

Textbook: Family & Friends 1 (National Edition)

Week: 10th

Unit Starter: Hello!
Lesson 1: Words (page 4)

Period: 1

Date: 04th - 08th November , 2024

A. DESIRED OBJECTIVES

By the end of the lesson, students will be able to say the names of the book characters and use common greetings.

1. Core competences

Cognition:

- Remember the names of the book characters.
- Understand how to use common greetings.

Skills:

- Listening: Listen and identify the names of the book characters
- Speaking: Use common greetings to communicate with others.

2. General Competence:

- Self-control and independent learning: perform speaking and listening tasks.
- Communication and collaboration: work in pairs or groups to practice greeting.
- Problem solving and creativity: apply the common greetings to greet others using the real names.

3. Attributes

- Kindness: be polite with friends by greeting, love friends.
- Diligence: learn English to communicate with people around the world.

B. LANGUAGE FOCUS

1. Pronunciation:

- Pronounce the names of the book characters correctly.
- **Intonation:** communicate naturally.

2. Vocabulary: *Rosy, Tim, Billy, hello, goodbye*

C. INSTRUCTIONAL RESOURCES

- **Reference teaching materials:** Textbook, teacher’s book, activity book
- **Teaching aids:** *laptop, projector*, audio files, flashcards

LEARNING EXPERIENCES

Teacher’s activities	Students’ activities
<p>Warm up (4 minutes)</p> <p><i>Aim: help students be relax before staring the new lesson</i></p>	

<ul style="list-style-type: none"> - Let students play the game “green bamboo game?” - Give instructions to students - Divide class into 4 groups - Play the song and pass the ball - Stop the song suddenly and ask student who hold the ball choose two squares on the screen. If two squares are the same, student will get one point for his/ her group - Continue playing the song, ask students to do as T’s instruction and note the scores - Raise the winning group and give students feedback <p>Expected products: students’ relaxation, concentration training</p> <p>Assessment tools: Observation on student’s enjoyment</p>	<ul style="list-style-type: none"> - Listen to the instructions - Work in groups - Listen and pass the ball - Choose two squares - Continue enjoying the game - Listen to the T ▪ Answers: square 2- square 5, square 3- square 8, square 1- square 6, square 4-square 7
<p>Presentation (8 minutes)</p> <p><i>Aim: help students say the names of the book characters and use common greetings</i></p>	
<p>Lead in:</p> <ul style="list-style-type: none"> - Show Flashcards 1- 3 one at a time and say the names Rosy, Tim, Billy for students to repeat in chorus - Stick these flashcards on the board - Come to flashcard Rosy and say “Hello, Rosy!”. - Ask students to repeat - Go away from Flashcard Rosy and say “goodbye, Rosy” - Continue with Tim and Billy. - Give students feedback <p>1. Listen, point and repeat.</p> <ul style="list-style-type: none"> - Play the recording (track 03, P.4) - Ask students to listen and point - Play the recording again, ask students to listen and point - Play the recording again, ask students to listen and repeat in chorus - Observe students’ pronunciation and help if necessary. Then, correct the 	<ul style="list-style-type: none"> - Look at the flashcards and repeat - Look at the flashcards - Listen and repeat - Do as directed - Listen to the T - Listen to the recording - Listen and point - Listen and point - Listen and repeat in chorus - Correct mistakes

<p>mistakes.</p> <ul style="list-style-type: none"> - Ask students to work in pairs to say “hello” and “goodbye” using the real names <ul style="list-style-type: none"> • Ex1: Hello, Xuan/ Minh/ Loan • Ex2: Goodbye, Lan/ Mai/ Hoa - Go around, observe students and correct students’ pronunciation mistakes - Give students feedback <p>Expected products: students can remember the names of the book characters, use “hello” and “goodbye” to say with their friends</p> <p>Assessment tools: Observation on students’ memory, intonation and pronunciation.</p>	<ul style="list-style-type: none"> - Work in pairs to say “hello” and “goodbye” using the real names - Correct pronunciation mistakes - Listen to T’s feedback
<p>Practice (12 minutes)</p> <p><i>Aim: help students understand listening and speaking tasks</i></p>	

<p>2. Listen and chant</p> <ul style="list-style-type: none"> - Show the chant on the screen - Explain the request to students - Play the chant (track 04) and ask students to listen to the chant - Play the chant again and ask students to listen and chant (2 times) - Observe students' pronunciation and help if necessary. Then, correct the mistakes. - Ask whole class to both read the words and clap their hands (three times for one word) - Pay attention to students' pronunciation and correct if necessary <p>Expected products: students' intonation Assessment tools: Observation on students' intonation</p> <p>3. Point and say. Stick</p> <ul style="list-style-type: none"> - Give students the instruction: <ul style="list-style-type: none"> ▪ Point to each character and ask students to say their names of the book characters ▪ Point to Tim and say "Let's stick" ▪ Stick the sticker and say: "Tim" - Ask students to work in pairs to say and stick - Go around, observe and help students if necessary - Invite some pairs to demonstrate - Ask students to give their feedback on their friends' demonstration, then teacher gives feedback. <p>Expected products: students' pronunciation Assessment tools: Observation on students' pairwork, how they can remember the names of the book characters and stick quickly.</p>	<ul style="list-style-type: none"> - Look at the screen - Listen to T's explanation - Listen to the chant - Listen and chant - Correct mistakes - Read and clap the hands - Listen to T's instruction - Say the names - Point and say - Stick and say - Work in pairs - Demonstrate - Give feedback - Listen to T
<p>Production (8 minutes)</p> <p><i>Aim: help students remember the names of the book characters and use common greetings</i></p>	

<p>Work in pair:</p> <ul style="list-style-type: none"> - Put the pictures of characters into the secret bag - Ask students to work in pairs - Invite some pairs to demonstrate: one student choose one picture in the bag and raise the picture, another student say “Hello, Tim/ Rosy/ Billy” - Ask students to give their feedback on their friends’ answers, then teacher gives feedback. <p>Expected products: students’ pronunciation</p> <p>Assessment tools: Observation on students’ demonstration</p>	<ul style="list-style-type: none"> - Work in pairs - Volunteer to demonstrate - Give feedback - Listen to T’s feedback
<p>Consolidation (3 minutes)</p> <p><i>Aim: Help students review what they learned through listening task</i></p>	
<p>Sing and Act out:</p> <ul style="list-style-type: none"> - Divide the class into 3 groups - Give each group a flashcard: Rosy/ Tim/ Billy - Play the chant. - Students listen and stand up when they hear their group’s name. - Students wave 1 hand when they hear the word HELLO; students wave 2 hands when they hear the word GOODBYE. - Give students feedback <p>Expected products: students’ understanding in listening task</p> <p>Assessment tools: Observation on students’ actions and enjoyment</p>	<ul style="list-style-type: none"> - Work in groups - Get the flashcards - Listen to the chant and do as directed - Listen to T’s feedback

Textbook: Family & Friends 1 (National Edition)**Week:10th****Unit Starter: Hello!****Lesson 2: Grammar and song (page 5)****Period: 2****Date: 04th - 08th November , 2024****A. DESIRED OBJECTIVES**

• By the end of the lesson, students will be able to greet people, ask the question “What’s your name?”, sing a song and understand simple classroom instructions.

1. Core competences:

• **Cognition:** ask and answer the question “what’s your name?” and recognize some classroom commands.

• Skills:

- Listening: listen and understand the questions and answers about someone’s name.
- Speaking: ask and answer questions about someone’s name.
- Reading: identify the forms of the questions and answers “what is your name?”.
- Writing: write a short sentence about student’s name.

2. General Competence:

- **Self-control and independent learning:** perform speaking and listening tasks.
- **Communication and collaboration:** work in pairs to ask and answer about name.
- **Problem solving and creativity:** communicate with others.

