

March

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

www.free-printable-calendar.com

Section 2

Days of the week

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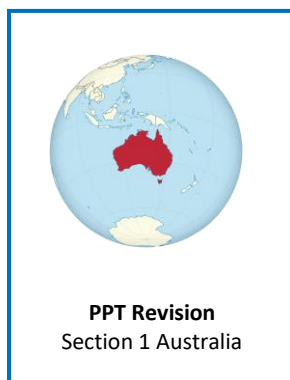
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PPT - Revise text for the section *Australia*

Before starting work on Section 2, it's important to revise the text in Section 1. The great advantage of the PPT is that you can show it many times, and at varying speeds.

Download the PPT from the hub.

- Project the PPT in *slide show mode*. The animation feature will reveal the words slowly to build each sentence.
- The forward arrow on your keyboard will make the pictures and words appear in order. The back arrow will remove the words and pictures.
- Click *Escape* anytime to close.
- Encourage students to guess the words before they appear.



The text for *Days of the week*

In March, in New South Wales, Queensland
and Victoria, it rains and rains and rains.

It rains on Monday.

It rains on Tuesday.

It rains on Wednesday.

It rains on Thursday.

It rains on Friday.

It rains on Saturday.

It rains on Sunday.

AMEP resources – vocabulary for *Days of the week*

The AMEP provides excellent resources for teaching about the Australian states and territories and also the days of the week. It is a good place to start introducing the vocabulary for this section.

1. Australian states and territories

AMEP Volunteer Tutor Resources

For a simple map of Australia go to:

<https://immi.homeaffairs.gov.au/settling-in-australia/amep/volunteer-tutor-resources>

Click on *Pre-Beginner, A New Life*

- **Worksheet 1** has a map of Australia with the names of the states, territories and the capital cities
- **Worksheet 2** has a map of Australia which can be used to make a jigsaw
- **Worksheet 3** has a map of Australia with the states marked but no writing

2. Days of the week and months of the year

AMEP Volunteer Tutor Resources

There are some simple worksheets to be found here. Follow this link to the pre-beginner page:

<https://immi.homeaffairs.gov.au/settling-in-australia/amep/volunteer-tutor-resources/pre-beginner>

Click on **Education**

- **Worksheets 1 – 4** cover the days of the week and months of the year

AMEP Online Materials



To practise the pronunciation of the days of the week and the months of the year, go to:

<https://ameponline.homeaffairs.gov.au/>

- Click on **Course Level 1**
- Click on **A New Life**
- Click on **Numbers and dates,**
- Then **Activity 4, Days and months**

Build vocabulary for *Days of the week*

The following is a suggested method to teach vocabulary. It involves drawing simple pictures on the board and miming. The aim is to get the students to suggest the words and then write them on the board. It helps to put the words down one side of the board and leave them there for reference. Use the dashes as a line and show how to write on the line and how to form the letters, model the letter formation and verbalise it if necessary for ESL literacy students.

VOCABULARY	Board Work
<p>Queensland New South Wales Victoria</p>  <p>Draw a map of Australia on the board or project a simple blank map onto the board. Ask, What is it? Roughly draw in the states. Ask the students which state they live in. Mark it on the map. Point to Queensland and ask them if they know the name of that state, point to NSW and point to Victoria. Mark them in. Reading the states can be taught like the face of a clock.</p>	<p>Qu _ _ _ _ land</p> <p>_ ew _ outh _ ale _</p> <p>_ ic _ oria</p> <p>Students guess the missing letters. Point to the word, say the word together, spell the word together and point to each letter as you spell. Point to the capital letters. Ask how many letters are in the word and count the letters.</p>
<p>Rain</p> <p>Revise and mime rain. An umbrella may be useful.</p> 	<p>Draw rain clouds and rain on the board.</p> <p>_ a i _</p> <p>Repeat the process used to teach the states of Australia.</p>

