

WEEK 18

Date of preparing: 29/12/2023

Date of teaching: 02/01- 05/01/2024

Period: 17

**UNIT 2: WHAT'S THIS?**  
**LESSON 1: WORDS**

**I. AIMS:** Students know how to say 5 school things.

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

- *identify 5 school things.*
- *use the school words in the context of a chant.*

**III. LANGUAGE:**

✚ **Language focus:** listening, speaking

✚ **Vocabulary:** desk, chair, crayon, pencil, notebook

**IV. RESOURCES AND MATERIALS:**

Flashcards 11-15, audio tracks 1, 26, 27

School things (crayons, pencils, notebooks, desks, chairs,..)

**V. TEACHING PROCEDURES:**

STAGES	TEACHER'S ACTIVITIES	NOTES
<b>Warm up</b>	<ul style="list-style-type: none"> <li>- Greet students.</li> <li>- Play <b>Hello song</b>, ask students to sing along.</li> <li>- Review <b>Class Rules</b>.</li> </ul>	whole class
<b>Review</b>	<p><b>Do it!</b></p> <ul style="list-style-type: none"> <li>- Assign each student a vocabulary word: <i>red, black, blue, green, yellow.</i></li> <li>- Give instructions: <i>Red, jump! Yellow, stand up!</i></li> <li>- Students who have that word assigned to them do the action.</li> </ul>	whole class
<b>Present information</b>	<p><b>Lead in:</b></p> <ul style="list-style-type: none"> <li>- Use flashcards 11–15 to introduce the vocabulary for this lesson.</li> <li>- Hold the flashcards up one at a time and ask: <i>What's this?</i></li> <li>- Say the words for students to repeat in chorus.</li> </ul>	whole class

	<ul style="list-style-type: none"> <li>- Put the flashcards in different places around the room.</li> <li>- Say a word.</li> <li>- Students point to the card and repeat the word in chorus.</li> </ul>	
<b>Guided practice</b>	<p><b>1. Listen and point. Track 26</b></p> <ul style="list-style-type: none"> <li>- Play the track 26, listen and point.</li> <li>- Play again, ask students to listen and point.</li> <li>- Play again, ask students to listen and repeat.</li> </ul> <p><b>Game:</b></p> <ul style="list-style-type: none"> <li>- Call out a classroom object word for students to find and point to in the room.</li> <li>- Hold up different classroom objects in the room for students call out what it is.</li> </ul> <p><b>2. Listen and chant. Track 26</b></p> <ul style="list-style-type: none"> <li>- Students listen to track 26.</li> <li>- Divide the class into 5 groups.</li> <li>- Give each group a flashcard.</li> <li>- Play the chant again.</li> <li>- Students listen and stand up when they hear their group's school word.</li> <li>- Students listen and chant along.</li> </ul>	
<b>Pair/ group practice</b>	<ul style="list-style-type: none"> <li>• <b>Below level:</b> Ask students to hold up, or point to the correct classroom object when they hear their word in the chant.</li> <li>• <b>At level:</b> <ul style="list-style-type: none"> <li>- Divide the class into 5 groups.</li> <li>- Each group is given a card.</li> <li>- Play the chant.</li> <li>- Student listen, hold up their pictures and stand up to say aloud.</li> </ul> </li> <li>• <b>Above level:</b> <ul style="list-style-type: none"> <li>- Students practice the chant and the actions described together, so that the students try to do all the actions for the chant, not just one.</li> </ul> </li> </ul>	groups

	<p><b>3. Point and say. Stick</b></p> <ul style="list-style-type: none"> <li>- Show students how to do:             <ul style="list-style-type: none"> <li>• Point to the classroom objects in the picture.</li> <li>• Say: <i>Let's stick!</i></li> <li>• Stick the sticker and say: <i>crayon.</i></li> </ul> </li> <li>- Ask students to work in pairs to say and stick.</li> <li>- Go around to help if necessary.</li> </ul> <p><b>Worksheet</b></p> <p><b>Part 1:</b></p> <ul style="list-style-type: none"> <li>- Model first.</li> <li>- Point to each school thing and ask the students: <i>What is it?</i></li> <li>- Circle the marker.</li> <li>- Ask students to work in pairs, say and circle.</li> </ul> <p><b>Part 2:</b></p> <ul style="list-style-type: none"> <li>- Model first.</li> <li>- Draw the missing part and say: <i>It's a chair.</i></li> </ul>  <p><b>4. Workbook p.16</b></p> <ul style="list-style-type: none"> <li>- Ask student to do exercise in workbook p.16.</li> <li>- Go around to help and encourage the students.</li> </ul>	<p style="text-align: center;">pairs</p> <p style="text-align: center;">individuals</p> <p style="text-align: center;">pairs</p>
<p><b>Conclusion</b></p>	<p><b>What do I have?</b></p> <ul style="list-style-type: none"> <li>- Use Flashcards 6-10 and hold up one card so that the class can only see the back of it.</li> <li>- Ask: <i>What do I have?</i></li> <li>- Students make guesses.</li> </ul>	<p style="text-align: center;">groups</p>

