

WEEK 14

Date of preparing: 30/11/2023

Date of teaching: 04/12-08/12/2023

Period: 9

**UNIT 1: WHAT COLOR IS IT?  
LESSON: 1**

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

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

- *identify 5 colors.*
- *use the color words in the context of a chant.*

**III. LANGUAGE:**

**Language focus:** *listening, speaking*








**Vocabulary:** *red, green, blue, black, yellow*

**IV. RESOURCES AND MATERIALS:** *Flashcards, audio tracks 1, 15, 16, crayons, paper, pictures (number 1, number 2, 1 red apple, 2 green apples, 1 yellow crayon, 2 black birds, ...)*

**V. TEACHING PROCEDURES:**

STAGES	TEACHER'S ACTIVITIES	NOTES
<b>Warm up</b>	<ul style="list-style-type: none"> <li>- Greet students.</li> <li><b>Hello song</b></li> <li>- Ask students sing along the song.</li> <li>- Stick <b>Class Rules</b>.</li> </ul>	whole class
<b>Review</b>	<p><b>Beanbag Game (review numbers 1 and 2)</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 (<i>hand by hand</i>).</li> <li>- Whenever the song is stopped, the person who is holding the bag must stand up and take out a picture. Student looks, counts and says: <b>1 or 2</b></li> <li>- Stop the song several times to get more students to say.</li> </ul>	whole class

<p><b>Present information</b></p>	<p><b>Lead in:</b></p> <ul style="list-style-type: none"> <li>- Draw an apple on the board and ask:” <i>One or two?</i>”</li> <li>- Students answer: 1</li> <li>- Color the apple red and say:” <b>It is red. Red. Red.</b>”.</li> <li>- Students repeat in chorus.</li> <li>- Use Colors Flashcards 6-10 to introduce vocabulary: <b>red, yellow, blue, black, green.</b></li> <li>- Ask students to repeat in chorus.</li> <li>- Students pass the Flashcards and read the vocabulary individually.</li> </ul>	<p>whole class</p>
<p><b>Guided practice</b></p>	<p><b>1. Listen and point. Track 15</b></p> <ul style="list-style-type: none"> <li>- Play the track 15, 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> <ol style="list-style-type: none"> <li>a. Ask students to listen and point to objects in the room or on their desks.</li> </ol> <ul style="list-style-type: none"> <li>- Call out a color: <b>It’s RED.</b></li> <li>- Students point to something red.</li> </ul> <ol style="list-style-type: none"> <li>b. Change the rule.</li> </ol> <ul style="list-style-type: none"> <li>- Point to different objects in class.</li> <li>- Students look and call out the color.</li> </ul> <p><b>2. Listen and chant. Track 16</b></p> <ul style="list-style-type: none"> <li>- Students listen to track 16.</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 color.</li> <li>- Students listen and chant along.</li> </ul>	
<p><b>Pair/ group practice</b></p>	<ul style="list-style-type: none"> <li>• <b>Below level:</b> Students chant along and hold up the correct colored pencils or crayons.</li> <li>• <b>At level:</b> Demonstrate an action for each color: red (clap), green (stamp one foot), blue (jump), black (wave), yellow (turn in a circle).</li> </ul> <ul style="list-style-type: none"> <li>- Students work in groups of five.</li> <li>- Give everyone a color.</li> <li>- Play the chant again.</li> </ul>	<p>groups</p>

	<ul style="list-style-type: none"> <li>- Students do their action when they hear the color.             <ul style="list-style-type: none"> <li>• <b>Above level:</b> Demonstrate the action for each color as above.</li> </ul> </li> <li>- Play the chant again.</li> <li>- Ask everyone to do the action for each color.</li> <li>- Practice several times.</li> <li><b>3. Point and say. Stick.</b></li> <li>- Show students how to do:             <ul style="list-style-type: none"> <li>• point to the colored bricks</li> <li>• say:” <i>Let’s stick!</i>”</li> <li>• stick the blue sticker and say: “<b>BLUE</b>”</li> </ul> </li> <li>- Ask students to work in pairs to say and stick.</li> <li>- Go around to help.</li> </ul> <p><b>Worksheet</b></p> <p>2 Color. Point and say. </p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <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> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 10px;"> <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> <ul style="list-style-type: none"> <li>- Ask student to listen to the teacher and color.</li> <li>EX: <i>one – yellow: two – green, ...</i></li> <li>- Students work in pairs point to each picture and say the color.</li> <li><b>4. Workbook page 10</b></li> <li>- Ask student to do exercise in workbook p.10.</li> <li>- Go around to help and encourage the students.</li> </ul>	<p style="text-align: center;">pairs</p> <p style="text-align: center;">individual pairs</p>
<p style="text-align: center;"><b>Conclusion</b></p>	<p><b>Stop The Bus game</b></p> <ul style="list-style-type: none"> <li>- Prepare these pictures for the game: a red A, a blue B, a green apple, a black 1, a yellow 2.</li> </ul> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>- Stick these pictures on the board.</li> </ul>	<p style="text-align: center;">groups</p>

