



# What do you do in a day?

## Time

### time

40 minutes.

### learning outcomes

To:

- know that day is followed by night
- discover the order in which different activities are carried out during the day
- know the different times of day: morning, afternoon, evening, and night

### materials needed

- 12 blindfolds
- puppet theatre
- wax crayons, colouring pencils, or felt-tip pens
- timeline showing morning, afternoon, and evening
- A4 paper
- optional: daily routine flashcards and the class toy

### end product

- drawings of daily activities, arranged on a timeline of morning, afternoon, and evening

## Preparation

For the activity **What do you do in a day?** cut out and laminate the pictures on the worksheet.

Make several copies of the drawings 'eating' and 'school' so that they can be added to the timeline more than once.

Make a timeline showing 'morning', 'afternoon' and 'evening'.



### Day and night puppet theatre 10 min.

Encourage the children to sit around the puppet theatre. Choose a puppet for your main character and show all the things he/she experienced during the previous day, from morning until evening. Show normal everyday activities like getting up, brushing your teeth, eating breakfast, going to school, lunch, doing sums, watching TV, playing, eating dinner, sleeping etc. Make it an interactive performance and incorporate suggestions given by the children.



The children examine how their day is divided up.



### What do you do in a day? 30 min.

Give each child a sheet of A4 paper. Encourage them to make a drawing of things they do every day. After this give every child a worksheet and a green, red and blue felt-tipped pen. Ask them to draw a green circle around the morning activities, red around the afternoon, and blue around the evening activities.

**Tip.** Use the daily routine flashcards to show clearly what morning, afternoon, and evening are and what time of day it is now.



When everyone has finished, sit in a circle with the children. Encourage them to say something briefly about the drawings they made and about the colours they chose to give the activities on the worksheet. Ask the children what the time of day is called when they get up. What kind of things do you do in the morning? What is the time of day called that follows school lunch? What do you do in the afternoon? What is the time called after dinner?

What kind of things do you usually do in the evening? Ask the children to help you fix the laminated pictures in the right place on the timeline.

Encourage the children to look at their own drawing. On what part of the timeline does their drawing belong: morning, afternoon or evening? Attach their drawings to the timeline and discuss the children's choices. Ask them: 'What activities can you do at different times during the day?' For example: you eat three times a day and brush your teeth twice.



Ask the children whether they do all the activities shown on the time line every day. Ask whether anyone does an activity at a different time of day? For example, some children shower in the morning and others in the evening. Explain that daily activities can be different and can be done at different times. What other differences can the children think of? For example, who eats a cooked meal at lunchtime? Or who goes swimming before school?

**Tip.** Give one of the children a class toy to take home. The next day encourage the child to tell what they did with the toy during the home visit. Give everyone a turn with the toy, so that everyone has a chance to talk about their daily activities.



# 10 worksheet



