

WEEK 14

Date of preparing: 30/11/2023

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

Period: 27

**UNIT 3: ARE THESE HIS PANTS?**  
**LESSON 3: SOUNDS AND LETTERS**

**I. AIMS:** Students know how to recognize T and U and pronounce /t/ and /ʌ/.

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

- Recognize the upper- and lowercase forms of the letters T and U.
- Pronounce the sounds /t/ and /ʌ/.

**III. LANGUAGE:**

- **Language focus:** listening, speaking, writing
- **Vocabulary:** towel, turtle, umbrella, up
- Look at the (turtle). It has a (towel).
- It goes up.

**IV. RESOURCES AND MATERIALS:** Audio tracks 42, 45-46, phonics card 32-35, stickers, ...

**V. TEACHING PROCEDURES:**

STAGES	TEACHER'S ACTIVITIES	NOTES
<b>Warm up</b>	<ul style="list-style-type: none"> <li>- Greeting</li> <li>- Play <b>HELLO SONG</b>, ask student to sing along.</li> <li>- Class rules.</li> </ul>	whole class
<b>Review</b>	<p><b>Sing and point (track 44).</b></p> <ul style="list-style-type: none"> <li>- Place flashcards 22-26 around the classroom.</li> <li>- Play the song from Lesson 2 (Track 44) of the unit.</li> <li>- Students point to the correct flashcards when they hear the words.</li> </ul>	whole class
<b>Presentation</b>	<p><b>Lead in:</b></p> <ul style="list-style-type: none"> <li>- Draw the uppercase T, U and lowercase t, u on the board.</li> <li>- Say the sounds /t/ and /ʌ/.</li> <li>- Draw dotted outlines of the uppercase <b>T, U</b> and lowercase <b>t, u</b> on the board.</li> <li>- Ask different students to come to the board and connect</li> </ul>	whole class

	the dots.	
<b>Guided Practice</b>	<p><b>1. Listen, point, and repeat. Write. Track 45.</b></p> <ul style="list-style-type: none"> <li>- Play track 45, 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>	whole class
	<p><b>2. Listen and chant (track 46).</b></p> <ul style="list-style-type: none"> <li>- Play the recording, ask students to listen to the chant.</li> <li>- Put Phonics cards 32-35 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>	whole class
	<p><b>3. Stick and say.</b></p> <ul style="list-style-type: none"> <li>- Point to the picture and the letter <i>o</i> and elicit sounds /t/ and /ʌ/.</li> <li>- Say <i>Let's stick!</i> Hold up the <b>T</b> sticker and model placing it in the book in the correct position, while saying /t/.</li> <li>- Continue with other pictures.</li> </ul>	whole class
<b>Pair/ Group practice</b>	<p><b>4. Point to letters Tt and Uu.</b></p> <ul style="list-style-type: none"> <li>- Read the sentences aloud.</li> <li>- Students listen and point to the letters.</li> <li>- Read the sentences again.</li> <li>- Ask students to stand up when they hear the sounds /t/ and /ʌ/.</li> <li>- Students listen again, point to the letters Tt and Uu.</li> </ul>	individuals
	<p><b>5. Workbook p. 24.</b></p> <ul style="list-style-type: none"> <li>- Ask student to do exercises in workbook p.24.</li> <li>- Go around to help and encourage the students to finish the task.</li> </ul>	individuals
<b>Conclusion</b>	<b>Matching game:</b> Listen to the sounds and choose the correct words.	whole class

WEEK 14

Date of preparing: 30/11/2023

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

Period: 28

**UNIT 3 : ARE THESE HIS PANTS?**

**LESSON 4: NUMBERS**

**I. AIMS:** Students know how to recognize numbers 15, 16 and count 15, 16.

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

- Recognize and say the numbers 15 and 16.
- Use the numbers 15 and 16 in the context of a song.

