Date of preparing: 10/10/2018Week 6 - Period: 11

**UNIT 3**

**Lesson 3 (6-7)**

**I. AIMS**

**1. Knowledge:** By the end of the lesson, students will able practice the letter and the sound which they learned through some activities.

**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, software, speakers 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 | 17/10 |  |
| 1A | 17/10 |  |

**2. Warm up:** (5’)

- Greet students

- Review the previous lesson by playing the *“Guess game”*

**3. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and Ss’ activities** | **Contents** |
| **I. Presentation & Practice**  **Activity 6. Match**(10’)  - Elicit the letters by saying *‘This is the letter C. The letter C says /k/”*  - Elicit the pictures by doing the actions and asking students to say the words  - Follow the same procedure for the other letters  - Ask students to match the upper case letters to their corresponding picture and lower case letters  - Go around and provide any necessary help  **Activity: Sound and Word**  -Divide students into 2 teams, A and B and put one of the phonics cards on the board  - Ask a student from Team A to identify the sound (1 point), the picture (1 point), or both (2 points)  - Continue with a student from Team B  - Write the points for each team on the board. The team with the most points wins the game.  **Activity 7. Listen, point and repeat. Colour the pictures of the words that start with the *c* sound. Say the *c* word** (Track 19)  **7.1 Listen, point and repeat**(8’)  -Show the students the *car* phonics card.  - Point to it and say: /*k***/ -** *car*. Ask them to repeat.  - Mime driving a car and say */k/*, *car*.  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  **7.2 Colour the pictures of the words that start with the *c* sound. Say the *c* word**(7’)  - Point to pictures and have students name them  - Name some colours and ask the students to repeat  - Ask the students to colour the pictures which have *Cc* in them  - Give the students 4 minutes to colour in the *‘cat’* and *‘carrot’*. Go around the classroom providing any necessary help  **Activity: Craftwork**  **-**Ask the students to take out their notebooks.  - Ask them to choose one word and then draw the letter and the picture in their notebooks.  - Tell them to colour the letter and the picture.  - The three first students who finish can show their picture to the class. | 6. Match  7. Listen, Point and repeat. Colour the pictures of the words that start with the *c* sound. Say the *c* word |

**4.Consolidation*:*** (2’)

Consolidate the content of the lesson

Read the words on the text book.

**\* Evaluation**

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Date of preparing: 10/10/2018Week 6 - Period: 12

**UNIT 3**

**Lesson 4**

**I. AIMS**

**1. Knowledge*:*** By the end of the lesson, students will able practice the letter and the sound buy doing exercises on activity book

**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, software, speakers 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 | 18/10 |  |
| 1A | 18/10 |  |

**2. Warm up:** (5’)

- Greet the students

- Have the students listen to the chant in lesson 1 Unit 3

- Have the students sing and do the actions to the chant

**3. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and Ss’ activities** | **Contents** |
| **I. Revision& Practice**  **Revision& Practice**  **Activity 1. Trace and say** (Page 6 – Activity Book)  **Activity: Revision of letter B, its sound**  **Speaking**  - Write on the board the big C and small c  - Point to the letter C and say out loud “This is the letter C/siː/. The letter C says /*k*/”  - Point to the letter c and say out loud “This is the letter c/siː/. The letter csays /*k*/”  - Have the class repeat the sound chorally, then individually  - Have the students say the sound individually, correct pronunciation if necessary  **Activity: How to write letter C**  **Writing& Speaking**  -Demonstrate how to write thebig Cstroke by stroke  - Draw an example of letter C using dashed lines  - Use a different colored chalk to model tracing the letter C  - Have some students practice tracing letter C on the board  - Have students trace letter C in the books  - Students say /*k*/ after each finished letter  - Go around to give help if necessary  **Repeat the same procedure with the lower letter c**  **Activity 2. Trace and match** (page 6 – Activity Book)  **Writing & Reading**  -Copy the 2 boxes from the book to the board and put the phonics card of bed up between them  - Tell the students that you are going to write the letter *Aa, Bb*and*Cc* 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 Cc. Colour the right picturesthat start with the c sound** (Page 7 – Activity Book) )  **Activity: Revision of words starting with letter *Aa, Bb* and*Cc*–‘Stand and Sit’ game**  **Speaking& Listening**  -Show the 8 phonics cards one by one. For example, show the card with ***cat***, but incorrectly say ***carrot*** or ***car***, the students should stand; if the words are correctly said, they should stay sitting.  - Do the same procedure for the other 7 cards.  **Activity: Colouring**  -Ask students write the letter Cc in the box  - Have students name pictures  - Ask the student to colour the pictures that start with the c sound  - Go around and give help as needed  **Activity 4. What is it? Colour the Cc letters and say** (page 5 – Activity book)  **Speaking**  -Ask students to find the shapes that have the letters Cc and colour them  - Ask them to say what appears in the picture  - Go around providing any necessary help  ***Answer keys:****cat, car, carrot, clock*  **Portfolios (page 41 – Activity Book )**  **Activity: Tracing and coloring letter Cc**  -Copy the letter Cc from the book (page 41) to the board  - Demonstrate tracing the letter and then coloring it  - Have the students trace the letter in their book | 1.Trace and say  2.Trace and match  *Answer keys: 1. Aa – apple 2. Bb – bee 3. Cc- bee*  3. Write the letter Cc. Colour the right picturesthat start with the c sound  *Answer keys: Aa – apple, ant Cc – bed, ball*  **4. What is it? Colour the Cc letters and say**  4. Colour the Cc letters and say |

**4. Consolidation*:*** (2’)

Consolidate the content of the lesson

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