

WEEK 1

Date of preparing: 30/8/2024

Date of teaching: 05- 06/9/2024

Period: 1

UNIT STARTER: HELLO LESSON 1**I. AIMS:** Students know how to say 4 colors.**II. OBJECTIVES:** By the end of this lesson, students will be able to:

- Say 4 color words.
- Practice color words in song.
- Improve listening and speaking skills.

III. LANGUAGE:**Language focus:** listening, speaking**Vocabulary:** orange, pink, brown, purple**IV. RESOURCES AND MATERIALS:**

Flashcards 1-5, audio tracks 03-05, ...

V. TEACHING PROCEDURES:

STAGES	TEACHER'S ACTIVITIES	NOTES
Warm up	<ul style="list-style-type: none"> - Say "Hello" to the whole class. - Move around shake their hands and say "Hello". - Encourage students to say Hello to you. - Ask students to say Hello to the friends next to them as well as shake hands. - Play Hello song (track 01) - Practice singing the song <ul style="list-style-type: none"> • <i>Singing line by line</i> • <i>Singing along in chorus</i> <p>Guessing game:</p> <ul style="list-style-type: none"> - Show students 5 pictures in black and white: <i>an apple, a cloud, a lemon, rocks, bananas.</i> - Ask students to guess what color they are. 	whole class

	<ul style="list-style-type: none"> - Show them the colored pictures: <i>a red apple, a blue cloud, a green lemon, black rocks, yellow bananas.</i> 	
Presentation	<p>Lead in:</p> <ul style="list-style-type: none"> - Play flashcards 5-8 on the board. - Point to each picture and say the word. - Point to the cards, students say the word. 	whole class
Guided Practice	<p>1. Listen, point and repeat (track 03)</p> <ul style="list-style-type: none"> - Ask students to open their books. - Play track 3, listen and point. - Play again, ask students to listen and point. - Play again, ask students to listen and repeat. <p>Board race Game:</p> <ul style="list-style-type: none"> - Stick the flash cards around the class. - Divide students into 5 groups. - Students take turns 1 by 1. - 1 student from each group stand up. - Ask students to listen and run to the correct flashcards. - Hold up a color word: Orange. - Students run to the correct flashcards and say aloud. <p>2. Listen and point (track 04)</p> <ul style="list-style-type: none"> - Play track 4, hold up your book and point. - Students listen to track 04 again and point. - Students listen again and say the words. <p>3. Listen and sing (track 05)</p> <ul style="list-style-type: none"> - Show your book to your students, elicit as many information as you can about the picture. - Play track 05, students listen and point. - Students listen again and sing along. 	individuals

Pair/ Group practice	<p>4. Point and say. Stick.</p> <ul style="list-style-type: none"> - Show students how to do: 	groups
	<ul style="list-style-type: none"> • Point to each color and ask students to say the words. • Students point and repeat in chorus • Say:” Let’s stick!” • stick the sticker and say: “pink” <ul style="list-style-type: none"> - Ask students to work in pairs to say and stick - Go around for help if necessary. <ul style="list-style-type: none"> • Below level: Students draw an object they have with colors orange, pink, brown or purple and color it. <ul style="list-style-type: none"> - Ask them to write the color word in that colored pen or crayon. • At level: Ask students to unscramble these anagrams words: pnik, oaerng, bnrwo, pplrue <ul style="list-style-type: none"> - Ask them to write the color word in that colored pen or crayon. • Above level: Ask students to unscramble these anagrams words: pnik, oaerng, bnrwo, pplrue <ul style="list-style-type: none"> - Ask them to think of 2 more colors and write down. <p>Pair work: Printable Resources</p> <ul style="list-style-type: none"> - Show students how to do the task. - Students work in pairs. <p>4. Workbook page 4</p> <ul style="list-style-type: none"> - Ask students to do exercises in workbook page 4. <p>Go around to help and encourage the students.</p>	pairs individuals
Conclusion	<p>Sing and act out (track 05)</p> <ul style="list-style-type: none"> - Divide the class into 4 groups. - Give each group a flashcard: ROSY, TIM, BILLY, MISS JONES - Play the chant. - Students listen and stand up when they hear their group’s name. <ul style="list-style-type: none"> • GOODBYE SONG (track 02) 	groups

VI. CONSOLIDATION:

- Students look at the pictures and say the words.