**III. LANGUAGE:**

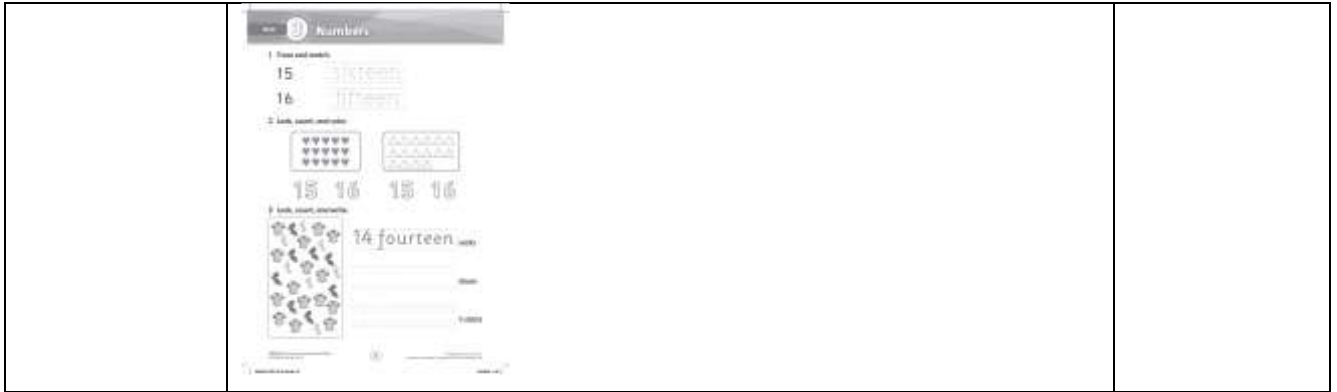
- **Language focus:** listening, speaking, writing
- **Vocabulary:** 15, 16, fifteen, sixteen
- **Review:** 1-14, pants, dress

**IV. RESOURCES AND MATERIALS:** Audio tracks 47-48, ...

**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>Game:</b> Look at the picture, count the items and say the number.	whole class
<b>Present information</b>	<p><b>Lead in:</b></p> <ul style="list-style-type: none"> <li>- Write numbers 1-14 on the board.</li> <li>- Ask students to count with you.</li> <li>- Add 15, 16 to your list.</li> <li>- Point to each number and model the word.</li> <li>- Demonstrate how to write.</li> <li>- Ask students to draw number in the air.</li> </ul>	whole class
<b>Guided practice</b>	<p><i>1. Listen, point, and repeat. Write. Track 47</i></p> <ul style="list-style-type: none"> <li>- Play track 47, listen and point</li> </ul>	whole class

	<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> <li>- Model the writing activity</li> <li>- Ask students to trace and write the numbers</li> </ul> <p><b>2. Point and sing: track 48</b></p> <ul style="list-style-type: none"> <li>- Point to the picture of the dresses/pants and count.</li> <li>- Ask students to count with you.</li> <li>- Play the song</li> <li>- Ask students to listen and point to the pictures as they hear the words.</li> <li>- Play the song again, ask students to sing along.</li> </ul> <p><b>3. Count and say.</b></p> <ul style="list-style-type: none"> <li>- Ask: <i>How many T-shirts?</i> Count and elicit <i>15 T-shirts</i> from the class. Say: <b><i>Fifteen.</i></b></li> <li>- Ask students to work in pair, look and count the dresses, pants, shorts</li> </ul>	pairs
<b>Pair/ group practice</b>	<p><b>Let's talk</b></p> <ul style="list-style-type: none"> <li>- Point to the picture and speech bubble. Say <b>FIFTEEN</b>. And ask: <b>What does the boy have?</b> to elicit the answer: <b>Fifteen socks.</b></li> <li>- Students work in pairs and take turns saying other numbers.</li> </ul> <p><b>4. Workbook p.25</b></p> <ul style="list-style-type: none"> <li>- Ask student to do exercise in workbook p.25</li> <li>- Go around to help and encourage the students</li> </ul>	Pairs  individuals pairs  individuals
<b>Conclusion</b>	<p><b>Pair work:</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>	pairs



**Kiểm tra ngày 02/12/2023**

**Tổ trưởng**

A handwritten signature in blue ink, consisting of a series of loops and a vertical stroke.

**Huỳnh Thị Yến Trang**

WEEK 15

Date of preparing: 30/11/2023

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

Period: 29

**UNIT 3: ARE THESE HIS PANTS?**  
**LESSON 5: SOUNDS AND LETTERS**

**I. AIMS:** Students know how to recognize *V* and pronounce /v/

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

- Recognize the upper- and lowercase forms of the letter *V*
- Pronounce the sound /v/

**III. LANGUAGE**

- **Language focus:** listening, speaking and writing
- **Vocabulary:** violin, vase

I'm (Victor). I have a (vase).

