

WEEK 5

Date of preparing: 30/9/2024

Date of teaching: 30/9-04/10/2024

Period: 9

**UNIT 1: IS THIS YOUR MOM?
LESSON: 1**

I. AIMS: Students know how to say family names.

II. OBJECTIVES: By the end of this lesson, students will be able to

- identify 6 family names.
- use the family names in the context of a chant.

III. LANGUAGE:

Language focus: listening, speaking

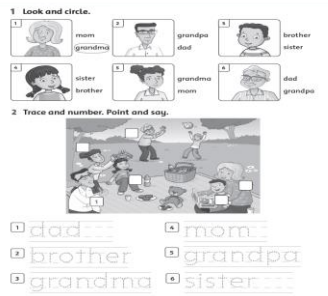
Vocabulary: mom, dad, brother, sister, grandpa, grandma

IV. RESOURCES AND MATERIALS:

Flash cards 9-14, audio tracks 17, 19, 20; stickers

V. TEACHING PROCEDURES:

STAGES	TEACHER'S ACTIVITIES	NOTES
Warm up	- Greet students Hello song - Ask students sing along the song	whole class
Review	Chant track 17 (review days of the week) Place word cards around the class Play the chant Ask students to chant and point.	whole class
Present information	Lead in: - Show students a picture of your family, tell them about your family - Students listen and repeat family names - Ask students to repeat in chorus - Students pass the Flashcards and read the vocabulary individually	whole class
Guided practice	1. Listen and point. Track 19 - Play the track 19, listen and point - Play again, ask students to listen and point - Play again, ask students to listen and repeat Matching Game: - Students work in group of 5	

	<ul style="list-style-type: none"> - Match the words to correct pictures 2. Listen and chant. Track 20 - Students listen to track 20 - Divide the class into 6 groups - Give each group a flashcard - Play the chant again - Students listen and stand up when they hear their group’s family name - Students listen and chant along 3. Point and say. Stick. - Show students how to do: <ul style="list-style-type: none"> • point to each family name and say the words. • say: <i>”Let’s stick!”</i> • stick the <i>grandpa</i> sticker and say: “GRANDPA” - Ask students to work in pairs to say and stick - Go around to help 	<p>PAIR</p>
<p>Pair/ group practice</p>	<p>Below level:</p> <ul style="list-style-type: none"> - Place flashcards on the board - Students take turns to read the words aloud. <p>At level:</p> <ul style="list-style-type: none"> - Place flashcards on the board - Ask students to close their eyes. Take away 1 card. - Ask a volunteer to say which one is missing <p>Above level:</p> <ul style="list-style-type: none"> - Place flashcards on the board - Ask students to close their eyes. Take away 1 card. - Ask a volunteer to say which one is missing and write the missing word on the board. <p>Pairwork:</p> 	<p>groups</p> <p>Pairs</p>

	<ul style="list-style-type: none"> - Ask students to look at the picture and circle - Students work in pairs. 4. Workbook p. 10 - Ask student to do exercise in workbook p.10 - Go around to help and encourage the students 	individuals
Conclusion	<p>Draw Ask student to draw a member in his/her family, then write: <i>This is my.....</i></p> <p>Goodbye song</p>	Whole class

VI. CONSOLIDATION:

- Students look at the picture and say the word.

VII. HOMEWORK – PREPARATION - REMARK

- Students learn words by heart.
- Prepare for the next period.
- Teacher remarks the learning period class.

WEEK 5

Date of preparing: 30/9/2024

Date of teaching: 30/9-04/10/2024

Period: 10

**UNIT 1 : IS THIS YOUR MOM?
LESSON 2 : GRAMMAR AND SONG**

I. AIMS: Students know how to ask and answer about family names.

II. OBJECTIVES: By the end of this lesson, students will be able to

- ask question: "Is this your (mom)?"
- answer: "Yes, it is./ No, it isn't."
- sing a song

III. LANGUAGE:

Language focus: listening, speaking

Grammar: *Is this your (mom)?*

Yes, it is. / No, it isn't.




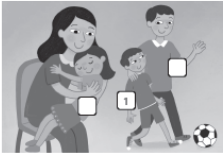
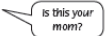

IV. RESOURCES AND MATERIALS:

Flash cards 9-14, audio tracks 20, 21, 22, photo of your family, crayons, worksheet

V. TEACHING PROCEDURES:

STAGES	TEACHER'S ACTIVITIES	NOTES
Warm up	- Greet the students - Sing Hello song - Class rules	whole class
Review	What's missing? game Chant track 20	whole class
Present information	Lead in: - Hold up each of the Flashcards 9-14 for children to say the family names. - Place the flashcards on the board - Ask volunteered students to write the words below the flashcards. - Point to the MOM flashcard and ask: " Is this your mom? " - Elicit the answer: " Yes, it is ". - Point to the BROTHER flashcard and ask: " Is this your dad? " - Elicit the answer: " No, it isn't. This is my brother. "	whole class
	1. Listen and repeat track 21 - Play track 21, listen and point	Whole class

