**Class: 1**

**Period 19 Unit 4: Letter D: Lesson 3**

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| **OVERVIEW OF THE LESSON** |
| **Name****of the lesson** | Unit 4 – Lesson 3 |
| **Content****of the lesson** | Act 1. Trace the letters.Act 2. Look, tick (✓) and say. |
| **Language focus** | * write D, d in duck and donkey
* review vocabulary and structure
 |
| **Time Allowed** | 35 minutes |
| **I. OBJECTIVES****By the end of the lesson, students will be able to:** |
| **Knowledge** | * Trace the letter, sound and words.
* Structure: Recognize and use the sentence structure to describe what they
 |
| **Skills** | * Writing: trace the letter, the sound and the words
* Listening: identify the what animal it is.
* Speaking: talk about animals by employing what they learnt in the lesson.
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| **Attitude** | * Be confident to write letter, sound and words in English
* Be confident use English to talk about what can be seen in the picture.
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| **II. TEACHING AIDS** |
| Text books, flash cards,board, chalks, computer, projector or TV,… |
| **III. TEACHING PROCEDURE** |
| **Title** | **Teacher’s activities** | **Student’s activities** |
| **1. Warm up (5’)** |
| **Goal** | * Create a friendly and exciting atmosphere before the lesson
* Students have positive energy to start the lesson
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| **Content** | * Play a warm-up song/ Play a short game
* Group division
* Class rules
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| **Outcome** | Students get engaged in the lesson, well behave and stay focused |
| **Implementation** | * Greet students.
* Set the rules in class.
* Divide the class into 3-4 groups.
* Ask students some questions to recognize their teams.
* Revise the previous vocabulary by having the class play the “What’s missing?” game.
* Show the flashcards from the vocabulary set on the board. Point to each one in turn for students to say the words. Get the class to look at them a few seconds.
* Ask children to turn around. Remove a card. Display the cards again and ask “What’s missing?”
* When students have identified the missing card, shuffle the cards and repeat the procedure.
* **Flashcards***: cat, duck, donkey.*
 | * Greet teacher.
* Listen and follow the class rules
* Answer teacher’s questions
* Sing a song or play a game
* Review previous lesson
* Play the game.
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| **2. Presentation (10’): Act 1. Trace the letters** |
| **Goal** | Students get more vocabulary about words begin with letter D and sound /*d*/ |
| **Content** | * Listen and repeat
* Drill
 |
| **Outcome** | * Remember the letter, the sound and the words of letter D
* Get correct pronunciation
 |
| **Implementation** | * Teacher says: “*Today we’ll learn tracing letter Dd. Can you guess how to write letter Dd? Who knows? Raise your hands?*”

- Call some students to answer the questions.- Play the media for the students to watch to the Letter Dd tracing twice.- Let students trace capital letter D: * in air
* in hand
* on back

- Give compliments to students, then listen and check what letter that is?- Write the capital letter **D** in the air and count 1, 2, 3 at the same time.- Have students stand up and follow the teacher.- Do the same activities with the small letter **d****\*Book using**- Ask students to open their students' books and trace letter Dd.- Check random students’ books. | * Answer teacher’s questions.
* Watch
* Write
* Trace
 |
| **3. Practice (10’): Act 2. Look, tick (✓) and say** |
| **Goal** | * Develop students’ speaking skills
* Develop students’ confidence
 |
| **Content** | * Tick the correct boxes
* Talk to the friends
 |
| **Outcome** | * Students can read and recognize the word that describe the animal, tick and say what they see in the pictures.
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| **Implementation** | * Review the words: *cat, duck, donkey* by body language/actions.
* Tell students that they are going to look at the pictures, tick (✓) their answers themselves then talk to their friends.
* Model: Explain how to tick (✓) the correct boxes and what to say by using the example in the book.
* Give students two minutes to tick (✓) the correct boxes with their knowledge.
* After two minutes, ask students to work in groups of four and talk about themselves in the groups.
* Go around the class, monitor and offer help if necessary.
* Check students’ performance by inviting some volunteers to talk in front of the class.
* Give feedback.

***Key:*** **\*Book using:**- Get the students to look at the pictures and repeat the sentences. | * Follow teacher’s instructions
* Answer the questions.
* Tick (✓) and say.
* Look at the pictures and repeat the sentences.
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| **4. Production (8’): GAME: Whispering** |
| **Goal** | * Revise what students have learnt
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| **Content** | * Revise words and structures by the game
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| **Outcome** | * Use the sentences they have learnt to play the game.
* Perform confidently in a comfortable environment with friends, without control
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| **Implementation** | **\*Game: Whispering**- Ask (minimum 3, maximum 6) students from each team to line up and to make a train. - Whisper a big *D* (or small *d*, *a duck, a donkey*) into the ear of the first student. This student will then whisper it to the following student, etc. - The last student has to run to the board and write what they hear. - The fastest student writes the correct answer gets the star for his/her team.- Ask the class speak aloud the question “What is it?” and the fastest student answers beginning with *“It is ….”*.- Make sure the students keep whispering and try to help and correct them the first few times. - A good example should be set before playing game. | * Follow teacher’s instructions
* Play the game
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| **Sum-up (2’)** | * Review all what they have learned by using flashcards.
* Count the stars.
* Give compliments.
 | * Look and say
* Count the stars
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