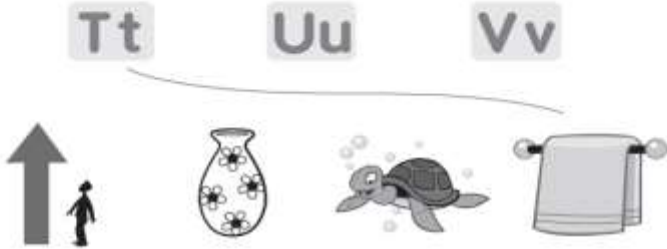
**IV. RESOURCES AND MATERIALS:**

Audio tracks 49-50

Phonics card 36-37, 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>Game: count and say the numbers</b>	whole class
<b>Present information</b>	<p><b>Lead in:</b></p> <ul style="list-style-type: none"> <li>- Draw the uppercase <b>V</b> and lowercase <b>v</b> on the board.</li> <li>- Say the sound /v/</li> <li>- Draw dotted outlines of the uppercase <b>V</b> and lowercase <b>v</b> on the board.</li> <li>- Ask different students to come to the board and connect the dots.</li> </ul>	whole class
<b>Guided practice</b>	<p style="text-align: center;"><i><b>1. Listen, point, and repeat. Write. Track 49</b></i></p> <ul style="list-style-type: none"> <li>- Play track 49, listen and point</li> <li>- Play again, ask students to listen and point</li> <li>- Play again, ask students to listen and repeat</li> <li>- Model the writing activity</li> </ul> <p style="text-align: center;"><b>2. Listen and chant. Track 50</b></p> <ul style="list-style-type: none"> <li>- Point to the picture and say the words: <i>Vase, violin</i></li> <li>- Point to the Victor and say: " <i>I'm Victor. I have a vase.</i> "</li> </ul>	Groups

	<ul style="list-style-type: none"> <li>- Play the recording, ask students to listen to the chant.</li> <li>- Put Phonics cards 36-37 on the board.</li> <li>- Play the chant again</li> <li>- Students point to the cards.</li> <li>- Play the chant again, pause for students to repeat.</li> </ul>	
<b>Pair/ group practice</b>	<p><b>3. Stick and say.</b></p> <ul style="list-style-type: none"> <li>- Point to the picture and elicit the words: Victor and his violin</li> <li>- Say Let's stick! Hold up the V sticker. Say the sound /v/.</li> <li>- Stick letter V next to correct place.</li> <li>- Say Now your turn!</li> </ul> <p><b>4. Connect the letter Vv. Help Victor find the violin.</b> Point to the picture of Victor and his violin, explain that they have to connect by drawing a line.</p> <ul style="list-style-type: none"> <li>• <b>Below level:</b> play the chant, student chant and mime (point to themselves for <i>I'm</i>, playing the violin, holding a vase)</li> <li>• <b>At level:</b> Play the chant and stop randomly and ask students what the next word is.</li> <li>• <b>Above level:</b> write the chant on the board and ask students to chant. Rub several words off one by one and ask them to chant.</li> </ul> <p><b>Game</b></p> <p><b>4. Workbook p. 26</b></p> <ul style="list-style-type: none"> <li>- Ask student to do exercise in workbook p.26</li> <li>- Go around to help and encourage the students</li> </ul>	<p>Groups</p> <p>Whole class</p> <p>individuals</p>
<b>Conclusion</b>	<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>2 Match and say.</p>  <p><b>Children find more words that begin with V</b></p>	pairs

WEEK 15

Date of preparing: 30/11/2023

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

Period: 30

**UNIT 3: ARE THESE HIS PANTS?****LESSON 6: STORY****I. AIMS:** Students know that they must be helpful to others**II. OBJECTIVES:** By the end of this lesson, students will be able to

- understand a short story
- understand that it is good to be helpful to others
- review and consolidate language introduced in unit 3

**III. LANGUAGE:****Language focus:** listening, speaking, reading**Vocabulary:** review unit 3**IV. RESOURCES AND MATERIALS:**

