

WEEK 5

Date of preparing: 30/9/2024

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

Period: 17

UNIT 2: THAT IS HIS RULER.

Lesson 1 - Words / Part 1 (page 16)

I. DESIRED OBJECTIVES

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

1. Core competences

- Identify common school things.
- Understand a short story.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about school things.
- *Problem-solving and creativity*: find out their school things likes.

3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

II. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Vocabulary*: pen, eraser, pencil, pencil case, book
- *Extra vocabulary*: picture, Good job!

2. Skills: Listening, Speaking and Reading.

III. RESOURCES AND MATERIALS

- Student book - page 16
- Audio tracks 22-24
- Real school objects (*pen, eraser, pencil, pencil case, book*)
- A bag to put the school objects in
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards 25-29
- Computer, projector,

***Culture note: School things**

- Raise students' awareness of loving school things.
- Share their things.

IV.LEARNING EXPERIENCES

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Warm-up/ review	<p>*Play the <i>Toys chant</i> (Track 13)</p> <ul style="list-style-type: none"> - Ask students if they remember toys words. - Play the recording for students to listen to the chant. - Place the toy flashcards on the board. Play the chant a second time for students to point to and say the words. - Have them point to the correct flashcard when they hear it. - Repeat (more than once if necessary). - Ask some students/groups to perform in the front of the class. - Praise students. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the chant fluently. - <i>Task completed:</i> Students can say the chant. - <i>Task uncompleted:</i> Students are unable to say the chant. 	<ul style="list-style-type: none"> - Say toys words. - Listen to the chant. - Listen to the chant. Point to and say the words. - Point to the correct flashcard when they hear it. - Repeat (more than once if necessary). - Perform in the front of the class.
Presentation	<p>*Lead-in: Use real objects to present the vocabulary.</p> <ul style="list-style-type: none"> - Use real school objects to present the vocabulary. Hold up each object and say the words for students to repeat. - Reinforce vocabulary using Flashcards 29-32. Hold each one up. Ask <i>Is it a pen / book?</i> have students answer <i>Yes</i> or <i>No</i>. - Play a memory game. Show two cards to the class and then put them face down on your table. Point to each card and ask <i>Is it a ...?</i> - Repeat with other pairs of cards. - Check students' pronunciation. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can pronounce the words correctly and fluently. 	<ul style="list-style-type: none"> - Look at each real object. Listen to the word. Repeat the word. - Answer the question. - Play a memory game. Observe the cards. Say what it is. - Repeat with other pairs of cards.

	<ul style="list-style-type: none"> - <i>Task completed:</i> Students can pronounce the words. - <i>Task uncompleted:</i> Students are unable to pronounce the words. <p>*Listen and point. Repeat. (Track 22)</p> <ul style="list-style-type: none"> - Point to the pictures. Say the words and let the students repeat. - Play the recording. The students point to the correct words. - Ask students to repeat each word after they hear it. - Ask some students to read the words aloud. - Check students' pronunciation. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can point and say the words correctly and fluently. - <i>Task completed:</i> Students can point and say the words. - <i>Task uncompleted:</i> Students are unable to point and say the words. 	<ul style="list-style-type: none"> - Repeat the words. - Listen to the recording. Point to the correct words. - Repeat each word after they hear it. - Read the words aloud.
PRACTICE	<p>*Listen and chant. (Track 23)</p> <ul style="list-style-type: none"> - Play the recording for students to listen once through. - Play the chant a second time for students to say the words. - Have students put real objects on their tables. They point to the things when they hear them. - Repeat (more than once if necessary). - Call two groups to the front of the class to chant. The rest of the class claps along to the rhythm of the chant. - Praise students if they have done well. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the chant correctly and fluently. - <i>Task completed:</i> Students can say the chant. - <i>Task uncompleted:</i> Students are unable to say the chant. 	<ul style="list-style-type: none"> - Listen to the chant once through. - Listen to the chant a second time to say the words. - Put real objects on their tables. - Repeat (more than once if necessary). - Come to the front of the class to chant. The rest of the class claps along to the rhythm of the chant.

PRODUCTION	<p>*Game: “Slap the board” Flashcards (pen, eraser, pencil, pencil case, book)</p> <ul style="list-style-type: none"> - Stick the flashcards with these words on the board. Tell students to look at the board. - Tell students how the game is played. - Ask students to listen to four words and slap the flashcards as correctly and quickly as possible. Start saying from any of the words on the board and note the score. - Repeat the procedure if there is time. - The student who gets the highest score will be the winner. Praise the winner. - Ask students to read all words aloud. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can identify school things correctly. - <i>Task completed:</i> Students can identify school things. - <i>Task uncompleted:</i> Students are unable to identify school things. 	<ul style="list-style-type: none"> - Look at the board. - Listen to the teacher. - Listen to four words and slap the flashcards as correctly and quickly as possible. - Repeat the procedure if there is time. - The student who gets the highest score will be the winner. Praise the winner. - Read all words aloud.
HOMEWORK	<ul style="list-style-type: none"> - Learn new words by heart. - Do the exercises in Workbook page 16. - Prepare for the next lesson (Unit 2 - Lesson 1/Part 2). 	

WEEK 5

Date of preparing: 30/9/2024

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

Period: 18

UNIT 2: THAT IS HIS RULER.

Lesson 1 - Words / Part 2 (page 16)

I. DESIRED OBJECTIVES

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

1. Core competences

- Identify common school things.
- Understand a short story.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about school things.
- *Problem-solving and creativity*: find out their school things likes.

3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

II. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Vocabulary*: pen, eraser, pencil, pencil case, book.
- *Extra vocabulary*: picture, Good job!

2. Skills: Listening, Speaking and Reading.

III. RESOURCES AND MATERIALS

- Student book - page 16
- Audio tracks 22-24
- Real school objects (*pen, eraser, pencil, pencil case, book*)
- A bag to put the school objects in
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards 25-29

- Computer, projector,

***Culture note: School things**

- Raise students' awareness of loving school things.
- Share their things.

IV. LEARNING EXPERIENCES

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<p>Warm-up/Review</p>	<p>*Game: "Hot seat" <i>Flashcards (pen, eraser, pencil, pencil case, book)</i></p> <ul style="list-style-type: none"> - Explain how the game is played. - Divide the class into groups of four students. Call one student from each groups to sit on the "hot seat", facing the classroom with the board behind. - Write a word on the board, <i>e.g. pen</i>. Ask one of the groups members to describe it to help the student in the "hot seat" guess the word. - Continue until each groups member has described a word to the student in the "hot seat". Give one star for each right word. - The group gets more stars will win. Praise the winner. - Ask students to read all words aloud. - Ask students to check their friends' pronunciation. Praise them. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say school things correctly. - <i>Task completed:</i> Students can say school things. - <i>Task uncompleted:</i> Students are unable to say school things. 	<ul style="list-style-type: none"> - Listen to the teacher's instruction. - Work in groups of four students. One student from each groups to sit on the "hot seat", facing the classroom with the board behind. - One of the groups members to describe it to help the student in the "hot seat" guess the word. - Continue until each groups member has described a word to the student in the "hot seat". - The group gets more stars will win. Praise the winner. - Read all words aloud. - Check their friends' pronunciation.

<p>Presentation</p>	<p>*Listen and point. Repeat. (Track 22)</p> <ul style="list-style-type: none"> - Point to the pictures. Say the words and let the students repeat. - Play the recording. The students point to the correct words. - Ask students to repeat each word after they hear it. - Let students work in pairs. One student point to the picture, another one says the word. - Call some students to read all the words aloud. - Praise students if they have done well. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can point and say the words correctly and fluently. - <i>Task completed:</i> Students can point and say the words. - <i>Task uncompleted:</i> Students are unable to point and say the words. 	<ul style="list-style-type: none"> - Repeat the words. - Listen to the recording. Point to the correct words. - Repeat each word after they hear it. - Work in pairs. One student point to the picture, another one says the word. - Read all the words aloud.
<p>Practice</p>	<p>*Listen and read. (Track 24)</p> <ul style="list-style-type: none"> - Point to Rosy and ask <i>Who's this?</i> Do the same for Billy and Tim. - Point to the different school things. Ask <i>What's this?</i> - Talk about each frame in turn with the class. Ask simple questions, e.g. <i>Who's this? What's this? Is it a pencil?</i> - Ask students to look at the story while listening the recording. Point to each speech bubble as you hear the text. - Play the recording again. Have students point to the pictures. 	<ul style="list-style-type: none"> - Say the names of the characters. - Say school thing words. - Answer the questions. - Look at the story while listening the recording. - Listen to the recording again. Point to the pictures. - Answer the questions.

	<ul style="list-style-type: none"> - Ask comprehension questions, <i>e.g. What's this?</i> (pointing to the pencil case) <i>What color is it?</i> (<i>orange and yellow</i>). - Ask students to open their books. Play the recording again for students to listen and follow the words. - Ask students to find and point to the words from exercises 1 and 2 that appear in the story. <p>*Role-play:</p> <ul style="list-style-type: none"> - Ask students to practice the conversation in pairs. - Observe students' pronunciation and help if necessary. Then, correct the mistakes. - Call some pairs perform the conversation in front of the class. - Ask students to give their feedback on their friends' presentation, then teacher gives feedback. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can read the story correctly and fluently. - <i>Task completed:</i> Students can read the story. - <i>Task uncompleted:</i> Students are unable to read the story. 	<ul style="list-style-type: none"> - Open their books. Listen the recording again and follow the words. - Find and point to the words from exercises 1 and 2 that appear in the story. - Practice the conversation in pairs. - Perform the conversation in front of the class. - Give their feedback on their friends' presentation
Production	<p>*Game: "Pictionary" <i>pen, eraser, pencil, pencil case, book</i></p> <ul style="list-style-type: none"> - Divide the class into four groups. - Have a student from each groups stand at the board with a marker or a piece of chalk and tell them something to draw. <i>E.g. "pen"</i> - Have groups try to guess what 	<ul style="list-style-type: none"> - Work in groups. - Stand at the board with a marker or a piece of chalk and draw something. - Guess what the student from their team is drawing.

	<p>the student from their team is drawing.</p> <ul style="list-style-type: none"> - The first group guesses the correct picture earns 1 point. - Repeat with different students. - The group that gets the most points win. Praise the winner. - Ask students to read all words aloud. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can remember and say the words correctly. - <i>Task completed:</i> Students can remember and say the words. - <i>Task uncompleted:</i> Students are unable to remember and say the words. 	<ul style="list-style-type: none"> - The first group guesses the correct picture earns 1 point. - Repeat with different students. - The group that gets the most points win. Praise the winner. - Read all words aloud.
	<p>HOMEWORK</p> <ul style="list-style-type: none"> - Revise the words by heart. - Do the exercises in Workbook page 16. - Prepare for the next lesson (Unit 2 - Lesson 2). 	

WEEK 5

Date of preparing: 30/9/2024

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

Period: 19

UNIT 2: THAT IS HIS RULER.

Lesson 2- Grammar (page 17)

I. DESIRED OBJECTIVES

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

1. Core competences

- Use *that* to describe single items at a distance.
- Express possession with *his* and *her*.
- Act out the story.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about school things.
- *Problem-solving and creativity*: find out their school things likes.

3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

II. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Vocabulary*: review school objects.

2. Patterns:

- his/her
- That is

3. Skills: Listening, Speaking and Writing.

III. RESOURCES AND MATERIALS

- Student book - page 17
- Audio tracks 24-25
- Teacher's Guide
- Website *sachso.edu.vn*

- Flashcards 25-29
- School objects
- Computer, projector,

***Culture note: School things**

- Raise students' awareness of loving school things.
- Share their things.

IV. LEARNING EXPERIENCES

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<p>Warm-up/review</p>	<p>*Game: "Pass the card" <i>Picture cards (pen, eraser, pencil, pencil case, book)</i></p> <ul style="list-style-type: none"> Divide the class into four groups. Have students from each groups stand in a line. Give the first student of each groups a card and say "Go". Ask these students to say the corresponding words and pass the cards over their heads to the ones behind them. Have teams continue the game until their card reaches the last person. Have the last student in each line race to hand their card to the teacher and says the word. Give the first groups to name their card correctly one point. The groups that gets the most points wins. Praise the winner. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the words correctly and fluently. - <i>Task completed:</i> Students can say the words. - <i>Task uncompleted:</i> Students are unable to say the words. 	<ul style="list-style-type: none"> - Work in four groups. - Stand in a line. - Hold the card. - Say the corresponding words and pass the cards over their heads to the ones behind them. - Continue the game until their card reaches the last person. - Race to hand their card to the teacher and says the word. - The groups that gets the most points wins.
<p>Presentation</p>	<p>*Lead-in: Use the story on page</p>	