Guided practice	<ul style="list-style-type: none"> - Play again, ask students to listen and point - Play again, ask students to listen and repeat <p>2. Listen and sing: track 22</p> <ul style="list-style-type: none"> - point to the picture and elicit as much information as you can. - Say “Let’s sing!” and play the recording for the children to listen to - Play the recording again and sing along. 	
Pair/ group practice	<p>3. Match the pictures to the words and say.</p> <ul style="list-style-type: none"> - Point to GRANDPA flashcard and ask: Is this your (sister)? - Trace the path - Ask students to work in pairs to ask, answer and draw lines. <p>•Below level:</p> <ul style="list-style-type: none"> - Place flashcards 9-14 around the room. - Play track 22. - Students sing and point to correct flashcards. <p>• At level:</p> <ul style="list-style-type: none"> - Take their pictures (lesson 1) - Play track 22. - Students sing and hold up their pictures. <p>• Above level:</p> <ul style="list-style-type: none"> - Take their pictures (lesson 1) - Play track 22. - Students sing and hold up their pictures. - Ask students to write the name of the song next to their pictures: Is this your mom? <p>LET’S TALK</p> <ul style="list-style-type: none"> - Students work in pair read the sentence in speech bubble. - Students ask and answer about other family members. - Move around to help <p>4. Workbook p. 11</p> <ul style="list-style-type: none"> - Ask student to do exercise in workbook p.5 - Go around to help and encourage the students 	<p>Pairs</p> <p>Groups</p> <p>pairs</p> <p>individuals</p>
Conclusion	Worksheet	

	<p>1 Read and circle.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>1 </p> <p>Is this your sister?</p> <p><u>Yes, it is.</u> No, it isn't.</p> </div> <div style="text-align: center;"> <p>2 </p> <p>Is this your dad?</p> <p>Yes, it is. No, it isn't.</p> </div> <div style="text-align: center;"> <p>3 </p> <p>Is this your brother?</p> <p>Yes, it is. No, it isn't.</p> </div> </div> <p>2 Read, trace, and number. Point, ask, and answer.</p> <div style="text-align: center;">  </div> <div style="margin-top: 10px;"> <p>1 Is this your grandpa? <u>No, it isn't.</u> This is my brother.</p> <p>2 Is this your sister? <u>Yes, it is.</u></p> <p>3 Is this your dad? <u>Yes, it is.</u></p> <div style="margin-top: 10px;"> <p> </p> </div> </div>	
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VI. CONSOLIDATION:


- Students look at the pictures and say the word.

VII. HOMEWORK – PREPARATION - REMARK

- Students learn words by heart.
- Prepare for the next period.
- Teacher remarks the learning period class.

Kiểm tra ngày 04 tháng 10 năm 2024

Tổ trưởng



Huỳnh Thị Yến Trang

WEEK 6

Date of preparing: 30/9/2024

Date of teaching: 07/10 – 11/10/2024

Period: 11

**UNIT 1: IS THIS YOUR MOM?
LESSON 3 : SOUNDS AND LETTERS**

I. AIMS: Students know how to recognize N and O and pronounce /n/, /ɔ:/, /ɑ:/

II. OBJECTIVES: By the end of this lesson, students will be able to

- recognize the upper- and lowercase forms of the letters N and O and associate them with the sounds /n/, /ɔ:/, /ɑ:/
- pronounce the sounds /n/, /ɔ:/, /ɑ:/

III. LANGUAGE:

Language focus: listening, speaking, writing

Vocabulary: *nose, neck, orange, octopus*

Review: I'm (Nellie). This is my (nose).

IV. RESOURCES AND MATERIALS:


Audio tracks 23-24

Phonics card 20-23

V. TEACHING PROCEDURES:

STAGES	TEACHER'S ACTIVITIES	NOTES
Warm up	- Greeting - Play HELLO SONG , ask student to sing along - Class rules	whole class
Review	Let's chant track 09 - Place Phonics cards 1-2 on the board - Students chant and point to the correct one	whole class
Present information	Lead in: - Draw the uppercase N and O and lowercase n and o on the board. - Say the sounds /n/, /ɔ:/, /ɑ:/ - Draw dotted outlines of the uppercase N, O and lowercase n, o on the board. - Ask different students to come to the board and connect the dots.	whole class

<p>Guided Practice</p>	<p>1. Listen, point, and repeat. Write. Track 23.</p> <ul style="list-style-type: none"> - Play track 23, listen and point - Play again, ask students to listen and point - Play again, ask students to listen and repeat - Model the writing activity <p>2. Listen and chant: track 24</p> <ul style="list-style-type: none"> - Point to the girl and say: “I’m Nellie. This is my nose. This is my neck.” - Point to the boy and say: “I’m Ollie. This is my orange and my octopus.” - Play the recording, ask students to listen to the chant. - Put Phonics cards 20-23 in different places around the room. - Play the chant again - Students point to the cards. - Play the chant again, pause for students to repeat. <p>3. Stick and say.</p> <ul style="list-style-type: none"> - Point to the picture and the letter o and elicit sounds /ɔ:/, /ɑ:/ - Say Let’s stick! Hold up the o sticker and model placing it in the book in the correct position, while saying /ɔ:/. - Continue with other pictures. 	<p>Whole class</p> <p>individuals</p>
<p>Pair/ group practice</p>	<p>4. Point to letters Nn and Oo.</p> <ul style="list-style-type: none"> - Read the sentences aloud. Students listen and point Read again Ask students to hand up when they hear the sounds / ɔ:/, /ɑ:/ Students listen again, point to the letters Nn and Oo. <p>• Below level:</p> <ul style="list-style-type: none"> - Divide the class into 4 groups: “nose”, “neck”, “orange” and “octopus” - Play the chant again. Each group should stand up and sit down again when they hear their word. <p>• At level:</p> <ul style="list-style-type: none"> - Divide the class into 4 groups: “nose”, “neck”, “orange” and “octopus” - Play the chant again. Each group should stand up and sit down and say their word. - Switch groups and repeat. <p>• Above level:</p>	<p>Pairs</p> <p>groups</p>

