Date of preparing: 13/11/2018WEEK 11 - Period: 21

**UNIT 5. LETTER Ee**

**Lesson 1 (1,2,3)**

**I. AIMS.**

**1. Knowledge:** By the end of the lesson, students will able to recognize and pronounce the letter Ee and its sound correctly, understand, recognize and say the three Bb words, write the letter Ee.

**2. Skills:** - Develop Ss listening, reading, writing and speaking skill.

**3. Attitude:** - Help Ss to be more confident to communicate in English.

**II. TEACHING AIDS**

books, pictures, recording

**III. METHOD**

- Communicative approach.

Techniques:+ Work individually, in pairs/ groups.

**IV. PROCEDURE**

**1. Organization:**

- Greetings: T – Ss greet each other.

 - Checking attendance:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Absent students |
| 1A | 21/11 |  |
| 1D | 21/11 |  |

**2. Warm up:** (5’)*‘Memory game’*

Put the phonics cards (from Unit 2 to 4) on the board. Ask students to memorize the order of these cards

Ask students to close their eyes, remove one phonics card randomly and ask individual students to name it. Continue changing the other cards.

**3. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and Ss’ activities**  | **Contents** |
| **I. Presentation and Practice**  **Activity1. Listen, point and repeat. Colour****Act: Listen, point and repeat**.(8’)write on the board the letter ***Ee*** to introduce to the students the new lesson.Instruct students how to pronounce the letter name and the letter sound by saying: “This is the letter ***Ee*** /*i*/. The letter ***e*** says /*e*/.”Play the CD and ask the students to listenAsk the students to repeat several times and check students’ pronunciation letter ***Ee*** /*i*/and its sound /*e*/Use the phonics cards with ***egg, elf, and elephant*** read the words out loud and asks students to repeat.Use gestures (hand actions) to help students to understand the meanings of the three words.Check students’ understanding: Teacher says the words, all students do actions and vice versa.Call some students to say the words out loud and correct their mistakes (if any)**Act: Where’s the Letter**(4’)Ask students to work in pairHand out photocopies of pages from some story booksThe students find and circle the letter Ee on these pages in 2 minutesThe pair that has circled the most Ees will be winners**Activity 2.Listen and point. Match**( 15’)Have students look at the books and listen to the drill: ***Hello,…***Point to the picture of egg and say: hello, egg!. Ask the students to point to it and repeat Follow the same procedure and present the rest of picturesPlay the CD. While the CD is playing, ask the students to point to the corresponding picture and repeatAsk students repeat by using the phonics cards of ***egg, elf, elephant*** combining with gestures Then ask students to match piece of pictures in the blanksGo around the classroom, asking students to name the items they are coloring**Activity 3. Chant and show!** (5’)Put up the lyrics of the chant on the boardWithout music, use the phonics cards and step students to sing the chant with ***egg.*** Do the same with ***elf***  and ***elephant***.With music, the whole class sings the whole chant. Do the chant again using gestures for each wordGive feedback | 1.Listen, point and repeat.EeEgg: quả trứngElf: người lùnElephant: con voi2. Listen and point. MatchHello, egg.3.Chant and show.  |

**4.Consolidation*:*** (2’)

Consolidate the content of the lesson

Read the words on the text book.

Date of preparing: 13/11/2018WEEK 11 - Period: 22

**UNIT 5. LETTER Ee**

**Lesson 2 (4,5)**

**I. AIMS**

**1. Knowledge:** By the end of the lesson, students will able practice the letter, sound and three words buy some activities

**2. Skills:** - Develop Ss listening & speaking skill

**3. Attitude:**- Help Ss to be more confident to communicate in English

**II. TEACHING AIDS**

books, pictures, recording

**III. METHOD**

- Communicative approach.

Techniques: + Game:

 + Work individually, in pairs/ groups.

**IV. PROCEDURE**

**1. Organization:**

- Greetings: T – Ss greet each other.

 - Checking attendance:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Absent students |
| 1A |  |  |
| 1D |  |  |

**2. Warm up:** (5’)

Choose 4 students

Give individual students each phonics cards *(Ee, elf, egg, elephant)*

Allow them 1 minute to say the sound of the letter and words and do corresponding actions

e.g. Student 1: (holding the egg card) */e/ egg*, imitating barking

**3. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and Ss’ activities** | **Contents** |
| **I. Presentation & Practice.****Activity 1. Listen And Read Along****Act: Lead-in Activity: Yell it Out**(5’)Ask students to work in pairsHave a pair come to the front of the classroom and face each other with their hands behind their backsStick a phonics card onto each student’s backStudents have to look at the other student’s phonics card and be the first to yell out the wordRepeat the activity with the remaining pairs**Act: Listen and read along**.( 8’)Ask the students to point to the picture of the words Play the CD. Have the students listen once time.Play the CD again. The students listen and point to the pictures of the key words when they hearRead the printed words then let the students point to the pictures and say the words.Ask students work in pairs. One reads the printed words while the other points to the pictures and says the words.**Act : Say the Sight Words**(5’)Point to and say the sight words: *an, hello*Have students repeatCall on some students read them aloud and correct pronunciation (if any)**Act: Word Chain Game**(5’)Put phonics cards on the board in a given order, *e.g: egg, elf, elephant*Invite the first student. He/ she says the first word in the sequence, i.e. eggInvite another student. He/she says the next word in the sequence, i.e. elfRemove one phonics card. Ask students repeat the sequence, including the missing wordContinue the same procedure until students can say the whole sequence from memory**Activity 2. Song****Act: Listen and sing.** (5’)Put the egg, elf, elephant phonics cards up on the board.Follow the same procedure and present the rest of the song. Students can turn to page 72. Play the CD. The students listen and sing alongPlay the CD again. The students sing and do corresponding actions**Act: Correct the Teacher**(5’)Hold up the phonics cards, one at a timeAsk individual students to correct teacher’s | 4. Listen and read along.5. Song |

**4.Consolidation*:*** (2’)

Consolidate the content of the lesson

Read the words on the text book.

**\* Evaluation**

………………………………………………………………………………………………………………………………………………………………………………