	<ul style="list-style-type: none"><li>- When the card has been guessed correctly, put it on the board.</li><li>- Hold up a second card and repeat the procedure.</li><li>- Continue until all the cards are on the board.</li><li>- Give stickers to correct answers.</li></ul>	
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WEEK 18

Date of preparing: 29/12/2023

Date of teaching: 02/01- 05/01/2024

Period: 18

**UNIT 2: WHAT'S THIS?**  
**LESSON 2: GRAMMAR AND SONG**

**I. AIMS:** Students know how to ask and answer about school things.

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

- *ask question: What is it?*
- *answer: It's a...*
- *sing a song.*

**III. LANGUAGE:**

- **Language focus:** listening, speaking
- **Vocabulary:** What is it? It's a (desk).
- **Review:** chair, crayon, desk, pencil, notebook

**IV. RESOURCES AND MATERIALS:**

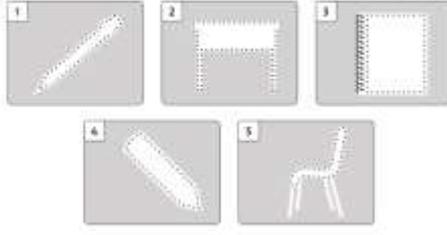
Flashcards 11-15, audio tracks 28-29, worksheet (printable resources P.18)

**V. TEACHING PROCEDURES:**

STAGES	TEACHER'S ACTIVITIES	NOTES
<b>Warm up</b>	<ul style="list-style-type: none"> <li>- Greeting.</li> <li>- Sing <b>Hello song</b>.</li> <li>- Class Rules.</li> </ul>	whole class
<b>Review</b>	<p><b>What's missing?</b></p> <ul style="list-style-type: none"> <li>- Display Flashcards 11-15 from on the board.</li> <li>- Point to each card one at a time for students to say the words.</li> <li>- Give the class a few seconds to look at them.</li> <li>- Ask students to turn around.</li> <li>- Remove a card.</li> <li>- Ask: <i>What's missing?</i></li> </ul>	whole class

	<ul style="list-style-type: none"> <li>- When students have identified the missing card, shuffle the cards again, and repeat the procedure.</li> </ul>	
<b>Present information</b>	<p><b>Lead in:</b></p> <ul style="list-style-type: none"> <li>- Hold up each of the flashcards 11-15 for students to say.</li> <li>- Say: <i>It's a desk.</i></li> <li>- Hold up desk flashcard and ask <i>What is it?</i></li> <li>- Answer <i>It's a desk.</i></li> </ul>	whole class
<b>Guided practice</b>	<p><b>1. Listen and repeat, track 28</b></p> <ul style="list-style-type: none"> <li>- Play track 28, listen and point</li> <li>- Play again, ask students to listen and point</li> <li>- Play again, ask students to listen and repeat</li> </ul> <ul style="list-style-type: none"> <li>• <b>Below level:</b> Use flashcards 11–15 to drill the questions and answers with the class in chorus.</li> <li>• <b>At level:</b> <ul style="list-style-type: none"> <li>- Divide the class into 2 groups.</li> <li>- One group will ask the question and the other will answer.</li> <li>- Use the flashcards to elicit the questions and answers.</li> </ul> </li> <li>• <b>Above level:</b> Students work in pairs using real things to ask and answer.</li> </ul> <p><b>2. Listen and sing. Track 29</b></p> <ul style="list-style-type: none"> <li>- Point to the picture and say: <i>What's this?</i></li> <li>- Elicit the answer: <i>It's a desk.</i></li> <li>- Repeat with the other three objects in the picture.</li> <li>- Play the song.</li> <li>- Point to your chair and desk, and hold up your crayon and pencil as you say the words.</li> <li>- Play the recording again and students listen and point to the objects as they hear the words.</li> <li>- Practice several times singing and doing the actions.</li> </ul>	whole class