	<ul style="list-style-type: none"> - Place the flashcards around the room. - Divide the class into 4 groups: “nose”, “neck”, “orange” and “octopus” - Play the chant again. Each group should stand up and sit down, say their word; and point to the correct cards. - Switch groups and repeat. <p style="text-align: center;">4. Game:</p> <p>Listen to the sounds and choose the correct pictures</p> <p style="text-align: center;">5. Workbook p. 12</p> <ul style="list-style-type: none"> - Ask student to do exercise in workbook p.12 - Go around to help and encourage the students 	individu als
Conclusion	<p>Worksheet</p>  <p>Goodbye song</p>	

VI. CONSOLIDATION:

- Students look at the pictures and say the word.

VII. HOMEWORK – PREPARATION - REMARK

- Students learn words by heart.
- Prepare for the next period.
- Teacher remarks the learning period class.

WEEK 6

Date of preparing: 30/9/2024

Date of teaching: 07/10 – 11/10/2024

Period: 12

UNIT 1: IS THIS YOUR MOM?**LESSON 4: NUMBERS****I. AIMS:** Students know how to recognize numbers 11, 12**II. OBJECTIVES:** By the end of this lesson, students will be able to

- Recognize, say and write the numbers 11 and 12
- use the numbers 11 and 12 in the context of a song





III. LANGUAGE:**Language focus:** listening, speaking, writing**Vocabulary:** 11, 12, eleven, twelve**Extra language:** arrive, in line**IV. RESOURCES AND MATERIALS:**

Audio tracks 25, 26

V. TEACHING PROCEDURES:

STAGES	TEACHER'S ACTIVITIES	NOTES
Warm up	<ul style="list-style-type: none"> - Play HELLO SONG, ask student to sing along - Ask students to greet each other in pairs. - Remind students about Class rules - Stick Class rules on the board 	whole class
Review	Song (Track 12) Student sing along	whole class
Present information	Lead in: <ul style="list-style-type: none"> - Hold up 11 pens, count and say 11 - Model the word for children to repeat. - Write number 11 on the board and say ELEVEN. - Draw dotted outlines of the number 11 on the board and demo how to write them. - Do the same steps to teach number 12. 	whole class
Guided practice	1. Listen, point, and repeat. Write. Track 25 <ul style="list-style-type: none"> - Play track 25, listen and point - Play again, ask students to listen and point - Play again, ask students to listen and repeat - Model the writing activity - Ask students to trace and write the numbers 2. Point and sing: track 26 <ul style="list-style-type: none"> - Point to the picture and count MOMS/DADS 	

	<ul style="list-style-type: none"> - Ask students to repeat - Read the song. Ask students to repeat. - Play all of the song - Ask students to listen and point to the pictures as they hear the words. <p>3. Count and say.</p> <ul style="list-style-type: none"> - Point to the MOMS and say: HOW MANY? - Encourage the children to count and say: TWELVE - Continue with DADS, BOYS, GIRLS 	
<p>Pair/ group practice</p>	<ul style="list-style-type: none"> • Below level: Divide the class into 3 groups: 1-4, 5-8, and 9-10. <p>The first group: count 1, 2, 3, 4 and clap The second group: count 5, 6, 7, 8 and stomp their feet The third group: count 9, 10, 11, 12 and tap their desks</p> <ul style="list-style-type: none"> • At level: count from 1 to 12 • Above level: <ul style="list-style-type: none"> - Divide the class into 2 groups - Group 1 sings the 1st verse; group 2 sings the 2nd verse <p>Let's talk</p> <ul style="list-style-type: none"> - Ask students to look at the picture and speech bubble. - Say: Eleven. - Ask: “How many dads?” - Students work in pairs counting school things. <p>Game: <i>Count and choose the correct numbers</i></p> <p>Pair work: using printable resources</p> <ul style="list-style-type: none"> - Ask students to work in pair - Model how to do on the board 	<p>groups</p> <p>pairs</p> <p>pairs</p>

	<p>1 Trace and match.</p> <p>11 twelve</p> <p>12 eleven</p> <p>2 Count and circle.</p>  <p>1 10 12 moms 3 7 8 girls 2 11 9 dads 4 5 6 boys</p> <p>3 Count and write.</p> <p> 10 ten lions</p> <p> _____ keys</p> <p> _____ lollipops</p> <p>4. Workbook p.13</p> <ul style="list-style-type: none"> - Ask student to do exercise in workbook p.13 - Go around to help and encourage the students 	<p>individuals</p>
<p>Conclusion</p>	<p>Game Goodbye song</p>	

VI. CONSOLIDATION:


- Students look at the pictures and say the word.

