

Call out different times and have students draw the time on the worksheet. Then have them read the time in English with their partner. Read the story and use the questions in the PowerPoint Notes to make it more interactive. For each animal that appears, use a gesture for the action they do. Have students repeat after you for what action the animal does.   
Example: “Turtle and Bird sing” “What do they do?” “Swim” (Use swimming gesture and have students copy).

**Clock Activity:**As a small craft activity, students can create their own clocks that they can use to practice saying time in English. After creating the clocks, students can quiz each other by choosing different times on the clock.   
Feel free to create your own materials to create time practice clocks.

**Activity/Worksheet:   
Time Games** – See Instructions Sheet.   
Note: You can choose which activity to do with your class based on how much time you have and how much the students understand.

**End of Class:**Ask students about what they learned or how they felt about the lesson. Practice usually greetings for the end of class.

**Notes:** Throughout the lesson, try to involve as many students as possible, especially when asking questions. If students have trouble understanding, have them work in pairs or groups. Repeat vocabulary when it comes up again throughout the lesson. Use gestures when possible, and try to limit the amount of Japanese used by teachers. Don’t be afraid to use English!

**Extra Notes:**

Time Vocabulary 2: A.M., P.M., Half Past, Quarter Past, Quarter to, Before, After, Noon, Midnight, Afternoon, Morning, Night,

Quarter to 7 = 6:45; “It’s a quarter to 7.”   
Quarter past 7/ quarter after 7 = 7:15; “It’s a quarter past 7.”   
Half past 5 = 5:30;   
“It’s half past 5.”

10:00 AM, 12:00 PM   
“It’s 10 AM” (Note: You would not say “It’s 10 O’clock AM,” but just “It’s 10AM”)  
“It’s 12:00 PM.” “It’s noon.”

**Possible questions to ask students:**What time do (/did) you go to sleep?   
What time do (/did) you get up?   
What time do (/did) you have dinner? / What time is dinner (at your house)?  
What time is English class?   
What time is lunch?   
What time did you eat breakfast this morning?

**Model Dialogue Example:**

A: Excuse me. What time is it?  
B: It’s 10:30.   
A: Thank you.  
B: You’re welcome.

**Extra Review:**   
If you want to review Actions or Verbs with your students, you can add music and sing songs such as “If You’re Happy and You Know It” and change the lyrics to add different actions and verbs.

**Alternative Games:**

“What’s the time, Mr. Wolf?”

<https://www.teachingenglishgames.com/games/mrwolf.htm>

**Related Material:**

<https://learnenglishkids.britishcouncil.org/en/category/topics/time>

**Time Practice**

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**Time Games Instructions**

**Variation 1:**Turn the classroom into a clock by placing numbers around the classroom. You may want to move desks so there is more space in the classroom for students to move.

The teacher will call out a time or action by saying, “It’s 12 O’clock” or “It’s time to dance”

Give students a list of actions/ verbs (such as the ones given). Students can decide which action is at each time. Students have to move to the place where the time or action takes place and do the action.   
The first few rounds, students might be slower to remember, but as the game goes on it can be done faster. Halfway through the game, you can also change which action goes with which time.

**Variation 2:**This game is similar to Fruits Basket, but with time and verb vocabulary.   
Like the first variation, assign an action to each time. Give each student a time and/or an action. Everyone stands in a circle. One person stands in the center and calls out a time or action by saying, “It’s 12 O’clock” or “It’s time to dance,” students around the circle with that time or action must move to another spot in the circle. Whoever does not find a spot will be the next person to call out a time or action.

You can have students change times or actions every few rounds, or have them keep their time and action cards.

**Variation 3: Find Your Partner**Together assign which action goes with which time.   
Give half the class action cards and half the class time cards. Tell your students not to tell anyone what card they have.   
Students have to walk around and ask “What time is it?” to find their partner, who has the time that goes with the correct action. Students continue to walk around until they find their partner. When the students find their partner they can sit down.

Example Conversation:

A: What time is it?  
B: It’s 12 O’clock. What time is it?  
A: It’s time to swim.

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| 1 O’clock | Dance |
| 2 O’clock | Swim |
| 3 O’clock | Jump |
| 4 O’clock | Run |
| 5 O’clock | Eat |
| 6 O’clock | Sleep |
| 7 O’clock | Sing |
| 8 O’clock | Swing |
| 9 O’clock | Read |
| 10 O’clock | Clap your hands |
| 11 O’clock | Stomp your feet |
| 12 O’clock | Say hello |