	<ul style="list-style-type: none"><li>- Ask students to work in groups of 5. Each group has a mini board.</li><li>- Call out a picture. Example: <b>ONE</b></li><li>- Students hold up their group's board and say: <b>STOP THE BUS</b> and call out the correct color: <b>BLACK</b></li><li>- Give stickers to correct answers.</li></ul>	
--	--	--

WEEK 14

Date of preparing: 30/11/2023

Date of teaching: 04/12-08/12/2023

Period: 10

**UNIT 1: WHAT COLOR IS IT?**  
**LESSON 2: GRAMMAR AND SONG**

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

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

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

**III. LANGUAGE:**

**Language focus:** *listening, speaking*

**Vocabulary:** *What color is it? It's (green)*


*Lots of, me, you*

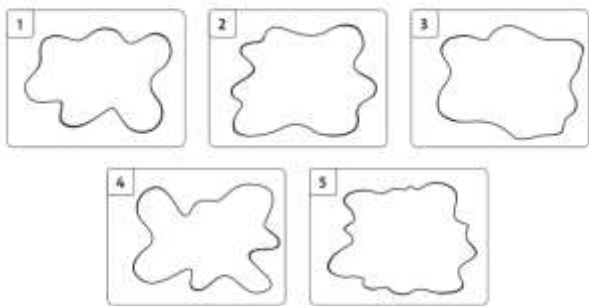
**IV. RESOURCES AND MATERIALS:** *Flashcards 6-10, audio tracks 17-18: crayons (red, green, blue, black, yellow), worksheet (printable resources P.11)*

**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>Give me...game</b></p> <ul style="list-style-type: none"> <li>- Students work in group of 5.</li> <li>- Tell them the rule.</li> <li>- Students take out their school things and put them on the desk.</li> <li>- Say: <b>Give me something red!</b></li> <li>- Students find and hold up the red school thing and say: <b>RED</b></li> <li>- Give stickers.</li> <li>- Continue with <i>blue, yellow, green, black.</i></li> </ul>	whole class

<b>Present information</b>	<b>Lead in:</b> - Hold up each of the Flashcards 6-10 for children to say the colors. - Say: It's red. - Hold up <b>GREEN</b> flashcard and ask <i>What color is it??</i> - Answer <i>It's green.</i>	whole class
<b>Guided practice</b>	<ol style="list-style-type: none"> <li>1. <i>Listen and repeat track 17</i> <ul style="list-style-type: none"> <li>- Play track 15, 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> </li> <li>2. <i>Listen and sing: track 18</i> <ul style="list-style-type: none"> <li>- Point to the leaf in the picture and ask: <b>What color is it?</b></li> <li>- Say: <b>It's green.</b></li> <li>- Continue with <i>apple, sky, paint pots.</i></li> <li>- Say "Let's sing!" and play the recording for the children to listen to.</li> <li>- Play the recording again and sing along.</li> </ul> </li> </ol>	Whole
<b>Pair/ group practice</b>	<ol style="list-style-type: none"> <li>3. <i>Trace the lines and say</i> <ul style="list-style-type: none"> <li>- Point to the red color patch. Say <i>What color is it?</i></li> <li>- Follow the path of the dotted line until you reach the red block below. Say <i>It's red.</i></li> <li>- Continue with <i>black, green, blue.</i></li> </ul> </li> </ol> <p><b>LET'S TALK</b></p> <ul style="list-style-type: none"> <li>- Students work in pair ask and answer.</li> <li>- Move around to help.</li> </ul> <ol style="list-style-type: none"> <li>4. <i>Workbook page 11</i> <ul style="list-style-type: none"> <li>- Ask student to do exercise in workbook p.5.</li> <li>- Go around to help and encourage the students</li> </ul> </li> </ol>	Groups  pairs  individuals
<b>Conclusion</b>	<b>Listen and color</b> <ul style="list-style-type: none"> <li>- Give students worksheet.</li> <li>- Show them how to do.</li> <li>- Say: <i>one – red</i></li> <li>- Color picture 1 red</li> <li>- Say: Now, your turn!</li> <li>- Continue with 2, 3, 4 and 5.</li> </ul>	