VII. HOMEWORK – PREPARATION - REMARK

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

WEEK 1

Date of preparing: 30/8/2024

Date of teaching: 05-06/09/2024

Period: 2

UNIT STARTER: HELLO LESSON 2

I. AIMS: Students know how to ask and answer about their age and favorite color.

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

- *ask the question "How old are you?"*
- *say: "I like..."*
- *sing a song.*
- *Improve Listening, Speaking and Reading skills.*

III. LANGUAGE:

Language focus: listening, speaking

Vocabulary: *How old are you?*

I'm six.

I like purple.








IV. RESOURCES AND MATERIALS:

Flashcards 5-8, audio tracks 06-07, ...

V. TEACHING PROCEDURES:

STAGES	TEACHER'S ACTIVITIES	NOTES
Warm up	<ul style="list-style-type: none"> - Greet students - Play HELLO SONG, ask student to sing along. 	whole class
Review	Sing a song (track 05)	whole class
Presentation	<p>Lead in:</p> <ul style="list-style-type: none"> - Hold up each of the Flashcards 5-8 for students to say the words. - Say a color, students point and repeat. - Hold up your favorite color and say: I like (pink). - Draw a big heart and say again: I like (pink). 	whole class

<p>Guided Practice</p>	<p>1. Listen and repeat track 06</p> <ul style="list-style-type: none"> - Play track 05, listen and point. - Play again, ask students to listen and point. - Play again, ask students to listen and repeat. <p>2. Listen and sing: track 07</p> <ul style="list-style-type: none"> - Show your book to your students, elicit as many information as you can about the picture. - Play the recording for the children to listen to. - Play the recording again and sing along. 	
<p>Pair/ Proup practice</p>	<p>3. Ask and Answer</p> <ul style="list-style-type: none"> - Ask students to look at the picture and speech bubbles. - Have 2 students demonstrate the question and answer. - Ask students to work in pairs to exchange questions and answers. - Move around for help if necessary. <p>4. Look and Say</p> <ul style="list-style-type: none"> - Point to the speech bubble, model the sentence. - Ask students to work in pairs to make similar sentences using other pictures. <p>Game matching</p> <ul style="list-style-type: none"> - Write color words on the board. - Show them a color and ask: <i>What color is it?</i> - Students answer and circle the correct words. <p>. Below level:</p> <ul style="list-style-type: none"> - Mouth the color words silently. - Students guess which word is being said. <p>. At level:</p> <ul style="list-style-type: none"> - Mouth the color words silently. - Students guess which word is being said. - Students work in pairs. <p>. Above level:</p>	<p>pairs</p> <p>pairs</p> <p>groups</p>

	<ul style="list-style-type: none"> - Mouth the color words silently. - Students guess which word is being said. - Students work in pairs. <p>(ask them to use colors that they learnt in grade 1)</p> <p>Let's talk!</p> <ul style="list-style-type: none"> - Ask students to look at the picture and speech bubble. - Ask students to read the text in speech bubble. - Students work in pairs practicing using other color words. - Students work in groups of 4 doing these activities in printable resources. <p>1 Look and circle.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>1</p>  <p>How old are you? I'm five. I'm three.</p> </div> <div style="text-align: center;"> <p>2</p>  <p>How old are you? I'm six. I'm five.</p> </div> <div style="text-align: center;"> <p>3</p>  <p>How old are you? I'm three. I'm five.</p> </div> </div> <p>3 Read and circle. Point and say.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>1</p>  <p>It's a little cat.</p> </div> <div style="text-align: center;"> <p>2</p>  <p>It's a big robot.</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 20px;"> <div style="text-align: center;"> <p>3</p>  <p>It's a big balloon.</p> </div> <div style="text-align: center;"> <p>4</p>  <p>It's a little hippo.</p> </div> </div> <p>5. Workbook p.5</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>individuals</p>
<p>Conclusion</p>	<p>Pass the ball game</p> <ul style="list-style-type: none"> - Play the music and students pass a ball to play the game. - Stop the music. - The whole class asks: “How old are you?” 	

	<ul style="list-style-type: none">- The student holding the ball has to stand up and answer: "I'm....."- Give stickers to correct answers. <p>Goodbye song</p>	
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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.

