

WEEK 1

Date of preparing: 30/8/2024

Date of teaching: 05-06/09/2024

Period: 1

MAKE RULES ENGLISH CLASS**I. DESIRED OBJECTIVES:** By the end of the lesson, students will be able to:

- Understand and remember the rules of English class.

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

- *Vocabulary:* Sit down, stand up, raise your hands, make line,..
- *Extra vocabulary:* hello, hi, my, name, class

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

- Teacher's Guide
- Computer, projector,

***Culture note: Polite greetings**

- Raise students' awareness of greeting politely.

IV. TEACHING PROCEDURES:

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Warm up	<p>*Greetings</p> <ul style="list-style-type: none"> - Say <i>Hello</i>, encouraging students to say <i>Hello</i> in response. - Ask one student to stand up. Say <i>Hello</i> to him/her. Encourage the student to respond with <i>Hello</i>. - Point to yourself and say <i>My name's ...</i>. Ask a student <i>What's your name?</i> He / She answers <i>My name's ...</i> - Say <i>Hello. My name's ...</i>. Then, encourage students to do the same in pairs, greeting each other and saying their names. - Say <i>Stand up!</i> Indicate the class should stand at their seats. Say <i>Sit down!</i> and indicate they should sit down again. 	<ul style="list-style-type: none"> - Say <i>Hello</i> in response. - Stand up. Respond with <i>Hello</i>. - Say their names. - Do the same in pairs, greeting each other and saying their names.

	<ul style="list-style-type: none"> - Play a short game for students to follow instructions. Shout <i>Stand up!</i> and <i>Sit down!</i> several times. The last student to complete the action is “out” each time. - Evaluate students. Give feedback. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can greet each other nicely. - <i>Task completed:</i> Students can greet each other. - <i>Task uncompleted:</i> Students are unable to greet each other 	<ul style="list-style-type: none"> - Follow the teacher’s instructions. - Play a short game to follow the teacher’s instructions.
<p>Presentation</p>	<p>Lead-in: <i>Give some pictures and asks Student to guess about those rules.</i></p> <ul style="list-style-type: none"> - Say English - Don’t say Vietnamese. - Learn by heart all vocabulary. - Don’t talk in class. - Do exercise and homework. - <p>Asks Ss to write or tick note in their books.</p> <p>Show the song : “Hello song” asks SS to sing.</p> <p>Make some greeting sentences:</p> <p>Hello.</p> <p>Hi.</p> <p>What’s your name?</p> <p>How are you?</p> <p>How old are you?</p>	<ul style="list-style-type: none"> - Follow the teacher. - Answer some questions about their appearance. - Answer the questions. - Follow the teacher’s instruction
<p>PRACTICE</p>	<ul style="list-style-type: none"> - Call some Students write their board about the rules in English class. - Asks students practice: ask and answer. 	<ul style="list-style-type: none"> - Write the rules. -
<p>Production</p>	<ul style="list-style-type: none"> - Have students to work in pairs. - Ask students to say their names with “<i>My name’s.....</i>”. Give time for students to do the task. 	<ul style="list-style-type: none"> - Work in pairs. - Say their names with “<i>My name’s.....</i>”.

	<ul style="list-style-type: none">- Call some students to say their names in front of the class.- Check students' pronunciation. <p>*show the good bye song and asks Students sing.*</p>	<ul style="list-style-type: none">- Say their names in front of the class.- Observe the teacher.- Sing a song
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WEEK 1

Date of preparing: 30/8/2024

Date of teaching: 05-06/09/2024

Period: 2

REVIEW THE OLD KNOWLEDGE**I. DESIRED OBJECTIVES:** By the end of the lesson, students will be able to:

- Remember about the old knowledge in grade 2.
- Can say some sentences.

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

- *Vocabulary:* Numbers, days of the week, colors, family,..

2. Patterns:

- What's your name? / My name's
- How are you? / I'm fine, thank you.

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

- Teacher's Guide
- Computer, projector ,

***Culture note: Polite greetings**

- Raise students' awareness of greeting politely.

IV. TEACHING PROCEDURES:

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Warm up/ review	<ul style="list-style-type: none"> - HELLO SONG - Asks Students sing the song. - Give Students play the guessing game. 	<ul style="list-style-type: none"> - Sing the song - Play the game.
Presentation	<ul style="list-style-type: none"> • Show some picture in black and white color and asks Students guess how to colors. • Asks Ss to count how many colors of the rainbow? 	<p>Observer the picture and answer.</p> <p>Answer the question.</p>

	<ul style="list-style-type: none"> • Call Students say the name of color. • Show some addition and call Students do addition. • Give the time table and call students answer about days of the weeks. • Show the family tree and asks Students to read. 	Do addition on the board.
Practice	<p>A. Odd one out.</p> <p>1. Mom dad Monday sister</p> <p>2. Red brown yellow three</p> <p>3. Twelve pink twenty fifteen</p> <p>4. Purple brother grandma grandpa</p> <p>B. Rewrite:</p> <ol style="list-style-type: none"> 1. What/ name/ 's / your? 2. My/ 's / Billy/ name. 3. Old/ how/ you/are? 4. I/ seven/'m 	- Do the exercises
Production	<p>Correct:</p> <p>A. Odd one out:</p> <ol style="list-style-type: none"> 1. Monday 2. Three 3. Pink 4. Purple <p>B. Rewrite:</p> <ol style="list-style-type: none"> 1. What's your name? 2. My name's Billy. 3. How old are you? 4. I'm seven. 	- Look at the answer and correct.
Conclusion	- Prepare for the next lesson (Unit Starter - Lesson 1).	

WEEK 1

Date of preparing: 30/8/2024

Date of teaching: 05-06/09/2024

Period: 3

Unit Starter: HELLO!**Lesson 1 - Words (page 4)****II. DESIRED OBJECTIVES:** By the end of the lesson, students will be able to:**1. Core competences**

- Become familiar with the Student Book characters and common greetings.
- Understand a short story.

2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about their names.
- *Problem-solving and creativity:* greet the teacher and 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. Vocabulary**

- *Vocabulary:* Rosy, Tim, Billy, Miss Jones
- *Extra vocabulary:* hello, hi, my, name, class

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

- Student book - page 4
- Audio tracks 01-02
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards 01-04

- Computer, projector,

***Culture note: Polite greetings**

- Raise students' awareness of greeting politely.

IV. TEACHING PROCEDURES:

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Warm up	<p>*Greetings</p> <ul style="list-style-type: none"> - Say <i>Hello</i>, encouraging students to say <i>Hello</i> in response. - Ask one student to stand up. Say <i>Hello</i> to him/her. Encourage the student to respond with <i>Hello</i>. - Point to yourself and say <i>My name's ...</i>. Ask a student <i>What's your name?</i> He / She answers <i>My name's ...</i> - Say <i>Hello. My name's ...</i>. Then, encourage students to do the same in pairs, greeting each other and saying their names. - Say <i>Stand up!</i> Indicate the class should stand at their seats. Say <i>Sit down!</i> and indicate they should sit down again. - Play a short game for students to follow instructions. Shout <i>Stand up!</i> and <i>Sit down!</i> several times. The last student to complete the action is "out" each time. - Evaluate students. Give feedback. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can greet each other nicely. - <i>Task completed:</i> Students can greet each other. - <i>Task uncompleted:</i> Students are unable to greet each other 	<ul style="list-style-type: none"> - Say <i>Hello</i> in response. - Stand up. Respond with <i>Hello</i>. - Say their names. - Do the same in pairs, greeting each other and saying their names. - Follow the teacher's instructions. - Play a short game to follow the teacher's instructions.
Presentation	<p>Lead-in: Use flashcards 1-4 to present the characters.</p> <ul style="list-style-type: none"> - Hold the flashcards up one at a time and introduce the characters. - Help students identify the characters by asking some questions about their appearance. <i>E.g. What color is her/his hair?</i> <i>What color is her/his T-shirt?</i> 	<ul style="list-style-type: none"> - Follow the teacher. - Answer some questions about their appearance. - Answer the questions.

	<p>Elicit students to answer the questions.</p> <p>*Listen and point. Repeat. (Track 01)</p> <p>Say <i>Open your books</i> and model the action for students to open their Student Books. Point to the characters.</p> <p>Play the first part of the recording. Hold your book up and demonstrate that you are pointing to the pictures along with the audio. Ask students listen and point to the appropriate picture.</p> <p>The first time through, the recording follows the order of the pictures on the page; the second time the order is out of sequence. This is also true in subsequent word presentations.</p> <p>Play the second part of the recording for students to point to the pictures and repeat the names.</p> <p>Call some students to read the names.</p> <p>Praise students if they have done well.</p> <p>→Expected outcomes and assessment</p> <p><i>Task completed with excellence:</i> Students can point and say the names of the characters correctly.</p> <p><i>Task completed:</i> Students can point and say the names of the characters.</p> <p><i>Task uncompleted:</i> Students are unable to point and say the names of the characters.</p>	<ul style="list-style-type: none"> - Open their Student Books. Point to the characters. - Listen to the first part of the recording. Point to the appropriate picture. - Follow the teacher’s instruction. - Listen to the second part of the recording. Point to the pictures and repeat the names. - Read the names.
<p>PRACTICE</p>	<p>Listen and read. (Track 02)</p> <ul style="list-style-type: none"> - Say <i>Now close your books</i> and model the action. Say <i>Let’s read the story</i>. - Point to the different characters and have students say the names. - Ask <i>What’s happening?</i> for students to tell what they think is happening in the story. - Play the recording, pointing to each speech bubble as students listen and look. - Ask students to look at the story in their books. Then, play the recording for them to listen and point. - Ask questions to check comprehension, e.g. <i>Who is in the class?</i> 	<ul style="list-style-type: none"> - Follow the teacher’s instructions. - Say the names. - Tell what they think is happening in the story. - Listen to the recording and look at the speech bubble. - Look at the story in their books. Listen to

	<ul style="list-style-type: none"> - Play the recording again for students to listen and follow the text in their books with their finger. - Call some volunteers to read the speech bubble. - Praise students if they have done well. →Expected outcomes and assessment - <i>Task completed with excellence:</i> Students can read the sentences correctly and 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"> the recording and point. - Answer the questions. - Listen and follow the text in their books with their finger. - Read the speech bubble.
Production	<ul style="list-style-type: none"> - Have students to work in pairs. - Ask students to say their names with “<i>My name’s.....</i>”. Give time for students to do the task. - Call some students to say their names in front of the class. - Check students’ pronunciation. *Game: “Pointing game” - Put Flashcards 1-4 in different places around the room. - Call out one word. <i>E.g. Billy</i> - Ask students to listen to the word and point to the correct flashcard as fast as possible. Have students repeat the word when they point. - Ask a few students to take the role of teacher and call out the words. - Remark on students’ pronunciation and praise. →Expected outcomes and assessment - <i>Task completed with excellence:</i> Students can point and say the names correctly. - <i>Task completed:</i> Students can point and say the names. - <i>Task uncompleted:</i> Students are unable to point and say the names. 	<ul style="list-style-type: none"> - Work in pairs. - Say their names with “<i>My name’s.....</i>”. - Say their names in front of the class. - Observe the teacher. - Listen to the teacher. - Listen to the word and point to the correct flashcard as fast as possible. Repeat the word when they point. - Take the role of teacher and call out the words.
Conclusion	<ul style="list-style-type: none"> - Learn new words by heart. - Do the exercises in Workbook page 4. 	<ul style="list-style-type: none"> Listen and note.