3. Attributes:

- **Kindness:** love people and be friendly to others.
- **Diligence:** learn English hard to communicate with others.

B. LANGUAGE FOCUS:**1. Pronunciation:**

- Pronounce sentences correctly.
- Intonation: communicate naturally.

2. Vocabulary:

- *Name, listen, stand, sit, raise, ...*

3. Sentence pattern:

- *What’s your name? I’m (Tim).*
- *Listen to your teacher!*
- *Stand up!*
- *Sit down!*
- *Raise your hand!*

- *Line up!*



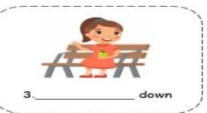
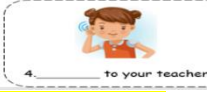
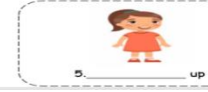
C. INSTRUCTIONAL AND RESOURCES:

- **Reference teaching materials:** teacher’s book, student’s books, ...
- **Teaching aids:** laptop, projector, audio files, ...

D. LEARNING EXPERENCES:

Teacher’s activities	Students’ activities
<p>Warm up (4 minutes) <i>Aims: help students review the greeting way.</i></p>	
<ul style="list-style-type: none"> - Tell students: “Line up”, and say HELLO to each student to welcome them and encourage children to reply Hello. - Play “hello song”, ask students to sing along. - Ask students to greet each other in pairs. - Observe students’ pronunciation, help if necessary and correct the mistakes - Expected products: Students know how to say Hello and goodbye. - Assessment tools: Observation on student’s speaking. 	<ul style="list-style-type: none"> - Listen to the instructions. - Join in the activity. - Comment on their classmates’ presentation.
<p>Presentation (8 minutes) <i>Aims: help students understand some classroom commands.</i></p>	
<p>Lead in:</p> <ul style="list-style-type: none"> - Hold up each of the Flashcards 1–3 for children to say the names. - Say Hello and wave to ROSY. - Hold up Rosy flashcard and ask <i>What’s your name?</i> Answer: <i>I’m Rosy.</i> 1. Listen and repeat. (Track 05) - Play track 05, listen and point. - Play again, ask students to listen and point. - Play again, ask students to listen and repeat. 2. Listen and sing. (Track 06) - Say “Let’s sing!” and play the recording for the children to listen to. (Billy is only a baby and he can’t speak yet.) - Play the recording again and sing along. • Below level: - Display the flashcards of Rosy, Tim, and Billy in different places around the room. - Play the song again and tell children to point to the correct flashcard as they sing the line with the name. 	<ul style="list-style-type: none"> - Listen to the instructions. - Listen and point. - Listen and repeat. - Listen and sing. - Join in the activity.

<ul style="list-style-type: none"> • At level: - Ask three children to come to the front. - Play the song again and replace the character names with the names of the children at the front of the class. • Above level: - Put Flashcards 1–5 on the board. - Demonstrate an action for each one: Rosy (stand up), Billy (clap), Tim (tap the desk), Hello, (wave), Goodbye (wave and turn away). - Practice the actions with the class. - Play the song again. - Ask students to do the actions as they sing the song. - Observe and correct students' mistakes. <p>3. Listen, point, and repeat. (Track 07)</p> <ul style="list-style-type: none"> - Say: “Look at the pictures.” - Play the first part of the recording - Ask students to listen and point. - Play the recording several times while demonstrating the actions. - Encourage the children to copy you. - Repeat these steps with the second part. - Observe students' actions and help if necessary. Then, correct the mistakes. - Give comments - Expected products: Students' answers, intonation, sentence stress and pronunciation. - Assessment tools: Observation on students' intonation, sentence stress and pronunciation. 	<ul style="list-style-type: none"> - Volunteer to come to the front and practice. - Comment on their classmates' presentation. - Listen to the instructions. - Listen and do the actions. - Sing and do the actions. - Give their feedback to the classmates' presentations. - Observe the pictures. - Listen and point. - Imitate the actions. - Give their feedback to the others
<p>Practice (12 minutes)</p> <p><i>Aims: help students ask and answers the question “What’s your name?” and practice some simple commands.</i></p>	
<p>Ask and answer</p> <ul style="list-style-type: none"> - Point to yourself and say: “I’m Thanh” (use your name). - Ask a student: “What’s your name?”. - He answers: “I’m...” using his name. - Ask students to work in pairs to ask and answer. - Move around to observe and help if necessary. Then, correct the mistakes. 	<ul style="list-style-type: none"> - Look at the example and listen. - Listen and answers. - Work in pairs.

<p>Let's talk!</p> <ul style="list-style-type: none"> - Ask students to look at the picture and say "Raise your hand." - Mime the other 3 actions and elicit the commands: stand up, sit down, line up. - Students work in pairs saying the commands and doing the actions. - Students work in groups of 4 doing this activity in Printable Resources. <p>4. Workbook (page 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>Expected products: Students' answers, sentence stress and pronunciation.</p> <p>Assessment tools: Observation on students' sentence stress and pronunciation.</p>	<ul style="list-style-type: none"> - Observe the pictures. - Listen and practice. - Work in groups. - Do the exercise. - Work individually.
<p>Production (8 minutes)</p> <ul style="list-style-type: none"> - <i>Aims: help students ask and answer questions about someone's name.</i> 	
<p>Pass the ball game</p> <ul style="list-style-type: none"> - Play the music and pass a ball. - Stop the music. - The whole class asks: "What's your name?". - The student holding the ball has to stand up and answer: "I'm...." (using their names). - Give stickers to students with correct answers. - Expected products: Students' conversations, intonation, stress and pronunciation. - Assessment tools: Observation on students' conversations, how they apply the sentence patterns, stress, intonation and pronunciation. 	<ul style="list-style-type: none"> - Listen to the rules. - Join in the games.
<p>Consolidation (3 minutes)</p>	
<p>Let's Practice!</p> <ul style="list-style-type: none"> - Guide Ss to do the exercise. - Ask Ss to choose the correct words and write on the board. <p>Choose and write.</p> <p style="text-align: center;">stand sit raise line listen</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px dashed gray; padding: 5px; text-align: center;">  1. _____ your hand. </div> <div style="border: 1px dashed gray; padding: 5px; text-align: center;">  2. _____ up </div> <div style="border: 1px dashed gray; padding: 5px; text-align: center;">  3. _____ down </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px dashed gray; padding: 5px; text-align: center;">  4. _____ to your teacher </div> <div style="border: 1px dashed gray; padding: 5px; text-align: center;">  5. _____ up </div> </div>	<ul style="list-style-type: none"> - Listen to teacher's guides. - Look and write the correct words on the board.
<p>Homework: (1 minute)</p>	

- Give comments.

- Ss learn the lesson by heart at home and prepare for the next period.

Ngày 01 tháng 11 năm 2024

Khôi trưởng



Huỳnh Thị Yến Trang

Textbook: Family & Friends 1 (National Edition)

Week: 11

Unit Starter: Hello!

Lesson 3: Sounds and letters (page 6)

Period: 3

Date: 11th - 15th November , 2024

A. DESIRED OBJECTIVES

By the end of the lesson, students will be able to:

1. Core competences

Cognition:

- To recognize and trace the uppercase and lowercase forms of the letter *a* and associate them with the sound /æ/;
- To pronounce the sound /æ/ on its own and at the beginning of words;
- To be familiar with the letter name for *a*.

Skills:

- **Listening:** listen and recognize the sound /æ/ on its own and at the beginning of words.
- **Speaking:** pronounce the sound /æ/ on its own and the letter name for *a*.
- **Reading:** identify the forms of the uppercase and lowercase forms of the letter *a* and associate them with the sound /æ/.
- **Writing:** trace the uppercase and lowercase forms of the letter *a*, and the words with *a* at the beginning.