Kiểm tra ngày 05 tháng 9 năm 2024
Tổ trưởng



Huỳnh Thị Yến Trang

WEEK 2

Date of preparing : 30/8/2024

Date of teaching: 09-13/9/2024

Period: 3

UNIT STARTER: HELLO LESSON 3

I. AIMS: Students know how to recognize letters a, b, c, d, e and pronounce the sounds /æ/, /b/, /k/, /d/, /e/, and /f/.

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

- recognize and trace the uppercase and lowercase forms of the letters a, b, c, d, e
- pronounce the sounds /æ/, /b/, /k/, /d/, /e/, and /f/.
- improve listening and speaking skills.

III. LANGUAGE:

Language focus: listening, writing

Vocabulary: Apple, bat, tub, cat, dog, bird, egg, fig, leaf

Extra language: *(The bird) is in (the tub).*

(The bird) is on (the leaf).



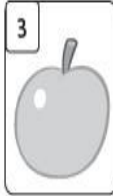



IV. RESOURCES AND MATERIALS:

Audio tracks 07-10, Phonics cards 1-9, ...

V. TEACHING PROCEDURES:

STAGES	TEACHER'S ACTIVITIES	NOTES
Warm up	<ul style="list-style-type: none"> - Greet the students. - Play HELLO SONG, ask student to sing along. - Ask students to greet each other in pairs. 	whole class
Review	Sing a song (track 07)	whole class
Presentation	<p>Lead in:</p> <ul style="list-style-type: none"> - Put phonics cards 1-9 on the board. - Point to the cards and say the word. - Point and ask students to say the words. 	whole class
Guided Practice	<p>1. Listen, point, and repeat. Write. Track 08</p> <ul style="list-style-type: none"> - Play track 08, listen and point. 	

	<ul style="list-style-type: none"> - 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 09</p> <ul style="list-style-type: none"> - Play the recording, ask students to listen to the chant. - Put Phonics cards 1–2 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. Listen to the sounds. Connect the letters. Track 10</p> <ul style="list-style-type: none"> - Play track 10. - Students connect the letters. <p>4. Look and point to the sounds b, d and f.</p> <ul style="list-style-type: none"> - Read the sentences. - Students listen. - Read again, ask students to raise their hands when they hear sounds /b/, /d/ and /f/. - Ask them to listen again and point to letters b, d, and f when they hear them in the sentences. 	
<p>Pair/ Group practice</p>	<p>Let’s talk!</p> <ul style="list-style-type: none"> - Ask students to look at the picture and speech bubble. - Ask: “<i>What is the girl holding?</i>” - Students read the text in speech bubble. - Students work in pairs and take turns saying the word. Then say other words from the lesson. - Students work in pairs doing the activity in printable resources. <p>Game: Listen and choose</p> <ul style="list-style-type: none"> - Write some words on the board. 	<p>pairs</p>

	<p>- Students listen to the sound and choose the correct words.</p> <p>Pair work</p> <p>1 Write and say.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">1 </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">2 </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">3 </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">4 </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">5 </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">6 </div> </div> <p style="text-align: center;">_c at _ _ ig _ _ pple _ _ gg _ _ og _ _ at</p> <p>• Below level:</p> <ul style="list-style-type: none"> - Place the phonics cards on the board - Create a mime for each word. - Say the word and ask students to mime <p>• At level:</p> <ul style="list-style-type: none"> - Place the phonics cards on the board - Create a mime for each word. - Say the word, students do the mime. - Mime the word, students say the word <p>• Above level:</p> <ul style="list-style-type: none"> - Place the phonics cards on the board - Create a mime for each word. - Say the word, students do the mime. - Mime the word, students say the word - Students work in pairs. <p>Workbook p. 6</p> <ul style="list-style-type: none"> - Ask student to do exercise in workbook page 6. - Go around to help and encourage the students. 	<p>groups</p> <p>pairs</p> <p>groups</p> <p>individuals</p>
<p>Conclusion</p>	<p>Telephone game:</p> <ul style="list-style-type: none"> - Whisper a word (apple, cat, dog, tub, bird, egg, fig, leaf) into the ears of the first students in each row. 	

	<ul style="list-style-type: none">- 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.- The team or teams that get the pronunciation right scores a point. <p>Goodbye song</p>	
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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 2

Date of preparing: 30/8/2024

Date of teaching: 09-13/9/2024

Period: 4

UNIT STARTER: HELLO LESSON 4**I. AIMS:** Review numbers 1-10.**II. OBJECTIVES:** By the end of this lesson, students will be able to:

- Review how to say the numbers 1-10.
- Write 1-10 in words.
- Improve listening, speaking and writing skills.