	- Prepare for the next lesson (Unit Starter - Lesson 2).	
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WEEK 1

Date of preparing: 30/8/2024

Date of teaching: 05-06/09/2024

Period: 4

UNIT STARTER: HELLO!**LESSON 2 - GRAMMAR AND SONG (PAGE 5)****I. DESIRED OBJECTIVES:** By the end of the lesson, students will be able to:**1. Core competences**

- Greet people.
- Ask and answer the questions “*What’s your name?*”.
- Act out the story.
- Sing a song.

2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about their names.
- *Problem-solving and creativity:* greet the teacher and 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. Vocabulary**

- *Vocabulary:* greetings
- *Extra vocabulary:* goodbye

2. Patterns:

- What’s your name? / My name’s
- How are you? / I’m fine, thank you.

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

- Student book - page 05

- Audio tracks 02-03
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards 01-04
- Computer, projector,

***Culture note: Polite greetings**

- Raise students' awareness of greeting politely.

IV. TEACHING PROCEDURES:

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<p>Warmup/ review</p>	<ul style="list-style-type: none"> - *Greetings - Say <i>Hello</i> and encourage students to reply <i>Hello</i> and then to greet each other in pairs. - Ask students to say their name by using "<i>My name's</i>". - Call some pairs to greet and say their names in front of the class. - Evaluate students. Give feedback. - →Expected outcomes and assessment - <i>Task completed with excellence:</i> Students can greet each other nicely. - <i>Task completed:</i> Students can greet each other. - <i>Task uncompleted:</i> Students are unable to greet each other. 	<ul style="list-style-type: none"> - Reply <i>Hello</i> and then to greet each other in pairs. ○ Say their name by using "<i>My name's</i>". ○ Greet and say their names in front of the class.
<p>Presentation</p>	<p>*Listen to the story again. (Track 02)</p> <p>Ask students to turn to the story on page 4 of their Student Books. Say <i>Let's read the story again.</i></p> <p>Play the recording once through. Play it again, pausing after each phrase for students to repeat.</p> <p>Divide the class into groups of three so that a different student can act the roles of Rosy, Tim, and Miss Jones.</p>	<ul style="list-style-type: none"> - Turn to the story on page 4 of their Student Books. - Listen to the recording and repeat. - Work in groups of three so that a different student can

	<p>Focus attention on the pictures. As a class, decide on the actions for each part of the story.</p> <p>Tell students stay in their seats as they practice acting. Monitor the activity, checking for correct pronunciation.</p> <p>Ask some groups to come to the front to act out the story.</p> <p>Praise students if they have done well.</p> <p>Story actions</p> <p><i>Picture 1 and 2:</i> Miss Jones holds out her hand as she talks to Rosy and Tim. Rosy and Tim wave as they introduce themselves.</p> <p><i>Picture 3:</i> Miss Jones greets the class and tells the class her name.</p> <p>→Expected outcomes and assessment</p> <p><i>Task completed with excellence:</i> Students can act out the story fluently.</p> <p><i>Task completed:</i> Students can act out the story.</p> <p><i>Task uncompleted:</i> Students are unable to act out the story.</p>	<p>act the roles of Rosy, Tim, and Miss Jones.</p> <ul style="list-style-type: none"> - Stay in their seats as they practice acting. - Come to the front to act out the story.
<p>Practice</p>	<p>*Ask and answer. (page 05)</p> <ul style="list-style-type: none"> - Say <i>Look at the pictures</i>, pointing to the pictures of Miss Jones and Billy. Read the dialogue, pausing for students to repeat. - Model the dialogue with one of the stronger students. - Ask students to work in pairs to practice the dialogue. - Read the dialogue a second time for students to repeat. - Ask some pairs to come to the front and act the dialogue. - Say to different students <i>Hello. What's your name?</i> Ask students to respond with a greeting and their names. - Praise students if they have done well. - →Expected outcomes and assessment 	<ul style="list-style-type: none"> - Pointing to the pictures of Miss Jones and Billy. Repeat the dialogue. - Model the dialogue with the teacher. - Work in pairs to practice the dialogue. - Repeat the dialogue a second time.

	<ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can ask and answer the questions “<i>What’s your name?</i>” correctly and fluently. - <i>Task completed:</i> Students can ask and answer the questions “<i>What’s your name?</i>”. - <i>Task uncompleted:</i> Students are unable to ask and answer the questions “<i>What’s your name?</i>”. 	<ul style="list-style-type: none"> - Come to the front and act the dialogue. - Respond with a greeting and their names.
<p>Production</p>	<p>*Listen and sing. (Track 03)</p> <ul style="list-style-type: none"> - Ask students to look at the pictures in their books. Ask what they can see. Elicit words they think they may hear. - Play the song for students to listen and follow. - Play the recording a second time for students to listen and sing along, saying their own name in the appropriate place. - Ask students to look at the pictures. Ask them to act out what the girls are doing in each of the pictures. - Play the song for students to sing along and perform. - Ask students to perform in the front of the class. - Remark on students’ pronunciation and praise. <p>Song actions</p> <ul style="list-style-type: none"> ○ The children greet each other by smiling and waving. ○ The children talk to each other. ○ The children wave to each other to say goodbye. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can listen and sing a song correctly. 	<ul style="list-style-type: none"> - Look at the pictures in their books. Ask what they can see. - Listen and follow to the song. - Listen and sing along. - Look at the pictures. Act out what the girls are doing in each of the pictures. - Sing along and perform. - Perform in the front of the class.

	<ul style="list-style-type: none">- <i>Task completed:</i> Students can listen and sing a song.- <i>Task uncompleted:</i> Students are unable to listen and sing a song.	
Conclusion	<ul style="list-style-type: none">- Learn the patterns by heart. Practice singing the song.- Do the exercises in Workbook page 5.- Prepare for the next lesson (Unit Starter - Lesson 3).	

Kiểm tra ngày 05 tháng 9 năm 2024

Tổ trưởng

Huỳnh Thị Yên Trang

WEEK 2

Date of preparing: 30/8/2024

Date of teaching: 09-13/09/2024

Period: 5

Unit Starter: HELLO!**Lesson 3 - Words (page 6)****I. DESIRED OBJECTIVES**

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

1. Core competences

- Recognize and use numbers 1-10.
- Ask and answer the question “*How old are you?*”.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about age.
- *Problem-solving and creativity*: ask people about their age.

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.

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

- *Vocabulary*: one, two, three, four, five, six, seven, eight, nine, ten

2. Patterns:

- How old are you? / I'm

3. Skills: Listening and Speaking.**C. RESOURCES AND MATERIALS**

- Student book - page 06
- Audio tracks 04-05
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards of numbers 1-10
- Computer, projector, ...

***Culture note: Polite greetings**

- Raise students' awareness of greeting politely.

D. LEARNING EXPERIENCES

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Warm-up/review	<p>*Song: Play a “Hello, hello!” song (Track 03)</p> <ul style="list-style-type: none"> - Play the song <i>Hello, hello!</i> from page 5 to energize the class. Ask students to sing the song in chorus. - Ask several students <i>What's your name?</i> and <i>How old are you?</i> Call some pairs to perform in front of the class. - Praise them for speaking. Give feedback. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can ask and answer about their names and age correctly and fluently. - <i>Task completed:</i> Students can ask and answer about their names and age. - <i>Task uncompleted:</i> Students are unable to ask and answer about their names and age. 	<ul style="list-style-type: none"> - Listen and sing the song in chorus. - Perform asking and answering the questions in front of the class.
Presentation	<p>*Listen and point. Repeat. (Track 04)</p> <ul style="list-style-type: none"> - Write the words and digits for numbers 1–10 on the board. - Point to the numbers and say the numbers, prompting students to repeat. Point to them in a random order to check if students understand them. - Ask students to look at the picture. Explain that each student is one year older than the next and that all the students have their ages written near them. 	<ul style="list-style-type: none"> - Follow the teacher. - Repeat the numbers as the teacher. - Look at the picture. Listen to the teacher's explanation. - Listen to the recording.

	<ul style="list-style-type: none"> - Play the first part of the recording for students to listen and point to the students as they hear their ages. - Play the second part of the recording for students to repeat. - Ask students to work in pairs. Ask one point and one say the number. - Call some volunteers to say the numbers/ages. - 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 numbers correctly. - <i>Task completed:</i> Students can point and say the numbers. - <i>Task uncompleted:</i> Students are unable to point and say the numbers. 	<ul style="list-style-type: none"> - Listen to the recording and repeat. - Work in pairs. Ask one point and one say the number. - Say the numbers/ages.
<p>Practice</p>	<p>*Listen and point. (Track 05)</p> <ul style="list-style-type: none"> - Tell students to look at the picture again. Point to the first boy and say <i>Look. He's one.</i> Tell the class they are going to hear some, but not all, the students talking about their ages. Tell students to point to those who give their ages. - Play the recording, pausing after the first dialogue. Direct students to point to the boy who is seven. - Continue the recording, pausing after each exchange for students to point to the students whose ages they hear. - Check students' listening skills. Give feedback. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can listen and recognize the numbers correctly. - <i>Task completed:</i> Students can listen and recognize the numbers. 	<ul style="list-style-type: none"> - Look at the picture again. Listen to the recording and point to those who give their ages. - Listen to the first dialogue. Point to the boy who is seven. - Continue listening to the recording and point to the students whose ages they hear.