2. General Competence

- **Self-control and independent learning:** perform pronouncing the sound /æ/ on its own and the letter name for *a*; trace the uppercase and lowercase forms of the letter *a*, and the words with *a* at the beginning by themselves.
- **Communication and collaboration:** work in pairs or groups to pronounce the sound /æ/ on its own and the letter name for *a*; trace the uppercase and lowercase forms of the letter *a*, and the words with *a* at the beginning.
- **Problem solving and creativity:** add more vocabulary items with the letter *a*.

3. Attributes

- **Patriotism:** love families, teachers, and friends.
- **Kindness:** help families and friends, be friendly with others.
- **Diligence:** try to learn English to communicate with people around the world.
- **Honesty:** become an honest student.
- **Responsibility:** protect school things; plant and protect trees.

B. LANGUAGE FOCUS

1. Pronunciation:

- Pronounce the sound /æ/ on its own and the letter name for *a* correctly.

- **Intonation:** communicate naturally.

2. Vocabulary:

- Vocabulary: apple, Annie
- Extra vocabulary: has, an

C. INSTRUCTIONAL RESOURCES

- **Reference teaching materials:** Audio Tracks 06, 08–09; Flashcards 1–5; Phonics cards 1–2; Stickers
- **Teaching aids:** Workbook page 6

LEARNING EXPERIENCES

Teacher’s activities	Students’ activities
<p>Warm-up (6 minutes)</p> <p>Aim: help students review the song on page 5, and the commands in the classroom.</p>	
<p>1. Review the song:</p> <ul style="list-style-type: none"> - Play the song on page 5, have students listen, sing and do the actions (follow the teacher). - Remark on students’ singing, and actions. <p>2. Simon says game:</p> <ul style="list-style-type: none"> - Go through the rules of the game “Simon says” to the whole class. - Choose one person who is the leader and call out the actions that start with Simon saying: <i>Stand up! Sit down! Line up! Listen to the teacher! Raise your hand!</i> - Have everyone else follow the leader and do the actions, but only when Simon says. - Ask children to comment on the pronunciation, intonation, and actions of others. - Comment on pronunciation and intonation of students as leaders, praising individuals for good execution of orders. <p>Expected products: Students’ pronunciation and actions.</p> <p>Assessment tools: Observation of student’s pronunciation and actions.</p>	<ul style="list-style-type: none"> ▪ Listen, sing, and follow the teacher. - Listen to the rules of the game carefully. - The leader calls out the actions that start with “Simon says”. - Everybody follows the leader and does the actions, but only when Simon says. - Some students give their feedback about their playmates.
<p>Presentation (5 minutes)</p> <p>- Aim: help students to recognize and trace the uppercase and lowercase forms of the letter <i>a</i> and associate them with the sound /æ/.</p>	

<ul style="list-style-type: none"> - Draw dotted outlines of the uppercase A and lowercase a on the board. - Facing the board, draw A and a in the air as the teacher says the sound /æ/. Then connect the dotted lines to complete A and a. - Then guide students to connect the dotted lines to complete A and a. - Draw more dotted examples on the board and ask different children to come to the board and connect the dots. - Give the comment and correct errors. <p>Expected products: Students recognize and trace the uppercase and lowercase forms of the letter a, and associate them with the sound /æ/.</p> <p>Assessment tools: Observation on students' pronunciation and tracing products.</p>	<ul style="list-style-type: none"> - Students observe. - Children draw the letters in the air with the teacher and repeat the sound /æ/. - Listen and observe. After that follow the teacher. - Different children to come to the board and connect the dots. - Others give their feedback.
<p>Practice (15 minutes)</p> <p><i>Aim: help students to pronounce the sound /æ/ on its own and at the beginning of words, can write the uppercase and lowercase forms of the letter "a" by themselves, and sing the chant on page six with good pronunciation and rhythm.</i></p>	
<p>Exercise 1</p> <ul style="list-style-type: none"> - Play the first part of the recording for the children to listen and point to the letters and the pictures, as described on page 6. - Play the second part of the recording. - Finally, model the writing activity and ask students to practice writing the uppercase and lowercase forms of the letter "a" on their own boards. - Have some students come to the front to show the boards and point to the letter a on their boards to say the sound /æ/ aloud. - Ask students to give their feedback on their friends' presentations, then the teacher gives feedback. - Expected products: Students' pronunciation of the sound /æ/ and writing 	<ul style="list-style-type: none"> - Children to listen and point to the letters and the pictures. - Children listen and repeat the sounds and words as they hear them. - Students observe carefully and then practice writing on the boards. - Some volunteers come to the front to show the boards and say the sound /æ/ aloud. - The other ones correct the pronunciation and mistakes of their classmates.

<p>products.</p> <p>Assessment tools: Observation on students' pronunciation and writing products.</p> <p>Exercise 2</p> <ul style="list-style-type: none"> - Point to the picture of Annie holding the apple and say: “<i>Annie has an apple.</i>” (<i>twice</i>). - Play the recording of the chant. Put Phonics cards 1–2 in different places around the room. - Play the chant again, pausing for children to repeat. - Play all the chant again. - Divide the class into groups of four to six for practicing the chant (in 3 minutes). - Ask some groups to come to the front for chanting, and other groups give their remarks. - Comments on the pronunciation and rhythm of the groups. <p>Expected products: Students’ pronunciation and the rhythm of the chant.</p> <p>Assessment tools: Observation of students’ pronunciation and the rhythm of the chant.</p>	<ul style="list-style-type: none"> - Look at the picture, listen, point, and repeat. - Children listen to the chant, then find and point to the corresponding cards. - Children listen and repeat. - Children listen and chant. - Students work in groups. - Some groups come to the front for chanting, and other groups give their remarks.
<p>Production (6 minutes)</p> <p><i>Aim: help students to place the sticker of the uppercase and lowercase forms of the letter a in the correct position and have good pronunciation with /æ/ – apple.</i></p>	
<p>Exercise 3</p> <ul style="list-style-type: none"> - Say <i>Let’s find letter a.</i> Demonstrate the task by following the top row with the teacher’s finger and stopping at the first letter A. Hold up the corresponding sticker and place it in the correct position, saying /æ/ – <i>apple</i> as the teacher does. - Say <i>Now your turn!</i> and have the children copy the teacher. Encourage children to say /æ/ – <i>apple</i> as they place the stickers in 	<ul style="list-style-type: none"> - Observe and listen carefully. - Children say /æ/ – <i>apple</i> as they place the stickers in their books.

<p>their books.</p> <ul style="list-style-type: none"> - Have some students come to the front to show their books and say aloud: /æ/ – apple. <p>- Comment and correct students' pronunciation and mistakes.</p> <p>Expected product: Students place the sticker of the uppercase and lowercase forms of the letter a in the correct position and have good pronunciation with /æ/ – apple.</p> <p>Assessment tools: Observation of students' answers and pronunciation.</p>	<ul style="list-style-type: none"> - Some volunteers come to the front to show their books and say aloud: /æ/ – apple. - Other students give their feedback.
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Criteria	Task completed with excellence	Task completed	Task uncompleted
Language use	Can pronounce /æ/ – apple, Annie, write the uppercase and lowercase forms of the letter a, and the words with "a" at the beginning.	Can pronounce /æ/ – apple, Annie, write the uppercase and lowercase forms of the letter a, and the words with "a" at the beginning with some errors.	Cannot pronounce /æ/ – apple, Annie, write the uppercase and lowercase forms of the letter a, and the words with "a" at the beginning.
Pronunciation	Pronounce the sound /æ/ and the words: apple, Annie clearly	Pronounce the sound /æ/ and the words: apple, Annie understandably, with some errors.	Cannot pronounce properly.
Fluency	Speak fluently without effort or some hesitation for meaning.	Speak quite fluently with hesitation, but still understandable.	Produce isolated sounds or fail to speak.

