**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 balls  six teddy bears  ten cars  seven 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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**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: 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:**

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| --- | --- | --- |
| **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 |

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