



## TEACHER'S GUIDE

### LESSON 8: WHAT DAY IS IT?

**Video summary:** Anna talks about the days of the week. Then she goes to see superheroes at a museum.

**Functional purpose:** Days of the week and activity schedule

**Grammar:** Simple present BE; *like to* + infinitive

**Letters and sounds:** *Ww, Kk; /w/, /i/, /k/*

**Numbers:** 22, 23, 24

**Questions:** *What day is it?*

**Answers:** *Today is \_\_\_\_\_.* (Monday, etc.)

**Key words:** *baseball, calendar, favorite, human, important, music, remember, school, soccer, superhero, week, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday*

### PREPARE TO WATCH

#### Get students' attention

- In native language or English:

Draw a calendar on the board or bring one to the class. Teach the word, *calendar*, and show how certain days have events or holidays written on them. If teaching online, share an electronic calendar and mark events for certain days in the current week or month.

Count to seven with the students in English. Then ask them how many days there are in a week.

Ask them to name yesterday, today, and tomorrow. Write the names on the board in English. (For example: *Tuesday, Wednesday, Thursday*)

#### Connect to students' experiences

- Ask students what they usually do on different days of the week.
- Ask if they have a favorite day of the week and explain why that day is a favorite.
- When students answer, write the names of those days, in English, on the board.
- Explain that in the lesson they will learn the seven days of the week in English.

## Teacher's Guide Lesson 8: What Day Is It?

### Guess: What will happen?

- Say, “In this lesson, Anna sees some special people. They are *superheroes*.” Write the word *superhero* on the board. Ask, “What is a superhero?” Take some student answers.
- Explain, “These are people in stories with special powers.” Give examples from media that the students may know.
- Ask, “What superheroes do you think Anna sees in the video?” Write students’ guesses on the board to check after watching.

### WATCH AND REVIEW THE VIDEO

#### Check understanding with specific questions (add your own as necessary)

- How many days are in a week?
- What does the boy, Thomas, do on Saturdays?
- What does Anna do on Wednesdays?
- Where does Anna go in this lesson?
- What superheroes does Anna see?

#### Talk more about the video

- Ask, “Can you name any superheroes you like?” Write student responses on the board.
- Ask students if they can describe some of the special powers of superheroes and list a few as examples.
- The teacher says she will give Anna a gift - a calendar. Ask, “How can a calendar help Anna?” Have students compare their opinions. Ask if they have calendars in their homes.

## ACTIVITIES

### 1. Syllable stress

#### Set up/materials

- In the video, Anna teaches the w-sound. Play that part of the video (around the 2-minute mark.)
- If printing is possible, give students the list of days on the following page.

#### How to

- Tell students, “In this lesson, we learn the days of the week. Do you remember how part of each word is louder? Say one day of the week for me.”
- Choose a student to say whatever day they can remember. Point out the stress on the first syllable:

SUNday | MONday | TUESday | WEDnesday | THURSDay | FRIday | SATurday

- Say a day of the week and clap your hands together or knock on a table or other surface more loudly on the strong, first syllable than the weak, second syllable
- If students have colored markers, pens, or pencils, have them color or shade in the letters of the first, strong syllable for each day of the week on the list: **Monday**, **Tuesday**, . . .
- Or, have students underline the strong syllable: Monday, Tuesday, . . .

#### Variations

- Use other common words in English to show stress:

Apple | PENcil | TAbble | HAppy

- For advanced learners, show how syllable stress can distinguish a noun from a verb:

OBject (noun) | obJECT (verb)



# DAYS OF THE WEEK

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

## **2. Make a schedule**

### **Set up/materials**

- Give students the schedule on the next page or show them how to make one in their own notebooks.

### **How to**

- Write the days of the week in English or show the list from this lesson plan.
- Explain: “We often do different things on different days. To help remember the things we plan to do, we can make a written schedule.”
- Talk with students about their daily schedule and guide them as they write down different activities for different days of the week.

### **Variation**

- Read the paragraph below or change it to use the name of a student in the class.

Alissa has many things to do every week. On Mondays, she has a music lesson after school. On Wednesdays and Thursdays after school, she works at her parents' shop. On Saturday mornings, she goes with her parents to a market to sell fruit. On Sundays, her family always goes to her grandmother's house to eat lunch.

- Ask the class what Alissa does on different days and write the answers on the board.
- Have students complete the schedule for Alissa.



