**Week 29 UNIT 9: TOYS**
**Period 57- 58 Lesson 2**

1. **Objectives:**

 By the end of this lesson, students will be able to recognize the /m/ sound and review the /ɪ/ and /dʒ/ 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 books, notebooks, workbooks.

1. **Languages focus:**

 **Vocabulary:**Mm, mouse, mouth, review (ink, jiuce, insect)

1. **Procedures:**

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| **Steps** | **Activities** | **Organization** |
| **Warm-up** | ***Option 1:*Sing the alphabet song.*** Play the alphabet song and have students listen.
* Play audio again and sing the song.
* Put the flashcards on the board for the letter m in red.
* Point to each flashcard, call out the letter's name, and have students repeat

***Option 2:*** * Writetheletters ofthealphabet on theboard and askchildrento continuethelist fromtheirprevious phonics lessons.
* Askthe studentsto givethewords that begin withtheletters*a to m* (*ant, boy, …* ) fromtheprevious phonics lesson.
* Usephonics cardsto prompt ifnecessary.
 | * Teacher – whole class
* Teacher – whole class
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| **New lesson** | **Letter M****1. Listen and repeat. Trace.** CD2- Track 42* Play audio. Have students listen and repeat.
* Demonstrate tracing the letters with your finger.
* Have students trace the letters with their fingers. (individuals/ pairs)
* Have some students demonstrate the activity in front of the class.

**2. Listen and repeat.**CD2- Track 43* Have students look at the pictures.
* Demonstrate the activity.
* Play audio. Have students point to the letter as they hear it.
* Play audio again. Have students listen and repeat.
* Have some students demonstrate the activity in front of the class.

**3. Sing.**CD2- Track 44* Have students look at the lyrics.
* Read the lyrics as a whole class.
* Play audio and have students listen.
* Play audio again and have students listen and sing along.

**4. Listen and jump.** CD2- Track 45* Demonstrate the activity.
* Have students stand up.
* Have students jump when they hear the letter sound.
 | * Teacher – whole class/ individuals
* Teacher-whole class/ individuals
* Teacher-whole class/ small groups
* Teacher-whole class
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|  | **Review I& J****1. Listen and repeat.**CD2- Track 46* Have students look at the pictures.
* Point to the pictures and say the letters' sounds.
* Play audio. Have students listen and repeat the letter sounds.

**2. Listen and point.**CD2- Track 47* Have students look at the pictures.
* Demonstrate pointing to the correct letter when you hear the sound.
* Play audio. Have students point to the correct picture at the top of the page when they hear the appropriate sound.

**3. Write the letter.*** Have students look at the pictures and call out the beginning sounds. Demonstrate the activity using the example.
* Have students write the letters and say the sound of the letter.
* Check answers as a whole class.

**4. Play “ Board race”.*** Have students look at the example.
* Divide the class into teams and have one student from each team stand a distance from the board.
* Write two letters on the board and then say a word beginning with one of their sounds.
* Have the students race to the board, touch that letter, and say the correct sound.
* The first student to touch the letter and say the sound gets a point for their team.
* Continue with other students.
 | * Teacher – whole class/ individuals
* Teacher- whole class/ individuals
* Teacher- whole class/ teamwork
* Teacher- whole class/

 teamwork |
| **Wrap-up** | ***Option 1:* Phonicsposters*** Divide the class into groups of five.
* Hand out sheets of paper and colored pencils.
* Children choose the “J”, “K” sound.
* They must draw pictures of one or two words with their chosen sound and color them. Somewhere on the poster they should write the sound.
* Put the phonics posters around the classroom.

***Option 2:*Patty Cake*** Divide the class into pairs.
* Have children sit facing each other. Children slap their knees once, clap their hands once, and then clap their partner’s hands once as they both say /i/ ,/i/ , insect,….
* Children repeat the action, this time saying /j/ /j/ juice,…..
* Continue doing the action for each of the two letters and words.
 | * Teacher – whole class/ teamwork
* Teacher – whole class/ pair work
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