LESSON 7

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, big, five, day, week, paste

LANGUAGE FEATURES
Review Receptive
What time is it? It is ___ (morning, afternoon, evening).

Patterns
This lesson focuses on reviewing daily time expressions, learning the days of the week, and recognizing words that begin with the /f/ sound.

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 cards for days of the week

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.

WARMUP 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)

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.
• Ask the children what they are thankful for today.
• Follow the same steps for afternoon and evening.

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.
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.

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 F. 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 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.