<p><b>Pair/ group practice</b></p>	<p><b>3. Help Rosy and Tim. Trace the lines and say.</b></p> <ul style="list-style-type: none"> <li>- Point to Rosy and Tim and look confused, like the characters</li> <li>- Follow Tim’s dotted line until you reach the picture of the desk. Say: <i>It’s a desk.</i></li> <li>- Point to the notebook and ask: <i>What’s this?</i> to elicit: <i>It’s a notebook.</i></li> <li>- Ask students to work in pairs to practice asking and answering</li> </ul> <p><b>LET’S TALK</b></p> <ul style="list-style-type: none"> <li>- Give each pair a worksheet.</li> </ul> <div data-bbox="432 757 995 1137" data-label="Image"> <p>The image shows a worksheet for a classroom activity. At the top, it says '2 Ask and answer.' Below this are five numbered boxes, each containing a different object: 1. A chair, 2. A notebook, 3. A pencil, 4. A desk, and 5. A pen. Above the chair box, there is a speech bubble that says 'What's this?'. Above the notebook box, there is a speech bubble that says 'It's a chair.'.</p> </div> <ul style="list-style-type: none"> <li>- Students work in pairs to ask and answer.</li> <li>- Move around to help if necessary.</li> </ul> <p><b>4. Workbook p. 17</b></p> <ul style="list-style-type: none"> <li>- Ask student to do exercise in workbook p.17.</li> <li>- Go around to help and encourage the students.</li> </ul>	<p>groups</p> <p>pairs</p> <p>individuals</p>
<p><b>Conclusion</b></p>	<p><b>Draw and say</b></p> <ul style="list-style-type: none"> <li>- Give students worksheet.</li> <li>- Show them how to do.</li> <li>- Point to number 1, connect the dots.</li> <li>- Say: <i>It’s a pencil.</i></li> <li>- Say: <i>Now, your turn!</i></li> <li>- Students draw and say.</li> </ul>	

	<p>1 What's this? Draw and say. </p>  <p>2</p> <p>3</p> <p>4</p> <p>5</p>		
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**Kiểm tra ngày 02/01/2024**

**Tổ trưởng**



**Huỳnh Thị Yến Trang**

WEEK 19

Date of preparing: 29/12/2023

Date of teaching: 08-12/01/2024

Period: 19

**UNIT 2: WHAT'S THIS?**  
**LESSON 3: SOUNDS AND LETTERS**

**I. AIMS:** Students know how to recognize E and pronounce /e/.

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

- recognize the upper- and lowercase forms of the letter E and associate them with the sound /e/.
- pronounce the sound /e/ on its own and at the beginning of words.
- be familiar with the name of the letter E.

**III. LANGUAGE:**

- **Language focus:** listening, speaking
- **Vocabulary:** egg, elephant, Ellie, has

**IV. RESOURCES AND MATERIALS:**

Flashcards 11-15, audio tracks 29, 30, 31

Phonics card 1-8, stickers

**V. TEACHING PROCEDURES:**

STAGES	TEACHER'S ACTIVITIES	NOTES
<b>Warm up</b>	<ul style="list-style-type: none"> <li>- Greeting.</li> <li>- Play <b>HELLO SONG</b>, ask students to sing along.</li> <li>- Class Rules.</li> </ul>	whole class
<b>Review</b>	<p><b>Listen, point, and say</b></p> <ul style="list-style-type: none"> <li>- Place flashcards 11–15 around the classroom.</li> <li>- Call out a vocabulary word, e.g., <i>crayon</i>.</li> <li>- Students point to the correct flashcard or object.</li> <li>- Play the chant from Lesson 1 (Track 26) of the unit.</li> <li>- Students point to the correct flashcard when they hear the word.</li> </ul>	whole class
<b>Present information</b>	<p><b>Lead in:</b></p> <ul style="list-style-type: none"> <li>- Draw the uppercase E and lowercase e on the board.</li> </ul>	whole class

	<ul style="list-style-type: none"> <li>- Say the sound /e/.</li> <li>- Draw dotted outlines of the uppercase <i>E</i> and lowercase <i>e</i> on the board.</li> <li>- Ask different students to come to the board and connect the dots.</li> </ul>	
<b>Guided practice</b>	<p><b><i>1. Listen, point, and repeat. Write. Track 30</i></b></p> <ul style="list-style-type: none"> <li>- Play track 30, listen and point.</li> <li>- Play again, ask students to listen and point.</li> <li>- Play again, ask students to listen and repeat.</li> <li>- Model the writing activity.</li> <li>• <b>Below level:</b> Complete activity 1 as described above.</li> <li>• <b>At level:</b> <ul style="list-style-type: none"> <li>- Place Phonics cards 1–8 on the board. Place the phonics picture cards on a table or desk.</li> <li>- Call students to come to the front to match the picture cards to the correct sounds on the board.</li> </ul> </li> <li>• <b>Above level:</b> <ul style="list-style-type: none"> <li>- On the board, write lots of upper- and lowercase letters from a-e.</li> <li>- Draw a line to match an uppercase letter with its corresponding lowercase letter, as an example.</li> <li>- Invite students to the board to match other letters, one at a time, and say the sound and the corresponding word.</li> </ul> </li> </ul> <p><b><i>2. Listen and chant: track 31</i></b></p> <ul style="list-style-type: none"> <li>- Point to the picture and say: <i>The elephant has an egg.</i></li> <li>- Play the recording, ask students to listen to the chant.</li> <li>- Put Phonics cards 7-8 in different places around the room.</li> <li>- Play the chant again.</li> <li>- Students point to the cards.</li> <li>- Play the chant again, pause for students to repeat.</li> </ul>	