	<p>16</p> <ul style="list-style-type: none"> - Talk about the previous lesson with students. - Ask students what happened in the story. Ask <i>Who is in the story? Is there a pencil case in the story? What color is it?</i> - Check students' answers. Praise them. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can talk about the story correctly and fluently. - <i>Task completed:</i> Students can talk about the story. - <i>Task uncompleted:</i> Students are unable to talk about the story. <p>*Listen to the story again. (Track 24)</p> <ul style="list-style-type: none"> - Ask students to turn to the story in their books. Check how many words they remembered. - Play the recording, pausing for students to repeat. - Divide the class into groups to play the roles in the story. - Ask students to look at the different actions that the characters do in the story. Elicit a set of actions to use when acting out the story. - Have students practice acting the story. Ask some pairs to come to the front to act for the class. - Remark students' pronunciation. Praise students if they have done well. <p>Story actions</p> <p><i>Picture 1:</i> Tim and Rosy look at a pencil case. Billy is behind a folder, or just hiding his action.</p>	<p>→ Talk about the previous lesson.</p> <ul style="list-style-type: none"> - Answer what happened in the story. <ul style="list-style-type: none"> - Turn to the story in their books. Say how many words they remembered. - Listen to the recording and repeat. - Play the roles in the story in groups. - Look at the different actions that the characters do in the story. - Practice acting the story. Come to the front to act for the class.
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	<p><i>Picture 2:</i> Tim and Rosy talk about an eraser. Billy is the same as in Picture 1.</p> <p><i>Picture 3:</i> Tim and Rosy talk about a ruler.</p> <p><i>Picture 4:</i> Billy shows his picture.</p> <p>→Expected outcomes and assessment</p> <p><i>Task completed with excellence:</i> Students can listen and repeat the story correctly and fluently.</p> <p><i>Task completed:</i> Students can listen and repeat the story.</p> <ul style="list-style-type: none"> - <i>Task uncompleted:</i> Students are unable to listen and repeat the story. <p>*Listen and say. (Track 25)</p> <ul style="list-style-type: none"> - Ask students to look at the pictures. Play the recording. - Play the recording again, pausing for students to repeat. - Show a boy's book and ask which word we use to show something belongs to a boy (<i>his</i>). Show a girl's book and ask which word we use to show that something belongs to a girl (<i>her</i>). - Ask some volunteers to read the sentence patterns. - Check students' pronunciation. Praise students if they have done well. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the sentence pattern correctly and fluently. - <i>Task completed:</i> Students can say the sentence pattern. - <i>Task uncompleted:</i> Students are unable to say the sentence pattern. 	<ul style="list-style-type: none"> - Look at the pictures. Listen to the recording. - Listen to the recording again and repeat. - Follow the teacher. - Read the sentence patterns.
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<p style="text-align: center;">Practice</p>	<p>*Look and say</p> <ul style="list-style-type: none"> - Tell students they are going to talk about the pictures. Explain they should look at the pictures to know what to say. - Say <i>That is her pencil case</i>. Ask students to say yes or no. Ask <i>What is that?</i> Encourage students to answer with the correct word. - Prompt students to say the sentences for each picture. - Call some pairs to say the sentences in front of the class. <p style="text-align: center;">Answer:</p> <ol style="list-style-type: none"> 1. That is her eraser. 2. That is his pen. 3. That is his book. 4. That is her pencil. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the sentences correctly and fluently. - <i>Task completed:</i> Students can say the sentences. - <i>Task uncompleted:</i> Students are unable to say the sentences. 	<ul style="list-style-type: none"> - Follow the teacher. Look at the pictures to know what to say. - Answer the question with the correct word. o Say the sentences for each picture. - Say the sentences in front of the class.
<p style="text-align: center;">Production</p>	<p>*Write (page 17)</p> <ul style="list-style-type: none"> - Ask students to look at the pictures. Elicit the school objects. - Tell students to look at the box. Point to the words <i>his</i> and <i>her</i> for students to say them. - Ask students to look at the sentences in their books. Ask one student to read the example sentence for the class. - Ask students to complete the sentences in their notebooks. - Check the answers by having 	<ul style="list-style-type: none"> - Look at the pictures. Say the school objects. o Look at the box. Say the words <i>his</i> and <i>her</i>. o Look at the sentences in their books. Read the example sentence for the class. - Complete the sentences in their notebooks. - Say the sentences in chorus. Read the sentences out loud.

	<p>students say the sentences in chorus. Ask individual students to read the sentences out loud.</p> <ul style="list-style-type: none"> - Remark students' writing skills. Give feedback. <p>Answer: 1. his 2. her 3. his</p> <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can write the answers correctly. - <i>Task completed:</i> Students can write the answers. - <i>Task uncompleted:</i> Students are unable to write the answers. <p>*Let's talk</p> <ul style="list-style-type: none"> - Ask students to look at the picture and speech bubble. - Say the sentence for students to repeat. <i>E.g. That is her book.</i> - Ask students to practice saying the sentence about their classmates' school objects. - Call some students to perform in the front of the class with their school things. - Check students' speaking skills. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can talk about their classmates' school objects correctly and fluently. - <i>Task completed:</i> Students can talk about their classmates' school objects. - <i>Task uncompleted:</i> Students are unable to talk about their 	<ul style="list-style-type: none"> - Look at the picture and speech bubble. - Repeat the sentence. - Practice saying the sentence about their classmates' school objects. - Perform in the front of the class with their school things.
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	classmates' school objects.	
HOMEWORK	<ul style="list-style-type: none">- Learn the patterns by heart.- Do the exercises in Workbook page 17.- Prepare for the next lesson (Unit 2 - Lesson 3).	

WEEK 5

Date of preparing: 30/9/2024

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

Period: 20

UNIT 2: THAT IS HIS RULER.

Lesson 3 - Song (page 18)

I. DESIRED OBJECTIVES

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

1. Core competences

- Identify more objects.
- Understand the meaning of *clean up*, *open* and *close*.
- Use school words in the context of a song.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about school things.
- *Problem-solving and creativity*: find out their school things likes.

3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

II. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Vocabulary*: bag, door, window
- *Extra vocabulary*: clean up, close, open
- Review: school things

2. Skills: Listening and Speaking.

III. RESOURCES AND MATERIALS

- Student book - page 18
- Audio tracks 26-27
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards 30-32

- Computer, projector,

***Culture note: School things**

- Raise students' awareness of loving school things.
- Share their things.

IV. LEARNING EXPERIENCES

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<p>Warm-up/review (5 minutes)</p>	<p>*Game: "Running dictation" <i>Flashcards (pen, pencil, eraser, book)</i> <i>Flashcards (Rosy, Tim, Billy, Miss Jones)</i></p> <ul style="list-style-type: none"> - Prepare four flashcards about school things and characters. Put one school thing under one character on the board. - Ask students to say the names of the school things and characters. - Explain how the game is played. - Have students sit on their seats. - Play music and ask them to move around. - Take away one chair and suddenly stop music. Have students sit on any chairs. <p>The student who has no chair to sit on will say a sentence. <i>E. g. That is his eraser.</i></p> <ul style="list-style-type: none"> ○ Swap roles and continue the game in the same way. - Praise the winner. <p>→ Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the sentence correctly. - <i>Task completed:</i> Students can say the sentence. - <i>Task uncompleted:</i> Students are unable to say the sentence. 	<ul style="list-style-type: none"> - Look at the flashcards on the board. - Say the names of the school things and characters. - Listen to the teacher's instruction. - Sit on their seats. - Listen to music and move around. - Sit on any chairs. The student who has no chair to sit on will say a sentence. <p>Continue the game in the same way.</p>
<p>Presentation</p>	<p>*Lead-in: Use Flashcards 30–32 to introduce the new words.</p> <ul style="list-style-type: none"> - Hold up the flashcards one at a time and say the words for students to repeat. 	<ul style="list-style-type: none"> - Look at the flashcards and repeat the words.

Practice	<p>*Listen and sing. (Track 27)</p> <ul style="list-style-type: none"> - Ask students to look at the pictures. Elicit <i>It's a book / bag / door / window.</i> - Teach the verbs <i>clean up, open, and close.</i> Spread some school objects over a table. Say <i>Clean up</i> and pick up the objects. Present open and close with the classroom door. - Play the recording for students to listen and point to the pictures when they hear the three new words. - Then play it again as they follow the words in their books. - Recite the words of the song with the class, without the music. Say each line and ask students to repeat. - Play the recording again for students to sing along. - Ask some students/groups to perform the song in the front of the class. - Check students' pronunciation. Praise students if they have done well. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can sing the song fluently. - <i>Task completed:</i> Students can sing the song. - <i>Task uncompleted:</i> Students are unable to sing the song. <p>*Sing and do</p> <ul style="list-style-type: none"> - Tell students that they are going to sing the song again, but this time they are going to do some actions. - Practice the actions with the class. - Play the recording for students to sing and do the actions. - Call some students to sing and do the actions in front of the class. <p>Song actions</p> <p><i>Clean up:</i> children pretend to gather things from the table.</p>	<ul style="list-style-type: none"> - Look at the pictures. Elicit <i>It's a book / bag / door / window.</i> - Follow the teacher. <ul style="list-style-type: none"> - Listen to the recording and point to the pictures when they hear the three new words. - Listen to the recording again as they follow the words in their books. - Recite the words of the song with the class, without the music. Repeat each line of the song. - Listen to the recording again and sing along. - Perform the song in the front of the class. <ul style="list-style-type: none"> - Listen to the teacher explanation. - Practice the actions
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	<p><i>pen / bag / eraser</i>: children point to the object. <i>Yes, it is</i>: children nod their heads. <i>No, it isn't</i>: children shake their heads. <i>Close the window</i>: children pretend to close a window. <i>Open the door</i>: children pretend to open a door.</p> <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence</i>: Students can sing and do the actions nicely. - <i>Task completed</i>: Students can sing and do the actions. - <i>Task uncompleted</i>: Students are unable to sing and do the actions. 	<p>with the teacher.</p> <ul style="list-style-type: none"> - Listen to the song and do their actions. - Sing and do the actions in front of the class.
Production	<p>*Game: “Magic finger”</p> <ul style="list-style-type: none"> - Divide the class into pairs. - Have Student A choose 1 word (<i>bag, door, window</i>). - Have Student A write a word with their finger on Student B’s back. <i>E.g. bag</i> - Have Student B try to guess which word it is. Then student A make a sentence with this. <i>E.g. That is her bag.</i> - Have students swap roles and repeat. - Praise students if they have done well. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence</i>: Students can say the objects correctly. - <i>Task completed</i>: Students can say the objects. - <i>Task uncompleted</i>: Students are unable to say the objects. 	<ul style="list-style-type: none"> - Work in pairs. - Choose 1 word (<i>bag, door, window</i>). - Write a word with their finger on Student B’s back. <i>E.g. bag</i> - Try to guess which word it is. Then student A make a sentence with this. <i>E.g. That is her bag.</i> - Swap roles and repeat.
Homework	<ul style="list-style-type: none"> - Revise the words and the patterns. - Do the exercises in Workbook page 18. - Prepare for the next lesson (Unit 2 - Lesson 4). 	

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: 21

UNIT 2: THAT IS HIS RULER.

Lesson 4 - Phonics (page 19)

I. DESIRED OBJECTIVES

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

1. Core competences

- Recognize the uppercase and lowercase forms of the letters *c* and *d*, and associate them with their corresponding sounds.
- To pronounce the sounds /k/ and /d/ on their own and at the beginning of words.
- Learn the names of the letters *c* and *d*.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about words beginning with sounds/letters the teacher asks.
- *Problem-solving and creativity*: find out words beginning with sounds/letters *c* and *d*.

3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

II. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Vocabulary*: cat, cookie, desk, dog

2. Skills: Listening, Speaking and Reading.

III. RESOURCES AND MATERIALS

- Student book - page 19
- Audio tracks 28-29
- Teacher's Guide
- Website *sachso.edu.vn*
- Phonics cards 05-08
- Computer, projector,

***Culture note: School things**

- Raise students' awareness of loving school things.
- Share their things.

IV. LEARNING EXPERIENCES

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Warm-up/ review	<p>*Game: "Jump" Review Aa (apple, Annie), Bb (bat, ball)</p> <ul style="list-style-type: none"> - Tell the students how the game is played. - Divide the class into four groups. - Have one student from each group stand a distance from the board. - Draw two big circles on the floor. Each circle has a letter (Aa, Bb). - Call out one word (E.g. apple). Ask the students try to jump into the circle with the corresponding letter then say "/t/ tiger." <p>○The winner is the student who jumps into the correct letter circle first.</p> <ul style="list-style-type: none"> - Ask students to check their friends' pronunciation. Give feedback. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the phonics and the words correctly. - <i>Task completed:</i> Students can say the phonics and the words. - <i>Task uncompleted:</i> Students are unable to say the phonics and the words. 	<ul style="list-style-type: none"> - Listen to the teacher's instruction. - Work in groups. - One student from each group stand a distance from the board. - Look at two big circles on the floor. - Listen to a word. Try to jump into the circle with the corresponding letter then say "/a/ apple."
Presentation	<p>*Lead-in: Use phonic cards 5-8 to introduce the letters and the words. Flashcards (Cc, cat, cookie,</p>	<ul style="list-style-type: none"> - Look at the letters Cc

	<p><i>Dd, dog, desk</i>)</p> <ul style="list-style-type: none"> - Write <i>Cc</i> and <i>Dd</i> on the board. Point to each and say the letter name and sound for students to repeat. - Stand with back to students and draw the letters in the air as you say the sound for each. - Say the sounds again as students draw the uppercase and then the lowercase letters in the air. - Present the words on the phonics cards. Say the letter names, sounds, and then the words for students to repeat. - Remark students' pronunciation. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the letters and the words correctly and fluently. - <i>Task completed:</i> Students can say the letters and the words. - <i>Task uncompleted:</i> Students are unable to say the letters and the words. <p>*Listen and point. Repeat (Track 18)</p> <ul style="list-style-type: none"> - Write the words <i>cat, cookie, dog, desk</i> next to the letters on the board. Circle the first letter of each word. Point to the word. Say only the beginning sound for students to repeat. 	<p>and <i>Dd</i> on the board. Say the letter name and sound.</p> <ul style="list-style-type: none"> - Listen to the sound and repeat. - Draw the uppercase and then the lowercase letters in the air. - Repeat the words on the phonics cards. Say the letter names, sounds, and the words <p>- Look at the words next to the letters on the board. Say the beginning sound.</p> <p>- Repeat the words.</p> <p>- Look at the letters in their books.</p> <p>- Listen to the first part of the recording and point to the letters.</p> <p>- Listen to the second part of the recording and say the letter names, sounds, and words in chorus.</p>
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	<ul style="list-style-type: none"> - Hold up Phonics cards, one at a time. Say the words for students to repeat. Hold up the cards in a different order. - Ask students to look at the letters in their books. - Play the first part of the recording for students to listen and point to the letters. - Play the second part of the recording for students to repeat the letter names, sounds, and words in chorus. - Play the recording as many times as necessary. - Play the recording all the way through for students to point to the words and then repeat them. - Call some students to say the letters and the words. - Check students' pronunciation. Praise students if they have done well. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the letters and the words correctly and fluently. - <i>Task completed:</i> Students can say the letters and the words. - <i>Task uncompleted:</i> Students are unable to say the letters and the words. 	<ul style="list-style-type: none"> - Point to the words and say the words. - Say the letters and the words.
Practice	<p>*Point and say the words (page 19)</p> <ul style="list-style-type: none"> - Ask students to look at the pictures. Elicit what they see. 	<ul style="list-style-type: none"> - Look at the pictures. Tell the teacher what they can see. - Identify the pictures, look