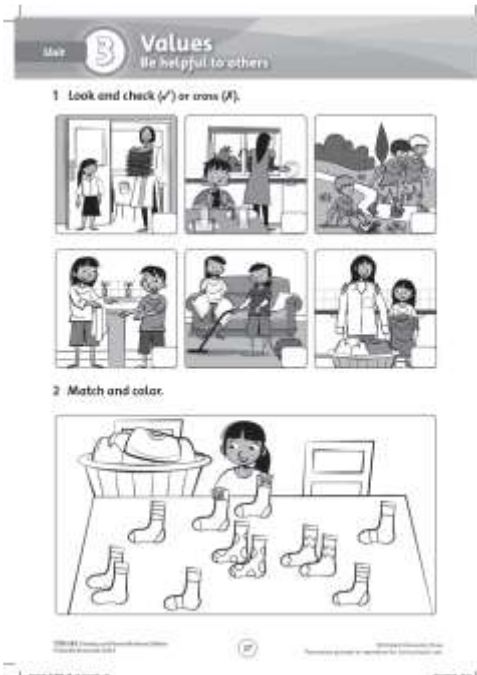
Flash cards 21-26, audio tracks 42, 51, video unit 3, worksheet

**V. TEACHING PROCEDURES:**

STAGES	TEACHER'S ACTIVITIES	NOTES
<b>Warm up</b>	- Greet students <b>Hello song</b> - Ask students sing along the song - Stick <b>Class rules</b>	whole class
<b>Review</b>	<b>Chant track 42 (words of family)</b> - Place flashcards on the board - Play the chant track 42 to review the vocabulary for this lesson - Ask students to chant along and point to the correct flashcards <b>Game: matching</b>	whole class
<b>Present information</b>	<b>Lead in:</b> - Use flashcards 21-26 to elicit clothes vocabulary - Show flashcards and ask question: <i>What is it??</i> <i>What are these? Are these..?</i>	whole class
<b>Guided practice</b>	<b>Video unit 2</b> - Play the video clip - Pause the video, ask students to guess: "What happens next?" - Students can answer in Vietnamese	



	<p><b>1. Listen to the story. Track 51</b></p> <ul style="list-style-type: none"> <li>- Play the track</li> <li>- Ask the students to point to each character as they listen to the story.</li> <li>- Ask students: <b><i>What does Dad do when he sees the clothes fly away? Is he good or bad?</i></b>(Thumb up for GOOD; thumb down for BAD)</li> <li>- Ask students to answer why they think so</li> <li>- Say: <b><i>Dad helps mom. He is helpful.</i></b></li> <li>- Ask students to repeat: <b>Be helpful to others!</b></li> </ul> <p><b>2. Read and say.</b></p> <ul style="list-style-type: none"> <li>- Write: <b><i>Are these her socks?</i></b> on the board.</li> <li>- Elicit the <b><i>Yes, they are./ No, they aren't.</i></b></li> <li>- Write: <b><i>Is this his T-shirt?</i></b> on the board.</li> <li>- Elicit the <b><i>Yes, it is./ No, it isn't.</i></b></li> <li>- Ask students to read the sentences in each frame of the story.</li> <li>- Students read in chorus and then individually.</li> </ul> <p><b>3. Listen again and repeat. Act. Track 51</b></p> <ul style="list-style-type: none"> <li>- Divide the class into 2 groups to play the parts of Dad and Mom.</li> <li>- Students practice acting out the story with the help of the recording.</li> </ul>	groups
<p><b>Pair/ group practice</b></p>	<p><b>Below level:</b> Place the flashcards of clothes around the room. Play the story again and ask children to point to the different flashcards as they hear it in the story.</p> <ul style="list-style-type: none"> <li>• <b>At level:</b> Ask six students to come to the front. Give each students a flashcard. Whole class read the story. Students in the front have to raise their flashcards when they are mentioned in the story.</li> <li>• <b>Above level:</b> Read the story to the class but “beep” out a word. Ask students to tell you the missing word.</li> </ul> <p><b>4. Workbook p. 27</b></p> <ul style="list-style-type: none"> <li>- Ask student to do exercise in workbook p.27</li> <li>- Go around to help and encourage the students</li> </ul> <p><b><u>VALUES: Be kind to others</u></b></p>	individuals