Consolidation (3 minutes)

***Aim:** help students to have good writing with the uppercase and lowercase forms of the letter a, and pronunciation with /æ/.*

<p>Tracing on backs:</p> <ul style="list-style-type: none"> - Divide the class into groups of six. Tell them that each group is going to sit 	<ul style="list-style-type: none"> - Children listen to the rules carefully.
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together in a circle and count off 1–6 so that each student has a number.

- Give a phonics letter card to student six in each group, but don't have them look at the card until the teacher says, Go. Have each child “write” the letter very slowly on their classmates’ backs with their fingers. Student one goes to the board and writes the letter and says it aloud. The quickest group with the correct letter wins.

- Have students give the comment and choose the winning group.

- Give comments and praise the winning group.

- **Expected products:** Students’ pronunciation and writing products.

- **Assessment tools:** Observation of students’ pronunciation and writing products.

- Children play in groups.

- Students give their opinion and choose the winning group.

Textbook: Family & Friends 1 (National Edition)

Week: 11th

Unit Starter: Hello!

Lesson 4: Numbers (page 7)

Period: 4

Date: 11th – 15th November , 2024

A. DESIRED OBJECTIVES

By the end of the lesson, students will be able to:

1. Core competences

Cognition:

- To recognize and say the numbers 1 and 2;
- To introduce the concept of counting and plurals.

Skills:

- **Listening:** listen and recognize the numbers one and two.
- **Speaking:** pronounce the numbers one and two.
- **Reading:** identify the numbers one and two.
- **Writing:** trace the numbers one and two.

2. General Competence

- **Self-control and independent learning:** perform pronouncing the numbers one and two; trace the numbers one and two by themselves.
- **Communication and collaboration:** work in pairs or groups to pronounce and trace the numbers one and two.
- **Problem solving and creativity:** add more vocabulary items with the numbers one and two.

3. Attributes

- **Patriotism:** love families, teachers, and friends.
- **Kindness:** help families and friends, be friendly with others.
- **Diligence:** try to learn English to communicate with people around the world.
- **Honesty:** become an honest student.
- **Responsibility:** protect school things; plant and protect trees.

B. LANGUAGE FOCUS

1. Pronunciation:

- Pronounce the number correctly.
- **Intonation:** communicate naturally.

2. Vocabulary:

- Vocabulary: one, two
- Review: apple(s), Annie
- Extra vocabulary: one apple, two apples, one book, two books.

C. INSTRUCTIONAL RESOURCES

- **Reference teaching materials:** Student book on page 7, workbook on page 7, teacher's book

- **Teaching aids:** Audio Tracks 09–11; Phonics cards 1–2.

LEARNING EXPERIENCES

Teacher’s activities	Students’ activities
<p>Warm-up (5 minutes)</p> <p><i>Aim: help students review the sound /æ/ and the chant on page 6</i></p>	
<p>Review the sound /æ/:</p> <ul style="list-style-type: none"> - Show the Phonics cards 1–2, ask children to pronounce the sound /æ/ and read the words “apple”, “Annie” aloud. - Comment on pronunciation. <p>Action chant:</p> <ul style="list-style-type: none"> - Play the recording (Track 09) and have students sing the chant from Student Book p. 6 to review the sounds. - Divide the class into three different groups. Tell them that each group will do a different action, e.g..., group 1 clap your hands, group 2 stand up, group 3 wave your hands in the air. - Do the chant together and tell the groups to do their action every time they hear the /æ/sound. - Change the actions between groups. - Remark on students’ pronunciation, singing, and actions. <p>Expected products: Students’ pronunciation and actions.</p> <p>Assessment tools: Observation of student’s pronunciation and actions.</p>	<ul style="list-style-type: none"> ▪ Look at the phonic cards to pronounce the sound /æ/ and read the words “apple”, “Annie” aloud. <ul style="list-style-type: none"> - Students listen and sing the chant. - Listen to the rules carefully. - The groups do their action every time they hear the /æ/sound. - Change the actions. - Some students give their feedback about their playmates.
<p>Presentation (5 minutes)</p> <p><i>Aim: help students to recognize the numbers 1 and 2 and identify /wʌn/ and /tu:/</i></p>	
<ul style="list-style-type: none"> - Show the card of one and model /wʌn/ for children to repeat (twice). - Pick up a book, a pen, an eraser ... and model /wʌn/. - Show the card of “two” and model /tu:/ for children to repeat (twice). - Take out two notebooks, two pencils, two rulers ... and model /tu:/. - Have some students come to the board 	<ul style="list-style-type: none"> - Look at the card and say aloud /wʌn/. - Pick up their school objects and follow the teacher. - Look at the card and say aloud /tu:/. - Pick up the school objects and follow the teacher.

<p>with two school objects and count one, two.</p> <p>- The teacher comments on pronunciation and corrects students' mistakes.</p> <p>Expected products: Students' pronunciation of /wʌn/ and /tu:/. Assessment tools: Observation on students' pronunciation.</p>	<p>- Some students come to the board count the school objects: one, two. - Other students comment and correct their friend's presentations.</p>
<p>Practice (15 minutes)</p> <p><i>Aim: help students to recognize and trace the numbers 1 and 2 and count the numbers one and two.</i></p>	
<p>1.Listen, point, and repeat:</p> <ul style="list-style-type: none"> - Play the first part of the recording and point to the pictures. Point to a different apple each time of the crunching sounds. - Play the recording again and mime eating an apple when the apple crunch and mime eating an apple from each hand when the two apple crunch sounds. - Play the recording several times for the children to practice repeating the words, sounds, and actions. - Draw dotted outlines of the numbers 1 and 2 on the board and demonstrate how to write them. Draw more dotted examples on the board and ask different children to come to the board and connect the dots and point to the number to say /wʌn/ and /tu:/, while other pupils draw the numbers on their own boards and say /wʌn/ and /tu:/, too. - Have some students give feedback. - Give the comment and correct errors. <p>Expected products: Students' pronunciation of /wʌn/ and /tu:/ and students' products of tracing 1 and 2. Assessment tools: Observation on students' pronunciation and tracing</p>	<ul style="list-style-type: none"> - Students listen and point to the picture. - Students observe and listen and follow the teacher. - Listen and repeat several times. - Different children to come to the board to connect the dots and say two numbers. The last of the class draw the numbers on their own boards and say the numbers, too. - Some students give feedback. - Children point to the picture and

products.

2.Point and sing:

- Point to the picture of the first apple and say *one apple*. Point to the picture of two apples and say *two apples*. Encourage the children to repeat after the teacher.
- Play the song for the children to listen to and point to the pictures as they hear the words.
- Play the song several times and do the actions.
- Ask some students to come to the front to sing and do the actions.
- Give the comment and correct errors.

Expected products: Students’ pronunciation, performance.

Assessment tools: Observation on students’ pronunciation and performance.

3.Count and say:

- Ask students to comment on the pictures.
- Point to the first picture (each of the two apples), count them, and say *one ... two ... two apples* (emphasize the sound of the plural ‘s’).
- Point to the second picture and elicit the answer *one apple*.
- Point to the third picture and elicit the answer *two apples*.
- Have students point to the three pictures to count the amount of the apples several times,
- Call on individual students to count the apples.

- Teacher gives the comment.

Expected products: Students’ pronunciation of one apple and two apples.

Assessment tools: Observation on

repeat several times.

- Pupils listen and point to suitable pictures.
- Students sing the song and follow the teacher.
- Some children come to the front to perform the song.
- Some students give feedback.

- Students comment on the pictures.
- Children observe, listen and count *one ... two ... two apples*.

- Pupils count the apple and say “one apple” aloud.
- Pupils count the apples and say “two apples” aloud.
- Students point and count the apples several times.
- Some individuals count the apples.
- Others give their feedback.

students' pronunciation.

