**Week:**  9 **Date of teaching:** 30/10/2023

**Period: 17**

**UNIT 3 : COLORS**

**Lesson 2**

1. **Objectives:**

 By the end of this lesson, students will review /æ/ , /b/, /k/ and /d/ sounds.

1. **Teaching aids:**

 **Teacher’s aids:** student book and teacher’s book, class CDs, flashcards, IWB software, projector/interactive whiteboard/TV.

 **Students’ aids:** Student books, notebooks, workbooks.

1. **Languages focus:**

 **Vocabulary:** Review

1. **Procedures:**

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| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up****Option 1:** **-**Put the flashcards on the board for the letters in red (a , b , c, and d). Point to each flashcard, call out the letter's name, and have students repeat.-Teacher uses hand to make letter, Ps call out the letter's name, and have students repeat. | * Teacher – whole class/ individuals
 |
| 25’ | **New lesson****1.Listen and repeat.** CD1- Track 41* Have students look at the pictures.
* Point to the pictures and say the letters' sounds.
* Play audio. Have students listen and repeat the letter sounds. (whole class/ individuals)

**2. Listen and point.** CD1- Track 42* Have students look at the pictures.
* Demonstrate pointing to the correct letter when you hear the sound.
* Play audio. Have students point to the correct picture at the top of the page when they hear the appropriate sound.

**3. Put a tick (√) or a cross (x).*** Have students look at the and call out the beginning sounds. Demonstrate the activity using the example.
* Have students put a tick or a cross.
* Check answers as a whole class

**4. Play “ Magic fingers”.*** Have students look at the example.
* Divide the class into pairs.
* Have Student A draw a letter on Student B's back.
* Have Student B try to guess which letter it is.
* Have students swap roles and repeat.

**Optional activities:****Option 1: Find the letter*** Stick each letter cards (a- z) on a small plastic ball. Put all the balls into a basket.
* Arrange the students in two lines.
* Say one of the letters ( a to d).
* Have the first students in the lines race to the basket to find the ball with correct letter.
* The student who finds the ball first and names it correctly gets a point for his/her team.

**Option 2: Tracing on backs**- Divide the class into groups.- Have each group make a line, with the first child standing near the board and the last child standing near the back of the classroom.- Pass out a phonics card to the last child of each line, but don't have them look at the card until you say, *Go*.- Have children “Write” the letter very slowly on their classmates’ backs with their fingers.-The first child goes the board says the sound. The quickest group with the correct pronunciation wins. | * Teacher – whole class/ individuals
* Teacher – whole class/ individuals
* Teacher – whole class/ individuals
* Teacher-whole class/ pair work
* Teacher-whole class/ individuals
* Teacher-whole class/ groupwork
 |
| 5’ | **Wrap-up : Clap, jump, hop or stand still*** Have students clap when they hear the sound /æ/, jump when they hear the sound /b/, hop when they hear the sound /k/ and standstill when they hear the sound /d/.
* Have one student come in front of the class to play the role of teacher and continue saying the sound.
 | * Teacher – whole class/ individuals
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Comments:

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**Week:**  9 **Date of teaching:** 30/10/2023

**Period: 18**

**UNIT 3: COLORS**

**Lesson 2**

1. **Objectives:**

 By the end of this lesson, students will review /æ/ , /b/, /k/ and /d/ sounds.

1. **Teaching aids:**

 **Teacher’s aids:** student book and teacher’s book, class CDs, flashcards, IWB software, projector/interactive whiteboard/TV.

 **Students’ aids:** Student books, notebooks, workbooks.

1. **Languages focus:**

 **Vocabulary:** Review

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| **5’** | **Warm-up: Sing the alphabet song*** Play audio and have students sing along.

- Have one student stand up for each letter they sing. | Teacher – whole class/ individuals |
| 25’ | **New lesson****1. Listen and repeat.** CD1- Track 43* Have students look at the pictures.
* Point to the pictures and say the letters' sounds.
* Play audio. Have students listen and repeat the letter sounds.

**2. Listen and point.**CD1- Track 44* Have students look at the pictures.
* Demonstrate pointing to the correct letter when you hear the sound.
* Play audio. Have students point to the correct picture at the top of the page when they hear the appropriate sound.

**3. Write the letter.*** Have students look at the pictures and call out the beginning sounds. Demonstrate the activity using the example.
* Have students write the letters.
* Check answers as a whole class.

**4. Play “Stepping stones”*** Divide the class into pairs.
* Have Student A start at A and say the first letter sound or word.
* Have SB start at B and say the first letter sound or word.
* Have students take turns saying the letter sounds or words as they go all the way around.

**Optional activities:****Option 1: Pass the ball*** Give student a ball.
* Have students listen to music and pass the ball.
* Stop music.
* Have the student with a ball say the sound of letters a, b, c and d

**Option 2: Letter chain**- Place letter cards from a to d on the board.- Ask one student to say the first letter.- Ask another student to say the next letter.- Continue with each student saying the next letter in the sequence, returning to the beginning when necessary.- Remove one letter. The class repeats the sequence, including the missing letter.- Remove one more letter each time, until students are saying the whole alphabet from their memory.  | * Teacher – whole class/ individuals
* Teacher- whole class/ individuals
* Teacher- whole class/ individuals
* Teacher- whole class/ pair work
* Teacher- whole class/ individuals
* Teacher- whole class/ individuals
 |
| 5’ | **Wrap-up: Pair race*** Divide the class into two teams, each team has some flashcards of letters a, b, c, d and pictures of ant, boy, door, cap.

- Say Go. Two students of each team take a letter and a picture run to the board. If the letter and picture are matched. Theywill have one point.-Continue the game as the same way. | * Teacher – whole class/ team work
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Comments:

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