III. LANGUAGE:**Language focus:** listening, speaking and writing skills**Vocabulary:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, one, two, three, four, five, six, seven, eight, nine, ten**IV. RESOURCES AND MATERIALS:**

Audio tracks 11-12,....

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. 	whole class
Review	Chant (track 09) <ul style="list-style-type: none"> - Place Phonics cards on the board. - Play the chant. - Students listen, chant and point to the correct cards. 	whole class
Presentation	Lead in: <ul style="list-style-type: none"> - Write number 1-10 on the board. - Ask students to look at the numbers and say. 	whole class
Guided Practice	1. Listen, point, and repeat. Write. Track 11 <ul style="list-style-type: none"> - Play track 11, 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. Point and sing: track 12</p> <ul style="list-style-type: none"> - Point to the pictures and say <i>Let's count</i>. - Play track 12, students listen, clap and count. - Ask students to sing along line by line. <p>Play again and ask students to sing along.</p>	
<p>Pair/ Group Practice</p>	<p>3. Count and Say</p> <ul style="list-style-type: none"> - Point to each balloon to elicit all the colors. - Ask: <i>"How many orange balloons?"</i> - Count and say: "Four" - Say: "Now, your turn!" - Students work in pairs to ask, answer, count and write. <p>• Below level:</p> <ul style="list-style-type: none"> - Place 10 flashcards of colors on the board. Number them 1-10. - Say the color. Students say the number. <p>• At level:</p> <ul style="list-style-type: none"> - Place 10 flashcards of colors on the board. Number them 1-10. - Say the color. Students say the number. - Students work in pairs. <p>• Above level:</p> <ul style="list-style-type: none"> - Place 10 flashcards of colors on the board. Number them 1-10. - Say the color. Students say the number. - Students work in pairs. - Ask students to make sentences. <i>EX: I have 10 orange balloons.</i> <p>Let's talk</p> <p>Ask students to look at the picture and speech bubble. Say: "Six."</p>	<p>pairs</p> <p>groups</p>

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.

Kiểm tra ngày 05 tháng 9 năm 2024
Tổ trưởng



Huỳnh Thị Yến Trang

WEEK 3

Date of preparing: 30/8/2024

Date of teaching: 18-22/09/2023

Period: 5

UNIT STARTER
LESSON 5

I. AIMS: Students know how to recognize letters *g, h, j, k, l and m* and pronounce the sounds /g/, /h/, /i/, /dʒ/, /k/ and /m/.

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

- *recognize and trace the uppercase and lowercase forms of the letters g, h, j, k, l and m.*
- *pronounce the sounds /g/, /h/, /i/, /dʒ/, /k/ and /m/ at the beginning and ending of words.*
- *Improve listening, speaking skills.*

III. LANGUAGE:

Language focus: listening, speaking skills

Vocabulary: *goat, dog, hat, ink, jelly, kite, yak, lion, ill, mom*

Review: *(The yak) has (a hat).*

Extra language: *Mom says: "Look!"*

IV. RESOURCES AND MATERIALS:



Audio tracks 13-15, Phonics cards 1-9, 10-19, ...

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. 	whole class
Review	<p>Sing the chant (track 09)</p> <ul style="list-style-type: none"> - Play the chant. - Students listen, chant and point to the correct cards. 	whole class

Presentation	Lead in: <ul style="list-style-type: none">- Write <i>g, h, i, j, k, l and m</i> on the board.- Point, say the letter name and the sound.- Ask students to repeat.- Draw the lowercase letters in the air. Ask students to guess.	whole class
Guided Practice	<i>1. Listen, point, and repeat. Write. Track 13</i> <ul style="list-style-type: none">- Play track 13, listen to the letters.- Play track 13, listen and point to the words.	