	<ul style="list-style-type: none"> - <i>Task uncompleted:</i> Students are unable to listen and recognize the numbers. *Look at the picture again. Point, ask, and answer. (page 6) - Read the question and answer. Prompt students to repeat. - Ask the class to look at the picture again. Tell students they are going to practice being the students in the picture. - Put students in pairs. Tell them to point to a student in their Student Books and ask “<i>How old are you?</i>”. Their partner answers as though they were that student. - Ask some pairs to stand and ask and answer for the class. - Check students’ pronunciation. Praise them if they done well. →Expected outcomes and assessment - <i>Task completed with excellence:</i> Students can ask and answer the question correctly and fluently. - <i>Task completed:</i> Students can ask and answer the question. - <i>Task uncompleted:</i> Students are unable to ask and answer the question. 	<ul style="list-style-type: none"> - Repeat the question and answer. - Look at the picture again. Practice being the students in the picture. - Work in pairs. Point to a student in their Student Books and ask <i>How old are you?</i> Their partner answers as though they were that student. - Stand and ask and answer for the class.
<p style="text-align: center;">Production</p>	<p>*Ask and answer with your friend. (page 6)</p> <ul style="list-style-type: none"> - Point to the picture of the boys and say <i>Look at the pictures.</i> Read the dialogue, pausing for the students to repeat. 	<ul style="list-style-type: none"> - Look at the picture. Repeat the dialogue.

	<ul style="list-style-type: none"> - Model the dialogue with one of the stronger students. - Ask students to work in pairs to practice the dialogue. - Read the dialogue a second time for students to repeat. - Ask some pairs to come to the front and act the dialogue. - Ask different students <i>How old are you?</i> Students respond with their ages. - Remark on students' pronunciation. *Game: "Pass the teddy bear" - Give two different teddy bears to two students, a black bear (ask the question) and a white bear (answer the question). - Have students listen to music and pass the balls. - Stop music suddenly. Have the student with a black bear make a question for the student who has a white bear. <i>E.g. Student with the black bear will ask "How old are you?". The student with the white bear will answer his/ her friend's question "I'm eight."</i> - Check students' pronunciation and praise them. →Expected outcomes and assessment - <i>Task completed with excellence:</i> Students can ask and answer about their age correctly and fluently. - <i>Task completed:</i> Students can ask and answer about their age. - <i>Task uncompleted:</i> Students are unable to ask and answer about their age. 	<ul style="list-style-type: none"> - Model the dialogue with the teacher. - Work in pairs to practice the dialogue. - Repeat the dialogue again. - Come to the front and act the dialogue. <ul style="list-style-type: none"> o Respond with their ages. - Hold the teddy bear. - Listen to music and pass the balls. - Student with the black bear will ask "<i>How old are you?</i>". The student with the white bear will answer his/ her friend's question "<i>I'm eight.</i>".
<p>Homework</p>	<ul style="list-style-type: none"> - Do the exercises in Workbook page 6. - Prepare for the next lesson (Unit Starter - Lesson 4). 	

WEEK 2

Date of preparing: 30/8/2024

Date of teaching: 09-13/09/2024

Period: 6

Unit Starter: HELLO!**Lesson 4 - The alphabet (page 7)****I. DESIRED OBJECTIVES**

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

1. Core competences

- Identify the English alphabet and letters.

2. General competences

- *Communication and collaboration*: work in pairs/groups to spell their names.
- *Problem-solving and creativity*: spell someone's name.

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*: English alphabet letters

2. Skills: Listening and Speaking.**III. RESOURCES AND MATERIALS**

- Student book - page 07
- Audio tracks 06-07
- Teacher's Guide
- Website *sachso.edu.vn*
- English alphabet letter cards
- Computer, projector,

***Culture note: Polite greetings**

- Raise students' awareness of greeting politely.

IV. LEARNING EXPERIENCES

STATES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Warm-up/review	<p>*Game: “Forwards and backwards”</p> <ul style="list-style-type: none"> - Review the number vocabulary from the last lesson and write the numbers 1-10 on the board. - Make sure the students are sitting in rows so they can count around the room. - Ask the students to start counting, with each student in turn saying the next number. - Before they get to 10, say <i>Change!</i> The students have to then start counting backwards from whatever number they have reached. - Say <i>Change!</i> again and the students start counting forwards again. - Evaluate students. Give feedback. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the numbers correctly. - <i>Task completed:</i> Students can say the numbers. - <i>Task uncompleted:</i> Students are unable to say the numbers. 	<ul style="list-style-type: none"> - Say <i>the numbers 1-10.</i> - Sit in rows so they can count around the room. - Start counting, with each student in turn saying the next number. - Start counting backwards from whatever number they have reached. - Start counting forwards again.
Presentation	<p>*Listen and point. Repeat. (Track 06)</p> <ul style="list-style-type: none"> - Say <i>Open your books</i> and model the action for students to open their Student Books. Point to the alphabet. - Play the first part of the recording. Hold your book up and demonstrate that you are pointing to the pictures along with the audio. Ask students to 	<ul style="list-style-type: none"> - Open their Student Books. Point to the alphabet. - Listen to the first part of the recording and point to the appropriate letter. - Listen to the second part of

	<p>listen and point to the appropriate letter.</p> <ul style="list-style-type: none"> - Play the second part of the recording for students to point to the letters and repeat. - Play the recording several times for students to listen and repeat (if necessary). - Call some volunteers to point and say the letters. - Check students' listening and speaking skills. Praise them. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can point and say the letters correctly. - <i>Task completed:</i> Students can point and say the letters. - <i>Task uncompleted:</i> Students are unable to point and say the letters. 	<p>the recording and point to the letters and repeat.</p> <ul style="list-style-type: none"> - Listen to the recording. - Point and say the letters.
<p>Practice</p>	<p>*Listen and sing. (Track 07)</p> <ul style="list-style-type: none"> - Ask students to look at the song. - Elicit random letters from individual students. - Play the song for the students to listen and follow. - Play the recording a second time. students listen and sing along. - Divide the class into groups, and assign each a line of letters to sing. Everyone can join in with the other lines. - Play the song several times if necessary. - Call some students/groups of four to perform the song in front of the class. - Praise students if they have done well. <p>→Expected outcomes and assessment</p>	<ul style="list-style-type: none"> - Look at the song. - Say the letters. - Listen to the song and follow. - Listen to the song again and sing along. - Work in groups. Sing each a line of letters. - Listen to the song. - Perform the song in front of the class. - Read the speech bubble.

	<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>Production</p>	<p>*Game: “Slap the board”</p> <p><i>Flashcards (Tt, Xx, Hh, Bb, Kk, Yy, Dd, Nn)</i></p> <ul style="list-style-type: none"> - Stick 8 flashcards with the letters on the board. Tell students to look at the board. - Tell students how the game is played. - Give an example to show how to play the game. - Ask students to listen to the letters 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. - Ask students to read all the letters on the board. - Remark on students’ pronunciation and praise. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can identify the letters correctly. - <i>Task completed:</i> Students can identify the letters. - <i>Task uncompleted:</i> Students are unable to identify the letters. 	<ul style="list-style-type: none"> - Look at the board. - Listen to the teacher’s instruction. - Play the game as an example. - Listen to the letters and slap the flashcards as correctly and quickly as possible. - Continue playing the game. - The student who gets the highest score will be the winner. Praise the winner. - Read all the letters on the board.

	<p style="text-align: center;">HOMEWORK</p> <p style="text-align: center;">Learn the English alphabet and letters by heart.</p> <ul style="list-style-type: none">- Do the exercises in Workbook page 7.- Prepare for the next lesson (Unit Starter - Lesson 5).
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WEEK 2

Date of preparing: 30/8/2024

Date of teaching: 09-13/09/2024

Period: 7

Unit Starter: HELLO!**Lesson 5 - Words (page 8)****I. DESIRED OBJECTIVES**

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

1. Core competences

- Identify different colors.
- Identify different objects and their colors.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about colors.
- *Problem-solving and creativity*: find out friends' color 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*: red, yellow, pink, green, orange, brown, black, blue
- *Extra vocabulary*: belt, paint, coat, vase, apple

2. Skills: Listening and Speaking.**III. RESOURCES AND MATERIALS**

- Student book - page 8
- Audio tracks 08-09
- Teacher's Guide
- Website *sachso.edu.vn*

- Flashcards 05-12
- Computer, projector,

***Culture note: Colors**

- Raise students' awareness of using colors in Art.

IV.LEARNING EXPERIENCES

STATES	Teacher's activities	Students' activities
Warm-up/review	<p>*Game: "Word chain"</p> <ul style="list-style-type: none"> - Use the English alphabet flashcards from the previous lesson to review the letters. Ask students to read the letters aloud. - Place the flashcards on the board in a sequence, <i>E.g. Rr, Bb, Pp, Gg, Yy, Oo.</i> - Ask the class to say the first letter in the sequence <i>Rr</i>, continue with the next letter <i>Oo</i>. - Continue with the class saying each letter in the sequence in chorus. - Remove one flashcard. The class repeats the sequence, including the missing letter. - Keep removing the flashcards until the class is saying the whole sequence from memory. - Evaluate students. Give feedback. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the English letters correctly. - <i>Task completed:</i> Students can say the English letters. - <i>Task uncompleted:</i> Students are unable to say the English letters. 	<ul style="list-style-type: none"> - Read the letters aloud. - Look at the flashcards on the board. - Say the first letter in the sequence <i>Rr</i>, continue with the next letter <i>Oo</i>. - Say each letter in the sequence in chorus. - Repeat the sequence, including the missing letter. - Say the whole sequence from memory.
Presentation	<p>*Listen and point. Repeat. (Track 08)</p>	<ul style="list-style-type: none"> - Open their Student Books. Point to the colors.

