Date of planning: / / Date of teaching: / /

**UNIT 5: ANIMALS**

**( 6 periods)**

1. **Objectives:**

By the end of this lesson, students will be able to say names of some animals using “I like …”

By the end of this lesson, students will be able to make the phonetic sound of letter G, use structure “This is a …” and the phonetic sound of the letter H, use the structure “I can …”

By the end of this lesson, students will be able to say the names of some animals using “This is a …” and “I’m sorry.” and forgive using “That’s OK.”

1. **Teaching aids:**

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

**Students’ aids:** books, notebooks, workbooks.

1. **Languages focus:**

**Vocabulary:** cat, dog, bird

letter G, H

this, is, a, hop

monkey, snake, bear, sorry, OK

**Structures:**

* I like (cats).
* This is a girl. / I can hop.
* This is a (monkey)./
* I’m sorry.
* That’s OK.

1. **Procedures:**

|  |  |  |
| --- | --- | --- |
| **Steps** | **Activities** | **Organization** |
| Warm-up | **Week 14- Period 27- 28: Lesson 1**  - Option 1: Sing and Dance.  Play “Animals” song (from YouTube) and make gestures following the lyric, have students stand up and make the gestures  - Option 2: Review. Play the game “Matching”.   * Write the vocabulary from the previous Unit on the board. * Have students read the words on the board. * Give students flashcards. * Have students hold the flashcards to match the vocabulary on the board and speak out the vocabulary.   - Option 3: Warm-up.  Have students work in group of 4.  Students have 30s to discuss and find out names of 5 (or more) animals they know.  When time is up, invite some groups to speak out the names of the animals they found. | * Teacher – whole class * Students in groups |
| **New lesson** | **A- Listen and point. Say**  1. CD1-63: Arrange the flashcards on the board. Play audio and have students listen and point to the pictures in their books.  2. Play audio again and have students listen, repeat several times.  3. Change the order of the flashcards, point to them individually and have students say the words, correct pronunciation when needed.  4. TPR practice: say the word and do the gestures/ sounds according to the word (Ex: cat- meow, use hands to make the whiskers/ claws  **B- Listen and point.**  1. Pre- listening. Introduce the situation: ask students some questions about the pictures, e.g. “What can you see in the picture? What is this? Where is the girl?...”  2. While- listening. Play audio and have students look at the pictures.  3. While- listening. Demonstrate the activity by pointing to the new vocabulary items.  4. Play audio again. Have students listen and point.  5. Post- listening. Point at each picture and have students say the sentences “I like…birds/dogs/cats.”  **C- Sing.**  1. Play audio and have students listen.  2. Have students turn to page 70.  3. Read the lyrics as a whole class.  4. Play audio again and have students listen and sing along. | * Teacher – whole class * Students in groups * Teacher – whole class * Teacher – whole class |