	<p>- Give each student a worksheet</p> <p><b>PART 1:</b></p> <ul style="list-style-type: none"> <li>- Ask students to look at the pictures in part 1</li> <li>- Point to picture 1 and ask: <b>Is she helpful?</b></li> <li>- Ask them to share their ideas</li> <li>- Ask students to look and write a check if the kid is helpful.</li> <li>- Students work in pairs sharing their ideas</li> <li>- Say: <b>Be helpful to others!</b></li> <li>- Ask them to repeat.</li> </ul> <p><b>PART 2</b></p> <ul style="list-style-type: none"> <li>- Ask students to look at pictures in part 2</li> <li>- Ask them to match and color</li> </ul> 	
<b>Conclusion</b>	<b>Goodbye song</b> Students sing along.	individuals

**Kiểm tra ngày 02/12/2023**

**Tổ trưởng**



**Huỳnh Thị Yên Trang**

WEEK 16

Date of preparing: 30/11/2023

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

Period: 31

**UNIT 3: ARE THESE HIS PANTS?**  
**CULTURE 3**

**I. AIMS:** Students know about sports in the U.S.A.

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

- learn words associated with sports played in the U.S.A.
- talk about your favorite sport

**III. LANGUAGE:**

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

**Vocabulary:** baseball, basketball, hockey, badminton

What's your favorite sport?


My favorite sport is.....

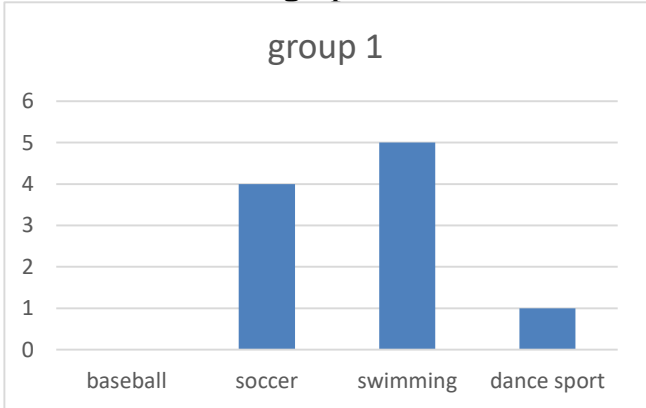
**IV. RESOURCES AND MATERIALS:**

Flash cards 62-65, audio tracks 92-93

**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>Brainstorm</b></p> <ul style="list-style-type: none"> <li>- Divide the class into 4 teams</li> <li>- In 1 minute, ask them to list as many sports as possible.</li> </ul>	whole class
<b>Present information</b>	<p><b>Lead in:</b></p> <ul style="list-style-type: none"> <li>- Play the video</li> </ul> <p><a href="https://youtu.be/7PnIDFdDPKQ">https://youtu.be/7PnIDFdDPKQ</a> (fun facts for kids -Countries of the world- The U.S.A.)</p> <p><a href="https://youtu.be/L30pnCBIOHI">https://youtu.be/L30pnCBIOHI</a> <b>(the top 10 most popular sport in America)</b></p> <p>Or show them a picture</p>	whole class

	 <ul style="list-style-type: none"> <li>- Ask students: <b>What's this?</b> (point to a ball) <b>What is he wearing? What sport is it?</b></li> <li>- Point to the children in student book and ask: <b>Where are they from?</b> (show them the flag as a suggestion)</li> <li>- Tell them: In the U.S.A., children love playing sports.</li> <li>- Use flashcards to teach new words</li> </ul>	
<p style="text-align: center;"><b>Guided practice</b></p>	<p style="text-align: center;"><b>1. Listen, point, and repeat. Track 101</b></p> <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> <p><b>Pass the flashcards:</b></p> <ul style="list-style-type: none"> <li>- Hand out the flashcards to different students</li> <li>- Play some music which the students will enjoy.</li> <li>- Have the students pass the cards to a friend next to them.</li> <li>- Stop the music and ask <i>What is it?</i> to every student holding a card to elicit the new words.</li> </ul> <p style="text-align: center;"><b>2. Listen, read and point. Track 102</b></p> <ul style="list-style-type: none"> <li>- Point to the picture of the boy and say: <b><i>I'm Jake..</i></b></li> <li>- Point to his basketball and say: <b><i>I like basketball</i></b></li> <li>- Encourage students to repeat and do the same with other pictures.</li> <li>- Play the track</li> <li>- Students listen, point and repeat.</li> </ul>	<p style="text-align: center;">Whole class</p>