1 Choose and color. Point and say. 



The image shows a worksheet for a coloring activity. It contains five numbered boxes, each with a different leaf shape. Box 1 is a simple leaf with a pointed tip and a wavy edge. Box 2 is a leaf with a more rounded tip and a wavy edge. Box 3 is a leaf with a pointed tip and a wavy edge, similar to box 1. Box 4 is a leaf with a pointed tip and a wavy edge, similar to box 1. Box 5 is a leaf with a pointed tip and a wavy edge, similar to box 1. A speech bubble above the boxes says "It's green."

**Kiểm tra ngày 02/12/2023**

**Tổ trưởng**



**Huỳnh Thị Yến Trang**

WEEK 15

Date of preparing: 30/11/2023

Date of teaching: 11/12-15/12/2023

Period: 11

**UNIT 1: WHAT COLOR IS IT?**  
**LESSON 3: SOUNDS AND LETTERS**

**I. AIMS:** Students know how to recognize C and pronounce /k/.

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

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

**III. LANGUAGE:**

**Language focus:** listening, speaking

**Vocabulary:** cat, car/ In, a

**IV. RESOURCES AND MATERIALS:** Flash cards 6- 10, audio tracks 18-20, Phonics card 5-6.

**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 student to sing along.</li> <li>- Class Rules</li> </ul>	whole class
<b>Review</b>	<p><b>Let's chant track 09</b></p> <ul style="list-style-type: none"> <li>- Place Phonics cards 1-2 on the board.</li> <li>- Students chant and point to the correct one.</li> </ul>	whole class
<b>Present information</b>	<p><b>Lead in:</b></p> <ul style="list-style-type: none"> <li>- Draw the uppercase C and lowercase c on the board.</li> <li>- Say the sound /k/.</li> </ul>	whole class



	<ul style="list-style-type: none"> <li>- Draw dotted outlines of the uppercase C and lowercase c on the board.</li> <li>- Ask different students to come to the board and connect the dots.</li> </ul>	
<b>Guided practice</b>	<p style="text-align: center;"><b><i>1. Listen, point, and repeat. Write. Track 19</i></b></p> <ul style="list-style-type: none"> <li>- Play track 08, 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> <p style="text-align: center;"><b><i>2. Listen and chant: track 20</i></b></p> <ul style="list-style-type: none"> <li>- Point to the picture and say: “A cat in a car.”.</li> <li>- Play the recording, ask students to listen to the chant.</li> <li>- Put Phonics cards 5-6 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>	
<b>Pair/ group practice</b>	<ul style="list-style-type: none"> <li>• <b>Below level:</b></li> <li>- Divide the class into two groups: “cat” and “car.”</li> <li>- Play the chant again. Each group should stand up and sit down again when they hear their word.</li> <li>• <b>At level:</b></li> <li>- Divide the class into two groups: “cat” and “car.”</li> <li>- Play the chant again.</li> <li>- When the ‘cats’ hear the word cat, they pretend to be a cat stroking its ears with its paws. When the ‘cars’ hear the word car, they pretend to drive, using their hands on the steering wheel.</li> <li>- Switch groups and repeat.</li> <li>• <b>Above level:</b></li> <li>- Students do both mimes for the ‘cat’ and the ‘car’.</li> </ul>	groups