VOCABULARY	Board Work
<p>Monday</p> <p>Tuesday</p> <p>Wednesday</p> <p>Thursday</p> <p>Friday</p> <p>Saturday</p> <p>Sunday</p> <p>Say the days of the week together. Students could point to the days on their timetable or you could have sets of cards of the days of the week for students to put in order on the desk, hold up, or point to.</p> <p>Print some large cards, with the days of the week. Seven students hold up a card and arrange themselves in front of the class in the order of a week. You could print the Saturday and Sunday cards on different coloured paper to teach the idea of <i>the weekend</i>. [See the next page]</p>	<p>__ on __ ay</p> <p>__ __ es __ ay</p> <p>__ ednes __ ay</p> <p>Thur __ __ ay</p> <p>__ __ __ day</p> <p>__ __ __ urday</p> <p>__ __ __ day</p> <p>Repeat the process used to teach the states of Australia.</p>
<p>March</p> <p>Say the months of the year together. If you have a calendar point to the names on the calendar. Focus on <i>March</i>.</p>	<p>__ ar __ __</p> <p>Repeat the process used to teach the states of Australia.</p>

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Create the text for *Days of the week*

Instructions for the teacher

This is the text to be created:

In March, in New South Wales, Queensland
and Victoria, it rains and rains and rains.

It rains on Monday.

It rains on Tuesday.

It rains on Wednesday.

It rains on Thursday.

It rains on Friday.

It rains on Saturday.

It rains on Sunday.

Preparation:

1. Have the alphabet in capital and small letters at the top of the board and the vocabulary list down the side of the board.
2. On the board write:

In M _ _ _ _ _ N _ _ S _ _ _ _ W _ _ _ _ ,
Q _ _ _ _ _ and V _ _ _ _ _ , _ _ _ _ _
and _ _ _ _ _ .

Activity

1. Ask the students to guess the text. Encourage them to use the vocabulary list.
2. Begin by asking them to suggest a letter, any letter. If they guess a letter, or even the whole word from the vocabulary list, write it on the dashes.
3. To help predict *March* use a calendar, or project one. Use the map of Australia to help students identify and spell the states and mime or draw *rain* on the board.
4. If students can't guess the words, just write them in.
Discuss capital letters, full stops, and sentences as you proceed.
Read the sentence leaving out the filler words, ask students to guess what the words are.

Extend the cloze in this way:

You could use flashcards of the days of the week to assist.

Get students to put them in order.

5. At the beginning of each sentence and before each day, ask the students if the first letter is a capital or a small letter.
6. As you write, demonstrate how the tail of the **y** in **day** goes under the line. After writing each day, spell it together, pointing to each letter.
7. Spell and clap the letters with a rhythm.
e.g. **M o n - d a y**

8. As you write each day, add more rain drops to the rain drawing.
9. Once the text is completed on the board, read it together several times, pointing to each word as you read. Ask, *How many sentences?* Count them together. Ask, *How many words?* Count the words together pointing to each word.
10. Then reverse the whole process by rubbing out, reading, rubbing out, reading and recreating a cloze again. In this exercise, it is easier to rub out whole words rather than single letters. You can leave the first letter of the word to help students recall if you think it is needed.
11. Read again with the class, pointing to both the missing words and the existing words. With some classes it is possible to rub out all the words in this way.



Pronunciation – Sentence stress

Preparation

Sentence stress is considered to be the most important element of English pronunciation.

In English, words which carry key information such as nouns, verbs and adjectives are usually stressed and other words unstressed. This creates the distinctive music of the language.

Preparation: Review the days of the week

- Distribute the days of the week cards. [enough for the whole class]
- Students listen and when they hear a day, they hold up that card, then put it down, with the cards one under the other in week order.

Activity 1: Sentence stress

1. Say the first sentence, and ask students which words are longer and louder?
2. Put a large dot above the stressed word – in every sentence this is the verb and the noun.
3. Get students to clap the sentence as they repeat it. Alternatively they could tap a finger on the desk or punch the air, whatever is easiest.
4. Continue to mark the stress in each sentence.

