**Week: 14 Date of teaching: 04/12/2203**

**Period: 27**

**UNIT 5: ANIMALS**

**Lesson 1**

1. **Objectives:**

By the end of this lesson, students will be able to say names of some animals using “I like …”

1. **Teaching aids:**

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

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

1. **Languages focus:**

**Vocabulary:** cat, dog, bird

**Structures:**

* I like (cats).

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  - Option 1: Sing and Dance.  Play “Animals” song (from YouTube) and make gestures following the lyric, have Ss stand up and make the gestures | * Teacher – whole class |
| 25’ | **New lesson**  **A- Listen and point. Say (10’)**  1. CD1-63: Arrange the flashcards on the board. Play audio and have Ss listen and point to the pictures in their books.  2. Play audio again and have Ss listen, repeat several times.  3. Change the order of the flashcards, point to them individually and have students say the words, correct pronunciation when needed.  4. TPR practice: say the word and do the gestures/ sounds according to the word (Ex: cat- meow, use hands to make the whiskers/ claws  **Activities: (*optional*)**  Option 1: Play "Heads up. What's Missing?"   * Divide the class into two teams. * Arrange the flashcards on the board and remove one card when students are not looking. * One student from each team calls out the missing flashcard.   Option 2: Play the game “Who is faster?”.   * Divide the class into groups. * Arrange the flashcards on the board. * Invite a student from each group to come on the board. * Teacher says a word and the Ss run to tap the right card.   Option 3: Game on i-ebook  **B- Listen and point. (10’)**  1. Pre- listening. Introduce the situation: ask students some questions about the pictures, e.g. “What can you see in the picture? What is this? Where is the girl?...”  2. While- listening. Play audio and have students look at the pictures.  3. While- listening. Demonstrate the activity by pointing to the new vocabulary items.  4. Play audio again. Have students listen and point.  5. Post- listening. Point at each picture and have students say the sentences “I like…birds/dogs/cats.”  6. (*Optional*): Activities on i-ebook  **C- Sing. (5’)**  1. Play audio and have students listen.  2. Have students turn to page 70.  3. Read the lyrics as a whole class.  4. Play audio again and have students listen and sing along.  **Wrap-up**  - Option 1: Sing and Dance.  Play audio Part C and make gestures following the lyric, have students stand up and make the gestures  - Option 2: Review. Play the game “Listen and point”.   * Write the vocabulary + structures in different areas on the board. * Teacher says a word or a sentence (written on the board)   Students use their fingers to point to the word or the sentence on the board and say it loudly. | * Teacher – whole class * Students in groups * Students in groups/ individuals * Individuals * Teacher – whole class * Teacher – whole class * Teacher – whole class * Students in groups * Teacher – whole class |

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**Week: 14 Date of teaching: 04/12/2203**

**Period: 28**

**UNIT 5: ANIMALS**

**Lesson 1**

1. **Objectives:**

By the end of this lesson, students will be able to say names of some animals using “I like …”

1. **Teaching aids:**

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

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

1. **Languages focus:**

**Vocabulary:** cat, dog, bird

**Structures:**

* I like (cats).

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  - Option: Review. Play the game “Lips read”.   * Teacher says a word or a sentence silently. * Students say that word or that sentence loudly. | * Teacher – whole class |
| 20’ | **New lesson**  **D- Point and say (10’)**  1. Divide the class into pairs.  2. Have Student A point to the picture and Student B say  e.g. "I like cats."  3. Swap roles and repeat.  4.Have some pairs demonstrate the activity in front of the class.  **Activities:**  Look and say.   * Show a flashcard to the class. * Have students practice the structure using the new word. * Repeat with other flashcards.   e.g. Teacher shows flashcard "cat."- Class: "I like cats."  **D- Play “Board Race”** **(10’)**  1. Have students look at the example.  2. Divide the class into teams.  3. Stick the flashcards on the board.  4. Have one student from each team stand a distance away from the board.  5. Choose one of the flashcards and say the word.  6. Have the students from each team race to the board, touch the correct flashcard and say the correct sentence.  7. The first student to touch the correct flashcard and say the sentence will get one point for their team.  8. Continue with other students.  9. The team with the most points wins | * Students in pairs * Teacher – whole class * Students in groups |
| 10’ | **Workbook**  **A- Draw lines** **(4’)**  Have students draw lines to match words and pictures.  **B- Look and Trace** **(6’)**  Have students use their pencil to trace the sentences.  Teacher go around and ask students to read out the sentences.  **Activities:** Look, listen and say “Yes” or “No”.   * Teacher holds a flashcard and says a sentence “I like …”. The animal in the flashcard and the animal in the sentence the teacher said maybe the same or different. * Students say “Yes” if the animal in the flashcard and the animal in the sentence the teacher said are the same. * Students say “No” if the animal in the flashcard and the animal in the sentence the teacher said are different. * Invite Ss to hold the flashcards and say the names of the animals. | * Teacher – whole class * Teacher – whole class |

