

WEEK 9

Date of preparing: 27/10/2023

Date of teaching: 30/10-03/11/2023

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
<b>Guided practice</b>	<p><i>1. Listen and point. Track 30</i></p> <ul style="list-style-type: none"> <li>- Play the track 30, listen and point</li> </ul>	

	<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>Game: Hidden pictures</b></p> <p><i>Guessing the pictures' names</i></p> <p style="text-align: center;"><b>2. 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> <li>• say: "<i>Let's stick!</i>"</li> <li>• stick the sticker and say: "<b>happy</b>" and say: <i>Billy is happy.</i></li> </ul> </li> <li>- Ask students to work in pairs to say and stick</li> <li>- Go around to help</li> </ul> <p><b>Worksheet</b></p>	<p style="text-align: center;">groups</p> <p style="text-align: center;">Pairs</p> <p style="text-align: center;">individuals</p>

	<p><b>Part 1:</b></p> <ul style="list-style-type: none"> <li>- Model first</li> <li>- Point to the word in number 1 and ask the students to read: <b>Cold</b></li> <li>- Circle the correct picture</li> <li>- Ask students to work in pairs, read and circle</li> </ul> <p><b>Part 2:</b></p> <ul style="list-style-type: none"> <li>- Model first</li> <li>- Trace, match and say: <b>Cold</b></li> </ul>  <p><b>4. Workbook p.16</b></p> <ul style="list-style-type: none"> <li>- Ask student to do exercise in workbook p.16</li> <li>- Go around to help and encourage the students</li> </ul>	<p>Pairs</p>
<p><b>Conclusion</b></p>	<p><b>Goodbye song</b></p> <ul style="list-style-type: none"> <li>- Use Flashcards 6-10 and hold up one card so that the class can only see the back of it.</li> <li>- Ask: <i>What do I have?</i></li> <li>- Students make guesses.</li> <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>	<p>groups</p>

WEEK 9

Date of preparing: 27/10/2023

Date of teaching: 30/10-03/11/2023

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>	<p><b>Musical cards</b></p> <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>	<p><b>Lead in:</b></p> <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>	<ol style="list-style-type: none"> <li>1. <b>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> </li> <li>2. <b>Listen and sing. Track 33.</b> <ul style="list-style-type: none"> <li>- Point to the pictures and elicit as much information as you can.</li> </ul> </li> </ol>	Whole

	<ul style="list-style-type: none"> <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>3. Point and say.</b></p> <ul style="list-style-type: none"> <li>- Point to picture of the girl in your book and say: <b><i>She's cold.</i></b></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)</li> </ul> <p>Play the song Students sing along and stand up when they hear their group's words.</p> <ul style="list-style-type: none"> <li>• <b>Above level:</b> give students song lyrics with some missing words.</li> </ul> <p>Student listen and fill in the missing words.</p>  <p>The screenshot shows a worksheet with the following content:          Unit 2 Grammar          1. Look and match. (Four pictures of people with speech bubbles: 'He's...', 'She's...', 'She's...', 'He's...')          (words: hungry, cold, happy, hot)          2. Look and write. Point and say. (Six pictures of people with speech bubbles: 'He's', 'She's', 'He's', 'She's', 'He's', 'She's')          (words: She's, cold, hungry, hot, hungry, hot, hot, hungry)</p> <ul style="list-style-type: none"> <li>- Students work in pair ask and answer</li> <li>- Move around to help</li> </ul>	<p>Groups</p> <p>pairs</p> <p>individuals</p>

	<p><b>4. Workbook p. 17</b></p> <ul style="list-style-type: none"> <li>- Ask student to do exercise in workbook p.17</li> <li>- Go around to help and encourage the students</li> </ul>	
<p><b>Conclusion</b> <i>5 mins</i></p>	<p><b>Draw and say</b></p>  <p><i>This is my.....</i></p> <p><i>She's.....</i></p>	

**Kiểm tra ngày 28 tháng 10 năm 2023**

**Tổ trưởng**



**Huỳnh Thị Yến Trang**

WEEK 10

Date of preparing: 27/10/2023

Date of teaching: 06/11-10/11/2023

Period: 19

**UNIT 2: HE'S HAPPY.**  
**LESSON 3: SOUNDS AND LETTERS**

**I. AIMS:** Students know how to recognize Q, R and pronounce /kw/, /r/

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

- recognize the upper- and lowercase forms of the letters Q, R
- pronounce the sounds /kw/, /r/

**III. LANGUAGE:**

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

**Vocabulary:** queen, quiet, river, rainbow

Look at the (rainbow).