Activity 2: Jazz chant

Jazz chants are an excellent way to teach sentence stress and also grammar. With this chant, students learn the use of **on** a preposition of time, with days of the week. This jazz chant forms the basis for further work on prepositions of time. [See Appendix]

It rains on Monday.

It rains on Tuesday.

It rains on Wednesday.

It rains on Thursday.

It rains on Friday.

It rains on Saturday.

It rains on Sunday.

1. Divide the class in half - half the class read A, the other half read B.
2. Encourage the students to read with expression and to stress the information words.

Jazz Chant

A	B
It rains	on Monday.
It rains	on Tuesday.
It rains	on Wednesday.
It rains	on Thursday.
It rains	on Friday.
It rains	on Saturday.
It rains	on Sunday.

Spelling – 3 levels

1. For **lower levels** use a modified version of 'Look, say, cover, write, check'.

Teach: *Look, say the word, spell the word out loud as you copy.*

For **higher levels** teach 'Look, say, cover, write, check'

2. It is important that the students:
 - Finish one word before writing the next word
 - Work down the page rather than across
 - Check their spelling with the typed word
 - Try to chunk the letters rather than copy letter by letter
 - The words are printed twice at each level so that students practise once in class and then again at home or in a following class. In this way, students are shown a way to improve their writing through brief and regular practice.

Level A - Spelling

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Level B - Spelling

Monday	Tuesday	Wednesday
Monday	Tuesday	Wednesday

Thursday	Friday	Saturday	Sunday
Thursday	Friday	Saturday	Sunday

Level C - Spelling

March	Monday	Tuesday	Wednesday
March	Monday	Tuesday	Wednesday

Thursday	Friday	Saturday	Sunday
Thursday	Friday	Saturday	Sunday

Spelling Test – 3 levels

Activity

In this test, the same words are read to the whole class, but each level has appropriate support.

Level A

This activity teaches students to look for clues. The words are on the page and can be copied, but the students have to locate the letters to copy. Initially, some students may need help with this, and the teacher could underline the bits to copy in red.

Level B

At this level, the difficult sounds have been provided. If the teacher pronounces the word slowly, the students should be able to hear the missing sounds. The answers are below so students can also copy.

Level C

At this level, a student can try to either write the word or they can copy. Allowing students this option and to later check their work removes any fear associated with having a go.

Level A - Spelling Test

Days of the week

<p>M o n d a y</p> <p>_ o n d a y</p>	<p>T u e s d a y</p> <p>_ u e s _ _ _</p>
<p>W e d n e s d a y</p> <p>_ e d n e s _ _ _</p>	<p>T h u r s d a y</p> <p>T h u r s _ _ _</p>
<p>F r i d a y</p> <p>_ r i _ _ _</p>	<p>S a t u r d a y</p> <p>_ a t u r _ _ _</p>
<p>S u n d a y</p> <p>_ u n _ _ _</p>	

Level B - Spelling Test

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Days of the week

1 . _ o _ _ _ _

2 . _ u e _ _ _ _

3 . _ e d _ e _ _ _ _

4 . _ _ u r _ _ _ _

5 . _ r _ _ _ _

6 . _ _ _ u r _ _ _

7 . _ _ _ _ _ _

Fold

Check your spelling

Monday	Tuesday	Wednesday	Thursday
Friday	Saturday	Sunday	

Level C - Spelling Test

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Days of the week

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Fold

Check your spelling

Monday	Tuesday	Wednesday	Thursday
Friday	Saturday	Sunday	

Speed Copying – 3 levels

One of the simplest ways to improve spelling and writing is to practise speed copying. The goal of such copying is to build speed and proficiency. With regular practice, speed copying can improve spelling, handwriting and memory. Students' written expression also improves as they memorise common groupings of words and collocations.

Low level students will initially copy letter by letter, but as they become more proficient over time, they will learn to chunk, then write whole words, then write a few words and then complete sentences, depending on their level and educational background.

Activity

1. Set the timer for 2, or 4 or 5 minutes
2. Ask the students to copy the same text over and over in that time.
3. If they finish copying their text before the time is up, they need to copy it again, and maybe even again.
4. Students copy the same text every day for a week, trying to increase the number of words they write each time.
5. The text copied can be used for a dictation the following week.