	<ul style="list-style-type: none"> - Say <i>Open your books</i> and model the action for students to open their Student Books. Point to the colors. - Play the first part of the recording. Hold your book up and demonstrate that you are pointing to the pictures along with the audio. Students listen and point to the appropriate picture. - Play the second part of the recording for students to point to the pictures and repeat the colors. - Call some students to read the colors. - 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 colors correctly. - <i>Task completed:</i> Students can point and say the colors. - <i>Task uncompleted:</i> Students are unable to point and say the colors. 	<ul style="list-style-type: none"> - Listen to the first part of the recording. Point to the appropriate picture. - Listen to the second part of the recording. Point to the pictures and repeat the colors. - Read the colors.
<p>Practice</p>	<p>*Ask and answer (page 8)</p> <ul style="list-style-type: none"> - Say <i>Look at the picture</i>, pointing to the picture of the three children. Elicit colors yellow and pink from the picture. - Read the dialogue, pausing for students to repeat. - Read the dialogue a second time for students to repeat. - Model the dialogue with one of the stronger students. - Ask students to work in groups to practice the dialogue. - Ask some groups to come up and act the dialogue with flashcards. - Check students’ speaking skills and praise them. 	<ul style="list-style-type: none"> - Follow the teacher’s instructions. - Repeat the dialogue. - Repeat the dialogue again. - Model the dialogue with the teacher. - Work in groups to practice the dialogue.

	<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 about colors correctly and fluently. - <i>Task completed:</i> Students can ask and answer the question about colors. - <i>Task uncompleted:</i> Students are unable to ask and answer the question about colors. 	<ul style="list-style-type: none"> - Come up and act the dialogue with flashcards.
<p style="text-align: center;">Production</p>	<p>*Listen and point. (Track 09)</p> <ul style="list-style-type: none"> - Ask students to look at the table. Elicit the names of the objects as well as their colors and the color words. - Model the activity. Say <i>Point to black</i>, prompt students to point to the word black. Say <i>Point to the belt</i>, prompt students to point to the belt. Ask <i>What color is it?</i> prompt students to answer <i>Green</i>. - Play the recording, pausing after the first sentence for students to point. Check that they are pointing to the word orange. - Continue playing the recording, pausing as needed. - Call some students to listen the recording and point to the word in front of the class. Check that they are pointing to the correct word. - Check students' task. Give feedback. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can identify different objects and their colors correctly. - <i>Task completed:</i> Students can identify different objects and their colors. 	<ul style="list-style-type: none"> - Look at the table. Say the names of the objects as well as their colors and the color words. - Follow the teacher's instruction. - Listen to the recording and point to the word orange. - Continue the activity. - Listen the recording and point to the word in front of the class.

	- <i>Task uncompleted:</i> Students are unable to identify different objects and their colors.	
Conclusion	HOMEWORK (2 minutes) <ul style="list-style-type: none">- Learn new words by heart.- Do the exercises in Workbook page 8.- Prepare for the next lesson (Unit Starter - Lesson 6).	

WEEK 2

Date of preparing: 30/8/2024

Date of teaching: 09-13/09/2024

Period: 8

Unit Starter: HELLO!

Lesson 6 - Classroom language (page 9)

I. DESIRED OBJECTIVES

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

1. Core competences

- Recognize common classroom instructions.

2. General competences

- *Communication and collaboration*: work in pairs/groups to give and follow the commands.
- *Problem-solving and creativity*: guess what the command is.

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*: stand up, sit down, open your book, close your book, don't talk.

2. Skills: Listening and Speaking.

III. RESOURCES AND MATERIALS

- Student book - page 09
- Audio tracks 10-11
- Teacher's Guide
- Website *sachso.edu.vn*
- Command flashcards
- Computer, projector,

***Culture note: Common classroom instructions**

- Raise students' awareness of how to use "please".

IV.LEARNING EXPERIENCES

STATES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Warm-up/review	<p>*Game: "Slow reveal"</p> <ul style="list-style-type: none"> - Use Flashcards with colors from the previous lessons. - Put a flashcard on the board and cover it with a piece of paper or card. - Very slowly move the paper to reveal the picture, little by little. - Ask "<i>What color is it?</i>" or another appropriate question, such as "<i>What is it?</i>". The first student to guess correctly comes to the front to choose the next card. - Continue until you have practiced all the vocabulary in the set. - Ask students to read all the color 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 say the colors correctly. - <i>Task completed:</i> Students can say the colors. - <i>Task uncompleted:</i> Students are unable to say the colors. 	<ul style="list-style-type: none"> - Read the colors aloud. - Observe the teacher. - Look at the picture on the board. - Guess correctly comes to the front to choose the next card. - Continue until you have practiced all the vocabulary in the set. - Read all the color words aloud.
	<i>Aim: To help students identify classroom instructions.</i>	
Presentation	<p>*Listen and point. Repeat. (Track 10)</p> <ul style="list-style-type: none"> - Say <i>Open your books</i> and model the action for students to open their Student Books. Point to the pictures. - Play the first part of the recording. Hold your book up and demonstrate that you are pointing to the pictures along with the audio. Students listen and point to the appropriate picture. 	<ul style="list-style-type: none"> - Open their Student Books. Point to the pictures. - Listen to the first part of the recording. Point to the appropriate picture.

	<ul style="list-style-type: none"> - Play the second part of the recording for students to point to the pictures and repeat classroom instructions. - Call some students to read classroom instructions. - Praise students if they have done well. →Expected outcomes and assessment - <i>Task completed with excellence:</i> Students can point and say classroom instructions correctly. - <i>Task completed:</i> Students can point and say classroom instructions. - <i>Task uncompleted:</i> Students are unable to point and say classroom instructions. 	<ul style="list-style-type: none"> - Listen to the second part of the recording. Point to the pictures and repeat classroom instructions. - Read classroom instructions.
<p>Practice</p>	<p>*Look and say (page 9)</p> <ul style="list-style-type: none"> - Direct students’ attention to the pictures at the bottom of the page. - Point to the first picture and say <i>Sit down, please!</i> Make the motion of the teacher in the picture to reinforce the meaning. Ask students to repeat. - Repeat with the other four pictures, reinforcing meaning with gestures. - Point to the pictures in random order, prompting students to say the command. Increase the speed of pointing as students become more comfortable with the phrases. - Call some volunteers to look and say the command in front of the class. - Check students’ pronunciation and praise them. →Expected outcomes and assessment - <i>Task completed with excellence:</i> Students can say the command correctly and fluently. - <i>Task completed:</i> Students can say the command. - <i>Task uncompleted:</i> Students are unable to say the command. 	<ul style="list-style-type: none"> - Look at the pictures at the bottom of the page. - Follow the teacher. Repeat the classroom instruction. - Repeat with the other four pictures, reinforcing meaning with gestures. - Look at the pictures and say the command. - Come up and act the dialogue with flashcards. - Look and say the command in front of the class.

<p style="text-align: center;">Production</p>	<p>*Listen and do. (Track 11)</p> <ul style="list-style-type: none"> - Tell students they are going to listen and do the actions they have just learned. - Say <i>Stand up, please!</i> and motion for the students to stand. - Play the recording, pausing after the first sentence for all students to sit down. - Continue the recording, pausing after the second line and prompting students to make the quiet sign by putting their index finger to their lips as in the book. - Play the last line of the recording and prompt students to close their books. - Play the entire recording through again for students to do the actions without stopping. - Check students' task. Give feedback. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can listen and do the actions correctly. - <i>Task completed:</i> Students can listen and do the actions. - <i>Task uncompleted:</i> Students are unable to listen and do the actions. <p>*Game: “Simon says...”</p> <ul style="list-style-type: none"> - Ask the students to stand at their desks. Explain that you are going to give instructions. If the instruction begins with the words <i>Simon says...</i> students must do as you say. If not, they must stand still and wait for the next instruction. Any student who gets this wrong is out of the game and sits down. - Model the activity, e.g. <i>Simon says stand up. Simon says open your book.</i> Intermittently, introduce an instruction that doesn't start with 	<ul style="list-style-type: none"> - Follow the teacher's instruction. - Listen and stand up. - Listen to the recording and sit down. - Listen the recording and make the quiet sign by putting their index finger to their lips as in the book. - Listen the recording and close their books. - Listen the recording and close their books and do the actions without stopping. <ul style="list-style-type: none"> - Stand at their desks. Listen to the teacher's instruction.
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	<p><i>Simon says</i> and see if any students follow the instruction.</p> <ul style="list-style-type: none"> - Continue the game until there is one winner or a group of winners, if you prefer. - Praise the winner. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can remember the command correctly. - <i>Task completed:</i> Students can remember the command. - <i>Task uncompleted:</i> Students are unable to remember the command. 	<ul style="list-style-type: none"> - Follow the teacher. - Play the game.
<p>Homework)</p>	<ul style="list-style-type: none"> - Learn new words by heart. - Do the exercises in Workbook page 9. - Prepare for the next lesson (Unit 1 - Lesson 1/Part 1). 	

Kiểm tra ngày 05 tháng 9 năm 2024

Tổ trưởng



Huỳnh Thị Yến Trang

WEEK 3

Date of preparing: 30/9/2024

Date of teaching: 16-20/9/2024

Period: 9

UNIT 1: THIS IS YOUR DOLL.**Lesson 1 - Words / Part 1 (page 10)****I. DESIRED OBJECTIVES:** By the end of the lesson, students will be able to:**1. Core competences**

- Identify common toys.
- Understand a short story.

2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about their toys.
- *Problem-solving and creativity:* find out their toy 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:* doll, ball, teddy bear, car.
- *Extra vocabulary:* bag.

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

- Student book - page 10
- Audio tracks 12-14
- A bag (students' items can be used)
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards 01-02, 18-21
- Computer, projector,

***Culture note: Toys**

- Raise students' awareness of loving toys.
- Be kind to people.

