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| **Week 3:**  **Period:3rd** | *Date of planning:*  *Date of teaching:* |

**UNIT 1: ME**

**Lesson 3**

**I. Aims:**

- By the end of the lesson ss will be able to:

+ Say, recognize and write letters Aa.

+ Recognize and say the sound /ӕ/.

+ Develope fine motor control

**II.Languages focus:**

*Vocabulaly: Adam, apple.*

**III. Teaching aids**.

*1. Teacher’s:* CD tracks 4 - 5, flashcards 1 – 5and 81.

*2. Student’s****:*** Text book, notebook, pen,…..

**IV. Teaching methods:**

- Communicative approach.

- Techniques:

+ Ask and answer (say individually).

+ Discuss.

**V. Procedures**

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| **Time** | **Teacher’s activities** | **Students’ activities** |
| 5’  10’  10’  7’  3’ | 1. Warm up: - Tell children that they are going to play a game.  Stick all five character flashcards on the board. Tell children to close their eyes. Remove one fashcard. Children open their eyes and say which character is missing.   II. NEW LESSON **1. Presentation – Learn the letter.**  - Hold up flashcard 8l of the apple. Say apple. Ask Ss repeat the word chorally and individually. Stick the flashcard on the board.  - Hold up flashcard 5 of Adam.Say Adam. Ss repeat  the word chorally and individually. Stick the flashcard of Adam next to the apple on the board.  - Tell Ss to listen again to the first sound of apple and Adam. Explain that the first sound is the same in each word.  - Write the letter a on the board under the apple, Point to it and say /ӕ/ apple. Write a capita A under Adam. Say /ӕ/ Adam. Explain that the letters have the same sound. Tell Ss that we use capital letters for names and lower case letters for other words.  - Explain that although the sound of the letter is /ӕ/, the name of the letter is **a**. Have Ss repeat the letter  name and letter sound, along with the words, several times as you point to the pictures and letters or the board (a, /ӕ/, apple; A, /ӕ:/, Adam.  - Ask Ss to try to suggest a few common names that  begin with the /ӕ/ sound. If Ss can’t think of any  names in their own language, give some examples of English names (Andrew, Anna, Angela, etc ...). Tell Ss to listen to the first sound of the names as you say them.  - Tell Ss that they are going to learn how to write the letter Aa. Tell them to open their books at page 6 and look at the letters Aa with the arrows.  - Stand with your back to the class as you use your finger to "write" a capital A in the air; Write the letter exactly as it is presented in the Class Book (see also TB pl 19 ‘or a model of how to ‘form the letters ot the English alphabet}.  - Tell Ss to copy your action and write a capital A in  the air. Check that they are forming the letter correctly.  - Repeat the procedure for the lower case **a**.  - Tell Ss to practise tracing over the letters in their  books with their fingers.  **2. Practice:**  **\* Sing.**  - Tell Ss that they are going to sing a song to help  them learn the letter Aa.  - Play the CD. Tell Ss to listen to the song.  - Play the CD again and pause after each line. Sing the line and tell Ss to repeat after you. Tell Ss to point to the letters and words in their books as they sing them.  - Play the CD again and ask Ss to sing the song.  **\* Find:**  - Tell Ss to find the letter a in the alphabet at the top  of the page. Explain that a is the first letter of the alphabet.  - Tell Ss to look at the main picture on page 6. Say  Adam, and ask Ss to point to this character. Check that Ss are pactising to Adam’s picture.  - Say apple. Check that Ss are pointing to the apple.  **3. Production: Consolidation**  **\* Act. Book: Trade and write.**  - Tell children to took at page 6.  - Draw writing lines on the board (see A.B p109 for a model). Put dots on the lines to show the starting points for forming the capital A .Write the letter on the lines exactly as it is presented in the Class Book.  - Tell Ss to practise tracing over the letters in their  books with their firgers.  - Ss trace and write the letters with their pencils.  Check that they are holding their pencils correctiy and forming the letters correctly.  - Repeat the procedure for the lower case a.  - Draw more writing lines on the board. Call Ss to the board to write A and a on the lines. Correct as necessary.  **4. Summary:**  - In this lesson, Ss have learnt to say, recognize and write letters Aa.  **5. Homelink.**  - Practise writing letters A and a.  - Do exercise 2 in A.B. | - Play a game.  - Find the cards have been move.  - Look, listen and repeat chorally -> individually: apple.  - Look, listen and repeat chorally -> individually: Adam.  - Listen and find the first sound: A, /ӕ/.  - Point and say: /ӕ/ apple,  /ӕ/ Adam.  - Listen.  - Listen, point and repeat: (a, /ӕ/, apple; A, /ӕ:/, Adam).  - Guess the common names that begin with the /ӕ/ sound:.  -Listen.  - Listen.  - Look at the page 6.  - Look, listen and write.  - Look and write a capital A in the air.  - Listen and answer a, /ӕ/.  - Practise tracing.  - Listen.  - Listen to the song.  - Listen, point and sing.  - Sing the song.  - Listen and answer.  - Look and find the letter.  - Listen and point.  - Look at the book.  - Look and listen.  - Practise tracing the letters.  - Trace and write the letters.  - Do the same letter A.  - Write on the board. |