WEEK 19

Date of preparing: 29/12/2023

Date of teaching:08-12/01/2024

Period: 20

**UNIT 2: WHAT'S THIS?**  
**LESSON 4 :NUMBERS**

**I. AIMS:** Students know how to recognize numbers 5, 6 and count 5, 6.

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

- *recognize and say the numbers 5 and 6.*
- *use the numbers 5 and 6 in the context of a song.*

**III. LANGUAGE:**

- **Language focus:** listening, speaking
- **Vocabulary:** 5, 6, five, six
- **Review:** 1, 2, 3, 4, count, crayons, pencils

**IV. RESOURCES AND MATERIALS:**

Audio tracks 32-33, Flashcards 11-15, worksheet p.19

**V. TEACHING PROCEDURES:**

STAGES	TEACHER'S ACTIVITIES	NOTES
<b>Warm up</b>	<ul style="list-style-type: none"> <li>- Play <b>HELLO SONG</b>, ask students to sing along</li> <li>- Ask students to greet each other in pairs.</li> <li>- Remind students about <b>Class Rules</b>.</li> <li>- Stick Class Rules on the board.</li> </ul>	whole class
<b>Review</b>	<p><b>Sounds and letters poster</b></p> <ul style="list-style-type: none"> <li>- Use Sounds and letters poster to review the letter sounds /æ/ and /e/.</li> <li>- Students take turns coming to the front of the class. Point to the phonics /a/ and /e/ one at a time for the student to say the sounds.</li> <li>- Say a sound and the student points to a corresponding letter.</li> </ul>	whole class
<b>Present information</b>	<p><b>Lead in:</b></p> <ul style="list-style-type: none"> <li>- Draw 5 pencils on the board, count and say <i>five</i>.</li> <li>- Model the word for students to repeat.</li> <li>- Write number 5 on the board and say <i>five</i>.</li> </ul>	whole class

	<ul style="list-style-type: none"> <li>- Draw dotted outlines of the number 5 on the board and demonstrate how to write it.</li> <li>- Do the same steps to teach number 6.</li> </ul>	
<b>Guided practice</b>	<p><b>1. Listen, point, and repeat. Write. Track 32</b></p> <ul style="list-style-type: none"> <li>- Play track 32, listen and point.</li> <li>- Play again, ask students to listen and point.</li> <li>- Play again, ask students to listen and repeat.</li> <li>- Model the writing activity.</li> <li>- Ask students to trace and write the numbers.</li> </ul> <p><b>2. Point and sing: track 33</b></p> <ul style="list-style-type: none"> <li>- Point to the picture and count.</li> <li>- Ask students to repeat</li> <li>- Read the song. Ask students to repeat.</li> <li>- Play all of the song</li> <li>- Ask students to listen and point to the pictures as they hear the words.</li> </ul> <p><b>3. Follow and count</b></p> <ul style="list-style-type: none"> <li>- Say: <i>Let's follow and count!</i> as you point to the notebooks.</li> <li>- Ask students to look and count the notebooks.</li> <li>- Say: <i>six notebooks!</i> when you have finished.</li> <li>- Then do the same for the <i>chairs</i> and say <i>Five chairs!</i> when you have finished.</li> </ul> <p><b>4. Count, circle, and say.</b></p> <ul style="list-style-type: none"> <li>- Point to the items in the picture and ask <i>What's this?</i></li> <li>- Elicit the answers <i>notebook, crayon, and pencil</i></li> <li>- Stick the relevant flashcard 13–15 on the board.</li> <li>- Point to the crayons and say <i>How many crayons?</i></li> <li>- Count the crayons as you circle them.</li> <li>- Say: <i>Five</i></li> <li>- Ask students to work in pairs and continue with crayon, pencil.</li> </ul>	

<p><b>Pair/ group practice</b></p>	<ul style="list-style-type: none"> <li>• <b>Below level:</b> Complete Exercise 4 as described.</li> <li>• <b>At level:</b> Once Exercise 4 is completed, call one individual student to answer your question and count the items in the picture. Repeat with as many students as you wish.</li> <li>• <b>Above level:</b> <ul style="list-style-type: none"> <li>- Ask students to have at least six pencils and crayons.</li> <li>- Demonstrate with a student at the front of the class. For example, you say <i>four pencils</i> and the student counts out four pencils and holds them up.</li> <li>- Students work in their pairs; one student gives a command and the other counts and then holds up the correct amount of pencils.</li> </ul> </li> </ul> <p><b>Let's talk</b></p> <ul style="list-style-type: none"> <li>- Point to the picture and speech bubble. Say <i>Five</i>. And ask: <i>Five what?</i> to elicit the answer: <i>Five pencils</i>.</li> <li>- Students work in pairs and take turns holding up 5 or 6 items of the same things, and saying the correct numbers and words.</li> </ul> <p><b>Pair work: using printable resources</b></p> <ul style="list-style-type: none"> <li>- Ask students to work in pairs.</li> <li>- Model how to do on the board.</li> </ul>	<p>pairs</p> <p>individuals</p> <p>pairs</p> <p>pairs</p>
	<div data-bbox="450 1458 928 1957" data-label="Image"> </div> <p><b>4. Workbook p.19</b></p> <ul style="list-style-type: none"> <li>- Ask student to do exercise in workbook p.19.</li> </ul>	<p>individuals</p>