IV. LEARNING EXPERIENCES

Teacher: Do Thi Bich Van

School year: 2024-2025

STATES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<p style="text-align: center;">Warm-up/review</p>	<p>*Game: "Simon says..."</p> <ul style="list-style-type: none"> - Ask the students to stand at their desks. Explain that you are going to give instructions. If the instruction begins with the words <i>Simon says...</i> students must do as you say. If not, they must stand still and wait for the next instruction. Any student who gets this wrong is out of the game and sits down. - Model the activity, e.g. <i>Simon says stand up. Simon says open your book.</i> Intermittently, introduce an instruction that doesn't start with <i>Simon says</i> and see if any students follow the instruction. - Continue the game until there is one winner or a group of winners, if you prefer. - Call some volunteers to say the commands. - Praise the winner. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can remember the command correctly. - <i>Task completed:</i> Students can remember the command. - <i>Task uncompleted:</i> Students are unable to remember the command. 	<ul style="list-style-type: none"> - Stand at their desks. Listen to the teacher's instructions. - Follow the teacher. - Play the game. - Say the commands.
<p>Presentation</p>	<p>*Lead-in: Use Flashcards 1-2 to review the two characters and Flashcards 18-21 to present the vocabulary.</p> <ul style="list-style-type: none"> - Review the characters <i>Rosy</i> and <i>Tim</i> using flashcards 1-2. - Hold up the toy flashcards and ask <i>What's this?</i> 	<ul style="list-style-type: none"> - Say the names of the characters <i>Rosy</i> and <i>Tim</i>. - Answer the question.

	<ul style="list-style-type: none"> - Give the flashcards to different students. Ask one to stand and show the card for the class to shout the word. Repeat. - Divide the class into small groups. Give each group a set of student picture cards. Each group shuffles their cards and places them in a pile face down on the desk. - Have students take turns to turn over cards one at a time. - As each card is shown, students say what it is, e.g. <i>teddy bear</i>. - The student who says the word first wins the card. - The winner is the student with the most cards at the end. - 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. <p>*Listen and point. Repeat. (Track 12)</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. - Call some students to read the words aloud. <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Stand and show the card for the class to shout the word. Repeat. - Work in groups. Hold the set of picture cards. Shuffles their cards and places them in a pile face down on the desk. - Take turns to turn over cards one at a time. - Say what it is, e.g. <i>teddy bear</i>. - The student who says the word first wins the card. - The winner is the student with the most cards at the end. - Repeat the words. - Listen to the recording. Point to the correct words. - Repeat each word after they hear it. - Read the words aloud.
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	<ul style="list-style-type: none"> - <i>Task completed:</i> Students can point and say the words. - <i>Task uncompleted:</i> Students are unable to point and say the words. 	
Practice	<p>*Listen and chant. (Track 13)</p> <ul style="list-style-type: none"> - Play the recording for students to listen to the chant. - Play the chant a second time for students to say the words. This time they can point to the correct flashcards when they hear the words. - Repeat (more than once if necessary). - Call two groups to the front of the class to chant and do the actions. 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. - Listen to the chant again to say the words. Point to the correct flashcards when they hear the words. - Chant and do the actions in two groups. The rest of the class claps along to the rhythm of the chant.
	<p><i>Aim: To help students remember food vocabulary and improve students' integrated skills.</i></p>	
Production	<p>*Game: "Mysterious bag"</p> <ul style="list-style-type: none"> - Prepare some real toys (E.g. doll, ball, teddy bear, car) and a real bag. Ask students to say the names of the toys. - Put the toys into a bag. - Explain how the game is played. - Call each student to put his/her hand in the bag and try to identify the toys by feeling them. - Encourage students to say the name of the toys. - The student name the correct toy is the winner. 	<ul style="list-style-type: none"> - Say the names of the toys. - Listen to the teacher. - Put his/her hand in the bag and try to identify the toys by feeling them. - Say the name of the toys.

	<ul style="list-style-type: none">- Praise the winner. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none">- <i>Task completed with excellence:</i> Students can remember common toys correctly.- <i>Task completed:</i> Students can remember common toys.- <i>Task uncompleted:</i> Students are unable to remember common toys.	<ul style="list-style-type: none">- The student name the correct toy is the winner.
Homework	<ul style="list-style-type: none">- Learn new words by heart.- Do the exercises in Workbook page 10.- Prepare for the next lesson (Unit 1 - Lesson 1/Part 2).	

WEEK 3

Date of preparing: 30/9/2024

Date of teaching: 16-20/9/2024

Period: 10

UNIT 1: THIS IS YOUR DOLL.

Lesson One - Words / Part 2 (page 10)

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

1. Core competences

- Identify common toys.
- Understand a short story.

2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about their toys.
- *Problem-solving and creativity:* find out their toy 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:* doll, ball, teddy bear, car.
- *Extra vocabulary:* bag.

2. Skills: Listening, Speaking and Reading.

III. RESOURCES AND MATERIALS

- Student book - page 10
- Audio tracks 12-14
- A bag (students' items can be used)
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards 01-02, 18-21

- Computer, projector,

***Culture note: Toys**

- Raise students' awareness of loving toys.
- Be kind to people.

IV. LEARNING EXPERIENCES

STATES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Warm-up/review	<p>*Game: "Musical cards" <i>Flashcards (doll, ball, teddy bear, car)</i></p> <ul style="list-style-type: none"> - Ask students if they can remember common toys from their last lesson. - Play the song <i>Alphabet song!</i> from p. 7 (Track 07). - Hand out the flashcards to different students around the class. Ask students to pass the cards to the students next to them while the music is playing. - Stop the music suddenly. Ask the students who are holding the flashcards, <i>What's this?</i> Ask them to say the words aloud. - Play the music again and repeat the activity. - 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 common toys correctly and fluently. - <i>Task completed:</i> Students can say common toys. - <i>Task uncompleted:</i> Students are unable to say common toys. 	<ul style="list-style-type: none"> - Say common toys from their last lesson. - Listen to the song. - Hold the flashcard. pass the cards to the students next to them while the music is playing. - Say the words aloud. - Continue playing the game.
Presentation	<p>*Listen and point. Repeat. (Track 12)</p>	<ul style="list-style-type: none"> - Repeat the words.

	<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"> - 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 14)</p> <ul style="list-style-type: none"> - Point to Rosy and ask <i>Who's this?</i> Do the same for Tim. Ask students to name as many things in the pictures as they can. - Hold up a student's bag so that the class can see it. Ask <i>What's this?</i> Ask students to point to the bag in the pictures. - Talk about each frame with the class. Ask <i>What's happening?</i> Encourage predictions from different students. - Ask students to look at the story while you play the recording. Point to each speech bubble as they hear the text. - Play the recording again as students point to the pictures. 	<ul style="list-style-type: none"> - Answer the teacher's questions. Name as many things in the pictures as they can. - Point to the bag in the pictures. - Answer the questions. - Answer the questions. - Listen to the recording and look at the story. Point to each speech bubble as they hear the

	<ul style="list-style-type: none"> - Ask comprehension questions, e.g. <i>Where's the teddy bear? Who finds the teddy bear?</i> - Ask students to open their books. Tell them to listen and follow the words as listening the recording again. - 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. 	<p>text.</p> <ul style="list-style-type: none"> - Listen to the recording again and point to the pictures. - Answer the questions. <ul style="list-style-type: none"> - Open their books. Listen and follow the words as listening the recording again. - Find and point to the words from exercises 1 and 2 that appear in the story. <ul style="list-style-type: none"> - Practice the conversation in pairs. <ul style="list-style-type: none"> - Perform the conversation in front of the class. - Give their feedback on their friends' presentation
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Production	<p>*Game: “Missing flashcards”</p> <p><i>Flashcards (doll, ball, teddy bear, car)</i></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. <i>E.g. a doll, a ball, a teddy bear, a car</i> - 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. 	<ul style="list-style-type: none"> - Listen to the teacher instruction. - Work in groups. - Look at the cards and name the things illustrated on the cards. Close their eyes for 10 seconds, then take out a card of the set. 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.
Homework	<ul style="list-style-type: none"> - Revise the words by heart. - Do the exercises in Workbook page 10. - Prepare for the next lesson (Unit 1 - Lesson 2). 	

Kiểm tra ngày 05 tháng 9 năm 2024

Tổ trưởng



Huỳnh Thị Yến Trang

WEEK 3

Date of preparing: 30/9/2024

Date of teaching: 16-20/9/2024

Period: 11

UNIT 1: THIS IS YOUR DOLL.**Lesson 2 – Grammar (page 11)****I. DESIRED OBJECTIVES:** By the end of the lesson, students will be able to:**1. Core competences**

- Talk about possessions using *my* and *your*.
- Practice using *This is.....*
- Act out the story.

2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about their toys.
- *Problem-solving and creativity:* find out their toy 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:* common toys, my, your

2. Patterns:

- This is my...../your.....

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

- Student book - page 11
- Audio tracks 14-15
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards 18-21

- Computer, projector,

***Culture note: Toys**

- Raise students' awareness of loving toys.
- Be kind to people.

IV. LEARNING EXPERIENCES

STATES	Teacher's activities	Students' activities
<p>Warm-up/review</p>	<p>*Game: "Guess the word" <i>Picture cards (doll, ball, teddy bear, car)</i></p> <ul style="list-style-type: none"> - Divide the class into four groups. - Write a word on the board with several or all letters missing. <p>E.g. picture (doll) → <i>doll</i></p> <ul style="list-style-type: none"> - Have each team take turns calling out a letter. - Add the missing letters to the word if correctly guessed. - Give that team one point if it's a correct guess. - Continue until the students guess the word correctly. - The groups that gets the most points win. Praise the winner. - Ask students to read all 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 say the letters about toy words correctly and fluently. - <i>Task completed:</i> Students can say the letters about toy words. - <i>Task uncompleted:</i> Students are unable to say the letters about toy words. 	<ul style="list-style-type: none"> - Work in four groups. - Look at a word on the board with several or all letters missing. - Take turns calling out a letter. - Look at the correct word. - Receive one point if it's a correct guess. - Continue guessing the word correctly. - The groups that gets the most points win. Praise the winner. - Read all words aloud.
	<p>Aim: <i>To help students act out the story and talk about possessions using my and your..</i></p>	