<p><b>Pair/ group practice</b></p>	<p><b>3. Point and say.</b></p> <ul style="list-style-type: none"> <li>• <b>Below level: play miming game:</b> ask 1 student as a time: <i>What's your favorite sport?</i>, he/she mimes the sport, the others guess the sport.</li> <li>• <b>At level:</b> Ask children to stand up and walk around the classroom and ask the question to as many people as possible. When a child finds someone with the same answer as her/him they should walk around the class together and continue asking the question. At the end of the activity the class should all be stood in groups of the same favorite sport.</li> <li>• <b>Above level:</b> Ask the question around the class to elicit about 5 popular sports. Draw the pictures for the 5 sports.</li> <li>• Tell the children that they will walk around the classroom, asking the question, draw a short line (or check mark) under the correct picture. Demonstrate this on the board.</li> <li>• When the children have asked everyone, count up the marks (or check marks) for each sport and write the numbers on the board to find out which sport is the most popular.</li> </ul> <p><b>4. Workbook p. 54</b></p> <ul style="list-style-type: none"> <li>- Ask student to do exercise in workbook p.54</li> <li>- Go around to help and encourage the students</li> </ul>	<p>groups</p> <p>individuals</p>										
<p><b>Conclusion</b></p>	<p><b>Draw and say</b></p> <ul style="list-style-type: none"> <li>- Ask student to work in group of 10</li> <li>- Students draw bar graphs of their favorite sports</li> </ul>  <table border="1"> <caption>group 1</caption> <thead> <tr> <th>Sport</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>baseball</td> <td>0</td> </tr> <tr> <td>soccer</td> <td>4</td> </tr> <tr> <td>swimming</td> <td>5</td> </tr> <tr> <td>dance sport</td> <td>1</td> </tr> </tbody> </table>	Sport	Number of Students	baseball	0	soccer	4	swimming	5	dance sport	1	
Sport	Number of Students											
baseball	0											
soccer	4											
swimming	5											
dance sport	1											

WEEK 16

Date of preparing: 30/11/2023

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

Period: 32

**UNIT 3: ARE THESE HIS PANTS?**  
**CONSOLIDATION AND TEST UNIT 3**

**I. AIMS:** Students do test 3

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

- Review unit 3
- Check their understanding about clothes, counting 15-16
- Get feedback for students' learning as well as teacher's teaching

**III. LANGUAGE:**

**Language focus:** listening, speaking

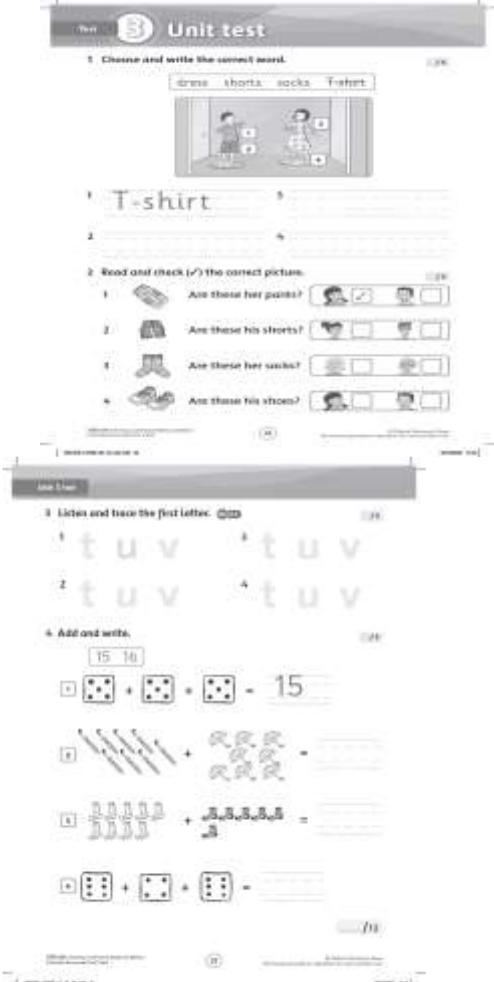
**Vocabulary:** review unit 1

**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> </ul> <p><b>Hello song</b></p> <ul style="list-style-type: none"> <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>Hidden pictures game</b></p> <ul style="list-style-type: none"> <li>- Cover the flashcards with 4 pieces of paper</li> <li>- Students guess what it is</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  <b>Goodbye song</b>                  Students sing along</p>	<p>individuals</p>

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

WEEK 17

Date of preparing: 30/11/2023

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

Period: 33

## FLUENCY TIME 1

### LESSON 1: Everyday English

**I. AIMS:** Students know how to use every day English.

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

- Offer your belongings to others.
- Say **Thank you** and **You're welcome**.
- Review previous units.

