

WEEK 5

Date of preparing: 30/9/2024

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

Period: 9

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

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

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

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

**III. LANGUAGE:**

**Language focus:** listening, speaking

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

**IV. RESOURCES AND MATERIALS:**

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

**V. TEACHING PROCEDURES:**

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



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

**VI. CONSOLIDATION:**

- Students look at the picture and say the word.

**VII. HOMEWORK – PREPARATION - REMARK**

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

WEEK 5

Date of preparing: 30/9/2024

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

Period: 10

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

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

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

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

**III. LANGUAGE:**

**Language focus:** listening, speaking

**Grammar:** *Is this your (mom)?*

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




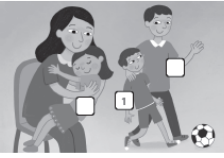


**IV. RESOURCES AND MATERIALS:**

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

**V. TEACHING PROCEDURES:**

STAGES	TEACHER'S ACTIVITIES	NOTES
<b>Warm up</b>	<ul style="list-style-type: none"> <li>- Greet the students</li> <li>- Sing <b>Hello song</b></li> <li>- Class rules</li> </ul>	whole class
<b>Review</b>	<p><b>What's missing? game</b></p> <p><b>Chant track 20</b></p>	whole class
<b>Present information</b>	<p><b>Lead in:</b></p> <ul style="list-style-type: none"> <li>- Hold up each of the Flashcards 9-14 for children to say the family names.</li> <li>- Place the flashcards on the board</li> <li>- Ask volunteered students to write the words below the flashcards.</li> <li>- Point to the MOM flashcard and ask: "<b>Is this your mom?</b>"</li> <li>- Elicit the answer: "<b>Yes, it is</b>".</li> <li>- Point to the BROTHER flashcard and ask: "<b>Is this your dad?</b>"</li> <li>- Elicit the answer: "<b>No, it isn't. This is my brother.</b>"</li> </ul>	whole class
	<p><b>1. Listen and repeat track 21</b></p> <ul style="list-style-type: none"> <li>- Play track 21, listen and point</li> </ul>	Whole class

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

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


- Students look at the pictures and say the word.

**VII. HOMEWORK – PREPARATION - REMARK**

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

**Kiểm tra ngày 04 tháng 10 năm 2024**

**Tổ trưởng**



**Huỳnh Thị Yến Trang**

WEEK 6

Date of preparing: 30/9/2024

Date of teaching: 07/10 – 11/10/2024

Period: 11

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

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

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

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

**III. LANGUAGE:**

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

**Vocabulary:** *nose, neck, orange, octopus*

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

**IV. RESOURCES AND MATERIALS:**

Audio tracks 23-24


Phonics card 20-23

**V. TEACHING PROCEDURES:**

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

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



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

**VI. CONSOLIDATION:**

- Students look at the pictures and say the word.

**VII. HOMEWORK – PREPARATION - REMARK**

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

WEEK 6

Date of preparing: 30/9/2024

Date of teaching: 07/10 – 11/10/2024

Period: 12

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

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





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

Audio tracks 25, 26

**V. TEACHING PROCEDURES:**

STAGES	TEACHER'S ACTIVITIES	NOTES
<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>	<b>Song (Track 12)</b> Student sing along	whole class
<b>Present information</b>	<b>Lead in:</b> <ul style="list-style-type: none"> <li>- Hold up 11 pens, count and say 11</li> <li>- Model the word for children to repeat.</li> <li>- Write number 11 on the board and say ELEVEN.</li> <li>- Draw dotted outlines of the number 11 on the board and demo how to write them.</li> <li>- Do the same steps to teach number 12.</li> </ul>	whole class
<b>Guided practice</b>	<b>1. Listen, point, and repeat. Write. Track 25</b> <ul style="list-style-type: none"> <li>- Play track 25, 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> <b>2. Point and sing: track 26</b> <ul style="list-style-type: none"> <li>- Point to the picture and count <b>MOMS/DADS</b></li> </ul>	

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

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

**VI. CONSOLIDATION:**


- Students look at the pictures and say the word.

**VII. HOMEWORK – PREPARATION - REMARK**

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

**Kiểm tra ngày 04 tháng 10 năm 2024**

**Tổ trưởng**



**Huỳnh Thị Yến Trang**

WEEK 7

Date of preparing: 30/9/2024

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

Period: 13

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

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

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

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

**III. LANGUAGE:**

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

**Vocabulary:** *panda, pen*

*She has a (pen).*

**IV. RESOURCES AND MATERIALS:**

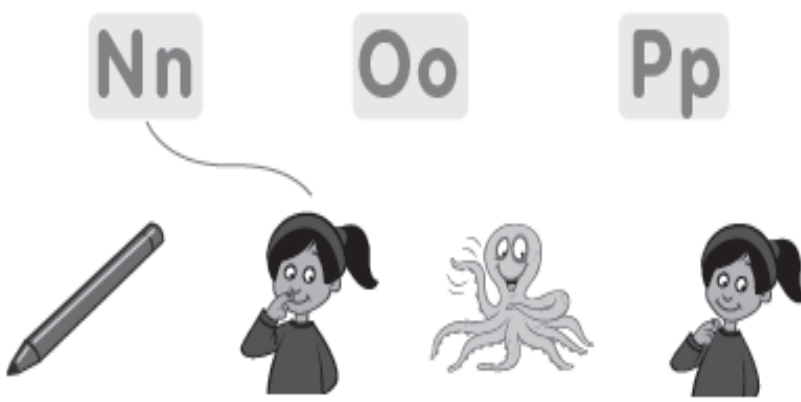
Audio tracks 27-28

Phonics card 24-25, work sheet

**V. TEACHING PROCEDURES:**

STAGES	TEACHER'S ACTIVITIES	NOTES
<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>	<b>Song track 26</b>	whole class
<b>Present information</b>	<p><b>Lead in:</b></p> <ul style="list-style-type: none"> <li>- Draw the uppercase P and lowercase p on the board.</li> <li>- Say the sound /p/.</li> <li>- Draw dotted outlines of the uppercase P and lowercase p on the board.</li> <li>- Ask different students to come to the board and connect the dots.</li> </ul>	whole class

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

	<ul style="list-style-type: none"><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> <p><b>Worksheet</b></p> <p>2 Match and say.</p> 	
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**VI. CONSOLIDATION:**

- Students look at the pictures and say the word.

