

Using the Teacher and Student Books

Unit Theme

Each level of the series is divided into units, and each unit has a theme. The theme brings unity to each group of lessons, and it connects with content areas such as science, social studies, and math.

Objectives

Each lesson has one or more objectives, which focus on character principles and language. The specific words and language features that will be taught and reviewed in the lesson are also included for the teacher to preview.

Materials and Preparation

This section gives the teacher specific instructions about materials to collect and prepare before teaching the lesson. The materials in bold print are provided.

Warm-up and Introduction Activities

Each lesson begins with a specific activity to remind children that “English Time” is starting. These sections help the teacher communicate the lesson theme and goals to the students.

First Language Icon

This icon signals that the teacher can use either the first language or English to communicate with the students.

SPECIAL FEATURES OF THE TEACHER BOOK

LESSON 7

Patterns

LANGUAGE OBJECTIVES

Students will (1) review daily time expressions, (2) learn the days of the week, and (3) recognize words that begin with the /f/ sound.

CHRISTIAN WORLDVIEW/CHARACTER EDUCATION

Students will show thankfulness.

VOCABULARY

Focus	Review	Receptive
Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday	morning, afternoon, evening	fire, fish, fox, five, day, week, paste

LANGUAGE FEATURES

Review	Receptive
What time is it? It is ____ (morning, afternoon, evening).	This is how I ____ (brush my teeth, eat my food, go to sleep).

MATERIALS

- SB pp. 25–28
- BLMs 6.4–6.6, 7.1–7.6
- CDs A1, A2, A5, A10, A12, A14, A15
- CD player
- Flip chart with words for Alphabet Song, TB p. 163
- Hello, TB p. 163
- Beginning Sounds, TB p. 163
- We Can Count! TB p. 164
- My Day, TB p. 165
- Days of the Week, TB p. 165
- Crayons or markers
- Scissors for each child
- Glue or paste

PREPARATION

- Make 1 set of days-of-the-week cards from BLMs 7.2–7.5. (For lesson 8, color large numbers 1–7 on the back of each card: Monday card has a yellow number 1, Tuesday a blue 2, Wednesday a red 3, Thursday a green 4, Friday an orange 5, Saturday a purple 6, and Sunday a black 7.)
- Copy BLM 7.6 for each child.
- Make a classroom calendar if needed. On a large paper, draw a grid of 42 squares (7 columns and 6 rows). Write the days of the week, in the primary language, at the top of each column. Start with Monday and finish with Sunday. (Later with the children, write the days of the week in English above those.) Write numbers for each day in the month.

WARM-UP ROUTINE

1. Hello Song (Lesson 1, TB p. 163, CD A2)
2. We Can Count! Song (Lesson 5, TB p. 164, CD A10)
3. My Day Song (BLMs 6.4–6.6; Lesson 6, TB p. 165, CD A12)
 - Sing the My Day song together.
 - As in the lesson 6 Times of Day activity, use the activity picture cards (BLMs 6.4–6.6). Say, “It is **morning**.” Then ask students to pick up or point to the cards that represent morning activities.
 - Follow the same steps for **afternoon** and **evening**.

INTRODUCTION

Communicating the Objective

- Ask the children to tell you the days of the week. Write their responses on the board. Underneath the days of the week in the primary language, write the corresponding days of the week in English. Say each day as you write it on the board.
- Tell them that today we will learn the days of the week and words with beginning /f/ sound.

INSTRUCTIONAL INPUT

1. Days of the Week Song (SB p. 25; BLMs 7.2–7.5; CD A14, Words on TB p. 165)
 - First, introduce the days-of-the-week cards. Then teach the Days of the Week song.
 - As you sing the song, hold up each card when it is mentioned.
 - Say, “Each day is very special. Today is _____. Today I am thankful for _____.”
 - Ask the children to share what they are thankful for today.
 - Save SB p. 25 to use in lesson 8.
2. Days-of-the-Week Line-up Activity (BLMs 7.2–7.5, CD A14)
 - Line up 7 students in the front of the room to each hold a card for the days of the week in order from left to right.

SPECIAL FEATURES OF THE TEACHER BOOK

- Explain to them that they must hold up their card when they hear their day in the song.
- Ask all of them to hold up their cards when they hear "The days of the week!" Repeat with other students.

3. Calendar Introduction Activity

- Direct children's attention to your classroom calendar.
- Discuss the parts of the calendar: the month, the days of the week, and the number for each day.
- Talk about how we use the calendar.

4. Name Activity (BLM 7.4)

- Direct children's attention to the card with the word **Friday** on it. Explain that **Friday** begins with the letter **Ff**. Demonstrate the /f/ sound.
- Direct children's attention to the capital **F** and explain that the days of the week and names of people begin with a capital letter.
- Ask children to say classmates' names that begin with **F**. If there are several, write their names on the board.
- Now, ask the children to write a big letter **F** and a small letter **f** in the air.

GUIDED PRACTICE

1. Five Fish (SB p. 26; CD A15, Words on TB p. 165)

- Play CD A15. Help the children follow along. Point to each picture as it is discussed.

2. Calendar Activity

- Point to and read the days of the week from the calendar.
- Next, write the days of the week in English beginning with Monday and ending with Sunday.
- Together with the children, say the days of the week in English as you point to each day. Explain that later they will cut and paste the days of the week in their books.

LESSON 7

Name: _____

Days of the Week
(Suggested by Loreta E. Ybarra: sing to the tune of "For He's a Jolly Good Fellow")

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
 Then comes **Sunday**
 The days of the week!




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LESSON 7




Name: _____

F

5

5

____ox • ____ive ____ish

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Lesson Activities

Each activity has a title. Instructions to the teacher are given in a clear step-by-step process. Bullets (●) guide the teacher from one step to the next.

Blackline Masters

Teaching helps for each lesson are available on a CD. The blackline masters (BLMs) include picture word cards, worksheets, and games.

Lesson Activity Sequence

Each lesson moves in a clear sequence through seven stages: Introduction (including Warm-up Routine and Introduction sections), Instructional Input, Guided Practice, Independent Practice, Assessment, Looking Back, and Extension Activities.

Audio CD: Songs, Chants, and Stories

The lesson shows which audio CD track the teacher will use to teach a song or chant or to provide listening practice with a story. The words for each song, chant, and story are included in the teacher book appendix (app.).

Embedded Student Book Pages

To help the teacher, the student book (SB) pages are included in the teacher book so that the teacher sees exactly what the students see.