<p style="text-align: center;">Presentation</p>	<p>*Lead-in: Use pictures (part 3) on page 10</p> <ul style="list-style-type: none"> - Elicit what students remember of the story. - Ask students which objects appeared in the story. Have students write their answers on the board. <p>Answer:</p> <p><i>a doll, a ball, a bag, a teddy bear, a car</i></p> <ul style="list-style-type: none"> - Check students' answers. Praise them. <p>*Listen to the story again. (Track 14)</p> <ul style="list-style-type: none"> - Ask students to turn to the story in their books. Check how many toys they remembered. - Play the recording, pausing for students to repeat. - Divide the class into pairs to play the roles of Tim and Rosy. - 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. - Ask students to practice acting the story. Ask 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 picks up two objects to give to Rosy.</p> <p><i>Picture 2:</i> Tim picks up Rosy's bag.</p> <p><i>Picture 3:</i> Tim holds Rosy's bag. Rosy looks round.</p> <p><i>Picture 4:</i> Rosy opens the bag</p>	<ul style="list-style-type: none"> - Answer the questions. - Answer which objects appeared in the story. Write their answers on the board. - Turn to the story in their books. Say how many toys they remembered. - Listen to the recording and repeat. - Play the roles of Tim and Rosy 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>→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. - <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>*Listen and say. (Track 15)</p> <ul style="list-style-type: none"> - Tell students to look at the pictures. Elicit what is happening in each. Copy the sentences onto the board, leaving spaces where the toy words are. - Put different flashcards in the spaces to elicit sentences with the same pattern, e.g. <i>This is my doll.</i> - Play the recording all the way through. Then play the recording again, pausing for students to repeat each line. - Ask students which word we use to show something belongs to me (<i>my</i>). Point to somebody else and ask which word we use to show that it belongs to the person we are talking to (<i>your</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. 	<ul style="list-style-type: none"> - Look at the pictures and observe the sentences on the board. - Follow the teacher. - Listen to the recording. Repeat each line. - Answer the teacher's questions. - Read the sentence patterns.
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	- <i>Task uncompleted:</i> Students are unable to say the sentence pattern.	
	<i>Aim:</i> To help students talk about possessions using <i>my and your</i> .	
Practice	<p>*Look and say</p> <ul style="list-style-type: none"> - Tell students that they are going to practice using <i>This is</i> - Model the first sentence with a student. - Put students in pairs. Ask one of the pairs to read the example for the class. - Ask students to work with their partners. Give time for students to do the task. Monitor and help where necessary. - Call some pairs to read the sentences in front of the class. <p>Answer:</p> <ol style="list-style-type: none"> 1. This is your ball. 2. This is my bag. 3. This is your car. <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"> - Repeat the first sentence with the teacher. - Work in pairs. Read the example for the class. - Work with their partners. - Read the sentences in front of the class.
	<i>Aim:</i> To help students complete the sentences with <i>my and your</i> ; talk about their toys using the possessive adjectives.	
Production	<p>*Write (page 11)</p> <ul style="list-style-type: none"> - Ask students to look at the pictures. Let a student to read the first sentence out loud. - Ask students to work individually and write the sentences in their 	<ul style="list-style-type: none"> - Look at the pictures. Read the first sentence out loud. - Work individually and write the sentences in their notebooks, using

	<p>notebooks, using the possessive adjectives in the word box.</p> <ul style="list-style-type: none"> - Ask students to share their answers with their partner. - Go through the exercise with the class. Ask the questions for the class to say the answers in chorus. - Call a few students to read aloud the answers. - Confirm the correct answers. - Remark students' writing skills. Give feedback. <p style="text-align: center;">Answer:</p> <p>1. your 2. my 3. my 4. your</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 prepare some toys they like. - Ask students to look at the picture and speech bubble. - Have a student demonstrate the sentence for the class. <i>E.g. This is my doll.</i> - Have students work in pairs to take turns saying the sentence. - Tell students to use other vocabulary on the page. - Call some students to perform in the front of the class with their toys. - 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 toys 	<p>the possessive adjectives in the word box.</p> <ul style="list-style-type: none"> - Share their answers with their partner. - Say the answers in chorus. - Read aloud the answers. <ul style="list-style-type: none"> - Prepare some toys they like. - Look at the picture and speech bubble. - Demonstrate the sentence for the class. - Work in pairs to take turns saying the sentence. - Use other vocabulary on
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	<p>using the possessive adjectives correctly and fluently.</p> <ul style="list-style-type: none">- <i>Task completed:</i> Students can talk about their toys using the possessive adjectives.- <i>Task uncompleted:</i> Students are unable to talk about their toys using the possessive adjectives.	<p>the page.</p> <ul style="list-style-type: none">- Perform in the front of the class with their toys.
Homework	<ul style="list-style-type: none">- Learn the patterns by heart.- Do the exercises in Workbook page 11.- Prepare for the next lesson (Unit 1 - Lesson 3).	

WEEK 3

Date of preparing: 30/9/2024

Date of teaching: 16-20/9/2024

Period: 12

UNIT 1: THIS IS YOUR DOLL.**Lesson 3 - Song (page 12)****I. DESIRED OBJECTIVES**

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

1. Core competences

- Identify more words for toys and use words in the context of a song.
- Help students develop their listening and sing skills.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about their toys.
- *Problem-solving and creativity*: find out their toy 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*: bike, kite, train
- *Extra vocabulary*: big, love(v), toys
- Review: toys, colors

2. Skills: Listening and Speaking.**III. RESOURCES AND MATERIALS**

- Student book - page 12
- Audio tracks 16-17
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards 22-24
- Computer, projector,

***Culture note: Toys**

- Raise students' awareness of loving toys.
- Be kind to people.

IV. LEARNING EXPERIENCES

STATES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Warm-up/review	<p>*Game: "Slow reveal" <i>Flashcards (doll, ball, teddy bear, car)</i></p> <ul style="list-style-type: none"> - Use Flashcards from the previous lessons. - Put a flashcard on the board and cover it with a piece of paper or card. - Very slowly move the paper to reveal the picture, little by little. - Ask <i>What's this?</i> or another appropriate question, such as <i>What is it?</i> The first student to guess correctly comes to the front to choose the next card. - Continue until practicing all the vocabulary in the set. - Ask students to read out all the words. - 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 toy words correctly and fluently. - <i>Task completed:</i> Students can say the toy words. - <i>Task uncompleted:</i> Students are unable to say the toy words. 	<ul style="list-style-type: none"> - Look at a flashcard on the board. - Observe the teacher. - Answer the question. Guess correctly comes to the front to choose the next card. - Continue until practicing all the vocabulary in the set. - Read out all the words.
Presentation	<p>*Lead-in: Use Flashcards 22-24 to introduce the new words.</p> <ul style="list-style-type: none"> - Use flashcards to introduce the new words. Hold them up one at a time and say the words for students to repeat. - Put the flashcards in different places around the room. Say a word for students to point to the correct flashcard and say the word. Repeat. 	<ul style="list-style-type: none"> - Repeat the words. - Point to the correct flashcard and say the word

	<ul style="list-style-type: none"> - Praise students if they have done well. →Expected outcomes and assessment - <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. *Listen and point. Repeat (Track 16) - 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. →Expected outcomes and assessment - <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. - <i>Task uncompleted:</i> Students are unable to 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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	<p>*Listen and sing. (Track 17)</p> <ul style="list-style-type: none"> - Ask students to look at the picture for the song. Ask what they think the song is about (toys). Point to the toys on the page one at a time. Ask different students <i>What's this?</i> - Play the recording for students to listen and point to the pictures when they hear the words. - 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 and follow the words in their books. - Ask some students/groups 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"> - Ask students to look at the pictures and decide together on actions for <i>kite, bike, and train</i>. - Practice the actions with the class. - Play the recording for students to sing and do the actions. 	<ul style="list-style-type: none"> - Look at the pictures for the song. Answer what they think the song is about (toys). Answer the teacher's questions. - Listen to the recording and point to the pictures when they hear the words. - 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 and follow the words in their books. - Perform the song in the front of the class. - Look at the pictures and decide together on actions for <i>kite, bike, and train</i>.

	<ul style="list-style-type: none"> - Call some students to sing and do the actions in front of the class. Song actions <i>kite</i>: arms in the air, holding a string, running in place <i>bike</i>: move hands in a pedaling motion <i>train</i>: arms moving in a circular motion like a chugging train →Expected outcomes and assessment - <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. 	<ul style="list-style-type: none"> - Practice the actions with the teacher. - Listen to the song and do their actions. - Sing and do the actions in front of the class.
<p>Production</p>	<p>*Game: “What’s picture?”</p> <ul style="list-style-type: none"> - Start to draw a picture on the board of one of the toy words, <i>e.g. kite, bike, train</i> - Ask the students to guess what it is and call out the name. - Put the students into small groups of four or five and ask them to take turns drawing objects from the classroom for the other students to guess. They can extend the activity with new objects from the classroom if they know their names in English. - The first student in each group to guess the object takes a turn at drawing the next one. - Finish the activity when the students have had time to practice most of the words. - Ask students to read out the toy words. - Praise students if they have done well. 	<ul style="list-style-type: none"> - Look at a picture on the board of one of the toy words - Guess what it is and call out the name. - Work in groups four or five. Take turns drawing objects from the classroom for the other students to guess. They can extend the activity with new objects from the classroom if they know their names in English. - The first student in each group to guess the object takes a turn at drawing the next one. - Finish the activity when

	<p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the toy words correctly. - <i>Task completed:</i> Students can say the toy words. - <i>Task uncompleted:</i> Students are unable to say the toy words. 	<p>the students have had time to practice most of the words.</p> <ul style="list-style-type: none"> - Read out the toy words.
Homework	<ul style="list-style-type: none"> - Revise the words and the patterns. - Do the exercises in Workbook page 12. - Prepare for the next lesson (Unit 1 - Lesson 4). 	

Kiểm tra ngày 05 tháng 9 năm 2024

Tổ trưởng



Huỳnh Thị Yến Trang

WEEK 4

Date of preparing: 30/8/2024

Date of teaching: 23-27/9/2024

Period: 13

UNIT 1: THIS IS YOUR DOLL.

Lesson 4 - Phonics (page 13)

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 *a* and *b*, and associate them with their corresponding sounds.
- Pronounce the sounds /æ/ and /b/ on their own and at the beginning of words.
- Learn the names of the letters *a* and *b*.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about words beginning with letters/sounds the teacher asks.
- *Problem-solving and creativity*: find out their toy 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*: apple, Annie, bat, ball

2. Skills: Listening and Speaking.

III. RESOURCES AND MATERIALS

- Student book - page 13

- Audio tracks 18-19
- Teacher's Guide
- Website *sachso.edu.vn*
- Phonics cards 01-04
- Computer, projector,

***Culture note: Toys**

- Raise students' awareness of loving toys.
- Be kind to people.

