

## Sandy and Junior's Daily Routine and Free Time

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### 1 Initial Considerations

Games help to build new discoveries, to develop and to enrich student personality, and symbolize a teaching tool that places the teacher in the role of conductor, stimulator and evaluator of learning. As such, certain paths that allow the use of play resources to stimulate the process of acquiring a foreign language – particularly English – provide a more pleasant and motivating environment to students, as corroborated by Chaguri (2010).

In this perspective, in addition to assertions by Tonelli (2008), the integrative and interactive characters of play activities allow the integration between knowledge and practical actions. Thus, it becomes evident that motivation is one of the main factors not only for successful learning, but also in acquiring a foreign language. Games and play are excellent opportunities to combine fun and historically constituted knowledge, as play is eminently cultural.

In light of the aforementioned points, we present a proposal for an English-language learning activity based on play resources as a way to provide a broader understanding of the world and knowledge for student learning.

**2 Activity Name:** Place value board – Sandy and Junior's Daily Routine and Free Time.

**3 Skill:** Reading

**4 Level:** middle school, 5<sup>th</sup> and 6<sup>th</sup> grades

**5 Time:** 40 minutes

**6 Objectives:**

**6.1 General Objective:** Assist in the process of acquiring English-language knowledge by students, based on the resource provided by games, so that educators can make English-language teaching more dynamic.

**6.2 Specific Objective:** Enable interaction among students in the classroom through play activities dealing with daily routines and free time, associated with verb meaning conditions.

**7 Materials**

- ❖ 01 diskette or CD containing the class texts.
- ❖ 02 transparencies containing the texts: **Sandy's Daily Routine / Junior's Free Time.**
- ❖ 01 felt board – Place value board

## 8 Before Class

Create flashcards on cardboard or another material of your choice, emphasizing information in English relating “daily routine” to “free time”. (See appendix A)

## 9 During class

STEP ONE: Split the class into two groups. Ask students whether they know brothers Sandy & Junior. Ask background questions on the siblings and their musical career, in your native language. The teacher can use illustrated posters on Sandy & Junior to start a pre-discussion on the personal lives and artistic career of the two siblings.

STEP TWO: After the first moment, the teacher places the “Place value board (felt board)” at a strategic location in the classroom, where everyone can see it. Next, the teacher shows the flashcards, reading the content along with the students and places them on the table.

STEP THREE: After reading and placing the flashcards on the table, the teacher announces to the class that each team will randomly choose one member of their group to go up to the table and associate the flashcards to one of the commands stipulated on the “Place value board”: *Free Time Activity* or *Daily Routine*. The teacher must emphasize to students that the members of each team should take turns going to the board and associating the flashcards to their command, so that everyone can take part in the activity.

<p>NOTE: It is suggested that no penalty be given in the case of errors. If a mistake is made, the teacher can suggest a “do-over”, give the team more time to try and re-position any flashcard placed in the wrong command category. In the end, the teacher rewards all students with candy to thank them for taking part in the game.</p>
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STEP FOUR: To conclude the game, the teacher presents the two texts to the students: “Sandy’s Daily Routine” and “Junior’s Free Time” as a tool to grade the association of flashcards to the command stipulated in the “Place value board – felt board”. (See appendix B).