	- Go around to help and encourage the students.	
<b>Conclusion</b>	<b>Telephone game</b> <ul style="list-style-type: none"><li>- Divide the class into 4 teams.</li><li>- Ask each team to stand in a row.</li><li>- Whisper a number (<i>one, two, three, four, five six</i>) into the ears of the first students in each row.</li><li>- They whisper the word into the next student's ear in their row until the whisper gets to the last student in the row.</li><li>- The last student in the row has to write and say the correct number.</li><li>- The team with the correct answer scores a point.</li></ul>	

**Kiểm tra ngày 02/01/2024**

**Tổ trưởng**



**Huỳnh Thị Yến Trang**

WEEK 20

Date of preparing: 29/12/2023

Date of teaching: 15-19/01/2024

Period: 21

**UNIT 2: WHAT'S THIS?**  
**LESSON 5: SOUNDS AND LETTERS**

**I. AIMS:** Students know how to recognize the letter F and pronounce /f/.

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

- recognize the upper- and lowercase forms of the letter F and associate them with the sound /f/.
- pronounce the sound / f/ on its own and at the beginning of words.
- be familiar with the name of the letter F.

**III. LANGUAGE:**

- **Language focus:** listening, speaking and reading
- **Vocabulary:** fish, farm

**IV. RESOURCES AND MATERIALS:**

Audio tracks 34-35

Phonics card 1-10, 11-12, work sheet p. 20

**V. TEACHING PROCEDURES**

STAGES	TEACHER'S ACTIVITIES	NOTES
<b>Warm up</b>	<ul style="list-style-type: none"> <li>- Greetings.</li> <li>- Play <b>HELLO SONG</b>, ask students to sing along.</li> <li>- Class Rules.</li> </ul>	whole class
<b>Review</b>	<p><b>Stop the bus game</b></p> <ul style="list-style-type: none"> <li>- Tell students the rules.</li> <li>- Divide the class into groups of 5. Each group has a mini board.</li> <li>- Say: <i>Five pencils, ...</i></li> <li>- Students listen, write the number and draw.</li> <li>- After writing and drawing, they have to say: <i>Stop the bus!</i></li> </ul>	whole class

	<ul style="list-style-type: none"> <li>- The winner is the group that can read, write and draw correctly.</li> <li>- Model first.</li> <li>- Give stickers.</li> </ul>	
<b>Present information</b>	<p><b>Lead in:</b></p> <ul style="list-style-type: none"> <li>- Draw the uppercase F and lowercase f on the board.</li> <li>- Say the sound /f/.</li> <li>- Draw dotted outlines of the uppercase F and lowercase f on the board.</li> <li>- Ask different students to come to the board and connect the dots.</li> </ul>	whole class
<b>Guided practice</b>	<p><b>1. Listen, point, and repeat. Write. Track 34</b></p> <ul style="list-style-type: none"> <li>- Play track 34, listen and point.</li> <li>- Play again, ask students to listen and point.</li> <li>- Play again, ask students to listen and repeat.</li> <li>- Model the writing activity.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Below level:</b> Practice tracing the letters <i>F</i> and <i>f</i> in the air in different ways; <i>big, small, quickly, slowly</i>, on the desk, on the board. Have fun with this activity and encourage students to say the sound /f/ each time.</li> <li>• <b>At level:</b> <ul style="list-style-type: none"> <li>- Write <i>fish</i> and <i>farm</i> on the board. Write the letter <i>f</i> in dotted lines under both words.</li> <li>- Hold up Phonics card 11 (<i>fish</i>) and 12 (<i>farm</i>) one at a time. Invite a student to come to the front of the class and trace the letter <i>f</i> under the correct word – either with their finger or a pen.</li> <li>- Draw a new dotted letter <i>f</i> and repeat with as many students as possible.</li> </ul> </li> <li>• <b>Above level:</b> <ul style="list-style-type: none"> <li>- Follow the ‘At level’ activity as described above.</li> <li>- Add other words and dotted letters from previous lessons to the board.</li> </ul> </li> </ul>	groups