	<ul style="list-style-type: none">- Play again, ask students to listen and repeat.- Model the writing activity. <p>2. Listen and chant. Track 14</p> <ul style="list-style-type: none">- Point to the pictures and say the words.- Point to each picture and say the word, ask students to repeat in chorus.- Play the recording, ask students to listen to the chant.- Put Phonics cards in different places around the room.- Play the chant again, ask students to point to the correct cards when they hear the words that begin or end in that sound.- Play the chant again, pause for students to repeat. <p>3. Listen to the sounds. Connect the letters. Track 15.</p> <ul style="list-style-type: none">- Point to the sounds in the book, ask students to say aloud.- Ask students to listen to the sounds and follow them from left to right as they listen. <p>4. Look and point to the sounds <i>k</i> and <i>m</i>.</p> <ul style="list-style-type: none">- Point to the yak and the hat in your book and say: <i>The yak has a hat.</i>- Ask students to repeat in chorus.- Elicit a word which starts with <i>m</i>: <u>m</u>other goat.- Ask students to find out the <i>m</i> at the end of the word: <i>M<u>o</u>m</i>- Elicit 2 words which end with <i>k</i>: <i>y<u>a</u>k and lo<u>o</u>k</i>	
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<p>Pair/ Group practice</p>	<ul style="list-style-type: none"> • Below level: <ul style="list-style-type: none"> - Ask student to read the text from activity 4. - Try to get them to say it faster and faster. • At level: <ul style="list-style-type: none"> - Write the text on the board, rub out some words (leave only the first letters) - Ask student to read the text. - Try to get them to say it faster and faster. • Above level: 	<p>Groups</p>
	<ul style="list-style-type: none"> - Ask student to read the text. - Try to get them to say it faster and faster. - Each time rub out a word, so they eventually say everything from memory. <p>Let's talk!</p> <ul style="list-style-type: none"> - Point to the picture and speech bubble. Then ask: <i>What is it? (a kite)</i> - Have a student read the word KITE. - Students take turns saying words from the lesson. <p>Game:</p> <ul style="list-style-type: none"> - Ask students to look at the pictures - Listen to the sounds - Choose the correct pictures. <p>Pair work</p> <p>2 Match and say.</p> <p>Gg Hh Ii</p>  <p>Jj Kk Ll Mm</p> <p>3 Circle the correct end sound and say.</p>  <p>(d) f k b k f m g b l g l</p> <p>5. Workbook page 8</p>	<p>individuals</p> <p>groups</p> <p>pairs</p> <p>individuals</p>

	<ul style="list-style-type: none"> - Ask student to do exercise in workbook page 6. <p>Go around to help and encourage the students.</p>	
Conclusion	<p>Stop the bus</p> <ul style="list-style-type: none"> - Put the students into groups of four. - Ask students to take out a mini board for each group. - Say a word. - Students listen and write down that word. - The first team to finish shouts 'Stop the Bus!'. - Check their answers by asking them to read the letter in chorus. <p>(correct letter: 1 point; correct word: 3 points)</p> <ul style="list-style-type: none"> - Demo the game with an example. 	Groups

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 3

Date of preparing: 30/8/2024

Date of teaching: 18-22/09/2023

Period:6

UNIT STARTER**LESSON 6****I. AIMS:** Students know how to say days of the week**II. OBJECTIVES:** By the end of this lesson, students will be able to:

- Say days of the week.
- Use adjectives BIG and LITTLE.
- Sing a chant.
- Improve listening and speaking skills.

III. LANGUAGE:**Language focus:** listening, speaking**Vocabulary:** Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, big, little**IV. RESOURCES AND MATERIALS:**

Audio tracks 14, 16-18, ...

V. TEACHING PROCEDURES:

STAGES	TEACHER'S ACTIVITIES	NOTES
Warm up	<ul style="list-style-type: none"> - Greet students. - Sing Hello song. - Ask students sing along the song. 	whole class
Review	Chant track 14 <ul style="list-style-type: none"> - Play track 14, students sing along. 	whole class

Presentation	Lead in: <ul style="list-style-type: none">- Show students a calendar, circle the day of today and say its name.- Place word cards (days of the week) on the board.- Point to each word and say its name.- Students repeat.	whole class
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<p>Pair/ Group practice</p>	<p>Point and Say</p> <ul style="list-style-type: none"> - Point to pictures in the book and say: It's a little chair. - Ask students to repeat. - Students work in pairs to practice making sentences. <p>. Below level:</p> <ul style="list-style-type: none"> - Give students the word of the days (with the vowels gapped out. Example: FR_D_Y) 	<p>pairs</p>
<p>Guided Practice</p>	<p>Listen, point and repeat. Track 16.</p> <ul style="list-style-type: none"> - Ask students to open their book. - Play track 16, listen and point to the words. - Play again, ask students to listen and repeat. <p>Listen and chant. Track 17.</p> <ul style="list-style-type: none"> - Point to the pictures and say the words. - Point to each picture and say the word, ask students to repeat in chorus. - Play the recording, ask students to listen to the chant. - Put word cards in different places around the room. - Play the chant again, ask students to point to the correct cards when they hear the word. - Play the chant again, pause for students to repeat. <p>Listen and repeat. Track 18.</p> <ul style="list-style-type: none"> - Point to the picture and ask: “What is it?” - Elicit the answer: A teddy bear. - Point and say: It's a little teddy bear. Point to the other and say: It's a big teddy bear. - Play track 18, students listen to the audio. 	