VII. HOMEWORK – PREPARATION - REMARK

- Students learn words by heart.
- Prepare for the next period.
- Teacher remarks the learning period class.

Kiểm tra ngày 04 tháng 10 năm 2024

Tổ trưởng



Huỳnh Thị Yến Trang

WEEK 7

Date of preparing: 30/9/2024

Date of teaching: 14/10-18/10/2024

Period: 13

**UNIT 1 : IS THIS YOUR MOM?
LESSON 5 : SOUNDS AND LETTERS**

I. AIMS: Students know how to recognize P and pronounce /p/

II. OBJECTIVES: By the end of this lesson, students will be able to

- recognize the upper- and lowercase forms of the letter P and associate them with the sound /p/
- pronounce the sound /p/

III. LANGUAGE:

Language focus: listening, speaking and writing

Vocabulary: *panda, pen*

She has a (pen).

IV. RESOURCES AND MATERIALS:

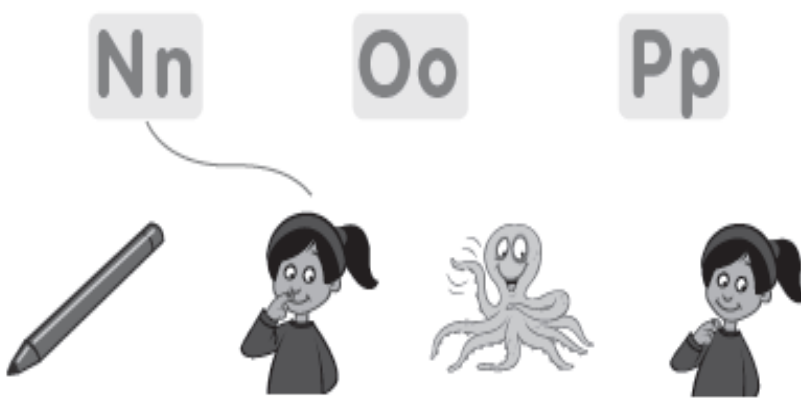
Audio tracks 27-28

Phonics card 24-25, work sheet

V. TEACHING PROCEDURES:

STAGES	TEACHER'S ACTIVITIES	NOTES
Warm up	<ul style="list-style-type: none"> - Greeting - Play HELLO SONG, ask student to sing along - Class rules 	whole class
Review	Song track 26	whole class
Present information	<p>Lead in:</p> <ul style="list-style-type: none"> - Draw the uppercase P and lowercase p on the board. - Say the sound /p/. - Draw dotted outlines of the uppercase P and lowercase p on the board. - Ask different students to come to the board and connect the dots. 	whole class

<p>Guided practice</p>	<p>1. Listen, point, and repeat. Write. Track 27</p> <ul style="list-style-type: none"> - Play track 27, listen and point - Play again, ask students to listen and point - Play again, ask students to listen and repeat - Model the writing activity <p>2. Listen and chant: track 28</p> <ul style="list-style-type: none"> - Point to the picture and say: “This is Polly. Polly is a panda. She has a pen.” - Ask students to repeat. - Play the recording, ask students to listen to the chant. - Play the chant again - Students stand up when they hear: panda, Polly, pen. - Play the chant again, pause for students to repeat. 	
<p>Pair/ group practice</p>	<ul style="list-style-type: none"> • Below level: Chant and mime • At level: <ul style="list-style-type: none"> - Place phonics cards around the room. - Students chant and point. • Above level: <ul style="list-style-type: none"> - Students write their own chant with P words. - Help them. - Students read their chant. <p>3. Stick and say.</p> <ul style="list-style-type: none"> - Point to the picture and elicit the words: Panda, pen - Say Let’s stick! Hold up the P sticker. Say the sound /p/. - Stick letter P next to the picture of the panda. - Say Now your turn! <p>Pair work</p> <ul style="list-style-type: none"> - Show them how to do. - Ask them to match and say <p>4. Point to the letter Pp</p> <ul style="list-style-type: none"> - Point o the diagram and say: Point to the letter P and p - Ask students to find other P and point - Students work in pairs to find and point. <p>4. Workbook p. 14</p> <ul style="list-style-type: none"> - Ask student to do exercise in workbook p.14 - Go around to help and encourage the students 	<p>groups</p> <p>pairs</p> <p>Pairs</p> <p>individuals</p>
<p>Conclusion</p>	<p>Guessing game</p> <ul style="list-style-type: none"> - Ask 1 student to stand in the front 	<p>Whole class</p>

	<ul style="list-style-type: none">- Show other students a flashcard (duck, car, cat, dog).- They must give their classmates clues by making the sound- The student in the front has to make a guess <p>Worksheet</p> <p>2 Match and say.</p> 	
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VI. CONSOLIDATION:

- Students look at the pictures and say the word.

VII. HOMEWORK – PREPARATION - REMARK

- Students learn words by heart.
- Prepare for the next period.
- Teacher remarks the learning period class.

