

'KUMAR IS VERY BUSY' AND DAYS OF THE WEEK

This unit consists of a book and accompanying exercises developing understanding and use of the following:

- common frequency words
- capital letters and full stops to indicate sentences
- capital letters for days of the week
- consonant sounds m, t, w, f, s
- the blend 'fr'

- 4a Show the students an OHT of the days of the week, and ask students what they are. A student might guess what they are, if not don't let the students flounder, help them. Help the students to read the days of the week. Encourage the students to have a good look at the words – which ones are longer? What's the same at the end of each one? Is this a capital letter or a small letter at the beginning of each one? Why is it a capital? (Remember - looking at words is an important part of the process of learning spelling. The student needs to really look and make mental notes about what, exactly, s/he is seeing!).
- Then cut up the seven days, and begin the work of encouraging the student to recognize them individually, out of sequence. Ask the students to say the names of each one and put them in order.
- This is pre-teaching work to prepare the students to read the book 'Kumar is very busy'.
- 4b Work with the 'textless' version of the reader (on OHT, if working with a group). Elicit/develop oral language using the illustrations, eg 'This is Kumar. Where is he? What does he do every day?' For each page, use the illustrations as a prompt for oral work.
- 4c Read the reader (on OHT if working with a group) to the student, pointing to each word. Let the students attempt to read the book (eg from the OHT), helping them where necessary – don't let them flounder! Students may then read in pairs. If possible, make sure each student has their own reader to keep and to practice at home.
- 4d Work with sentences (whole sentences or sequencing individual words and full-stops) as detailed in 3d.

- 4e Now move to the copying stage – observe as the students copy each line from the book (see notes on handwriting, page 14 - 16), check correct letter formation, practise letter forms where needed.
- 4f Before presenting this worksheet to the students, work orally, asking the questions on the worksheet (eg What does Kumar do every Monday?) and practising the answers. It might be appropriate to just aim for the students to understand the questions rather than produce them, depending on the level of the students. If you have students whose oral level is advanced enough, they might focus on producing the questions while other students focus on the answers.
- Support the students in working through the worksheet, reading the questions, finding the answers in the book, and writing/copying the answers from the book onto the worksheet. (You could go through this exercise on OHT before students attempt it individually; you could give students the answers to the questions on strips of paper, so that they can match the correct answer to the appropriate question).
- Question 4 on the worksheet – ‘What do you do every day?’ is language experience work (see guidelines, pages 11 - 13). You might ask the students questions such as ‘What do you usually do on Sundays?’ and ‘What days do you come to college?’ and elicit language such as ‘On Sundays I visit my sister’ and ‘I go to college on Monday, Wednesday and Friday’. Assist the students in writing a short passage in rough, then ask students to copy onto the worksheet, then into the ‘Best Writing Book’.
- 4g Support the student in entering the cut-up words from 4d into her/his ‘home-made dictionary’, as detailed in 3g.
- 4h Use alphabet pictures for the initial letters ‘m’, ‘t’, ‘w’, ‘f’, ‘s’. Follow guidelines for initial letter/sound work in 3h. Remember to relate the letters back to their source – in this case days of the week (M for Monday etc). Remember to give students chance to practice letter forms for ‘t’, ‘w’, ‘f’ and ‘s’ (‘m’ should have been practised in file 3).
- 4i Use the ‘m’, ‘t’, ‘w’, ‘f’, ‘s’, worksheet to check that students are confident to select the correct initial letters. Follow guidelines in 3i.
- 4j (Words beginning ‘fr’). Link to ‘Friday’ in the reader. Follow the guidelines in 3j.
- 4k Support the student in selecting words for LSCWC homework. The words chosen may be two or three days of the week or words from language experience written work. See notes on pages 3 – 10 on LSCWC.
- 4l Remember to test the words set for LSCWC homework after an appropriate interval (eg one week).
- 4m Find opportunities to practise using students’ home-made dictionaries (see note under File 3o).