IV. LEARNING EXPERIENCES

STATES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<p style="text-align: center;">Warm-up/review</p>	<p>*Game: "Musical cards"</p> <ul style="list-style-type: none"> - Ask students if they can remember any of the words from their last phonics lesson (<i>Gg, Hh, goat, gift, hat, hamster</i>). - Play the song <i>Drink your milk!</i> from p. 40 (Track 63). - Hand out the flashcards to different students around the class. They pass the cards to the students next to them while the music is playing. - Stop the music suddenly. Ask the students who are holding the flashcards, <i>What's this?</i> Ask them to say the words aloud. - Play the music again and repeat the activity. - 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. 	<ul style="list-style-type: none"> - Answer the teacher's questions. - Listen to music. - Hold the flashcard. Pass the cards to the students next to them while the music is playing. - Say the words aloud. - Continue playing the game. - Check their friends' pronunciation.

	<ul style="list-style-type: none"> - <i>Task uncompleted:</i> Students are unable to say the phonics and the words. 	-
Presentation	<p>*Lead-in: Use phonic cards 1-4 to introduce the letters and the words.</p> <p><i>Flashcards (Aa, apple, Annie, Bb, bat, ball)</i></p> <ul style="list-style-type: none"> - Write <i>Aa</i> and <i>Bb</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>apple, Annie, bat, ball</i> next to the letters on the board. Circle the first letter of each word. Point to the word. Say 	<p>-</p> <ul style="list-style-type: none"> - Look at the letters <i>Aa</i> and <i>Bb</i> on the board. Say the letter name and sound. - 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>only the beginning sound for students to repeat.</p> <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"> - Say the words. - Look at the letters in their books. - Listen to the first part of the recording and point to the letters. - Listen to the second part of the recording and say the letter names, sounds, and words in chorus. - Point to the words and say the words. - Say the letters and the words.
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Practice	<p>*Point and say the words (page 13)</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 /æ/. Ask students to point to the flashcards of the things beginning with that sound (apple, Annie). Then, underline the letter <i>a</i> at the beginning of the words. - Repeat with /b/. - 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 (apple, Annie). - Repeat with /b/. - Say all the words again.
Production	<p>*Listen and circle. (Track 19)</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 (/b/). Elicit which picture shows a word that begins with that sound (ball). 	<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.

	<ul style="list-style-type: none"> - Repeat the procedures row by row, pausing the recording. - Ask students 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 style="text-align: center;">Answers:</p> <p>1. ball 2. apple 3. bat 4. Annie 5. bat 6. ball</p> <p>→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 children to look at the picture and speech bubble. Say <i>This is an apple.</i> - Have a student repeat the sentence. Prompt them to point to the <i>apple.</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' 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 sentences correctly and fluently. 	<ul style="list-style-type: none"> - Continue doing the task. - Share their answers with their partner. Give the answers. - Check the answers. - Look at the picture and speech bubble. - Repeat the sentence. Prompt them to point to the <i>apple.</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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	<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.	
Homework	<ul style="list-style-type: none">- Revise the words and the patterns.- Do the exercises in Workbook page 13.- Prepare for the next lesson (Unit 1 - Lesson 5).	

WEEK 4

Date of preparing: 30/8/2024

Date of teaching: 23-27/9/2024

Period: 14

UNIT 1: THIS IS YOUR DOLL.**Lesson 5 - Skills Time! / Part 1 (page 14)****I. DESIRED OBJECTIVES**

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

1. Core competences

- Read and understand a poem.
- Identify different objects and their colors.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about their toys.
- *Problem-solving and creativity*: find out their toy 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.
- *Extra vocabulary*: favorite

2. Patterns: “My favorite toy is” / “My favorite color is”**3. Skills:** Listening, Speaking and Reading.**III. RESOURCES AND MATERIALS**

- Student book - page 14
- Audio tracks 20
- Teacher’s Guide
- Website *sachso.edu.vn*
- Flashcards 18-24
- Computer, projector,

***Culture note: Toys**

- Raise students’ awareness of loving toys.
- Raise students’ awareness of using colors in Art.

IV. LEARNING EXPERIENCES

STATES	TEACHER’S ACTIVITIES	STUDENTS’ ACTIVITIES
Warm-up/review (5 minutes)	*Game: “Kim’s game” <i>Flashcards (ball, car, train, kite, orange, yellow, blue, green)</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, ask the students 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. - 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 remember the words correctly. - <i>Task completed:</i> Students can remember the words. - <i>Task uncompleted:</i> Students are unable to remember the words. 	<ul style="list-style-type: none"> - Listen to the teacher's instruction. - Memorize the set of cards in two minutes. - Work in groups. - Look at the set of cards for 30 seconds. 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 the poem (page 14)</p> <ul style="list-style-type: none"> - Ask students to look at the pictures and try to predict what the poem is about. Elicit that it is about toys and colors. - Point to the name at the bottom of the poem. Explain that Nam wrote the poem. Ask <i>How old is Nam? (seven).</i> 	<ul style="list-style-type: none"> - Look at the pictures and try to predict what the poem is about. - Follow the teacher.

	<p>*Point to a color and a toy. Say the words. (Page 14)</p> <ul style="list-style-type: none"> - Ask students to look at the pictures. Say <i>Point to the kite</i>. Check that students are pointing to the kite. Say <i>Point to yellow</i>. Check that students are pointing to the yellow ball. - Continue asking students to point to the toys and the colors until they have said all the words and colors in the activity. - 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 say the toys with their colors correctly. - <i>Task completed:</i> Students can say the toys with their colors. - <i>Task uncompleted:</i> Students are unable to say the toys with their colors. 	<ul style="list-style-type: none"> - Look at the pictures. Point to the kite. Point to the yellow ball. - Point to the toys and the colors until they have said all the words and colors in the activity.
<p>Practice</p>	<p>*Read and listen to the poem. (Track 20)</p> <ul style="list-style-type: none"> - Tell students that they are going to read and listen to the poem. Reassure them it doesn't matter if they don't understand all the words. - Play the recording for students to listen and follow along with their finger. - Play the recording again. Answer any questions they have. - Ask <i>What's Nam's favorite toy? Is it a bike? (No). Ask Is it a ball? (Yes).</i> - Ask similar questions about Nam's favorite color (<i>blue</i>). - Call some volunteers to read each paragraph of the poem in the front of the class. 	<ul style="list-style-type: none"> - Be going to read and listen to the poem. - Listen to the recording and follow along with their finger. - Listen to the recording again. Answer the questions. - Answer the questions. - Answer similar questions about Nam's favorite color (<i>blue</i>).

	<ul style="list-style-type: none"> - 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 poem fluently. - <i>Task completed:</i> Students can read the poem. - <i>Task uncompleted:</i> Students are unable to read the poem. 	<ul style="list-style-type: none"> - Read each paragraph of the poem in the 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 poem in activity 2. - Tell students they are going to say what toy and color they like by using “<i>My favorite toy is</i>”, “<i>My favorite color is</i>”. - Model a sentence before students start the activity. <i>E.g. My favorite toy is a car.</i> <i>My favorite color is blue.</i> - Have students work in pairs and talk about what toy and color they like. - Call some volunteers to say the sentences in front of the class. - Remark students' pronunciation. Give feedback. <p>*Game: “Draw yourself”</p> <ul style="list-style-type: none"> - Explain what students have to do. - Have students work individually. - Give each student a piece of paper and colored pencils. Ask students to draw a quick picture of a toy they like and color it. - Ask students to compare their pictures with a partner. - Tell students to say the phrase about their pictures. <i>E.g. a yellow ball.</i> - Monitor and give offer to help if necessary. 	<ul style="list-style-type: none"> - Look at the flashcards and say the food and drink. - Follow the teacher. - Repeat the sentence before starting the activity. - Work in pairs and talk about what toy and color they like. - Say the sentences in front of the class. - Listen to the teacher's instruction. - Work individually. - Use a piece of paper and colored pencils to draw a quick picture of a toy they like and color it.

	<p>- Praise students if they have done well. →Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can draw a toy correctly. - <i>Task completed:</i> Students can draw a toy. - <i>Task uncompleted:</i> Students are unable to draw a toy. 	<ul style="list-style-type: none"> - Compare their pictures with a partner. - Say the phrase about their pictures. <i>E.g. a yellow ball.</i>
Homework	<ul style="list-style-type: none"> - Revise the words and the patterns. - Do the exercises in Workbook page 14. - Prepare for the next lesson (Unit 1 - Lesson 5/Part 2). 	

WEEK 4

Date of preparing: 30/8/2024

Date of teaching: 23-27/2024

Period: 15

UNIT 1: THIS IS YOUR DOLL.**Lesson 5 - Skills Time! / Part 2 (page 14)****I. DESIRED OBJECTIVES**

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

1. Core competences

- Read and understand a poem.
- Identify different objects and their colors.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about their toys.
- *Problem-solving and creativity*: find out their toy 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.
- *Extra vocabulary*: favorite

2. Patterns: “My favorite toy is” / “My favorite color is”**3. Skills**: Listening, Speaking, Reading and Writing.**III. RESOURCES AND MATERIALS**

- Student book - page 14
- Audio tracks 20
- Teacher’s Guide
- Website *sachso.edu.vn*
- Flashcards 18-24
- Computer, projector,

***Culture note: Toys**

- Raise students’ awareness of loving toys.
- Raise students’ awareness of using colors in Art.

IV. LEARNING EXPERIENCES

STATES	TEACHER’S ACTIVITIES	STUDENTS’ ACTIVITIES
Warm-up/review	*Game: “Whisper” - Divide the class into two groups. - Have students from each team stand or sit in a row.	- Work in two groups. - Stand or sit in a row of each team.