# WEEKLY ACTIVITIES

Thursday \_\_\_\_\_


Wednesday \_\_\_\_\_


Tuesday \_\_\_\_\_


Monday \_\_\_\_\_


Notes


Sunday \_\_\_\_\_


Saturday \_\_\_\_\_


Friday \_\_\_\_\_


Weekly Calendar Template © Tim's Printables

### **3. Plan a trip**

#### **Set up/materials**

- Give students copies of the weekly schedule or have students recreate it in their notebooks.
- Place students into small groups.

#### **How to**

- Tell students they will plan a trip with their friends.
- Have students discuss and write what they plan to do each day for one week.
- Use travel posters or advertisements (from Lesson 7) to help students think of activities.

#### **Variation**

- Ask students to present their schedules and have other students vote on the trip they would like to join.

### **4. K and W**

#### **Set up/materials**

- Write the letters *Kk* and *Ww* on the board.
- Activity sheet for letters *Kk* and *Ww*

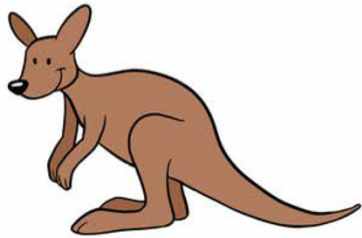
#### **How to**

- Teach how to write the letters for this lesson, *K* and *W*, by writing them in the air and having students follow along with their own hands.
- Say, “Big K” and write the uppercase *K*.
- Say, “Small k” and write the lowercase *k*.
- Continue with *W* and *w*
- Use the activity sheet to practice writing the letters

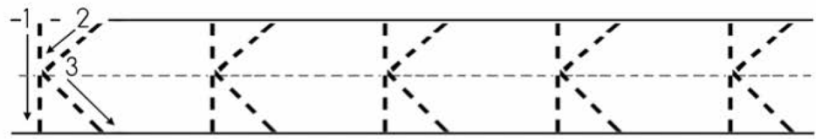
#### **Variation**

- Help students write short lists of words that begin with *K* and *W*: *king, kick, key, week, wet, who*
- For *W*, you can also list all the wh- question words: *who, what, where, when, why*

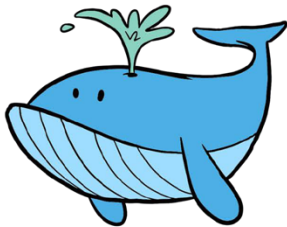
**K** is for



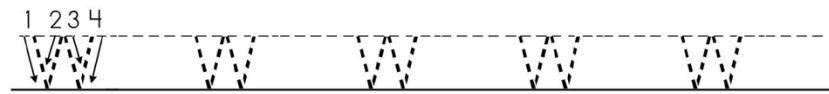
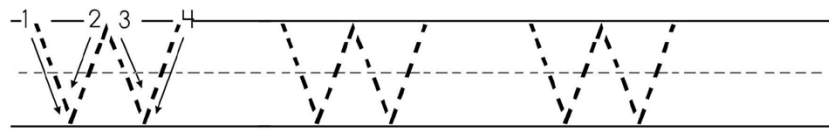
Kangaroo



**W** is for



Whale





## **5. Sound of W**

### **Set up/materials**

- Play the part of the video where Anna talks about the letter *W* (around the 2:00 mark).
- Write the words *week* and *Wednesday* on the board.

### **How to**

- Say the /w/ sound, then combine with /ee/: *we*; next, combine with /k/: *week*.
- Guide students combining the /w/ sound with other words: *who, wet, wall, when, what*.

### **Variations**

- Say the /w/ sound slowly, then repeat and gradually speed up: /w-w-w-w-w/. Have students repeat.
- Show that in English the word *one* makes the /w/ sound but does not have the letter *W*.
- Show that *W* is silent in some words: *two, who, answer, write*.

## **5. Numbers 22, 23, 24**

### **Set up/materials**

- Gather some small objects that can be used to demonstrate the number 24, such as books, stones, sticks, pencils, popsicle sticks, playing cards, flashcards, pens, and coins.

### **How to**

- Ask “How many (objects) are there?” Count objects together with students.
- Separate the objects into groups and assign them to small groups of students.
- Group students with objects in combinations that equal 24: four groups of two students each, each group with 6 objects, adds up to 24. One group of eight students, each holding three objects also makes 24.

### **Variations**

- Challenge students to add or multiply sets of objects in other ways to get the answer 24.
- Remind or teach students the word *dozen* and show that two dozen equals 24.

## **6. Read and Write**

### **Set up/materials**

- Give students a copy of the *Read and Write* activity sheet.
- Students form pairs or small groups.

### **How to**

- Show students how to trace over the dotted letters in the first example: *human*
- Have students continue individually or in pairs or small groups.
- Review answers with entire class.