	<ul style="list-style-type: none"> - As students identify the pictures, put that flashcard on the board. Write the word under it. - Say the sound /k/. Ask students to point to the flashcards of the things beginning with that sound (<i>cat, cookie</i>). Then, underline the letter <i>a</i> at the beginning of the words. - Repeat with /d/. - Ask students to say all the words again. - Check students' pronunciation. Give feedback. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can point and say the words correctly. - <i>Task completed:</i> Students can point and say the words. - <i>Task uncompleted:</i> Students are unable to point and say the words. 	<p>at flashcard on the board. Observe the word under it.</p> <ul style="list-style-type: none"> - Point to the flashcards of the things beginning with that sound (<i>cat, cookie</i>). - Repeat with /d/. - Say all the words again.
Production	<p>*Listen and circle. (Track 29)</p> <ul style="list-style-type: none"> - Ask students to look at the pictures in the first row. Ask them to say each word as they point to it. - Tell students they are going to listen and circle in pencil the word that begins with the letter sound they hear. - Play the recording, pausing after the first item. - Ask students what they heard (<i>dog</i>). Elicit that 	<ul style="list-style-type: none"> - Look at the pictures in the first row. Say each word as they point to it. - Listen and circle in pencil the word that begins with the letter sound they hear. - Listen to the recording. - Answer what they heard. - Continue doing the task. - Share their answers with

	<p>dog begins with the sound /d/.</p> <ul style="list-style-type: none"> - Repeat the procedures row by row, pausing the recording. - Ask student to share their answers with their partner. Call some students to give the answers. - Confirm the correct answers. Praise students if they have done well. <p>Answers: 1. dog 2. cat 3. cookie 4. dog 5. desk 6. cat →Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can listen and circle the pictures correctly. - <i>Task completed:</i> Students can listen and circle the pictures. - <i>Task uncompleted:</i> Students are unable to listen and circle the pictures. <p>*Let's talk</p> <ul style="list-style-type: none"> - Ask students to look at the picture and speech bubble. Say <i>This is a cat.</i> - Have a student repeat the sentence. Prompt them to point to the <i>cat.</i> - Put students in pairs to take turns saying the sentence. - Encourage them to use other vocabulary words on the page. - Call some pairs practice in front of the class. - Check students' 	<p>their partner. Give the answers.</p> <ul style="list-style-type: none"> - Check the answers. <ul style="list-style-type: none"> - Look at the picture and speech bubble. - Repeat the sentence. Prompt them to point to the <i>cat.</i> - Work in pairs to take turns saying the sentence. - Use other vocabulary words on the page. - Practice in front of the class.
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	<p>pronunciation. Give feedback.</p> <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the sentences correctly and fluently. - <i>Task completed:</i> Students can say the sentences. - <i>Task uncompleted:</i> Students are unable to say the sentences. 	
Homework	<ul style="list-style-type: none"> - Revise the words and the patterns. - Do the exercises in Workbook page 19. - Prepare for the next lesson (Unit 2 - Lesson 5). 	

WEEK 6

Date of preparing: 30/9/2024

Date of teaching: 07/10 – 11/10/2024

Period: 22

UNIT 2: THAT IS HIS RULER.

Lesson 5 - Skills Time! / Part 1 (page 20)

I. DESIRED OBJECTIVES

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

1. Core competences

- Read and understand descriptions of objects.
- Recognize specific words.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about school things.
- *Problem-solving and creativity*: find out their school things likes.

3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

II. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Vocabulary*: review school objects
- *Extra vocabulary*: Look!

2. Patterns: review “That is his/her.....”

3. Skills: Listening, Speaking and Reading.

III. RESOURCES AND MATERIALS

- Student book - page 20
- Audio tracks 27, 30
- Real school objects, a bag
- Teacher’s Guide
- Website *sachso.edu.vn*
- Computer, projector,

*Culture note: School things

- Raise students’ awareness of loving school things.

- Share their things.

IV. LEARNING EXPERIENCES

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Warm-up/review	<p>*Game: "Mystery object" <i>Real things: a bag, school objects (pen, pencil, pencil case, eraser, book)</i></p> <ul style="list-style-type: none"> - Introduce the game. - Divide the class into four groups. - Put some objects inside a bag. - Invite one student from each team to come to the board and have them close their eyes. - Say a word. <i>E.g. pencil.</i> Have the students try to take one object from the bag. - The first student who picks up the correct object will get one point for his/her group. - Ask students to read all words aloud. - Check students' answer. Praise them. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can identify the objects correctly. - <i>Task completed:</i> Students can identify the objects. - <i>Task uncompleted:</i> Students are unable to identify the objects. 	<ul style="list-style-type: none"> - Listen to the teacher's instruction. - Work in groups. - Come to the board and close their eyes. - Try to take one object from the bag. - The first student who picks up the correct object will get one point for his/her group - Read all words aloud.
Presentation	<p>*Lead-in: Use real objects</p> <ul style="list-style-type: none"> - Ask students to name all the school things they have learned in this unit. Use real objects as examples. - Ask students to look at the pictures and predict what the text is about (it's the things in a girl's bag). Tell the class that the girl's name is Chi. <p>*Point to four school things. Say the words. (Page 20)</p>	<ul style="list-style-type: none"> - Name all the school things they have learned in this unit - Look at the pictures and predict what the text is about

	<ul style="list-style-type: none"> - Ask students to look at the pictures. - Go through the activity with the class. Point to each object and ask <i>What's this? What color is it?</i> - Ask students to work in pairs. Have one student point to the things, another one says the word. - Call some pairs to perform in the front of the class. - Check students' pronunciation. Praise students. <p>Answer: pencil case, eraser, pencil, pen, bag</p> <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can point and say school objects correctly. - <i>Task completed:</i> Students can point and say school objects. - <i>Task uncompleted:</i> Students are unable to point and say school objects. 	<ul style="list-style-type: none"> - Look at the pictures. - Answer the questions. - Work in pairs. One student points to the things, another one says the word. - Perform in the front of the class.
Practice	<p>*Listen and read. (Track 30)</p> <ul style="list-style-type: none"> - Ask students if they can recognize any words on the page. Praise students for correct answers. - Explain that they are going to hear a recording. Tell students to follow the words in their books carefully. It doesn't matter if they don't understand all the words. - Play the recording for students to listen and follow. - Play the recording a second time. Answer any questions they have. - Give time for students to read the sentences by themselves. 	<ul style="list-style-type: none"> - Say the words on the page. - Follow the teacher. - Listen to the recording and follow the words in their books carefully. - Listen to the recording again. - Answer the questions. - Read the sentences by themselves.

	<ul style="list-style-type: none"> - Ask some students to read the sentences in front of the class. - Ask students to check their friends' pronunciation. - Praise students if they have done well. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can read the sentences fluently. - <i>Task completed:</i> Students can read the sentences. - <i>Task uncompleted:</i> Students are unable to read the sentences. 	<ul style="list-style-type: none"> - Read the sentences in front of the class. - Check their friends' pronunciation.
Production	<p>*Free talking</p> <ul style="list-style-type: none"> - Ask students to look at the sentences in activity 2. - Tell students they are going to express their friend's possession by using "<i>That is his/her.....</i>". - Model a sentence before students start the activity. <i>E.g. That is her pen.</i> <i>That is his book.</i> - Have students work in pairs and express their friend's possession. - Call some volunteers to say the sentences in front of the class. - Remark students' pronunciation. Give feedback. <p>*Game: "Run and write"</p> <ul style="list-style-type: none"> - Explain how the game is played. - Divide the class into four groups. - Have students stand in four lines. - Say a sentence. <i>E.g. That is her eraser.</i> - Have the first student in each line run to the board and write the sentence. 	<ul style="list-style-type: none"> - Look at the sentences in activity 2. - Follow the teacher. - Repeat the sentence before starting the activity. - Work in pairs and express their friend's possession. - Say the sentences in front of the class. - Listen to the teacher's instruction. - Work in groups. - Stand in four lines. - Listen to a sentence. - The first student in each line run to the board and write the sentence. - The fastest student who writes the correct

	<ul style="list-style-type: none"> - The fastest student who writes the correct sentence gets one point for his/her group. - Continue the game as the same way. - The groups that gets the most points wins. - Praise the winner. Give feedback. →Expected outcomes and assessment - <i>Task completed with excellence:</i> Students can write the sentences correctly. - <i>Task completed:</i> Students can write the sentences. - <i>Task uncompleted:</i> Students are unable to write the sentences. 	<ul style="list-style-type: none"> sentence gets one point for his/her group. - Continue the game. - The groups that gets the most points wins.
Homework	<ul style="list-style-type: none"> - Revise the words and the patterns. - Do the exercises in Workbook page 20. - Prepare for the next lesson (Unit 2 - Lesson 5/Part 2). 	

WEEK 6

Date of preparing: 30/9/2024

Date of teaching: 07/10 – 11/10/2024

Period: 23

UNIT 2: THAT IS HIS RULER.

Lesson 5 - Skills Time! / Part 2 (page 20)

I. DESIRED OBJECTIVES

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

1. Core competences

- Read and understand descriptions of objects.
- Recognize specific words.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about school things.
- *Problem-solving and creativity*: find out their school things likes.

3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

II. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Vocabulary*: review school objects
- *Extra vocabulary*: Look!

2. Patterns: review “That is his/her.....”

3. Skills: Listening, Speaking and Reading.

III. RESOURCES AND MATERIALS

- Student book - page 20
- Audio tracks 27, 30
- Real school objects, a bag
- Teacher’s Guide
- Website *sachso.edu.vn*
- Computer, projector,

***Culture note: School things**

- Raise students' awareness of loving school things.
- Share their things.

IV. LEARNING EXPERIENCES

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Warm-up/review	<p>*Game: "What's missing?"</p> <ul style="list-style-type: none"> - Introduce the game. - Divide the class into groups. - Ask students to say the objects they have learnt before. - Place some flashcards on the board (<i>bag, eraser, pen, pencil, book, pencil case</i>). - Have students from the groups close their eyes. Then remove one of the pictures. - Have students remember and say the missing pictures. - Give the first groups to guess correctly one point. - The groups that gets the most points wins. Praise the winner. - Ask students to read all the words aloud. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the words correctly. - <i>Task completed:</i> Students can say the words. - <i>Task uncompleted:</i> Students are unable to say the words. 	<ul style="list-style-type: none"> - Listen to the teacher. - Work in two groups. - Say the objects they have learnt before. - Look at some flashcards on the board - Close their eyes. - Remember and say the missing pictures. - The groups that gets the most points wins.
Presentation	<p>*Listen and read (Track 30)</p> <ul style="list-style-type: none"> - Ask students to look at the picture of activity 3 (page 20). - Play the recording (Track 30) for students to listen and follow silently in their books. - Play the recording again and ask students to repeat. - Pick some volunteers to read the sentences in the front of the class. 	<ul style="list-style-type: none"> - Look at the picture of activity 3 (page 20). - Listen to the recording and follow silently in their books. - Listen to the recording and repeat.

	<ul style="list-style-type: none"> - Give comments and praise. →Expected outcomes and assessment - <i>Task completed with excellence:</i> Students can read the sentences correctly. - <i>Task completed:</i> Students can read the sentences. - <i>Task uncompleted:</i> Students are unable to read the sentences. 	<ul style="list-style-type: none"> - Read the sentences in the front of the class.
Practice	<p>*Read again. What's in her bag? (page 20)</p> <ul style="list-style-type: none"> - Ask students to look at the picture. Prompt them to say the words out loud. If they cannot, support them with the flashcards. - Say the words again, pausing after each to elicit whether that item is in the picture. If it is, prompt the students to point to it. - Tell them to write the words next to 1–5, as in the book. - Monitor and give offer to help if necessary. - Ask students to share their answers with a partner. - Ask students to give their answers. - Praise students if they have done well. <p>Answer: (in any order) pencil case, blue pen, pink pen, eraser, pencil</p> <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can write the answers fluently. - <i>Task completed:</i> Students can write the answers. - <i>Task uncompleted:</i> Students are unable to write the answers. 	<ul style="list-style-type: none"> - Look at the picture. Say the words out loud. - Follow the teacher. - Write the words next to 1–5, as in the book. - Share their answers with a partner. - Give their answers.
Production	<p>*Game: “Unscramble the sentences.”</p> <ol style="list-style-type: none"> 1. her is pen that 2. is book that his 	

	<p>3. <i>blue is that pen his</i> 4. <i>pencil that is pink her</i></p> <ul style="list-style-type: none"> - Divide the class into groups of four. - Give each group a set of flashcards with wrong order sentences. - Give the students two minutes. - Have students arrange words to make sentences. - The first team with all the correct sentences wins. - Praise the winner. Give feedback. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can arrange words to make sentences correctly. - <i>Task completed:</i> Students can arrange words to make sentences. - <i>Task uncompleted:</i> Students are unable to arrange words to make sentences. 	<ul style="list-style-type: none"> - Work in groups. - Hold a set of flashcards with wrong order sentences. - Arrange words to make sentences. - The first team with all the correct sentences wins.
Homework	<ul style="list-style-type: none"> - Revise the words and the patterns. - Do the exercises in Workbook page 20. - Prepare for the next lesson (Unit 2 - Lesson 6). 	

WEEK 6

Date of preparing: 30/9/2024

Date of teaching: 07/10 – 11/10/2024

Period: 24

UNIT 2: THAT IS HIS RULER.

Lesson 6 - Skills Time! (page 21)

I. DESIRED OBJECTIVES

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

1. Core competences

- Listen and identify objects.
- Listen for specific information.
- Talk about school things using *That is his/her....*
- Write individual words with the correct spelling.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about school things.
- *Problem-solving and creativity*: find out their school things likes.

3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

II. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Vocabulary*: review toy words, color words.

2. Patterns: review “This is.....” / “That is.....”

3. Skills: Listening, Speaking and Writing.

III. RESOURCES AND MATERIALS

- Student book - page 21
- Audio tracks 31
- Teacher’s Guide
- Website *sachso.edu.vn*
- Flashcards 25-29

- Real things: pen, book, bag
- Computer, projector,

***Culture note: School things**

- Raise students' awareness of loving school things.
- Share their things.

IV. LEARNING EXPERIENCES

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Warm-up/ review	<p>*Game: "who is faster"</p> <ul style="list-style-type: none"> - Divides class into 2 groups. - Calls Ss write on the board the words about toys and school things. - Say about the words . - The game ends when all the cards are gone. - Ask students to read all words aloud. - Gives points for winner. 	<ul style="list-style-type: none"> - Make into 2 groups. - 04 Students in each groups write down 4 words . - Ss make a line for every group. - Listen to the teacher and run by the fastest to touch the words. - Follow the teacher.
Presentation	<p>*Lead-in: Use the picture in Lesson 5 (page 20)</p> <ul style="list-style-type: none"> - Ask students what they can remember from the reading text in the previous lesson. - Encourage them to name as many objects from Chi's bag as they can. <p>*Listen and write a or b (Track 31)</p> <ul style="list-style-type: none"> - Tell students to write numbers 1–4 in their notebooks. - Ask students to look in their books at number 1. Elicit the letter next to each photo (a and b). Elicit the words (bag, pencil). - Explain to students that they are going to hear a recording with a sentence about one of the photos. - Play the recording and pause after the first item. Elicit which photo, a or b, the sentence was 	<ul style="list-style-type: none"> - Answer what they can remember from the reading text in the previous lesson. - Name as many objects from Chi's bag as they can. - Write numbers 1–4 in their notebooks. - Look in their books at number 1. - Listen to the teacher explanation.