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**Week:**  **15**  **Date of teaching:** **11/12/2203**

**Period: 29**

**UNIT 5: ANIMALS**

**Lesson 2**

**I. Objectives:**

By the end of this lesson, students will be able to make the phonetic sound of letter G, use structure “This is a …”

1. **Teaching aids:**

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

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

1. **Languages focus:**

**Vocabulary:** letter G

**Sight words:** this, is, a

**Structure:** This is a girl.

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  - Option 1: Review. Sing and Dance.  Play audio Lesson 1- Part C and make gestures following the lyric, have students stand up and make the gestures | * Teacher – whole class |
| 25’ | **New lesson**  **1- Listen and repeat. Trace. (7’)**  1. Play audio CD-66. Have students listen and repeat.  2. Demonstrate tracing the letters with your finger on air or the board.  3. Have students trace the letters with their fingers.  4. Have some students demonstrate the activity in front of the class. **Activities: (*optional*)**  Option 1: Play the game “Who is faster?”.   * Divide the class into groups. * Invite a student from each group to come on the board. * Teacher says a letter. e.g. “big G” or “small g” and the students write the letter on the board.   **2- Listen and repeat. (5’)** CD-67  1. Have students look at the picture.  2. Demonstrate the activity. Point to the girl and say: “This is a …” then say “g…g…girl”  3. Play audio. Have Ss point to the letter as they hear them.  4. Play audio again. Have students listen and repeat.  5. Have some Ss demonstrate the activity in front of the class.  **Activities: (*optional*)** Option 1: Say and act.   * Teacher says “g…g…girl” and make gestures for a girl, e.g. using hands to show that the girl has long hair. * Have students say and act.   Option 2: Play the game “Find more words”.   * Divide the class into groups. * Teacher asks each group to find more words starting with letter Gg, e.g. “game, goat, glue, …”. * Teacher says “g…g…” then point to a group, that group has to say a word starting with letter Gg. * Teacher continues with other groups. * The group has the most correct words is the winner.   **3- Sing. (8’)**  1. Have students look at the lyrics.  2. Read the lyrics as a whole class.  3. Play audio CD-68. Have students listen.  4. Play audio again and have students listen and sing along  **Activities: (*optional*)** Listen and act.   * Have students clap their hands with “This is a” the do the gesture for a girl with “girl” in the song. * Play audio. Have students clap and act.   **4- Listen and jump. (5’)** CD-69  1. Demonstrate the activity: Have students jump when they  hear the “g” sound  2. Have students stand up.  3. Play audio. Have Ss jump when they hear the letter sound.  **Activities: (*optional*)**  Play the game “Team competition”.   * Divide the class into groups. * Invite 2-3 students from each group to come on the board. * Play audio. Have the students listen and jump. * The student who cannot jump correctly with “g” sound will come back to his/her seat * After the audio, the team with the most students who are still on the board is the winner. | * Teacher – whole class * Students in groups/ individuals * Students in groups * Teacher – whole class * Individuals * Teacher – whole class * Teacher – whole class * Teacher – whole class * Teacher – whole class * Students in groups |
| 5’ | **Wrap-up**  - Option 1: Look and say   * Write letter, words, sentence on the board, e.g. “G, g, this, is, a, girl, this is a girl” * Teacher points to a letter/ word/ sentence. * Students say the letter (phonetic sound)/ word/ sentence.   - Option 2: Game on i-ebook | * Teacher – whole class/ students in groups/ individuals |

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**Week:**  **15**  **Date of teaching:** **11/12/2203**

**Period: 30**

**UNIT 5: ANIMALS**

**Lesson 2**

**I. Objectives:**

By the end of this lesson, students will be able to make the phonetic sound of the letter H, use the structure “I can …”

