**Week:**  11 **Date of teaching:** 10/11/2023

**Period: 21 Date of teaching:** 13/11/2023

**UNIT 4: MY BODY**

**Lesson 1**

1. **Objectives:**

By the end of this lesson, students will be able to identify body parts and follow 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:** head, leg, arm

**Structure :** Touch your (head).

1. **Procedures:**

|  |  |
| --- | --- |
| **Steps/Activities** | **Organization** |
| **Warm-up: Slap** 5’   * Split the class into four teams. * Place pictures of flowers on the board. * Have four students come to the board to face off. * Call out the sentence (e.g.” It’s a red flower.”) and have students run to the board then slap the picture and repeat the sentence. The winner is the student who slaps the picture at first. | * Teacher – whole class/ teamwork/ individuals |
| **New lesson 25’**  **A- Listen and point. Repeat.**CD1- Track 50 **(5’)**   * Use flashcards to introduce the new words: head, leg, arm * Have students listen to each new word. * Have students listen to each new word and repeat all together and individually. Correct S’s pronunciation if it’s necessary. * Arrange the flashcards on the board. Play audio and have students listen and point to the pictures in their books. * Play audio again and have students listen, repeat several times. * Change the order of the flashcards, point to them individually and have Ss say the words, correct pronunciation when needed. * Have students work in pairs, one of them points to the picture in the book and the other says the word. * Have students point to parts of body and say the words aloud.   **Optional activities:**  ***Option 1:* Do as I say (5’)**   * Teacher says a word about parts of body and touch his/ her part of body. (E.g. Teacher says “head” and touches his/ her head (or leg/ arm). * Have students listen carefully and touch their parts of body (Their movement must match teacher’s word. E.g. Students touch their heads when they hear “head”.).   ***Option 2:* Pass the envelope (5’)**   * Divide the class into groups. * Give each group an envelope with the word cards of body parts. * Play a song as background music. Children pass the envelope to a classmate as the music plays. * Stop the music randomly. The student holding the envelope opens it and takes out one card. The student reads it aloud and points to his or * her body part. * Continue the game until there are no more cards left in the envelope.   **B- Listen and point.**CD1- Track 51 **(5’)**   * Introduce the situation. E. g. Teacher says, “Touch your head.” and touch his / her head. Have students listen, say and do the same. * Play audio and have students look at the picture. * Demonstrate the activity by pointing to the new vocabulary items. * Play audio. Have students listen and point. * Have students work in pairs. One says the command and one acts out. Swap the roles and continue.   **C- Sing.**CD1- Track 52 **(5’)**   * Have students turn to page 68. * Read the lyrics as a whole class. * Play audio and have students listen. * Play audio again and have students listen, sing along and act out. | * Teacher – whole class/ pair work/ individuals * Teacher-whole class * Teacher-whole class/ individuals * Teacher-whole class/ individuals/ pair work * Teacher-whole class/ individuals |
| **Wrap-up (5’)**  **Option 1:Quick pointing**   * Divide children into groups. * Call out one body word. * Children point to their body parts as fast as possible and say the words. * Groups that say the words correctly and point correctly win points. | * Teacher – whole class/ groupwork |

Comments:

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**Week:**  11 **Date of teaching:** 10/11/2023

**Period: 22 Date of teaching:** 16/11/2023

**UNIT 4: MY BODY**

**Lesson 1**

1. **Objectives:**

By the end of this lesson, students will be able to identify body parts and follow 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:** head, leg, arm

**Structure :** Touch your (head).

1. **Procedures:**

|  |  |
| --- | --- |
| **Steps/Activities** | **Organization** |
| **Warm-up: Touch Body Parts (5’)**   * Have students stand in pairs. Say a word and have students touch the appropriate body part of their partner. Repeat the activity with other words. | * Teacher-whole class/ pair work |
| **New lesson (25’)**  **D- Say and do. (5’)**   * Introduce the situation: “The children are playing a game. Look! The boy is touching his head. …..” * Give students more examples by touching his/ her parts of body when he/ she says. Ask some students to make examples.   **Optional activities**  **Option 1:** Show a flashcard to the class. **(5’)**   * Have students practice the structure using the new word. * Repeat with other flashcards. E.g. Teacher shows flashcard "head", Class: "Touch your head."   **Option 2:** Divide the class into pairs. **(5’)**   * Have S-A say, e.g. "Touch your leg.", and S-B do the action. * Swap roles and repeat. * Afterwards, have some pairs demonstrate the activity in front of the class.   **E- Play “ Simon says”** Have students look at the example. **(5’)**   * 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." * \* **Do exercise in work book** **(5’)** | * Teacher – whole class/ individuals * Teacher- whole class/ individuals * Teacher- whole class/ individuals |
| **Wrap-up (5’)**  **Option 1:** **Shooting game**   * Divide the class into 2 teams. * Invite one student from each team to come on the board. * Give each student a flashcard. * Have the 2 students stand back-to-back. * Have them step forward 3 steps then turn around, showing their flashcards to each other. * The first student to say out the correct word on his/ her friend’s flashcard will get one point for their team. * Continue with other students. * The team has more points is the winner. | * Teacher – whole class/ teamwork |

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**Week:**  12 **Date of teaching:** 10/11/2023

**Period: 23 Date of teaching:** 20/11/2023

**UNIT 4: MY BODY**

**Lesson 2**

**I. Objectives:**

By the end of this lesson, students will be able to recognize the /e/ and /f/ sounds.

