**Class: 1**

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

|  |  |  |
| --- | --- | --- |
| **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. | |
| **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. | |
| **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 | |
| **Content** | * Play a warm-up song/ Play a short game * Group division * Class rules | |
| **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. |
| **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. | |
| **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. |
| **4. Production (8’): GAME: Whispering** | | |
| **Goal** | * Revise what students have learnt | |
| **Content** | * Revise words and structures by the game | |
| **Outcome** | * Use the sentences they have learnt to play the game. * Perform confidently in a comfortable environment with friends, without control | |
| **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 |
| **Sum-up (2’)** | * Review all what they have learned by using flashcards. * Count the stars. * Give compliments. | * Look and say * Count the stars |