**APPENDIX A – Examples of Flashcards**

Relax on Weekends

Get up at 5:30 and  
have breakfast

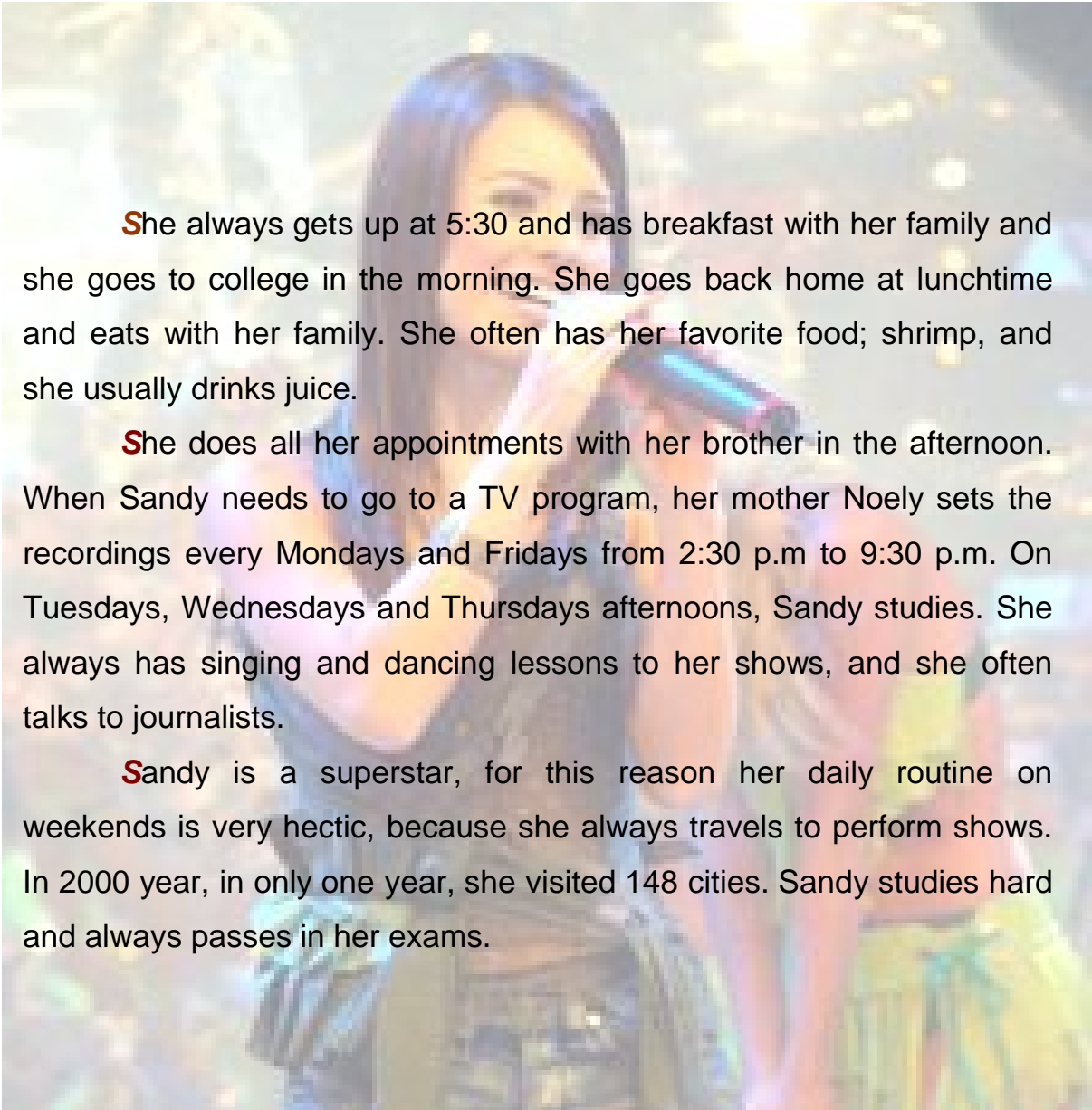
Visit Farm

Go to school

Dance with friend

Dancing lessons

## SANDY'S DAILY ROUTINE

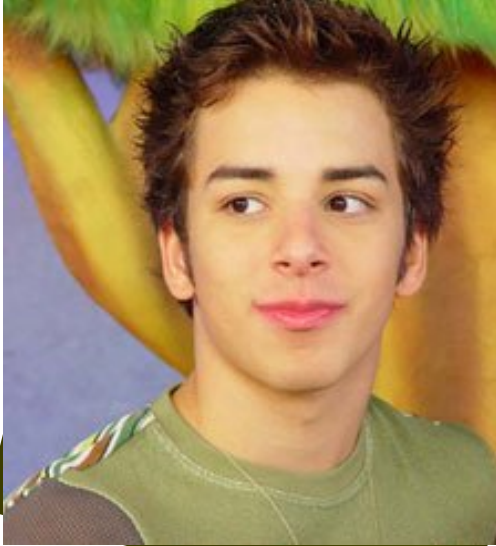


**S**he always gets up at 5:30 and has breakfast with her family and she goes to college in the morning. She goes back home at lunchtime and eats with her family. She often has her favorite food; shrimp, and she usually drinks juice.

**S**he does all her appointments with her brother in the afternoon. When Sandy needs to go to a TV program, her mother Noely sets the recordings every Mondays and Fridays from 2:30 p.m to 9:30 p.m. On Tuesdays, Wednesdays and Thursdays afternoons, Sandy studies. She always has singing and dancing lessons to her shows, and she often talks to journalists.

**S**andy is a superstar, for this reason her daily routine on weekends is very hectic, because she always travels to perform shows. In 2000 year, in only one year, she visited 148 cities. Sandy studies hard and always passes in her exams.

## JUNIOR'S FREE TIME ACTIVITIES



First of all, Junior is very famous and busy, because he has many things to do during his days, for this reason when he has some free time he does many things.

Unfortunately, he doesn't have much free time during the weeks at nights, however, Junior's free life is very limited, and then, when he has some free time, he spends this time doing several different programs.

When he was younger, He used to visit his family's farm. Now he grew up and has other likes. He goes out with his friends to dance and to know new night houses.

In an interview to a magazine, Junior said:

*I love to go to the theater, movies, rock concerts and to know new people.*

Junior is very outgoing. On his weekends he likes to practice sports such as: soccer, volleyball and also listen to different kinds of songs.

In the end of the year, when Junior travels with his family, he does different activities that are popular in countries where he visits.

## **References**

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