**II. Teaching aids:**

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

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

**III. Languages focus:**

**Vocabulary:** letter H

**Sight words:** I, can

**Structure:** I can hop.

**IV. Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  - Option 1: Review. Listen, sing and act.   * Teacher says “g…g…girl” and do gesture for a girl, e.g. using hands to show that the girl has long hair. * Play audio CD-68. Have students say and act.   - Option 2: Review. Look and say.   * Teacher writes some words starting with letter Gg on the board. * Teacher says “g…g…” then point to a word. * Students say “g…g…(that word)” loudly.   - Option 3: Review. Use game on i-ebook | * Teacher – whole class |
| 20’ | **New lesson**  **1- Listen and repeat. Trace. (5’)**  1. Play audio CD-70. Have students listen and repeat.  2. Demonstrate tracing the letters with your finger on air or the board.  3. Have students trace the letters with their fingers.  4. Have some Ss demonstrate the activity in front of the class. **Activities: (*optional*)**  Option 1: Play the game “Who is faster?”.   * Divide the class into groups. * Invite a student from each group to come on the board. * Teacher says a letter. e.g. “big H” or “small h” and the students write the letter on the board.   **2- Listen and repeat. (5’)** CD-71   1. Have students look at the picture.   2. Demonstrate the activity. Point to the boy and say: “Hop” then do the action. Then say “h…h…hop”.  3. Play audio. Have Ss point to the letter as they hear them.  4. Play audio again. Have students listen and repeat.  5. Have some Ss demonstrate the activity in front of the class.  **Activities: (*optional*)** Say and act.   * Teacher says “h…h…hop” and do the action * Have students say and act.   **\*.** Play the game “Find more words”.   * Divide the class into groups. * Teacher asks each group to find more words starting with letter H, e.g. “horse, hat, hello,…”. * Teacher says “h…h…” then point to a group, that group has to say a word starting with letter H. * Teacher continues with other groups. * The group has the most correct words is the winner.   **3- Sing. (5’)**  1. Have students look at the lyrics.  2. Read the lyrics as a whole class.  3. Play audio CD-72. Have students listen.  4. Play audio again and have students listen and sing along  **Activities: (*optional*)**  Listen and act.   * Have students clap their hands with “I can” then do the action with “hop” in the song. * Play audio. Have students clap and act.   **4- Listen and clap. (5’)** CD-73  1. Demonstrate the activity: Have students clap when they hear the “h” sound  2. Have students stand up.  3. Play audio. Have Ss jump when they hear the letter sound. | * Teacher – whole class * Students in groups/ individuals * Students in groups * Teacher – whole class * Individuals * Teacher – whole class * Teacher – whole class/ students in groups * Teacher – whole class * Teacher – whole class |
| 10’ | **Workbook**   1. **Trace the letters.** **(4’)**   Have students use their pencil to trace the letters.  **B- Trace the words and draw lines.** **(3’)**   * Have students use their pencil to trace the words. * Have students draw lines to match the words to the pictures. * Teacher goes around to support and ask some students to say out the sounds or the words.   **C- Say the sounds. Color the correct shapes (3’)**   * Have students say the sounds. * Have students use color pencils to color the correct shapes with the sound according to the pictures. | * Teacher – whole class * Students in groups |

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**Week:**  **16**  **Date of teaching:** **18/12/2203**

**Period: 31**

**UNIT 5: ANIMALS**

**Lesson 3**

1. **Objectives:**

By the end of this lesson, students will be able to say the names of some animals using “This is a …”