**IV. RESOURCES AND MATERIALS:**

Flash cards 15-20, audio tracks 34-35

Phonics cards 26-29, 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>Listen, point, and say</b></p> <ul style="list-style-type: none"> <li>- Place Flashcards 15-20 around the classroom.</li> <li>- Call out a vocabulary word, e.g., <i>hungry</i>.</li> <li>- Students point to the correct flashcard.</li> <li>- Play the chant from Lesson 1 (Track 31) of the unit.</li> <li>- Students point to the correct flashcard when they hear the word.</li> </ul>	whole class
<b>Present information</b>	<p><b>Lead in:</b></p> <ul style="list-style-type: none"> <li>- Draw the uppercase Q, R and lowercase q, r on the board.</li> <li>- Say the sounds /kw/, /r/.</li> <li>- Draw dotted outlines of the uppercase <b>Q, R</b> and lowercase <b>q, r</b> on the board.</li> <li>- Ask different students to come to the board and connect the dots.</li> </ul>	whole class

<b>Guided practice</b>	<p><b>1. Listen, point, and repeat. Write. Track 34</b></p> <ul style="list-style-type: none"> <li>- Play track 34, listen and point</li> <li>- Play again, ask students to listen and point</li> <li>- Play again, ask students to listen and repeat</li> <li>- Model the writing activity</li> </ul> <p><b>2. Listen and chant: track 35</b></p> <ul style="list-style-type: none"> <li>- Play the recording, ask students to listen to the chant.</li> <li>- Put Phonics cards 26-29 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 /kw/, /r/</li> <li>- Say <b>Let's stick!</b> Hold up the <b>p</b> sticker and model placing it in the book in the correct position, while saying /p/.</li> <li>- Continue with other pictures.</li> </ul>	
<b>Pair/ group practice</b>	<p><b>4. Point to letters Qq and Rr.</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 /kw/, /q/</li> <li>- Students listen again, point to the letters Qq and Rr.</li> </ul> <p>• <b>Below level:</b></p> <ul style="list-style-type: none"> <li>- Create a mime for the words: <b>queen, quiet, rainbow, river</b></li> <li>- Ask students to practice saying and miming</li> </ul> <p>• <b>At level:</b></p> <ul style="list-style-type: none"> <li>- Show phonics cards quickly and hide it</li> <li>- Ask students to call out the words</li> </ul> <p>• <b>Above level:</b></p> <ul style="list-style-type: none"> <li>- Ask students to write their own sentences using these words</li> <li>- Ask students to read their sentences aloud</li> </ul> <p><b>Matching game</b></p> <p><b>4. Workbook p. 18</b></p> <ul style="list-style-type: none"> <li>- Ask student to do exercise in workbook p.18</li> <li>- Go around to help and encourage the students</li> </ul>	<p>groups</p> <p>individuals</p>
<b>Conclusion</b>	<p><b>Telephone game:</b></p> <p>Whisper a word (<i>rainbow, river, quiet, Queen</i>) into the</p>	



	<p>ears of the first students in each row. They whisper the word into the next student's ear in their row until the whisper gets to the last student in the row. The last student in the row has to say out the word. The team or teams that get the pronunciation right scores a point.</p>	
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WEEK 10

Date of preparing: 27/10/2023

Date of teaching: 06/11-10/11/2023

Period: 20

**UNIT 2: HE'S HAPPY.**

**LESSON : NUMBERS**

**I. AIMS:** Students know how to recognize numbers 13, 14 and count 13, 14

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

- recognize and say the numbers 13 and 14
- learn the number words *thirteen, fourteen*