Production (5 minutes)

Aim: help students to match the number with the appropriate pictures and consolidate counting to 2.

4. Point, match and say:

- Read the request, and then guide the students on how to complete this exercise.
- Point and say the numbers on the left. Point to the first pictures and say *One apple*. Then model how to match the first picture with the number one.
- Ask students to work in pairs to complete the rest of the exercise and practice counting in 2 minutes.
- After 2 minutes, call out some individuals to come to the front to show the answer and count the apples aloud.
- Comment on students' pronunciation and correct their work.

- Listen to the teacher carefully.
- Follow the teacher.
- Students complete the rest of the exercise and practice counting in pairs.
- Some individuals come to the front to show the answer and count the apples aloud.
- Other ones give their ideas for their classmates' presentations.

Expected products: Students' pronunciation and answers.

Assessment tools: Observation of students' pronunciation and the result of their work.

Criteria	Task completed with excellence	Task completed	Task uncompleted
Language use	Can count and write one and two with good pronunciation.	Can count and write one and two with some errors.	Cannot count and write one and two
Pronunciation	Pronounce the numbers: one and two clearly.	Pronounce the numbers: one and two with some errors.	Cannot pronounce the numbers: one and two properly.
Fluency	Speak fluently without effort or some hesitation for meaning.	Speak quite fluently with hesitation, but still understandable.	Produce isolated sounds or fail to speak.

Consolidation (5 minutes)

Aim: help students to consolidate counting to 2 and relax their minds after 35

minutes of hard learning.

Game:

- Divide the class into groups of four to six. Tell children that each group is going to draw a picture of one and two of their favorite classroom objects and take turns to count them to the rest of the group for 4 minutes.

- After 4 minutes, ask the representative of each group to present to the class, and the other groups comment on the group's presentation.

- Give comments and praise the winning group.

-Children listen to the rules carefully.

- Children play in groups.

- The representative of each group comes to the front to present the picture.

- Students give their opinions and choose the winning group.

Ngày 01 tháng 11 năm 2024

Khối trưởng



Huỳnh Thị Yến Trang

Textbook: Family & Friends 1 (National Edition)

Week: 12th

Unit Starter: Hello!

Lesson 5: Sounds and Letters (page 8)

Period: 5

Date: 19th -22nd November , 2024

A. DESIRED OBJECTIVES

By the end of the lesson, students will be able to:

- recognize and trace the uppercase and lowercase forms of the letter b.
- pronounce the sound /b/ on its own and at the beginning of words.
- be familiar with the letter name for b.

1. Core competences

Cognition:

- know how to recognize letter B and pronounce the sound /b/.

Skills:

Listening: listen and understand the uppercase and lowercase forms of the letter b.

Speaking: Pronounce the sound /b/

Writing: familiar with the name of the letter *b*

2. General Competence

- **Self-control and independent learning:** perform speaking, listening and writing tasks.
- **Communication and collaboration:** work in pairs or groups to pronounce the sound /b/ correctly.
- **Problem solving and creativity:** add more vocabulary items about familiar with the name for b.

3. Attributes

- **Patriotism:** love friends and sport toys
- **Kindness:** share the toys with friends
- **Diligence:** do exercise to keep good health

B. LANGUAGE FOCUS

1. Pronunciation:

- Pronounce the sound /b/ and words correctly
- **Intonation:** communicate naturally

2. Vocabulary:

- boy, bat
- more vocab

C. INSTRUCTIONAL RESOURCES

- *Reference teaching materials:* Textbook, teacher's book, *workbook*, ...

- *Teaching aids:* laptop, projector, audio tracks 12-13, phonics cards 3-4, Stickers

LEARNING EXPERIENCES

Teacher’s activities	Students’ activities
<p>Warm up (4 minutes) <i>Aim: help students review the class rules</i></p>	
<ul style="list-style-type: none"> - Play HELLO SONG, ask student to sing along - Ask students to greet each other in pairs. - Remind students about Class Rules. - Stick Class rules on the board. - Do the action and say. - Ask students to say and do the action. - Ask students to give their feedback, then teacher gives feedback. - Remark on students’ pronunciation. <p>Expected products: Students’ answers and pronunciation.</p> <p>Assessment tools: Observation on student’s pronunciation.</p>	<ul style="list-style-type: none"> - Listen to the instructions. - Perform the activity. - Look and say the class rules - Give their feedback to the others
<p>Presentation (8 minutes) <ul style="list-style-type: none"> - <i>Aim: help students know how to pronounce the sound /b/ and the words which beggin with letter “b” correctly</i> </p>	
<p>Lead in:</p> <ul style="list-style-type: none"> - Draw the uppercase B and lowercase b on the board. - Say the sound /b/ for students to repeat. - Draw dotted outlines of the uppercase <i>B</i> and lowercase <i>b</i> on the board. - Ask different students to come to the board and connect the dots. - Observe students’ communication and help if necessary. - Ask students to give their feedback, then teacher gives feedback. 	<ul style="list-style-type: none"> - Look - Listen and repeat. - Look - Connect the dots - Correct the mistakes - Give their feedback to others

<p>1. Listen, point, and repeat. Write. Track 12</p> <ul style="list-style-type: none"> - Play the first track 12, listen and point. - Point to the picture of Billy and say: “B is for Billy”. - Play again, ask students to listen and point. - Play again, ask students to listen and repeat. - Model the writing activity. - Ask students to work individually - Observe students’ pronunciation and help if necessary. <p>Expected products: Students’ answers, intonation, and pronunciation.</p> <p>Assessment tools: Observation on students’ intonation, and pronunciation.</p>	<ul style="list-style-type: none"> - Listen and point. - Look - Listen and point - Listen and repeat - Read the letters. - Work individually - Correct pronunciation mistakes
<p>Practice (12 minutes)</p> <p><i>Aim: help students understand listening and speaking tasks</i></p>	
<p>2. Listen and chant: track 13</p> <ul style="list-style-type: none"> - Point to the picture and say: “A boy with a bat.” - Play the recording, ask students to listen to the chant. - Put Phonics cards 3-4 in different places around the room. - Play the chant again. - Ask Ss to point to the cards - Play the chant again, pause for students to repeat. - Observe students’ pronunciation and help if necessary. - Give (Ss) feedback <p>Expected products: Students’ intonation</p> <p>Assessment tools: Observation on students’ intonation</p>	<ul style="list-style-type: none"> - Look and listen - Listen to the chant - Listen - Point to the cards - Listen and repeat - Correct pronunciation mistakes - Listen to T’s feedback

<p>3. Point to the letters Bb. Stick.</p> <ul style="list-style-type: none"> - Point to the picture of the boy with the bat and the lowercase b and elicit /b/. - Hold up the b sticker and show the children how to place it on their books in the correct position. - Say: <i>Now your turn!</i> - Ask students to copy you. - Encourage students to say as they place the stickers in their books. - Remark sts' answers. - Go through the answers with the class. - Ask students to give their feedback, then teacher gives feedback. 	<ul style="list-style-type: none"> - Look at the picture - Look and listen to T - Listen and say - Give students the answers - Give feedback to others
<p>Production (8 minutes) <i>Aim: helps students to practice more this sound</i></p>	
<p>Stop the bus</p> <ul style="list-style-type: none"> - Put the students into groups of four. - Ask students to take out 2 mini board for each group and write A on board 1; B on board 2. - Ask sts to say a word - Ask sts to listen, choose the correct board. - The first team to finish shouts 'Stop the Bus!'. - Check their answers by asking them to read the letter in chorus. (correct letter: 1 point; correct word: 3 points) - Give an example. - Note the score and remark - Praise the winner team. <p>Expected products: Students' intonation, stress and pronunciation. Assessment tools: Observation on students' actions</p>	<ul style="list-style-type: none"> - Work in groups - Listen to the rules - Join in the game. - Listen to T
<p>Consolidation (3 minutes)</p>	

<i>Aim: helps students find more words that have the sound /b/</i>	
<ul style="list-style-type: none">- Ask students to work in pairs- Ask each pair to find more words which have the same sound /b/.- Encourage students to make the words into a chant.- In turns, the pair come before the class, join in with their own chant.	<ul style="list-style-type: none">- Work in pairs.- Find more words which have the same sound /b/- Try to make the words into the chant - Turns come before the class and say their chant

Textbook: Family & Friends 1 (National Edition)

Week: 12th

Unit Starter: Hello!