**III. LANGUAGE:**

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

**Vocabulary:** Here, share my (crayons).

Thank you. You're welcome.

**IV. RESOURCES AND MATERIALS:**

Audio tracks 52-53

**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>Guessing game</b></p> <p>Desk, chair, crayon, pencil, notebook</p>	whole class
<b>Present information</b>	<p><b>Lead in:</b></p> <ul style="list-style-type: none"> <li>- Pick up several crayons and offer a student: <b><i>Here, share my crayons.</i></b></li> <li>- Elicit <b><i>Thank you</i></b> from the student.</li> <li>- Say <b><i>You're welcome.</i></b></li> </ul>	whole class



	<ul style="list-style-type: none"> <li>Repeat this with different students.</li> </ul>							
<b>Guided practice</b>	<p><b>1. Listen, point, and say. Track 52</b></p> <ul style="list-style-type: none"> <li>Look at the pictures and ask students what they can see.</li> <li>Play the first part of the track.</li> <li>Students point to the correct part of the pictures.</li> <li>Play the second part of the track for students to point and repeat the words.</li> </ul> <p><b>2. Listen and point. Track 53.</b></p> <ul style="list-style-type: none"> <li>Ask students to look at the picture and say what they are they sharing.</li> <li>Play the track.</li> <li>Students point to the correct part of the pictures.</li> <li>Play the track again.</li> </ul> <p><b>3. Point and say.</b></p> <ul style="list-style-type: none"> <li>Point to the picture again and elicit the conversations from the recording.</li> <li>Practice the dialogues with the class.</li> <li>Ask students to work in pair to practice the dialogue.</li> </ul>							
<b>Pair/ group practice</b>	<p><b>Below level:</b> Ask student to match the halves of sentences.</p> <table border="1" data-bbox="422 1563 962 1794"> <tr> <td>Share</td> <td>crayons</td> </tr> <tr> <td>Thank</td> <td>you</td> </tr> <tr> <td>You're</td> <td>welcome</td> </tr> </table> <ul style="list-style-type: none"> <li>Ask students to cover 1 half and remember another half.</li> </ul> <p><b>At level:</b> ask students to take out their school things.</p> <ul style="list-style-type: none"> <li>Students work in pairs to offer to share their</li> </ul>	Share	crayons	Thank	you	You're	welcome	<p>groups</p> <p>pairs</p>
Share	crayons							
Thank	you							
You're	welcome							

	<p>things using language from this lesson.</p> <p><b>Above level</b> ask students to take out their school things.</p> <ul style="list-style-type: none"><li>Students move around to offer to share their things using language from this lesson.</li></ul> <p><b>4. Workbook P.28</b></p>	
<b>Conclusion</b>	<p><b>Role play</b></p> <p>Play the roles in the dialogue (change the school things).</p>	groups

WEEK 17

Date of preparing: 30/11/2023

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

Period: 34

**FLUENCY TIME 1**  
**LESSON 2: CLIL: Math**

**I. AIMS:** Students know how to solve addition problem in English.

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

- Ask and solve a simple addition problem in English.
- Make some addition problems.