Level A - Speed Copying

It rains on **Monday.**

It rains on _____

It rains on **Tuesday.**

It rains on _____

It rains on **Wednesday.**

It rains on _____

It rains on **Thursday.**

It rains on _____

It rains on **Friday.**

It rains on _____

It rains on **Saturday.**

It rains on _____

It rains on **Sunday.**

It rains on _____

Level B - Speed Copying

It rains on **Monday**.

It rains on **Tuesday**.

It rains on **Wednesday**.

It rains on **Thursday**.

It rains on **Friday**.

It rains on **Saturday**.

It rains on **Sunday**.

Level C - Speed copying

In March, in New South Wales, Queensland

and Victoria, it rains and rains and rains.

It rains on Monday.

It rains on Tuesday.

It rains on Wednesday.

It rains on Thursday.

It rains on Friday.

It rains on Saturday.

It rains on Sunday.

Dictation – 3 levels

Activity

All students hear the same text:

The teacher reads a sentence, and each student writes the sentence at their own level.

Level A

Students listen for the missing letters and write them in. This activity teaches students to look for the letter to copy.

Level B

Students find the words and copy them. For a greater challenge, the words can be folded under, and students try to write from memory. The words allow the student to check their spelling at the end of the dictation.

Level C

Students write the sentence using the words below to help with the spelling. For a greater challenge, the words can be folded under, and students try to write from memory. The words allow the student to check their spelling at the end of the dictation.

It rains on Monday.

It rains on Tuesday.

It rains on Wednesday.

It rains on Thursday.

It rains on Friday.

It rains on Saturday.

It rains on Sunday.

Level A - Dictation

It rains on Monday.

M _ _ _ _ _

It rains on Tuesday.

T _ _ _ _ _

It rains on Wednesday.

W _ _ _ _ _

It rains on Thursday.

T _ _ _ _ _

It rains on Friday.

F _ _ _ _ _ .

It rains on Saturday.

S _ _ _ _ _

It rains on Sunday.

S _ _ _ _ _

Level B - Dictation

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

It rains on _ o _ _ _ _	Monday
It _ _ _ _ _ on _ u e _ _ _ _	Tuesday
_ _ rains _ _ _ _ d _ e _ _ _ _ .	Wednesday
It rains _ _ _ _ u r _ _ _ _	Thursday
_ _ _ _ _ _ _ _ on _ r _ _ _ _	Friday
_ _ _ _ _ _ _ _ _ _	Saturday
_ _ _ u r _ _ _ _	
_ _ _ _ _ _ _ _ _ _ _ _ _ _	Sunday