**III. LANGUAGE:**

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

**Vocabulary:** 13, 14, thirteen, fourteen, bottles


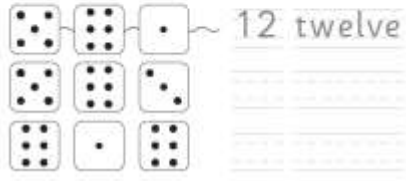
**Review:** 1-12

**IV. RESOURCES AND MATERIALS:**

Audio tracks 36-37, worksheet

**V. TEACHING PROCEDURES:**

STAGES	TEACHER'S ACTIVITIES	NOTES
<b>Warm up</b>	<ul style="list-style-type: none"> <li>- Play <b>HELLO SONG</b>, ask student to sing along</li> <li>- Ask students to greet each other in pairs.</li> <li>- Remind students about <b>Class rules</b></li> <li>- Stick Class rules on the board</li> </ul>	whole class
<b>Review</b>	<p><b>Write and count</b></p> <ul style="list-style-type: none"> <li>- Write numbers 1-12 on the board</li> <li>- Ask students to count with you</li> </ul>	whole class
<b>Present information</b>	<p><b>Lead in:</b></p> <ul style="list-style-type: none"> <li>- Add 13, 14 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><b>1. Listen, point, and repeat. Write. Track 36</b></p> <ul style="list-style-type: none"> <li>- Play track 36, listen and point</li> <li>- Play again, ask students to listen and point</li> <li>- Play again, ask students to listen and repeat</li> <li>- Model the writing activity</li> <li>- Ask students to trace and write the numbers</li> </ul> <p><b>2. Point and sing. Track 37</b></p> <ul style="list-style-type: none"> <li>- Point to the picture and count.</li> <li>- Ask students to repeat</li> </ul>	

	<ul style="list-style-type: none"> <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> <li>- Play the song again for students to sing along</li> </ul> <p><b>3. Count and say.</b></p> <ul style="list-style-type: none"> <li>- Point to the EGGS and say: <b>HOW MANY?</b></li> <li>- Encourage the children to count and say: <b>ELEVEN</b></li> <li>- Continue with <b>APPLES, DRINKS, SANDWICHES</b></li> </ul>	
<p><b>Pair/ group practice</b></p>	<p><b>Below level:</b> Clap the number quickly (1-14), student listen and say how many claps you did. Students work in pair,</p> <p><b>At level:</b> Play the song again and stop randomly, ask students: <i>What is the next word?</i></p> <p><b>Above level:</b> Give students the song lyrics and ask them to change the food words and sing their new version</p> <p><b>Game: Count and choose</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>- Say: <b>Thirteen.</b></li> <li>- Ask: <b>“How many mangoes?”</b></li> <li>- Elicit the answer: <b>Thirteen.</b></li> <li>- Students work in pairs counting and saying.</li> </ul> <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> <div style="text-align: center;"> <p><small>2 Count and color.</small></p>  </div> <div style="text-align: center;"> <p><small>3 Follow, count, and write.</small></p>  </div> <p><b>4. Workbook p.19</b></p> <ul style="list-style-type: none"> <li>- Ask student to do exercise in workbook p.19</li> <li>- Go around to help and encourage the students</li> </ul>	<p>pairs</p> <p>individuals</p> <p>pairs</p> <p>Pairs</p> <p>pairs</p> <p>individuals</p>
<p><b>Conclusion</b></p>	<p><b>Telephone game</b></p>	

	<ul style="list-style-type: none"><li>- Divide the class into 4 teams</li><li>- Ask each team to stand in a row</li><li>- Whisper a number (1-14) 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 must write and say the correct number.</li><li>- The team with the correct answer scores a point.</li></ul>	
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**Kiểm tra ngày 01 tháng 11 năm 2023**

**Tổ trưởng**



**Huỳnh Thị Yến Trang**

WEEK 11

Date of preparing: 27/10/2023

Date of teaching: 13/11-17/11/2023

Period: 21

**UNIT 2 : HE'S HAPPY.**  
**LESSON 5: SOUNDS AND LETTERS**

**I. AIMS:** Students know how to recognize S and pronounce /s/

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

- recognize the upper- and lowercase forms of the letter S and associate them with the sound /s/
- pronounce the sound /s/

**III. LANGUAGE:**

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

**Vocabulary:** sofa, sock

There's a (sock), pen, river, sister, lion, sad, mango, hat, nose,  
snake

**IV. RESOURCES AND MATERIALS:**

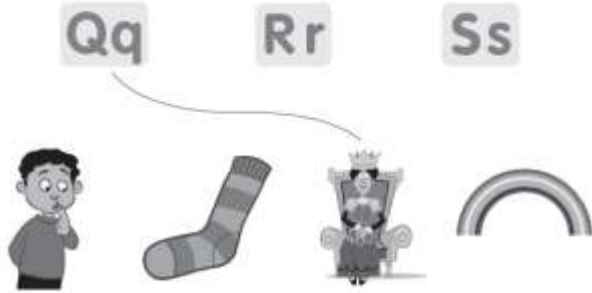
Audio tracks 38-39

Phonics card 30-31, 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 37)</b>	whole class
<b>Present information</b>	<p><b>Lead in:</b></p> <ul style="list-style-type: none"> <li>- Draw the uppercase <b>S</b> and lowercase <b>s</b> on the board.</li> <li>- Say the sound /s/.</li> <li>- Draw dotted outlines of the uppercase <b>S</b> and lowercase <b>s</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>1. Listen, point, and repeat. Write. Track 38</i></p> <ul style="list-style-type: none"> <li>- Play track 38, 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>	Groups