|  |  |  |
| --- | --- | --- |
|  | **D- Point and say**  1. Divide the class into pairs.  2. Have Student A point to the picture and Student B say  e.g. "I like cats."  3. Swap roles and repeat.  4. Have some pairs demonstrate the activity in front of the class.  **E- Play “Board Race”**  1. Have students look at the example.  2. Divide the class into teams.  3. Stick the flashcards on the board.  4. Have one student from each team stand a distance away from the board.  5. Choose one of the flashcards and say the word.  6. Have the students from each team race to the board, touch the correct flashcard and say the correct sentence.  7. The first student to touch the correct flashcard and say the sentence will get one point for their team.  8. Continue with other students.  9. The team with the most points wins | * Students in pairs * Students in groups |
| **Workbook** | **A- Draw lines**  Have students draw lines to match words and pictures.  **B- Look and Trace**  Have students use their pencil to trace the sentences.  Teacher go around and ask students to read out the sentences. | * Teacher – whole class |
| Warm-up | **Week 15- Period 29- 30: Lesson 2**  - Option 1: Review. Sing and Dance.  Play audio Lesson 1- Part C and make gestures following the lyric, have students stand up and make the gestures  - Option 2: Review. Listen and act, guess.   * Invite a student to come on the board * Teacher whispers a word from the previous lesson. * The student has to act out the word. * All class has to guess what the word is   - Option 3: Review. Use games on i-ebook to review  - Option 4: Warm-up.  Play the Alphabet song. Audio “AS” Listen and Sing along | * Teacher – whole class * Individuals * Teacher – whole class | |
| **New lesson** | **1- Listen and repeat. Trace.**  1. Play audio CD-66. Have students listen and repeat.  2. Demonstrate tracing the letters with your finger on air or the board.  3. Have students trace the letters with their fingers.  4. Have some students demonstrate the activity in front of the class.  **2- Listen and repeat.**  1. Have students look at the picture.  2. Demonstrate the activity. Point to the girl and say: “This is a …” then say “g…g…girl”  3. Play audio CD-67. Have students point to the letter as they hear them.  4. Play audio again. Have students listen and repeat.  5. Have some students demonstrate the activity in front of the class.  **3- Sing.**  1. Have students look at the lyrics.  2. Read the lyrics as a whole class.  3. Play audio CD-68. Have students listen.  4. Play audio again and have students listen and sing along  **4- Listen and jump.**  1. Demonstrate the activity: Have students jump when they hear the “g” sound  2. Have students stand up.  3. Play audio CD-69. Have students jump when they hear the letter sound. | * Teacher – whole class * Teacher – whole class * Teacher – whole class * Teacher – whole class | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **1- Listen and repeat. Trace.**  1. Play audio CD-70. Have students listen and repeat.  2. Demonstrate tracing the letters with your finger on air or the board.  3. Have students trace the letters with their fingers.  4. Have some students demonstrate the activity in front of the class.  **2- Listen and repeat.**  1. Have students look at the picture.  2. Demonstrate the activity. Point to the boy and say: “Hop” then do the action. Then say “h…h…hop”.  3. Play audio CD-71. Have students point to the letter as they hear them.  4. Play audio again. Have students listen and repeat.  5. Have some students demonstrate the activity in front of the class.  **3- Sing.**  1. Have students look at the lyrics.  2. Read the lyrics as a whole class.  3. Play audio CD-72. Have students listen.  4. Play audio again and have students listen and sing along  **4- Listen and clap.**  1. Demonstrate the activity: Have students clap when they hear the “h” sound  2. Have students stand up.  3. Play audio CD-73. Have students jump when they hear the letter sound. | | * Teacher – whole class * Teacher – whole class * Teacher – whole class/ students in groups * Teacher – whole class | |
| **Workbook** | **A- Trace the letters.**  Have students use their pencil to trace the letters.  **B- Trace the words and draw lines.**   * Have students use their pencil to trace the words. * Have students draw lines to match the words to the pictures. * Teacher goes around to support and ask some students to say out the sounds or the words.   **C- Say the sounds. Color the correct shapes**   * Have students say the sounds. * Have students use color pencils to color the correct shapes with the sound according to the pictures. * teacher said on the board and say it loudly. | | * whole class * Teacher – whole class * Teacher – whole class | |
| **Warm-up** | | **Week 16- Period 31- 32: Lesson 3**  - Option 1: Review. Listen and jump or clap.  Play audio CD-73. Have students jump when they hear “g” sound and clap when they hear the “h” sound.  - Option 2: Review. Look and say.   * Teacher holds the flashcards “girl” and “hop”. * Teacher says “g…g..” then have students say the word “girl”. * Teacher says “h…h..” then have students say the word “hop”. * Teacher points to the “girl” flashcard and says “This is a…” then have students say the word “girl”. * Teacher points to the “hop” flashcard and says “I can…” then have students say the word “hop”. * Teacher can say or point faster to challenge the students. * Invite some students to hold the flashcards to do the same.   - Option 3: Review. Look and say.   * Teacher holds the flashcards “cat”, “dog” and “bird”. * Use a paper to cover the flashcards and reveal each one slowly. * Students say the name of the animal in the flashcard. * Teacher can says “I like…” when revealing the flashcard. * Have students to say “ I like …”. | * Teacher – whole class * Individuals * Teacher – whole class |
| **New lesson** | | **A. New words- Listen and point. Say**  1. Arrange the flashcards on the board, play audio CD-74, and have students listen and repeat. Point to the flashcards along with the audio. Repeat several times.  2. Play audio again and have students listen, repeat, and point to the pictures in their books.  3. Change the order of the flashcards, point to them individually and have students say the words, correct pronunciation when needed.  **B. Listening- 1. Listen and point.**  1. Have students call out the things they can see in this part.  2. Have students listen and follow.  3. Play audio CD- 75 and demonstrate pointing to the animals.  4. Play audio again. Have students listen and point to the animals.  **Listening- 2. Listen and repeat.**  1. Have students look at the useful language box.  2. Play audio CD-76. Have students listen to the useful language.  3. Have students practice the useful language when pointing to the picture of the animals.  **C.** **Speaking- Play “Stepping stones”.**  1. Divide the class into pairs.  2. Have Student A start at A and say the first sentence, using “This is a…”.  3. Have Student B start at B and say the first sentence.  4. Have students take turns saying the sentences and go all the way round. | * Teacher – whole class * Teacher – whole class * Teacher – whole class * Teacher – whole class |

|  |  |  |
| --- | --- | --- |
|  | **D. Story- 1. Listen to the story.**  1. Introduce the situation. Ask students some questions about the pictures, e.g. “What can you see in the picture? What is this? Where are the boys?...  2. Have students call out the people or things they can see.  3. Play audio CD-77 and have students listen and follow the story.  4. Play the audio again and have student listen and read.  **Story- 2. Listen and repeat.**  1. Have students look at the useful language box.  2. Play audio CD-78. Have students listen to the useful language.  3. Have students practice the useful language. | * Teacher – whole class * Students in pairs |
| **Workbook** | **A- Trace the correct words.**   * Have students use their pencil to trace the correct words. * Teacher go around to support, point to a picture and ask students to read out the correct words.   **B- Circle the correct words.**   * Have students use their pencil to circle the correct words. * Teacher go around to support and ask students to read out the words or the sentences.   **C- Trace the words.**   * Have students use their pencil to trace the words. * Teacher go around to support and ask students to read out the sentences. | * Teacher – whole class * Students in pairs |