

Seasons and days of the week

Name _____ Date _____









Seasons and days of the week



Name _____ Date _____

Days of the week - CAPITALS

__ onday

__ uesday

__ ednesday

__ hursday

__ riday

__ aturday

__ unday

------(fold over)-----

Now write them again:

Seasons and days of the week



Name _____ Date _____

Read about Sara



On Monday I go shopping. On Tuesday I clean my house. On Wednesday I go to swimming. On Thursday I have my computer course. On Friday I visit my aunt. On Saturday I go to Birmingham on the bus. On Sunday I stay at home and watch TV.

Write sentences about you:

Seasons and days of the week

Name _____ Date _____



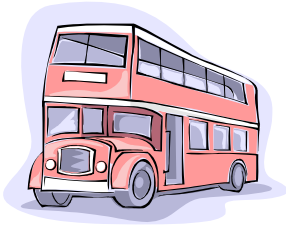
1. _____



2. _____



3. _____



4. _____



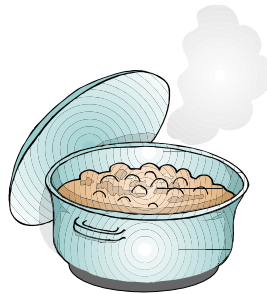
5. _____



6. _____



7. _____



8. _____



9. _____



10. _____

Seasons and days of the week



Teaching notes

The worksheets can be used as seems appropriate for your learners.

My method was for learners to identify the seasons and write the names beneath the pictures – I had put them on the board in a random order for learners to be able to use first and second letter recognition to match the words and pictures.

The days of the week sheet was used as a recapping tool – learners insert the first letter, then fold at the dotted line and write them out again. This was followed by a Q and A session on ‘what do you do on...’ to get learners talking about activities.

We followed this by matching pictures of ‘weekly activities’ with words/phrases to describe them (pre-lit learners can use the cut outs if preferred) and then the reading – again, matching the words / phrases in the reading exercise to the pictures.

computer course	shopping	computer course	shopping
cooking	bus	cooking	bus
watch television	clean the house	watch television	clean the house
go to English class	go to mosque	go to English class	go to mosque
go swimming	go to church	go swimming	go to church

(To cut out for pre-literate learners to stick onto pictures above)

preEntry mapping

Covers many aspects of the preEntry adult literacy curriculum (Milestone 8) including:

Reading

Rtc/M8.3 When working with texts which contain words, signs, symbols, images, communicate about persons, characters, events or images with which they have become familiar.

Rs/M8.1 Understand that individual words are grouped together to convey meaning and information, using rules and structure.

Rw/M8.2 Associate sounds with patterns in some letters, syllables. words, rhymes, songs.

Rw/M8.3 Recognise / read a growing repertoire of familiar words, signs, symbols they encounter in daily life.

Writing

Wt/M8.4 use in their supported writing - words and letters, signs, symbols, images to communicate meaning for different simple purposes when writing short texts.

Ws/M8.1 Understand that individual words are grouped together to convey meaning and information, using /rules and structure.

Ww/M8.1 Write (a) using an appropriate grip (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.

Ww/M8.2 Associate sounds with patterns in some letters, syllables, words, rhymes, and songs.