	<p><b>2. Listen and chant. Track 39</b></p> <ul style="list-style-type: none"> <li>- Point to the picture and say: “<b>SOCK, SOFA.</b>”</li> <li>- Then say: “<b>THERE’S A SOCK ON THE SOFA.</b>”</li> <li>- Students repeat in chorus.</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 the words <b>SOCK, SOFA.</b></li> <li>- Play the chant again, pause for students to repeat.</li> </ul>	
<p><b>Pair/ group practice</b></p>	<p><b>3. Stick and say.</b></p> <ul style="list-style-type: none"> <li>- Point to the picture and elicit the words: <b>sofa, sock</b></li> <li>- Say <i>Let’s stick!</i> Hold up the S sticker. Say the sound /s/.</li> <li>- Stick letter <b>S</b> next to the picture of the sofa.</li> <li>- Say Now your turn!</li> </ul> <p><b>Matching game</b></p> <p><b>IV. Point to the words that begin with s.</b></p> <ul style="list-style-type: none"> <li>- Hold up phonics card <b>S</b> and say the sound /s/, ask students to repeat.</li> <li>- Say: <i>Point to the words that begin with S.</i></li> <li>- Point to <i>sofa</i></li> <li>- Say: <i>Now, your turn!</i></li> </ul> <ul style="list-style-type: none"> <li>• <b>Below level:</b> Place all phonics cards (from unit 1 to unit 2) on the board. Say a sound. Students listen, point and say.</li> <li>• <b>At level:</b> Elicit the words begins with S that they have learned. Ask students to make sentences with these words.</li> <li>• <b>Above level:</b> Elicit the words begins with S that they have learned. Ask students to make the longest sentence with these words. Rub out the words one by one and see if students can memorize the whole sentence.</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>Groups</p> <p>Pairs</p> <p>individuals</p>

	<p>2 Match and say.</p> <p>Qq Rr Ss</p>  <p>3 Trace the words and say.</p> <p>queen river sofa</p> <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><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> <li>- Show other students a flashcard (queen, quiet, river, sock, sofa, rainbow..).</li> <li>- They must give their classmates clues by making the sound or drawing.</li> <li>- The student in the front has to make a guess</li> </ul>	<p>Whole class</p>

WEEK 11

Date of preparing: 27/10/2023

Date of teaching: 13/11-17/11/2023

Period: 22

## UNIT 2: HE'S HAPPY.

### LESSON 6: STORY

**I. AIMS:** Students know that they must respect other people's feelings.

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

- understand a short story
- understand that it is good to respect other people's feelings
- recognize and identify words
- develop listening skills
- review and consolidate language introduced in unit 2

**III. LANGUAGE:**

**Language focus:** listening, speaking

**Vocabulary:** review unit 2

**IV. RESOURCES AND MATERIALS:**


Flash cards 15-20, audio tracks 2, 29, 36, video unit 2,




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

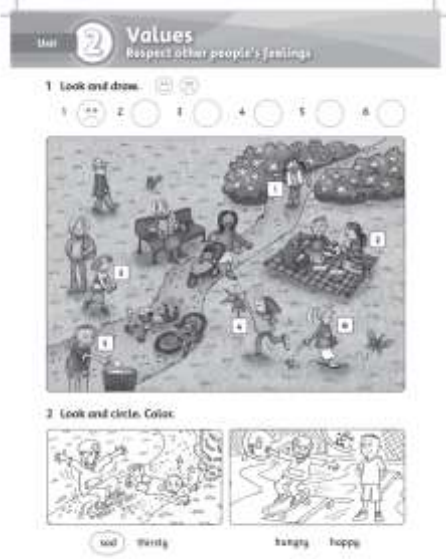
**V. TEACHING PROCEDURES:**

STAGES	TEACHER'S ACTIVITIES	NOTES
<b>Warm up</b>	<ul style="list-style-type: none"> <li>- Greet students</li> <li><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>Song track 33</b></p> <ul style="list-style-type: none"> <li>- Place flashcards on the board</li> <li>- Play the song from Lesson 2 to review the vocabulary for this lesson</li> <li>- Ask students to sing along and point to the correct flashcards</li> </ul> <p><b>Game: Yes/No</b></p> <ul style="list-style-type: none"> <li>- show a picture</li> <li>- Say a sentence. Ex: <i>He's happy.</i></li> <li>- Students listen and say Yes/ No</li> </ul>	whole class