	<ul style="list-style-type: none"> <li>- Students draw the letter c in the air when they hear the /k/ sound each time.</li> <li style="text-align: center;"><b>3. Connect the letter Cc. Stick and say.</b></li> <li>- Say <i>Let's connect letters!</i></li> <li>- Connect line in blue, saying /k/ at each letter.</li> <li>- Next, point to the letter <i>c</i> and the letter <i>C</i> and ask the children: <b>Is it /k/?</b></li> <li>- Say Now your turn!</li> <li>- Ask students to connect and say.</li> <li>- Say <i>Let's stick!</i> Hold up the <i>c</i> sticker and model placing it in the book in the correct position, while saying /k/.</li> <li style="text-align: center;"><b>4. Workbook page 12.</b></li> <li>- Ask student to do exercise in workbook p.12.</li> <li>- Go around to help and encourage the students.</li> </ul>	individuals
<b>Conclusion</b>	<p><b>Telephone game:</b></p> <ul style="list-style-type: none"> <li>- Whisper a word (C, car, cat) 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 say out the word.</li> <li>- The team that get the pronunciation right scores a point.</li> </ul>	

WEEK 15

Date of preparing: 30/11/2023

Date of teaching: 11/12-15/12/2023

Period: 12

**UNIT 1: WHAT COLOR IS IT?**  
**LESSON 4: NUMBERS**

**I. AIMS:** Students know how to recognize numbers 3, 4 and count 3, 4.

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

- recognize and say the numbers 3 and 4.
- use the numbers 3 and 4 in the context of a song.

**III. LANGUAGE:**

**Language focus:** *listening, speaking*

**Vocabulary:** *3, 4, three, four, white, count*

**Review:** *1, 2, one, two, apples*

**IV. RESOURCES AND MATERIALS:** *Audio tracks 21-22, Phonics cards 1-6, paper and pencils, worksheet p.12*

**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 student 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>Chant (P.6)</b></p> <ul style="list-style-type: none"> <li>- Place flashcards on the board Phonics 1-2, and write letter A.</li> <li>- Play the chant.</li> <li>- Students listen, chant and point to the correct cards.</li> </ul>	whole class
<b>Present information</b>	<p><b>Lead in:</b></p> <ul style="list-style-type: none"> <li>- Draw 3 apples on the board and say 3.</li> <li>- Model the word for children to repeat.</li> <li>- Write number 3 on the board and say <b>THREE</b>.</li> </ul>	whole class

	<ul style="list-style-type: none"> <li>- Draw dotted outlines of the number 3 on the board and demo how to write them.</li> <li>- Do the same steps to teach number 4.</li> </ul>	
<b>Guided practice</b>	<p><b>1. Listen, point, and repeat. Write. Track 21</b></p> <ul style="list-style-type: none"> <li>- Play track 21, 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 22</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. Count, circle, and say.</b></p> <ul style="list-style-type: none"> <li>- Point to the picture and say: <b>boy, apple, car, bat, cat.</b></li> <li>- Point to the two boys and count: <b>one ... two ... two boys.</b></li> <li>- Encourage the children to count and circle with you.</li> <li>- Point to the apple in the box and then point to and circle the apple in the main picture. Say: <b>one ... one apple.</b></li> <li>- Continue with <i>car, bat and cat.</i></li> </ul>	
<b>Pair/ group practice</b>	<ul style="list-style-type: none"> <li>• <b>Below level:</b> after counting each item, draw it and write the number on the board next to it for visual support.</li> <li>• <b>At level:</b> ask students to draw the number answers in the air each time you have finished counting.</li> <li>• <b>Above level:</b></li> <li>- Ask the students to ‘draw’ their answers (they will</li> </ul>	groups



	<ul style="list-style-type: none"><li>- After writing and drawing, they have to say: “Stop the bus”.</li><li>- The winner is the group can read, write and draw correctly.</li><li>- Model first.</li><li>- Give stickers.</li></ul>	
--	--	--

**Kiểm tra ngày 02/12/2023**

**Tổ trưởng**



**Huỳnh Thị Yên Trang**

WEEK 16

Date of preparing: 30/11/2023

Date of teaching: 18/12-22/12/2023

Period: 13

**UNIT 1: WHAT COLOR IS IT?**  
**LESSON 5: SOUNDS AND LETTERS**

**I. AIMS:** Students know how to recognize D and pronounce /d/.

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

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

**III. LANGUAGE:**

**Language focus:** listening, speaking and reading

**Vocabulary:** dog, duck, and

**IV. RESOURCES AND MATERIALS:**

Audio tracks 23-24

Phonics card7-8, work sheet p. 13

**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 student to sing along</li> <li>- Class Rules</li> </ul>	whole class
<b>Review</b>	<p><b>Telephone game:</b></p> <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 (<b>one, two, three, four</b>) 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> </ul>	whole class