	<p>about (b). Tell students to write b in their notebooks.</p> <ul style="list-style-type: none"> - Continue the recording. Ask students write the letter for the appropriate photo in their notebooks. - Go over the answers as a class. Ask students to say the letter name and the school object. - Confirm the correct answers. Praise students if they have done well. - 	<ul style="list-style-type: none"> - Listen to the recording. Follow the teacher. - Listen to the recording. Write the letter for the appropriate photo in their notebooks. - Say the letter name and the school object. <p>Answers:</p> <p>1. b pencil 2. a eraser 3. b pen 4. b bag</p>
	<p>*Talk about school things. (page 21) <i>E.g. That is her pen.</i></p> <ul style="list-style-type: none"> - Ask students to look at the picture of the two girls. Read the sentence out loud. Prompt students to repeat chorally. - Call a student to the front with his or her pen to demonstrate the phrase. Point to the student's pen and say <i>That is his / her pen</i> for students to repeat. - Ask students to take out of their bags all the objects they can name to ask and answer about each other's things. - Give time for students to practice in pairs. - Call some pairs to perform in front of the class. - Remark on students' pronunciation. Praise them. 	<ul style="list-style-type: none"> - Look at the picture of the two girls. Repeat the sentence out loud chorally. - Follow the teacher and repeat the sentence. - Take out of their bags all the objects they can name to ask and answer about each other's things. - Practice in pairs. - Perform in front of the class.
Production	<p>*Complete the sentences. (Page 21)</p> <ul style="list-style-type: none"> - Tell students to look in their books. Prompt students to read the first sentence chorally. Copy the first sentence on the board. Prompt students to answer <i>pen</i> and write it. - Tell students to continue the 	<ul style="list-style-type: none"> - Look at the words under the flashcards. - Look in their books. Read the first sentence chorally. Answer <i>pen</i> and write it.

	<p>activity in their notebooks.</p> <ul style="list-style-type: none"> - Ask students to share the answers with their partner. - Call students to give their answers. - Check students' writing skills. Praise them. 	<ul style="list-style-type: none"> - Continue the activity in their notebooks. - Share the answers with their partner. - Give their answers. <p>Answer:</p> <ol style="list-style-type: none"> 1. pen 2. his/her eraser 3. pencil 4. his/her book
Homework	<ul style="list-style-type: none"> - Revise the words and the patterns. - Do the exercises in Workbook page 21. - Prepare for the next lesson (Unit 3 - Lesson 1/Part 1). 	

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: 25

UNIT 3: LET'S FIND MOM!

Lesson 1 - Words / Part 1 (page 22)

I. DESIRED OBJECTIVES

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

1. Core competences

- Identify different members of the family.
- Understand a short story.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about family members.
- *Problem-solving and creativity*: draw a students' family tree.

3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

II. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Vocabulary*: mom, dad, sister, brother
- *Extra vocabulary*: find, they

2. Skills: Listening, Speaking and Reading.

III. RESOURCES AND MATERIALS

- Student book - page 22
- Audio tracks 32-34
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards 33-36
- Computer, projector,

***Culture note: Family**

- Raise students' awareness of loving their family.
- Help their family!

IV. LEARNING EXPERIENCES

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<p style="text-align: center;">Warm-up/review</p>	<p>*Game: "Slap the board" <i>Rosy, Billy, Tim</i></p> <ul style="list-style-type: none"> - Stick the flashcards on the board. Tell students to look at the board. - Tell students how the game is played. - Ask students to listen to three words and slap the flashcards as correctly and quickly as possible. You may start saying from any of the words on the board and note the score. - Repeat the procedure if there is time. - The student who gets the highest score will be the winner. Praise the winner. - Write the names in a list on the board (<i>Rosy, Billy, Billy's mom, Tim</i>). - Explain that students are going to meet some more people. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the names of characters correctly. - <i>Task completed:</i> Students can say the names of characters. - <i>Task uncompleted:</i> Students are unable to say the names of characters. 	<ul style="list-style-type: none"> - Look at the flashcards on the board. - Listen to the teacher. - Listen to three words and slap the flashcards as correctly and quickly as possible. - Repeat the procedure if there is time. - The student who gets the highest score will be the winner. Praise the winner. - Look at the names in a list on the board (<i>Rosy, Billy, Billy's mom, Tim</i>). - Meet some more people.
<p style="text-align: center;">Presentation</p>	<p>*Lead-in: Use Flashcards 33–36 to present the family words.</p> <ul style="list-style-type: none"> - Hold the flashcard up one at a time and say the words for students to repeat. 	<ul style="list-style-type: none"> - Look at the flashcard. Listen to the word. Repeat it.

	<p><i>mom</i> and label it. Repeat with the other flashcards.</p> <ul style="list-style-type: none"> - Remove the flashcards from the board. Give them to four different students. - Ask the students to come to the front of the class and put the cards on the board in the appropriate place. - Confirm the correct answers. - Praise students if they have done well. 	<ul style="list-style-type: none"> - Hold the flashcard. - Come to the front of the class and put the cards on the board in the appropriate place. - Check the answers as the class.
Practice	<p>*Listen and chant. (Track 33)</p> <ul style="list-style-type: none"> - Play the recording for students to listen once through. - Play the chant a second time for students to say the words. - Have students put the flashcards of family members on their tables. They point to the things when they hear them. - Repeat (more than once if necessary). - Call two groups to the front of the class to chant. The rest of the class claps along to the rhythm of the chant. - Praise students if they have done well. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the chant correctly and fluently. - <i>Task completed:</i> Students can say the chant. - <i>Task uncompleted:</i> Students are unable to say the chant. 	<ul style="list-style-type: none"> - Listen to the chant once through. - Listen to the chant a second time to say the words. - Put the flashcards of family members on their tables. - Repeat (more than once if necessary). - Come to the front of the class to chant. The rest of the class claps along to the rhythm of the chant.
Production	<p>*Game: “Matching game” <i>Flashcards (mom, dad, sister, brother)</i></p> <ul style="list-style-type: none"> - Introduce the game. - Divide the class into four groups. - Have students in each groups stand in a line. 	<ul style="list-style-type: none"> - Listen to the teacher. - Work in groups. - Stand in a line. - Look at the vocabulary on the board.

	<ul style="list-style-type: none"> - Write the vocabulary on the board. - Give students flashcards. - Have students hold the flashcards to match the vocabulary on the board and call out the vocabulary. - The first student to match the vocabulary correctly gets one point for his/her group. - The groups that gets the most points wins. - Check students' pronunciation. Praise the winner. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can match the words with the flashcards correctly. - <i>Task completed:</i> Students can match the words with the flashcards. - <i>Task uncompleted:</i> Students are unable to match the words with the flashcards. 	<ul style="list-style-type: none"> - Hold the flashcards. - Hold the flashcards to match the vocabulary on the board and call out the vocabulary. - The first student to match the vocabulary correctly gets one point for his/her group. ○ The groups that gets the most points wins.
Homework	<ul style="list-style-type: none"> - Learn new words by heart. - Do the exercises in Workbook page 22. - Prepare for the next lesson (Unit 3 - Lesson 1/Part 2). 	

WEEK 7

Date of preparing: 30/9/2024

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

Period: 26

UNIT 3: LET'S FIND MOM!

Lesson 1 - Words / Part 2 (page 22)

I. DESIRED OBJECTIVES

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

1. Core competences

- Identify different members of the family.
- Understand a short story.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about family members.
- *Problem-solving and creativity*: draw a students' family tree.

3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

II. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Vocabulary*: mom, dad, sister, brother
- *Extra vocabulary*: find, they

2. Skills: Listening, Speaking and Reading.

III. RESOURCES AND MATERIALS

- Student book - page 22
- Audio tracks 32-34
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards 33-36
- Computer, projector,

*Culture note: Family

- Raise students' awareness of loving their family.
- Help their family!

IV. LEARNING EXPERIENCES

STATES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Warm-up/ review	<p>*Game: "Unscramble words"</p> <ul style="list-style-type: none"> - F <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can order the letters to make words correctly. - <i>Task completed:</i> Students can order the letters to make words. - <i>Task uncompleted:</i> Students are unable to order the letters to make words. 	<ul style="list-style-type: none"> - Work in groups. - Hold a set of flashcards with wrong order words. - Arrange letters to make words in two minutes. - The first group with all the correct words wins. - Read all words aloud. - Check their friends' pronunciation.
Presentation	<p>*Listen and point. Repeat. (Track 32)</p> <ul style="list-style-type: none"> - Point to the pictures. Say the words and let the students repeat. - Play the recording. The students point to the correct words. - Ask students to repeat each word after they hear it. - Let students work in pairs. One student point to the picture, another one says the word. - Call some students to read all the words aloud. - Praise students if they have done well. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can point and say the words correctly and fluently. - <i>Task completed:</i> Students can point and say the words. 	<ul style="list-style-type: none"> - Repeat the words. - Listen to the recording. Point to the correct words. - Repeat each word after they hear it. - Work in pairs. One student point to the picture, another one says the word. - Read all the words aloud.

	- <i>Task uncompleted:</i> Students are unable to point and say the words.	
Practice	<p>*Listen and read. (Track 34)</p> <ul style="list-style-type: none"> - Point to the different people and ask <i>Who's this?</i> Ask students to name as many people in the pictures as they can. - Talk about each frame with the class. Ask <i>What's happening in the story?</i> Encourage predictions from different members of the class. - Play the recording. Ask students to look at the story. Point to each speech bubble one at a time. - Ask comprehension questions, e.g. <i>Where are Tim and Rosy? What do they find? What does Mom have?</i> - Ask students to open their books. Play the recording again, tell them to listen and follow the words. <p>*Role-play:</p> <ul style="list-style-type: none"> - Ask students to practice the conversation in pairs. - Observe students' pronunciation and help if necessary. Then, correct the mistakes. - Call some pairs perform the conversation in front of the class. - Ask students to give their feedback on their friends' presentation, then teacher gives feedback. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can read the story correctly and fluently. - <i>Task completed:</i> Students can read the story. - <i>Task uncompleted:</i> Students are unable to read the story. 	<ul style="list-style-type: none"> - Name as many people in the pictures as they can. - Answer the questions. - Listen to the recording. Look at the story. - Answer the questions. - Open their books. Listen the recording again and follow the words. - Practice the conversation in pairs. - Perform the conversation in front of the class. - Give their feedback on their friends' presentation
	*Game: "Missing flashcards"	

<p>Production</p>	<ul style="list-style-type: none"> - Explain how to play the game. - Divide the class into four groups. Stick a lexical set of four cards on the board. <p><i>E.g. mom, dad, sister, brother</i></p> <ul style="list-style-type: none"> - Ask the first group to look at the cards and name the things illustrated on the cards. Ask the group to close their eyes for 10 seconds, then take out a card of the set. Then let students open their eyes and say out the word for that card. - Stick sets of flashcards on the board and do the same with other groups. Give one point for each correct answer. - The group that gets the most points will win. Praise the winner. - Ask students to read all words aloud. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can remember and say the words correctly. - <i>Task completed:</i> Students can remember and say the words. - <i>Task uncompleted:</i> Students are unable to remember and say the words. 	<ul style="list-style-type: none"> - Listen to the teacher. - Work in groups. - Look at the cards and name the things illustrated on the cards. Close their eyes for 10 seconds. Open their eyes and say out the word for that card. - Continue playing the game. - The group that gets the most points will win. Praise the winner. - Read all words aloud.
<p>Homework</p>	<ul style="list-style-type: none"> - Revise the words by heart. - Do the exercises in Workbook page 22. - Prepare for the next lesson (Unit 3 - Lesson 2). 	

WEEK 7

Date of preparing: 30/9/2024

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

Period: 27

UNIT 3: LET'S FIND MOM!

Lesson 2 - Grammar (page 23)

I. DESIRED OBJECTIVES

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

1. Core competences

- Write sentences with *its, their, and ours*.
- Write sentences with prepositions of place: *in, on, and under*.
- Act out the story.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about family members.
- *Problem-solving and creativity*: draw a students' family tree.

3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

II. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Vocabulary*: review school objects.

2. Patterns:

- The ice cream is on its face. / Their bags are under the slide. / Our toys are in the kitchen.

3. Skills: Listening, Speaking and Writing.

III. RESOURCES AND MATERIALS

- Student book - page 23
- Audio tracks 34-35
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards 18-24, 30
- Computer, projector,

*Culture note: Family

- Raise students' awareness of loving their family.
- Help their family!

IV. LEARNING EXPERIENCES

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Warm-up/review	<p>*Game: "Bingo!"</p> <ul style="list-style-type: none"> - Introduce the game. - Write the following words on the board: <i>ice cream, bag, car, mom, dad, book, chair, teddy bear, kite.</i> - Have students make a 3 x 3 grid on a piece of paper. - Demonstrate how to fill in the grid with the words and write them in random order. - Call out the words from the board in any order. Keep a record of the words as you say them, so that you don't say the same word twice. The students cross off the words in their grids as they hear them. - The first student to complete a line of four shouts <i>Bingo!</i> - Praise the winner. - Ask students read all the words aloud. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can remember and say the words correctly. - <i>Task completed:</i> Students can remember and say the words. - <i>Task uncompleted:</i> Students are unable to remember and say the words. 	<ul style="list-style-type: none"> - Listen to the teacher. - Look at the words on the board. - Make a 3 x 3 grid on a piece of paper. - Fill in the grid with the words and write them in random order. - Listen to the words. Cross off the words in their grids as they hear them. - The first student to complete a line of four shouts <i>Bingo!</i> - Read all the words aloud.
Presentation	<p>*Lead-in: Use the story on page 22</p> <ul style="list-style-type: none"> - Ask students to tell what happened in the story. - Ask students which family members appeared in the story. - Check students' answers. 	<p>→ Tell what happened in the story.</p> <ul style="list-style-type: none"> - Answer which family members appeared in the story.