<p><b>Present information</b></p>	<p><b>Lead in:</b></p> <ul style="list-style-type: none"> <li>- Show students the pictures</li> <li>- Ask students to look at the girl and Billy</li> <li>- Ask: <i>Is Billy good?</i></li> <li>- Ask them to tell you why in Vietnamese</li> </ul>  <p style="text-align: center;">She's happy.</p>	<p>whole class</p>
<p><b>Guided practice</b></p>	<p><b>Video unit 2</b></p> <ul style="list-style-type: none"> <li>- Before watching, hold up Flash cards: Rosy, Tim, Billy, Mom</li> <li>- Ask: <i>Who's this?</i></li> <li>- Use flashcards 15-20, elicit the sentence: <b><i>She is happy.</i></b></li> <li>- Ask students to guess where they are and what they are doing ( in Vietnamese)</li> <li>- Play the video clip</li> <li>- Ask students to answer</li> </ul> <p style="text-align: center;"><b>1. Listen to the story. Track 36</b></p> <ul style="list-style-type: none"> <li>- Ask students to tell what happens in this story. Students share their ideas in Vietnamese.</li> <li>- Ask the students to point to each character as they listen to the story.</li> <li>- Ask students: <b><i>What does Billy want? What does he make? Is Billy 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>- Tell students: <b><i>we should respect other people's feelings!</i></b></li> <li>- Ask students about ROSY, TIM</li> </ul> <p style="text-align: center;"><b>2. Read and say.</b></p> <p><b>a. Substitution drill:</b></p> <ul style="list-style-type: none"> <li>- Write: <b><i>She's.....</i></b> on the board</li> </ul>	<p>groups</p>

	<ul style="list-style-type: none"> <li>- Hold up flashcards 15-20, one by one</li> <li>- Ask students to repeat</li> </ul> <p><b>b. Point and read:</b></p> <ul style="list-style-type: none"> <li>- Point and read in chorus</li> <li>- Students read individually</li> </ul> <p><b>3. Listen again and repeat. Act. Track 40</b></p> <ul style="list-style-type: none"> <li>- Divide the class into groups of four to play the parts of Rosy, Tim, Billy and Mom.</li> <li>- Students practice acting out the story with the help of the recording.</li> </ul>	
<p><b>Pair/ group practice</b></p>	<ul style="list-style-type: none"> <li>• <b>Below level:</b> match the pictures to the correct words</li> <li>• <b>At level:</b> organize the words together with their opposites</li> <li>• <b>Above level:</b> Give them these pictures:</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <ul style="list-style-type: none"> <li>- Ask them to match with these words: hungry, happy, thirsty</li> <li>- Ask them to make sentences: <b><i>Music makes me happy.</i></b></li> </ul> <p><b>4. Workbook p. 21</b></p> <ul style="list-style-type: none"> <li>- Ask student to do exercise in workbook p.15</li> <li>- Go around to help and encourage the students</li> </ul> <p><b><u>VALUES: Respect other people's feelings</u></b></p> <ul style="list-style-type: none"> <li>- Give each student a worksheet</li> </ul> <p><b>PART 1:</b></p> <ul style="list-style-type: none"> <li>- Ask students to look at the pictures in part 1</li> <li>- Point to picture 1 and ask: <b>Is she good or bad?</b></li> <li>- Ask them to share their ideas</li> <li>- pint to number 1 and draw a sad face</li> <li>- Do the same steps for numbers 2, 3, 4, 5 and 6</li> <li>- Say: <b>It's good to respect other people's feelings!</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>- Point to the boy and ask: Is he good?</li> <li>- tell students: <b><i>It's good to respect other people's feelings!</i></b></li> <li>- Students color the picture</li> </ul>	<p>individuals</p>

		
<p><b>Conclusion</b> <i>5 mins</i></p>	<p><b>Goodbye song</b> Students sing along</p>	<p>individuals</p>

**Kiểm tra ngày 01 tháng 11 năm 2023**

**Tổ trưởng**



**Huỳnh Thị Yến Trang**

WEEK 12

Date of preparing: 27/10/2023

Date of teaching: 20/11-24/11/2023

Period: 23

**UNIT 2: HE'S HAPPY.**  
**CULTURE 2 : TET HOLIDAY IN VIETNAM**

**I. AIMS:** Students know about Tet holiday in Viet Nam.

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

- learn words associated with Tet holiday in Viet Nam
- talk about Tet in Viet Nam
- understand an invitation