Level C - Dictation

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Fold

Check your Spelling

Monday	Tuesday	Wednesday	Thursday
Friday	Saturday	Sunday	rains

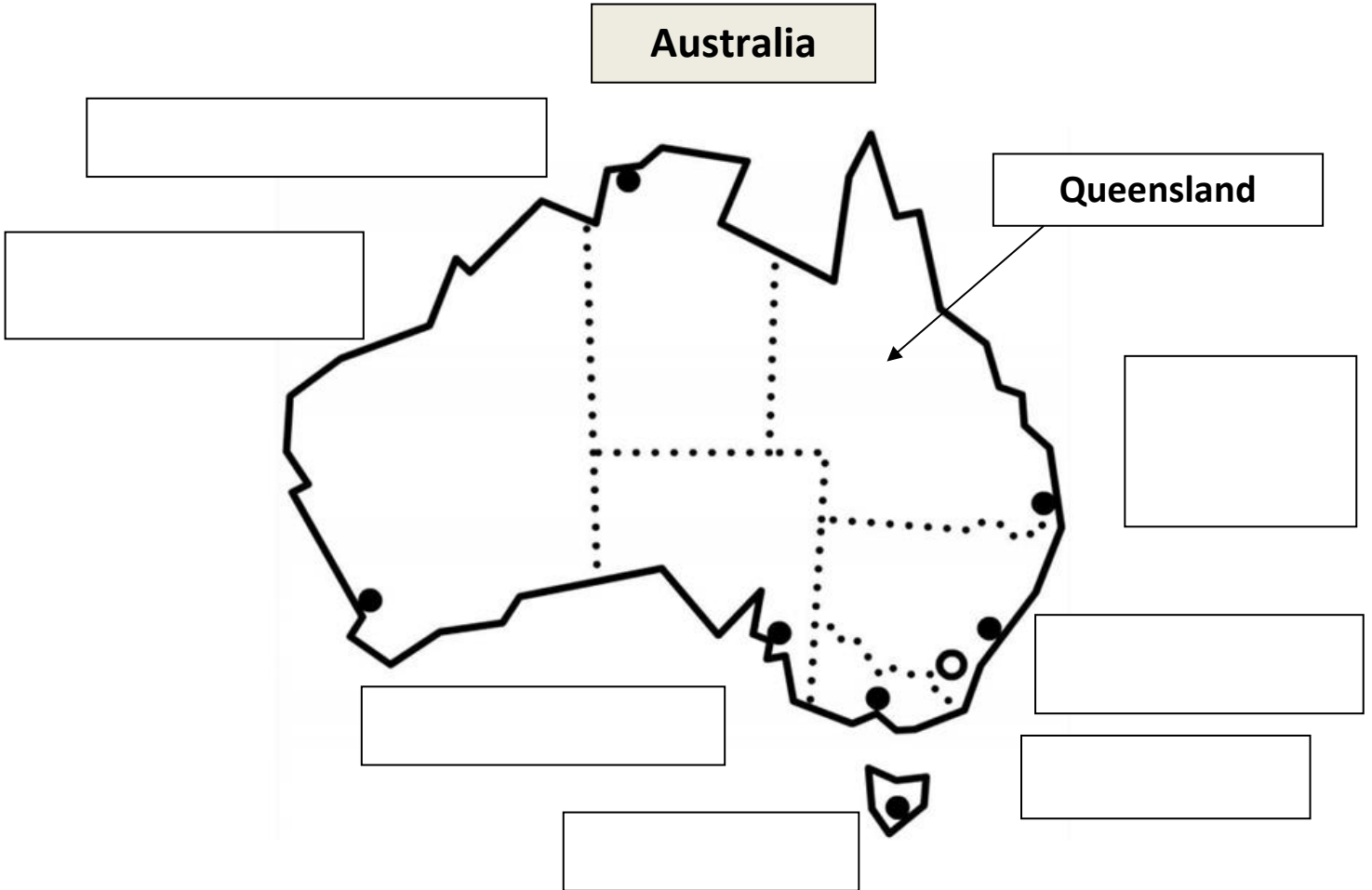
Appendix - Vocabulary list for Section 1 - 2

Words introduced in this section are in **bold**.

A	and	N	New South Wales
B		O	
C		P	
D		Q	Queensland
E		R	rains
F	Friday	S	Saturday, Sunday
G		T	Tuesday, Thursday
H		U	
I	in, it, on	V	Victoria
J		W	Wednesday
K		X	
L		Y	
M	March, Monday	Z	

Appendix - Map of Australia with states and territories

Project the map of Australia on the board. Draw arrows and write the names of the states and territories in the boxes. Make copies for students to do the same.



Qld Queensland	Tas Tasmania
NSW New South Wales	SA South Australia
ACT Australian Capital Territory	WA Western Australia
Vic Victoria	NT Northern Territory

