**Week:**  31 **Date of planning:** 14/4/2024

**Period: 61 Date of teaching:** 15/4/2024

**UNIT 10: MY HOUSE**

**Lesson 1**

1. **Objectives:**

 By the end of this lesson, students will be able to identify rooms in a house.

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:** living room, kitchen, bedroom

 **Structure :**

* This is my (living room).
1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up****Option 1: Matching*** Stick some word cards in different places on the board.

four ballssix teddy bearsten carsseven books* Have students read the words on the board.
* Give students flashcards.

* Have students hold the flashcards to match the vocabulary on the board and call out the vocabulary.

**Option 2: Find your partner*** Give each child a flashcard, with at least two children having the same cards (seven cars, eight balls,...).
* Children walk around the classroom to find a classmate who has the same picture by asking “*How many ( cars)?”*
* Children answer the questions, swap roles and continue the game.
 | * Teacher – whole class/ individuals
* Teacher – whole class
 |
| 25’ | **New lesson****A- Listen and point. Repeat.**CD2- Track 53* Arrange the flashcards on the board, play audio, and point to each flashcard. Have students listen.
* Play audio again and have students point to the pictures in their books.
* Play audio again and have students listen and repeat.
* 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.

***Optional activity 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 word to the child next to him/her.
* Children continue whispering the word to the child next to them until the word reaches the final child.
* The final child says the word out loud, and the first child holds up the flashcard to see whether the word is correct

**B- Listen and point.**CD2- Track 54* Introduce the situation: “Bill and Lola are talking about Bill’s house…”
* 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.
* Divide the class into two groups, one is in the role of Bill and one is in the role of Lola. Have them listen, repeat and point to the pictures.

***Optional activity 2:*** * Give students word cards (bedroom, kitchen). Play audio again and have them stick on the pictures.
* Correct as a whole class.

**C- Sing.**CD2- Track 55* 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 and sing along.
 | * Teacher – whole class/ individuals
* Teacher-whole class/ groupwork/ individuals
* Teacher-whole class /groupwork
* Teacher-whole class

/individuals* Teacher-whole class/ small groups
 |
| 5’ | **Wrap-up*****Option 1:* Back to back dictation*** Divide the class into pairs and have them sit back to back.
* Give child A one picture of a room in the house (e.g. bedroom). Give child B a piece of paper.
* Child A says the name of the room. *E.g. bedroom.* Child B listens and writes down the word.
* Once finished, the two children compare their pictures and the words if they are the same.
* Swap roles and continue.

***Option 2:* Draw and say*** Give each child a piece of paper and ask them to draw their house with three rooms.
* Divide the class into pairs. Have them practice saying about their house.
 | * Teacher – whole class/ pair work
* Teacher – whole class/ pair work
 |

**Comment:**

**……………………………………………………………………………………………………………………………………………………………………………………**

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 **Vocabulary:** living room, kitchen, bedroom

 **Structure :**

* This is my (living room)
1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up****Option 1: Musical cards** * Play some lively music.
* Hand out the flashcards from this lesson.
* 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.

***Option 2:* Snap!*** Hold up teacher cards to review the vocabulary.
* Put up the word cards 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.
 | * Teacher – whole class/ individuals
* Teacher-whole class/ groupwork
 |
| 25’ | **New lesson****D- Point and say.*** Show the picture of the house to the students.
* Have students point to the rooms and identify them.
* Have students practice the structure using the new word.
* Repeat with other flashcards. e.g. Teacher shows flashcard "living room." • Class: "This is my living room."

**Optional activity 1:** * Divide the class into pairs.
* Have Student A point to the picture and Student B say, e.g. "This is my living room."
* Swap roles and repeat.
* Have some pairs demonstrate the activity in front of the class.

**E- Play “Guess the picture”*** 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 them.
* Have the student try to guess without looking at the flashcard.
* Give that team one point if it's a correct guess.
* Have teams take turns.

**Optional activity 2:Pass the envelope*** Divide the class into groups.
* Give each group an envelope with the word cards or sentences of the house.
* 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 and read it aloud.
* Continue the game until there are no more cards left in the envelope.
 | * Teacher – whole class/ individuals
* Teacher- whole class/ pair work
* Teacher- whole class/ pair work
* Teacher- whole class/ individuals
 |
| 5’ | **Wrap-up****Option 1: Throw the dice*** Put children in pairs. Each pair has a die with the numbers 1–6.
* Number the sentences like the list below:
* 1 and 5 :This is my bedroom.
* 2 and 6: This is my kitchen.
* 3 and four: This is my living room.
* Children take turns throwing the dice, read the command and act out.