	<ul style="list-style-type: none"> <li>- Continue the activity as before, by showing a phonics picture card and inviting students to trace the corresponding letter.</li> </ul> <p><b>2. Listen and chant: track 35</b></p> <ul style="list-style-type: none"> <li>- Point to the picture and say: <i>A fish at the farm.</i></li> <li>- Play the recording, ask students to listen to the chant.</li> <li>- Put Phonics cards 11-12 on the board.</li> <li>- Play the chant again.</li> <li>- Students point to the cards.</li> <li>- Play the chant again, pause for students to repeat.</li> </ul>	
<p><b>Pair/ group practice</b></p>	<p><b>3. Stick and say.</b></p> <ul style="list-style-type: none"> <li>- Point to the picture and elicit the words: <i>fish, egg, farm and elephant.</i></li> <li>- Point to the letters, say /f/ – <i>fish</i>, then /e/ – <i>egg</i>, then /f/ – <i>farm</i>, and finally /e/ – <i>elephant</i>.</li> <li>- Encourage students to say the sounds and words with you.</li> <li>- Say: <i>Let’s stick!</i> Hold up the F sticker. Say the sound /f/.</li> <li>- Say <i>Now your turn!</i></li> <li>- Ask students to connect and say.</li> </ul> <p><b>Pair work</b></p> <ul style="list-style-type: none"> <li>- Show them how to do.</li> <li>- Ask them to match and say.</li> </ul> <div data-bbox="413 1570 935 1794" style="border: 1px solid black; padding: 5px;"> <p>3 Match and say.</p> </div> <p><b>4. Workbook p. 14</b></p> <ul style="list-style-type: none"> <li>- Ask students to do exercise in workbook p.14.</li> <li>- - Go around to help and encourage the students.</li> </ul>	<p>groups</p> <p>pairs</p> <p>individuals</p>
<p><b>Conclusion</b></p>	<p><b>Guessing game</b></p>	<p>whole class</p>

	<ul style="list-style-type: none"><li>- Ask 1 student to stand at the front.</li><li>- Show other students a flashcard (egg, elephant, fish, farm).</li><li>- They must give their classmates clues by making the sound.</li><li>- The student at the front has to make a guess.</li></ul>	
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WEEK 20

Date of preparing: 29/12/2023

Date of teaching: 15-19/01/2024

Period: 22

**UNIT 2: WHAT'S THIS?**  
**LESSON 6: STORY**

**I. AIMS:** Students know that they must play respectfully.

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

- understand a short story.
- understand that it is good to play respectfully.
- review and consolidate language introduced in unit 2.

**III. LANGUAGE:**

- **Language focus:** listening, speaking
- **Vocabulary:** review unit 2

**IV. RESOURCES AND MATERIALS:**

Flashcards 11-15, audio tracks 2, 29, 36, video unit 2,

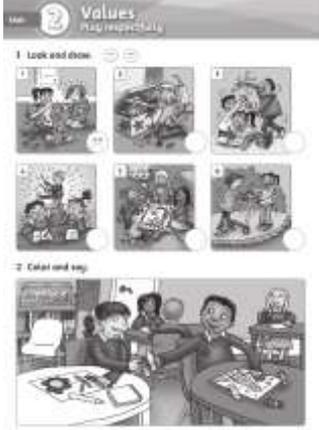
Blank paper, colored pencils, crayons, worksheet p.21

**V. TEACHING PROCEDURES:**

STAGES	TEACHER'S ACTIVITIES	NOTES
<b>Warm up</b>	<ul style="list-style-type: none"> <li>- Greet students.</li> <li>- Play <b>Hello song</b>, ask students to sing along.</li> <li>- Review <b>Class rules</b>.</li> </ul>	whole class
<b>Review</b>	<p><b>Song track 29</b></p> <ul style="list-style-type: none"> <li>- Place flashcards on the board.</li> <li>- Play the song from Lesson 2 to review the vocabulary for this lesson.</li> <li>- Ask students to sing along and point to the correct flashcards.</li> </ul>	whole class

<p><b>Present information</b></p>	<p><b>Lead in:</b></p> <ul style="list-style-type: none"> <li>- Show students the pictures.</li> <li>- Ask students to look at the children 1, 2, 3.</li> <li>- Ask: <i>Are they good or bad?</i></li> <li>- Ask them to tell you why in Vietnamese.</li> </ul> 	<p>whole class</p>
<p><b>Guided practice</b></p>	<p><b>Video unit 2</b></p> <ul style="list-style-type: none"> <li>- Before watching, hold up Flash cards: Rosy, Tim, Billy.</li> <li>- Ask: <i>Who's this?</i></li> <li>- Ask: <i>What's this?</i> using Flashcards 11-15.</li> <li>- Ask students to guess where they are and what they are doing (in Vietnamese).</li> <li>- Play the video clip.</li> <li>- Ask students to answer the questions.</li> </ul> <p><b>1. Listen to the story. Track 36</b></p> <ul style="list-style-type: none"> <li>- Ask students to tell what happens in this story. Students share their ideas in Vietnamese.</li> <li>- Ask the students to point to each character as they listen to the story.</li> <li>- Ask students: <i>What does Billy want? What does he make? Is Billy good or bad?</i> (Thumbs up for GOOD; thumbs down for BAD)</li> <li>- Ask students to answer why they think so.</li> <li>- Tell students: <i>We should play respectfully!</i></li> <li>- Ask students about ROSY, TIM.</li> </ul> <p>• <b>Below level:</b></p> <ul style="list-style-type: none"> <li>- While the students are listening to the story, pause once in frames 1, 2, and 3 just before the</li> </ul>	<p>groups</p>