	<ul style="list-style-type: none"> - Play again, students listen and repeat. <p>Students work in pairs to practice with other things.</p>	
	<ul style="list-style-type: none"> - Students complete the words. <p>. At level:</p> <ul style="list-style-type: none"> - Students work in groups of 5. - Ask them to make a line. - Students take turn to write the days of the week. <p>. Above level:</p> <ul style="list-style-type: none"> - Students work in groups of 5. - Ask them to make a line. - Students take turn to write a sentence (dictated by the teacher) on the board. Others can help by calling out, spelling. <ul style="list-style-type: none"> o Example : <i>It's Monday.</i> <li style="text-align: center;"><i>It's a little ball.</i> <p>Game: listen and choose</p> <ul style="list-style-type: none"> - Show students the days of the week. - Say a day. - Students listen and circle. <p>Workbook p. 9</p> <ul style="list-style-type: none"> - Ask student to do exercise in workbook page 9. - Go around to help and encourage the students. 	<p>groups</p> <p>Groups</p> <p>individuals</p>

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.

Kiểm tra ngày 05 tháng 9 năm 2024
Tổ trưởng



Huỳnh Thị Yến Trang

WEEK 4

Date of preparing: 30/8/2024

Date of teaching: 23-27/9/2024

Period:7

UNIT STARTERS: HELLO!**CULTURE**

I. AIMS: Students know names and flags of six countries: Vietnam, Korea, The U.S.A, Thailand, and Switzerland

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

- describe six national flags.
- say six names of countries.
- say where you are from.
- improve listening, speaking and reading skills.

III. LANGUAGE:

Language focus: listening, speaking, reading

Vocabulary: Viet Nam, Korea, The U.S.A, Thailand, and Switzerland I'm from.....It's (red). It has (many stars).

The Flag is (red and yellow). The (star) is (yellow).

IV. RESOURCES AND MATERIALS:

Flash cards 51-55, audio tracks 96-97, ...

V. TEACHING PROCEDURES:

STAGES	TEACHER'S ACTIVITIES	NOTES
Warm up	<ul style="list-style-type: none"> - Greet students. <p>Hello song</p> <ul style="list-style-type: none"> - Ask students sing along the song. 	whole class
Review	<p>Name the countries</p> <ul style="list-style-type: none"> - Show students 6 flags (<i>Vietnam, Australia, Cambodia, Japan, Canada, United Kingdom</i>). - Ask students to name the countries 	whole class

Presentation	Lead in: <ul style="list-style-type: none"> - Use flashcards 51-55 to elicit the vocabulary for this lesson. - Students listen and repeat. - Students point and say. 	whole class
Guided Practice	<p>1. Listen, point, and repeat. Track 96</p> <ul style="list-style-type: none"> - Play the first part of the track for children to listen and point to the flags. - Play the second part of the track for children to point to and repeat the words. - Play several times if necessary. <p>2. Listen and point. Track 97</p> <ul style="list-style-type: none"> - Ask students to look at the children and the flags. - Point to each child, elicit the name of the country - Play track 97, students listen and point - Play the track again, students listen and repeat - Point to the speech bubble next to Vietnamese boy, point to Vietnam on the world map and say: "I'm from Vietnam". - Continue with all the sentences in this way. 	
Pair/ Group practice	<p>3. Point and say.</p> <p>Students point to the map of Vietnam and say: "I'm from Hue".</p> <p>4. Read and look. Say.</p> <ul style="list-style-type: none"> - Point to American Flag and ask: "What color is it?" - Elicit the answer: "It's red, blue and white." - Point to the stars and say: "It has many stars. The stars are white." - Ask students to repeat and say: "It's the U.S.A". 	<p>groups</p> <p>pairs</p>