	<ul style="list-style-type: none"> <li>- The last student in the row has to clap his hands the correct number.</li> <li>- The team with the correct answer scores a point.</li> </ul>	
<b>Present information</b>	<p><b>Lead in:</b></p> <ul style="list-style-type: none"> <li>- Draw the uppercase <b>D</b> and lowercase <b>d</b> on the board.</li> <li>- Say the sound /d/.</li> <li>- Draw dotted outlines of the uppercase <b>D</b> and lowercase <b>d</b> 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 23</b></p> <ul style="list-style-type: none"> <li>- Play track 23, 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> <p><b>2. Listen and chant: track 24</b></p> <ul style="list-style-type: none"> <li>- Point to the picture and say: "A dog and a duck."</li> <li>- Play the recording, ask students to listen to the chant.</li> <li>- Put Phonics cards 7-8 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>	
<b>Pair/ group practice</b>	<ul style="list-style-type: none"> <li>• <b>Below level:</b> Stick the phonics cards in the opposite sides of the room and ask children to point to the correct one when they hear the different words as they chant.</li> <li>• <b>At level:</b> <ul style="list-style-type: none"> <li>- Teach them the sounds that dogs and ducks make: dog says <i>woof, woof, woof</i>; and duck says <i>quack, quack, quack</i>.</li> <li>- Play the chant again for children to say the sounds in</li> </ul> </li> </ul>	





<b>Conclusion</b>	<b>Guessing game</b> <ul style="list-style-type: none"><li>- Ask 1 student to stand in the front.</li><li>- Show other students a flashcard (duck, car, cat, dog).</li><li>- They must give their classmates clues by making the sound.</li><li>- The student in the front has to make a guess.</li></ul>	whole class
-------------------	---	-------------

WEEK 16

Date of preparing: 30/11/2023

Date of teaching: 18/12-22/12/2023

Period: 14

**UNIT 1: WHAT COLOR IS IT?**  
**LESSON 6: STORY**

**I. AIMS:** Students know that it is good to be clean and tidy.

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

- *understand a short story.*
- *understand that it is good to BE CLEAN AND TIDY.*
- *review and consolidate language introduced in unit 1.*

**III. LANGUAGE:**





**Language focus:** *listening, speaking*

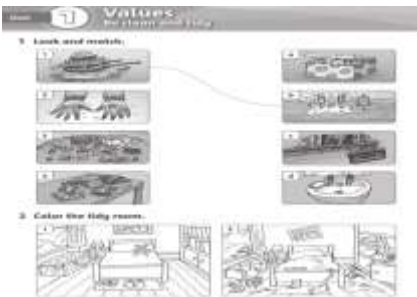
**Vocabulary:** *review unit 1*

**IV. RESOURCES AND MATERIALS:** *Flashcards 6-10, audio tracks 2, 18, 25, video unit 1, worksheet p.14*

**V. TEACHING PROCEDURES:**

STAGES	TEACHER'S ACTIVITIES	NOTES
<b>Warm up</b>	<ul style="list-style-type: none"> <li>- Greet students.</li> <li><b>Hello song</b></li> <li>- Ask students to sing along the song.</li> <li>- Stick <b>Class Rules</b></li> </ul>	whole class
<b>Review</b>	<p><b>Beanbag Game</b> (<i>review: numbers 1, 2, 3 and 4, letters A, B, C and D</i>)</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 (<i>hand by hand</i>).</li> <li>- Whenever the song is stopped, the person who is holding</li> </ul>	whole class

	<p>the bag must stand up and take out a picture. Student looks and says.</p> <ul style="list-style-type: none"> <li>- Stop the song several times to get more students to say.</li> </ul>	
<b>Present information</b>	<p><b>Lead in:</b></p> <ul style="list-style-type: none"> <li>- Show students these pictures.</li> <li>- Ask: Which one is good?</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">1 </div> <div style="text-align: center;">2 </div> </div> <p>- Say: It's good to be clean!</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">1 </div> <div style="text-align: center;">2 </div> </div> <ul style="list-style-type: none"> <li>- Show them these 2 pictures.</li> <li>- Ask: Which one is good?</li> </ul> <p>Say: It's good to be tidy!</p>	whole class
<b>Guided practice</b>	<p><b><i>Video unit 1</i></b></p> <ul style="list-style-type: none"> <li>- Before watching, hold up flashcards: Rosy, Tim, Bill</li> <li>- Students look and read.</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.</li> </ul> <p><b><i>1. Listen to the story. Track 25</i></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> </ul>	

