Date of planning: 18/9/2017Week 3 - Period 5

**UNIT 2. LETTER Bb**

**Lesson 1(1-2-3)**

**I. AIMS**

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

**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**

**1. Teacher’s:** Lesson plan, books, flashcards, CD and computer.

**2. Students’:** Books, notebooks, workbooks.

**III. METHOD**

Communicative approach.

Techniques:+ Work individually, in pairs/ groups.

**IV. PROCEDURE**

**1. Organization:**

- Greetings: T – Ss greet each other.

- Checking attendance: *Who’s absent today?*

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Absent students |
| 1A | 26/9 |  |
| 1D | 26/9 |  |

**2. Warm up:** (5’)

Review the previous lesson by playing the ***“Touching game”*.** Put up the *ant, apple, alligator, and acrobat* cards on the board. Divide class into 3 groups, call 3 students from 3 groups. Tell them that they are going to listen and touch the correct pictures.

**3. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and Ss’ activities** | **Content** |
| **Activity 1. Listen, point and repeat** (10’)  Introduction of letter *Bb*, its sound and how to pronounce the words beginning with *Bb* (7’)  Use a card with letter ***Bb*** (or write on the board the letter ***Bb***) 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 ***Bb*** /*bi*/. The letter ***b*** says /*b*/.”  Repeat several times and check students’ pronunciation (letter ***Bb*** /*bi*/and its sound /b/  Use the phonics cards with ***ball, bed, and bee***, read the words out loud and askstudentsto 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)  Have students color the letter Bb  **\*Memory Game (3’)**  Put the phonics cards of ***ball, bed, bee***, ***Bb*** on the board  Ask students to memorize the order of these cards  Ask studentsto close their eyes, remove one phonics card randomly and ask individual students to name it.  Continue changing the other cards.  Remember to correct students’ pronunciation throughout the lesson  **Activity 2. Listen and point. Colour.** (Track 09): (10’)  **Act 1:** Read the commands with preceding “Look & a”**( 5’)**  Have students look at their books and listen to the words:***Look! A ball!Look! A bed!Look! A bee!***  Use gestures (hand actions) to help Students to understand the meanings of commands  Ask students repeat by using the phonics cards of ***ball, bed, bee*** combining with gestures  Say: ***a ball***. Ask students to point to the corresponding items in the picture. Repeat with the rest of the items in random order.  Ask students to look at the missing puzzle pieces and draw lines to match them to the pictures. Go around the classroom, asking students to name the items they are matching.  **\* Game; Pass the phonics card Game (5’)**  Using the phonics cards of ***Bb, ball, bed, bee***  Line up the students into 2 teams  Give the first student of each team a phonics card and say “Go”  The students say the corresponding words and pass the phonics card over their head to the students behind them  Next, those students repeat the word and pass the phonics card between their legs to the students behind them  Continue to pass the phonics card over their heads and between their legs to the last students  Whichever team hands their phonics card back to you and says the word correctly will get one point  Whichever team has the most points will be the winner  Continue the game as many times as necessary  **Activity 3. Chant and show**! (Track 10) (5’)  Write the lyrics of the chant on the board  Without music, use the phonics cards and step students to sing the chant with ***ball***. Do the same with ***bed*** and ***bee***.  With music, the whole class sings the whole chant. Do the chant again using gestures for each word.  Give feedback  **Act 1: Writing in the air**  Show the letter ***Bb*** again, have students write the ***Bb*** in air with their fingers.  **Act 2: Write down the words into Students’ notebook**  Ask students write down: ***Bb, ball, bed, bee*** into their notebook | 1.Listen, point and repeat  **Bb**  ball  bed  bee  2. Listen and point. Colour.  3. Chant and show ! |

**4.Consolidation*:*** (2’)

Consolidate the content of the lesson

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Date of preparing: 18/9/2017 Week 3 - Period 6

**UNIT 2**

**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**

**1. Teacher’s:** Lesson plan, books, flashcards, CD and computer.

**2. Students’:** Books, notebooks, workbooks.

**III. METHOD**

- Communicative approach.

Techniques: + Game:

+ Work individually, in pairs/ groups.

**IV. PROCEDURE**

**1. Organization:**

- Greetings: T – Ss greet each other.

- Checking attendance: *Who’s absent today?*

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Absent students |
| 1A | 27/9 |  |
| 1D | 27/9 |  |

**2. Warm up:** (5’)

Greet students

Show the phonics cards, ask students to say the sound of the letter and words and do corresponding actions

e.g. Teacher: (Show the ‘ball’ card). Say ‘ball’

Class: (showing their 10 fingers to make a circle like the ball) /*b*/ ball

**3. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and Ss’ activities** | **Content** |
| **Activity 4. Listen And Read Along** (10’)  **Lead-in Activity: Thumbs Up or Down (5’)**  Ask students to close the book  Hold up the phonics cards one at a time  Ask students to check the word you say by putting their thumbs up or down and give the correct answer  e.g. Teacher: (holding up the ball phonics card) *bed*  Class: (putting their thumbs down)*ball*  **\*Act1 : Say the Sight Words (3’)**  Point to and say the sight words: look, at, the Have students repeat.  Call on some students to read them aloud. Correct pronunciation (if needed)  **Act2. Listen And Read Along** (Track 05)  ( 7’)  Ask the students to point to the picture of the word that the teacher says.  Play the CD. Have the students listen to the story once.  Play the CD again. The students listen and point to the pictures of the key words when they hear them in the story  Read the story. The students follow their books.  Teacher reads 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.  **\*Act3 : JumpUp Game**(5’)  Ask students to stand at their desks  Hold up a phonics card from*Aa (ant, apple, alligator) orBb (ball, bed, bee)* and say a word  If the word is the same as the phonics card, students jump. If it isn’t, they stay standing  (Or the teacher asks students to put their hands up if the word and the phonics card are the same)  **Activity 5. Song** (Track 06) ( 10’)  **\*Act1: Listen and sing a long** (5’)  Tell students to turn to page 72  Put the *ball, bed and bee* phonics cards up on the board.  Point to the bee and the bed and say: “The bee on the bed goes buzz, buzz, buzz”. The students repeat.  Follow the same procedure and present the rest of the song.  Play the CD. The students listen and sing along.  Play the CD again. The pupils sing and do corresponding actions.  **\*Act2: Musical Cards Game** (5’)  Play some lively music (use the unit song)  Hand out the unit phonics cards*(Aa, ant, apple, alligator, Bb, ball, bed, bee)* to different students around the class  The students pass the phonics cards to students next to them around the class while the music is playing  Stop the music suddenly. Ask the students who are holding phonics card to say the words  Play the music and continue  Remember to correct pronunciation | 4. Listen and read along  5. Song |

**4. Consolidation*:*** (2’)

Consolidate the content of the lesson

Read the words on the text book.

**6. Comment:**

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