Monday

Tuesday

Wednesday

Thursday

Friday

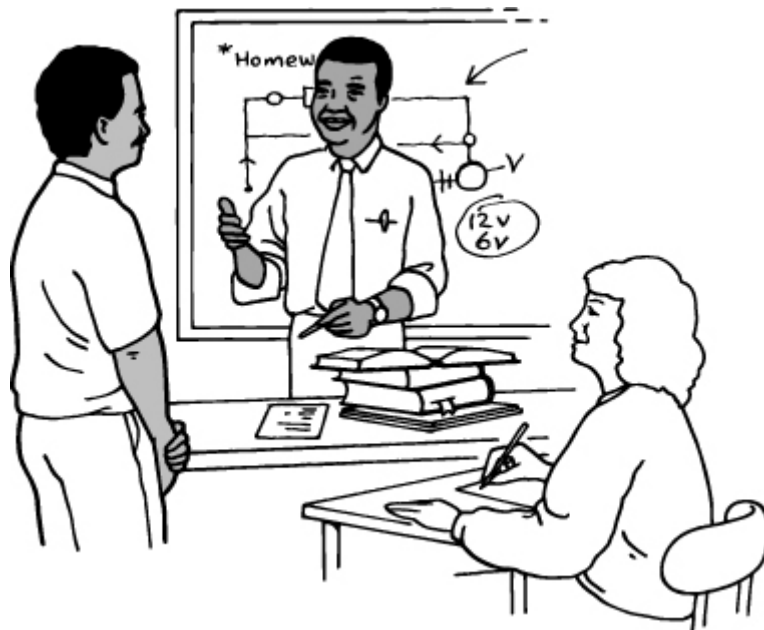
Saturday

Sunday

Cut up



Kumar is very busy





- 2 -



- 3 -



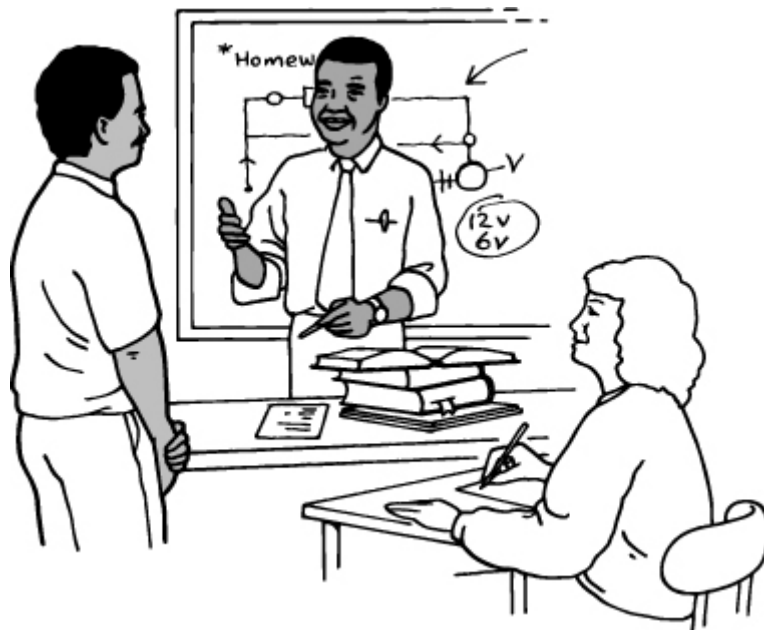
- 4 -



- 5 -

Kumar is very busy

On Monday, Tuesday and Friday he goes to college.



On Wednesday and Thursday he works in a shop.



- 2 -

On Saturday he looks after his little girl.



- 3 -

On Sunday morning he plays football.



- 4 -

On Sunday afternoon he cleans
his flat.



- 5 -

Kumar is very busy

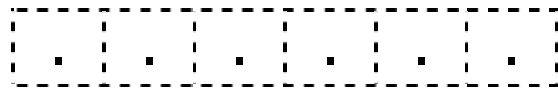
On Monday, Tuesday and Friday he goes to college

On Wednesday and Thursday he works in a shop

On Saturday he looks after his little girl

On Sunday morning he plays football

On Sunday afternoon he cleans his flat



(six full stops)

Cut up sentences and full stops

1 What does Kumar do on Monday?

2 What does Kumar do on Wednesday?

3 What does Kumar do on Saturday?

4 What does Kumar do on Sunday morning?

5 What does Kumar do on Sunday afternoon?

6 What do you do every day?

m t w f s



_an

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4

_our

_even

7



_oap

_oney



_ea

_ater



_ish

_amily



_un



_oilet

_indow



_elephone

_ilk



abcdefghijklmnopqrstuvwxyz

fr

Friday

__iday

__uit

__idge

fruit



fridge



The fruit is in the fridge.

The __uit is in the __idge.