**Week 20 UNIT6: ACTIVITIES**

**Period 39- 40 Lesson 2**

1. **Objectives:**

 By the end of this lesson, students will review the /e/, /f/, /g/ and /h/ sounds.

1. **Teaching aids:**

 **Teacher’s aids:** student book and teacher’s book, class CDs, flashcards, IWB software, projector/interactive whiteboard/TV.

 **Students’ aids:** Student book, notebooks, workbook.

1. **Languages focus:**

 **Vocabulary:**review food, elephant, girl, hop

1. **Procedures:**

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| **Steps** | **Activities** | **Organization** |
| **Warm-up** | Play the game “Unscramble”. * Divide the class into small groups and give each group a mini-board.
* Show the unscramble words and ask the groups to write the correct answers on the mini-boards. E.g. wsmi -> swim.
* The group with more correct words in shorter time will be the winner.
 | * Teacher - students in groups
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| **New lesson** | **The alphabet** 1. Play the alphabet song and have students listen. 2. Play audio again and sing the song. 3. Put the flashcards on the board for the letters in red (e, f, g and h). 4. Point to each flashcard, call out the letter's name, and have students repeat. **1- Listen and repeat.** 1. Have students look at the pictures.2. Point to the pictures and say the letters’ sounds.3. Play audio. Have students listen and repeat all together and individually. Correct student’s pronunciation if necessary.4. Have some students demonstrate the activity in front of the class.**2- Listen and point.** 1. Have students look at the pictures and letters.2. Play audio. Demonstrate the activity by pointing to the correct letters/pictures.3. Play audio again. Have students listen and point to the letters/ pictures as they hear.4. Have students listen, point and repeat all together and individually. Correct student’s pronunciation if necessary.5. Have some students demonstrate the activity in front of the class.**3- Circle the letters.** 1. Have students look at the pictures and call out the words.2. Demonstrate the activity using the example. 3. Have students look the letters and circle the correct beginning sounds. 4. Check answers as a whole class.5. Have students read all of the letter sounds all together and individually.**4- Follow the letters and say the sounds.** 1. Have students look at the pictures and call out the correct sounds.2. Have students solve the maze with their fingers and say the letter sounds as they pass them.3. Have some students demonstrate the activity in front of class. | * Teacher - whole class
* Teacher – whole class/ individuals
* Teacher – whole class/ individuals
* Teacher – whole class/ individuals
* Teacher – whole class/ individuals
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|  | **1- Listen and repeat.** 1. Have students look at the pictures.2. Point to the pictures and say the letters’ sounds.3. Play audio. Have students listen and repeat all together and individually. Correct student’s pronunciation if necessary.4. Have some students demonstrate the activity in front of the class.**2- Listen and point.** 1. Have students look at the pictures and letters.2. Play audio. Demonstrate the activity by pointing to the correct letters/pictures.3. Play audio again. Have students listen and point to the letters/ pictures as they hear.4. Have students listen, point and repeat all together and individually. Correct student’s pronunciation if necessary.5. Have some students demonstrate the activity in front of the class.**3- Put a tick or a cross.** 1. Have students look at the pictures and call out the beginning sounds.2. Demonstrate the activity using the example. 3. Have students look the letters and put a tick or a cross. 4. Check answers as a whole class.5. Have students read all of the letter sounds all together and individually.**4- Play “Board race”.** 1. Have students look at the example.2. Divide the class into teams and have one student from each team stand a distance from the board. 3. Write 2 letters on the board and then say a word beginning with one of their sounds.4. Have the students race to the board, touch that letter, and say the correct sound.5. The first student to touch the letter and say the sound gets a point for their team.6. Continue with other students. | * Teacher – whole class/ individuals
* Teacher – whole class/ individuals
* Teacher - students in groups
* Teacher - individuals/ whole class
* Teacher - students in groups
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| **Wrap-up** | Option 2: Review. Play the “Memory game”. * Put up the phonics cards on the board.
* Ask the students to memorize the order in which the items appear.
* Remove the phonics cards and ask individual students to name the items in the correct order.
* Change the order of the phonics cards and repeat the activity.
 | * Teacher –whole class/ individuals
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