### **Variation**

- Have students practice reading the sentences aloud for a partner. Choose two or three pairs to demonstrate their reading for the rest of the group.
- Explain that the letter *d* is silent in the word *Wednesday*.
- Have students write one or two sentences about what they or their friends do on certain days.  
For example:

*I play with my friends on Saturdays. I go to school on Tuesdays. Mario goes to the park on Sundays.*



# READ AND WRITE



Max is not a human .

A calendar helps us  
know the day.



On Saturdays Thomas  
likes to play soccer  
or baseball .



Anna plays music on  
Wednesday .

What do you do on  
Saturdays ?

<https://learn>

## **7. Listen and Speak**

### **Set up/materials**

- Give students the *Listen and Speak* activity sheet. In this activity, students ask questions about activities on specific days and in different places.

### **How to**

- Explain directions on the *Listen and Speak* activity sheet and demonstrate with one student to show the class how to ask and answer the questions.
- Pair students and have them practice asking and answering questions using the words they wrote.
- After giving some time for this practice, choose two or three pairs to demonstrate their listening and speaking skills for the rest of the group.

### **Variation**

- Use the *Weekly Activities* activity sheet from this lesson plan. Have students ask and answer questions about their schedules:

Student A: *What do you do on (day of the week)?*

Student B: *On Wednesdays, I go to school.*

# ● LISTEN AND SPEAK

Ask your friend the questions. Listen to their answers and write them on the lines. Then answer the questions for your friend.

Who is your favorite superhero?



Draw yourself as a superhero.

What do you learn on \_\_\_\_\_ days?



Write your superhero name:

---

What do you do at school on \_\_\_\_\_ days?



What do you do at home every week?



Words: baseball, calendar, music, school, soccer, superhero, week, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

## LEARN MORE

### 1. Capitalization

#### Set up/materials

- A calendar and/or maps to show capitalization.

#### How to

- Have students tell you some local place names. Write them in English on the board. Circle the capital letters.
- Ask, “Why are some words capitalized but not others?”
- Remind students that place names are capitalized.
- Next, explain that days of the week are also capitalized.
- Have students write short lists of days, places, and names of their family and friends to practice capitalization.

#### Variation

- Write some sentences with proper names without capitalizing them. Have students find the words that should be capitalized.

### 2. Museums

#### Set up/materials

- Show online pictures or actual brochures from museums.

#### How to

- Ask students to say what types of museums they know about. These may be art, science, historical, or children's museums.
- Ask, “What type of museum did Anna visit?” She visited an art museum.
- Suggest that students create their own art exhibit.
- Lead an art exercise, perhaps drawing the student's favorite superhero. The students can label and sign their art.
- Each student can describe to the class what they drew and what it means to them.

### **3. Superheroes**

#### **Set up/materials**

- Show video where Anna looks at the superheroes in the museum.

#### **How to**

- Explain one or two superpowers superheroes have, such as the ability to fly.
- Ask, “What superpowers do you like?”
- Write down student answers.
- Students draw their own superheroes. Then encourage them to tell a story about the superhero.

#### **Variation**

- Mount the images on the wall of the classroom or a hallway and invite others to visit your “superhero museum.”

## CHECK UNDERSTANDING

### 1. Quiz

Give students the printed quiz at the end of this lesson guide, have them use the online quiz, or simply write the questions on the board. If you want to test only their listening skills, say the questions but don't write them.

#### Questions:

1. Anna plays \_\_\_\_\_ on Wednesdays.
2. A \_\_\_\_\_ shows us important days.
3. Anna is \_\_\_\_\_. Max is not.
4. There are seven days in a \_\_\_\_\_.
5. Thomas plays baseball or \_\_\_\_\_ on Saturdays.
6. Thursday is Anna's \_\_\_\_\_ day.

#### Answer key:

1. music
2. calendar
3. human
4. week
5. soccer
6. superhero





# QUIZ

1. Anna plays  on Wednesdays.



2. A  shows us important days.



3. Anna is . Max is not.



4. There are seven days in a .



5. Thomas plays baseball on  on Saturdays.



6. Thursday is Anna's  day.



## **2. Class Survey**

### **Set up/materials**

- Show examples of surveys and their results from media. Explain that a survey asks the same questions to many people and then collects and shows all the answers.

### **How to**

- Have students work in groups to create a small survey of questions to ask their classmates or other students or family members.
- Suggest questions like:

What is your favorite day of the week? Why?

What do you do on Mondays? On Sundays? (Ask about all seven days)

Do you have a calendar in your home?

- Have students present the results of their surveys.