**Option 2: Bang!** * Students work in groups.
* Give each group a box with many pieces of paper in it. Write a sentence on the paper (E.g. This is my bedroom./ This is my kitchen./….) and fold it in half.
* Add a few cards that say "BANG!".
* Students take turns picking up a card from the box. If they read the sentence correctly, they get to keep it.  If they draw a BANG! Card, they yell BANG! and then return all their cards (except the BANG! card) to the box.
 | * Teacher – whole class/ pair work
* Teacher – whole class/ groupwork
 |

**Comment:**

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**Week:**  32 **Date of planning:** 21/04/2024
**Period: 63 Date of teaching:** 22/04/2024

**UNIT 10: MY HOUSE**

**Lesson 2**

**I. Objectives:**

 By the end of this lesson, students will review the sounds for letters A to M.

**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:** Review

**IV. Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up*****Option 1:* Sing the alphabet song*** **Write the letter, say the word**
* Write the letters of the alphabet on the board and ask children to continue the list from their previous phonics lessons.
* Ask the students to give the words that begin with the letters *a to m* (*ant, boy,…*) from the previous phonics lessons.
* Use phonics cards to prompt if necessary.
 | * Teacher – whole class/ groupwork/ individuals
 |
| 25’ | **New lesson****1. Listen and repeat.** CD2- Track 56* 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.**CD2-Track 57* 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. Find the odd one out. Circle a, b, or c.*** Have students look at the pictures and call out the things they can see. Demonstrate the activity using the example.
* Have students choose the odd one out and circle a , b , or c .
* Check answers as a whole class

**4. Play “Stepping stones”.** * Divide the class into pairs.
* Have each pair plays rocks, paper and scissors . The winner will play first.
* Have Student A start at A and say the first letter sound.
* Have Student B start at B and say the first letter sound.
* Have students take turns saying the sounds and go all the way round

**Optional activities:*****Option 1:* 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/ individuals
* Teacher-whole class/ groupwork/ individuals
* Teacher-whole class/ individuals
* Teacher-whole class/ pair work
* Teacher-whole class/ pair work
 |
| 5’ | **Wrap-up*****Option 1:* Tracing on backs*** Review the previous phonics lesson. 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, writes the letter, and says the sound. The quickest group with the correct letter and pronunciation wins.
 | * Teacher – whole class/ groupwork
 |

**Comment: ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

**Week: 32** **Date of planning:** 21/04/2024

**Period: 64 Date of teaching:** 22/04/2024

**UNIT 10: MY HOUSE**

**Lesson 2**

**I. Objectives:**

 By the end of this lesson, students will review the sounds for letters A to M.

**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:** Review

**III. Procedures:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Steps/Activities** | **Organization** |
| 5’ | **Warm-up*****Option 1:*** * **Sing the alphabet song**
* **Read my lips**
* Have two teams set up and the first person on each team must watch the teacher’s mouth.
* Set a letter with no voice, just move his/her lips in tongue in the correct way. The first team to guess correctly gets a point.
 | * Teacher – whole class/ teamwork
 |
| 25’ | **New lesson****1. Listen and repeat.** CD2- Track 58* Have students look at the pictures.
* Point to the pictures and say the letter sounds.
* Play audio. Have students listen and repeat the letter sounds.

**2. Listen and point.**CD2- Track 59* 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.
* Have students work in pairs. One points to the picture and one says the sound of the letter. Swap roles and continue.

**3. Write the letters.*** Have Ss 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 “ Magic finger”.** * 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:* Alphabet ball*** Have students make a big circle.
* Give a ball to the first student and ask he/she to say a letter, the first student gives the ball to the second student. Have the second student say a word.
* Continue the game.
 | * Teacher – whole class/ individuals
* Teacher- whole class/ pair work
* Teacher- whole class/ individuals
* Teacher- whole class/ pair work
* Teacher- whole class/ individuals
 |
| 5’ | **Wrap-up*****Option 1:* Phonics posters*** Divide the class into groups of five.
* Hand out sheets of paper and colored pencils.
* Children choose the “a”, “b”, “c”, “d”…….”m” sound.
* They must draw pictures of one or two words with their chosen sound and color them. Somewhere on the poster they should write the sound.
* Put the phonics posters around the classroom.
 | * Teacher – whole class/ teamwork
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**Comment: ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**