

# Days of the week

## 'Look, Say, Cover, Write, Check' Activities

**Update note (May 08).** When this resource was written in 2003 OHPs (overhead projectors) were still common in the classroom and this resource really requires one.

However, a PowerPoint version of this resource is now also available (in the Entry 1 and preEntry literacy areas of [www.skillsworkshop.org](http://www.skillsworkshop.org) for those with data projectors / smart-boards).

This document contains instructions for the attached version (pages 3-4) and the PPT version

This group spelling activity encompasses visual, kinaesthetic and auditory learning styles. I have used it successfully with students with learning difficulties (including dyspraxia and dyslexia) and partial sight.

- It makes an ideal starter activity which can be followed by individual spelling and writing work.
- This activity can be used with any words that students find difficult.

### You will need

- OHT paper / acetate (or the PowerPoint version of this resource if you have a data projector)
- An overhead projector (or a PC connected to a data projector if you are using the separate PPT version of this resource)
- A whiteboard (or smartboard if using the separate PPT version of this resource)
- Coloured whiteboard pens (or the equivalent for smart-board)
- Small whiteboards and dry-wipe pens, or **Look Say Cover Write Check (LSCWC)** fill-in charts for each learner
- A good imagination

### Notes

- A variety of LSCWC fill-in charts are available on [www.skillsworkshop.org](http://www.skillsworkshop.org) These include a left handed version, a traditional version and a simplified illustrated chart for pre-Entry / Entry 1.
- You can make your own individual whiteboards by laminating plain sheets of paper or cardboard (A3 pastel coloured card works well). Another alternative is to use laminated LSCWC forms.
- The advantage of whiteboards / laminated forms over pen and paper is that students can immediately erase all traces of any wrongly spelt words.
- For pre-Entry / Entry 1 you may only want to introduce one or two days of the week per session. Higher levels can concentrate on the 'tricky' words such as Tuesday and Wednesday.

### Related resources

Available at [www.skillsworkshop.org](http://www.skillsworkshop.org) in the PreEntry or Entry 1 literacy areas

**Look, say, cover, write, check – spell the names of the week** (PowerPoint)

**Days of the Week** (lesson plan and many related resources) contributed by Andrew Speers.

### Main Curriculum References

Actual references will vary with the learner group and the way the resource is used.

#### preEntry Milestone 8

**Ww/M8.1** Write (b) making many controlled letter shapes (c) using a conventional sequence of letters correctly from memory such as when writing their own names and other simple words which are well known to them.

#### Entry 1 Literacy

**Ww/E1.1** Spell correctly some personal key words and familiar words (for example days of week, numbers to ten). (d) understand that there are different strategies for learning to spell.

### Instructions (for this acetate based resource)

- Print pages 3 and 4 onto acetate. It really is worth using colour for page 4.
- Cut each sheet of acetate into strips using a paper trimmer – so that each day of the week is on a separate piece of acetate.
- Start with the black words (page 3).
- Place a single word on the OHP and project onto a clean whiteboard (some students prefer the lights turned out – this can help them concentrate on the displayed word).
- Ask students to look at the displayed word very carefully and say it.
- Encourage them to come up to the board and underline or circle bits of the word that stand out. Different students will see different things. Some might encircle the whole word with a whiteboard marker – especially words such as Wednesday that have a distinctive shape. Others might underline certain letters in a word or add annotations. Discuss.
- Now replace the black word with the corresponding coloured word from page 4 (or display both at once). Again encourage students to pointing out features such as the word 'day' at the end, the 'ur' in Thursday or Saturday, the three syllables in Wednesday, etc.
- When all students have looked carefully at the word: cover the word on the OHP (I use the board rubber), ask them to say the word again and imagine it.  
**NOTE:** any words that have previously been encircled with a pen (on the whiteboard) will leave their outline shapes on the whiteboard. Point this out to students.
- Now ask students to write down the word on their individual whiteboards or charts. Some may ask to look at the word again – this is fine, but they should try and write the whole word from memory not little bits at a time. **NOTE:** learners with dyspraxia may be more comfortable writing the word on the large class whiteboard using large arm movements.
- When they have all finished uncover the word so it is displayed again.
- Student can check their word or hold up their whiteboards.

### Instructions (for PowerPoint version)

**You must display PPT full screen or buttons etc. will not work.**

- Screen 1 (menu) - introduction, ask students if they recognise the words? What are they? Can they spell them? We are going to look at each word in detail and use LSCWC to learn spellings.
- Select a day of the week with mouse. Word will displayed in a new screen.
- Ask students to look at the displayed word very carefully and say it.
- If you are displaying the PPT onto a standard whiteboard encourage them to come up to the board and underline or circle bits of the word that stand out. Different students will see different things. Some might encircle the whole word with a whiteboard marker – especially words such as Wednesday that have a distinctive shape. Others might underline certain letters in a word or add annotations. Discuss.
- If using a smartboard – as above but use smartboard pens.
- *The pictures relate to the origins of the days of the week (Thor, Tyr, Frigg, etc.). For more details on using these pictures as memory prompts please refer to Andrew Speers' Days of the Week lesson plan resource (details page 1). These pictures can be deleted from the PPT if unneeded.*
- Now click on the word – this will replace the black word with the same word in colour. Continue to encourage students to point out features such as the word 'day' at the end, the 'ur' in Thursday or Saturday, the three syllables in Wednesday, etc.
- When all students have looked carefully at the word ask them to say the word. Then click the 'cover' button (the word will disappear). Erase any annotations you have made on the whiteboard / smartboard. Ask students to say the word again and imagine it (closing their eyes if they wish).
- Now ask students to write down the word on their individual whiteboards or charts.
- When they have all finished click 'show' button to display words again.
- Some may ask to look at the word again – this is fine, but they should try and write the whole word from memory not little bits at a time.
- Student can check their word or hold up their whiteboards.

**Monday**

**Tuesday**

**Wednesday**

**Thursday**

**Friday**

**Saturday**

**Sunday**

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday



Sunday