	<p>Praise them.</p> <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can talk about the story correctly and fluently. - <i>Task completed:</i> Students can talk about the story. - <i>Task uncompleted:</i> Students are unable to talk about the story. <p>*Listen to the story again. (Track 34)</p> <ul style="list-style-type: none"> - Ask students to turn to the story in their books. Check how many words they remembered. - Play the recording, pausing for students to repeat. - Divide the class into groups to play the roles in the story. - Ask students to look at the different actions that the characters do in the story. Elicit a set of actions to use when acting out the story. - Have students practice acting the story. Ask some pairs to come to the front to act for the class. - Remark students' pronunciation. Praise students if they have done well. <p>Story actions</p> <p><i>Picture 1:</i> Tim kicks. Rosy wipes her forehead.</p> <p><i>Picture 2:</i> Rosy picks up the things. Tim opens the umbrella.</p> <p><i>Picture 3:</i> Rosy looks in one direction; Tim looks in the other.</p> <p><i>Picture 4:</i> Mom and Dad bring ice cream. Billy drops some on his teddy bear.</p> <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can listen and repeat the story correctly and fluently. 	<ul style="list-style-type: none"> - Turn to the story in their books. Say how many words they remembered. - Listen to the recording and repeat. - Play the roles in the story in groups. - Look at the different actions that the characters do in the story. - Practice acting the story. Come to the front to act for the class.
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	<ul style="list-style-type: none"> - <i>Task completed:</i> Students can listen and repeat the story. - <i>Task uncompleted:</i> Students are unable to listen and repeat the story. 	
<p>Practice</p>	<p>*Listen and say. (Track 35)</p> <ul style="list-style-type: none"> - Tell students to look at the pictures. Elicit what they see. Copy the sentences from the book onto the board, leaving spaces where the words <i>ice cream, bags, and toys</i> are. - Put flashcards of <i>toys</i> and <i>bags</i> in the spaces to elicit sentences with the same pattern. E.g. <i>Our toys are in the kitchen. Their bags are under the slide.</i> - Ask students to look at the pictures in their books. Play the recording all the way through for them to listen. - Ask a boy and a girl to stand up with a pencil each. Model <i>their pencils</i> (teacher speaking) and <i>our pencils</i> (students speaking). Do with a few other students and objects. - Draw the students' attention to the prepositions <i>in, on</i> and <i>under</i>. Point to the school items on some students' desks, and say <i>(their) pencil is on the desk</i>. Repeat with several other students and school items and prepositions. - Play the recording again, pausing for the students to repeat. - Ask some volunteers to read the sentences. - Check students' pronunciation. Praise students if they have done well. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> 	<ul style="list-style-type: none"> - Look at the pictures and the sentences on the board. - Follow the teacher. - Look at the pictures in their books. Listen the recording all the way through. - Follow the teacher. - Pay attention to the prepositions <i>in, on</i> and <i>under</i>. Repeat the sentences. - Listen to the recording again and repeat. - Read the sentences.

	<p>Students can say the sentences correctly and fluently.</p> <ul style="list-style-type: none"> - <i>Task completed:</i> Students can say the sentences. - <i>Task uncompleted:</i> Students are unable to say the sentences. 	
Production	<p>*Look, say, and write (page 23)</p> <ul style="list-style-type: none"> - Ask students to look at the pictures in their books. Point to the pictures and ask students to say the names. - Have the students follow the lines to see which objects belong to which people, then identify where the objects are. - Explain they should then write a preposition of place, <i>in</i>, <i>on</i>, or <i>under</i>, in their notebooks. - Do the activity orally first. Then, allow time for students to follow the lines and complete the sentences. - Ask students to give the answers. - Remark students' writing skills. Give feedback. <p>Answer: 1. on 2. in 3. on 4. under →Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can write the answers correctly. - <i>Task completed:</i> Students can write the answers. - <i>Task uncompleted:</i> Students are unable to write the answers. <p>*Let's talk</p> <ul style="list-style-type: none"> - Ask students to look at the picture and speech bubble. Say <i>This is our mom.</i> Have students repeat. - Put students in pairs to take turns saying the sentence. Tell them to use other vocabulary words on the page. 	<ul style="list-style-type: none"> - Look at the pictures in their books. Say the names. ○ Follow the lines to see which objects belong to which people, then identify where the objects are. ○ Follow the teacher. Then write a preposition of place, <i>in</i>, <i>on</i>, or <i>under</i>, in their notebooks. - Follow the lines and complete the sentences. - Give the answers. - Look at the picture and speech bubble. Repeat the sentences. - Take turns saying the sentence in pairs. Use other vocabulary words on the page.

	<ul style="list-style-type: none"> - Call some students to perform in the front of the class. - Check students' speaking skills. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the sentences correctly and fluently. - <i>Task completed:</i> Students can say the sentences. - <i>Task uncompleted:</i> Students are unable to say the sentences. 	<ul style="list-style-type: none"> - Perform in the front of the class.
Homework	<ul style="list-style-type: none"> - Learn the patterns by heart. - Do the exercises in Workbook page 23. - Prepare for the next lesson (Unit 3 - Lesson 3). 	

WEEK 7

Date of preparing: 30/9/2024

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

Period: 28

UNIT 3: LET'S FIND MOM!

Lesson 3 - Song (page 24)

I. DESIRED OBJECTIVES

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

1. Core competences

- Identify more family words.
- Use family words in the context of a song.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about family members.
- *Problem-solving and creativity*: draw a students' family tree.

3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

II. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Vocabulary*: aunt, uncle, cousin
- *Extra vocabulary*: more, people
- Review: family words

2. Skills: Listening and Speaking.

III. RESOURCES AND MATERIALS

- Student book - page 24
- Audio tracks 36-37
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards 37-39
- Computer, projector,

***Culture note: Family**

- Raise students' awareness of loving their family.
- Help their family!

IV. LEARNING EXPERIENCES

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Warm-up/review	<p>*Game: "Interview" <i>Use photos of family</i></p> <ul style="list-style-type: none"> - Ask students to prepare some photos of family. - Explain how to do this activity. - Ask students to work in pairs to introduce about the family members in the picture. <i>E.g. one student asks "Who's this?", another students answers "This is my Mom."</i> - Give students two minutes. - Ask some pairs to perform in the front of the class. - Praise students if they have done well. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the sentence correctly. - <i>Task completed:</i> Students can say the sentence. - <i>Task uncompleted:</i> Students are unable to say the sentence. 	<ul style="list-style-type: none"> - Prepare some photos of family. - Work in pairs to introduce about the family members in the picture. - Perform in the front of the class.
	<p><i>Aim: To help students identify more family words and improve students' pronunciation skills.</i></p>	
Presentation	<p>*Lead-in: Use Flashcards 37–39 to introduce the new words.</p> <ul style="list-style-type: none"> - Use the flashcards to introduce the words <i>aunt, uncle, and cousin</i>. Use the word <i>cousin</i> for Tim. Hold up the cards one at a time and say the words for students to repeat. - Put the flashcards around the room. Say the words for students to point to the 	<ul style="list-style-type: none"> - Look at the flashcards and repeat the words. - Look at the flashcards on the board. Repeat the words.

	<p>correct flashcard and repeat.</p> <ul style="list-style-type: none"> - Praise students if they have done well. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can repeat the words correctly. - <i>Task completed:</i> Students can repeat the words. - <i>Task uncompleted:</i> Students are unable to repeat the words. <p>*Listen and point. Repeat (Track 36)</p> <ul style="list-style-type: none"> - Ask students to look at the pictures. - Play the first part of the recording, while pointing to the pictures in time with the audio. - Play the audio again for students to listen and point to the pictures. - Play the second part of the recording, pausing after each word for students to repeat. - Play the recording all the way through for students to listen, point, and then say the word. - Hold the flashcards up in random order and ask the class to say the words. - Ask some students to read out the words. - Remark on students' pronunciation. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can listen and repeat the words correctly. - <i>Task completed:</i> Students can listen and repeat the words. 	<ul style="list-style-type: none"> - Look at the pictures. - Listen to the recording. Point to the pictures in time with the audio. - Listen to the recording. Point to the pictures. - Listen to the recording. Repeat each word. - Listen to the recording all the way. Point, and then say the word. - Look at the flashcards. Say the words. - Read out the words.
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	<ul style="list-style-type: none"> - <i>Task uncompleted:</i> Students are unable to listen and repeat the words. 	
Practice	<p>*Listen and sing. (Track 37)</p> <ul style="list-style-type: none"> - Ask students to look at the pictures and to name as many family members, clothing items, and colors as they can. - Play the recording for students to listen and point to the pictures when they hear <i>aunt, uncle, and cousin</i>. Then play it again as they follow the words in their books. - Recite the words with the class, without the music or recording. Say each line and ask students to repeat. - Play the recording again for students to sing along. - Ask some students/groups to perform the song in the front of the class. - Check students' pronunciation. Praise students if they have done well. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can sing the song nicely. - <i>Task completed:</i> Students can sing the song. - <i>Task uncompleted:</i> Students are unable to sing the song. <p>Extra song and actions.</p> <ul style="list-style-type: none"> - Tell students they are going to act the song. - Decide with the class what the actions of the song should be. - Practice the actions with the class. - Play the recording for students to sing and do their 	<ul style="list-style-type: none"> - Look at the pictures and name as many family members, clothing items, and colors as they can. - Listen to the recording. Point to the pictures when they hear <i>aunt, uncle, and cousin</i>. Follow the words in their books. - Listen to each line and repeat. - Listen to the recording again and sing along. - Perform the song in the front of the class. <ul style="list-style-type: none"> - Listen to the teacher. - Remember what the actions of the song should be. - Practice the actions with the teacher. - Listen to the recording. Sing and do their actions. - Perform in front of the class.

	<p>actions.</p> <ul style="list-style-type: none"> - Call two students/groups to perform in front of the class. - Praise students if they have done well. <p>Song actions</p> <p><i>Look at my cousin / aunt / uncle:</i> children pretend to introduce family to someone.</p> <p><i>dress:</i> children run their hands from their shoulders down.</p> <p><i>pants:</i> children run their hands from their waists to their ankles.</p> <p><i>T-shirt:</i> children point to their chests.</p> <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can sing and do the actions nicely. - <i>Task completed:</i> Students can sing and do the actions. - <i>Task uncompleted:</i> Students are unable to sing and do the actions. 	
<p>Production</p>	<p>*Game: “Pass the chalk”</p> <ul style="list-style-type: none"> - Explain how the game is played. - Write a word on the board which misses a letter or more. <p><i>E.g. _un_, u_cl_, c_u_in</i></p> <ul style="list-style-type: none"> - Give one student a chalk. - Have students listen to music and pass the chalk. - Stop music. Have the student with a chalk try to fill the missing letters. - Praise students if they have done well. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can fill the missing letters correctly. 	<ul style="list-style-type: none"> - Listen to the teacher. - Look at a word on the board which misses a letter or more. - Hold a chalk. - Listen to music and pass the chalk. - The student with a chalk try to fill the missing letters.

	<ul style="list-style-type: none">- <i>Task completed:</i> Students can fill the missing letters.- <i>Task uncompleted:</i> Students are unable to fill the missing letters.	
Homework	<ul style="list-style-type: none">- Revise the words and the patterns.- Do the exercises in Workbook page 24.- Prepare for the next lesson (Unit 3 - Lesson 4).	

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 - 25/20/2024

Period: 29

UNIT 3: LET'S FIND MOM!

Lesson 4 - Phonics (page 25)

I. DESIRED OBJECTIVES

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

1. Core competences

- Recognize the uppercase and lowercase forms of the letters *e* and *f*, and associate them with their corresponding sounds.
- To pronounce the sounds /e/ and /f/ on their own and at the beginning of words.
- Learn the names of the letters *e* and *f*.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about words beginning with sounds/letters the teacher asks.
- *Problem-solving and creativity*: find out words beginning with sounds/letters *e* and *f*.

3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

II. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Vocabulary*: egg, elephant, fan, fig

2. Skills: Listening, Speaking and Reading.

III. RESOURCES AND MATERIALS

- Student book - page 25
- Audio tracks 38-39
- Teacher's Guide
- Website *sachso.edu.vn*
- Phonics cards 09-12
- Computer, projector,

***Culture note: Family**

- Raise students' awareness of loving their family.
- Help their family!

IV. LEARNING EXPERIENCES

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Warm-up/ review	<p>*Game: "Word game"</p> <p><i>Review Aa (apple, Annie), Bb (bat, ball), Cc (cat, cookie), Dd (desk, dog)</i></p> <ul style="list-style-type: none"> - Explain how to play the game. - Divide the class into four groups and give each group eight cards. - Ask students in each group to hold the flashcards. Each student holds one card, the other students in the group observe and help them, if necessary. - Say one sound, e.g. /k/. The students who hold the cards with the words containing the sound /k/ (E.g. <i>cat, cookie, ...</i>) run to the board and show them to the class. - Follow the same procedure with other sounds. - The group that show the most correct words will win. Praise the winner. - Ask students to read all the letters and the words aloud. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the phonics and the words correctly. - <i>Task completed:</i> Students can say the phonics and the words. - <i>Task uncompleted:</i> Students are unable to say the phonics and the words. 	<ul style="list-style-type: none"> - Listen to the teacher's instruction. - Work in groups. - Hold the flashcards. Each student holds one card, the other students in the group observe and help them, if necessary. - Listen to the sound. Run to the board and show the words to the class. - Follow the same procedure with other sounds. - The group that show the most correct words will win. Praise the winner. - Read all the letters and the words aloud.
Presentation	<p>*Lead-in: Use phonic cards 9-12 to introduce the letters and the words.</p> <p><i>Flashcards (Ee, egg, elephant, Ff, fan, fig)</i></p> <ul style="list-style-type: none"> - Write <i>Ee</i> and <i>Ff</i> on the board. Point to each and say the letter name and sound for students to repeat. - Stand with your back to students and 	<ul style="list-style-type: none"> - Look at the letters <i>Ee</i> and <i>Ff</i> on the board. Say the letter name and sound. - Listen to the sound.

