

LESSON PLAN GUIDE

PictureBook English Reading Series — Grammar Fluency

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Category	Fluency in Key Grammar	Title	Grammar Book 4 – My Daily Routine: Storytelling in the Present Tense
Ages	6–9	Theme	All Forms of the Simple Present + Time Expressions + Subject Switching

INTRODUCTION OF THE BOOK

This is the most comprehensive book in the Grammar Fluency series so far. Following a young boy's exciting move to Costa Rica, children master all forms of the simple present tense in a single, flowing narrative. From describing his new dog Max to explaining his family's evening traditions, the narrator naturally switches between 'I', 'He/She', and 'They' — showing children how subject-verb agreement works across all persons in a real, connected story.

Books 1 to 3 introduced individual present tense structures. This book brings them all together in one narrative, adding adverbs of frequency and prepositions of time to create complete, natural-sounding storytelling. Children who can read and retell this story have genuinely mastered the simple present tense.

SUBJECT SWITCH — SEEING ALL THREE FORMS

I (narrator)	He / She / It (3rd person)	They (family/others)
<i>I wake up at 7:00.</i>	<i>Max wakes up at 7:00.</i>	<i>They wake up early.</i>
<i>I eat breakfast.</i>	<i>My sister eats cereal.</i>	<i>They eat together.</i>
<i>I usually walk to school.</i>	<i>He usually takes the bus.</i>	<i>They often walk together.</i>
<i>I never skip dinner.</i>	<i>Dad never misses dinner.</i>	<i>They always eat as a family.</i>

TIME EXPRESSIONS IN THE STORY

Morning	Afternoon	Evening / Night	Specific times
in the morning, before breakfast, after breakfast	in the afternoon, after school, before lunch	in the evening, at night, before bed	at 7:00, at 6:30, at noon

LEARNING OBJECTIVES

Children will be able to:

- Use all forms of the simple present tense — I, you, he/she/it, we, they — correctly
- Switch subjects naturally within a narrative — from 'I' to 'he/she' to 'they'
- Use time prepositions and adverbs of frequency together in sentences
- Create their own daily routine narrative using a morning-to-night timeline

- Compare their routine with the narrator's using contrast sentences

LEARNING ACTIVITIES

1. Map out the Daily Journey

As you read, ask comprehension questions that follow the timeline from morning to night: 'What does he do before breakfast?' and 'At six in the evening, what do they do?' This helps children practise prepositions of time while tracking how verb forms shift depending on who is performing each action. Use the time expressions table above as a reference.

2. Play the Subject Switch game

Pick a sentence from the book — for example: 'I wake up at 7:00' — and ask your child to switch the subject to another person: 'My dog Max...?' They should produce: 'My dog Max wakes up at 7:00.' Try switching to different subjects: 'My parents...?' → 'My parents wake up at 7:00.' This targeted practice makes the subject-verb agreement rule click naturally through repetition in context.

3. Create a personal Daily Routine timeline

Using the time expressions from the book, ask your child to create their own morning-to-night timeline and present it aloud. Encourage full sentences with time expressions: 'In the morning, I wake up at 7:30. After breakfast, I brush my teeth. At three in the afternoon, I come home from school...' Writing and presenting this timeline builds confident, fluent storytelling in the present tense.

4. Make a Routine Comparison

Choose three to five sentences from the book and compare the narrator's routine with your child's. For example: 'He wakes up at 7:00, but I wake up at 6:30.' or 'He has a dog named Max, but I have a cat named Mango.' This comparison activity practises contrast sentences and gives children a meaningful personal reason to use both first-person and third-person present tense forms.

5. Talk about New Beginnings

The narrator is moving to a new country. Use this as a conversation starter: 'Would you like to move to another country?' and 'Where would you most want to live and why?' Encourage your child to use present tense sentences to describe what their life would be like there: 'In Costa Rica, I would swim every day. My family would eat different food...' This empathy-building discussion enriches the story and makes the grammar feel personally meaningful.

FOLLOW-UP ACTIVITIES

Ask your child to write or tell a complete Daily Routine Story — just like the narrator in the book — but set in a country they would love to visit. Encourage them to describe what they do, what their family does, and what the people there do, switching naturally between I, he/she, and they. The more details they include — time expressions, adverbs of frequency, specific activities — the more complete their story will be. This is the ultimate consolidation of everything learned in Books 1 to 4 of the Grammar Fluency series!

Try the fun online learning activities for this book on our website!

[Click here to try the online learning activities](#)

TEACHER'S NOTES AND TIPS

This book is a landmark in the Grammar Fluency series — it is the first time all simple present tense forms appear together in a connected narrative, which is far closer to how grammar actually functions in real language than any isolated exercise. The Subject Switch game is particularly valuable because it forces children to think consciously about agreement while using familiar vocabulary, making the rule explicit without removing it from meaningful context. For classroom settings, asking children to write and present their own Daily Routine Story is a wonderful performance task that naturally assesses mastery of everything covered in Books 1 through 4.