1. **Teaching aids:**

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

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

1. **Languages focus:**

**Vocabulary:** monkey, snake, bear

**Structure:** This is a (monkey).

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  - Option 2: Review. Look and say.   * Teacher holds the flashcards “girl” and “hop”. * Teacher says “g…g..” then have students say the word “girl”. * Teacher says “h…h..” then have students say the word “hop”. * Teacher points to the “girl” flashcard and says “This is a…” then have students say the word “girl”. * Teacher points to the “hop” flashcard and says “I can…” then have students say the word “hop”. * Teacher can say or point faster to challenge the students. * Invite some students to hold the flashcards to do the same. | * Teacher – whole class |
| 25’ | **New lesson**  **New words- Listen and point. Say (10’)**  1. Arrange the flashcards on the board, play audio CD-74, and have students listen and repeat. Point to the flashcards along with the audio. Repeat several times.  2. Play audio again and have students listen, repeat, and point to the pictures in their books.  Change the order of the flashcards, point to them individually and have students say the words, correct  3 pronunciations when needed.  **Activities:**  Option 1: Play "Guess."   * Arrange the flashcards on the board and write a number under each card. * Have students look at the flashcards and remember its position for 5 seconds. * Ask students to head down/ close their eyes. * Turn the flashcards over to face the board. * Call out a number and have students take turns to guess the face-down card. Turn the card over after each guess.   Option 2: TPR practice   * Say the word and all together make the gestures/ sound according to the word (Ex: monkey- kec kec, use hands to do actions like a monkey). * Teacher can make the gestures and have students guess what animal is. Or Teacher can say an animal and have students make the gestures.   **Listening- 1. Listen and point. (5’)**  1. Have students call out the things they can see in this part.  2. Have students listen and follow.  3. Play CD- 75 and demonstrate pointing to the animals.  4. Play audio again. Have Ss listen and point to the animals.  **Listening- 2. Listen and repeat. (5’)**  1. Have students look at the useful language box.  2. Play audio CD-76. Have Ss listen to the useful language.  3. Have students practice the useful language when pointing to the picture of the animals.  **Activities: (*optional*)**  Option 1: Look, listen and say “Yes” or “No”.   * Teacher holds a flashcard and says a sentence “ This is a …”. The animal in the flashcard and the animal in the sentence the teacher said maybe the same or different. * Students say “Yes” if the animal in the flashcard and the animal in the sentence the teacher said are the same. * Students say “No” if the animal in the flashcard and the animal in the sentence the teacher said are different. * Invite some students to hold the flashcards and say.   Option 2: Look and say.   * Teacher holds a flashcard (the pictures face to the teacher) and quickly reveal each one. * Students say “This is a…” according to the animal they saw in the flashcard.   **Speaking- Play “Stepping stones”. (5’)**  1. Divide the class into pairs.  2. Have Student A start at A and say the first sentence, using “This is a…”.  3. Have Student B start at B and say the first sentence.  4. Have students take turns saying the sentences and go all the way round.  **Activities: (*optional*)**  Option 1: Listen and stand up.  -Give 6 flashcard (cat, dog, bird, snake, bear, monkey) to 6 students in the class.  -Invite 1 student to stand up and hold the flashcard up high and say a sentence, using “I like… or This is a …” with name of an animal in the flashcard of the other friends.  -The boy/girl with the flashcard of the animal called will stand up and hold the flashcard up high and say a sentence, using “I like… or This is a …” with name of an animal in the flashcard of the other friends.  -Teacher can give the flashcard from 1 student to another student during the activity.  Option 2: Game on i-ebook | * Teacher – whole class * Individuals   Students in groups / individuals   * Teacher – whole class * Teacher – whole class * Teacher – whole class * Teacher – whole class * Teacher – whole class * Students in pairs * Individuals |
| 5’ | **Wrap-up**  - Option 1: Review. Listen and point.   * Arrange all the flashcards of Unit 5 in different area on the board. Teacher says a name of a flashcard. Students use their fingers to point to the flashcard and say it loudly.   - Option 2: Review. Look and say.   * Arrange all the flashcards of Unit 5 in different area on the board. Teacher points to a flashcard. Students say a sentence related to the flashcard, e.g. “I like…, This is a …, I can hop”. | * Teacher – whole class |

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**Week:**  **16**  **Date of teaching:** **18/12/2203**

**Period: 32**

**UNIT 5: ANIMALS**

**Lesson 3**

1. **Objectives:**

By the end of this lesson, students will be able to apologize using “I’m sorry.” and forgive using “That’s OK.”

1. **Teaching aids:**

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

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

1. **Languages focus:**

**Vocabulary:** sorry, OK

**Structures:** I’m sorry. / That’s OK.

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up**  - Option 3: Review. Play the game “Flash look and say”.   * Teacher shows a flashcard quickly. * Students say that word or a sentence, using “I like.., This is a..”   - Option 4: Game on i-ebook | * Teacher – whole class/ groups/ individuals |
| 20’ | **New lesson**  **Story- 1. Listen to the story. (5’)**  1. Introduce the situation. Ask students some questions about the pictures, e.g. “What can you see in the picture? What is  this? Where are the boys?...  2. Have students call out the people or things they can see.  3. Play audio CD-77 and have Ss listen and follow the story.  4. Play the audio again and have student listen and read.  **Story- 2. Listen and repeat. (5’)**  1. Have students look at the useful language box.  2. Play audio CD-78. Have Ss listen to the useful language.  3. Have students practice the useful language.  **Activities: (*optional*)**  Game on i-ebook  **Play and Say- Role play.** **(10’)**  1. Divide the class into pairs.  2. Have students practice the dialogue.  3. Swap roles and repeat.  4. Afterwards, have some pairs demonstrate the activity in front of the class  **Activities: (*optional*)**  Option 1: Role play a situation   * Number the situation in the role play 1-3 * Have students work in pairs. Choose a situation to practice, copy the actions in the situation. * Have some pairs come to the board and role play the situation they chose. | * Teacher – whole class * Students in pairs * Students in pairs * Students in pairs |
| 5’ | **Workbook**  **A- Trace the correct words.** **(2’)**   * Have students use their pencil to trace the correct words. * Teacher go around to support, point to a picture and ask students to read out the correct words.   **B- Circle the correct words.** **(2’)**   * Have students use their pencil to circle the correct words. * Teacher go around to support and ask students to read out the words or the sentences.   **C- Trace the words.** **(1’)**   * Have students use their pencil to trace the words. * Teacher go around to support and ask Ss to read out the sentences.   **Activities: (*optional*)**  Option 1: Role play a situation   * Have students work in pairs and think of a new situation that they can use the structures “I’m sorry. – That’s OK”. * Teacher can provide some common situations at school, in the classroom or at home. * Have students role play their situation. * Have some pairs come to the board and role play the situation they found. | * Teacher – whole class * Students in pairs |

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