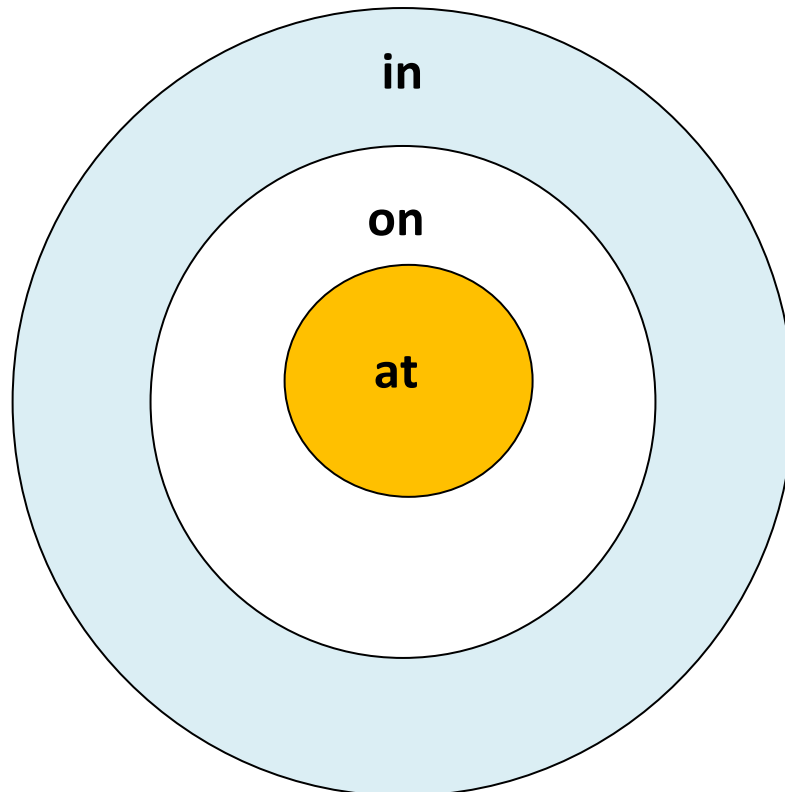
Appendix - Prepositions of time

Background information

The prepositions of time can be shown on three concentric circles this can work as a visual memory prompt.

- The larger outside circle represents **in**, for lengths of time, [usually longer]
- *months, years, seasons, decades, morning, afternoon and evening.*
- The smaller middle circle represents **on**, for shorter periods of time
- *days of the week, the weekend and dates*
- The smallest circle represents **at** precise times
- *9 o'clock, festivals, night*

