

:Date	Class: 8A	Unit1 : <i>Wonderful Ocean World</i>	Lesson/Activity: 5
:Aims/Learning Outcomes	<i>1. to hone the Ss knowledge of the writing route to write an e-mail to other ITC members.2</i>		
Warm-up/ Vocabulary	<i>Get Ss to memories some free time activities</i>		
Teaching Materials/ Resources	<i>Act1, SB.p.5 & CB.p.5 Act2, SB.p.5 Portfolio</i>		
Teaching Strategies/Methods	Implementation Approach/ Activities	Formative /Summative Assessment	Enrichment/Remedial Plans
Survey () .Brainstorming (*) Predict, interpret, () .etc Collaborative (*) .learning Figure (7) the () cognitive .Measurement () Story () .Mind maps () Inductive () exploration Learning by doing () .Role-play (*) ,Peer learning (*) Problem Solving () :Others •	Warm-Up: <i>T.gets Ss to say what are the categories of words in English.</i> Step1: <i>T. asks Ss to sit in 5 groups and then ask one S from each group to write one word and pass the marker to the next S. At the end count the number of words and say which group won the game.</i> Step 2: <i>T asks Ss to look at the pictures and remember. Then, Ss read and circle the answers in their SB. Ss look back at the story and check the answers.</i> Step 3: <i>T. gets Ss to read the story again. T. checks Ss' general understanding. Ss discuss why the characters are too busy. T. writes any idea Ss suggest.</i> Step 4: <i>T. asks Ss to look back at the story of busy Basim and lazy Latifa CB.p.6. Ss should write the appropriate activities below the lazy or busy bowl of each character.</i> Step 5: <i>T. gets Ss order words from the unit into ns, vs, adjs, advs, regular and irregular vs. Ss choose 10 spelling from their list for self-testing in lesson 15.</i>	<i>Whole and individual observation.</i> <i>T. monitors individual responses to various tasks.</i> <i>Group work dynamics</i> <i>Ss' interaction</i> <i>Putting words into their corresponding lexical categories</i> <i>Scanning</i>	
:Homework			

:Teacher's Comments and Reflection	
:Supervisor's Signature:	Senior Supervisor's Signature