Date of preparing: 20/12/2018WEEK 16 - Period: 31

**UNIT 7. LETTER Gg**

**Lesson 3 (6,7)**

**I. AIMS**

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

**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**

Book, picture, 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 |  |  |
| 1D |  |  |

**2. Warm up:** (5’)

* Greet students
* Review the previous lesson by playing the *“Word chain game”*
* *e.g.: Student 1: egg*

*Student 2: egg, elf*

*Student 3: egg, elf, elephant*

**3. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and Ss’ activities** | **Content** |
| **Activity 6. Circle the letters Gg. Say the g sound.** ( 8’)  **Circle the letters Gg. Say the *g* sound**  Point to the letters and revise the g sound  Ask students to look at the pictures and circle the letters Gg  Go around for helping  **Thumbs Up or Down**  *(this activity is used for both normal class and class using smart room***)**  Show phonics cards to students *(e.g. ant, bear, cat, dog, elephant, fox, glass, goat, garden, etc)*  Ask the students to put their thumbs up if the picture starts with ***g*** sound and put their thumbs down if the picture does not start with ***g*** sound.  e.g. Teacher: (holding the ant phonics card) Up or Down?  Class: (putting their thumbs down)  **Activity 7. Listen, point and repeat. Colour the pictures of the words that start with the *g* sound. Say the *g* word.**  **a. Listen, point and repeat**  Show the students the *gorilla* phonics card. Point to it and say: /*g***/ -** *gorilla*. Ask them to repeat.  Perform the actions like a *gorilla* and say */g/*, *gorilla*.  Encourage the students to do the same  Say the letter and ask students do the action  Play the CD  Ask students listen, point to and repeat the word  **b. Colour the pictures of the words that start with the *g* sound. Say the *g* word** (7’)  Point to pictures and have students name them  Name some colours and ask the students to repeat  Ask the students colour the pictures which have *Gg* in them  Give the students 4 minutes to colour in the *‘glass’* and *‘goat’* that have Gg in them. Go around the classroom providing any necessary help  **Craftwork** (10’)  Ask the students to take out their notebooks.  Ask them to choose one word the draw the letter and the picture in their notebooks.  Tell them to colour the letter and the picture.  The three first students who finish will show their picture to the class. | 6. Circle the letter Gg. Say the g sound.  Key:  goat glass garden  7. Listen, point and repeat. Colour the pictures of the words that start with the *g* sound. Say the *g* word. |

**4. Consolidation:** (2’)

Consolidate the content of the lesson

Read the words on the text book.

Date of preparing: 21/12/2018WEEK 16 - Period: 32

**UNIT 7. LETTER Gg**

**Lesson 4**

**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’)

* Greet the students
* Put a line of masking tape on the floor and designate one side True and the other False
* Hold up a phonics card, e.g. egg and say: egg. Then students jump on the True side
* Hold up another phonics card, e.g. elf and say: ant. Then students jump on the False side
* The students who end up on the wrong side sit out until the next game

**3. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and Ss’ activities** | **Contents** |
| **Activity 1.Trace and say** (Page 16 – Activity Book)(5’)  **Activity: Revision of letter G, its sound**(2’)  **Speaking**  Write on the board the big G and small g  Point to the letter G and say out loud “This is the letter G */dʒiː/.* The letter G says /*g*/”  Point to the letter **g** and say out loud “This is the letter **g***/dʒiː/.* The letter **g** says /*g*/”  Have the class repeat its sound chorally, then individually  Have the students say the sound individually, correct the pronunciation if necessary  **Activity: How to write letter G**(3’)  **Writing& Speaking**  Demonstrate how to write thebig G by stroke  Draw an example of letter G using dashed lines  Use a different colored chalk to model tracing the letter G  Have some students practice tracing letter G on the board  Have students trace letter G in the books  Students say /*g*/ after each finished letter  Go around to give help if necessary  Repeat the same procedure with the lower letter g  **Activity 2. Trace and match** (page 62 – Activity Book)(6’)  **Writing & Reading**  Copy the 2 boxes from the book to the board and put the phonics card of elbow up between them  Tell the students that you are going to write the letter Ee, Ff and Gg into the box  Demonstrate the writing  Draw linesto the correct pictures that correspond to each letter  Go around the classroom and providing any necessary help  **Activity 3. Write the letter Gg. Tick (**✓**) the pictures that begin with the g sound** (Page 17 – Activity Book)(9’)  **Revision of the letter from Unit 1 to Unit 7–Thumbs Up or Down game**(4’)  **Speaking& Listening**  Hold up the phonics cards one at time  Ask students to confirm the word you say by putting their thumbs up or down and give the correct answer  *e.g. Teacher: (holding up the glass phonics card) goat*  *Class: (putting their thumbs down). Glass*  **Write the letter Gg. Tick (**✓**) the pictures that begin with the g sound**(5’)  Explain the activity  Ask students to name the pictures  Ask the student to the letter Gg in the space provided  Then ask them to look at the pictures and tick the ones whose names begin with the g sound  Go around and give help as needed  **Activity 4.What is it? Colour the Gg letters and say** (page 17 – Activity book) (6’)  Explain the activity  Ask students to look at the picture, colour the letters, say the letter and the sound  Go around and provide any necessary help | 1.Trace and say  2.Trace and match  Answer keys: 1. Ee – elephant 2. Ff–fish 3. Gg - glass  3.Write the letter G. Tick (✓) the pictures that begin with the g sound.  4.Colour the letter Gg |

**4. Consolidation:** (2’)

Consolidate the content of the lesson

Read the words on the text book

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