	<ul style="list-style-type: none"> - Students work in pairs to match the sentences to the country. <p>5. Say</p> <ul style="list-style-type: none"> - Students work in pairs to point to the flags and say sentences to describe them. <p>6. Workbook page 50 and 51</p> <ul style="list-style-type: none"> - Ask student to do exercise in workbook page 50 and 51. - Go around to help and encourage the students. 	Individuals
Conclusion	<p>1. Design group's flag</p> <p>. Below level:</p> <ul style="list-style-type: none"> - Students work in groups to design their group flag. <p>. At level:</p> <ul style="list-style-type: none"> - Students work in groups to design their group flag. - Students write something to describe their flag using these suggestions: <i>"It's..... It has"</i> <p>. Above level:</p> <ul style="list-style-type: none"> - Students work in groups to design their group flag. - Students think and write something to describe their flag. <p>2. Goodbye song</p> <ul style="list-style-type: none"> - Students sing along. 	groups

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.

WEEK 4

Date of preparing: 30/8/2024

Date of teaching: 23-27/9/2024

Period: 8

UNIT STARTERS: HELLO!
CONSOLIDATION AND TEST UNIT STARTERS

I. AIMS: Students do Unit Starters Test.

- Review Unit Starters.
- Check their understanding about asking and answering about age, counting 1-10, colors and days of the week.
- Get feedback for students' learning as well as teacher's teaching.
- Improve integrated skills.

III. LANGUAGE:

Language focus: reading and writing

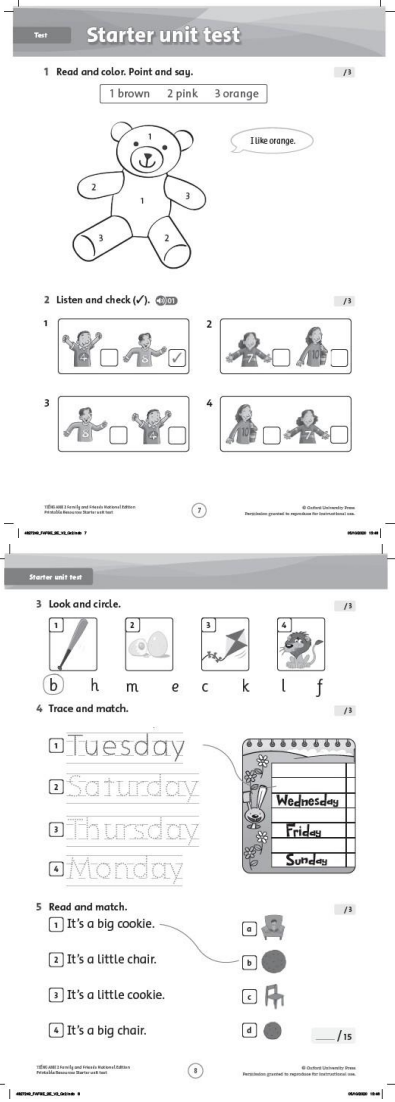
Vocabulary: review Unit Starters

IV. RESOURCES AND MATERIALS:

Flash cards, audio tracks, ...

V. TEACHING PROCEDURES:

STAGES	TEACHER'S ACTIVITIES	NOTES
Warm up	<ul style="list-style-type: none"> - Greet students. <p>Hello song</p> <ul style="list-style-type: none"> - Ask students to sing along the song. 	whole class
Review	<p>Beanbag game</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. - Whenever the song is stopped, the person who is holding the bag must stand up and take out a flashcard and say aloud. 	whole class


	<ul style="list-style-type: none"> - Stop the song several times to get more students to say. 	
<p style="text-align: center;">Test</p>	<ul style="list-style-type: none"> - Show them how to do step by step. - Demo with an example. - Students do the test. 	<p style="text-align: center;">whole class</p>
<p style="text-align: center;">Conclusion</p>	<ul style="list-style-type: none"> - Students hand in their paper. <p style="text-align: center;">Goodbye song</p> <ul style="list-style-type: none"> - Students sing along 	<p style="text-align: center;">individuals</p>

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.

<p>Ngày 5 tháng 9 năm 2024 Kí duyệt của Tổ Trưởng</p>  <p>Huỳnh Thị Yến Trang</p>	<p>Ngày 6 tháng 9 năm 2024 Kí duyệt của Ban Giám Hiệu</p> <p>Nguyễn Thị Thanh Hải</p>
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