**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 |
| **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 |