**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 |

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:**

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| --- | --- | --- |
| **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. They  will have one point.  -Continue the game as the same way. | * Teacher – whole class/ team work |

Comments:

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