	<ul style="list-style-type: none"> <li>- Ask students: <b>Is Tim good or bad?</b> (Thumb up for GOOD; thumb down for BAD).</li> <li>- Ask students to answer why they think so.</li> <li>- Ask students about ROSY, BILL.</li> </ul> <p style="text-align: center;"><b>2. Listen and act. Track 25</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>	<ul style="list-style-type: none"> <li>• <b>Below level:</b> Ask students to work in group of 4 to play the roles. All the ‘Rosys’ will work together and help each other with their actions first, before carrying out their actions with the other characters.</li> <li>• <b>At level:</b> Students work in group of 4 to role-play.</li> <li>• <b>Above level:</b> <ul style="list-style-type: none"> <li>- Ask students to repeat each line of the story after the recording.</li> <li>- Play the recording a couple more times for students to practice with.</li> <li>- Students try to say the words and do the actions without the audio.</li> </ul> </li> </ul> <p style="text-align: center;"><b>3. Workbook page 15</b></p> <ul style="list-style-type: none"> <li>- Ask student to do exercise in workbook p.15.</li> <li>- Go around to help and encourage the students.</li> </ul> <p><b><u>VALUES: Be clean and tidy</u></b></p> <ul style="list-style-type: none"> <li>- Give each student a worksheet.</li> </ul>  <p><b>PART 1:</b></p>	<p>groups</p> <p>individuals</p>

	<ul style="list-style-type: none"> <li>- Ask students to look at the pictures in part 1</li> <li>- Point to the first picture in number 1 and ask: <b>Clean or dirty?</b></li> <li>- Ask: <b>What can we do?</b> and point to pictures a, b, c, and d.</li> <li>- Students say: <b>b</b></li> <li>- Say: <b>Clean them! Great! It's good to be clean!</b></li> <li>- Ask them to share their ideas.</li> <li>- Do the same steps for numbers 2, 3 and 4.</li> <li>- Tell them: "It is good to be clean and tidy!"</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>- Students choose the tidy room.</li> <li>- Students color it.</li> </ul>	
<b>Conclusion</b>	<p><b>Goodbye song</b> Students sing along. <a href="https://youtu.be/9tCSI_2ykgs">https://youtu.be/9tCSI_2ykgs</a> <b>(Easy Goodbye Song For Children)</b></p>	individuals

**Kiểm tra ngày 02/12/2023**

**Tổ trưởng**



**Huỳnh Thị Yên Trang**

WEEK 17

Date of preparing: 30/11/2023

Date of teaching: 25/12-29/12/2023

Period: 16

**UNIT 1: WHAT COLOR IS IT?**  
**CULTURE 1: BIRTHDAY IN CANADA**

**I. AIMS:** Students know how birthdays are celebrated in Canada.

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

- *learn words associated with birthdays.*
- *learn how birthdays are celebrated in Canada.*
- *make a card.*

**III. LANGUAGE:**

**Language focus:** *listening, speaking*

**Vocabulary:** *cake, candle, gift, party, happy birthday*

**IV. RESOURCES AND MATERIALS:** *Flashcards 47-52, audio tracks 88*

**V. TEACHING PROCEDURES:**

STAGES	TEACHER'S ACTIVITIES	NOTES
<b>Warm up</b>	<ul style="list-style-type: none"> <li>- Greet students.</li> <li><b>Hello song</b></li> <li>- Ask students sing along the song.</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>Pass the balls game</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 2 balls (blue and red) to the person next to them (<i>hand by hand</i>).</li> <li>- Whenever the song is stopped, the person who is holding the blue ball must stand up, hold up 1 school thing and ask: <b><i>What color is it?</i></b> And the person who is holding the red ball must stand up and answer: <b><i>It's.....</i></b></li> </ul>	whole class