WEEK 7

Date of preparing: 30/9/2024

Date of teaching: 14/10-18/10/2024

Period: 14

**UNIT 1: IS THIS YOUR MOM?
LESSON 6 : STORY**

I. AIMS: Students know that it is good to be polite at other people's home.

II. OBJECTIVES: By the end of this lesson, students will be able to

- understand a short story
- understand that it is good to BE POLITE AT OTHER PEOPLE'S HOME
- review and consolidate language introduced in unit 1

III. LANGUAGE:

Language focus: listening, speaking, READING

Vocabulary: review unit 1

IV. RESOURCES AND MATERIALS:

Flash cards 9-14, audio tracks 29, video unit 1, worksheet

V. TEACHING PROCEDURES:

STAGES	TEACHER'S ACTIVITIES	NOTES
Warm up	<ul style="list-style-type: none"> - Greet students Hello song - Ask students sing along the song - Stick Class rules 	whole class
Review	<p>Beanbag Game (review: family names)</p> <ul style="list-style-type: none"> - Tell students the rules of the game. - Play a song. - While the song is playing, students pass a bag to the person next to them (<i>hand by hand</i>). - Whenever the song is stopped, the person who is holding the bag must stand up and take out a picture. Student looks and says the word. - Stop the song several times to get more students to say. 	whole class
Present information	<p>Lead in:</p> <ul style="list-style-type: none"> - Give flashcards 9-14 to 6 students. - Say a word, students with the card stands up and says: This is my (mom). - Ask the whole class to say: Nice to meet you! 	Whole class

<p>Guided practice</p>	<p><i>Video unit 1</i> - Before watching, point to pictures in the book and ask: Who is this? - Students look and answer the questions. - Ask students to guess where they are and what they are doing (in Vietnamese) - Play the video clip - Ask students to answer 1. Listen to the story. Track 29 - Ask students to tell what happens in this story. Students share their ideas in Vietnamese. - Ask the students to point to the picture as they listen to the story. - Play the track again, students listen and point to each character as they listen to the story. 2. Read and say. a. Substitution drill: - Write: <i>Is this your....?</i> on the board - Hold up flashcards 9-14, one by one - Ask students to repeat the questions b. Point and read: - Point and read in chorus - Students read individually 3. Listen again and repeat. Act. Track 29 - Divide the class into groups of 5 to play the parts of Rosy, Billy, Lucy Grandpa and Mom. - Students practice acting out the story with the help of the recording.</p>	
<p>Pair/ group practice</p>	<p>• Below level: - Pass the flashcards 9-14, play the music. - Stop the music - Say a word. - Student who is holding the flashcards stand up and repeat the word. • At level: - Pass the flashcards 9-14, play the music. - Stop the music - Students who are holding the flashcards stand up and say the word. • Above level:</p>	<p>groups</p> <p>individuals</p>

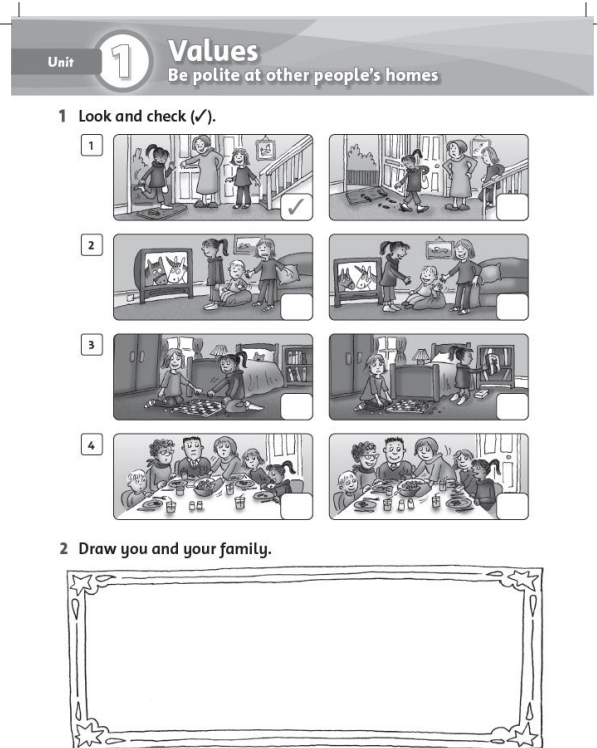
- Pass the flashcards 9-14, play the music.
- Stop the music
- Students who are holding the flashcards stand up and say: **This is my....**

3. Workbook p. 15

- Ask student to do exercise in workbook p.15
- Go around to help and encourage the students

VALUES: Be polite at other people’s homes

- Give each student a worksheet



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PART 1:

- Ask students to look at the pictures in part 1
- Point to the first picture in number 1 and ask: **Is this girl polite?**
- Elicit the answer **Yes.**
- Ask them to share their ideas
- Say: **Be polite at other people’s homes!** And write a tick.
- Do the same steps for numbers 2, 3 and 4
- Tell them: “It is good to be polite at other people homes!”

	- Ask them to repeat. PART 2: - Ask students to draw a picture of you and your family - Students color it	
Conclusion	Goodbye song Students sing along	individuals

VI. CONSOLIDATION:

- Students look at the pictures and say the word.

VII. HOMEWORK – PREPARATION - REMARK

- Students learn words by heart.
- Prepare for the next period.
- Teacher remarks the learning period class.