**III. LANGUAGE:**


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

**Vocabulary:** *card, banh chung, lucky money, flowers*

**IV. RESOURCES AND MATERIALS:**

Flash cards 60-63, audio tracks 99-100

**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>	<b>Game</b>	whole class
<b>Present information</b>	<p><b>Lead in:</b></p> <ul style="list-style-type: none"> <li>- Play the video <a href="https://youtu.be/EVh4GH11_1A">https://youtu.be/EVh4GH11_1A</a></li> <li><b>(This is Tết)</b></li> <li>Or show them a picture</li> </ul>  <ul style="list-style-type: none"> <li>- Ask students: <b>What are they wearing? What's this?</b> (point to lucky money)</li> </ul>	whole class

	- Use flashcards to teach new words	
<b>Guided practice</b>	<p><b>1. Listen, point, and repeat. Track 99</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>2. Listen and read. Track 100</b></p> <ul style="list-style-type: none"> <li>- Point to the pictures and ask: What is this?</li> <li>- Encourage students to answer.</li> <li>- Explain this is an invitation for a party.</li> <li>- Play the track, students listen.</li> <li>- Students listen again and repeat.</li> </ul>	Whole class
<b>Pair/ group practice</b>	<p><b>3. Point and say.</b></p> <ul style="list-style-type: none"> <li>- Place flashcards around the room.</li> <li>- Ask students point to the flashcards and say the words.</li> <li>- Ask students to work in pairs making sentences.</li> </ul> <p><b>Guessing game</b></p> <p><b>4. Make an invitation. Say.</b></p> <ul style="list-style-type: none"> <li>• <b>Below level:</b> Give students a copy of the invitation and ask them to decorate it (using things that are mentioned in the lesson)</li> <li>• <b>At level:</b> Give students a copy of the invitation but with all the sentences jumped up. Ask them to decorate it (using things that are mentioned in the lesson)</li> <li>• <b>Above level:</b> Give students a copy of the invitation but some information gapped out. Get them to write their own version of the invitation. Ask them to decorate it (using things that are mentioned in the lesson)</li> </ul> <p><b>5. Workbook p. 53</b></p> <ul style="list-style-type: none"> <li>- Ask student to do exercise in workbook p.53</li> <li>- Go around to help and encourage the students</li> </ul>	<p>pairs</p> <p>groups</p> <p>individuals</p>
<b>Conclusion</b>	<p><b>Invitation gallery</b></p> <p>Students move around, look at the others' invitations</p>	

	and ask questions. <b>Goodbye song</b> <ul style="list-style-type: none"><li>- Play the song</li><li>- Students sing along</li></ul>	
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WEEK 12

Date of preparing: 27/10/2023

Date of teaching: 20/11-24/11/2023

Period: 24

**UNIT 2: HE'S HAPPY.  
CONSOLIDATION AND TEST UNIT 2**

**I. AIMS:** Students do test 2.

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

- Review unit 2
- Check their understanding about colors, counting 13-14
- Get feedback for students' learning as well as teacher's teaching

**III. LANGUAGE:**

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

**Vocabulary:** review unit 1


**IV. RESOURCES AND MATERIALS:**

Flash cards, audio tracks, worksheet P. 21, 22

**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>Beanbag circle (feelings words, numbers 1-14, phonics cards: q, r, s)</b></p> <ul style="list-style-type: none"> <li>- Tell students the rules of the game.</li> <li>- Play a song.</li> <li>- While the song is playing, students pass a bag to the person next to them (hand by hand).</li> <li>- Whenever the song is stopped, the person who is holding the bag must stand up and take out a picture. Student looks and says.</li> <li>- Stop the song several times to get more students to say.</li> </ul> <p><b>Matching game</b></p>	whole class
<b>Test</b>	<ul style="list-style-type: none"> <li>- Show them how to do the test step by step</li> <li>- Give an example</li> <li>- Students do the test</li> </ul>	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 01 tháng 11 năm 2023**  
**Tổ trưởng**  
  
**Huỳnh Thị Yến Trang**



WEEK 13

Date of preparing: 27/10/2023

Date of teaching: 27/11-01/12/2023

Period: 25

### UNIT 3: ARE THESE HIS PANTS?

#### LESSON 1: WORDS

**I. AIMS:** Students know how to say different clothes.

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

- identify different clothes.
- practice different clothes in the form of a chant.