	<ul style="list-style-type: none"> <li>- Stop the song several times to get more students to ask and answer.</li> </ul>	
<b>Present information</b>	<p><b>Lead in:</b></p> <ul style="list-style-type: none"> <li>- Wear a party hat on your head</li> <li>- Say: It's my birthday today.</li> <li>- Ask students to sing Happy birthday song for you</li> <li>- Use flashcards to teach new words</li> </ul> <p><b>What's missing? Game</b></p> <ul style="list-style-type: none"> <li>- Place the flashcards on the board</li> <li>- Ask students to close their eyes</li> <li>- Remove one flashcard, ask: What's missing?</li> <li>- Students open their eyes, raise their hand to answer</li> </ul>	whole class
<b>Guided practice</b>	<p><b>1. Listen, point, and repeat. Track 89</b></p> <ul style="list-style-type: none"> <li>- Play the first part of the track for children to listen and point to the flags.</li> <li>- Play the second part of the track for children to point to and repeat the words.</li> <li>- Play several times if necessary.</li> </ul> <p><b>2. Look and point.</b></p> <ul style="list-style-type: none"> <li>- Look at the picture of the birthday card together, and ask: <i>What is it? What country is it from? Whose birthday is it? How old is he? Ask What else they can see.</i></li> <li>- Say: "Let's have a party!" and "Happy birthday, George!" and read these aloud as you follow the words with your finger.</li> <li>- In Vietnamese, talk about birthdays in Viet Nam and if there are any similarities or differences between them and birthdays in Canada.</li> <li>- Ask students if they give gifts or cards, like this one.</li> <li>- Ask them if they have a party for their birthday, and if so who with and what they do.</li> </ul>	groups





WEEK 17

Date of preparing: 30/11/2023

Date of teaching: 25/12-29/12/2023

Period: 16

**UNIT 1: WHAT COLOR IS IT?**  
**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:**

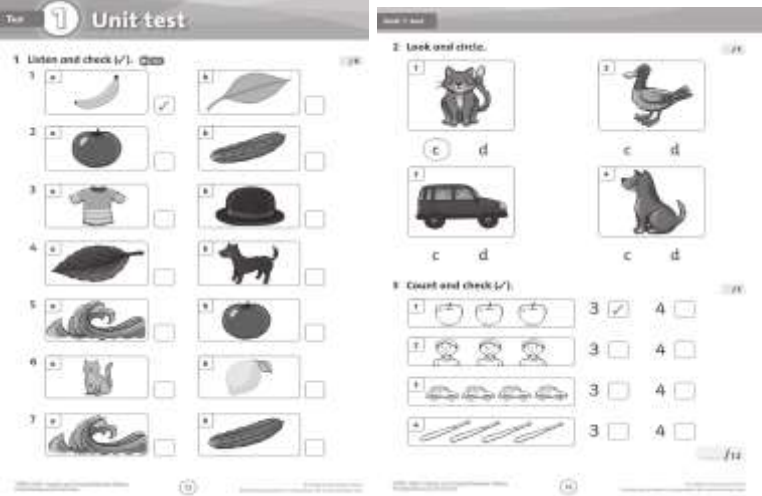
**Language focus:** *listening, speaking*

**Vocabulary:** *review unit 1*


**IV. RESOURCES AND MATERIALS:** *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><b>Hello song</b></li> <li>- Ask students sing along the song.</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 ( red, black, blue, green, yellow)</b></p> <ul style="list-style-type: none"> <li>- Whisper a word 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 say out the word and hold up the correct color flashcard.</li> </ul>	whole class

	<ul style="list-style-type: none"> <li>- The team that get the pronunciation right scores a point.</li> </ul>	
<p><b>Test</b></p>	<ul style="list-style-type: none"> <li>- Show them how to do step by step.</li> <li>- Give an example.</li> <li>- Students do the test.</li> </ul> 	<p>whole class</p>
<p><b>Conclusion</b></p>	<ul style="list-style-type: none"> <li>- Students hand in their paper.</li> </ul> <p><b>Goodbye song</b></p> <ul style="list-style-type: none"> <li>- Students sing along.</li> </ul>	<p>individuals</p>

**Duyệt ngày 07/12/2023**  
**PHÓ HIỆU TRƯỞNG**  
  
**Nguyễn Thị Thanh Hải**

**Kiểm tra ngày 02/12/2023**  
**TỔ trưởng**  
  
**Huỳnh Thị Yến Trang**