	<p>draw the letters in the air as you say the sound for each.</p> <ul style="list-style-type: none"> - Say the sounds again as students draw the uppercase and then the lowercase letters in the air. - Present the words on the phonics cards. Say the letter names, sounds, and then the words for students to repeat. - Remark students' pronunciation. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the letters and the words correctly and fluently. - <i>Task completed:</i> Students can say the letters and the words. - <i>Task uncompleted:</i> Students are unable to say the letters and the words. <p>*Listen and point. Repeat (Track 38)</p> <ul style="list-style-type: none"> - Write the vocabulary words next to the letters on the board. Circle the first letter of each word. Point to the word. Say only the beginning sound for students to repeat. - Hold up Phonics cards, one at a time. Say the words for students to repeat. Hold up the cards in a different order. - Ask students to look at the letters in their books. - Play the first part of the recording for students to listen and point to the letters. - Play the second part of the recording for students to repeat the letter names, sounds, and words in chorus. Play the recording as many times as necessary. - Play the recording all the way through for students to point to the words and then repeat them. - Call some students to say the letters and the words in front of the class. - Check students' pronunciation. Praise students if they have done well. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the letters and the words correctly and fluently. 	<ul style="list-style-type: none"> - Listen to the sound. Draw the uppercase and then the lowercase letters in the air. - Repeat the words on the phonics cards. Say the letter names, sounds, and the words <ul style="list-style-type: none"> - Look at the words next to the letters on the board. Say the beginning sound. <ul style="list-style-type: none"> - Repeat the words. <ul style="list-style-type: none"> - Look at the letters in their books. <ul style="list-style-type: none"> - Listen to the first part of the recording and point to the letters. <ul style="list-style-type: none"> - Listen to the second part of the recording and say the letter names, sounds, and words in chorus. <ul style="list-style-type: none"> - Listen to the recording all the way through and point to the words and then repeat them. - Say the letters and the words in front of the class.
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	<ul style="list-style-type: none"> - <i>Task completed:</i> Students can say the letters and the words. - <i>Task uncompleted:</i> Students are unable to say the letters and the words. 	
Practice	<p>*Point and say the words (page 25)</p> <ul style="list-style-type: none"> - Ask students to look at the pictures. Elicit what they see. - As students identify the pictures, put that flashcard on the board. Write the word under it. - Say the sound /e/. Ask students to point to the flashcards of the things beginning with that sound (egg, elephant). Then, underline the letter <i>e</i> at the beginning of the words. - Repeat with /f/. - Ask students to say all the words again. - Check students' pronunciation. Give feedback. <p>→ Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can point and say the words correctly. - <i>Task completed:</i> Students can point and say the words. - <i>Task uncompleted:</i> Students are unable to point and say the words. 	<ul style="list-style-type: none"> - Look at the pictures. Tell the teacher what they can see. - Identify the pictures, look at flashcard on the board. Observe the word under it. - Point to the flashcards of the things beginning with that sound (egg, elephant). - Repeat with /f/. - Say all the words again.
Production	<p>*Listen and circle. (Track 39)</p> <ul style="list-style-type: none"> - Ask students to look at the pictures in the first row. Ask them to say each word as they point to it. - Tell students they are going to listen and circle in pencil the word that begins with the letter sound they hear. - Play the recording, pausing after the first item. - Ask students what they heard (<i>egg</i>). Elicit that dog begins with the sound /e/. - Repeat the procedures row by row, pausing the recording. 	<ul style="list-style-type: none"> - Look at the pictures in the first row. Say each word as they point to it. - Listen and circle in pencil the word that begins with the letter sound they hear. - Listen to the recording. - Answer what they heard. - Continue doing the task.

WEEK 8

Date of preparing: 30/9/2024

Date of teaching: 21/10 - 25/20/2024

Period: 30

UNIT 3: LET'S FIND MOM!

Lesson 5- Skills Time! / Part 1 (page 26)

I. DESIRED OBJECTIVES

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

1. Core competences

- Read a text that describes pictures; find specific information.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about family members.
- *Problem-solving and creativity*: draw a students' family tree.

3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

II. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Vocabulary*: review family members
- *Extra vocabulary*: at

2. Patterns: review the patterns seen previously

3. Skills: Listening, Speaking and Reading.

III. RESOURCES AND MATERIALS

- Student book - page 26
- Audio tracks 37, 40
- Real school objects, a bag
- Teacher's Guide
- Website *sachso.edu.vn*
- Computer, projector,

***Culture note: Family**

- Raise students' awareness of loving their family.
- Help their family!

IV. LEARNING EXPERIENCES

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Warm-up/review	<p>*Let's Sing: Sing the song from Lesson 3 (Track 37)</p> <ul style="list-style-type: none"> - Tell students they are going to sing <i>My family</i> song. - Play the recording for students to sing in chorus. - Ask students to sing with music and clap their hands. - Invite two groups perform in the front of the class. - Check students' answer. Praise them. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can sing the song correctly. - <i>Task completed:</i> Students can sing the song. - <i>Task uncompleted:</i> Students are unable to sing the song. 	<ul style="list-style-type: none"> - Listen to the teacher. - Listen to the recording to sing in chorus. - Sing with music and clap their hands. - Perform in the front of the class.
Presentation	<p>*Lead-in: Use the picture on page 26</p> <ul style="list-style-type: none"> - Ask students to look at page 26 in their books. Point out the picture of the boy at the top of the page. Explain that this text is about him and his family. - Ask students where they go on holiday and who they go with. - Ask students to look at the pictures and tell what they can see (photos of Vinh's family at the pool). - Ask students to look at the photos and predict what happened to Vinh's family (they lost a teddy bear). <p>*Look at the pictures. Where's the teddy bear? (Page 26)</p>	<ul style="list-style-type: none"> - Look at page 26 in their books. Listen to the teacher's explanation. - Answer where they go on holiday and who they go with. - Look at the pictures and tell what they can see (photos of Vinh's family at the pool). - Look at the photos and predict what happened to Vinh's family (they lost a teddy bear).

	<ul style="list-style-type: none"> - Write the words <i>in</i>, <i>on</i> and <i>under</i> on the board. - Point to Vinh and ask <i>Who's this?</i> Then point to the girl in the picture and ask <i>Is this his sister?</i> Say <i>no</i>. Elicit the word <i>cousin</i>. Point to the relevant word in the text. Continue with <i>aunt</i> and <i>uncle</i>, pointing to the people in the pictures. - Ask students to work in pairs. Have students take turns to point to the people and say the family words. - Ask students to look at the pictures again. Ask students to answer the question "<i>Where's the teddy bear?</i>". - Confirm the correct answer. Give feedback. <p>Answer: The teddy bear is under the slide.</p> <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can answer the question correctly. - <i>Task completed:</i> Students can answer the question. - <i>Task uncompleted:</i> Students are unable to answer the question. 	<ul style="list-style-type: none"> - Look at the words <i>in</i>, <i>on</i> and <i>under</i> on the board. - Follow the teacher. Answer the questions. - Work in pairs. Take turns to point to the people and say the family words. - Look at the pictures again. Answer the question "<i>Where's the teddy bear?</i>".
<p>Practice</p>	<p>*Listen and read. (Track 40)</p> <ul style="list-style-type: none"> - Focus attention on the picture of Vinh. Tell students that they are going to read about something that happened to Vinh and his family. - Play the recording for students to listen and follow silently in their books. - Play the recording a second time. - Ask simple comprehension questions, E.g. <i>Where's the family? What are they looking for? What's under the chair? Where is the teddy bear?</i> 	<ul style="list-style-type: none"> - Pay attention on the picture of Vinh. Listen to the teacher. - Listen to the recording and follow silently in their books. - Listen to the recording a second time. - Answer the questions.

	<ul style="list-style-type: none"> - Ask two students to read the text in front of the class. - Ask students to check their friends' pronunciation. - Praise students if they have done well. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can read the text correctly and fluently. - <i>Task completed:</i> Students read the text. - <i>Task uncompleted:</i> Students are unable to read the text. 	<ul style="list-style-type: none"> - Read the text in front of the class. - Check their friends' pronunciation.
Production	<p>*Free talking</p> <ul style="list-style-type: none"> - Ask students to put school things in different places. - Tell students they are going to say sentences with prepositions of place: <i>in, on, and under.</i> - Model a sentence before students start the activity. <i>E.g. Her book is on the chair.</i> <i>Their pencils are in the pencil case.</i> <i>Our books are under the bag.</i> - Have students work in pairs and say sentences with prepositions of place: <i>in, on, and under.</i> - Call some volunteers to say the sentences in front of the class. - Remark students' pronunciation. Give feedback. <p>*Game: "Whisper"</p> <ul style="list-style-type: none"> - Explain how the game is played. - Divide the class into two groups. - Have students from each groups stand in a row. - Whisper a sentence to the first students in each row. <i>E.g. Her teddy bear is on the slide.</i> <i>Her teddy bear is under the slide.</i> - Have the first students whisper the sentence to the second students. 	<ul style="list-style-type: none"> - Look at the sentences in activity 2. - Follow the teacher. - Repeat the sentence before starting the activity. - Work in pairs and say sentences with prepositions of place: <i>in, on, and under.</i> - Say the sentences in front of the class. - Listen to the teacher's instruction. - Work in groups. <ul style="list-style-type: none"> - Stand in a row. - Listen to a sentence.

	<p>Have teams continue whispering the sentence until it reaches the last students.</p> <ul style="list-style-type: none"> - The last student in the row has to say out the sentence. - Give the first groups to say the sentence correctly one point. - The groups that gets the most points wins. - Praise the winner. Give feedback. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the sentences with prepositions of place correctly. - <i>Task completed:</i> Students can say the sentences with prepositions of place. - <i>Task uncompleted:</i> Students are unable to say the sentences with prepositions of place. 	<ul style="list-style-type: none"> - Whisper the sentence to the second students. Continue whispering the sentence until it reaches the last students. - Say out the sentence. Continue the game. - Say the sentence correctly one point. - The groups that gets the most points wins.
Homework	<ul style="list-style-type: none"> - Revise the words and the patterns. - Do the exercises in Workbook page 26. - Prepare for the next lesson (Unit 3 - Lesson 5/Part 2). 	

WEEK 8

Date of preparing: 30/9/2024

Date of teaching: 21/10 - 25/20/2024

Period: 31

UNIT 3: LET'S FIND MOM!

Lesson 5 - Skills Time! / Part 2 (page 26)

I. DESIRED OBJECTIVES

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

1. Core competences

- Read and understand descriptions of objects.
- Recognize specific words.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about family members.
- *Problem-solving and creativity*: draw a students' family tree.

3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

II. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Vocabulary*: review family members
- *Extra vocabulary*: at

2. Patterns: review the patterns seen previously

3. Skills: Listening, Speaking and Reading.

III. RESOURCES AND MATERIALS

- Student book - page 26
- Audio tracks 37, 40
- Real school objects, a bag
- Teacher's Guide
- Website *sachso.edu.vn*
- Computer, projector,

*Culture note: Family

- Raise students' awareness of loving their family.

- Help their family!

IV. LEARNING EXPERIENCES

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<p>Warm-up/review</p>	<p>*Game: "Labelling matching"</p> <ul style="list-style-type: none"> - Prepare seven flashcards with pictures of the <i>mom, dad, sister, brother, aunt, uncle, cousin</i> and seven other cards with these words. - Tell students how to play the game. - Put students into two groups and give each group a set of cards with words on them. - Say one of the words (<i>mom</i>) and have the group select an appropriate word, run the board and stick to the correct picture. If the word matches the picture, the group wins. - The game continues with the other pictures. - The game ends when all the pictures are gone. If time allows, have some groups play the game again. - Praise students if they have done well. - Ask students to read all words aloud. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can identify family words correctly. - <i>Task completed:</i> Students can identify family words. - <i>Task uncompleted:</i> Students are unable to identify family words. 	<ul style="list-style-type: none"> - Listen to the teacher. - Work in groups. Hold a set of cards with words on them. - Listen to a word and select an appropriate word, run the board and stick to the correct picture. If the word matches the picture, the group wins. - The game continues with the other pictures. - Read all words aloud.
<p>Presentation</p>	<p>*Listen and read (Track 40)</p> <ul style="list-style-type: none"> - Ask students to look at the picture of activity 3 (page 26). - Play the recording (Track 40) for students to listen and follow silently in their books. - Play the recording again and ask students to repeat. - Pick some volunteers to read the text in the front of the class. 	<ul style="list-style-type: none"> - Look at the picture of activity 3 (page 20). - Listen to the recording and follow silently in their books. - Listen to the recording and repeat.

	<ul style="list-style-type: none"> - Give comments and praise. →Expected outcomes and assessment - <i>Task completed with excellence:</i> Students can read the text correctly. - <i>Task completed:</i> Students can read the text. - <i>Task uncompleted:</i> Students are unable to read the text. 	<ul style="list-style-type: none"> - Read the text in the front of the class.
<p>Practice</p>	<p>*Read again. Write T (true) or F (false). (page 26)</p> <ul style="list-style-type: none"> - Ask students to look at the sentences. Explain that they are going to read some sentences and say whether they are true or not based on the story about Vinh. Ask students to write the numbers 1–4 in their notebooks. - Focus attention on the first picture in the story. Ask a student to read the first sentence out loud. Ask <i>Is this true? (Yes)</i>. Have students re-read the first part of the text to be sure. - Establish that it is true and point out the letter <i>T</i> next to the sentence. Have them write T next to number 1 in their notebook. - Do the same with the second sentence. Ask <i>Is this true?</i> students re-read and answer <i>No</i>. Say <i>No, it's false</i> and explain they write <i>F</i> in their notebook next to the 2. - Ask students to complete the activity in the same way. - Monitor the activity, helping as necessary. - Go over the answers. Ask one student to read a sentence out loud for the class to repeat in chorus true or false. - Praise students if they have done well. <p>Answer: 1. T 2. F 3. F 4. T</p> <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can write the answers 	<ul style="list-style-type: none"> - Look at the sentences. Listen to the teacher's explanation. Write the numbers 1–4 in their notebooks. - Pay attention on the first picture in the story. Re-read the first part of the text to be sure. - Write T next to number 1 in their notebooks. - Follow the teacher. - Complete the activity in the same way. - Read a sentence out loud for the class to repeat in chorus true or false.