	<p>target words: <i>It's a ... (crayon), It's a ... (notebook) and My ... (pencils).</i></p> <ul style="list-style-type: none"> <li>- Students guess and shout out the missing words. Point to the picture, if necessary.</li> <li>- Then continue with the audio to check if they were correct.</li> </ul> <p>• <b>At level:</b></p> <ul style="list-style-type: none"> <li>- Follow the 'Below level' activity as described above to elicit the classroom objects seen in the story – but without pointing to the pictures.</li> <li>- When they have guessed the correct word, they repeat the full sentence in chorus.</li> </ul> <p>• <b>Above level:</b></p> <ul style="list-style-type: none"> <li>- After practicing the three sentences as described above, continue this activity by pausing every line in the story before the last word, for the students to guess and shout out this missing word.</li> <li>- This activity should be fun, so there's no need to correct the students if they get the word wrong. Just continue with the audio so that they can self-check.</li> </ul> <p><b>2. Listen and act. Track 36</b></p> <ul style="list-style-type: none"> <li>- Divide the class into groups of four to play the parts of Rosy, Tim, Billy and Mom.</li> <li>- Students practice acting out the story with the help of the recording.</li> </ul>	
<p><b>Pair/ group practice</b></p>	<p><b>3. Workbook p. 15</b></p> <ul style="list-style-type: none"> <li>- Ask students to do exercise in workbook p.15.</li> <li>- Go around to help and encourage the students.</li> </ul> <p><b><u>VALUES: Play respectfully</u></b></p> <ul style="list-style-type: none"> <li>- Give each student a worksheet.</li> </ul> <p><b>PART 1:</b></p> <ul style="list-style-type: none"> <li>- Ask students to look at the pictures in part 1.</li> <li>- Point to picture 1 and ask: <i>Is she good or bad?</i></li> <li>- Ask them to share their ideas.</li> <li>- Draw a sad face.</li> <li>- Do the same steps for numbers 2, 3, 4, 5 and 6.</li> </ul>	<p>individuals</p>

	<ul style="list-style-type: none"><li>- Say: <i>It's good to play respectfully!</i></li><li>- Ask them to repeat.</li></ul> <p><b>PART 2</b></p> <ul style="list-style-type: none"><li>- Ask students to look at pictures in part 2.</li><li>- Point to the boy and ask: <i>Is he good?</i></li><li>- Tell students: <i>It's good to share!</i></li><li>- Students color the pictures.</li></ul> 	
<b>Conclusion</b>	<b>Goodbye song</b> Students sing along.	individuals

**Kiểm tra ngày 02/01/2024**

**Tổ trưởng**



**Huỳnh Thị Yến Trang**

WEEK 21

Date of preparing: 29/12/2023

Date of teaching: 22-26/01/2024

Period: 23

**UNIT 2: WHAT'S THIS?**  
**CULTURE 2: Dance in Viet Nam**

**I. AIMS:** Students know about dance in Viet Nam.

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

- *learn words associated with dance.*
- *talk about dance in Viet Nam.*
- *make a fan.*

**III. LANGUAGE:**

 **Language focus:** listening, speaking

 **Vocabulary:** dancer, ao dai, fan, music

**IV. RESOURCES AND MATERIALS:**

Flashcards 58-61, audio tracks 90-91, phonics cards; colored paper, glue and pencils

**V. TEACHING PROCEDURES:**

STAGES	TEACHER'S ACTIVITIES	NOTES
<b>Warm up</b>	<ul style="list-style-type: none"> <li>- Greet students.</li> <li>- Play <b>Hello song</b>, ask students to sing along.</li> <li>- Ask students to say aloud 4 class rules.</li> <li>- Stick <b>Class rules</b> on the board.</li> </ul>	whole class
<b>Review</b>	<p><b>Telephone game</b></p> <ul style="list-style-type: none"> <li>- Tell students the rules of the game.</li> <li>- Place all the phonic cards on the board.</li> <li>- Divide the class into 4 teams.</li> <li>- Ask each team to stand in a row.</li> <li>- Whisper a letter (A, B, C, D, E, F) into the ears of the first students in each row.</li> <li>- They whisper the letter into the next student's ear in their row until the whisper gets to the last student in the row.</li> </ul>	whole class