**III. LANGUAGE:**

**Language focus:** listening, speaking

**Vocabulary:** dress, socks, T-shirt, pants, shorts, shoes

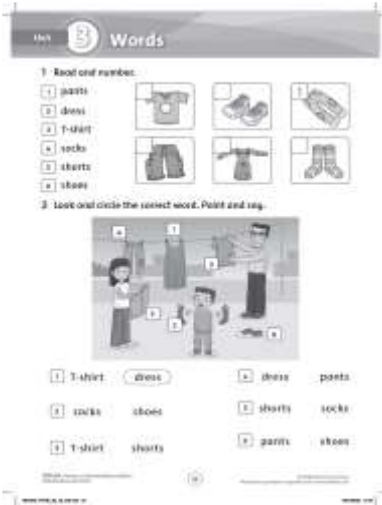
**IV. RESOURCES AND MATERIALS:**

Flashcards 21-26, audio tracks 33, 41-42, stickers, worksheet p.24, ...

**V. TEAING PROCEDURES:**

STAGES	TEACHER'S ACTIVITIES	NOTES
Warm up	<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 to sing along the song.</li> </ul> <p><b>Class rules</b></p>	whole class
Review	<p><b>Song (track 33)</b></p>	whole class
Presentation	<p><b>Lead in:</b></p> <p><i>Tell your students, "Look at my suitcase, what do I have?"</i></p> <ul style="list-style-type: none"> <li>- Use flashcards 21-26 to introduce the vocabulary for this lesson.</li> <li>- Hold the flashcards up one at a time and ask: <i>What's this/ What are these?</i></li> <li>- Say the words for children to repeat in chorus.</li> <li>- Put the flashcards in different places around the room.</li> <li>- Say a word.</li> </ul>	whole class

	<ul style="list-style-type: none"> <li>- Students point to the card and repeat the word in chorus.</li> </ul>	
<b>Guided Practice</b>	<p><b>3. Listen and point. Track 41</b></p> <ul style="list-style-type: none"> <li>- Play the track 41, listen and point and ask students to be quiet and listen only.</li> <li>- Play again, ask students to listen and point.</li> <li>- Play again, ask students to listen and repeat.</li> </ul> <p><b>4. Listen and chant. Track 42</b></p> <ul style="list-style-type: none"> <li>- Students listen to track 42.</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 clothing.</li> <li>- Students listen and chant along.</li> </ul> <p><b>What's missing? game</b></p> <ul style="list-style-type: none"> <li>- Put flashcards on the board for the children to say what clothes you have for play time.</li> <li>- Ask the children to close their eyes (<i>and put their heads down on the desk</i>). Remove one flashcard and rearrange the others. Tell children to open their eyes and ask the class to tell you which card is missing.</li> <li>- Repeat this several times, removing a different card each time.</li> </ul>	
<b>Pair/ Group practice</b>	<p><b>3. Point and say. Stick.</b></p> <ul style="list-style-type: none"> <li>- Show students how to do the task.</li> <li>- Point to each clothing, say the word to students.</li> <li>- Say "<b><i>Let's stick!</i></b>"</li> <li>- Pick up the correct sticker, stick and say "<b>dress</b>".</li> <li>- Students work in pairs to say and stick.</li> <li>- Go around for help if necessary.</li> </ul>	pairs

	<ul style="list-style-type: none"> <li>• <b>Below level:</b> Divide the class into 6 groups. Give each group a flashcard. Play the chant again. Students listen and stand up when they hear their group's clothing.</li> <li>• <b>At level:</b> Complete the words. Example: <b>d _ _ ss</b></li> <li>• <b>Above level:</b> Guessing game.</li> </ul> <p>Give a student a flashcard. He/she has to draw the word in the air. The others guess.</p> <p><b>4. Worksheet</b></p> <p><b>Part 1:</b></p> <ul style="list-style-type: none"> <li>- Model how to do the task first.</li> <li>- Point to each cloth and ask students “<b>What is it?</b>”.</li> <li>- Ask students to read the words.</li> <li>- Point to the <i>pants</i> and ask, “<b>What are these?</b>”.</li> <li>- Number <i>the picture of pants</i> <b>1</b>.</li> <li>- Ask students to work in pairs, say and color.</li> </ul> <p><b>Part 2:</b></p> <ul style="list-style-type: none"> <li>- Model how to do the task first.</li> <li>- Point to number 1 and ask, “<b>What's it?</b>”.</li> <li>- Elicit the answer “<b>dress</b>”.</li> <li>- Circle the word <b>DRESS</b> below.</li> <li>- Say “Now your turn!”.</li> </ul>  <p><b>5. Workbook p.22</b></p>	<p>groups</p> <p>pairs</p> <p>pairs</p> <p>individuals</p>
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	<ul style="list-style-type: none"><li>- Ask student to do exercise in their workbook p.22.</li><li>- Go around to help and encourage the students to finish the task.</li></ul>	
<b>Conclusion</b>	<b>Draw your favorite cloth.</b> <b>Goodbye song,</b>	individuals groups

WEEK 13

Date of preparing: 27/10/2023

Date of teaching: 27/11-01/12/2023

Period: 26

**UNIT 3: ARE THESE HIS PANTS?**  
**LESSON 2: GRAMMAR AND SONG**

**I. AIMS:** Students know how to say these sentences *Are these her socks? Yes, they are. No, they aren't.*

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

- ask the question "Are these her socks?" and answer "Yes, they are. / No, they aren't."
- sing a song.

