**Week:**  13 **Date of planning:** 25/11/2023

**Period: 25 Date of teaching:** 27/11/2023

**REVIEW 3**

1. **Objectives:**

By the end of this lesson, students will review identifying colors and body parts, and following simple instructions.

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

**Structure:** Review

1. **Procedures:**

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| --- | --- |
| **Steps/Activities** | **Organization** |
| **Warm-up: 5’**  ***Option 1:* Vanishing Flashcards Game**   * Place flashcards of color ( red, pink, blue, white, yellow) in front of the students. * Give them a moment to memorize the pictures and then tell them to close their eyes. * Take away one of the flashcards and then tell the students to open their eyes again. * The first student who guesses the missing flashcard correctly can win that flashcard (for 1 point) and takes away another flashcard in the next round.   ***Option 2:* Hold it up**   * Have Ss put crayons with different colors on their desks. * Say a color and have students hold up their crayons. | * Teacher – whole class/ groupwork/ individuals * Teacher – whole class |
| **New lesson: 25’**  **A- Listen and circle (A or B). 7’**  CD1- Track 61   * Have students look at the pictures and call out the colors they can see. Play audio. Have students listen and check the example. Explain if it’s necessary. * Play audio. Have students listen and circle A or B. * Play audio again and check answers as a whole class.   **B- Play "Guess the picture." 8’**   * Have students look at the example. * Divide the class into two teams. * Have a student stand facing away from the board and stick a flashcard on the board behind him/her. * Have the student try to guess the color and make a sentence without looking at the flashcard. Have the others say “Yes” for the correct sentence and “No” for the wrong sentence. * Give that team one point if it's a correct guess. * Have teams take turns.   **Optional activities: 5’**  ***Option 1:* Pictionary**   * Give each child a piece of paper. * Have children draw a flower on the paper as quickly as possible, then color and pass their drawings to their partners. Their partners make sentences about the pictures. ( E.g. It’s a pink flower.) * Have students continue the game.  **Option 2: Musical cards 5’**  * Play some lively music. * Hand out the flashcards from this and previous lessons. * Children pass the flashcards around all the rows of seats while the music is playing. * Stop the music suddenly. Ask the children who are holding the flashcards to stand up and say the word. * - Play the music and continue in the same way. | * Teacher – whole class/ individuals * Teacher-whole class/ groupwork/ individuals * Teacher-whole class/ individuals * Teacher-whole class/ individuals |
| **Wrap-up: 5’**  ***Option 1:*  Whisper**   * Arrange children into rows of at least six. * Secretly show a flashcard to the first child in each group. This child whispers the sentence to the child next to him/her. * Children continue whispering the sentence to the child next to them until the sentence reaches the final child. * The final child says the sentence out loud, and the first child holds up the flashcard to see whether it is correct.   ***Option 2:*  Run, draw and write**   * Stick some flashcards about colors on the walls in the class. * Have students work in small groups. One runs and finds the pictures around him/ her, then turns back to his group and tells what he/ she has seen. E. g. It’s a pink flower. His/ Her friends draw a flower, color it and write the note for the picture E. g. *a pink flower* | * Teacher – whole class * Teacher – whole class/ teamwork |

Comment:

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**Week: 13** **Date of planning:** 25/11/2023

**Period: 26 Date of teaching:** 01/12/2023

**REVIEW 4**

1. **Objectives:**

By the end of this lesson, students will review identifying colors and body parts, and following simple instructions.

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

**Structures :** Review

1. **Procedures:**

|  |  |
| --- | --- |
| **Steps/Activities** | **Organization** |
| **Warm-up: 5’**  ***Option 1:* Snap**   * Hold up teacher cards to review the vocabulary. * Put up the word cards ( parts of body) on the board. * Divide the class into 2 groups. * Call out a word, one member from each group races to snap the correct word card on the board. Who snaps the correct word card first can get one point.   ***Option 2:* Seven lives**   * Draw or stick seven bodies outlines on the board. * Related imageRelated imageRelated imageRelated imageRelated imageRelated imageRelated image * Choose a word. Draw one line on the board for each letter in a word, for example: \_ \_ \_ \_ (head). * Have students put up their hands to say a letter, if the letter is in the word, teacher writes it on the line. If the letter is not in the word, the teacher removes one of the bodies from the board. * When students complete the word or lose all seven lives the game finishes. | * Teacher – whole class * Teacher-whole class |
| **New lesson: 25’**  **A-** **Listen and circle (A or B). 7’**  CD1- Track 62   * Have students look at the pictures and call out the body parts they can see. * Play audio and demonstrate the activity using the example. * Play audio. Have students listen and circle A or B. * Play audio again and check answers as a whole class.   **B-** **Play "Simon says. 8’**   * Have students look at the example. * Tell students they must only follow commands that start with "Simon says…" * Demonstrate the game by giving the students different commands. If the command starts with "Simon says," students must do the action. If it doesn't start with "Simon says," students who do the action must sit down. * Have one student come to the front of the class to be "Simon." * Swap roles and repeat with a new "Simon."   **Optional activities 10’**  ***Option 1:* Sentences and pictures.**   * Stick four picture cards on the board and write four sentences about these pictures (E.g. ‘Touch your head.’) in different places. * Have students match pictures and sentences. * Have remain students give their ideas about their friends’ answers, then teacher gives the correct ones.   ***Option 2:* Missing letters**   * Divide the class into four teams. * Write words about body parts on the board, each missing a letter. * Have one student from each team come up and try to fill in the missing letters then make sentences with words given. The first team with the most correct letters and sentences is the winner. | * Teacher – whole class/ individuals * Teacher- whole class/ individuals * Teacher- whole class/ individuals * Teacher- whole class/ teamwork |
| **Wrap-up: 5’**  ***Option 1:* Charades**  Choose two students to come to front of the classroom. The teacher | * Teacher – whole class/ teamwork |
| shows a flashcard with the target vocabulary to these two students only. Students must act out what they saw without speaking. The first team to guess correctly wins a point. Continue playing until all students have tried.  ***Option 2:***   * Stick Teacher cards on the board ( make sure to cover the words on the cards) * Write numbers below the pictures * Divide the board into two or three parts then have teams to race to the board to write the words on the board * The students will pass the pieces of chalk to the next students in their teams to race to the board to write the next word * In 5 minutes ( two or three turns of the sand clock) which team has most correct words on the board will win the game)   1 2 3 4   |  |  | | --- | --- | | G1  1  2  3  4 | G2  1  2  3  4 | | * Teacher – whole class/ teamwork |

Comment:

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