	<ul style="list-style-type: none"> <li>- The last student in the row has to run to the board, hold up the phonic card and say the correct letter.</li> <li>- The team with the correct answer scores a point.</li> </ul>	
<p><b>Present information</b></p> <p>5 mins</p>	<p><b>Lead in:</b></p> <ul style="list-style-type: none"> <li>- Play the video.</li> </ul> <p><a href="https://youtu.be/rZ9rvDVkeJY">https://youtu.be/rZ9rvDVkeJY</a></p> <p>(Múa quạt áo dài Việt Nam)</p> <ul style="list-style-type: none"> <li>- Or show students a picture.</li> </ul>  <ul style="list-style-type: none"> <li>- Ask students: <i>What are they wearing? What's this?</i> (point to a fan)</li> <li>- Use flashcards to teach new words.</li> </ul>	whole class
<p><b>Guided practice</b></p> <p>7 mins</p>	<ol style="list-style-type: none"> <li><b>1. Listen, point, and repeat. Track 90</b> <ul style="list-style-type: none"> <li>- Play the first part of the track.</li> <li>- Students listen and point.</li> <li>- Play the second part of the track.</li> <li>- Students point and repeat.</li> <li>- Play several times if necessary.</li> </ul> </li> <li><b>2. Listen, read and point. Track 91</b> <ul style="list-style-type: none"> <li>- Point to the pictures and ask: <i>What can you see?</i></li> <li>- Encourage students to answer.</li> <li>- Play the track.</li> <li>- Students listen and repeat.</li> </ul> </li> </ol> <p>Ask questions about the pictures: <i>Do you like this dance? Did you see dancers like this? What colors are the ao dai? What are the dancers holding?</i></p>	whole class



WEEK 21

Date of preparing: 29/12/2023

Date of teaching: 22-26/01/2024

Period: 24

**UNIT 2: WHAT'S THIS?**  
**CONSOLIDATION AND TEST UNIT 2**

**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:**

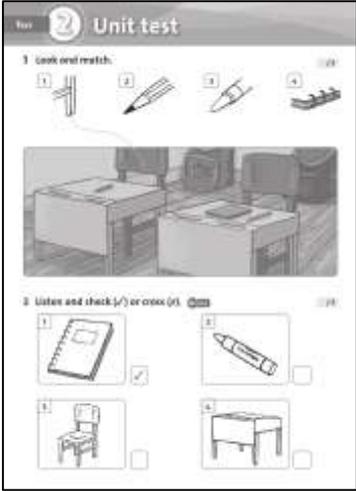
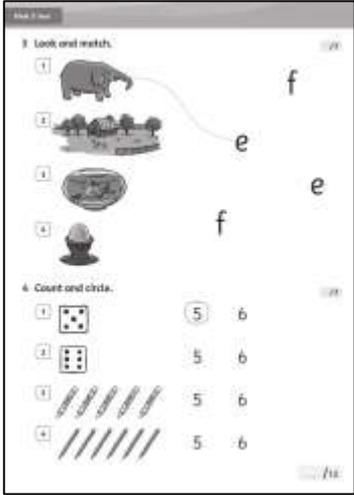
- **Language focus:** listening, speaking
- **Vocabulary:** review unit 1

**IV. RESOURCES AND MATERIALS:**

Flashcards, audio tracks, worksheet P. 15, 16

**V. TEACHING PROCEDURES:**

STAGES	TEACHER'S ACTIVITIES	NOTES
<b>Warm up</b>	<ul style="list-style-type: none"> <li>- Greet students.</li> <li>- Play <b>Hello song</b>, ask students to sing along.</li> <li>- Ask students to say aloud 4 class rules.</li> <li>- Stick <b>Class rules</b> on the board.</li> </ul>	whole class
<b>Review</b> <i>5 mins</i>	<p><b>Beanbag circle(school things, numbers 5, 6, phonics cards: e, f)</b></p> <ul style="list-style-type: none"> <li>- Tell students the rules of the game.</li> <li>- Play a song.</li> <li>- While the song is playing, students pass a bag to the person next to them (hand by hand).</li> <li>- Whenever the song is stopped, the person who is holding the bag must stand up and take out a picture. Student looks and says.</li> <li>- Stop the song several times to get more students to say.</li> </ul>	whole class

<p style="text-align: center;"><b>Test</b> <i>20 mins</i></p>	<ul style="list-style-type: none"> <li>- Show them how to do the test step by step.</li> <li>- Give an example.</li> <li>- Students do the test.</li> </ul> <div style="text-align: center;">     </div>	<p style="text-align: center;">whole class</p>
<p style="text-align: center;"><b>Conclusion</b> <i>5 mins</i></p>	<ul style="list-style-type: none"> <li>- Students hand in their paper.</li> </ul> <p style="text-align: center;"><b>Goodbye song</b></p> <ul style="list-style-type: none"> <li>- Students sing along.</li> </ul>	<p style="text-align: center;">individuals</p>

**Duyệt ngày 06/01/2024**  
**PHÓ HIỆU TRƯỞNG**

**Nguyễn Thị Thanh Hải**

**Kiểm tra ngày 02/01/2024**  
**Tổ trưởng**



**Huỳnh Thị Yến Trang**