The final diagram



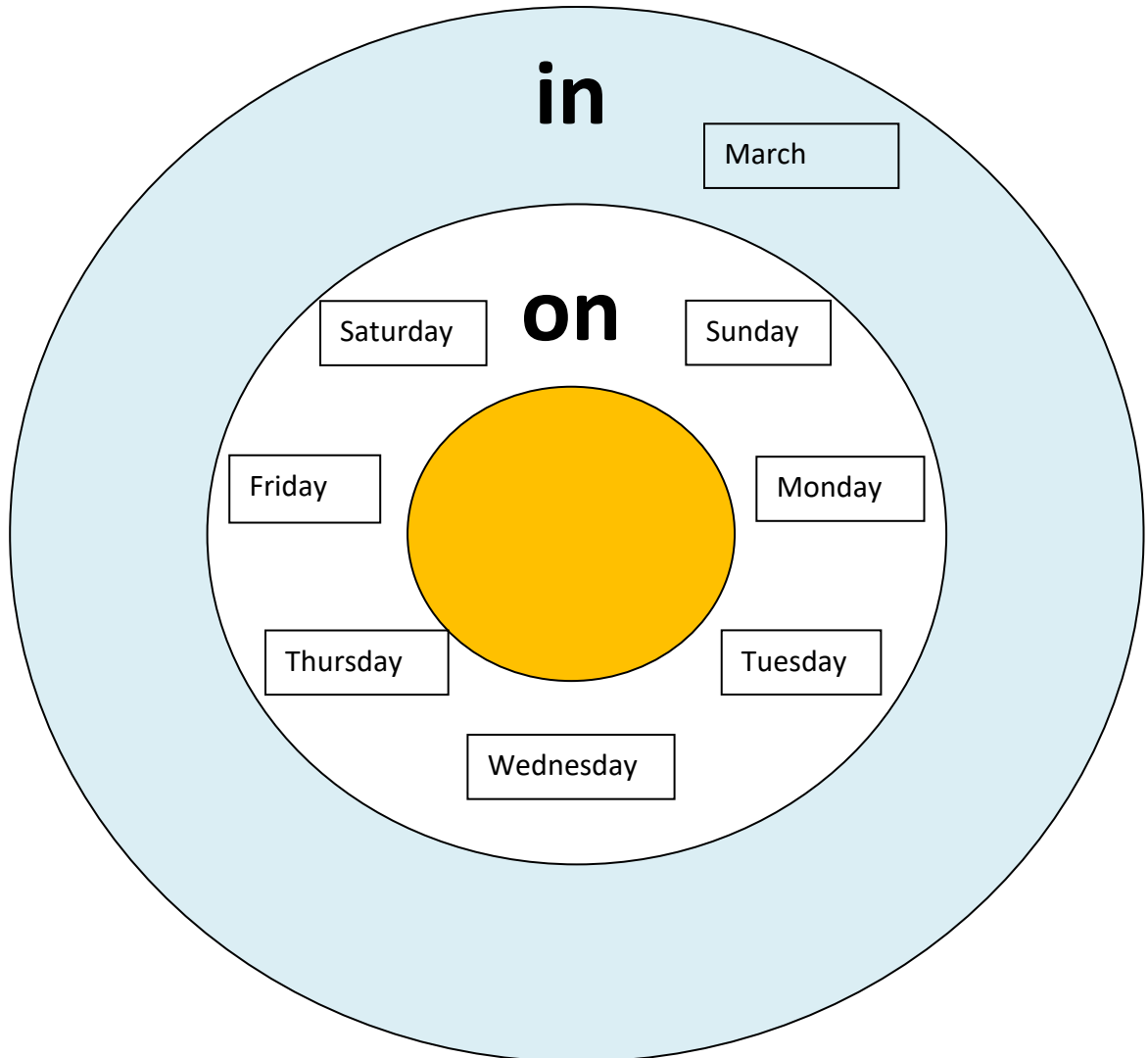
Activity

Draw the circles on a large piece of cardboard to be hung on the wall and added to as the prepositions are introduced. In Section 2, students have learnt **on** for the days of the week and **in** for months of the year [March].

1. Add **on** to the middle circle, and **in** to the outer circle.
2. Write the **days of the week** and **March** onto small cards [plus all the months familiar to the students]
3. Ask students to blu-tack them to the correct circle on the chart.
4. Practise - **on** Monday **in** March, **on** Tuesday **in** March etc.
5. Recap the rules learnt so far.

<p>Rules:</p> <ul style="list-style-type: none">• Use on before days.• Use in before months.
--

The chart is then ready so that **at** can be added when it's introduced.



Appendix – Capital letters and Punctuation

1. Capital letters

A basic understanding of the rules for capital letters needs to be demonstrated and developed. Students' attention needs to be regularly drawn to their use.

e.g. It rains on **M**onday in **M**arch.

RULES:

You need a capital letter for:

- The **first** letter in a **sentence**.
- The **first** letter of a **day**.
- The **first** letter of a **month**.

Activity

Write sentences similar to the ones below on the board and ask students to come out and add the capital letters.

- it rains on monday in march.
- it rains on tuesday in march.
- it rains on wednesday in march.

2. Punctuation

Students also need to understand basic punctuation.

Point out the full stop at the end of the sentence.

e.g. It rains on Wednesday in March. 

RULE:

A sentence ends with a full stop.

Activity

Write sentences similar to the ones below on the board. Ask students to come out to the board and correct the mistakes.

- it rains on thursday in march
- it rains on friday in march
- it rains on saturday in march
- it rains on sunday in march

Acknowledgements

Images

Globe showing Australia	<u>This Photo</u> by Unknown Author is licensed under <u>CC BY-SA</u>
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Project team

Vicki Hambling, Lorraine Hatcher-Friel, Sue Paull, Madelena Scott, Mary Wallace, Visual Domain

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