Kiểm tra ngày 04 tháng 10 năm 2024

Tổ trưởng

Huỳnh Thị Yến Trang

WEEK 8

Date of preparing: 30/9/2024

Date of teaching: 21/10 -25/10/2024

Period: 15

**UNIT 1 : IS THIS YOUR MOM?
CULTURE 1 : PETS IN THAILAND**

I. AIMS: Students know about Pets in Thailand.

II. OBJECTIVES: By the end of this lesson, students will be able to:

- To say the names of animals we keep as pets.
- To describe a pet.

III. LANGUAGE:

Language focus: listening, speaking, reading

Vocabulary: fish, pet, cat, dog, hamster

Review: colors

Extra language: *My pet is (brown). My pet has (two black eyes). What a good (hamster)! My favorite animal is ...*

IV. RESOURCES AND MATERIALS:

Flash cards 56-59, audio track 89

V. TEACHING PROCEDURES:

STAGES	TEACHER'S ACTIVITIES	NOTES
Warm up	- Greet students Hello song Ask students sing along the song	whole class
Review	Board race - Put the class into teams. - Give them a minute to write a list of as many animals as they can in English. Groupwork: - Students work in groups. - Ask them to group the animals they wrote into 2 groups: at home/ in the jungle - Tell students the animals live at our home are called PETS.	whole class
Present information	Lead in:	whole class

	<ul style="list-style-type: none"> - Play the video https://youtu.be/w9mS4CGGH38 (amazing Thailand) Or show them a picture - Ask students: What country is it? - Tell them: Pets in Thailand is not different from those in Vietnam. - Use Flashcards 56–59 to elicit the vocabulary for this lesson. Hold up the animal flashcards one at a time and ask <i>What's this?</i> Model any words that children do not know. - Put the flashcards on the board and point to each one, one at a time, for children to say the words again. 	
Guided practice	<ol style="list-style-type: none"> 1. Listen, point, and repeat. Track 98 <ul style="list-style-type: none"> - Play the first part of the track - Students listen and point. - Play the second part of the track - Students point and repeat. - Play several times if necessary. 2. Song: https://youtu.be/pWepfJ-8XU0 Pets song 3. Read, look and say. <ul style="list-style-type: none"> - Put the flashcard of the pets on the board. Point to the pet's eyes, nose, and ears and check if students know these words. - Now point to the pet's fur or ears or eyes and ask: What color are they? - Elicit some different colors from the class. - For each pet elicit or say the following My pet is brown/ black/ orange/ white, etc. My pet has a black nose. My pet has green /brown eyes. My pet has white/brown ears. Encourage the children to repeat with you. - Finish by saying What a good dog/cat/hamster/fish! - Encourage the children to repeat with you. 	Whole class

	<ul style="list-style-type: none"> - Hold up your book and point to the pictures. - Point to each pet one at a time and elicit some information about them. - Now read sentences 1 to 4. - Tell the children to complete the sentences with the correct pet. 			
<p>Pair/ group practice</p>	<p>Pair work</p> <p>Encourage the children to point to the pictures and say the sentences with a partner.</p> <p style="text-align: center;">4. Point and say</p> <ul style="list-style-type: none"> - Encourage the children to point to the pictures and say the words with a partner. - Model a few sentences together with the class and then put children in pairs to practice saying <i>It's a (cat)</i>. <p style="text-align: center;">4. Guessing game</p> <ul style="list-style-type: none"> - read poem: <i>Dear zoo</i> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> Dear zoo By Rod Campbell I wrote to the zoo To send me a pet They sent me (<i>an elephant</i>) He was too big! I sent him back. So they sent me (<i>a giraffe</i>) He was too tall I sent him back. So they sent me (a lion) He was so fierce! I sent him back So they sent me (a camel) He was too grumpy! I sent him back </td> <td style="width: 50%; padding: 5px;"> So they sent me (a snake) He was too scary! I sent him back So they sent me (a monkey) He was too naughty! I sent him back So they sent me (a frog) He was too jumpy! Oh I sent him back So they thought very hard And sent me a puppy He was perfect I kept him. https://youtu.be/FbgMWF1rwOY </td> </tr> </table> <p>- change the animals and adjectives, make the poem familiar to the children. EX: a fish/wet, a cat/lazy, a hamster/small, ...</p>	Dear zoo By Rod Campbell I wrote to the zoo To send me a pet They sent me (<i>an elephant</i>) He was too big ! I sent him back. So they sent me (<i>a giraffe</i>) He was too tall I sent him back. So they sent me (a lion) He was so fierce ! I sent him back So they sent me (a camel) He was too grumpy ! I sent him back	So they sent me (a snake) He was too scary ! I sent him back So they sent me (a monkey) He was too naughty ! I sent him back So they sent me (a frog) He was too jumpy ! Oh I sent him back So they thought very hard And sent me a puppy He was perfect I kept him. https://youtu.be/FbgMWF1rwOY	<p>pairs</p> <p>groups</p>
Dear zoo By Rod Campbell I wrote to the zoo To send me a pet They sent me (<i>an elephant</i>) He was too big ! I sent him back. So they sent me (<i>a giraffe</i>) He was too tall I sent him back. So they sent me (a lion) He was so fierce ! I sent him back So they sent me (a camel) He was too grumpy ! I sent him back	So they sent me (a snake) He was too scary ! I sent him back So they sent me (a monkey) He was too naughty ! I sent him back So they sent me (a frog) He was too jumpy ! Oh I sent him back So they thought very hard And sent me a puppy He was perfect I kept him. https://youtu.be/FbgMWF1rwOY			