**III. LANGUAGE:**

**Language focus:** listening, speaking

**Vocabulary:** Are these her socks? Yes, they are. No, they aren't.

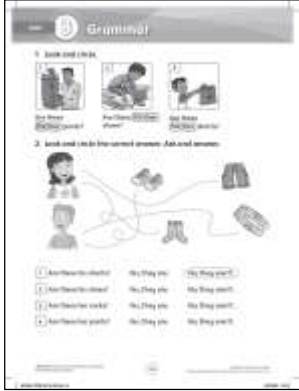
**Review:** blue, green, socks, pants, shoes

**IV. RESOURCES AND MATERIALS:** Flashcards 22-26, audio tracks 42-44, worksheet, ...

**V. TEACHING PROCEDURES:**

STAGES	TEACHER'S ACTIVITIES	NOTES
<b>Warm up</b> 5 mins	<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> 3 mins	<p><b>Chant (track 42)</b></p> <p><b>Pictionary</b></p> <ul style="list-style-type: none"> <li>- Students work in pairs, take out their picture (<i>they drew their favorite clothes</i>).</li> <li>- Students ask and answer <b>What's this?/ What are these?</b>.</li> </ul>	whole class  pairs
<b>Presentatio</b> <b>n</b>	<p><b>Lead in:</b></p> <ul style="list-style-type: none"> <li>- Put flashcards 22-26 in a bag.</li> </ul>	

5 mins	<ul style="list-style-type: none"> <li>- Show the bag to the class so that they can't see what's inside.</li> <li>- Turn to the class, look inside the bag, and take out a card.</li> <li>- Encourage the children to ask you questions <i>Is it a ...?</i></li> </ul>	whole class
<b>Guided Practice</b> 10 mins	<p><b>4. Listen and repeat (track 43).</b></p> <ul style="list-style-type: none"> <li>- Play track 43, 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>5. Listen and sing. Track 44.</b></p> <ul style="list-style-type: none"> <li>- Point to the pictures and elicit as much information as you can.</li> <li>- Place the flashcards around the room.</li> <li>- Play the song.</li> <li>- Students listen and point to the flashcards as they hear the words.</li> <li>- Practice several times singing and doing the actions.</li> </ul>	whole class
<b>Pair/ group practice</b>	<p><b>6. Ask and answer.</b></p> <ul style="list-style-type: none"> <li>- Ask students to look at the picture in their books.</li> <li>- Model the questions and answers with a student.</li> <li>- Ask students to work in pairs and exchange the questions and answers.</li> </ul> <p><b>7. 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 demonstrate the questions and answer.</li> <li>- Have students work in pairs to ask and answer the question. Tell them to use other words on the page.</li> </ul> <p><b>8. Worksheet p.23.</b></p> <ul style="list-style-type: none"> <li>- Give each pair a worksheet.</li> </ul>	<p>pairs</p> <p>groups</p> <p>pairs</p>

	 <ul style="list-style-type: none"> <li>- Students work in pairs to ask and answer the questions.</li> <li>- Move around to help students if necessary.</li> </ul> <p style="text-align: center;"><b>6. Workbook p. 23.</b></p> <ul style="list-style-type: none"> <li>- Ask student to do exercises in workbook p.23.</li> <li>- Go around to help and encourage the students to finish the task.</li> </ul>	<p style="text-align: center;">pairs</p> <p style="text-align: center;">individuals</p>
<p style="text-align: center;"><b>Conclusion</b></p>	<p><b>Draw and say.</b></p> <ul style="list-style-type: none"> <li>- Ask students to take out their favorite clothes pictures.</li> <li>- Ask them not to show their picture to their partners.</li> <li>- Students work in pair guessing what clothes is by asking “<i>Is it a...?</i>”.</li> </ul>	<p style="text-align: center;">pairs</p>

Duyệt ngày 06/11/2023

Phó hiệu trưởng

Nguyễn Thị Thanh Hải

Duyệt ngày 01/11/2023

Tổ trưởng



Huỳnh Thị Yến Trang