Lesson 6: Story (page 9)

Period: 6

Date: 19th -22nd November , 2024

A. DESIRED OBJECTIVES

By the end of the lesson, students will be able to:

1. Core competences

Cognition:

- Understand a short story.
- Understand how to use common greeting people.
- Review and consolidate language introduced in the unit.

Skills:

- Listening: Students can listen and repeat after the story-line
- Speaking: Students can act out the characters

2. General Competence

- Self-control and independent learning: perform speaking and listening tasks
- Communication and collaboration: work in pairs or groups to act after the characters
- Problem solving and creativity: add some phrases to greet people (Nice to meet you, See you again...)

3. Attributes

- Patriotism: love school, class, friends
- Kindness: be friendly to people
- Diligence: learn English to communicate with people around the world.

B. LANGUAGE FOCUS

1. Pronunciation:

- Pronounce: the word “ Billy, Tim, Rosy, Goodbye”
- Intonation: communicate naturally

2. Vocabulary: Rosy, Tim, Billy, Hello, Goodbye.

3. Sentence pattern:

- Simple present of Be: am
- What’s your name? I’m

C. INSTRUCTIONAL RESOURCES

- Reference teaching materials: Textbook, teacher’s book, activity book,...

- Teaching aids: laptop, projector, audio files ...

LEARNING EXPERIENCES

Teacher’s activities	Students’ activities
<p>Warm up (3 minutes) <i>Aim: help students review the vocabulary</i></p>	
<p>- Play the game: “Beanbag Game” (Review: number 1 and 2, letters A, B, H, Hello, Goodbye) - Give instructions to students. - Play a song - While the song is playing, students pass a bag to the person next to them (hand by hand). - Whenever the song is stopped, the person who is holding the bag must stand up and take out a picture. Student looks and says. - Remark on students’ pronunciation. - Praise the winner. Expected products: Students’ answers and pronunciation. Assessment tools: Observation on student’s pronunciation.</p>	<p>- Listen to the instructions. - Perform the activity.</p>
<p>Presentation (10 minutes) <i>Aim: help students listen to the story and find out the previous vocabularies, structure.</i></p>	
<p>Lead in: - Come to a student, say: Hello - Ask one student: What’s your name? and he/she will answer the question. - Ask students to work in pairs (ask and answer the question: What’s your name?)</p>	<p>- Say: Hello - Answer - Work in pairs</p>

<p>- Observe students' communication and help if necessary.</p> <p>- Call some pairs to perform in front of the class.</p> <p>- Ask students to give their feedback on their friends' answer.</p> <p>- Give feedback</p> <p>Expected products: Students' answers, intonation, and pronunciation.</p> <p>Assessment tools: Observation on students' intonation, sentence stress and pronunciation.</p> <p>1. Listen to the story.</p> <p>- Say Let's look at the story. Point to the characters in the story and ask Who's this?</p> <p>- Introduce Mom and Miss Bell in the frame, and guess where they are.</p> <p>- Ask students to give their feedback on their friends' answer.</p> <p>- Remark on the students' answers and praise the students.</p> <p>- Ask students to look and find out what happens in this story. Invite students to share their ideas.</p> <p>- Give comments to students' answer and play the track 14 for students to look at the story in their books and point to three people as they hear them.</p> <p>- Remark on students' presentation.</p> <p>Expected products: Students' answers, intonation and pronunciation.</p> <p>Assessment tools: Observation on students' intonation and pronunciation.</p>	<p>- Perform in front of the class</p> <p>- Give feedback</p> <p>- Listen and take note</p> <p>- Look at the pictures and think about the answer.</p> <p>- Answer the question</p> <p>- Look , listen and guess</p> <p>- Remark on the others.</p> <p>- Share some ideas about the story.</p> <p>- Point out three people and say aloud.</p> <p>- Remark on the others.</p>
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Practice (10 minutes)
Aim: help students act out the story

2. Listen and act.

- Show 4 pictures of the story on the screen and play the audio (track 14) for students to listen twice.

- Add the missing words for each picture.

- Guide students to take role, combine using gesture for each picture.

- Give example sentence by sentence for students to follow.

- Divide the class into groups of five students.

- Ask groups to act out.

- Observe on the students' presentation and help if necessary.

- Ask one or two groups to come to the front of the class to act out the story

- Ask students to give their feedback on their classmates' presentation.

- Give remarks, then make the conclusion of the task.

Expected products: Students' answers, intonation, sentence stress and pronunciation.

Assessment tools: Observation on students' intonation, sentence stress and pronunciation.

- Look at the pictures and listen to the story carefully.

- Do the teacher's guides.

- Listen and do follow the teacher.

- Practice in group for each picture (Pic.1, Pic.2, Pic.3 and Pic.4)

- Act out the story in front of the class.

- Give their feedback on their classmates' presentation.

- Listen and take note

Answer key:

Pic 1: Miss Bell: Hello! I'm Miss Bell. What's your name?

Tim: I'm Tim

Pic: Miss Bell: And what's your name?

Rosy: I'm Rosy

Pic 3: Miss Bell: And what' your name?

Billy: Bill....

Miss Bell: Bill.. Hello Bill

Tim and Rosy: Billy

Pic 4: Miss Bell: Oh! Billy.

Goodbye Billy

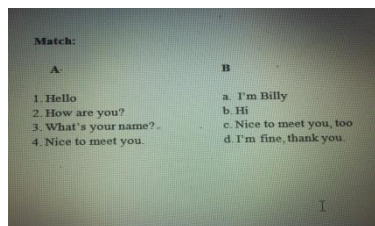
<p>Production (8 minutes) <i>Aim: help students review the pattern and be friendly</i></p>	
<p>Practice in pairs: <i>A: Hello</i> <i>B: Hi</i> <i>A: What's your name?</i> <i>B: I'm.....</i> <i>A: How are you?</i> <i>B: I'm fine, thank you.</i> <i>A: Nice to meet you.</i> <i>B: Nice to meet you, too</i></p> <ul style="list-style-type: none"> - Give instructions to students - Ask students to work in pairs. - Ask pairs to practice some patterns. - Observe students' communication and help students if necessary. - Call some pairs to perform in front of the class. - Ask students to give their feedback on their friends' answer. - Give feedback <p>Expected products: Students' conversations, intonation, stress and pronunciation. Assessment tools: Observation on students' conversations, how they apply the sentence patterns, stress, intonation and pronunciation</p>	<ul style="list-style-type: none"> - Listen to the instruction. - Work in pair - Perform in front of the class. - Comment on their friends' presentation

Criteria	Task completed with excellence	Task completed	Task uncompleted
Language use	<i>Ask and answer questions about what the name is</i>	<i>Ask and answer questions about what the name is with some errors.</i>	<i>Cannot ask and answer questions about what the name is.</i>
Pronunciation	<i>Pronounce words clearly with some intonation.</i>	<i>Pronounce words understandably, with some errors.</i>	<i>Cannot pronounce properly.</i>
Fluency	<i>Speak fluently without effort or some hesitation for meaning.</i>	<i>Speak fairly fluently with hesitation, but still understandable.</i>	<i>Produce isolated sounds or fail to speak.</i>

Consolidation (3 minutes)

Aim: help students identify structures

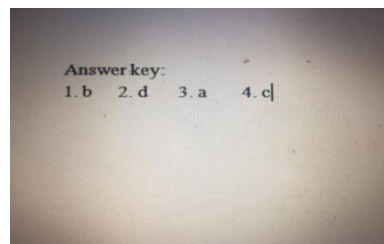
Exercise:



- Ask students to do exercise.
- Give instruction to students
- Ask students to match sentences in column A with column B.
- Call some students to give answers on the screen.