	<ul style="list-style-type: none"> - Whisper a sentence to the first students in each row. <i>E.g.</i> 1. <i>My favorite toy is a kite.</i> 2. <i>My favorite toy is a train.</i> 3. <i>My favorite color is green.</i> 4. <i>My favorite color is pink.</i> - Have the first students whisper the sentence to the second students. - Have teams continue whispering the sentence until it reaches the last students. - The last student in the row has to say out the sentence. - Give the first groups to say the sentence correctly one point. - The group that gets the most points wins. Praise the winner. → Expected outcomes and assessment - <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"> - Listen to a sentence. - Whisper the sentence to the second students. - Continue whispering the sentence until it reaches the last students. - The last student in the row has to say out the sentence. - Say the sentence correctly to get one point. - The groups that gets the most points wins. Praise the winner.
<p>Presentation</p>	<p><i>*Read and listen to the poem (page 14)</i></p> <ul style="list-style-type: none"> - Ask students to look at the poem with pictures. - Play the recording (Track 20) for students to listen and follow silently in their books. - Play the recording again and ask students to repeat. 	<ul style="list-style-type: none"> - Look at the poem with pictures. - Listen to the recording and follow silently in their books. - Listen to the recording and repeat.

	<ul style="list-style-type: none"> - Pick some volunteers to read the poem in the front of the class. - Give comments and praise. →Expected outcomes and assessment - <i>Task completed with excellence:</i> Students can read the poem correctly. - <i>Task completed:</i> Students can read the poem. - <i>Task uncompleted:</i> Students are unable to read the poem. 	<ul style="list-style-type: none"> - Read the poem in the front of the class.
Practice	<p>*Read again and write (page 14)</p> <ul style="list-style-type: none"> - Copy the sentences from the activity on the board. - Leave a blank at the end of the first sentence and stick one of the toy flashcards there. At the end of the second sentence, stick a color flashcard. - Prompt students to read the complete sentences. Write the words under the flashcards as the students say them. - Say <i>I like yellow, blue and red. My favorite is yellow.</i> Explain to students that your favorite means only one which you like the most. - Ask students to look at the activity in their books. Explain that the boy in the picture is Nam, and the sentences are about his favorite things. - Ask students to read the first sentence chorally and complete it in their notebooks. - Then ask students to read the second sentence chorally and complete it in their notebooks. Elicit the answer from the class. - Monitor and give offer to help if necessary. 	<ul style="list-style-type: none"> - Look at the sentences from the activity on the board. - Follow the teacher. - Read the complete sentences. - Listen to the teacher's explanation. - Look at the activity in their books. Listen to the teacher's explanation.

	<ul style="list-style-type: none"> - Ask students to share their answers with a partner. - Check students’ answers. Praise students if they have done well. <p>Answer: My favorite toy is a ball. My favorite color is blue.</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"> - Read the first sentence chorally and complete it in their notebooks. - Read the second sentence chorally and complete it in their notebooks - Share their answers with a partner.
<p style="text-align: center;">Production</p>	<p>*Game: “Pass the ball”</p> <ul style="list-style-type: none"> - Explain how to play the game. - Play the “<i>Toys, toys, toys, toys!</i>” song (Track 17). Give a ball to one student and ask her/him to pass it to the second one. The second student passes the ball to the third one, and so on. - Stop the music. Raise a picture of a toy. Ask the student who is holding the ball to say the sentence with “<i>My favorite</i>”, e.g. <i>My favorite toy is a teddy bear.</i> - Continue to play the game until all the pictures are said. - 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 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"> - Listen to the teacher’s explanation. - Listen to the song. Pass the ball to the second one. The second student passes the ball to the third one, and so on. - Look at the picture of a toy. Say the sentence about the picture. - Play the game until all the pictures are said.

Homework

- Revise the words and the patterns.
- Do the exercises in Workbook page 14.
- Prepare for the next lesson (Unit 1 - Lesson 6).

WEEK 4

Date of preparing: 30/8/2024

Date of teaching 23-27-9/2024

Period: 16

UNIT 1: THIS IS YOUR DOLL.

Lesson 6 - Skills Time! (page 15)

I. DESIRED OBJECTIVES

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

1. Core competences

- Listen and match people to their favorite things.
- Ask and answer questions about favorite things.
- Write vocabulary with correct spelling; personalize vocabulary by writing about favorite toys and colors.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about their toys.
- *Problem-solving and creativity*: find out their toy 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 the patterns seen previously

3. Skills: Listening, Speaking and Writing.

III. RESOURCES AND MATERIALS

- Student book - page 15
- Audio tracks 21
- Teacher's Guide
- Website *sachso.edu.vn*
- Toys flashcards 18-24
- Colors flashcards 05-12
- Computer, projector,

*Culture note: Toys

- Raise students' awareness of loving toys.
- Raise students' awareness of using colors in Art.

IV. LEARNING EXPERIENCES

STATES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Warm-	*Game: "What's picture?"	


<p>up/review</p>	<p>Start to draw a picture on the board of one of the toy words, <i>e.g. car, kite, bike, teddy bear, doll, ball.</i></p> <ul style="list-style-type: none"> - Ask the students to guess what it is and call out the name. - Put the students into small groups of four or five and ask them to take turns drawing toys for the other students to guess. They can extend the activity with new toys if they know their names in English. - The first student in each group to guess the object takes a turn at drawing the next one. - Finish the activity when the students have had time to practice most of the words. - Call some volunteers to read out the toy words. - 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 read toy words correctly. - <i>Task completed:</i> Students can read toy words. - <i>Task uncompleted:</i> Students are unable to read toy words. 	<ul style="list-style-type: none"> - Look at a picture on the board of one of the toy words - Guess what it is and call out the name. - Work in groups to take turns drawing toys for the other students to guess. - Swap and check their answers before writing the correct answers on the board. - Write a correct word. - Check their friends' answers. Read the words aloud. - Read out the toy words.
<p>Presentation</p>	<p>*Lead-in: Use the poem in Lesson 5 (page 14)</p> <ul style="list-style-type: none"> - Ask students what they can remember from the poem in Lesson 5. Ask <i>What's Nam's favorite toy / color?</i> Allow students to look back to check their answers. 	<ul style="list-style-type: none"> - Answer what they can remember from the poem in Lesson 5. Look back to check their answers. - Look at the flashcards.

	<ul style="list-style-type: none">- Review the colors and toys using the flashcards.- Ask students to read toy words and color words.- Praise them. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none">- <i>Task completed with excellence:</i> Students can read toy words and color words correctly and fluently.- <i>Task completed:</i> Students can read toy words and color words.- <i>Task uncompleted:</i> Students are unable to read toy words and color words. <p>*Listen and write (Track 21)</p> <ul style="list-style-type: none">- Ask students to look at the pictures in their books. Explain that you are going to play a recording of four students in the first row talking about their favorite toys and colors.- Elicit that the students are numbered 1–4; the toys are letters a–d; the colors are letters e–h.- Play the recording, pausing after item 1 to lead students in pointing to the teddy bear and then the color red.- Write <i>l bg</i> on the board.- Play the recording again while students listen and point to the correct pictures each time. Pause the recording frequently and write the numbers and letters on the board.- Ask students to listen the whole recording and write the answers in their notebooks.	<ul style="list-style-type: none">- Read toy words and color words. <ul style="list-style-type: none">- Look at the pictures in their books. Listen to the teacher explanation. <ul style="list-style-type: none">- Follow the teacher. <ul style="list-style-type: none">- Listen to the recording to point to the teddy bear and then the color red. <ul style="list-style-type: none">- Look at the board.- Listen to the recording again to point to the correct pictures each time. <ul style="list-style-type: none">- Listen the whole recording and write the answers in their notebooks.
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	<ul style="list-style-type: none"> - Ask students to give their answers. - Confirm the correct answers. Praise students if they have done well. <p style="text-align: center;">Answers:</p> <p>1. bg 2. ae 3. dh 4. cf</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"> - Give their answers.
	<p><i>Aim: To help students ask and answer questions about favorite things and improve speaking skills.</i></p>	
<p>Practice</p>	<p>*Ask and answer about you. (page 15)</p> <p><i>What's your favorite toy? - It's my</i></p> <p><i>What's your favorite color? - It's</i></p> <ul style="list-style-type: none"> - Ask students to look at the questions in their books. Copy them on the board. Read the first question out loud for students to repeat as they follow in their books. - Call on individual students to answer. Allow them to use the flashcards for support if necessary. - Repeat with the second question. - Ask students to work in pairs. Ask them to practice asking 	<ul style="list-style-type: none"> - Look at the questions in their books. Repeat the first sentence as they follow in their books. - Answer the question. Use the flashcards for support if necessary. - Repeat with the second question. - Work in pairs. Practice asking and answering

<p>Production</p>	<p>*Write about you. (Page 15)</p> <ul style="list-style-type: none"> - Copy the sentences on the board. - Ask a student to complete the first sentence with his or her true information. Write the word on the board. - Repeat with the second sentence. - Ask students to complete the sentences in their notebook. - Ask students to share their answers with their partner. - Call students to give their answers. - Check students' writing skills. Praise them. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can write about their favorite toys and colors correctly. - <i>Task completed:</i> Students can write about their favorite toys and colors. - <i>Task uncompleted:</i> Students are unable to write about their favorite toys and colors. <p>*Share with your friend. Write about your friend. (Page 15)</p> <ul style="list-style-type: none"> - Copy the sentences on the board. Call two students to the front with their notebooks. - Ask one students to read his or her answers to exercise 4 out loud. Prompt the other students to say the sentences with the first student's true information. Then have students switch roles. 	<ul style="list-style-type: none"> - Look at the sentences on the board. - Complete the first sentence with his or her true information. - Repeat with the second sentence. - Complete the sentences in their notebook. - Share their answers with their partner. <ul style="list-style-type: none"> - Come to the front with their notebooks. - Read his or her answers to exercise 4 out loud. Say the sentences with the first student's true information. Then switch roles.
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	<ul style="list-style-type: none"> - Put students in pairs. Ask them to complete the sentences about their partner in their notebooks. - Ask students to say the sentences about their partner's favorite toys and colors. - Check student's task. Give feedback. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <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"> - Work in pairs. Complete the sentences about their partner in their notebooks. - Say the sentences about their partner's favorite toys and colors.
Homework	<ul style="list-style-type: none"> - Revise the words and the patterns. - Do the exercises in Workbook page 15. - Prepare for the next lesson (Unit 2 - Lesson 1/Part 1). 	

<p>Ngày 5 tháng 9 năm 2024</p> <p>Kí duyệt của Tổ Trưởng</p>  <p>Huỳnh Thị Yến Trang</p>	<p>Ngày 6 tháng 9 năm 2024</p> <p>Kí duyệt của</p> <p>Ban Giám Hiệu</p> <p>Nguyễn Thị Thanh Hải</p>
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