**VII. HOMEWORK – PREPARATION - REMARK**

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

WEEK 7

Date of preparing: 30/9/2024

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

Period: 14

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

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

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

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

**III. LANGUAGE:**

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

**Vocabulary:** review unit 1

**IV. RESOURCES AND MATERIALS:**

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

**V. TEACHING PROCEDURES:**

STAGES	TEACHER'S ACTIVITIES	NOTES
<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: family names)</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 and says the word.</li> <li>- Stop the song several times to get more students to say.</li> </ul>	whole class
<b>Present information</b>	<p><b>Lead in:</b></p> <ul style="list-style-type: none"> <li>- Give flashcards 9-14 to 6 students.</li> <li>- Say a word, students with the card stands up and says: <b>This is my (mom).</b></li> <li>- Ask the whole class to say: <b>Nice to meet you!</b></li> </ul>	Whole class





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

### 3. Workbook p. 15


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

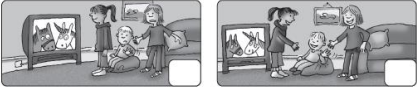
## **VALUES: Be polite at other people's homes**


- Give each student a worksheet


The worksheet is titled "Unit 1 Values Be polite at other people's homes".

**1 Look and check (✓).**

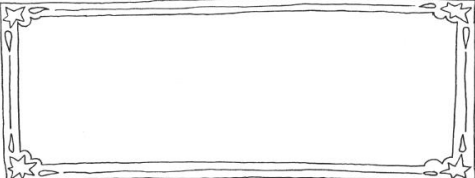
1. 

2. 

3. 

4. 

**2 Draw you and your family.**



### **PART 1:**

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

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

**VI. CONSOLIDATION:**

- Students look at the pictures and say the word.

**VII. HOMEWORK – PREPARATION - REMARK**

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

**Kiểm tra ngày 04 tháng 10 năm 2024**

**Tổ trưởng**

**Huỳnh Thị Yến Trang**

WEEK 8

Date of preparing: 30/9/2024

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

Period: 15

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

**I. AIMS:** Students know about Pets in Thailand.

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

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

**III. LANGUAGE:**

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

**Vocabulary:** fish, pet, cat, dog, hamster

**Review:** colors

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

**IV. RESOURCES AND MATERIALS:**

Flash cards 56-59, audio track 89

**V. TEACHING PROCEDURES:**

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

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

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

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

**VI. CONSOLIDATION:**

- Students look at the pictures and say the word.

**VII. HOMEWORK – PREPARATION - REMARK**

- Students learn words by heart.

- Prepare for the next period.

- Teacher remarks the learning period class.

WEEK 8

Date of preparing: 30/9/2024

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

Period: 16

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

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

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

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

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

**V. TEACHING PROCEDURES:**

STAGES	TEACHER'S ACTIVITIES	NOTES
<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 (family names)</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 r flashcard.</li> <li>- The team or teams that get the pronunciation right scores a point.</li> </ul>	whole class
<b>Test</b>	<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>	whole class



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

**VI. CONSOLIDATION:**

- Students look at the pictures and say the word.

**VII. HOMEWORK – PREPARATION - REMARK**

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

WEEK 9

Date of preparing: 30/9/2024

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

Period: 17

## UNIT 2: HE'S HAPPY.

### LESSON 1: WORDS

**I. AIMS:** Students know how to say 6 feelings words.

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

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

**III. LANGUAGE:**

**Language focus:** listening, speaking

**Vocabulary:** happy, sad, hungry, thirsty, hot, cold

**IV. RESOURCES AND MATERIALS:**

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

**V. TEACHING PROCEDURES:**

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

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



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

Date of preparing: 30/9/2024

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

Period: 18

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

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

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

Happy as can be.


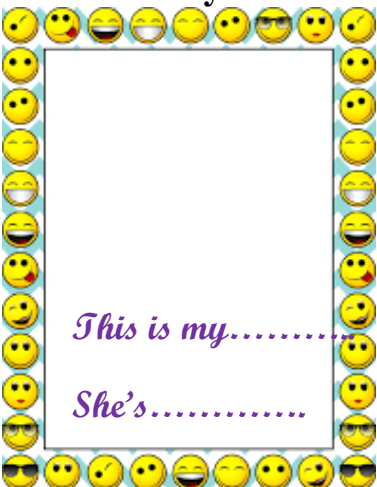
**Review:** boy, girl, happy, sad, hungry, thirsty, hot, cold**IV. RESOURCES AND MATERIALS:**

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


**V. TEACHING PROCEDURES:**

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

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

	 <p>Unit 2 Grammar</p> <p>1 Look and match.</p> <p>2 Look and write. Point and say.</p> <p>She's cold. hungry.</p> <p>thirsty hot.</p> <p>sad happy.</p>	
<p><b>Conclusion</b></p>	<p><b>Draw and say</b></p>  <p><i>This is my.....</i></p> <p><i>She's.....</i></p>	



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