	<ul style="list-style-type: none"> - make the sound or do the actions - ask students to guess - students listen and guess - Continue the game until you have practiced all of the words from the vocabulary set. 	
Conclusion	<p>Free practice</p> <ul style="list-style-type: none"> • Below level: Ask children to invent a pet. They should invent a name for it and decide what it looks like. They can draw a picture of their pet. • At level: Ask children to invent a pet. They should invent a name for it and decide what it looks like. They can draw a picture of their pet. Ask them to write a simple text about the pet. Give them sentence stems to help them, e.g. <i>My pet is a ...</i>, <i>What a good ...!</i> They can display their pictures in the classroom. • Above level: Ask children to invent a pet. They should invent a name for it and decide what it looks like. They can draw a picture of their pet. Ask them to write a description with as many details as possible, including the pets' color and how many eyes/ears it has got, etc. Help students to incorporate any new or requested vocabulary. Remember to make a note of anything new so that it can be reviewed 	individuals

VI. CONSOLIDATION:

- Students look at the pictures and say the word.

VII. HOMEWORK – PREPARATION - REMARK

- Students learn words by heart.

- Prepare for the next period.

- Teacher remarks the learning period class.

WEEK 8

Date of preparing: 30/9/2024

Date of teaching: 21/10 -25/10/2024

Period: 16

**UNIT 1: IS THIS YOUR MOM?
CONSOLIDATION AND TEST UNIT 1**

I. AIMS: Students do test 1**II. OBJECTIVES:** By the end of this lesson, students will be able to

- Review unit 1
- Check their understanding about colors, counting 3-4
- Get feedback for students' learning as well as teacher's teaching

III. LANGUAGE:**Language focus:** listening, speaking**Vocabulary:** review unit 1**IV. RESOURCES AND MATERIALS:**

Flash cards, audio tracks, worksheet P. 15, 16

V. TEACHING PROCEDURES:

STAGES	TEACHER'S ACTIVITIES	NOTES
Warm up	<ul style="list-style-type: none"> - Greet students Hello song - Ask students sing along the song - Ask students to say aloud 4 class rules - Stick Class rules on the board 	whole class
Review	<p>Telephone game (family names)</p> <ul style="list-style-type: none"> - Whisper a word into the ears of the first students in each row. - They whisper the word into the next student's ear in their row until the whisper gets to the last student in the row. - The last student in the row has to say out the word and hold up the correct r flashcard. - The team or teams that get the pronunciation right scores a point. 	whole class
Test	<ul style="list-style-type: none"> - Show them how to do step by step - Give an example - Students do the test 	whole class

<p>Conclusion</p>	<p>- Students hand in their paper</p> <p>Goodbye song</p> <p>Students sing along</p>	<p>individuals</p>

VI. CONSOLIDATION:

- Students look at the pictures and say the word.

VII. HOMEWORK – PREPARATION - REMARK

- Students learn words by heart.
- Prepare for the next period.
- Teacher remarks the learning period class.

WEEK 9

Date of preparing: 30/9/2024

Date of teaching: 28/10-01/11/2024

Period: 17

UNIT 2: HE'S HAPPY.**LESSON 1: WORDS****I. AIMS:** Students know how to say 6 feelings words.**II. OBJECTIVES:** By the end of this lesson, students will be able to

- identify 6 feelings words
- use these words in the context of a chant

III. LANGUAGE:**Language focus:** listening, speaking**Vocabulary:** happy, sad, hungry, thirsty, hot, cold**IV. RESOURCES AND MATERIALS:**

Flash cards 15-20, audio tracks 22, 30, 31

V. TEACHING PROCEDURES:

STAGES	TEACHER'S ACTIVITIES	NOTES
Warm up	<ul style="list-style-type: none"> - Greet students Hello song <ul style="list-style-type: none"> - Ask students sing along the song - Stick Class rules 	whole class
Review	Snap! <ul style="list-style-type: none"> • Use flashcards 9-14 • Say a word • Reveal the cards one at time • When students see the card, they say: SNAP! 	whole class
Present information	Lead in: <ul style="list-style-type: none"> - Use Flashcards 15–20 to introduce the vocabulary for this lesson. - Hold the flashcards up one at a time - Say the words for students to repeat in chorus. - Put the flashcards in different places around the room. - Say a word. - Students point to the card and repeat the word in chorus. 	whole class