**II.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.

**III. Languages focus:**

**Vocabulary:** Letters Ee, Ff, elephant, food

**IV. Procedures:**

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| --- | --- |
| **Steps/Activities** | **Organization** |
| **Warm-up (5’)**  **Option 1: Sing the alphabet song.**   * Play the alphabet song and have students listen. * Play audio again and sing the song. * Put the flashcards on the board for the letters in red (e and f). * Point to each flashcard, call out the letter's name, and have students repeat | * Teacher – whole class/ individuals |
| **New lesson (25’)**  **1. Listen and repeat. Trace.** CD1- Track 53 **(5’)**   * Play audio. Have students listen and repeat. * Demonstrate tracing the letters with your finger. * Have Ss trace the letters with their fingers. (individuals/ pairs) * Have some Ss demonstrate the activity in front of the class.   **2. Listen and repeat.**CD1- Track 54 **(5’)**   * Have students look at the picture. * Demonstrate the activity. * Play audio. Have students point to the letter as they hear it. * Play audio again. Have students listen and repeat. * Have some Ss demonstrate the activity in front of the class.   **3. Sing.**CD1- Track 55 **(5’)**   * Have students look at the lyrics. * Read the lyrics as a whole class. * Play audio and have students listen. * Play audio again and have students listen and sing along.   **4. Listen and jump.** CD1- Track 56 **(5’)**   * Demonstrate the activity. * Have students stand up. * Have students jump when they hear the letter sound.   **Optional activity: Back- to- back (5’)**   * Pair off students. * Have students sit back-to-back. * Student 1 speaks one letter, the other writes this letter on a piece of paper, then reverse roles. | * Teacher – whole class/ individuals/ pair work * Teacher-whole class/ individuals * Teacher-whole class/ small groups * Teacher-whole class * Teacher-whole class/ pair work |
| **Wrap-up (5’)**  ***Option 1:* Letter chain**   * Place letter cards from A to E 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 letters from their memory.   ***Option 2:* Find the letter**   * Stick each letter cards (Aa- E e) on a small plastic ball. Put all the balls into a basket. * Arrange the students in two lines. * Say one of the letters. * 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. | * Teacher – whole class/ individuals * Teacher – whole class |

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**Week:**  12 **Date of teaching:** 10/11/2023

**Period: 24 Date of teaching:** 23/11/2023

**UNIT 4: MY BODY**

**Lesson 2**

**I.Objectives:**

By the end of this lesson, students will be able to recognize the /e/ and /f/ sounds.

**II.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.

**III.Languages focus:**

**Vocabulary:** Letters Ee, Ff, elephant, food

**IV.Procedures:**

|  |  |
| --- | --- |
| **Steps/Activities** | **Organization** |
| **Warm-up (5’)**  **Option 1: Quick flash**   * Use the flashcards of letters from a to f. * Show each card very quickly and then hide it again. Ask the class to call out the words that begin with the hidden letter. | * Teacher – whole class |
| **New lesson (25’)**  **1. Listen and repeat. Trace.** CD1- Track 57 **(5’)**   * Play audio. Have students listen and repeat. * Demonstrate tracing the letters with your finger. * Have Ss trace the letters with their fingers.(individuals/ pairs) * Have some Ss demonstrate the activity in front of the class.   **2. Listen and repeat.** CD1- Track 57 **(5’)**   * Have students look at the picture. * Demonstrate the activity. * Play audio. Have students point to the letter as they hear it. * Play audio again. Have students listen and repeat. * Have some Ss demonstrate the activity in front of the class.   **3. Sing.** CD1- Track 58 **(5’)**   * Have students look at the lyrics. * Read the lyrics as a whole class. * Play audio and have students listen. * Play audio again and have students listen and sing along.   **4. Listen and hop.** CD1- Track 59 **(5’)**   * Demonstrate the activity. * Have students stand up. * Have students hop when they hear the letter sound.   **Optional activity: Phonics matching (5’)**   * Display the phonics word cards on the board. * Place the phonics picture cards on your table. * Ask children to come to the front of the class to match the cards to the correct sounds on the board. | * Teacher – whole class/ individuals * Teacher- whole class/ individuals * Teacher- whole class/ individuals * Teacher- whole class/ individuals * Teacher- whole class/ individuals |
| **Wrap-up (5’)**  ***Option 1:* Patty Cake**   * Divide the class into pairs. * Have children sit facing each other. Children slap their knees once, clap their hands once, and then clap their partner’s hands once as they both say /e/ /e/ elephant, ….. * Children repeat the action, this time saying /f/ /f/ food. * Continue doing the action for each of the two letters and words. | * Teacher – whole class/ pair work |

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