- Ask students to give their feedback on their friends' answer.

- Give feedback



- Look at the exercise.
- Listen to the instruction
- Match sentences in column A with column B.
- Give answers on the screen.

- Give comments

Homework (1 minute)

- Ask students to do exercises (page 9) in workbook

- Listen and take note.

- Have students prepare the next lesson.

Ngày 01 tháng 11 năm 2024

Khối trưởng



Huỳnh Thị Yến Trang

Textbook: Family & Friends 1 (National Edition)

Week: 13 th

Unit 1: What color is it?

Lesson 1: Words (page 10)

Period: 7

Date: 25 th -29th November , 2024

A. DESIRED OBJECTIVES

By the end of the lesson, students will be able to recognize colors

1. Core competences

Cognition:

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

Skills:

- Listening: listen and identify the colors
- Speaking: : ask and answer about the colors
- Reading: read the names of colors correctly
- Writing: write the colors

2. General Competences:

- Self-control and independent learning: perform speaking and listening tasks
- Communication and collaboration: work in pairs or groups to talk about colors.
- Problem solving and creativity: add more vocabulary items about names of other colors

3. Attributes

- Kindness: love beauty, to be friendly with nature and people
- Diligence: learn color words to have a comprehensive view of the colors around us.

B. LANGUAGE FOCUS

1. Pronunciation:

- Pronounce the names of the colors correctly
- Intonation: communicate naturally

2. Vocabulary:

- *red, green, blue, black, yellow*

C. INSTRUCTIONAL RESOURCES

- *Reference teaching materials:* Textbook, teacher’s book, activity book
- *Teaching aids:* laptop, projector, audio files

LEARNING EXPERIENCES

Teacher’s activities	Students’ activities
Warm up (4 minutes)	

<i>Aim: help students review the vocabulary</i>	
<p>Let students play the game “Beanbag Game”</p> <ul style="list-style-type: none"> - Tell them the rule. - Play a song. - Asks students to listen to the song and pass a bag - 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: 1 or 2 - Stop the song several times to get more students to say. ▪ Remark on students’ pronunciation. ▪ Praise the winning team. <p>Expected products: Students’ answers and pronunciation.</p> <p>Assessment tools: Observation on student’s pronunciation.</p>	<ul style="list-style-type: none"> - Listen to the rule. - Listen and pass the bag - Look, counts and says: 1 or 2
Presentation (8 minutes)	
<ul style="list-style-type: none"> ▪ <i>Aim:</i> help students learn how to say the name of 5 colors correctly 	
<ul style="list-style-type: none"> - Draw an apple on the board and ask:” <i>One or two?</i>” - Color the apple red and say:” It is red. Red. Red. Red.”. - Ask students to repeat in chorus, groups -Observe students’ communication and help if necessary. Then, correct the mistakes - Use Colors Flashcards 6-10 to introduce vocabulary: red, yellow, blue, black, green. - Ask students to repeat in chorus. - Ask students pass the Flashcards and read the vocabulary individually. - Ask students to give their feedback on their friends’ presentation, then teacher gives feedback. <p><i>1. Listen and point. Track 15</i></p>	<ul style="list-style-type: none"> - Observe - Say :”It is red. Red.Red.” - Repeat in chorus, groups. -Correct the mistakes. -Observe and listen - Repeat in chorus. - Read the vocabulary individually. -Comment on their classmates’ presentation and listen to T’s feedback

<ul style="list-style-type: none"> - Play the track 15, listen and point - Play again, ask students to listen and point - Play again, ask students to listen and repeat in chorus, in group <p>Game:</p> <ul style="list-style-type: none"> -Ask students to listen and point to objects in the room or on their desks. - Call out a color: <i>It's RED.</i> - Ask students to point to something red. - Observe students' pronunciation and help if necessary. Then, correct the mistakes - Asks some students to come to the front and practice. - Ask students to give their feedback on their friends' presentation, then teacher gives feedback. <p>Expected products: students can remember the names of colors</p> <p>Assessment tools: Observation on students' memory, intonation and pronunciation.</p>	<ul style="list-style-type: none"> - Listen track 15 - Listen and point. - Correct the mistakes. <ul style="list-style-type: none"> - Listen and point to objects in the room or on their desks. - Say : <i>It's RED</i> <p>-Correct the mistakes.</p> <p>-Volunteer to come to the front and practice.</p> <p>-Comment on their classmates' presentation</p>
<p>Practice (15 minutes)</p> <p><i>Aim: help student to practice some words about colors correctly</i></p>	
<p>2. Listen and chant. Track 16</p> <ul style="list-style-type: none"> - Show the chant on the screen -Explain the request to students - Asks students to listen to track 16. - Divide the class into 5 groups and give each group a flashcard. - Play the chant again. -Asks students to listen and stand up when they hear their group's color. -Asks students to listen, chant along and do action. -Remark on the Ss' activity and understanding. <p>Expected products: Students' activity</p>	<ul style="list-style-type: none"> - Look at the screen -Listen to T's explanation - listen track 16 <p>- Work in groups</p> <ul style="list-style-type: none"> - Listen and stand up when they hear their group's color - Listen to chant along and do action. <p>- Remark the other Ss' activity</p>

<p>Assessment tools: Observation on students' activity</p> <p>3. Point and say. Stick.</p> <ul style="list-style-type: none"> - Show students how to do: point to the colored bricks say:” <i>Let’s stick!</i>” stick the blue sticker and say: “BLUE” - Ask students to work in pairs to say and stick. - Go around to help students. - Observe students’ pronunciation and help if necessary. Then, correct the mistakes - Pick some sts to come to the front for pointing and saying the name of colors on the board. - Ask sts to give their feedback on their friends’ presentation, then teacher gives feedback. <p>Expected products: Students’ pronunciation.</p> <p>Assessment tools: Observation on students’ pronunciation.</p>	<ul style="list-style-type: none"> -Observe and listen -Works in pairs -Correct the mistakes. - Point and say the name of colors on the board. - Comment on their classmates’ presentation.
<p>Production (5 minutes) <i>Aim: : helps Sts to learn more colors</i></p>	
<ul style="list-style-type: none"> ▪ Give some picture about another colors: orange, purple, white ▪ Give each student a card that contain a color ▪ Ask students to go around the class and ask others by using the structures they learned and make sure they use their card to give the right answer. ▪ Ask students work in groups. ▪ Observe and correct students’ mistakes. ▪ Pick some volunteers to practice in the front. ▪ Give comments and praise. 	<ul style="list-style-type: none"> - Look at , listen and repeat - Receive the cards. -Go around and do the given task. - Practice in front of the class.

Criteria	Task completed with excellence	Task completed	Task uncompleted
Language use	<i>Can read and write the words about colors correctly</i>	<i>Can read the words about colors with some errors.</i>	<i>Cannot read the words about colors correctly.</i>
Pronunciation	<i>Pronounce words clearly with some intonation.</i>	<i>Pronounce words understandably, with some errors.</i>	<i>Cannot pronounce properly.</i>
Fluency	<i>Speak fluently without effort or some hesitation for meaning.</i>	<i>Speak fairly fluently with hesitation, but still understandable.</i>	<i>Produce isolated sounds or fail to speak.</i>
Consolidation (3 minutes)			
<ul style="list-style-type: none"> ▪ Play game ▪ Give a bag for students that have many objects in it. ▪ Give the bag for students ask them to take one and say the colorsof object ▪ Teacher correct 		<ul style="list-style-type: none"> ▪ Open the bag, catch one object say the colors of object. ▪ Listen to the teacher ▪ Do as direction 	

Textbook: Family & Friends 1 (National Edition)

Week: 13th

Unit 1: What color is it?