**VI. Feedback:**

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| **Week 2:**  **Period:4th** | *Date of planning:*  *Date of teaching:* |

**UNIT 1: ME**

**Lesson 4**

**I. Aims:**

- By the end of the lesson ss will be able to:

+ Understand and respond to imperatives.

+ Recognize the written form of the characters’names.

+ Associate words and pictures

+ Develope fine motor control

**II.Languages focus:**

*Vocabulaxy: Clap, Stand up, Sit down, Point to…*

**III. Teaching aids**.

*1. Teacher’s:* CD tracks 6, flashcards 1 - 5, pictures.

*2. Student’s****:*** Text book, notebook, pen,…..

**IV. Teaching methods:**

- Communicative approach.

- Techniques:

+ Ask and answer (say individually).

+ Discuss.

**V. Procedures**

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| **Time** | **Teacher’s activities** | **Students’ activities** |
| 5’  10’  10’  7’  3’ | 1. Warm up: - Tell Ss that they are going to play a game.  - Put flashcard 4 of Jig insice a arge envelope. Hold up the envelope and slowly pull the fashcard out of the envelope. Ss watch carefully and say the name of the course charactes as soon as they can identify him.  - Repeat with the other character flashcards.  **II. NEW LESSON**  **1. Presentation – Say and do**  - Tell Ss to look at page 7. Ask questions about the  picture in the Ss’s own language, eg. What are the  Ss doing? Who is Baz pointing to?  - Hold up flashcard 3 of Pat. Say Point to Pat and do the action yourself. Repeat the command to individual Ss and motion for them to do the same. Repeat the command until most of the Ss understand and respond appropriately.  - Introduce clap, stand up and sit down in the same way. Say the word and do the action. Then repeat the command to the Ss and motion for them do the action.  **2. Practice: Sing**  - Tell Ss that they are going to learn a song with  actions.  - Play the CD. Tell Ss to listen to the song.  - Play the CD again and pause after each line. Sing the line and tell Ss to repeat after you. Tell children to do the action as they sing. They should point to the characters in their books. For the final line, Yes, yes, yes, nod your head.  - Play the CD again and ask Ss to sing the song and  do the actions.  **\* Act. Book: Draw and match.**  - Stick flashcards 1-4 of Baz, Tess, Pat, and Jig on the board. Ask Ss the name of each character and write it above the flashcard.  - Say each character’s name as you run your finger under the word from left to right. Ss repeat the names chorally and individually as you run your finger under the names again.  - Remove the flashcards and stick them under the names but in the wrong order.  - Call individual Ss to the board and ask them to draw a line from a character’s name to the correct picture.  - Tell Ss to look at the pictures on page 7. Check that recognize each of the characters by saying Point to (less), etc.  - Tell Ss to use their pencils to trace over the line  between Tess’s name and her picture.  - Tell Ss to match the names of the other characters  to their pictures. Check that Ss match the names  and pictures correctly.  - As Ss finish, tell them to trace over the dotted lines on the characters to complete the pictures. They might also like to colour the pictures.  **3. Production: Consolidation.**  **Sing and do.**  - Stick flashcards 1-4 on the board. Call several Ss  to the front of the class. Tell thern to lead the class in singing and doing the actions to the song. Play the CD to accompany them if necessary.  - Explain that you are going to sing the song again, but you are going to change some of the words.  - Sing the first verse of the song, substituting a S name for Jig and another S came for Pat.  **4. Summary:**  - In this lesson, Ss have learnt to understand and respond to imperatives. | - Play game.  - Watch and say the name.  - Listen and repeat.  - Look at the book at page 7. Listen and answer:  (playing a game), (Jig).  - Point and do action.  - Listen, repeat and do the same.  - Look, listen and repeat chorally -> individually.  - Listen, repeat and do the actions.  - Listen.  - Listen to the song.  - Listen, sing again and do the actions.  -Listen and answer the name of each character.  - Ss repeat the names chorally and individually.  - Look and listen..  - Matching.  - Look at the page 7.  - Say the chracters.  - Listen and trace.  - Matching.  - Tracing and colouring the pictures..  - Look at the board.  - Sing the song again, but change some words.  - Sing and give the name.. |

**VI. Feedback:**

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