	<p>fluently.</p> <ul style="list-style-type: none"> - <i>Task completed:</i> Students can write the answers. - <i>Task uncompleted:</i> Students are unable to write the answers. 	
Production	<p>*Do you go on vacation with your family?</p> <ul style="list-style-type: none"> - Tell students that many people from other countries like to visit Viet Nam on vacation. - Ask the students why they think Viet Nam is a good place to visit. - Talk as a whole class, or in pairs. <p><i>E.g. The people are open, welcoming and generous.</i></p> <p><i>The food is amazing, unique, colorful and delicious.</i></p> <p><i>There are beaches, island paradises, rivers, vibrant cities, peaceful villages, rice paddies, mountain ranges and more to explore.</i></p> <p>*Game: “Draw yourself.”</p> <ul style="list-style-type: none"> - Have students work individually. - Give each student a piece of paper and colored pencils. - Ask them to draw a quick picture about one of their family members. - Tell students to label they know the name for, <i>e.g. mom.</i> - Monitor and feed in any words the students want to know. - Have students compare their pictures with a partner. <ul style="list-style-type: none"> - Praise students. Give feedback. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can draw a picture beautifully. - <i>Task completed:</i> Students can draw a picture. - <i>Task uncompleted:</i> Students are unable to draw a picture. 	<ul style="list-style-type: none"> - Listen to the teacher. - Answer why they think Viet Nam is a good place to visit. <p>Work in individually.</p> <p>Hold a piece of paper and colored pencils.</p> <p>Draw a quick picture about one of their family members.</p> <p>Label they know the name for, <i>e.g. mom.</i></p> <p>Compare their pictures with a partner.</p>
Homework	<ul style="list-style-type: none"> - Revise the words and the patterns. - Do the exercises in Workbook page 26. - Prepare for the next lesson (Unit 2 - Lesson 6). 	

WEEK 8

Date of preparing: 30/9/2024

Date of teaching: 21/10 - 25/20/2024

Period: 32

UNIT 3: LET'S FIND MOM!**Lesson 6 - Skills Time! (page 27)****I. DESIRED OBJECTIVES**

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

1. Core competences

- Listen and identify pictures from their descriptions.
- Ask and answer the question *Who's this?*
- Write words for family members; write using *its*, *our*, and *their*; write about your family's things.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about family members.
- *Problem-solving and creativity*: draw a students' family tree.

3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

II. LANGUAGE FOCUS AND SKILLS**1. Vocabulary**

- *Vocabulary*: review family members
- Extra vocabulary: chair, hooray, table

2. Patterns: review "What's this? / It's her teddy bear."**3. Skills:** Listening, Speaking and Writing.**III. RESOURCES AND MATERIALS**

- Student book - page 27
- Audio tracks 41
- Teacher's Guide
- Website *sachso.edu.vn*
- Computer, projector,

***Culture note: Family**

- Raise students' awareness of loving their family.
- Help their family!

IV. LEARNING EXPERIENCES

STAGES	Teacher's activities	Students' activities
Warm-up/review	<p>*Game: "Who's missing?" <i>Flashcards (mom, dad, sister, brother, aunt, uncle, cousin)</i></p> <ul style="list-style-type: none"> - Ask students if they can remember the family words. - Bring out the flashcards to help them remember and put them on the board. Point to each one and ask students to say the words. - Ask students to close their eyes in 10 seconds. Remove a flashcard. - Display the flashcards again and ask <i>Who's missing?</i> Call a student to give the answer. - When students have identified the missing flashcard, shuffle them again and repeat the procedure. - Praise students if they have done well. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can remember family words correctly. - <i>Task completed:</i> Students can remember family words. - <i>Task uncompleted:</i> Students are unable to remember family words. 	<ul style="list-style-type: none"> - Say the family words. - Look at the flashcards on the board. Say the words. - Close their eyes in 10 seconds. - Give the answer. - Continue playing the game. - Read all words aloud.
Presentation	<p>*Lead-in: Use pictures on page 27</p> <ul style="list-style-type: none"> - Ask students to look at the pairs of pictures on page 27. - Ask students to name as many things as possible. - Ask students to tell what is different between each pair of pictures. <p>*Listen and write a or b (Track 41)</p> <ul style="list-style-type: none"> - Tell students they are going to hear four sentences. They are going to write the letter of the picture for each sentence. Tell them to write numbers 	<ul style="list-style-type: none"> - Look at the pairs of pictures on page 27. - Name as many things as possible. - Tell what is different between each pair of pictures. - Listen to the teacher.

	<p>1–4 in their notebooks.</p> <ul style="list-style-type: none"> - Play the recording and pause after item 1. Elicit the sentence is about picture b. Tell them to write b next to 1. - Play the recording again, pausing after each description for students to write the correct letter. - Ask students to give their answers. - Confirm the correct answers. Praise students if they have done well. <p>Answers: 1. b 2. b 3. a 4. a</p> <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can listen and write the answers correctly. - <i>Task completed:</i> Students can listen and write the answers. - <i>Task uncompleted:</i> Students are unable to listen and write the answers. 	<ul style="list-style-type: none"> - Listen to the recording. Identify the answer. Write b next to 1. - Listen to the recording again. Write the correct letter. - Give their answers.
Practice	<p>*Point, ask, and answer. (page 27) <i>E.g. What's this?</i> <i>It's her teddy bear.</i></p> <ul style="list-style-type: none"> - Ask two students to read the question and answer in the speech bubbles for the class. Ask the other students to point to the part of the picture with the teddy bear. - Put students in pairs to take turns pointing to the pictures and asking <i>What's this?</i> They can look back to the story for help. - Ask pairs to ask and answer questions for the class. - Give time for students to practice. - Call some pairs to perform in front of the class. - Remark on students' pronunciation. Praise them. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can ask and answer the question correctly. 	<ul style="list-style-type: none"> - Read the question and answer in the speech bubbles for the class. Point to the part of the picture with the teddy bear. - Work in pairs. Take turns pointing to the pictures. Answer the question. - Ask and answer questions for the class. - Practice in pairs. - Perform in front of the class.

	<ul style="list-style-type: none"> - <i>Task completed:</i> Students can ask and answer the question. - <i>Task uncompleted:</i> Students are unable to ask and answer the question. 	
Production	<p>*Draw your aunt, uncle and their house. Then complete the sentences. (Page 27)</p> <ul style="list-style-type: none"> - Tell students to draw their aunt and uncle in their notebooks. If any do not have an aunt or uncle, have them draw who they live with and provide the words as necessary. - Copy the sentences on the board. Read them as students follow in their books. Ask them to repeat the sentences. - Tell students to answer the first question about one person in their picture, and then answer about themselves. - Have students complete the answers in their notebooks. - Have students share their work with a partner. - Call students to give their answers. - Check students' writing skills. Praise them. <p>Answer: 1. my 2. my 3. their 4. its 5. our</p> <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can complete the sentences correctly. - <i>Task completed:</i> Students can complete the sentences. - <i>Task uncompleted:</i> Students are unable to complete the sentences. 	<ul style="list-style-type: none"> - Listen to the teacher's instruction. - Look at the sentences on the board. Follow in their books. Repeat the sentences. - Answer the first question about one person in their picture, and then answer about themselves. - Complete the answers in their notebooks. - Share their work with a partner. - Give their answers.
Homework	<ul style="list-style-type: none"> - Revise the words and the patterns. - Do the exercises in Workbook page 27. - Prepare for the next lesson (Review 1 - Lesson 1/Part 1). 	

WEEK 9

Date of preparing: 30/9/2024

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

Period: 33

REVIEW 1 - Part 1 (page 28)**I. DESIRED OBJECTIVES.** By the end of the lesson, students will be able to:**1. Core competences**

- Review target language from units Starter, 1, 2, and 3.

2. General competences

- *Communication and collaboration*: work in pairs/groups.
- *Problem-solving and creativity*: complete tasks given.

3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

II. LANGUAGE FOCUS AND SKILLS**1. Vocabulary**

- *Vocabulary*: review colors, toys and classroom items, numbers, prepositions

2. Language:

- Listening: 1, 4 (colors, toys and classroom items, Yes, it is. / No, it isn't.)
- Writing: 2 (numbers and number words)
- Reading: 3 (toys and classroom items, prepositions, Yes, it is. / No, it isn't.)
- Speaking: 5 (family members)

3. Skills: Listening, Speaking, Reading and Writing.**III. RESOURCES AND MATERIALS**

- Student book - page 28
- Audio tracks 42
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards from unit starter, 1, 2, 3

- Computer, projector,

***Culture note: Colors, toys, numbers, classroom items**

- Show their knowledge about colors, toys, numbers, classroom items.
- Share their things.

IV. LEARNING EXPERIENCES

STAGES	Teacher's activities	Students' activities
Warm-up/ review	<p>*Game: "Bingo"</p> <ul style="list-style-type: none"> - Introduce the game. - Write the following words on the board: <i>car, ball, teddy bear, kite, book, pink, orange, blue, yellow, seven, five, nine, eight, on, in, under.</i> - Have students make a 4 x 4 grid on a piece of paper. - Demonstrate how to fill in the grid with the words and write them in random order. - Call out the words from the board in any order. Keep a record of the words as you say them, so that you don't say the same word twice. Have students cross off the words in their grids as they hear them. - The first student to complete a line of four shouts <i>Bingo!</i> - Praise the winner. - Ask students read all the words aloud. 	<ul style="list-style-type: none"> - Listen to the teacher's instruction. - Make a 4 x 4 grid on a piece of paper. - Fill in the grid with the words and write them in random order. - Listen to the words. Cross off the words in their grids as they hear them. - The first student to complete a line of four shouts <i>Bingo!</i> - Read all words aloud.
Presentation	<p>*Lead-in: Use different items in the class.</p> <ul style="list-style-type: none"> - Point to different items in the class and ask the students <i>What color is it?</i> - Ask students <i>What's my favorite color?</i> Encourage students to guess your 	<ul style="list-style-type: none"> - Look at different items in the class. Answer the question <i>What color is it?</i> - Guess the teacher's favorite color.

	<p>favorite color.</p> <ul style="list-style-type: none"> - Put students in pairs and ask students to talk about their favorite colors. <p>*Listen and check the box. (Track 42)</p> <ul style="list-style-type: none"> - Tell the students to look at the activity. - Play the first part of the recording and elicit that the students should check the box for pink car. - Play the rest of the recording, pausing for students to check the correct box in pencil. - Ask students the color of each toy. - Confirm the correct answers. Give comments. 	<ul style="list-style-type: none"> - Work in pairs. Talk about their favorite colors. - Look at the activity. - Listen to the first part of the recording. Check the box for pink car. - Listen to the rest of the recording, check the correct box in pencil. - Answer the color of each toy. <p>Answers: 1. pink 2. orange 3. blue 4. yellow</p>
<p>Practice</p>	<p>*Write the number or word. (Page 28)</p> <ul style="list-style-type: none"> - Begin counting to ten, and encourage the class to join in. - Ask students to look at the activity in their books. Show them the example, and explain that the answer is a word (not a number). - Then ask the class to complete the activity, writing either a word or a number in their notebooks. - Elicit the answers from the class. - Ask students to come to the board and write their answers. - Check students' answers. - Praise students if they have done well. 	<ul style="list-style-type: none"> - Count to ten. - Look at the activity in their books. Follow the teacher. - Complete the activity, write either a word or a number in their notebooks. - Give the answers. Come to the board and write their answers. Check the answers. <p>Answers: 2. 3 3. two 4. 5 5. nine 6. 8</p>
<p>Production</p>	<p>*Look, read, and write.</p>	

	<p>(page 28)</p> <ul style="list-style-type: none"> - Ask students to look at the pictures. Elicit the objects. - Tell students to look at the box. Point to the prepositions, <i>in</i>, <i>on</i>, and <i>under</i> for students to say them. - Ask the students to look at the sentences in their books. Elicit the example sentences. - Tell students to complete the sentences in their notebooks. - Check the answers by having students say the sentences in chorus. - Ask individual students to read the sentences aloud. 	<ul style="list-style-type: none"> - Look at the pictures. Say the names of the objects. - Look at the box. Say the prepositions, <i>in</i>, <i>on</i>, and <i>under</i>. - Look at the sentences in their books. - Complete the sentences in their notebooks. - Say the sentences in chorus. ○ Read the sentences aloud. <p>Answers: 2. in 3. on 4. under</p>
Homework	<ul style="list-style-type: none"> - Revise the words of units Starter, 1, 2, and 3. - Do the exercises in Workbook page 28. - Prepare for the next lesson (Review 1 - Part 2). 	

WEEK 9

Date of preparing: 30/9/2024

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

Period: 34

REVIEW 1 - Part 2 (page 29)**I. DESIRED OBJECTIVES**

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

1. Core competences

- Review target language from Unit Starter, 1, 2, and 3.

2. General competences

- *Communication and collaboration*: work in pairs/groups.
- *Problem-solving and creativity*: complete tasks given.

3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

II. LANGUAGE FOCUS AND SKILLS**1. Vocabulary**

- *Vocabulary*: review colors, toys and classroom items, numbers, prepositions

2. Language:

- Listening: 1, 4 (colors, toys and classroom items, Yes, it is. / No, it isn't.)
- Writing: 2 (numbers and number words)
- Reading: 3 (toys and classroom items, prepositions, Yes, it is. / No, it isn't.)
- Speaking: 5 (family members)

3. Skills: Listening, Speaking, Reading and Writing.**III. RESOURCES AND MATERIALS**

- Student book - page 29
- Audio tracks 43
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards from unit starter, 1, 2, 3
- Computer, projector,

***Culture note: Colors, toys, numbers, classroom items**

- Show their knowledge about colors, toys, numbers, classroom items.
- Share their things.