Lesson 2: Grammar and Song (page 11)

Period: 8

Date:

A. DESIRED OBJECTIVES

By the end of the lesson, students will be able to:

- To ask and answer *What color is it?, It's (green).*
- To sing a song

1. Core competences

Cognition:

- identify the forms of the questions and answers using the verb “Be”
- *question:” What color is it?”*
- *answer: “It’s....”.*

Skills:

- Listening: listen and understand the questions and answers about colors
- Speaking: ask and answer the questions about the names of colors
- Reading: identify the forms of the questions and answers using the verb “Be”
- Writing: use short form of “Be”

2. General Competence

- Self-control and independent learning: perform speaking and listening tasks
- Communication and collaboration: work in pairs or groups to ask and answer the names of colors
- Problem solving and creativity: add more vocabulary items about names of other colors

3. Attributes

- Patriotism: love the colorful world around us.
- Kindness: love beauty, to be friendly with nature and people
- Diligence: learn color words to have a comprehensive view of the colors around us.

B. LANGUAGE FOCUS

1. Pronunciation:

- Pronounce the names of colors correctly
- Intonation: communicate naturally

2. Vocabulary:

- *red, green, blue, black, yellow*
- *Lots of, me, you*

3. Sentence pattern:

- Simple present of “be” (is)
 - *What color is it? It’s (green)*

C. INSTRUCTIONAL RESOURCES

- *Reference teaching materials:* Textbook, teacher’s book, activity book,...
- *Teaching aids:* laptop, projector, audio files ...

LEARNING EXPERIENCES

Teacher’s activities	Students’ activities
<p>Warm up (4 minutes) <i>Aim: help students review the vocabulary</i></p>	
<p>Let students play the game “Give me...game?”</p> <ul style="list-style-type: none"> - Ask Students to work in group of 5. - Tell them the rule. - Ask Students take out their school things and put them on the desk. - Teacher says: Give me something red! - Ask Students find and hold up the red school thing and say: RED - Continue with <i>blue, yellow, green, black.</i> - Remark on students’ pronunciation. ▪ Praise the winning team ▪ Expected products: Students’ answers and pronunciation. <p>Assessment tools: Observation on student’s pronunciation.</p>	<ul style="list-style-type: none"> - Work in group of 5. - Listen to the rule - Take out their school things and put them on the desk. - Listen to teacher - Find and hold up the red school things and say: RED
<p>Presentation (8 minutes) <i>Aim: help students understand the sentence patterns “What color is it?” - “It’s” and use short form of “be” to answer the question.</i></p>	
<ul style="list-style-type: none"> - Show students a picture of red color and ask : “What color is it?” - Elicit the answer: “It’s red.” - Explain how to use these sentence patterns. “What color is it ?” “It’s” <u>red.</u> - Show pictures of different colors and ask students to work in pairs and practice the structures above. - Observe students’ communication and 	<ul style="list-style-type: none"> - Look at the picture and think about the answer - Listen to the explanation and ask for clarification. - Look at the structures and try to remember how to use them. - Practice in pairs. - Correct the mistakes.

<p>help if necessary. Then, correct the mistakes.</p> <ul style="list-style-type: none"> - Pick some pairs to come to the front for drilling. - Ask students to give their feedback on their friends' presentation, then teacher gives feedback. <p>Expected products: Students' answers, intonation, sentence stress and pronunciation.</p> <p>Assessment tools: Observation on students' intonation, sentence stress and pronunciation.</p>	<ul style="list-style-type: none"> - Volunteer to come to the front and practice. - Comment on their classmates' presentation. - Listen to teacher's feedback
<p>Practice (15 minutes) <i>Aim: help student improve the listening and speaking skills</i></p>	
<p>1. Listen and repeat track 17</p> <ul style="list-style-type: none"> - Play track 17, listen and point. - Play again, ask students to listen and point. - Play again, ask students to listen and repeat. - Remark on students' pronunciation. <p>Expected products: students' spelling, pronunciation, stress and intonation.</p> <p>Assessment tools: Observation on students' answers, spelling, pronunciation, stress and intonation.</p> <p>1. Listen and sing: track 18</p> <ul style="list-style-type: none"> - Point to the leaf in the picture and ask: "What color is it?" - Answer: "It's green." - Continue with <i>apple, sky, paint pots</i>. - Say "Let's sing!" and play the recording for the children to listen to. - Play the recording again and sing along. - Give comments <p>Expected products: sing the right words, the melody, spelling, pronunciation, stress and intonation</p>	<ul style="list-style-type: none"> - Listen - Listen and point. - Listen and repeat - Listen and answer the question - Listen and sing

<p>Assessment tools: Observation on students' singing, spelling, pronunciation, stress and intonation.</p> <p>3. Trace the lines and say</p> <ul style="list-style-type: none"> - Point to the red color patch. Ask “ What color is it?” - Follow the path of the dotted line until you reach the red block below. Answer: “It’s red.” - Continue with <i>black, green, blue.</i> - Ask Ss to trace the line and say - Give comments <p>Expected products: Students’ answers, intonation, sentence stress and pronunciation.</p> <p>Assessment tools: Observation on students’ intonation, sentence stress and pronunciation.</p>	<ul style="list-style-type: none"> - Look at the picture and answer the question. - Listen and do - Trace the line and say
<p>Production (5 minutes)</p> <p><i>Aim: Ask and answer questions about the names of colors</i></p>	
<p>Ask and answer:</p> <ul style="list-style-type: none"> ▪ Ask students to take a school thing contain a color ▪ Ask students to go around the class and ask others by using the structures they learned and make sure they use their card to give the right answer. ▪ Ask students to work in groups. ▪ Observe and correct students’ mistakes. ▪ Pick some volunteers to practice in the front. ▪ Give comments and praise. <p>Expected products: Students’ conversations, intonation, stress and pronunciation.</p> <p>Assessment tools: Observation on students’ conversations, how they apply the sentence patterns, stress, intonation and pronunciation.</p>	<ul style="list-style-type: none"> - Receive the cards. - Go around and do the given task. - Practice in front of the class. - Listen to teacher’s comment

Criteria	Task completed with excellence	Task completed	Task uncompleted
Language use	<i>Can ask and answers questions about the names of colors</i>	<i>Can ask and answers questions about What color it is with some errors.</i>	<i>Cannot ask and answers questions about What color is it?</i>
Pronunciation	<i>Pronounce words clearly with some intonation.</i>	<i>Pronounce words understandably, with some errors.</i>	<i>Cannot pronounce properly.</i>
Fluency	<i>Speak fluently without effort or some hesitation for meaning.</i>	<i>Speak fairly fluently with hesitation, but still understandable.</i>	<i>Produce isolated sounds or fail to speak.</i>
Consolidation (3 minutes)			
<p>Let's Practice!</p> <ul style="list-style-type: none"> ▪ Ask students to look at the picture and the speech bubble. Say: "It's red." ▪ Have some students read the sentence aloud. ▪ Have students work in pairs and take turns to say the sentence. Tell them to use the names of other colors ▪ Pick some pairs to stand up and practice. ▪ Give comments 		<ul style="list-style-type: none"> ▪ Look at the picture and say the sentence. ▪ Work in pairs. ▪ Take turns to say the sentence by using other the names of other colors. ▪ (The chosen pairs) stand up and practice. ▪ Listen to teacher's comment 	

Ngày 01 tháng 11 năm 2024

Khôi trưởng



Huỳnh Thị Yến Trang

Ngày 05 tháng 11 năm 2024

P.Hiệu trưởng

Nguyễn Thị Thanh Hải