**III. LANGUAGE:**

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

**Vocabulary:** plus, equals, addition problem, number 1-16.

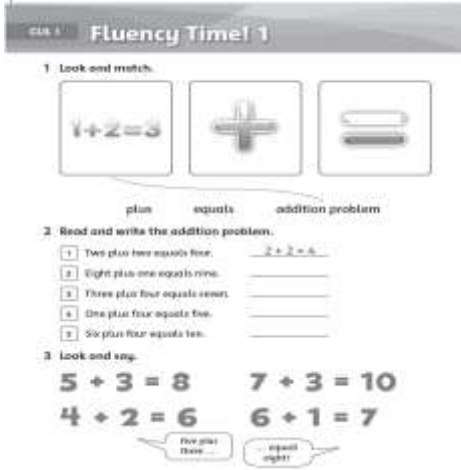
**IV. RESOURCES AND MATERIALS:**

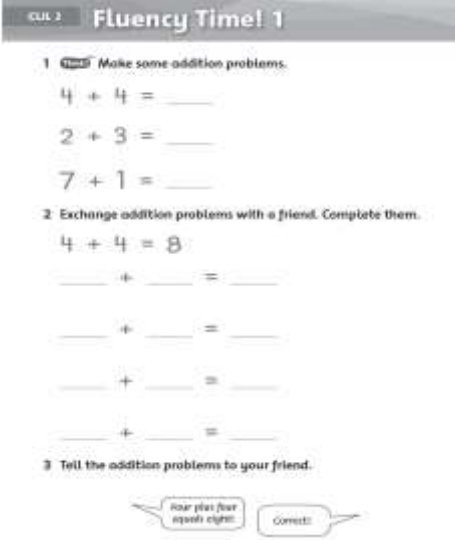
Flash cards 27-29, audio tracks 54-55

**V. TEACHING PROCEDURES:**

STAGES	TEACHER'S ACTIVITIES	NOTES
Warm up	<ul style="list-style-type: none"> <li>- Greeting</li> <li>- Sing <b>Hello song</b></li> <li>- Class rules</li> </ul>	whole class
Review	<p><b>Phonics song (track 48)</b></p> <ul style="list-style-type: none"> <li>- Play the song</li> <li>- Students listen and sing along</li> </ul> <p><b>Game Bingo (1-16)</b></p>	whole class
Present information	<p><b>Lead in:</b></p> <ul style="list-style-type: none"> <li>- Write a simple addition problem on the board: <math>10+3=.</math></li> <li>- Elicit the answer and write it up.</li> <li>- Practice reading and saying aloud: <i>Ten plus three equals thirteen.</i></li> </ul>	whole class

	<ul style="list-style-type: none"> <li>- Drill the words <i>addition problem</i>.</li> </ul>	
<b>Guided practice</b>	<p><b>1. Listen, point and repeat (track 54)</b></p> <ul style="list-style-type: none"> <li>- Play track 54, 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>2. Listen, point and repeat (track 55)</b></p> <ul style="list-style-type: none"> <li>- Ask students to look at the picture and answer the question: <b>What can you see?</b></li> <li>- Play track 55, 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>3. Make some additions problems for your friends</b></p> <ul style="list-style-type: none"> <li>- Ask students to write some simple addition problems in their notebook.</li> <li>- Students swap their notebook and solve their partner's addition problems.</li> <li>- Ask them to read out the equation with its answer to their partner.</li> </ul>	Whole

<p><b>Pair/ group practice</b></p>	<ul style="list-style-type: none"> <li>• <b>Below level:</b> Give students numbers from 1-16, ask them to place the number in order.</li> <li>• <b>At level:</b> Students work in team. <ul style="list-style-type: none"> <li>- Teacher reads a simple addition problem.</li> <li>- Students listen, write and solve the problem.</li> </ul> </li> <li>• <b>Above level:</b> Students work in teams. <ul style="list-style-type: none"> <li>- Give them a number.</li> <li>- In 2 minutes, they have to think and write down how many addition problems.</li> <li>- <b>EX:</b> 16</li> </ul> </li> </ul> <p>-&gt;&gt; 10+6; 9+7; 8+8; ....</p> <p><b>4. Look and color.</b></p> <p>Children color the smiley faces depending on how well they feel they understand what they have learned in Starter Unit, Units 1, 2, 3 and Fluency Time! 1</p>	<p>groups</p>
	<p><b>Pair work:</b></p> <ul style="list-style-type: none"> <li>- Students look at the worksheet.</li> <li>- Show them how to do.</li> <li>- Students finish exercises CLIL 1 and 2.</li> <li>- Students work in pairs telling the addition problems.</li> </ul>  <p>individuals</p>	<p>pairs</p>

	 <p><b>5. Workbook p. 29</b></p> <ul style="list-style-type: none"> <li>- Students do exercises in workbook.</li> <li>- Move around to help.</li> </ul>	
<b>Conclusion</b>	<b>Goodbye song</b>	

**Duyệt ngày 07/12/2023**

**PHÓ HIỆU TRƯỞNG**

**Nguyễn Thị Thanh Hải**

**Kiểm tra ngày 02/12/2023**

**Tổ trưởng**



**Huỳnh Thị Yến Trang**