IV. LEARNING EXPERIENCES.

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Warm-up/ Review	*Game: "Kim's game" <i>Flashcards (car, dog, ball, eraser, book, door, doll)</i>	

	<ul style="list-style-type: none"> - Explain how the game is played. Check comprehension. - Display both sets of cards face up on the board. Give students two minutes to memorize their set. - Divide the class into two groups. Do not allow students to write anything down. - Show the set of cards for 30 seconds. Then cover them again. In their groups, the students try to write down the name of as many words as they can remember. - Have the groups swap their answers and count the number of words they have written with correct spelling. Groups get a point for one correct item. - The group with the most points wins the game. Praise the winner. - Ask students to read all words aloud. 	<ul style="list-style-type: none"> - Listen to the teacher's instruction. - Look at the sets of cards face up on the board. Memorize them. - Work in groups. Do not write anything down. - Look at the set of cards for 30 seconds. Try to write down the name of as many words as they can remember. - Swap their answers and count the number of words they have written with correct spelling. Groups get a point for one correct item. - The group with the most points wins the game. Praise the winner. - Read all words aloud.
Presentation	<p>*Lead-in: Use pictures in activity 4</p> <ul style="list-style-type: none"> - Point to different items in the book and ask the students <i>What's this?</i> - Use some real items. Encourage students to guess what they are. - Put students in pairs and ask students to talk about their favorite toys. <p>*Listen and check (✓) the box. (Track 43)</p> <ul style="list-style-type: none"> - Ask students to look at activity 4. Draw their attention to the pictures, and elicit the words. - Play the first part of the recording and elicit the answer from the class. Show students the example answer. - Play the rest of the recording, pausing after each question. - Ask students to give their 	<ul style="list-style-type: none"> - Look at different items in the book. Answer the question <i>What's this?</i> - Look at some real items. Guess what they are. - Work in pairs. Talk about their favorite toys. - Look at the activity 4. Say the words. - Listen to the first part of the recording. Look at the example answer. - Listen to the rest of the recording, check the correct box in pencil. - Give their answer for each picture. <p>Answers:</p>

	<p>answer for each picture.</p> <ul style="list-style-type: none"> - Confirm the correct answers. Give comments. - 	<ol style="list-style-type: none"> 2. Yes, it is. 3. Yes, it is. 4. No, it isn't. 5. No, it isn't. 6. No, it isn't. 			
Practice	<p>*Look and say. Who is in the picture? (Page 29)</p> <ul style="list-style-type: none"> - Ask students to look at the picture. Point to the different family members and ask, <i>Who's this?</i> for the different people. - Tell students to draw a picture of their own family in the box. Give students two minutes. - Put students in pairs to take turns talking about their pictures. Encourage students to say <i>This is my (mom)</i>. - While they are speaking, walk around listening to the students. - Do not interrupt them, but make notes. Use these to give feedback later. <p>Answers: Students' own answers. The teacher should listen for family members, <i>this is my...</i>, and the question, <i>Who's this?</i></p> <p>Self assessment box</p> <ul style="list-style-type: none"> - Ask the students to think about how well they did, and fill out the box 	<ul style="list-style-type: none"> - Look at the picture. Answer the questions. - Draw a picture of their own family in the box. - Work in pairs to take turns talking about their pictures. Say <i>This is my (mom)</i>. - Think about how well they did, and fill out the box. 			
Production	<p>*Revision: Put the words in the correct boxes.</p> <p><i>doll mom book pencil kite train sister uncle ball eraser brother bag pen teddy bear dad</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><i>Toys</i></td> <td style="text-align: center;"><i>School things</i></td> <td style="text-align: center;"><i>Family</i></td> </tr> </table>	<i>Toys</i>	<i>School things</i>	<i>Family</i>	<ul style="list-style-type: none"> - Look at the words and the boxes. Read them aloud. - Listen to the teacher. - Work in four groups. Put these words in the correct boxes. - Give the answers for each box.
<i>Toys</i>	<i>School things</i>	<i>Family</i>			

	<table border="1" data-bbox="491 159 986 371"> <tr> <td>doll</td> <td>.....</td> <td>.....</td> </tr> <tr> <td>.....</td> <td>.....</td> <td>.....</td> </tr> <tr> <td>...</td> <td>.....</td> <td>.....</td> </tr> <tr> <td>.....</td> <td>.....</td> <td>.....</td> </tr> <tr> <td>.....</td> <td>.....</td> <td>.....</td> </tr> </table> <ul style="list-style-type: none"> - Set up the activity. - Have students look at the words and the boxes. Point to the words, ask students to read them aloud. - Tell students they are going to put these words in the correct boxes. Give an example. - Ask students to work in four groups. Ask them to put these words in the correct boxes. - Call students to give the answers for each box. - Check the answers of each group. The group that has the most correct words is the winner. - Praise the winner. 	doll	<p>Answers:</p> <table border="1" data-bbox="1058 271 1492 613"> <thead> <tr> <th><i>Toys</i></th> <th><i>School things</i></th> <th><i>Family</i></th> </tr> </thead> <tbody> <tr> <td>doll</td> <td>book</td> <td>mom</td> </tr> <tr> <td>kite</td> <td>pencil</td> <td>sister</td> </tr> <tr> <td>train</td> <td>eraser</td> <td>uncle</td> </tr> <tr> <td>ball</td> <td>bag</td> <td>brother</td> </tr> <tr> <td>teddy</td> <td>pen</td> <td>er</td> </tr> <tr> <td>bear</td> <td></td> <td>dad</td> </tr> </tbody> </table>	<i>Toys</i>	<i>School things</i>	<i>Family</i>	doll	book	mom	kite	pencil	sister	train	eraser	uncle	ball	bag	brother	teddy	pen	er	bear		dad
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ball	bag	brother																																				
teddy	pen	er																																				
bear		dad																																				
Homework	<ul style="list-style-type: none"> - Revise the words of units Starter, 1, 2, and 3. - Do the exercises in Workbook page 29. - Prepare for the next lesson (Fluency time! 1 - Part 1). 																																					

WEEK 9

Date of preparing: 30/9/2024

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

Period: 35

FLUENCY TIME! 1

Lesson One - Everyday English (page 30)

I. DESIRED OBJECTIVES: By the end of the lesson, students will be able to:

1. Core competences

- Learn how to make introduction.

2. General competences

- *Communication and collaboration:* work in pairs/groups to make introduction.
- *Problem-solving and creativity:* introduce friends.

3. Attributes

- *Kindness:* help partners to complete learning tasks.
- *Diligence:* work hard to complete learning tasks.
- *Honesty:* tell the truth about feelings and emotions or play fair in games.
- *Responsibility:* appreciate kindness.
- *Leadership:* collaborate with teachers to enhance language skills.

II. LANGUAGE FOCUS AND SKILLS

1. Language: This is (Kate). Nice to meet you. Nice to meet you, too.

2. Skills: Listening, Speaking, Reading and Writing.

III. RESOURCES AND MATERIALS

- Student book - page 30
- Audio tracks 44-45
- Teacher's Guide
- Website *sachso.edu.vn*
- Computer, projector,

*Culture note:

- Raise students' awareness of greeting politely.

IV. LEARNING EXPERIENCES

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Warm-up/ review	*Greetings - Elicit what students remember about greeting others. Put	- Greet others. Make a circle to greet each other.

	<p>students in a circle to greet each other.</p> <ul style="list-style-type: none"> - Tell students they are going to learn how to make introductions. Ask if they know how to introduce themselves. Invite individual students to introduce themselves, 	<ul style="list-style-type: none"> - Follow the teacher. Introduce about themselves. <i>Hello / Hi! My name's / I'm (name).</i>
Presentation	<p>*Listen. Read and say. (Track 44)</p> <ul style="list-style-type: none"> - Focus on the pictures. Ask students to say where the people are (outside a school) and who they think the girl is talking to (<i>her dad and her teacher</i>). - Play the recording for students to listen and follow the dialogue in their books. - Play the recording again, pausing if necessary, for students to say the dialogue along with the recording. Check students' pronunciation. - Let students practice the dialogue in groups of three. - Invite groups to act out the conversation for the class. - Remark on students' pronunciation. Praise students if they have done well. 	<ul style="list-style-type: none"> - Look at the pictures. Answer the questions. - Listen to the recording and follow the dialogue in their books. - Listen to the recording. Say the dialogue along with the recording. - Practice the dialogue in groups of three. - Act out the conversation for the class.
Practice	<p>*Listen and write. (Track 45)</p> <ul style="list-style-type: none"> - Tell students to get their notebooks and write numbers 1-3. - Explain that they are going to listen to a dialogue. They need to complete sentences 1-3 with the correct words from the box. - Read the words in the box out loud for students to repeat. Show them the pictures and example, checking that they understand the instructions. - Play the recording for students 	<ul style="list-style-type: none"> - Get their notebooks and write numbers 1-3. - Follow the teacher. - Repeat the words. Look at the example. - Listen to the recording and write the missing words next to the numbers in their

	<p>to listen to, and write the missing words next to the numbers in their notebooks.</p> <ul style="list-style-type: none"> - Ask students what each of the people is saying. - Praise students if they have done well. 	<p>notebooks.</p> <ul style="list-style-type: none"> - Answer what each of the people is saying. <p>Answers:</p> <ol style="list-style-type: none"> 1. Her, name 2. Nice, meet 3. too
Production	<p>*Look at the people. Point and say. (page 30)</p> <ul style="list-style-type: none"> - Ask students to work in pairs to make some introductions of their own. - Ask two students to read out the example dialogue. - Put the students in pairs, ask students to read the example dialogue, then point to the people in the box and introduce them to their partner. - Ask some pairs to act out their dialogues. - Check students' pronunciation. 	<ul style="list-style-type: none"> - Work in pairs to make some introductions of their own. - Read out the example dialogue. - Work in pairs, read the example dialogue, then point to the people in the box and introduce them to their partner. - Act out their dialogues.
Homework	<ul style="list-style-type: none"> - Learn how to make introductions. - Prepare for the next lesson (Fluency time! 1 - Lesson 2). 	

WEEK 9

Date of preparing: 30/9/2024

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

Period: 36

FLUENCY TIME! 1

Lesson Two - CLIL: Art (page 31)

I. DESIRED OBJECTIVES: By the end of the lesson, students will be able to:

1. Core competences

- Learn some useful content and language about art.

2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about thing's colors.
- *Problem-solving and creativity:* find out new colors.

3. Attributes

- *Kindness:* help partners to complete learning tasks.
- *Diligence:* work hard to complete learning tasks.
- *Honesty:* tell the truth about feelings and emotions or play fair in games.
- *Responsibility:* appreciate kindness.
- *Leadership:* collaborate with teachers to enhance language skills.

II. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Vocabulary:* paint, light blue, dark blue, black, white
- *Extra vocabulary:* mix, yellow, green, red, orange

2. Skills: Listening, Speaking, Reading and Writing.

III. RESOURCES AND MATERIALS

- Student book - page 31
- Audio tracks 46-47
- Teacher's Guide
- Website *sachso.edu.vn*
- Color flashcards
- One piece of paper per student, color pencils, pots of finger paints (optional)
- Computer, projector,

***Culture note: Art**


- Raise students' awareness of mixing colors.
- Be clean!

IV. LEARNING EXPERIENCES

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Warm-up/ review	<p>*Game: "Musical dictation"</p> <ul style="list-style-type: none"> - Introduce the game. - Divide the class into four groups. - Have each groups take out a pencil and a piece of paper. - Play music and have groups pass their pencils from one student to the next within the group. - When the music stops, the teacher picks up one flashcard. <i>E.g. blue</i> - The student who has just received the pencil write down on their paper the word. - Give the first group to write the word correctly one point. - The team that gets the most points wins. - Praise the winner. Give feedback. 	<ul style="list-style-type: none"> - Listen to the teacher. <p><i>Flashcards (red, yellow, pink, green, orange, brown, black, blue)</i></p> <ul style="list-style-type: none"> - Work in four groups. - Take out a pencil and a piece of paper. - Listen to music. Pass their pencils from one student to the next within the group. - Look at the flashcard. - Write down on their paper the word. - The first group to write the word correctly one point.
Presentation	<p>*Lead-in: Use Flashcards 40–44 to present the vocabulary.</p> <ul style="list-style-type: none"> - Hold up the flashcards and say the words for students to repeat. - Shuffle all the flashcards. Then, hold them up in a different order for students to say the words chorally. <p>*Listen and point. Repeat. (Track 46)</p> <ul style="list-style-type: none"> - Point to the pictures. Say the words and let the students repeat. - Play the recording. Ask students to listen and point to the correct words. - Have students repeat each word after they hear it. - Put students in pairs. One 	<ul style="list-style-type: none"> - Look at the flashcards and repeat the words. - Look at the flashcards. Say the words chorally. - Look at the pictures and repeat the words. - Listen to the recording. Point to the correct words. - Repeat each word after they hear it. - Work in pairs. One student

	<p>student point to the picture, other students say the words.</p> <ul style="list-style-type: none"> - Call some pairs to perform in front of the class. - Praise students if they have done well. 	<p>point to the picture, other students say the words.</p> <ul style="list-style-type: none"> - Perform in front of the class.
Practice	<p>*Listen and read. (Track 47)</p> <ul style="list-style-type: none"> - Play the recording for students to follow in their books. - Play the recording again. Ask comprehension questions, e.g. <i>What colors make green? What colors make light blue?</i> - Ask students to point to the green, yellow, blue, red, and orange paint in the picture. - Give time for students to read the text. Call some students to read the text for the class. - Ask students to check their friend's pronunciation. Praise students. 	<ul style="list-style-type: none"> - Listen to the recording to follow in their books. - Listen to the recording again. Answer the questions. - Point to the green, yellow, blue, red, and orange paint in the picture. - Read the text for the class. - Check their friend's pronunciation.
Production	<p>*Read again and complete. (page 31)</p> <ul style="list-style-type: none"> - Ask students to get their notebooks and write numbers 1-4. - Put students into pairs. Explain they are going to work together to complete the problems with information from the text. Explain they are going to write the answers in their notebooks. - Read the colors in the box. Complete the first item together and check understanding. Tell students to write the answer in their notebooks. - Monitor the activity, helping students as necessary. - Check answers with the class. - Praise students if they have done well. <p>*What things are light blue and dark blue? Draw and color a</p>	<ul style="list-style-type: none"> - Get their notebooks and write numbers 1-4. - Work in pairs. Follow the teacher. - Look at the first item. Write the answer in their notebooks. - Check answers.

	<p>picture of these things.</p> <ul style="list-style-type: none"> - Explain that we want to find things that are light blue and dark blue. - Put students in groups to look around the room or brainstorm some ideas. - Discuss students' ideas as a class. Give each student a piece of paper and a light and a dark blue pencil. Ask them to draw their ideas. - Call on volunteers to share their pictures with the class. - Give comments and praise students. 	<p>Listen to the teacher.</p> <p>Work in groups. Look around the room or brainstorm some ideas.</p> <p>Say their answers.</p> <p>Hold a piece of paper and a light and a dark blue pencil. Draw their ideas.</p> <p>Share their pictures with the class.</p>
Homework	<ul style="list-style-type: none"> - Learn new words by heart. - Do the exercises in Workbook page 28, 29. - Prepare for the next lesson (Unit 4 - Lesson 1/Part 1). 	

<p>Kiểm tra ngày 04 tháng 10 năm 2024 Tổ trưởng</p>  <p>Huỳnh Thị Yến Trang</p>	<p>Duyệt của BGH ngày 07 tháng 10 năm 2024</p> <p>Phó Hiệu trưởng</p> <p>Nguyễn Thị Thanh Hải</p>
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