

Awesome Kidz 2

Unit 2 Lesson 12



Aim: Students will identify and name common daily routines (wake up, get dressed, go to school, play, go to bed) while developing vocabulary, sequencing skills, and fine motor control through meaningful and hands-on activities.

Time: 45-60 minutes

Materials:

- Daily routine picture cards* attached
- Crayons and blank paper
- Puppet or doll
- Paper and crayons for drawing

Tip:

Use a large clock or visual timeline to show the progression of the day. Repeat the target vocabulary in classroom routines—e.g., “It’s time to get dressed for gym!”—to reinforce naturally.

Engage:

Activity: “Act It Out – My Day!”

Use a puppet or doll to act out a typical day:

- “Wake up!” (stretching)
- “Get dressed” (pretend to pull on shirt)
- “Go to school” (pretend to carry a bag)
- “Play” (mime flying a toy)
- “Go to bed” (pretend to yawn and lie down)

Invite children to join in and mimic each action as you say it.

Explore & Practice:

With the Book

Read the phrases with the class and model tracing with your finger. Let children trace the dotted lines from each phrase. Routine Sequencing

Prepare picture cards with the same routines shown in the book. Let children work in pairs or individually to place them in order (morning to night). Encourage students to explain their order in English: “First, I wake up. Then, I get dressed...” Then, they colour the cards.

Optional Extension – Waldorf Movement Verse

Say a short verse or chant with hand gestures:

“Wake up and stretch, get dressed quick.

Go to school and learn a trick!
Play outside, have some fun,
Then go to bed when the day is done.”

Closing:

My Daily Routine Drawing

Invite children to draw 2–3 things they do every day. Ask them to label their pictures with teacher support or use pre-written word strips: “wake up,” “go to school,” etc. Children can present their drawings, saying the words aloud in simple phrases. Add these to a classroom display titled “Our Day.”