<p>Guided practice</p>	<p>4. Listen and point. Track 30</p> <ul style="list-style-type: none"> - Play the track 30, listen and point - Play again, ask students to listen and point - Play again, ask students to listen and repeat <p>Game: Hidden pictures</p> <p><i>Guessing the pictures' names</i></p> <p>5. Listen and chant. Track 31</p> <ul style="list-style-type: none"> - Students listen to track 31 - Divide the class into 6 groups - Give each group a flashcard - Play the chant again - Students listen and stand up when they hear their group's word - Students listen and chant along 	
<p>Pair/ group practice</p>	<ul style="list-style-type: none"> • Below level: Use flashcards to practice opposite words: <i>happy/sad, hungry/thirsty, hot/cold</i> <ul style="list-style-type: none"> - Put the flashcards pairs on the board. - Turn over one card - Elicit the words from the class • At level: Put the flashcards on the board <ul style="list-style-type: none"> - Have the class read - Remove 1 flashcard - Students read including the missing word. - Remove 1 more flashcard. • Above level: <ul style="list-style-type: none"> - Play the chant. - Pause at every alternate line and elicit the word from students. - Remind them that the words will be opposite of the words in the previous line. <p>3. Point and say. Stick</p> <ul style="list-style-type: none"> - Show students how to do: <ul style="list-style-type: none"> • point to Billy in the picture and say: HAPPY • point to each family member and elicit the feelings words 	<p>groups</p> <p>Pairs</p>

	<ul style="list-style-type: none">- When the card has been guessed correctly, put it on the board.- Hold up a second card and repeat the procedure.- Continue until all the cards are on the board.- Give stickers to correct answers	
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WEEK 9

Date of preparing: 30/9/2024

Date of teaching: 28/10-01/11/2024

Period: 18

UNIT 2: HE'S HAPPY.**LESSON 2: GRAMMAR AND SONG****I. AIMS:** Students know how to say feelings.**II. OBJECTIVES:** By the end of this lesson, students will be able to

- Say: *He's happy. She's hungry.*
- sing a song

III. LANGUAGE:**Language focus:** listening, speaking**Vocabulary:** He's (happy).

Happy as can be.


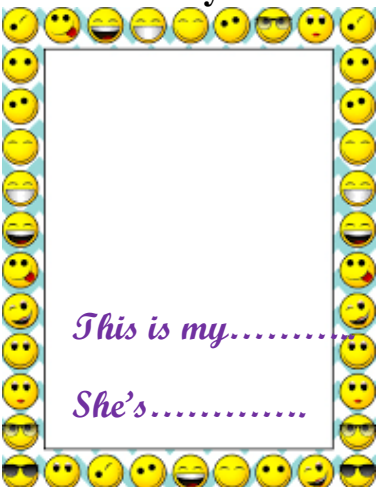
Review: boy, girl, happy, sad, hungry, thirsty, hot, cold**IV. RESOURCES AND MATERIALS:**


Flash cards 15-20, audio tracks 31-33, worksheet (printable resources)

V. TEACHING PROCEDURES:

STAGES	TEACHER'S ACTIVITIES	NOTES
Warm up	<ul style="list-style-type: none"> - Greeting - Sing Hello song - Class rules 	whole class
Review	Musical cards <ul style="list-style-type: none"> - Give students flashcards 15-20 - Play track 31, ask students to pass the cards - Stop the music. - Students who are holding the cards, stand up and say the words. - Continue in this way. 	whole class
Present information	Lead in: <ul style="list-style-type: none"> - Hold up each of the Flashcards 15-20 for children to say. - Say: <i>She's happy.</i> - Hold up desk flashcard and elicit the sentences. 	whole class
Guided practice	3. Listen and repeat (track 32) <ul style="list-style-type: none"> - Play track 32, listen and point - Play again, ask students to listen and point - Play again, ask students to listen and repeat 	Whole

	<p>4. Listen and sing. Track 33.</p> <ul style="list-style-type: none"> - Point to the pictures and elicit as much information as you can. - Mime the feelings. - Play the song. - Students listen and mime. - Play the recording again and students listen and point to the flashcards as they hear the words. - Practice several times singing and doing the actions. 	
<p>Pair/ group practice</p>	<p>5. Point and say.</p> <ul style="list-style-type: none"> - Point to picture of the girl in your book and say: <i>She's cold.</i> - Ask students to repeat in chorus - Ask students to work in pair practice saying <p>Game: Matching game</p> <p>LET'S TALK</p> <ul style="list-style-type: none"> - Ask students to look at the picture and speech bubble. - Students read the statement. <ul style="list-style-type: none"> • Below level: students work in pairs playing miming game to guess the feelings words. • At level: Divide the class into 6 groups. Give each group a flashcard (15-20) Play the song Students sing along and stand up when they hear their group's words. • Above level: give students song lyrics with some missing words. Student listen and fill in the missing words. 	<p>Groups</p> <p>pairs</p> <p>individuals</p>

	 <p>Unit 2 Grammar</p> <p>1 Look and match.</p> <p>2 Look and write. Point and say.</p> <p>3 She's cold. 4 _____ hungry.</p> <p>5 _____ thirsty. 6 _____ hot.</p> <p>7 _____ sad. 8 _____ happy.</p>	
<p>Conclusion</p>	<p>Draw and say</p>  <p><i>This is my.....</i></p> <p><i>She's.....</i></p>	

<p>Kiểm tra ngày 04 tháng 10 năm 2024</p> <p>Tổ trưởng</p>  <p>Huỳnh Thị Yến Trang</p>	<p>Duyệt của BGH ngày 7 tháng 10 năm 2024</p> <p>Phó Hiệu trưởng</p> <p>Nguyễn Thị Thanh Hải</p>
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